Degree Thesis 1
Bachelor's level
To speak or not to speak English during English lessons

A literature study on language use in the elementary classroom

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Abstract:
There are different views regarding which language should be used in the second language classroom. Therefore, the aim of this literature review is to find out if the teachers’ choice of language use in the classroom can affect the students’ motivation to speak English and if there are other factors that can affect the teachers’ choice of language use. This study is based on six different sources who all have investigated the use of the first language and/or the target language in schools in different parts of the world. The results of this study show that both the use of the first language and the target language can affect the students’ motivation to speak English. The results also show that there are many different factors that can affect the teachers’ choice of language use in the classroom, apart from motivation. These factors include the use of the first or the target language to ensure comprehension, encourage communication, create and maintain relationships between teachers and students, keep up a good classroom climate, and to uphold discipline. There are arguments both for using the first language and the second language in the second language classroom and it is difficult to determine which language is the best to use. However, what can be determined is that it is the teachers’ responsibility to decide and to have a reason for choosing one language or the other.

Keywords: target language, first language, motivation, language use, English as a foreign language
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1. Introduction

Much has been written about language use in the foreign language classroom regarding whether to use the first language or the target language. According to the syllabus for English instruction in Sweden, the pupils are supposed to have the opportunity to develop their ability to communicate. This means the pupils should understand spoken English, express themselves, interact in speaking and be able to adjust their spoken English to different situations. As communication is prioritized in the curriculum, it is important that the students have the opportunity to communicate in English in order to learn English (Skolverket, 2011, p. 30). The pupils should understand spoken English and be able to express themselves in English. However, as mentioned above, whether learning to do so is done in the first language or the target language is debated.

The use of the first language or the target language in the foreign language classroom may affect students’ motivation to learn the target language. Gardner (1985, p. 21) writes about motivation and describes motivation as the effort and the desire to complete a task. Motivation can decide how much effort an individual puts forth in order to learn. However, effort alone is not the same as motivation since effort can for instance come from pressure from parents or teachers (Gardner, 1985, p. 22).

During my years in lower and upper secondary school, I learned Spanish. I struggled with the language and thought it was difficult and boring. During lessons there was not much communication in Spanish, as every task and instruction was in Swedish, and we did a great deal of translating from Spanish into Swedish and the other way around. However, during my second year in upper secondary school my class got the opportunity to spend two weeks in Malaga, Spain, in order for us to develop our Spanish skills. These two weeks did wonders for my skills in Spanish. I learned Spanish by listening, speaking and thinking Spanish for two weeks. To me this shows that being exposed to a language can be an effective way to learn a new language.

During my teacher training-period I have talked to many different teachers who claim they speak English during English lessons. They do this in order for the pupils to learn English and to be exposed to the target language as much as possible. When I have observed the lessons they often begin with the pupils and the teacher speaking English but as the lesson progresses both the pupils and the teacher start to speak Swedish instead. Often it is because a pupil does not know a word in English and gets permission to say it in Swedish instead. The question I then ask myself is how important it is to speak English during English lessons. Does it matter which language the teacher and the pupils speak in the English classroom?

1.1. Aim and research questions

The aim of this study is to learn what previous research has found out regarding how pupils’ motivation to speak English is affected by the choice of teaching language. The following research questions are asked:

- How can teachers’ language use in the EFL classroom affect pupils’ motivation to speak English?
- What other factors affect teachers’ language use in the classroom?

2. Background

This section will first define different terms in order to facilitate the reading of this essay. Then what the Swedish curriculum says about using the target language and the importance of
communication will be presented. Arguments for using the L2 will be offered, including two different reviews made by the Swedish Schools Inspectorate. The last subsection discusses the arguments for using the L1.

2.1. Definition of terms
Terms used in this essay in need of definition will be presented here. The terms will be presented in no particular order.

2.1.1. English as a foreign language (EFL)
When English is taught to children who do not use English outside the classroom it is considered as English as a foreign language (Pinter, 2006, p. 166). In contrast, English as a second language (ESL) refers to when English is taught to children who are used to English and use it outside the classroom (Pinter, 2006, p. 166).

2.1.2. English language teaching (ELT)
The term ELT is used when teaching English to students who speak other languages than English.

2.1.3. L1 and L2
L1 stands for first language which is a person’s native language. L2 stands for second language which is the language learned after the native language.

2.1.4. Code-switching
Cook (2001, p. 408) presents the term code-switching where both languages are used simultaneously. One language can be switched to another whenever it is needed. Instead of using the first and second language separately they can be used simultaneously. An example of this can be if a word is difficult for the students to understand in the second language, the teacher can say it in the first language and explain it in the second language.

2.1.5. Own-language
Own-language can be used instead of first language, native language or mother tongue. Own-language is described as the language most common in a language classroom. This language is not always the learner’s first language, native language or mother tongue (Hall & Cook, 2013, p. 7). This term is used in one of the sources used for this essay. However, it will not be used throughout this essay, instead, first language will be used.

2.1.6. English immersion programs
Pinter (2006, p. 167) writes about immersion language environments and explains this as an environment where a student has contact with the target language outside the classroom. English immersion programs can thus be explained as a program where students can participate and have access to the target language to a large extent.

2.1.7. Target language
Target language is the language being learnt, e.g. English in an English language teaching classroom.

2.2. What does the curriculum say?
According to the English syllabus, a part of the aim of teaching English in Sweden is to give the pupils an opportunity to develop their ability to communicate in English (Skolverket, 2011, p. 30). In addition, in the core content in the English syllabus it is written that the pupils should develop their language strategies to be able to make themselves understood even if the knowledge in the language is not fully developed.
2.3. Arguments for using the L2

English language teaching should be conducted in English as much as possible from the start in order for the pupils to get used to the language. It is important for the teacher to inform the pupils of the advantages of speaking English in English classes. If the pupils get used to the teacher always translating what is being said to the first language the pupils will not pay as much attention since they know they will hear everything in the first language too. This can lead to a lack of concentration since the pupils do not have to concentrate on English instruction (Lundberg, 2010, p. 23-24).

English language teaching should challenge the pupils, make them interested and develop their language ability which can be done by using the target language instead of the first language. The pupils do not need to understand every word of what is being said or of what they are reading. The pupils should not try to translate every word but instead they should try to understand the wider context (Lundberg, 2010, p. 24).

The Swedish Schools Inspectorate (Skolinspektionen, 2010) has made a review of different schools in Sweden and their ability to offer education in English with high quality. A part of this review was to examine what opportunities were given to pupils to use the second language in the classroom. Krashen’s (1985) input theory is presented in the report and describes how a second language can be learned in a natural way through linguistic input (Skolinspektionen, 2010, p. 13). This means pupils can learn a second language by being exposed to this language in the classroom or outside the classroom. However, being exposed to the language is not enough, as the input should be at a slightly higher level than the pupils’ skills in the language. Krashen (1985) also indicates that the pupils should be exposed to the second language by engaging in communication which also leads to the motivation to learn.

In the review the Swedish Schools Inspectorate (Skolinspektionen, 2010, p. 14) list three important aspects connected to input which are important in order for the pupils to learn and understand a second language. The first aspect regards the teachers’ ability to give the pupils opportunities to use the second language in the classroom. The second aspect is the teachers’ ability to give the pupils linguistic input at a reasonable level. The third and the last aspect is the teachers’ usage of the second language when communicating with the pupils. The result of the review concerning linguistic input were positive. The teachers most often used English when communicating with the pupils. In addition, the teachers ensured that the pupils would hear and use English as much as possible at a well-adapted level (Skolinspektionen, 2010, p. 19). Even if this review mostly showed positive results it also emerged that the schools that took part in the review had some things to work on. Firstly, the schools needed to focus on methods that support communication. Secondly, they could work on improving their feedback in order for the students to develop as much as possible (Skolinspektionen, 2010, p. 24).

Another review by the Swedish Schools Inspectorate (Skolinspektionen, 2011, p. 13) focused on the use of English or Swedish during English lessons. Interviews and observations were made in 22 different schools in grades 6-9. During interviews teachers pointed out the importance of letting the pupils communicate and use English in English lessons. From observations the researchers saw that during many lessons the teachers gave the pupils opportunities to interact, discuss and communicate in English. The researchers also conducted interviews with pupils and some said they were afraid of speaking English during English lessons. During some observations the researchers saw that the communication in English was not encouraged but instead the pupils were allowed to speak in Swedish (Skolinspektionen, 2011, p. 14).
2.4. Arguments for using the L1
Cook (2001, p. 413) writes about using the first language (L1) in the foreign language classroom instead of using the second language (L2). The factor efficiency is mentioned and if it is more efficient to use the L1 then maybe it should be used. Cook (2001, p. 413) also writes that learning can be helped by using the L1 together with the L2. There have been reservations against using the L1 in the classroom, but Cook lists several aspects regarding how the L2 learning can be supported by using the L1 in the classroom (2001, p. 413). Teachers use the L1 as a support for checking the meaning of certain words or sentences and explaining grammar. In this way the teachers feel their use of the L2 in the classroom becomes more natural rather than trying to explain things in the L2 they find difficult in the L1 (Cook, 2011, p. 414).

Other arguments for using the L1 are the importance for the students to understand their tasks during lessons. If the students get their instructions in the L2 and they do not understand what to do, the purpose of the task is wasted. Another argument for using the L1 is to uphold a certain kind of discipline in the classroom. Teachers say that this is easier to do this in the L1 since there is a risk the students will not take it seriously in the L2 (Cook, 2001, p. 415). Cook (2001, p. 418) also describes the students’ use of the L1 and the L2 when they are talking to each other in class or when they work in small groups or pairs. The advice has been to minimize the use of the L1 in constellations like that, but it is often hard to keep to the L2 if the classes are not motivated or disciplined. Therefore, code-switching can be a good thing instead of the students not talking at all. When using the L1 together with the L2 the students can help each other in the L1 if some students struggle with the L2.

3. Theoretical perspectives
In this section the theoretical perspective chosen for this study will be presented, starting with Willingness to Communicate proposed by MacIntyre. The second part of the theoretical perspective is the L2 Motivational Self System by Dörnyei and Ushioda.

3.1. Willingness to communicate
MacIntyre (2007, p. 564) writes about communication within second language learning. He points out that there are people who have been studying a second language and know it well, but who are not willing to communicate. Why some are not willing to communicate is not an easy question to answer since there are many different aspects to take into consideration. Some of these aspects can be individual, social, linguistic and situational (MacIntyre, 2007, p. 564). From this, MacIntyre presents a theory, called willingness to communicate, WTC, which is about peoples will to communicate and what factors can affect this will.

In addition to WTC MacIntyre (2007, p. 565) presents two other areas connected to second language learning; language anxiety and motivation. Both these factors can affect the willingness to communicate. Language anxiety is described as the concern and the nervousness which can occur when learning and using a second language. Motivation is described as different motivational factors which in a way can decide whether someone will communicate or not. An example of a motivational factor is the ability to communicate with people from other cultural groups (MacIntyre, 2007, p. 566). It is important to mention that a person can have low motivation and very much anxiety and still be willing to communicate. This is why MacIntyre (2007, p. 564) points out that there are many different aspects which have to be taken into consideration when talking about WTC.
MacIntyre (2007, p. 569) describes the willingness to communicate as something decided in the present moment. The willingness to communicate is decided based on the present self-confidence and the desire to communicate with a certain person. Therefore, willingness to communicate is something you choose depending on the situation; it is an act of volition (MacIntyre, 2007, p. 569).

3.2. L2 Motivational Self System

Dörnyei and Ushioda (2009) introduce the term *integrative orientation* as a motivation to learn a second language. This term has to do with the will to learn a second language being connected with an interest in other cultural groups. The authors also use the term global English and describe how it can be a factor of motivation to learn a second language in order to be able to communicate with people around the world. People want to learn a second language to be able to gain a global identity (2009, p. 1). But, Dörnyei and Ushioda (2009, p. 2) write that this factor of motivation might not be as true today since English no longer has the same natural origin in a certain country. For this reason, the authors present a new way of thinking when it comes to integrative orientation. Since English is now used as a lingua franca worldwide, the motivation of learning a second language is no longer the same desire to have a global identity. Dörnyei and Ushioda (2009, p. 3) present the L2 Motivational Self System which focuses on one’s ideal self. The motivation to learn a second language is about what one’s ideal self wants, wishes for and aspires to.

4. Material and method

This section will present the method for this study. It will also describe how the search for sources has been made and which databases have been used to find sources. This section will also describe which search words have been used in these databases and how the sources discovered have been analysed.

4.1. Design

The method for this study is a systematic literature review. A systematic literature review is based on previous studies with high quality which then are reviewed, analysed and compiled (Eriksson Barajas, Forsberg & Wengström, 2013, p. 31). A systematic literature review is conducted in different steps and starts with formulating a problem together with research questions. Search strategies are then devised and relevant literature is searched for. The literature has to be analysed and synthesized so that conclusions can be made (Eriksson Barajas et al., 2013, p. 32).

4.2. Selection criteria/strategies

The databases used for this systematic literature are ERIC (The Education Resources Information Center), LLBA (Linguistics and Language Behavior Abstracts), MLA International Bibliography, Google Scholar, and SwePub. The databases ERIC, LLBA and MLA was a recommendation from a university librarian since those databases specifically list English as a subject. However, searches in LLBA and MLA did not result in any hits of interest. The index Google Scholar has been used when searching for sources recommended by my supervisor. SwePub has been used when searching for Swedish sources. The sources analysed in this literature review were found in ERIC, Google Scholar and SwePub.

The search words used to find relevant sources in the database ERIC are “language usage”, “English (second language)”, “motivation”, “student motivation”, native language”, “second language learning”, “student attitudes” and “teaching methods”. In the database LLBA the search words “second language usage”, “student motivation”, “motivation”, “language usage” and “English as a second language learning” were used. In the database MLA the search words “motivation”, “second language learning” and “EFL” were used. The search words were combined in different order for different databases. The
majority of searches were conducted using ERIC and this is reflected in the large number of search words. In Google Scholar and SwePub the full title of the sources was used in the searches.

When searching for sources some delimiters have been used. In ERIC the delimiter peer reviewed was used for every search. In some searches the delimiter full text was used and some searches were also limited specifically to the elementary educational level. In the databases LLBA and MLA the delimiter peer reviewed was used. In Google Scholar no delimitations were made since the searches there were made for articles recommended or listed in previous degree theses.

The searches in the databases were made with different search words which generated a large number of hits. At the most 71 hits were found. First, the titles were read to see if the text could be relevant. In every search all titles were read and if the titles seemed relevant the abstracts were also read to see if the studies could be used in the thesis. If this was the case, the studies were examined more thoroughly. The searches are presented in Appendix 1.

4.3. Analysis
When analysing the sources for this study an analysis overview has been used where the texts have been divided into different categories. The categories the texts have been divided into are theory used, main concepts, methods of data collection, analysis method, main findings, limitations, quality, strengths and weaknesses.

Besides the analysis overview the author has used a content analysis. In a content analysis the texts are firstly read and reread thoroughly. Then the data is systematically divided into categories to be able to identify different themes in the texts. When themes are identified it is possible to search for these themes throughout the entire data material. The research questions and the chosen theoretical perspective are taken into consideration during the analysis as recommended by Eriksson Barajas et al., (2013, p. 164).

4.4. Ethical aspects
Ethical aspects have been taken into consideration during the work with this essay. According to Eriksson Barajas et al. (2013, p. 70) it is important to choose studies where ethical considerations have been made, present all studies used and to present all results even if they do not support the author’s opinion. This should be done in order to produce good research and to prevent cheating.

5. Results
This section will briefly present the articles used for this study. Also the findings of each text will be discussed where the aim and the research questions for this study will work as a foundation.

5.1. Presentation of articles

This paper is based on research carried out on how own-language can be used in ELT around the world. The researchers have investigated to what extent learners own-language is used in ELT. Data was collected from surveys and interviews of teachers’ opinions of own-language use. The results of this study show that the teachers used the learners’ own-language in different ways in the classroom.

This article investigates the different factors that can affect second language learning among Chinese students in early English immersion programs. Examples of these factors are motivation, attitude, parental support and language anxiety. The study is a comparison between students in upper primary school who study in English immersion programs and students who study English as a core subject. Data was collected from the students participating in different tests, both individually and in groups. The results displayed a difference between students in English immersion programs and students who study English as a core subject. The students in English immersion programs scored better results on the tests, which showed they were more willing to communicate and experienced lower levels of language anxiety.


*Teachers in action* is a research project where a part of the aim is to develop students’ interest in and motivation to learn English through using the target language. Another part of the aim of this research project is to change English language teaching in Sweden by focusing more on communication in the target language. The state of English language teaching in Sweden was examined in order to be developed. This research project was conducted in different steps and therefore also showed results in different ways, but one thing that was presented was that when the target language is used consistently it makes a positive difference in pupils’ learning. Different factors of motivation for pupils to learn English were also presented, such as understanding what their parents are saying when they are speaking English at home, speaking English on vacation and understanding instructions in computer games.


This article studies if and how young learners can optimize a new language by using their own-language. Twelve elementary schools in Japan and North America were included in the study and in these schools six teachers participated. Data was collected by observations and the study showed that teachers used the new language more than 80 percent of the time when they were speaking. However, the old language was also used. For example, the old language was used in situations where the teachers wanted to make sure the students had understood and when using words that might be hard to understand in the new language.


Using observations of four teachers in four different elementary schools, the aim of this study was to examine whether language teachers used English or Korean. The study also included the examination of what factors influenced the teachers’ choice to use either language. A part of the result of the study was that teachers felt that maximizing English is a good idea but not at the expense of Korean since the use of Korean works as a factor of motivation.
From grade three, English is compulsory in China, but only a small percent of the teachers in China have the proper education to teach English. This leads to students learning English from an untrained or poorly trained Chinese teacher. Therefore, the aim of this study is to argue that even though English is compulsory, there is a need for Chinese in Chinese elementary schools. English can not only be taught in English since the teachers’ knowledge of English is lacking, and for the students to learn English in the best way possible there is a need for two languages. Data was collected through observations of several lessons in three classrooms. Data was also collected by interviewing teachers and students. The study showed that there is a need for both Chinese and English in the classroom.

5.2. Content analysis

This section will present the findings of each text based on the research questions formulated for this study. The research questions will be presented separately.

5.2.1. How can teachers' language use in the EFL classroom affect pupils' motivation to speak English?

Table 1 below presents the articles in which the term motivation is mentioned.

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Knell and Chi (2013) use the term motivation several times since the article largely concerns motivation. The authors (2013, p. 66) write about the role of motivation among immersion and non-immersion students. The students in the study conducted by Knell and Chi participated in a test where they answered questions about how much effort they put in when learning English, which would show how motivated they were to learn. The study shows that the majority of both immersion and non-immersion students are motivated to learn English (Knell & Chi 2013, p. 81). Motivation is also brought up in the article by Rabbidge and Chappell (2014) with a focus on maintaining motivation. The authors (2014, p. 8) write that motivation can be maintained among the students by using their first language. Rui and Chew (2013, p. 323) mention motivation in terms of how motivation can come from the use of two languages in the classroom. They write about feedback which can affect motivation and therefore needs to be conducted in two languages in order to ensure the best comprehension possible. Thus, Rui and Chew (2013) focus on the use of two languages and how it can affect motivation.

Hall and Cook (2013, p. 9) only bring up the term motivation once in their introduction when citing another author (Turnbull, 2001) who writes that the use of the target language can be motivating for learners when they see that it can be useful. This is an example of how the use of English can affect the students’ motivation. Furthermore, an early start in English and using the target language in the classroom, can increase motivation among the students (Lundberg, 2007, p. 130).

5.2.2. What other factors affect teachers' language use in the classroom?

Table 2 below presents other factors named in the sources that can affect teachers’ language use in the classroom.
Table 2: Other factors affecting choice of language

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According to Rui and Chew (2013, p.322-323) and Rabbidge and Chappell (2014, p. 12-13) the first language can be used to give instructions to the students and to assist the students in order to make sure they have understood. The first language can also be used together with the second language, using code-switching, to emphasize comprehension (Rui & Chew, 2013, p. 324). In addition, the first language can be used to confirm the students’ comprehension and to explain things that may be difficult, such as vocabulary and difficult words in the new language (Hall & Cook, 2013, p. 25; Oga-Baldwin & Nakata, 2014, p. 8). A way to facilitate the students’ comprehension of, for example, a book in a second language is to read it in the first language first, before reading it in the second language (Lundberg, 2007, p. 97).

Communication is a factor that can affect teachers’ language use in the classroom. It is discussed to a large extent by Knell and Chi (2013, p. 80), who write that students who have a greater contact with English have a stronger will to communicate in English. The authors (2013, p. 82) also write that students who have a stronger will to communicate achieve better results in reading and communication. Hall and Cook (2013, p. 18) mention that the use of own-language can deprive the students’ skill to speak in English which is not preferable. It is also important for the students to be exposed to the target language to be able to encourage and to improve communication, something that overuse of the first language may not do (Lundberg, 2007, p. 164; Oga-Baldwin & Nakata, 2014, p. 1). Lundberg also brings up the importance of communication together with others instead of individual communication (2007, p. 122). To focus more on communication and activities related to communication, instead of working with traditional activities such as grammar, there is a chance that student motivation can be maintained and the students will not associate English with stress (Rabbidge & Chappell, 2014, p. 7-8).

The first language can also be used by the teachers to create and maintain relationships with the students, which can be more easily done in the first language. This is another factor which can affect the teachers’ language use in the classroom (Rabbidge & Chappell, 2014, p. 9). The use of the first language instead of only using the second language can maintain rapport between teachers and learners (Hall & Cook, 2013, p. 15)
All the sources analysed bring up the importance of a good environment and how either the use of the first or the second language can support this (Hall & Cook, 2013; Knell & Chi, 2013; Lundberg, 2007; Oga-Baldwin & Nakata, 2014; Rabbidge & Chappell, 2014; Rui & Chew, 2013). It is important to create a social environment where learning can happen and this can be done by using the students’ own-language (Hall & Cook, 2013, p. 16). Own-language use can not only be used to create a positive learning environment but also to produce a comfortable environment which results in students enjoying the learning of a second language (Rabbidge & Chappell, 2014, p. 9). Rui and Chew (2013, p. 323) mention the need for a stress-free environment to support students’ participation and also the use of two languages when giving feedback in order to facilitate classroom management.

The above-mentioned all focus on the classroom environment and the use of students’ own-language or the use of two languages. However, Lundberg (2007) as well as Knell and Chi (2013) bring up the connection between the environment and the use of the target language. A positive learning environment is important in order for the students to dare to speak and to use the target language (Lundberg, 2007, p. 123). A classroom instruction that encourages oral interaction in the target language is positive when it comes to the students’ accomplishment in the target language for the students’ achievement (Knell & Chi, 2013, p. 82). Oga-Baldwin and Nakata (2014, p. 10) bring up the importance of positive classroom atmosphere where the students can be exposed to the new language.

Another factor that affects the teachers’ language use in the classroom is the question of discipline. The own-language can be used in order to maintain discipline and organisation in the classroom (Hall & Cook, 2013, p. 15; Rui & Chew, 2013, p. 324). Furthermore, a combination of the first language and the second language can support the maintenance of discipline in the classroom (Rabbidge & Chappell, 2014, p. 11).

The reduction of anxiety and increased self-confidence among students are factors associated with each other and can both influence teachers’ language use in the classroom. Lundberg (2007, p. 91) writes that students’ self-confidence can increase when they realise they know and understand the second language. Lundberg (2007, p. 101) also writes about an early start in English and how that can lead to an increased self-confidence among the students. Others also write about the correlation between the second language, or the target language, and self-confidence. As an example, Knell and Chi (2013, p. 80) write about immersion students and their exposure to the second language, and these students have shown lower levels of language anxiety. As written earlier, exposure to the target language can lead to a will to communicate and in addition to this, the students also show less language anxiety when communicating. A high level of language anxiety may instead lead to avoidance of communicating in the second language (Knell & Chi, 2013, p. 80-81). Hall and Cook (2013, p. 24) write about different arguments for using the students first language in class, and one of these arguments is that the first language can help reduce language anxiety among the students.
6. Discussion
This section will discuss the main findings of this study and give suggestions for further research within this subject. First the method used for this study will be commented on and discussed.

6.1. Method discussion
The method used for this study is a systematic literature review. The study is based on previous research which has been searched for in different databases. The sources used for this study have been found in databases and in previous degree theses. Previous degree theses were used because of the lack of relevant hits in the databases. Many sources found in the databases often focused on the wrong age group, despite delimiters in the searches. The searches in the databases could have been done in other ways, which could have led to other hits and then also different results. Different previous degree theses could also have been chosen which could have given inspiration for other sources. If there had been more time, other sources might have been used and those included could have been read more than the two or three times within the given time frame. In this study, there is only one Swedish source, but the goal was to use at least two. The author searched for Swedish sources but only one relevant publication was found. The Swedish source used for this study also focuses on lower elementary school students, which was not the focus for this study. However, the author of that source mentions and discusses older students as well, which made it relevant for this study.

Due to the low number of sources used for this study it is hard to draw any real conclusions. If more sources with a focus on the Swedish context had been studied, it might have been easier to draw a conclusion, at least on Swedish education. Of course it is possible to draw some conclusions based on the sources used for this study but it is hard to say whether they are generalizable or not.

6.2. Main findings
The aim of this study has been to learn what previous research has found out regarding how pupils’ motivation to speak English is affected by the choice of language and if there are other factors that can affect the teachers’ choice of language use. Six different sources have been analysed and two research questions have been taken into consideration when analysing the sources:

- How can teachers’ language use in the EFL classroom affect pupils’ motivation to speak English?
- What other factors affect teachers’ language use in the classroom?

The teachers’ use of the students’ first or second language can affect the students’ motivation to speak English. The sources differ as to whether use of the L1 or the L2 increases the motivation to speak. As MacIntyre (2007, p. 564) writes, why some are willing to communicate and some are not, is not an easy question to answer. It is probably about more than the teachers’ choice of language in the classroom but it can definitely be one factor among others which the sources used for this study have shown. The use of the second language can work as a factor of motivation for the students when they see that it can be useful (Turnbull, 2001 referenced in Hall & Cook, 2013, p. 9) and when they start using it early in their education (Lundberg, 2007, p. 130). These elements alone may not affect the students’ will to communicate. However, when connecting this to the L2 Motivational Self System (Dörnyei & Ushioda,
which is about what one wants, wishes for and aspires to, it might affect the students’ will to speak English. If there is a factor, such as the teacher’s use of the second language, together with a will, a wish and an aspiration, there is a chance that the students’ motivation to speak English can be affected.

The above-mentioned authors bring up the use of the second language and how that can affect the motivation among students. However, there were also sources used in this study who mentioned motivation and how it can be affected by the use of the first language or of the use of the first and the second language together. The first language can be used to maintain motivation (Rabbidge & Chappell, 2014, p. 8), to provide feedback and to ensure comprehension (Rui & Chew, 2013, p. 323). Providing feedback is an example of when the use of two languages together can be motivational. This can also be tied in with Macintyre’s (2007, p. 564) thoughts about the willingness to communicate. Even if the use of the first language or a combination of the first and the second language can affect the students’ motivation to speak English it is not the only thing deciding whether the students’ will speak or not.

Student motivation is an important factor to take into consideration when teaching a second language and encouraging students to speak. MacIntyre (2007, p. 565) presents different factors that can contribute to the will to speak in a second language. Motivation is one of these factors and an example of something that can be motivational is the ability to speak to people from other cultural groups. To create or maintain motivation can be very important but as the sources used for this study state there are arguments both for and against using the first language and the second language in order to create and maintain motivation among the students. Even if motivation is important to think of when deciding to use either the first language or the second language, there are other things brought up in the sources that affect the teachers’ use of language in the classroom (Hall & Cook, 2013; Knell & Chi, 2013; Lundberg, 2007; Oga-Baldwin & Nakata, 2014; Rabbidge & Chappell, 2014; Rui & Chew, 2013).

One example of what can affect the teachers’ use of language in the classroom is comprehension. The teachers’ want to make sure the students understand everything during class and therefore the use of the first language can be suitable (Rui & Chew, 2013, p. 322-323 and Rabbidge & Chappell, 2014, p. 12-13). A mix of the first and the second language can also be used to maintain comprehension among the students (Rui & Chew, 2013, p. 324). To make sure the students understand can be achieved by explaining things in the first language that might be difficult for the students to understand in the second language, or by talking in the L1 first (Hall & Cook, 2013, p. 25 and Lundberg, 2007, p. 97). The comprehension-factor can be connected to what Cook (2001, p. 415) writes about the use of the L1 to get the students to understand instructions and tasks during lessons; if the students do not understand, the purpose of the task is wasted.

Other factors that can affect the teachers’ use of language in the classroom are to maintain relationships between teachers and students, to keep a good environment where the students can learn as much as possible, to maintain discipline in the classroom, to reduce anxiety and increase self-confidence among the students. All these factors can be a part of the reason for teachers’ use of either the first or the second language in the classroom (Hall & Cook, 2013; Knell & Chi, 2013; Lundberg, 2007; Oga-Baldwin & Nakata, 2014; Rabbidge & Chappell, 2014; Rui & Chew, 2013). To uphold discipline in the classroom is also mentioned by Cook (2001, p. 415). It can be easier to tell the students when they are doing something wrong in the first language since they may not take it seriously in the second language.

Communication is also a factor that can affect the teachers’ use of language in the classroom. Students who come in contact with the second language to a large extent and are exposed to the second language
show a stronger will to communicate in the second language (Knell & Chi, 2013, p. 80; Lundberg, 2007, p. 164). In addition to resulting in a stronger will to communicate, exposure to the second language can lead to the motivation to learn (Krashen, 1985). However, MacIntyre (2007, p. 569) writes that the will to communicate is not something someone can predict since the will to communicate is something decided in the present moment. Nevertheless, it is also something a person decides depending on the situation. If there is a situation where the student has been exposed to the target language to a large extent the outcome may be that the student is willing to communicate. Communication is not only a factor that can affect the teachers’ use of language in the classroom. It is also a part of the aim in the English syllabus. The students are supposed to have the opportunity to develop their ability to communicate in English (Skolverket, 2011, p. 30). If the students communicate more through the teacher, using either the first or the second language that is a good thing as long as they do it in the second language since this is the goal according to the syllabus.

There are arguments both for and against the use of the first or the second language in the second language classroom (Cook, 2001; Lundberg, 2010). Cook lists several arguments for using the first language in the classroom and some of these are the efficiency factor, which means that in some cases it can be more efficient to use the first language instead of the second language. Another argument by Cook is the importance of understanding everything during lessons which can be more easily done by using the first language (Cook, 2001, p. 413-415). Lundberg present arguments for using the second language, such as, the encouragement it provides for concentration. If the teacher always translates everything and uses the first language instead of the second language, there is a risk that the students loose interest and concentration when listening and using the second language (Lundberg, 2010, p. 23-24). However, what is most important when it comes to choosing between the first or second language, is to have some sort of reason for the teachers’ choice. Teachers also have to be wise in their language choice. It is not possible to only think of what the teachers feel most comfortable with, since it is not the teacher who is supposed to learn a second language. The teacher needs to know the students and feel what will work best for them. Of course, when teaching Swedish that language is used. Thus, it feels natural that English should be used when teaching English, since that is the language the students are supposed to learn. Nevertheless, the students’ first language is the language they are used to, which makes it a bit more complex than just comparing second language learning to first language learning.

6.3. Suggestions for further research

The sources used in this study focus on countries such as North America, France, Korea, China and Japan. The only source originating in Sweden was Lundberg’s licentiate thesis, with the main focus on lower elementary school. It would be interesting to implement a study on this subject in Sweden, with students in elementary school and teachers teaching in elementary school.

It would also be interesting to investigate how much the teachers in elementary school in Sweden actually use the second language, as well as to conduct an in-depth study in order to examine in what ways the students are affected by the use of the L2 during second language lessons. It would be preferable, not only to implement this study in a few schools, but to involve several schools from different parts of the country over a longer period of time.

The sources used for this study focused very much on teachers’ attitudes, ideas and opinions about the language use in the classroom. When students participated, they were put through different tests and participated in projects or programs made by teachers. The students were never questioned themselves, which makes it hard to know students’ thoughts and ideas about second language learning. If possible, further research could focus more on the students. It would be interesting to administer tests along with
interviews where both students and teachers participate to see the differences in the teachers’ and the students’ answers.

7. Conclusion
There are many different approaches to look at when talking about second language learning. However, there are in particular two which stand out. The first aspect to second language learning is the one that claims that second language learning should be conducted only in the second language. The second aspect states that second language learning can be done by using the first language along with the second language. To only use the second language or to use both the first and the second language can work as a factor for motivation depending on who you ask. To use the first language, which the teachers and the students are used to, may be a good idea since then they will probably understand everything. But, the question then is whether they will learn to speak the second language. To only use the second language will lead to the students being exposed to that language to a great extent, which in some cases has shown to be positive on many different levels. However, then some students might not understand everything and lose interest in learning a second language. The results of this study show that both the first language and the second language can work as a motivation to speak and to learn English. However, it is not only about motivation, because the results of this study also show that there are other factors that can affect the teachers’ choice of language. It can be determined that a great deal of responsibility lies with the teachers. This because they are the ones who decide which language will be used during lessons and they have to have a reason for choosing the one or the other.
References


## Appendix

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