



Language use in the English classroom

The role of students' first language in grades 9 and 10 in
English classrooms in Iceland

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B.Ed. Thesis
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B.Ed. thesis in the teaching and learning of foreign languages

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Abstract

The main objective of this paper was to gather insight into students' attitudes and perceptions towards language use during English instruction. What are students' opinions about the benefit of their own and the teacher's use of English in the classroom? When should the teacher and the students use the first language in the English classroom? These are two of the main questions explored in this paper. A study was conducted in grades 9 and 10 in an Icelandic compulsory school. A total of 121 students participated in a questionnaire, in which they were asked about language use and their opinions towards using the target language and their first language during English instruction. The findings suggest that English should be used as the predominant language of instruction and that students' mother tongue also serves an important and facilitating role in the English classroom. This finding may impact the way second language instruction is carried out in the upper grades of compulsory schools in Iceland.

Ágrip

Meginmarkmið rannsóknar þeirrar sem hér verður greint frá var að veita innsýn inn í viðhorf nemenda gagnvart tungumálanotkun í enskukennslu. Hvaða ávinning sjá nemendur af þeirra eigin notkun og notkun kennarans á ensku í kennslustofunni? Hvenær ætti kennarinn og nemendur að nota móðurmálið í enskukennslu? Þetta eru tvær megin rannsóknarspurningarnar sem verða skoðaðar nánar í þessari ritgerð. Framkvæmd var könnun á nemendum í 9. og 10. bekk í íslenskum grunnskóla. Spurningalisti var lagður fyrir 121 nemendur þar sem þeir voru spurðir um tungumálanotkun og viðhorf sitt gagnvart notkun markmálsins og móðurmálsins í enskukennslu. Niðurstöður könnunarinnar gefa til kynna að enska eigi að vera notuð sem aðal samskiptamálið í kennslustofunni og að móðurmál nemenda gegni einnig mikilvægu hlutverki í enskukennslu. Niðurstöður gætu haft áhrif á framkvæmd enskukennslu á unglingastigi í grunnskólum landsins.

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Preface

Throughout my studies at the School of Education, one dominant message has been that the most effective English teachers use the target language exclusively during instruction. However, following upon the realization that the mother tongue may be useful in instruction of immigrant children (Cummins, 2013), I wondered whether it might not follow that the same advantages may not occur for Icelandic students in their use of the mother tongue during English instruction. Therefore, I decided to investigate this further for my B.Ed. thesis, i.e. language use and the role of students' first language during English instruction.

I would like to give special thanks to my teacher and thesis supervisor, Robert Berman, for his valuable suggestions and comments throughout the development of my thesis. His professional advice is greatly appreciated. Additionally, I would like to thank all those students who participated and made this study possible by completing the questionnaire. In addition, I would like to thank my brother-in-law, Konráð Guðmundson, for his assistance through technical difficulties. Furthermore, I am especially grateful for all the support my boyfriend, Halldór Halldórsson, and my family have given me throughout my studies and would like to thank them for their support and encouragement.

This thesis is composed by me. I have fully acquainted myself with the *Code of Ethics* (2003, November 7, http://english.hi.is/university/code_ethics) and followed it to the best of my knowledge. I have properly cited all of the sources I used, including suggestions, images, material and wording. I appreciate the support anyone has given me but I take full responsibility for any wrongdoing. This statement is hereby confirmed with my signature.

Reykjavík, _____._____ 20__

1 Introduction

Throughout the years language educators have debated whether students' first language (L1) serves a role in the second language (L2) classroom (see Auerbach, 1993; Turnbull & Arnett, 2002). Theorists who are opposed to using the first language explain that the prohibition of the L1 will maximize comprehensible input in the L2 and enhance English language acquisition (e.g. Krashen, 1982). Essentially, their argument is that second language learners acquire the L2 in the same way as they acquired their mother tongue (Cook, 2008), with caregivers ensuring a constant stream of comprehensible input in the target language, while being immersed in that language. On the other hand, those advocating the use of students' first language believe that judicious L1 use can actually be beneficial for students' second language development. They claim that by denying students' L1, teachers would be depriving them of an important cognitive tool (e.g. Swain & Lapkin, 2000). The primary goal of this paper is to establish whether the first language, if used judiciously, may facilitate learning in English language classrooms.

Few studies have focused on learners' attitudes about the teacher's use of the target language and mother tongue in the English classroom (Turnbull & Arnett, 2002). Still no research has been carried out concerning students' opinions and perceptions on the use of the L1 and the L2 in English instruction in Icelandic compulsory schools. Therefore, this paper is expected to contribute new information on which English teachers can improve their teaching in regards to mother tongue and target language use in the classroom. It is also important to recognize if and how students' first language and target language use assists them in their second language learning process. English teachers need to recognize students' language preferences in the classroom to know whether the use of the L1 and L2 is effective. Auerbach (1993) has suggested that instead of the teacher deciding the language rules of the classroom, it should be left up to the students to decide when they feel the use of their first language or the target language is appropriate, since students should know what works best for them and benefits them in their language learning. Therefore, it is important for teachers to recognize students' opinions towards language use in the English classroom, for them to be able to meet students' needs as efficiently as possible.

A questionnaire was administrated to students in grades 9 and 10 to obtain their opinions, attitudes and perceptions on the use of their first language and the target language during instruction. It should be noted that the study was carried out in an Icelandic compulsory school where the English teachers use English almost exclusively as

the medium of instruction. Two main research questions were asked: (1) What are students' opinions about the benefit of their own and the teacher's use of English in the classroom? (2) When should the teacher and the students use the first language in the English classroom? The findings will shed light on students' point of view on language use in the English classroom and could have an impact on how second language instruction is carried out in the upper grades of compulsory schools.

2 Literature review

In this chapter I will first address previous research on the role of English in Iceland and language use in English classrooms. Then, I will describe how certain movements, including translation methods and the 'English only' movement have changed first and second language usage in English classrooms. In continuation, arguments will be presented both in favor of and opposing the exclusive use of students' second language in the classroom. Additionally, I will present researcher's finding on the use of English during instruction and lastly I will present findings on the role of students' first language in the English classroom.

2.1 English in Iceland

In this section I will first consider the role of the English language in Icelandic society and how the exposure to English through various media has impacted young children's English language development. Next, I will present findings that shed light on how English seems to be used during English instruction in Icelandic compulsory schools. Lastly, I will consider possible reasons for teachers' limited use of English during lessons.

2.1.1 English exposure and its affects

The importance of knowing the English language has been growing in the last thirty years. Around the world and especially in Europe, English is seen as the *lingua franca* because it is a medium of communication for speakers of different first languages and it is believed that English will become even more dominant in the future (Dougty, 2013). Additionally, English has become an important language to Icelandic society. The access to English is growing every day through various parts of Icelandic society, for example through media, education, tourism, business and information technology. Parallel to this development, exposure to English has increased enormously in Iceland. Most children and teenagers in Iceland watch television shows and films in English, where most of the material is not subtitled in Icelandic, listen to music with English lyrics, use English for browsing the web, play computer games and read printed materials in the English language (Lefever, 2010; Lovísa Kristjánsdóttir, Laufey Bjarnadóttir, & Samúel Lefever, 2006).

Increased exposure to English in Icelandic society has affected children's English language proficiency. An example of the impact of exposure to English through various English media sources is apparent in a study by Lefever (2010) of English skills of seven to eight year-olds in Iceland, who had never received any formal instruction in English. The

results showed that Icelandic children begin to develop English skills from an early age and prior to any formal instruction. A great number of children had acquired a basic understanding of spoken English and the majority of children could take part in simple conversations in English. These findings suggest that young children are acquiring English from all sorts of English media materials, which they are exposed to in their everyday life. Similar results can be found in a study by Auður Torfadóttir, Brynhildur Ragnarsdóttir and Samúel Lefever (2006) which show that around the time that children start formal instruction in English in grade 4 they already understand simple spoken English and many can participate in discussions about familiar topics. Therefore, it is clear that English exposure through various media is enhancing young children's English language learning.

2.1.2 Use of English during instruction

The National Curriculum Guide of foreign languages in Iceland emphasizes that English should be used as the medium of communication during instruction in compulsory schools (Mennta- og menningarmálaráðuneyti, 2013). In an older version of the guide it states that English should be used exclusively in grades 9 and 10 (Menntamálaráðuneytið, 2007). Therefore, it is reasonable to expect that English teachers incorporate the target language during instruction.

However, English teachers in Iceland commonly do not use English as the medium of instruction. A study conducted by Lovísa Kristjánsdóttir et al. (2006) on the teaching of English in Icelandic compulsory schools evaluated English instruction in grades 5, 9 and 10 in eight schools from around the country. Participants included 23 teachers and 788 students. The results show that the majority (68%) of students think they can learn *much* or *very much* by practicing spoken English during instruction. Regardless, results indicate that English is generally not used a lot by teachers in grades 9 and 10. Few (10%) students estimated that their teachers *always* used English during instruction and one third (34%) reported the teacher *often* using English. Most teachers said they used both English and Icelandic during lessons. Similar results were found as a part of a B.Ed. thesis conducted by Helga H. Sigurjónsdóttir (2006) of 36 English teachers in grade 10. Her results show that only a few (4%) teachers reported *always* using English and about half (48%) of teachers reported *most often* using English (Helga H. Sigurjónsdóttir, 2006).

Since English is commonly not used as the predominant language by English teachers, it is not surprising that English is used even less by students. In the study conducted by Lovísa Kristjánsdóttir et al. (2006), about one forth (21%) of students said that they *always* or *often* use English when answering the teacher. Additionally, very few (5%) students said that they *always* or *often* use English when talking to other students during

English instruction, but the majority (75%) said that they *seldom* use English when talking to each other. These findings suggest that English is used during instruction by neither teachers nor students as recommended. On the contrary, it seems that English teachers in Iceland depend too much on the first language during lessons.

2.1.3 Reasons for limited English use in classrooms

The lack of English use by teachers during instruction can partly be explained by the number of English teachers that have not been specially trained to teach English. Research has suggested that the teacher's formal training plays a role in determining the amount of target language use during instruction (Duff & Polo, 1990). Findings from a nationwide survey (Menntun dönsku-, ensku- og íslenskukennara í grunnskólum 2005-2006, 2006) showed that less than half (46%) of English teachers in grades 8 to 10 had some sort of special training in English or teaching English. About one third (31%) of these teachers have a degree from the School of Education with a major in teaching English. The number of teachers who are not specially qualified to teach English at the secondary level is far too low, and is even lower at the elementary level. Only about 29% of English teachers in grades 5 to 7 have special training in English. These findings are similar to the survey of Icelandic English teachers' educational backgrounds conducted by Lovísa Kristjánsdóttir et al. (2006).

Regardless of poorly qualified English instructors in Iceland, English teachers have indicated other reasons for having difficulties using the target language during instructions. In a previously mentioned survey by Helga H. Sigurjónsdóttir (2006) thirty-six 10th grade English teachers answered a questionnaire, with nine predetermined choices, on when they used the L1 instead of the L2 during instruction. The results showed that more than half the teachers had difficulties explaining grammar and grammatical concepts, explaining vocabulary and talking to certain students in the L2. Teachers claim that they often avoid explaining something complicated in English and therefore resort to using the L1, for example when explaining an activity. Additionally, English teachers report often using Icelandic when managing the classroom and disciplining students. Teachers also mentioned other reasons for using the L1 instead of the L2, including lack of preparation, lack of confidence in their own competence in the target language and limited self-confidence (Helga H. Sigurjónsdóttir, 2006).

Another B.Ed. thesis study conducted by Ragna Magnúsdóttir (2008) showed similar results and also reported that teachers can have difficulties using English during instruction if they are also teaching other subjects because then they find it easier not to switch from communicating with students in Icelandic. Another teacher mentioned that

students' competence in the language prevented teachers using English as recommended and yet another mentioned that parents had requested that the teacher used more Icelandic because the students did not know what was expected of them when the teacher explained in English (Ragna Magnúsdóttir, 2008). Overall, it is clear that English teachers in Iceland have some difficulties with using English during instruction, whether it comes down to teacher-training issues or carrying out certain classroom functions.

Furthermore, it is essential to determine what is preventing students from speaking English in the classroom. Teachers have been asked what they thought was preventing students from communicating in English. The findings show that teachers presume it has to do with students' shyness, anxiety, insecurity and that they have not gotten used to using English in the classroom (Helga H. Sigurjónsdóttir, 2006).

2.2 History of language use in English classrooms

In this section I will explain briefly the history of language usage movements in English foreign language classrooms internationally. I will discuss how teachers moved from restricting target language use to allowing only target language use during English instruction.

2.2.1 Translation methods

Since the late nineteenth century, there has been some controversy whether teachers should include or exclude the learners' L1 during English language instruction (see Auerbach, 1993; Turnbull & Arnett, 2002). For many years, language teachers used the Grammar-Translation Method, which focused on L1 use in the classroom, where language learners studied about the foreign language through grammar and translated passages from the L2 to the L1 and vice versa. The fundamental purpose of learning through this method was to be able to read literature written in the target language (Larsen-Freeman & Anderson, 2011). The translation methods did not teach students to communicate idiomatically so many instructors came to oppose translation methods. In the 1880s, methodologists therefore introduced methods which completely rejected translation techniques and instead emphasized the spoken language and the use of English in the classroom (Cook, 2008). This new teaching approach was called the 'English only' movement.

2.2.2 The 'English only' movement

As a part of the revolt against the Grammar-Translation Method, the 'English only' movement spread throughout the United States in the early 1920s (Auerbach, 1993) and continued to spread further around the world (Deller & Rinvolutri, 2002). In the twentieth

century, most of the popular teaching methods avoided relying on the use of the L1 in the classroom, including the Direct Method, Audio-Lingual Method and Task-Based Learning Method (Cook, 2008). All of these methods build on the assumption that the more English that is used in the classroom, the better the instruction. The 'English only' movement was so strong that their tenets became "common sense" in the teaching of English. Among their tenets were that English was best taught monolingually, that an English native speaker was the ideal teacher and that if students' L1 was used, the standards of English would drop (Auerbach, 1993; Deller & Rinvolutri, 2002).

Today many English educators still give credence to these tenets and continue to advocate the exclusion of students' first language (Auerbach, 1993). These teachers often think of the use of the mother tongue in the English classroom as taboo and have felt ashamed and guilty for the use of the L1 because its use has been considered bad teaching for a long time (Deller & Rinvolutri, 2002). One teacher from a recent study described a feeling of guilt after resorting to the L1, "The students' frustration leads me to speak English [the L1]. I feel that every time I speak English [the L1], I am failing my students" (Geo-DiFrancesco, 2013, p. 5). Some teachers even go so far that they use reward games and penalty systems to ensure that students do not use their first language. For example, they fine students a small amount of money for using their first language in the classroom and reward students with points or candy for using English (Pablo, Lengeling, Zenil, Crawford, & Goodwin, 2011). Teachers do so because they strongly believe that the use of the first language will impede students' progress in their English acquisition (Auerbach, 1993).

2.3 Arguments supporting and opposing 'English only'

In this section I will first explain the arguments that 'English only' advocates use to emphasize the exclusive use of the second language in the classroom. To comprehend why they demand excluding the first language from the classroom, it is paramount to understand their methodology, which is based essentially on two precepts. Then, I will present arguments which researchers have used to question the methodology of the 'English only' movement.

2.3.1 For 'English only'

Firstly, 'English only' advocates' argument is that second language learners acquire the L2 in the same way as they acquired their mother tongue (Cook, 2001, 2008), with caregivers ensuring a constant stream of comprehensible input in the TL, while being immersed in that language. This ideology is mainly based on Krashen's (1982) comprehensible input theory, where students only need comprehensible input in the foreign language to be

able to acquire it. Therefore, they believe teachers should not deprive students of opportunities for genuine exposure to the target language and use the L2 for all interaction in the classroom. They find that the exclusion of the L1 will ensure maximized exposure to L2 input and enhance language acquisition (Cook, 2008).

Secondly, 'English only' advocates' argument is based on the belief that students should learn to think independently in the L2 to successfully acquire the language and therefore the thought processes for L1 and L2 should be kept separate (Cook, 2008). This way students' goal is to be coordinate bilinguals, where both languages have distinct systems in the minds, rather than compound bilinguals, where they form a single system for both languages (Cook, 2001). Overall, 'English only' advocates equate second language learning with first language acquisition.

2.3.2 Against 'English only'

In contrast to the 'English only' methodology, second language acquisition research does not support the exclusion of students' first language. Auerbach (1993) and others (e.g. Cook, 2001, 2008) have argued that the inclusion of the L1 in the L2 classroom "has been theoretically justified, verified by research, and pedagogically accepted, while its exclusion is based on unexamined assumptions" (as cited in Brooks-Lewis, 2009, p. 217). Auerbach (1993) further stated that "the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound" (p. 15). In other words, those who oppose the 'English only' movement argue that the movement is only based on common beliefs and assumptions, whereas the inclusion of students' first language has been proven to be successful.

As has been stated, 'English only' advocates equate second language learning with first language acquisition and believe that the two processes are similar. But even though L1 acquisition and L2 learning share similarities, they are different. One of the arguments for 'English only' advocates is that students should acquire the language naturally, just like they acquired their mother tongue. However, when learning a second language, students' L1 is already present in their minds. Moreover, age can affect how students learn languages, so methodologist claim that these two processes are too different to be compared (Cook, 2008).

The other argument made by 'English only' advocates is that second language learners should keep the thought processes separate. However, Cook (2001) argues that both languages are interwoven in the learner's mind and therefore it is not possible to try to separate the two. Additionally, Cook (2008) points out that if teachers insist on using English only, they are having students pretending to be native English speakers instead of

acting as “true L2 users” (p. 181). Cook (2001, 2008) claims that it is completely normal for all second language users to code-switch, and therefore teachers should not try to act as native speakers of the language and insist that students dismiss their first language.

2.4 Using English as the medium of instruction

In this section I will first present findings that reveal the extent of second language use during instruction among foreign language teachers around the world. Next, I will present findings which suggest how teachers determine language use during lessons. In addition, I will provide evidence to suggest why English should be included in the classroom. Lastly, I will address the difficulties teachers struggle with because of using English exclusively during instruction.

2.4.1 L2 use during instruction

Research suggests that all second language teachers use the L2 to some extent during lessons, but the amount of L2 use varies from classroom to classroom. A study by Kim and Elder (2005) reported that teachers’ L2 use differed both in the amount and the way that they used it. The proportion of L2 use varied from 23% to 88% of instruction time. Similarly, a study by Duff and Polio (1990) showed that the amount of L2 use during instruction ranged from 10% to 100% and that students were usually satisfied with the use of the L2 within the classroom, whether the teacher used a high percentage of the TL or not. Another study by Levine (2003) showed that about half of teachers reported using the L2 from about 80% to 100% of the time. However, this same study suggests that teachers generally estimate greater amounts of L2 use than is actually used (Levine, 2003). A more recent study by Ceo-DiFrancesco (2013) shows similar results, where about 80% of teachers reported a desire of using the L2 up to 70% of the time or more, but only about 38% of teachers reach this goal. Additionally, Levine’s (2003) research indicated that the L2 was used most by teachers when they spoke to students, less by students when speaking with the teacher and least when students were speaking with each other. These results are very similar to L2 use in Icelandic compulsory schools (see Helga H. Sigurjónsdóttir, 2006), which were discussed in a previous chapter (2.1.2). Overall, these studies suggest that L2 use differs from one classroom to another and that teachers generally value the importance of providing L2 input, but often fail to reach their goal L2 use.

2.4.2 Determining the amount of L2 use

For teachers to be able to control their language use in the classroom, it is important for them to be aware of what determines their L2 use during instruction. Research suggests

that the teacher's proficiency in the L2 does not determine how much the L2 is used during instruction (Duff & Polio, 1990). Additionally, Kim and Elder (2005) found that native speaking teachers do not guarantee high quantity or quality L2 input. Furthermore, the number of years in teaching the language does not affect L2 use (Duff & Polio, 1990). These findings suggest that even though teachers are not competent in the English language, it will not be a factor in determining the amount of English use in the classroom.

However, Duff and Polio (1990) conducted a study in the University of California, where they defined four variables that seem to play a role in determining the amount of L2 used during foreign language instruction: (1) the similarity and differences between the L1 and L2; (2) the departmental policy and guidelines; (3) the lesson content and materials; and (4) the teacher's formal training. Kim and Elder (2005) also reported that the type of classroom activity and functions impacts the teacher's language choices. They reported that if the classroom activity requires complicated instructions or students working on task-based activities, teachers tend to use their L1 more (Kim & Elder, 2005). Additionally, the L1 seems to be used more for discussing grammar, tests, quizzes and assignments according to Levine (2003), but he also reported that the L2 was used most for theme-based communication and textbook activities.

Furthermore, it seems that the students' language level plays a factor in determining language use, since more L2 seems to be used with higher achieving students than with lower achievers or beginners (Dickson, 1996; Pablo et al., 2011). Crawford's (2004) study of 581 language teachers' attitudes towards L2 use confirms this. His results showed that teachers prefer to use the L2 as the medium of instruction with older students (79% agreed) rather than with students in primary classes (27% agreed). A teacher from the study by Pablo et al. (2011) reported a possible reason for this as she said that if she did not use the students' L1 during instruction, they would "get blocked" and that they would not improve their language skills (p. 120). The students usually have the same attitude towards L2 use, where beginners often prefer a bilingual approach while more advanced students feel like the use of the L1 will slow down their language acquisition (Auerbach, 1993). The overall perception among teachers seems to be that they should use L2 during instruction with beginner students and increase the L2 input as students are more competent in the language.

2.4.3 Benefits of using L2 during lessons

No researcher argues against the idea that for language instruction to be successful, students need to be exposed to L2 input. Research has shown that the amount and

quality of L2 input students receive has an impact on how fast they acquire the language (Ellis, 2005), and it has also shown that the teachers' L2 use affects the learners' achievement (see Moeller & Roberts, 2013). Furthermore, Krashen's input hypothesis, Long's interaction hypothesis and Swain's output hypothesis all provide evidence to suggest that the use of students' target language in the classroom is crucial for language learning.

Krashen (1982) suggests that the input hypothesis is central to second language learning. According to him, students acquire a language only when they understand a language which is slightly above their current level of comprehension. He explains how learners use their linguistic competence to help them understand language that is a little more difficult than what they know. Furthermore, students use their common knowledge and extra-linguistic information to assist them with the comprehension (Krashen, 1982). According to Krashen's (1982) hypothesis, for teachers to assist students in acquiring English, they should provide students with L2 input in the English classroom, where the level of English is slightly above their current level of comprehension.

According to Long's (as cited in Tran, 2009) interaction hypothesis, students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native speaker. This interaction creates a naturalistic second language acquisition environment where the learners use negotiation of meaning to learn the language. The interaction hypothesis is based on Krashen's (1982) comprehensible input theory. Long has stated that high quantities of comprehensible input are likely to increase the speed of language acquisition and that a lack of comprehensible input will result in slower or no language acquisition at all (as cited in Tran, 2009). Therefore, according to Tran (2009), teachers should provide students with opportunities for negotiating meaning in the English classroom.

In addition to L2 input Swain (2008) claims that L2 output is also necessary for students' language development. Swain (2008), in her output hypothesis, states that output is as essential as input in developing second language proficiency. She states that "output pushes learners to process language more deeply—with more mental effort—than does input" (Swain, 2008, p. 99). When students need to produce output, they have to create linguistic form and meaning. She claims that when producing output, students learn to notice gaps in their linguistic knowledge and thus try to fill them (Swain, 2008). Therefore, according to Swain (2008), it is important for language learners to be provided with opportunities in the English classroom to produce written and spoken output.

2.4.4 Difficulties with exclusive L2 use

Language teachers who are expected to use the L2 exclusively during instruction have reported difficulties in doing so. A recent study by Ceo-DiFrancesco (2013) reveals obstacles and challenges among 237 language teachers who explain their reasons for not using the target language during instruction. Most (57%) of the difficulties in using the target language during lessons have to do with teacher training issues; many (32%) have to do with student factors; and some (11%) have to do with factors beyond the teacher's control (Ceo-DiFrancesco, 2013).

First, the findings showed that some (11%) of the factors that caused difficulties in L2 use were beyond the teacher's control. These problems included, from most to least important: (1) large class sizes; (2) frequency of class sessions; (3) a lack of administrative support; (4) a lack of technology; (5) schedule interruptions; (6) a lack of parental support; and (7) job security (Ceo-DiFrancesco, 2013). All of these factors are factors that the teacher cannot control and therefore in the hands of administrators to minimize them.

Secondly, many (32%) of the factors that caused difficulties with target language use involved the students. These problems included, from most to least important: (1) a negative attitude; (2) a lack of motivation; (3) frustration; (4) high anxiety; and (5) low attention span. Teachers described students who "shut down" or "tuned out" whenever teachers used the L2, and consequently they felt forced to speak the L1. Additionally, students' lack of comprehension, or frustration, and the teacher's lack of confidence in students' ability to understand L2 input, prompted many teachers to provide clarifications in the L1 (Ceo-DiFrancesco, 2013). These findings suggest that many students have negative attitudes towards using the target language during instruction.

The most dominant (57%) factor teachers reported as an obstacle towards using the L2 during instruction involved teacher preparation and training. These problems included, from most to least important: (1) delivering grammar explanations; (2) time allotted to complete the curriculum; (3) dealing with a range of student abilities; (4) a lack of teaching methodology training; (4) excessive concern with student comprehension; (5) a lack of student preparation; (6) classroom management issues; (7) a tendency to give instructions in the L1; (8) the teacher's own language proficiency; (9) establishing rapport with students; (10) fatigue or other physical issues; and (11) delivering cultural lessons (Ceo-DiFrancesco, 2013). These findings suggest that there are many problems and difficulties teachers struggle with when using the target language exclusively.

Another study by Dickson (1996) has shown very similar results. He conducted a survey in Britain on 508 secondary school language teachers, where teachers reported

not using the L2 because of: (1) disorderly behavior; (2) lower achieving pupils; (3) large classes; (4) mixed ability classes; (5) fatigue or stress; (6) the teacher's view on TL use; (7) the teacher's confidence in the TL; and (8) departmental policy. Findings from both of these studies therefore show that many teachers struggle with using the target language for several classroom functions and for different reasons.

2.5 Using the L1 in the English classroom

In this section I will first present research findings which support the idea that students' first language serves an important role in the English classroom. Then, I will present research findings which show when language teachers tend to use the first language in the second language classroom.

2.5.1 The role of students' L1

Many researchers have suggested that the L1 has a facilitating and natural role within the English classroom (see Brooks-Lewis, 2009; Cook, 2001; Deller & Rinvulcri, 2002; Levine, 2003; Mart, 2013; Pablo et al., 2011; Swain & Lapkin, 2000). Swain and Lapkin (2000) conducted a study of 8th grade students who study French as a second language, where the L2 is used as the language of instruction, and analyzed their use of the L1 during pair work. Their findings show that the students used their L1 a lot more than they anticipated during the pair work task. On average, students used their L1 about one quarter of the time. Only 12% of that time students were off-task, but the rest of their L1 use served important cognitive and social functions. The students mainly used the L1 for three principal purposes: (1) to move the task along, e.g. by making sure they understand the requirements and content of the task; (2) to focus attention, e.g. on language form, vocabulary use and overall organization; and (3) for interpersonal interaction, e.g. to establish the tone and nature of their collaboration (Swain & Lapkin, 2000). Swain and Lapkin (2000) state that without the use of the L1, students might not have been as successful or even finished the task at all. Additionally, they explain that judicious use of the L1 supports L2 learning and they further state that "To insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool" (Swain & Lapkin, 2000, pp. 268-269). Swain and Lapkin's (2000) research indicates that students' use of their first language serves an important role and that by using their L1 they managed to achieve more than they would if they excluded it.

Many other researchers have also shown similar results where students' L1 serves numerous functions in the foreign language classroom. They have explained how excluding students' first language hinders effective comprehension of the L2 and prevents

language achievement (Mart, 2013; Pablo et al., 2011; Levine, 2003). Levine (2003) has stated that “denying a role to the L1 would appear to be a futile endeavor” (p. 355). Therefore, they recommend that teachers and students use the L1 when needed. Deller and Rinvulcri (2002) have also stated that “the students’ language is a useful tool and to ignore it is to waste a valuable resource” (p. 94). Furthermore, they explain that the judicious use of students’ L1 in the classroom benefits everyone. They explain that beginner English language students will progress much faster in the language learning experience as they are supported with their first language. Additionally, they claim that at upper levels, students can fully exercise their linguistic intelligence by judiciously using their first language (Deller & Rinvulcri, 2002). Lastly, they explain that “the juxtapositioning of two languages provides opportunities to develop linguistic awareness of the metaphorical, grammatical, phonological, prosodic, lexical and collocational aspects of English and MT [mother tongue]” (Deller & Rinvulcri, 2002, p. 10). In summary, many researchers have suggested that students’ first language is an important cognitive tool at all stages of second language learning.

2.5.2 Uses for the L1 in the L2 classroom

Researchers have presented findings about teachers’ and students’ reasons for using the L1 in the classroom. Firstly, Pablo et al. (2011) claim that the L1 serves as a pedagogical device for clarification. Their findings suggest that teachers and students think the L1 is important, for example to explain instructions, teach grammar or unfamiliar vocabulary and expressions. They believe using the L1 can save time, avoid lengthy explanations in the L2 and avoid interrupting the pace of the lesson (Pablo et al., 2011). Most importantly, the majority of teachers believe that the L1 is more effective than the L2 for teaching grammar (Crawford, 2004), and further research findings support this view (Dickson, 1996). Moreover, Cook (as cited in Cook, 2001), states that because even advanced L2 students have difficulties absorbing information in the L2, grammar should be taught in the L1. Additionally, many teachers state that the L1 is useful to provide comparative analysis of both languages (Dickson, 1996; Mart, 2013; Pablo et al., 2011), meaning that it is beneficial for students’ language development to allow them to see and discuss differences and make comparisons between their L1 and the L2 when teaching about grammar and vocabulary. These findings suggest that many teachers believe the students’ first language is useful to teach grammar and vocabulary.

Secondly, research suggests that the L1 is important for both students and the teacher to develop relationships. The study by Pablo et al. (2011) showed that teachers believe it is necessary to speak to students in their L1 in order to establish a relationship or connection with them. Most teachers are not willing to sacrifice their relationship with

students to maximize L2 use, because they link rapport with students to motivation and effective learning (Dickson, 1996). Teachers mentioned not being able to chitchat with students in the L2 about their weekends or holidays. In fact, many teachers are used to using the L1 for this purpose. Also some teachers mentioned that right before the class is finished, they tell a silly joke in the L1 to make them laugh and gain their trust. They do so to lower students' affective filters and create a more comfortable learning environment in the classroom (Pablo et al., 2011). Findings have also shown that students commonly socialize in their mother tongue, and feel it is important to connect with their classmates about non-class related issues in this language (Levine, 2003; Pablo et al., 2011).

Lastly, Piasecka (as cited in Auerbach, 1993) suggests that the students' first language should be used on the following occasions: "negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanations of errors; and assessment of comprehension" (p. 21). Cook (2001) also encourages teachers to use the L1 when organizing tasks, disciplining students and implementing tests. Additionally, Deller and Rinvulcri (2002) recommend that the L1 is used for cooperation during group work, getting feedback from students, extending vocabulary and translation exercises. These findings suggest that teachers and students believe that students' first language cannot be excluded from the second language classroom.

3 Methodology

In this chapter I will explain how the study was carried out, including details about the questionnaire, the participants and the procedure.

3.1 Questionnaire

I prepared an anonymous paper format questionnaire which aimed to gather quantitative data on language use in the English classroom and on students' perceptions and attitudes towards L1 and L2 use. The questionnaire had a total of 35 questions which were divided into four sections: (1) language use during English lessons; (2) students' attitudes towards language use during English lessons; (3) students' wellbeing during English lessons; and (4) general questions. Responses were on a five-point Likert scale. This way, the participants' attitudes and perceptions were measured by choices, which for example were arranged from a level of complete agreement to complete disagreement. To ensure that students' English competence would not affect the study, the survey was conducted in students' first language (Icelandic). The original questionnaire in Icelandic can be viewed in *Appendix 1*.

3.2 Participants

The participants of this study were 121 students in grades 9 and 10 from one compulsory school in the Reykjavík area. The school was ideal because its English teachers claimed to use English almost exclusively during instruction, and the school could show, empirically, the high English attainment of its students when compared to other schools in Iceland. In other words, if the use of the L1 was seen to be an advantage by students in this, of all schools, then the results could be taken seriously. The school and the participants who took place in the study were promised confidentiality, so they will remain anonymous. Permission for the study was granted by a verbal consent from the English teachers at the school. There are two English teachers who separately teach grades 9 and 10. The questionnaire was conducted in six classes. Of the total 121 students who completed the questionnaire, 51% were from grade 9 and 49% from grade 10. Additionally, genders were quite evenly split: 47% were male and 53% female. Icelandic was the mother tongue of a vast majority (86%) of students. The students who did not have Icelandic as their first language had a total of eleven other first languages; including English, Vietnamese, French, Danish, Portuguese, Arabic, Finnish, Albanian, Polish, Norwegian and Romanian.

About one fifth (19%) of the students reported that they had lived in an English speaking country for longer than one year.

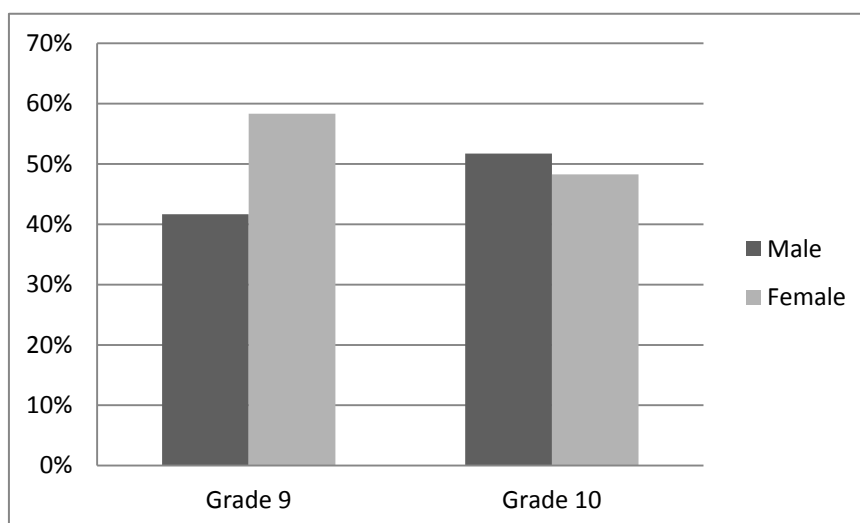


Figure 1. Percentage of girls and boys in grades 9 and 10.

3.3 Procedure

The questionnaire was conducted over a period of three days in March 2014. The survey was personally given by me to each class at the beginning of an English lesson. The number of students who participated in the survey therefore depended on the students who attended the lesson. I briefly explained the reasons for this study and then I gave students the instructions and made sure they knew the questionnaire was anonymous. The students took about ten to fifteen minutes to complete the survey. After the completion of the survey, I collected the statistical data from the questionnaires and analysed it by using *Excel*.

4 Findings and discussion

In this chapter I will present my findings from the questionnaire and discuss how they relate to findings from previous research. Firstly, I will present my findings about language use during English lessons. Then, I will present my findings about students' attitudes, opinions and perceptions about language use during English lessons. Lastly, I will present my findings about students' wellbeing during English lessons.

4.1 Language use during English lessons

In this section I will discuss students' perceptions about how much the teachers and students use English and Icelandic during lessons in this school. Students answered questions about language use in the classroom and could choose between answering *always*, *very often*, *sometimes*, *rarely* or *never*. The findings will be compared to previous studies to point out how the teacher's use of English affects the students' use of English. Additionally at the end of this section, I will discuss my findings where I compare the language use of boys and girls in the classroom.

To confirm whether the teacher used English as the language of instruction, students were asked how often the teacher speaks English during lessons. The results show that a vast majority (74%) of students stated that the teacher *always* uses English and about 22% of students reported that the teacher *very often* uses English. Therefore, almost all (96%) students stated that the teacher *always* or *very often* speaks English.

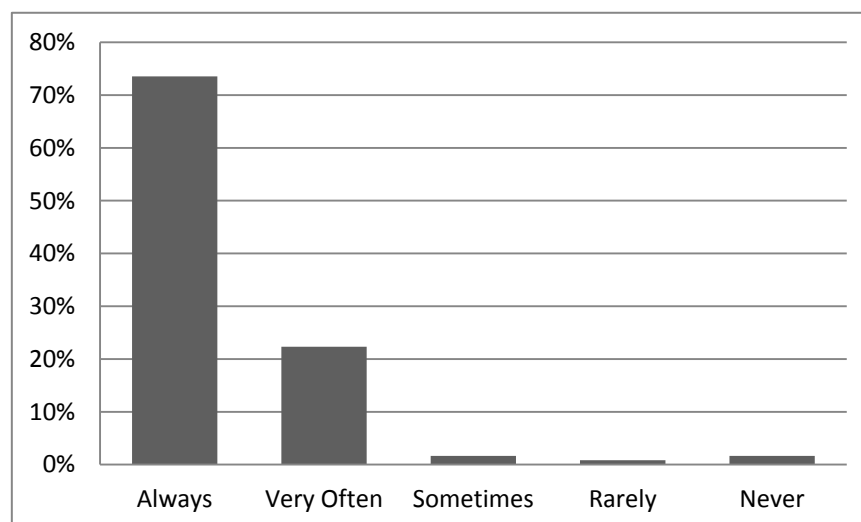


Figure 2. Q1: How often does the teacher speak English during lessons?

These findings confirm that the English teachers in grade 9 and 10 in the school most definitely use English as the predominant language of instruction. One can assume that

the English teachers in grades 9 and 10 in this school are two of few teachers in Icelandic compulsory schools who use English as the language of instruction, since two previous studies have reported that few English teachers in grades 9 and 10 always or often use the target language during instruction. Those studies reported that from 4% to 10% of English teachers always use English and about 34% to 48% reported teachers often using English (Helga H. Sigurjónsdóttir, 2006; Lovísa Kristjánsdóttir et al., 2006).

Students were also asked about their own use of English during instruction. The first question was how often they spoke English during instruction. The results showed that the majority (59%) of students reported *always* or *very often* speaking English during lessons. About 27% of students reported *sometimes* speaking English and 13% reported *rarely* speaking English. Less than 1% of students reported *never* speaking English during lessons.

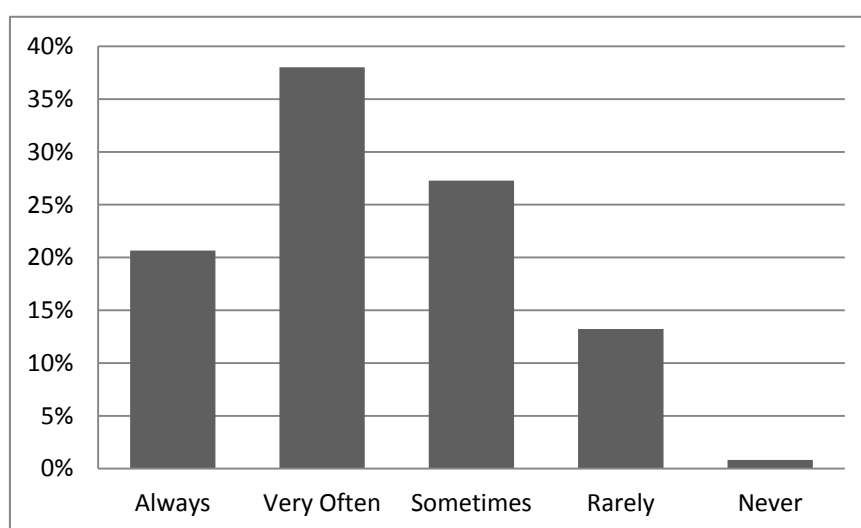


Figure 3. Q2: How often do you speak English during lessons?

These findings suggest that the teacher's use of English in the classroom affects how much the students use the target language. In these classrooms, where the teachers almost exclusively uses English during instruction, many (27%) students report *sometimes* using English and majority (58%) of them report *always* or *very often* using English. Therefore it suggests that a vast majority (85%) of students do use English during lessons when the teacher uses the target language for instruction. These findings are very different from findings from other surveys carried out in grades 9 and 10, where the teacher does not use as much English in the classroom. Those findings have shown that students generally do not use much English during lessons (Lovísa Kristjánsdóttir et al., 2006). My findings will be further discussed in the next few paragraphs, in comparison with the findings of Lovísa Kristjánsdóttir et al.

Next, students were asked how often they used English when asking the teacher something and when answering questions. About 30% of students reported *always* asking the teacher in English and 38% reported *very often* asking the questions in English, meaning that the majority (68%) of students reported *always* or *very often* using English when asking the teacher something. About 21% reported *sometimes* using English and only about 11% of students reported *rarely* or *never* asking in English. Similar results were found when students were asked how often they answered the teacher in English when asked in English. However, more students (44%) reported *always* using English when answering the teacher than when asking him questions. Therefore, these findings suggest that in a classroom where the language of instruction is English, the majority of students are likely to use English to ask the teacher questions in English, but even more likely to answer questions in English.

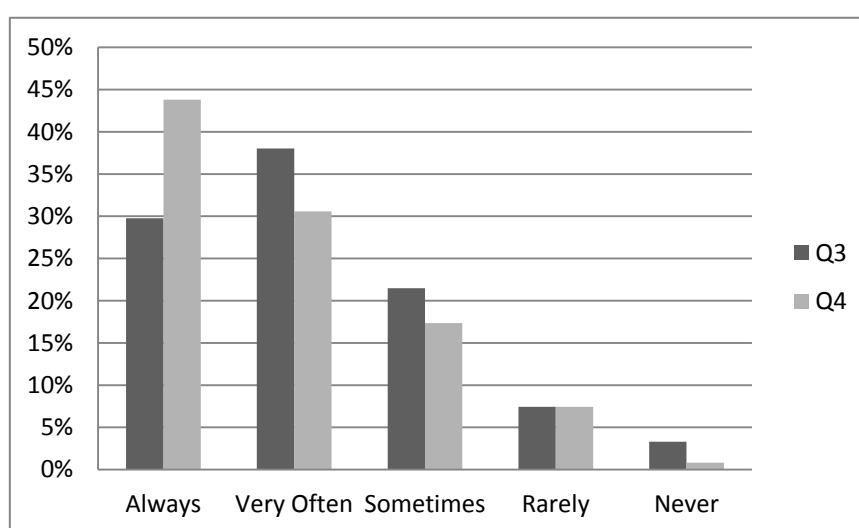


Figure 4. Q3: How often do you ask the teacher in English? Q4: How often do you answer the teacher in English?

Altogether, these findings show that in a classroom where the teacher almost exclusively uses English, many (68%) students will *always* or *very often* ask the teacher in English and even more (74%) students will answer in English. If we compare these results to a previous study by Lovísa Kristjánsdóttir et al. (2006), where students in grade 9 and 10 were asked how often they answer the teacher in English, only 2% answered *always*, 19% answered *often*, 40% answered *sometimes* and 39% answered *rarely* using English. In that study, less than half (44%) of the students reported their teacher always or often using English. Therefore, this comparison suggests that in a classroom where English is used by the teacher as the language of instruction, the students are much more likely to ask and answer the teacher's questions in the target language.

Lastly, students were asked about their use of English with their peers. Students were both asked how often they speak English with their classmates during lessons and how often they speak English during pair- or group work. The results show that majority (54%) of students *rarely* or *never* use English when discussing with their classmates during lessons. Most (34%) students answered that they *sometimes* use English and only 12% of students reported *always* or *very often* using English when speaking with their peers. When asked about English use during pair- or group work, students answered very similarly. However, fewer students (7%) answered *always* or *very often* using English during group work and more students (60%) reported *rarely* and *never* speaking English during pair- or group work. Therefore, the findings suggest that most students *sometimes* use English in interaction with their peers but few students *always* or *very often* use English for discussing with their peers during lessons and even fewer students use it for pair- or group work.

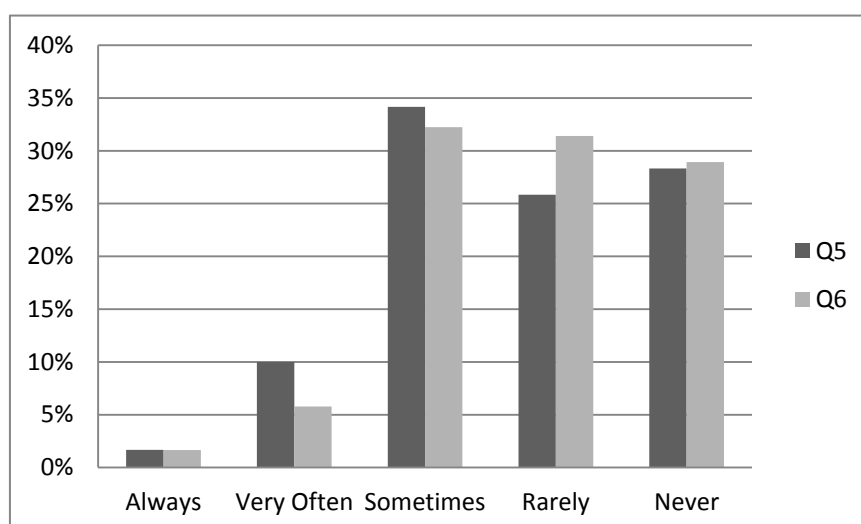


Figure 5. Q5: How often do you speak English with your peers during lessons? Q6: How often do you speak English with your peers during pair- or group work?

Overall, these findings show that in a classroom where the teacher almost exclusively uses English, few (12%) students will *always* or *very often* use English when talking to their peers and even fewer (7%) students will *always* or *very often* use English during pair- or group work. However, about 32% to 34% of students do report sometimes using English for interaction with their peers in the classroom. Compared to the previously mentioned study by Lovísa Kristjánsdóttir et al. (2006), where students were asked how often they communicated with other peers in English during lessons, only 1% answered *always*, about 4% answered *often*, about 20% answered *sometimes* and a vast majority (75%) answered *rarely*. Thus, even in a classroom where the teacher uses English as the language of instruction, few students are likely to use English to interact with their peers,

although they are still more likely to use the target language than in a classroom where the teacher does not use as much English.

As has been stated in the literature review, previous research has shown that the reason why students commonly do not interact with each other in the target language is because they feel it is important for them to socialize in their mother tongue to be able to really connect with them (Levine, 2003; Pablo et al., 2011). Furthermore, Swain and Lapkin (2000) have shown that students do not only use their first language to socialize, but that it also serves important cognitive functions in group work. Additionally, findings from a previous research in Iceland has shown that teachers presume the reason for students' limited English use has to do with students' shyness, anxiety, insecurity and that they have not gotten used to using English in the classroom (Helga H. Sigurjónsdóttir, 2006).

In addition, I decided to compare the use of English by boys and girls during lessons. When students were asked how often they speak English during lessons, 65% of boys, compared to 54% of girls, answered *always* or *very often* doing so. Additionally, only 7% of boys answered *rarely* speaking English, whereas 21% of girls report *rarely* or *never* speaking English. These numbers show that boys in this school are 11% more likely than girls to *always* or *very often* speak English during instruction.

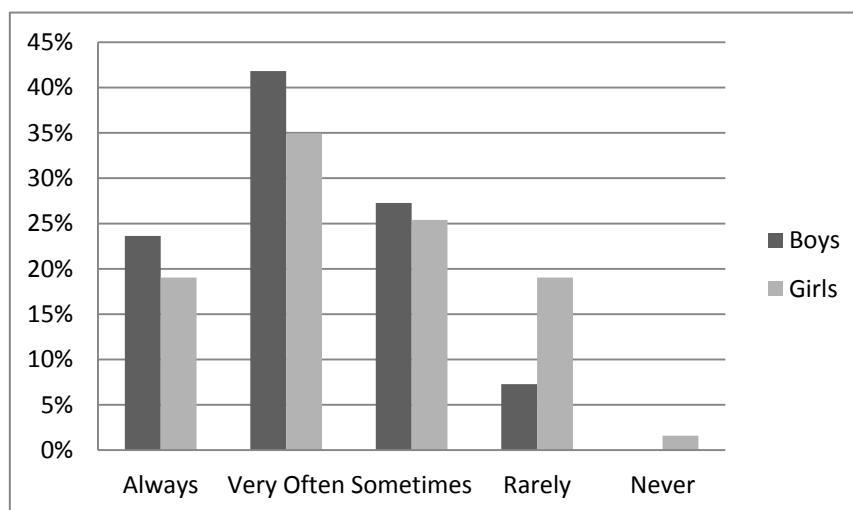


Figure 6. Q2: How often do you speak English during lessons?

4.2 Attitudes towards language use during English lessons

In this section I will discuss my findings in regards to students' opinions and perceptions about using English and Icelandic during instruction. In the survey, students were given a few statements about language use during English lessons and students were supposed to answer how much they either agreed or disagreed with the statement. Students could choose between answering *strongly agree*, *agree*, *neither agree nor disagree*, *disagree*

and *strongly disagree*. First, I will go over the results from asking students about the importance of using English in the classroom. Then, I will go over the findings from students' responses towards using Icelandic in certain circumstances in the English classroom. Lastly, I will discuss their responses, where students are asked whether English use in the classroom assists them in their language learning.

Students were asked about the importance of the teacher and students speaking English during lessons. First, students were asked whether they think it is important that the teacher speaks only English during lessons. A vast majority (78%) of students *agreed* or *strongly agreed* with this statement. Few (7%) students *disagreed* or *strongly disagreed* with this statement, and 14% reported *neither agreeing nor disagreeing*. Then, students were asked whether they think the students should always speak English during lessons. Not as many students agreed but about half (51%) of them *strongly agreed* or *agreed* that students should always speak English during instruction. More (15%) students *disagreed* or *strongly disagreed* that the students should always speak English than agreed with the teacher speaking English. Then, about one third (34%) of students *neither agreed nor disagreed* with this statement. In summation, the results show that the majority of students want the teacher to use English as the language of instruction and that half of students think the students should also always use English during instruction. However, these findings also show that some students do not want the teacher to only speak English and more students feel that students should not have to always speak English during lessons. Therefore, these findings suggest that some students believe their first language should not be excluded from the English classroom.

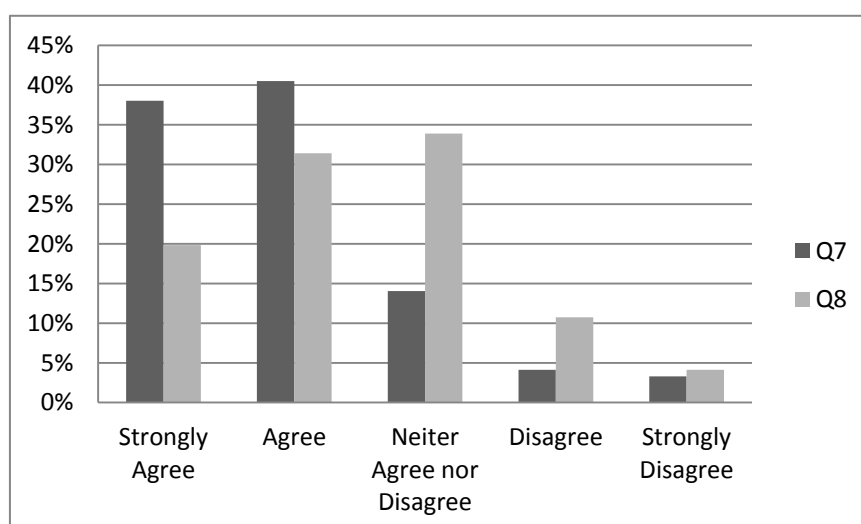


Figure 7. Q7: I think it is important that the teacher speaks only English during lessons.
Q8: I think the students should always speak English during lessons.

These findings suggest that even in a classroom where the teacher speaks almost only English, that most (78%) students think it is very important that he uses only the target language, and about half of students (51%) think students should also always speak English during lessons. These findings seem to confirm findings by Ólafía María Gunnarsdóttir and Þórdís Ómarsdóttir (2009) that the teacher's language use in the classroom affects students' attitudes towards language use. Their findings show that when English is the language of instruction, students seem to be more positive towards using English but when Icelandic is the medium of instruction, students are not nearly as positive towards using English in the classroom (Ólafía María Gunnarsdóttir & Þórdís Ómarsdóttir, 2009). Furthermore, a study by Duff and Polio (1990) has showed that students were usually satisfied with the use of the L2, whether the teacher used it much or not. Therefore, these findings suggest that teacher's use of the L2 during instruction affects students' opinions towards it.

Secondly, students were asked how much they agreed or disagreed with statements asking whether their first language should be used in certain circumstances. Students were asked whether they thought Icelandic should be used for instructions, explaining grammar and vocabulary, classroom management, discussions non-class related things, assigning homework, asking questions and for giving feedback. The results can be seen below in *Table 1*.

Table 1. Students' attitudes towards the English teacher's use of Icelandic during certain classroom functions.

Teachers should use the L1 for:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q9: Giving instructions	7%	18%	34%	29%	12%
Q10: Explaining grammar and vocabulary	19%	41%	25%	14%	1%
Q11: Classroom management	6%	11%	54%	20%	9%
Q12: Discussions about non-class related things	7%	17%	39%	24%	14%
Q13: Assigning homework	7%	8%	34%	36%	15%
Q14: Asking questions	3%	4%	24%	44%	25%
Q15: Giving feedback	3%	5%	35%	37%	20%

Q9: I think instructions for assignments should be in Icelandic. Q10: I think the teacher should use Icelandic when he is explaining something difficult, for example grammar or vocabulary. Q11: I think the teacher should use Icelandic to discipline students. Q12: I think the teacher should use Icelandic when he is talking with students about things that are not class related. Q13: I think the teacher should use Icelandic when he is assigning homework. Q14: I think the teacher should use Icelandic to ask students questions. Q15: I think the teacher should use Icelandic to praise or correct students.

Firstly, the findings show that when asked about language use for giving instructions, one quarter (25%) of students *agree* or *strongly agree* that the teacher should use the L1 for giving instructions about assignments or other tasks. However, more students (41%) *disagree* or *strongly disagree* and think instructions should be in English. Students were also asked how often they do not understand what they are supposed to do because the teacher only explains in English. The results showed that 17% of students *agree* or *strongly agree* that they often do not understand instructions. These findings are consistent with findings from Helga H. Sigurjónsdóttir's (2006) study. She stated that many teachers often avoid giving instructions in English because it tends to be too difficult and therefore they resort to using students' first language to give instructions (Helga H. Sigurjónsdóttir, 2006).

Secondly, the findings show that the majority (60%) of students *strongly agree* or *agree* that the teacher should use Icelandic when explaining something difficult, for example grammar or vocabulary. Only 15% of students *disagreed* or *strongly disagreed* when asked about this statement. My findings support previous research, which was mentioned in the literature review. The results from the study by Helga H. Sigurjónsdóttir (2006) and by Ceo-DiFrancesco (2013) have shown that most teachers have difficulties explaining grammatical concepts and challenging vocabulary in English. Teachers find that by using the first language, they can save time and avoid lengthy explanations in English (Pablo et al., 2011). Additionally, research findings have shown that teachers believe the L1 is more effective than the L2 for teaching grammatical concepts (Crawford, 2004). Furthermore, teachers think the L1 is useful for comparative analysis of both languages when teaching about grammar and vocabulary (Dickson, 1996; Mart, 2013; Pablo et al., 2011).

Additionally, students were asked whether they think the teacher should use Icelandic to discipline students. Most (54%) students reported *neither agreeing nor disagreeing* with this statement. About 17% of students *strongly agreed* or *agreed* that the teacher should use Icelandic for classroom management but more students (29%) reported *disagreeing* or *strongly disagreeing*. However, as stated in the literature review, many teachers have reported having difficulties managing the classroom in the target language (Ceo-DiFrancesco, 2013). In Helga H. Sigurjónsdóttir's (2006) study many teachers also reported using Icelandic for managing the classroom and disciplining students. Therefore, researchers have suggested that teachers use the first language for disciplining students (Auerbach, 1993; Cook, 2001).

In addition, students were asked whether they think the teacher should use Icelandic when he is talking about things that are non-class related. Most (39%) students reported

neither agreeing nor disagreeing with this statement. Almost as many (38%) students *disagreed* or *strongly disagreed* that the teacher should use Icelandic to talk to students about life outside of school. The rest (24%) of students *agreed* or *strongly agreed* that the teacher should use Icelandic to discuss with students about non-class related things. Therefore, it seems that most students do not mind that the teacher uses English to talk about non-class related things. However, the findings show that some students feel like the teacher should use Icelandic to talk about life outside of school.

Furthermore, students were asked whether they think the teacher should use Icelandic to assign homework. The majority of students (51%) reported *disagreeing* or *strongly disagreeing* with this statement. However, about one third (34%) of students *neither agreed nor disagreed* with this statement and 15% of students *agreed* or *strongly agreed* that the teacher should use Icelandic to assign homework. Therefore, most students would like the teacher to use English when assigning homework.

Additionally, students were asked if they think the teacher should use Icelandic to ask questions. About one quarter (24%) of students reported *neither agreeing nor disagreeing* with this statement. Few (7%) students *agreed* or *strongly agreed* with this statement. A vast majority (69%) of students *disagreed* or *strongly disagreed* that the teacher should use students' first language to ask questions. These findings suggest that the majority of students would like the teacher to ask questions in English.

Lastly, students were asked whether they think the teacher should use Icelandic to give students feedback, for example by praising them or correcting them. About one third (35%) of students reported *neither agreeing nor disagreeing* with this statement. Only a small number (8%) of students *agreed* or *strongly agreed* that the teacher should use Icelandic for giving feedback. The majority (57%) of students *disagreed* or *strongly disagreed* with this statement. Therefore, most students do not wish that the teacher uses their first language to praise them or correct them.

Now that I have covered the findings about using students' first language in certain circumstances, I will go over the findings which suggest whether the use of the target language during instruction does affect students' language learning. However, I will give my recommendations based on these findings about language use for these classroom functions in a later chapter (7.2).

To begin with, students were asked whether they think it is easier to learn the language because the teacher speaks only English. The results show that a great majority (81%) of students *agree* or *strongly agree* with this statement. Only a few (4%) students *disagreed* or *strongly disagreed* and about 15% *neither agreed nor disagreed* with the statement. Then, students were asked whether they think the amount of English the

teacher speaks affects their language proficiency. The results show that the majority (68%) of students think that the more English the teacher speaks, the better the students will be in the target language. These findings therefore suggest that students believe that the teacher's use of the target language during instruction will benefit their English language development. My findings support previous research, where the amount and quality of the L2 input that the teacher provides affects how fast and well students learn the language (Ellis, 2005; Moeller & Roberts, 2013).

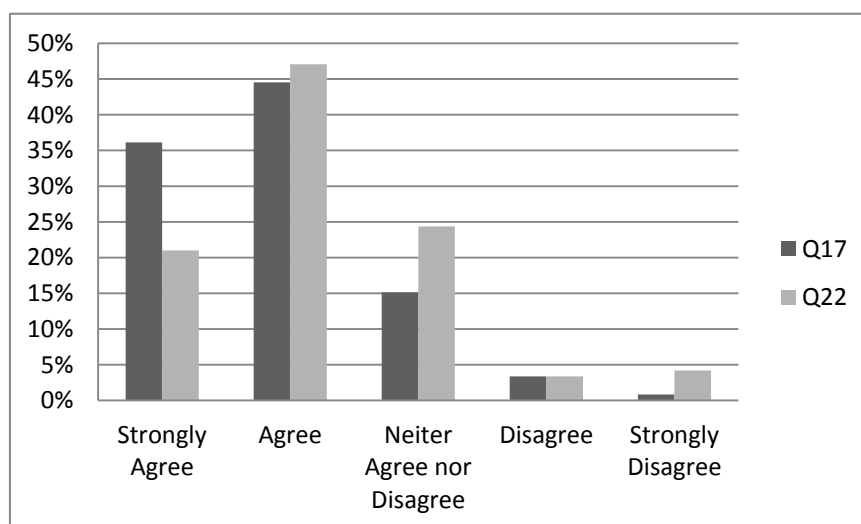


Figure 8. Q17: It is easier to learn the language because the teacher speaks only English. Q22: I think the more English the teacher speaks, the better the students will be in English.

In addition, students were asked whether they think they have to speak English during lessons to really learn the language. About 23% of students reported *neither agreeing nor disagreeing* with this statement. The majority (57%) of students *agree* or *strongly agree* that for them to really learn the language they have to speak English during instruction. However, about one fifth (21%) of students *disagree* or *strongly agree* with the statement. These findings suggest that most students feel like their use of English during lessons affects their language learning and that they have to speak English to be able to develop their English language proficiency. These findings support previous findings by Lovísa Kristjánsdóttir et al. (2006) where their findings showed that the majority of students think they can learn much or very much by speaking English during lessons.

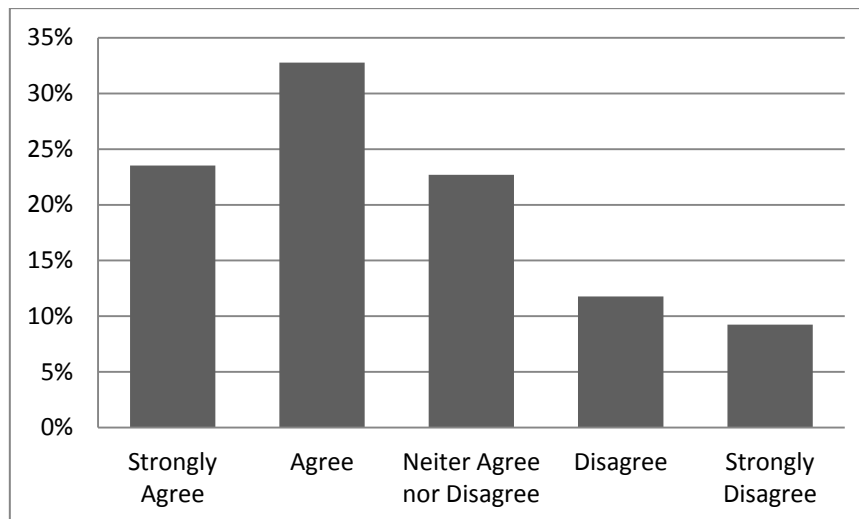


Figure 9. Q23: I think I have to speak English during lessons to really learn the language.

Next, students were asked whether it is easier for them to speak English because they get a lot of practice at school. The majority (52%) of students *agreed* or *strongly agreed* that it is easier for them to speak English because they get a lot of practice during lessons. One quarter (25%) of students reported *neither agreeing nor disagreeing* and about 23% of students said they *disagreed* or *strongly disagreed* with the statement. These findings suggest that a majority of students feel more comfortable speaking English because they get a lot of practice during instruction. The findings also suggest that for some students, their use of English during lessons does not seem to affect their English speaking competence. These differences in opinions might be due to the fact that some students have more opportunities to use the language outside of school and therefore they feel that using English during instruction does not help develop their English skills.

Additionally, students were asked whether they think their vocabulary and grammar has improved because the teacher speaks mostly English during instruction. Many (42%) students *agreed* or *strongly agreed* that their grammar has improved because of the teacher speaking English during lessons and a few more (46%) students *agreed* or *strongly agreed* that their vocabulary was better because of the teacher's use of English. About 37% of students reported *neither agreeing nor disagreeing* with both statements and about 17% to 21% of students *disagreed* or *strongly disagreed* with the statements. These findings suggest that many students feel like the teacher's use of English has improved their grammar and vocabulary.

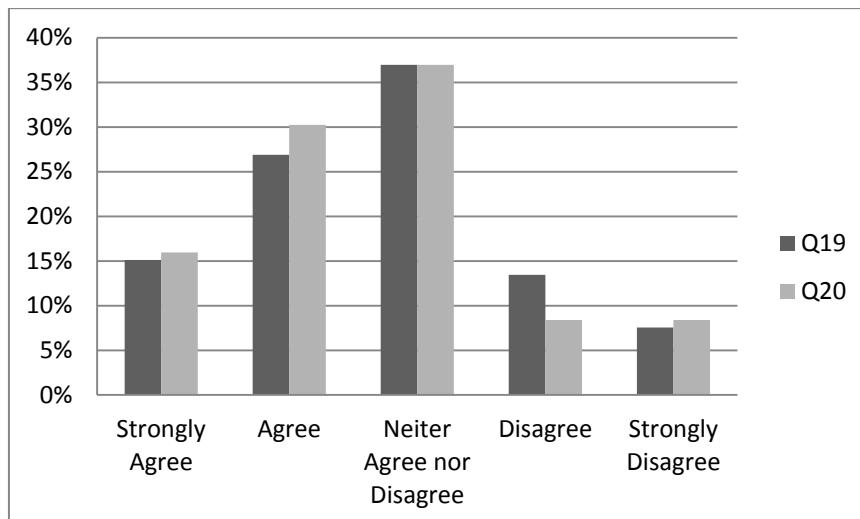


Figure 10. Q19: I think my grammar has improved because the teacher mostly speaks English. Q20: I think my vocabulary has improved because the teacher mostly speaks English.

Lastly, students were asked if they think their English accent has improved because they get to practice speaking English during lessons. Almost half (49%) of students *agreed* or *strongly agreed* that their accent was better because they practice speaking during lessons. About one quarter (26%) of students reported *disagreeing* or *strongly disagreeing* with this statement and another quarter (25%) of students reported *neither agreeing nor disagreeing* that their accent had improved because of the opportunity to practice during lessons. These findings suggest that for some students, the opportunity to speak English during instruction has improved their English accent.

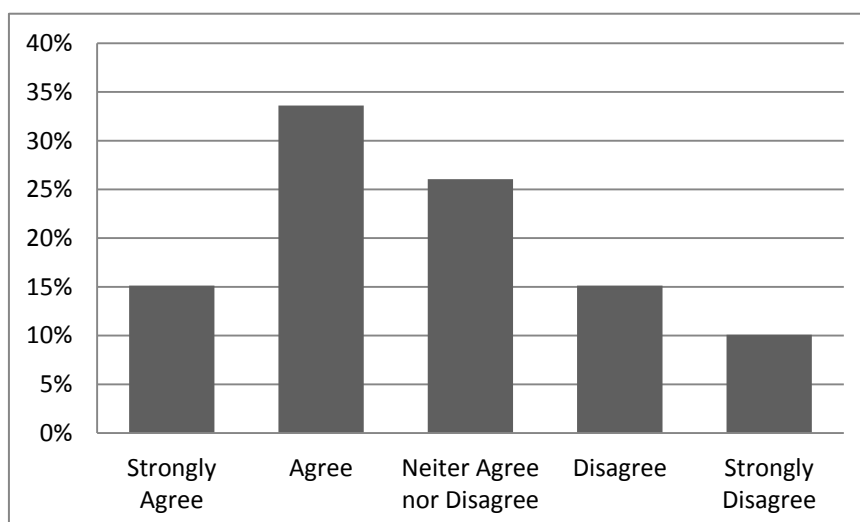


Figure 11. Q21: I think my English accent has improved because I get to practice speaking English during lessons.

4.3 Wellbeing during English lessons

I decided to ask students a few questions about their feelings towards the use of English during lessons. My previous findings suggest that boys are more likely to use English during lessons than girls. My findings about girls' and boys' different attitudes towards using English during lessons might shed a light on the reasons why the girls reported speaking less English during lessons. Students were asked a few statements about their feelings during English lessons and they were able to answer *strongly agree*, *agree*, *neither agree nor disagree*, *disagree* and *strongly disagree*.

First, students were asked if they sometimes feel bad or uncomfortable for having to speak or read English in front of the whole class. On average, about one third (31%) of students reported *agreeing* or *strongly agreeing* with the statement. However, 43% of girls, compared to only 17% of boys, reported *agreeing* or *strongly agreeing* that they sometimes feel uncomfortable for having to use English in front of the whole class. The majority (54%) of boys reported *disagreeing* or *strongly disagreeing* with this statement, whereas fewer (37%) girls also reported *disagreeing* or *strongly disagreeing*. These findings suggest that one third of students sometimes feel bad or uncomfortable for having to speak or read English in front of the whole class, and that more girls feel this way than boys.

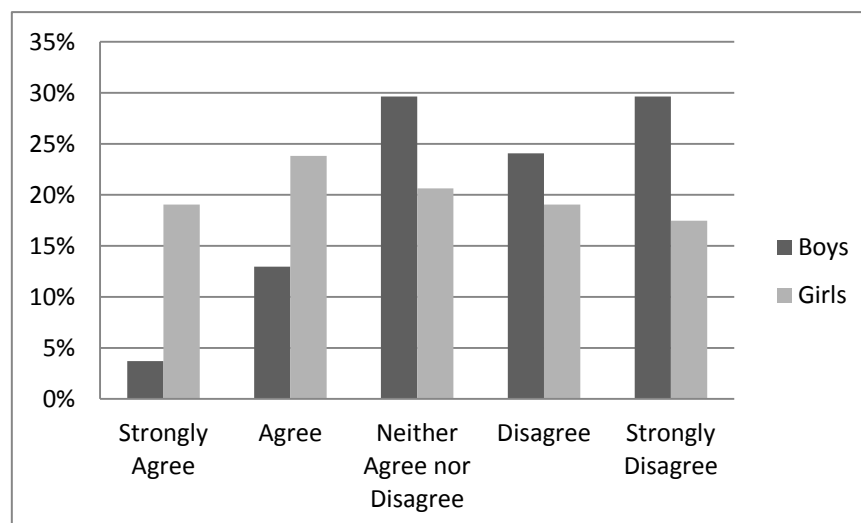


Figure 12. Q25: Sometimes I feel bad or uncomfortable for having to speak or read English in front of the whole class.

Students were asked whether they were shy to speak English. On average, about 23% of students reported *agreeing* or *strongly agreeing* with this statement. However, the results show that 35% of girls, compared to 11% of boys, reported *agreeing* or *strongly agreeing* that they were shy to speak English. The majority (57%) of boys reported *disagreeing* or *strongly disagreeing* to being shy to speak English, whereas fewer (34%)

girls also reported *disagreeing* or *strongly disagreeing* with this statement. These findings therefore suggest that almost one quarter of students feel shy to speak English, and that far more girls feel this way than boys.

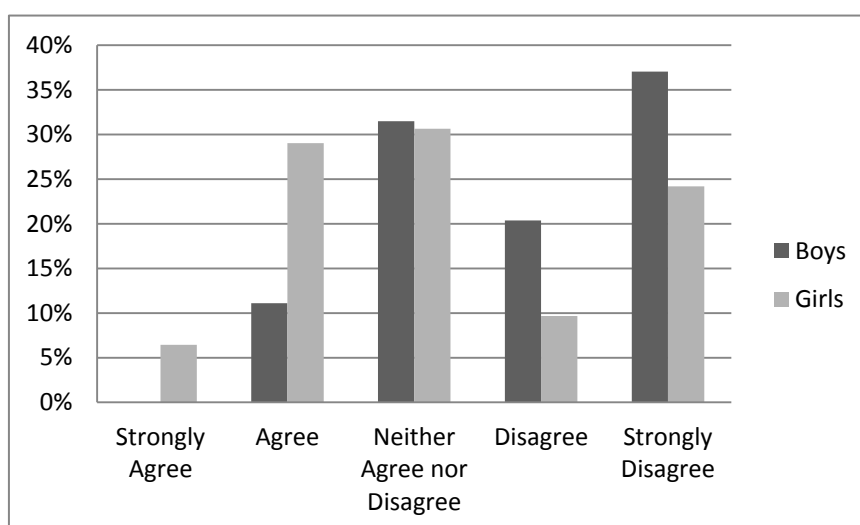


Figure 13. Q26: I am shy to speak English.

Lastly, students were asked if they are afraid that other students will make fun of them when they are speaking English. On average, 20% of students reported agreeing or *strongly agreeing* with this statement. However, 32% of girls, compared to 8% of boys, reported *agreeing* or *strongly agreeing* that they were afraid that other students would make fun of them when they are speaking English. The majority (67%) of boys reported *disagreeing* or *strongly disagreeing* to with statement, whereas fewer (41%) girls also reported *disagreeing* or *strongly disagreeing*. These findings suggest that one fifth of students are afraid that other students will make fun of them when speaking English, and that far more girls feel this way than boys.

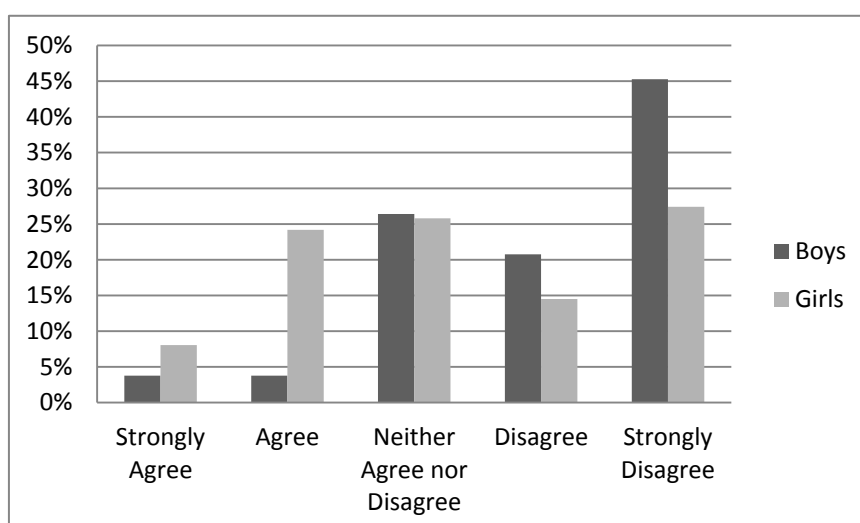


Figure 14. Q27: I am afraid that other students will make fun of me when I speak English.

In summation, the results suggest that girls are more often shy to speak English, more often feel bad or uncomfortable for having to speak or read English in front of the whole class and are more often afraid that other students will make fun of them for speaking English. Overall, these findings show that about one third of students feel uncomfortable having to speak or read English in front of the whole class. About one quarter of students also reported feeling shy to speak English and one fifth reported worrying about being made fun of when speaking English. My findings support a previous study by Helga H. Sigurjónsdóttir (2006), where teachers believed that students' shyness, anxiety and insecurity are preventing students from using English in the classroom.

To gather more information about students' feelings during English lessons, they were asked whether they often get frustrated because they do not understand what the teacher is saying in English. About 17% of students reported *neither agreeing nor disagreeing* to this statement. A bit fewer (15%) students reported *agreeing* or *strongly agreeing* that they often get frustrated because they do not understand the teacher. Although a majority (68%) of students reported *disagreeing* or *strongly disagreeing* that they get frustrated by this. These findings suggest that there usually are a number of students in the classroom who often do not understand what the teacher is saying in English and get frustrated or anxious because of it. My findings support a previous study by Ceo-DiFrancesco (2013), where teachers report that students often get frustrated when the teacher uses only English.

Lastly, students were asked if they find it difficult to talk to and get to know the teacher because they mostly have to speak English. About 32% of students reported *neither agreeing nor disagreeing* to this statement. Few (7%) students reported *agreeing* or *strongly agreeing* to this statement and the majority (60%) answered that they *disagreed* or *strongly disagreed* that they thought it was difficult to get to know the teacher because they had to speak English. These findings suggest that using English as the language of instruction does not affect most students' relationships with teachers. However, the findings suggest that some students have difficulties with developing relationships with the teacher because they have to speak English. My findings on students' opinions are not similar to a previous study on teachers' opinions about using the first language with students. In a study by Pablo et al. (2011), teachers reported believing that they had to speak students' first language to be able to connect with them. Therefore, these findings suggest that teachers and students have different opinions about using the first language with each other.

5 Recommendations

Based on my findings and previous research, I will give recommendations on how English teachers in grades 9 and 10 in Icelandic compulsory schools should use both the target language and students' first language during instruction. First, I will give recommendations for language use in the classroom. Then, I will recommend when English teachers should use Icelandic or English for certain classroom functions. Lastly, I will provide teachers with strategies to increase the use of English during lessons.

5.1 Language use during instruction

In this section I will give my recommendations on how English teachers and students should use English and Icelandic during instruction. I will base my recommendations on my own research findings and on previous research.

- **Use English as the predominant language.**

As emphasized in the National Curriculum Guide (Mennta- og menningarmálaráðuneyti, 2013), I recommend that English is used as the predominant language during instruction. My findings show that using English as the predominant language of instruction has many benefits. In a classroom where English is the medium of instruction, the majority of students think it is very important for the teacher to speak only English and want to keep it that way. Additionally, my findings suggest that if the teacher uses English as the predominant language of instruction, students are much more likely to speak English during lessons, more likely to ask and answer the teacher's questions in the English, and more likely to use English to interact with their peers. In addition, my findings show that the majority of students think it is easier to learn English because the teacher uses English as the medium of instruction and majority of students also believes that the teacher's use of English during instruction will benefit their English language proficiency. Lastly, my findings showed that many students think that the teacher's use of English has improved their grammar and vocabulary.

Furthermore, many researchers have written about the importance and benefits of including the target language in the classroom (see Ellis, 2005; Krashen, 1982; Moeller & Roberts, 2013; Swain, 2008; Tran, 2009).

- **Encourage students to use English.**

I recommend that English teachers encourage their students to use the target

language during instruction. My findings show that half of students think students should always use English during instruction and most students think they have to speak English during lessons to be able to develop their English language proficiency. Additionally, my findings suggest that the majority of students feel more comfortable speaking English because they get a lot of practice during lessons and some students think their accent has improved because they get to speak English during lessons. Students' use of English during instruction can be very important if they have no other opportunities outside of school to practice speaking the language. Therefore, teachers should include activities where students get the opportunity to speak English and encourage them to do so.

- **Do not enforce 'English only'.**

I recommend that English teachers do not speak English only and do not forbid the use of Icelandic during instruction. Second language research has proven that excluding students' first language from the classroom and allowing English only in the classroom is neither efficient nor supported by research (see Auerbach, 1993; Brooks-Lewis, 2009; Cook, 2001, 2008). Furthermore, findings from previous research have shown that many language teachers who use the target language exclusively struggle with several classroom functions (Ceo-DiFrancesco, 2013; Dickson, 1996). These difficulties and obstacles derive from exclusive use of the L2 and can therefore be prevented if teachers and students use the first language to support their learning. Therefore, there are barely any reasons to avoid the use of the L1 in the English classroom. However, one justification for avoiding students' L1 in the classroom may be in a multilingual situation, where there are several first languages in the classroom and therefore it would be impossible for the teacher to acknowledge all of them (Cook, 2008). Additionally, if the teacher does not know the students' first language, clearly he or she could not use it in the classroom—which may speak against the hiring of such teachers.

- **Support students by using Icelandic.**

I recommend that teachers support their students' English language development by using Icelandic in the classroom. My findings show that some students do not want the teacher to speak only English during lessons and that there usually are a number of students in the classroom who often do not understand what the teacher is saying in English and get frustrated or anxious because of it. Therefore, it is important that teachers use students' first language when necessary, to support students in their language learning. Furthermore, many researchers have shown that students' first language has a facilitating and natural role within

second language instruction (see Brooks-Lewis, 2009; Cook, 2001; Deller & Rinvolveri, 2002; Levine, 2003; Mart, 2013; Pablo et al., 2011; Swain & Lapkin, 2000).

- **Allow students to use their first language.**

I recommend that English teachers allow students to use their first language during instruction. My findings show that many students feel that students should not always have to speak English during lessons and therefore it suggests that many students want to be able to use their first language. Students should be able to resort to using their L1 if the use of English becomes problematic or inefficient. Furthermore, many researchers have suggested that students' first language is an important cognitive tool at all stages of second language learning (see Brooks-Lewis, 2009; Cook, 2001; Deller & Rinvolveri, 2002; Levine, 2003; Mart, 2013; Pablo et al., 2011; Swain & Lapkin, 2000).

- **Avoid too much L1 use.**

I recommend that even though English teachers are encouraged to use Icelandic, they should be cautious not to overuse and actively encourage it, "as it may substitute for, rather than support, second language learning" (Swain & Lapkin, 2000, p. 268). The first language should not be used because it is an easier option, because if the amount of the L1 is too high in L2 instruction it will be a hindrance in learning the second language (Mart, 2013). Additionally, if teachers use Icelandic too much, students will fail to realize the importance of English and they will rather express their thoughts in Icelandic even though they are capable to do so in English (Mart, 2013). In addition, if teachers rely too much on using the L1, it can discourage students so they will have less need to understand English and acquire it (Turnbull & Arnett, 2002). Furthermore, teachers should not rely too much on using Icelandic from the beginning because students will otherwise become dependent on the L1 and expect the teacher to give instructions and explanations in the L1 (Pablo et al., 2011). Therefore, I recommend that teachers *use* the L1, but that they are alert not to *abuse* it (Deller & Rinvolveri, 2002).

- **Set classroom rules for language use.**

I recommend that English teachers set classroom rules for language use with each one of their classes. Research suggests that teachers are continually making decisions based on their beliefs and learning objectives whether they should use the L1 (Pablo et al. 2011). Pablo et al. (2011) claim that "There is not a perfectly attainable balance between when and how to use the L1; rather, there is a

dynamic decision-making process that occurs within the two groups of participants: the teachers and the students” (p. 125). Therefore, I propose that language teachers use the students’ L1 in “clearly-defined circumstances” (Deller and Rinvold, 2002 p. 10). Teachers should discuss and reflect upon language use in the classroom with their students and talk about when it is appropriate and helpful to use the L1 versus the L2. With the teacher’s facilitation, students can then establish their own classroom rules for language use (Auerbach, 1993). This could be done at the beginning of each term and the rules from the previous term could be used to reflect on whether they felt they were successful and helpful. Findings have shown that even though classes came to different conclusions, where some decided to seldom use the L1 and others enumerated specific situations for the use of the L1, every class stuck to its decision and teachers felt relief at not having to force students to use a certain language (Auerbach, 1993). Therefore, by establishing language rules students will be more involved and aware of their language use.

5.2 Certain classroom functions

In this section are some recommendations which are based on my own research findings. I will give suggestions when teachers should use either English or Icelandic for certain classroom functions. Teachers can use these recommendations as support when developing classroom rules for language use during lessons with their students.

- **Giving instructions.**

My findings show that most students would like instructions to be in English. However, one quarter of students want the teacher to use Icelandic when giving instructions and about one sixth of students often do not understand instructions, when in English. Therefore, I suggest that teachers use English for giving simple instructions. However, when it comes to explaining a more complicated activity and students seem to be having difficulties understanding the instructions in English, the teacher should also briefly explain the activity in Icelandic. Although, teachers have to make sure that students do not become dependent on receiving instructions in their first language so teachers should only explain in Icelandic when they believe it is necessary.

- **Explaining grammar and vocabulary.**

My findings show that the vast majority of students want the teacher to use Icelandic when explaining something difficult, for example grammar or vocabulary. Therefore, I strongly suggest that English teachers resort to using

students' first language when teaching grammar or explaining a difficult or abstract word.

- **Classroom management.**

My findings show that about one sixth of students want the teacher to use Icelandic when disciplining students, but more students would like him to use English. Therefore suggest that teachers use English for classroom management. However, in certain circumstances, for example where students have badly misbehaved, teachers should use students' first language to discipline them. The reason for that is because when teachers use Icelandic they will probably sound more serious and students will understand that the teacher is not just joking around or pretending.

- **Developing rapport with students.**

My findings suggest that using English as the language of instruction does not affect most students' relationships with teachers. However, they also suggest that some students have difficulties with developing a relationship with the teacher because they have to speak English with him. In lights of these findings I suggest that teachers use the target language to talk to students about their weekends, hobbies and other things because the students should be able to use English in authentic-like situations. However, the teacher should also be willing to speak students' first language to be able to talk about topics which some students might not have the language capacity to discuss in their second language. Teachers should not allow students' language proficiency in English to get in the way of establishing a rapport with them.

- **Assigning homework.**

My findings show that a majority of students would like the teacher to use English to assign homework but some students would like him to use English. Therefore, I suggest that the teacher uses English to assign homework but that he additionally provides students with the homework description in students' first language. Then, for example, the teacher could assign homework in English but put the homework instructions in Icelandic on *Mentor*.

- **Asking questions.**

My findings show that the vast majority of students would like the teacher to use English to ask questions. Therefore, I strongly suggest that the teacher uses the target language to ask students questions. However, depending on the context of the question, teacher might sometimes have to use Icelandic to ask questions.

- **Giving feedback.**

My findings show that the vast majority of students want the teacher to use English to give feedback and that few students would like him to use Icelandic. Therefore, I recommend that the teacher uses the target language to give students feedback, for example by praising them or correcting them. However, the teacher should also be open to giving students individual and personal feedback in their first language because that could be very beneficial for some students.

5.3 Increasing English use

Because I recommend that English teachers use English as the predominant language of instruction and many teachers in Iceland do not use much English during lessons (see Helga H. Sigurjónsdóttir, 2006; Lovísa Kristjánsdóttir et al., 2006), I will provide teachers with methods to increase English use during instruction. This section is mainly based on pedagogical techniques which researchers have suggested to assist teachers in using the target language more during instruction.

- **Make input comprehensible.**

Teachers should make input comprehensible through verbal or nonverbal means. Teachers often fear that students will not understand important information unless given the L1 translation. Therefore they can either modify the L2 input, for example by repeating, slowing down, paraphrasing and simplifying syntax and vocabulary, or they can use nonverbal means to make the input more comprehensible, for example by using visuals, props and gestures (Duff & Polio, 1990). As an example, when reading a story, teachers can use images or “acting out the story” to enhance the textual input, then students can use the visuals to decode meaning and their understanding will be enhanced by presenting both visual and verbal information (Moeller & Roberts, 2013). This way, students are building on their background knowledge and will more likely remember the new vocabulary, instead of when the teacher just gives them the translation. Additionally, teachers should stress that every word that is said during lessons does not need to be understood (Ceo-DiFrancesco, 2013). They should rather make sure that students develop their listening comprehension strategies and help them focus on important information and get the overall meaning (Duff & Polio, 1990; Ceo-DiFrancesco, 2013).

- **Create a safe classroom environment.**

Findings from my own study suggest that one third of students sometimes feel

bad or uncomfortable for having to speak or read English in front of the whole class, that almost one quarter of students feel shy to speak English, and that one fifth of students are afraid that other students will make fun of them when speaking English. Previous research also shows that teachers believe that students' shyness, anxiety and insecurity are preventing students from using English in the classroom (Helga H. Sigurjónsdóttir, 2006). Therefore, it is important for teachers to create a respectful classroom community where students can produce language without fear of being mocked (Moeller & Roberts, 2013). Additionally, teachers should promote risk taking. Risk taking is very important for a student to become a successful language learner because students learn from their failures (Brown, 2000). Krashen (1982) states that when students have negative emotions, for example if they are feeling anxious, doubtful or bored, the learning experience will be decreased and it interferes with their language acquisition. Therefore, teachers should create a low-anxiety environment, where risk taking is rewarded and language mistakes are looked upon as natural, developmental and necessary in order to acquire a language (Moeller & Roberts, 2013; Ceo-DiFransesco, 2013).

- **Encourage target language use.**

Teachers should constantly motivate students to use the L2. Instructors can teach students phrases or questions in the L2 to help them interact in English during lessons (Ceo-DiFransesco, 2013). Then, teachers can reward students for using the L2 during class when asking or answering questions, sharing their opinions and ideas or communicating with their peers during activities. Teachers can also use reward points or any other reward system for this (Moeller & Roberts, 2013). It is a good idea to allow students to use the second language spontaneously, for example if they want to tell a joke or a short story in the L2, it should be encouraged. Teachers should also create opportunities to talk to students about their weekends or hobbies to allow them to express themselves through the L2. The goal is to encourage discourse in the L2 between teachers and students, and among students themselves. With practice and more confidence, students will improve and feel a sense of accomplishment, which will become internalized and further motivate students to use the L2 (Moeller & Roberts, 2013).

6 Conclusion

The English teacher's language use in the language classroom is relevant to students' language development and proficiency. Therefore, teachers can improve their teaching by being more aware of their own and their students' language use in the classroom. Educators may have different ideas about when, how and if the target language or students' first language should be used during instruction. Based on my research and previous studies, I have come to the conclusion that English should be the predominant language of instruction. The English language should first and foremost be seen as a real means of communication, but not just as another subject students learn passively through the use of textbooks. Furthermore, I recommend that teachers use their students' first language judiciously in the classroom because it serves as a facilitating and natural tool to support students' language development.

The study conducted focused on learners' attitudes and perceptions about the teacher's use of the target language and the first language during English instruction. In grades 9 and 10 in the participating school, the teachers almost exclusively use English as the medium of instruction in the classroom. My findings show that the majority of the students always or very often use English during lessons, that many also sometimes speak English and that only few students rarely or never speak English during lessons. My findings confirm that teacher's use of English in the classroom affects students' use of English. Thus, in a classroom where the teacher mainly speaks the target language, the students are more likely to also use more English.

Two main research questions were stated in the introduction. The first question asked whether or not students see their own and their teacher's use of English during instruction as beneficial. The findings from my questionnaire show that the majority of students think it is important that the teacher speaks English exclusively during lessons. Furthermore, a great majority of students think it is easier to learn the English language because it is used as the language of instruction and the majority think that the more English the teacher speaks, the better the students will be in the target language. Many students additionally believe that the teacher's use of English has improved their vocabulary and grammar. When asked about the importance of students using English during lessons, about half of them think it is important that they only use English during instruction. Additionally, about half the students reported believing that if they want to learn the language, they have to speak English during lessons. Moreover, about half the

students think it is easier for them to speak English and that their accent has improved because they get a lot of practice during lessons. Overall, these findings therefore suggest that a majority of students value that the teacher speaks English and believe that both his and their own use of English during instruction will benefit their English proficiency.

The other main research question asked when teachers and students should use their first language in the English classroom. My findings support the view that students' first language serves an important role during English instruction. The first language should mainly be used to support students' second language learning. My findings suggest that the teacher should mostly always use the L1 for giving complicated instructions and for explaining grammar and abstract vocabulary. Additionally, the teacher should sometimes use the L1 for managing the classroom, for talking to students about non-class related things and for assigning homework. Furthermore, under certain circumstances, the teacher should also sometimes have to use the L1 for giving individual feedback and for asking questions. Moreover, students will most likely use the L1 more than the teacher in the classroom. Students will need to be able to use their L1 during pair- and group work because it serves as a cognitive tool for them. Additionally, students' L1 is very important for socializing and therefore students need to be able to use their first language to connect with their peers, and sometimes their teacher, in the L1. Overall, there is no golden rule for the use of the first language in the English classroom—teachers and students should be able to use the L1 whenever the L2 becomes problematic or inefficient.

My findings are mainly based on students' opinions and perceptions, but students might often report their opinions in a more positive light than it actually is. Therefore, the findings might not reflect students' real opinions and attitudes towards language use in the English classroom. Furthermore, since people have a tendency to agree with a statement when in doubt, there is a chance that more students agreed to certain statements than they normally would have. If I were to conduct this questionnaire again, I would therefore change the wording, when asking students about language use for certain classroom functions, so the emphasis would move from Icelandic to English to get more reliable results. But in spite of this, I believe the study portrays students' opinions well.

I have just explored the opening to students' perceptions and attitudes towards using their first language and the target language during instruction. Due to time constraints, I was not able to interview students further about their opinions towards language use in the classroom. Future research might uncover the difficulties in using the target language in the classroom, both for the teacher and the students. Additionally, it would be

interesting to delve deeper into the topic and interview students about their language use during lessons and how their first language assists them in learning a second language. Those findings might uncover different uses for the first language in the classroom. Furthermore, it would be interesting to see if the first language serves different roles with beginner levels compared to intermediate or advanced learners.

In conclusion, my findings confirm previous research on language use during lessons, which is that using English as the language of instruction in the upper grades of compulsory school is most beneficial, but that students' first language serves an important role. Teachers and students should be able to use the L1 and the L2 interchangeably in the classroom. It should become natural for them to switch between both languages whenever necessary. Although, the goal should be to use the target language predominantly and use the first language only in clearly defined circumstances, or when the use of the L2 becomes inefficient or problematic. Moreover, teachers should reflect upon their use of the target language and the first language in the English classroom and ultimately be able to make well informed decisions on how to use the first language and target language during instruction. Teachers need to understand that students' mother tongue is a natural and facilitating part of the learning process and they should be ready to explain this to students and their parents. Furthermore, teachers should be able to use students' input and preferences to decide when it is most useful to employ either the target language or the first language during lessons. Keeping in mind that students will have different opinions about L1 use in the English classroom, teachers' professional judgment will be called upon in making case-by-cases decisions.

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Appendix 1: Student questionnaire

Leiðbeiningar: Vinsamlegast hakaðu við það svar sem þér finnst eiga best við.

Tungumálanotkun í enskutímum

1. Hversu oft talar kennarinn ensku í enskutímum?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Hversu oft talar þú ensku í enskutímum?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Þegar þú þarft að spyrja kennarann að einhverju, hversu oft spyrðu á ensku?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Hversu oft svarar þú kennaranum á ensku þegar hann spyr þig spurninga á ensku?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Hversu oft talar þú ensku við bekkjarfélaga þína þegar þú ert í enskutímum?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Þegar þú ert í para- eða hópavinnu, hversu oft talið þið saman á ensku?

Alltaf	Oftast	Stundum	Sjaldan	Aldrei
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Viðhorf til tungumálanotkunar í enskutímum

7. Mér finnst mikilvægt að kennarinn tali bara ensku í enskutímum.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Mér finnst að nemendur eigi alltaf að tala ensku í enskutímum.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Mér finnst að leiðbeiningar um verkefni eigi að vera á íslensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Mér finnst að kennarinn ætti að nota íslensku þegar hann útskýrir eitthvað flókið, eins og t.d. málfræði eða erfiðan orðaforða.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Mér finnst að kennarinn ætti að nota íslensku þegar hann er að aga eða skamma nemendur.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Mér finnst að kennarinn ætti að nota íslensku þegar hann er að spjalla við nemendur um lífið og tilveruna.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Mér finnst að kennarinn ætti að nota íslensku þegar hann er að setja fyrir heimanám.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Mér finnst að kennarinn ætti að nota íslensku til að spyrja nemendur spurninga.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Mér finnst að kennarinn ætti að nota íslensku til að hrósa eða leiðrétta nemendur.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Ég skil oft ekki hvað ég á að gera vegna þess að kennarinn útskýrir bara á ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Það að kennarinn tali bara ensku hjálpar mér að læra tungumálið.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Ég á auðvelt með að tjá mig á ensku vegna þess að ég fæ góða æfingu í skólanum.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Mér finnst ég vera betri í málfræði vegna þess að kennarinn talar aðallega ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Mér finnst orðaforðinn minn í ensku vera betri vegna þess að kennarinn talar aðallega ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Mér finnst hreimurinn minn í ensku vera betri vegna þess að ég fæ tækifæri til að tala ensku í kennslustundum.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Ég held að því meira sem kennarinn talar ensku í tímum, því betri verða nemendurnir í ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Ég held að ég verði að tala ensku í tímum til að virkilega ná að læra tungumálið.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Líðan í enskutímum

24. Mér líður yfirleitt vel í enskukennslustundum.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Mér líður stundum illa eða finnst það óþægilegt að þurfa að tala og lesa ensku fyrir framan bekkinn.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Ég er yfirhöfuð feimin/nn við að tala ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Ég er hrædd/hræddur um að aðrir nemendur geri grín að mér þegar ég tala ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Ég verð oft pirruð/pirraður vegna þess að ég skil ekki hvað kennarinn segir á ensku.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Það er erfitt að tala við kennarann og kynnast honum þar sem ég þarf að tala ensku við hann.

Mjög sammála	Sammála	Hvorki né	Ósammála	Mjög ósammála
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Almennar spurningar

30. Í hvaða bekk ertu?

9. bekk ☐

10. bekk ☐

31. Kyn

Stelpa ☐

Strákur ☐

32. Hefur þú búið í enskumælandi landi lengur en í 1 ár?

Nei ☐

Já ☐

33. Er íslenska þitt fyrsta móðurmál?

Já ☐

Nei ☐

a. Ef nei, þá hvert er þitt fyrsta móðurmál?

Svar: _____

34. Hver var meðaleinkunn þín í ensku í desember 2013?

9-10 ☐

7-8 ☐

5-6 ☐

3-4 ☐

0-2 ☐

35. Er eitthvað annað sem þú vilt koma á framfæri?

Appendix 2: Results from questionnaire

Language use during English lessons	Always	Very often	Sometimes	Rarely	Never
Q1: How often does the teacher speak English during lessons?	74%	22%	2%	1%	2%
Q2: How often do you speak English during lessons?	21%	38%	27%	13%	1%
Q3: When you ask the teacher something, how often do you ask in English?	30%	38%	21%	7%	3%
Q4: How often do you answer the teacher in English when he asks you questions in English?	44%	31%	17%	7%	1%
Q5: How often do you speak English with your classmates during lessons?	2%	10%	34%	26%	28%
Q6: When you have pair- or group work, how often do you speak English?	2%	6%	32%	31%	29%
Attitudes towards language use during English lessons	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q7: I think it is important that the teacher speaks only English during lessons.	38%	40%	14%	4%	3%
Q8: I think the students should always speak English during lessons.	20%	31%	34%	11%	4%
Q9: I think instructions for assignments should be in Icelandic.	7%	18%	34%	29%	12%
Q10: I think the teacher should use Icelandic when he is explaining something difficult, like grammar or vocabulary.	19%	41%	25%	14%	1%
Q11: I think the teacher should use Icelandic to discipline students.	6%	11%	54%	20%	9%
Q12: I think the teacher should use Icelandic when he is discussing with students about something that is not class related.	7%	17%	39%	24%	14%

Attitudes towards language use during English lessons	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q13: I think the teacher should use Icelandic when he is assigning homework.	7%	8%	34%	36%	15%
Q14: I think the teacher should use Icelandic to ask students questions.	3%	4%	24%	44%	25%
Q15: I think the teacher should use Icelandic to praise or correct students.	3%	5%	35%	37%	20%
Q16: I often do not understand what I am supposed to do because the teacher only explains in English.	5%	12%	17%	28%	39%
Q17: It is easier to learn the language because the teacher only speaks English.	36%	45%	15%	3%	1%
Q18: It is easier for me to speak English because I get a lot of practice at school.	18%	34%	25%	16%	7%
Q19: I think my grammar has improved because the teacher speaks mostly English.	15%	27%	37%	13%	8%
Q20: I think my vocabulary has improved because the teacher speaks mostly English.	16%	30%	37%	8%	8%
Q21: I think my English accent has improved because I get to practice speaking during English lessons.	15%	34%	26%	15%	10%
Q22: I think the more English the teacher speaks, the better the students will be in English.	21%	47%	24%	3%	4%
Q23: I think I have to speak English during lessons to really learn the language.	24%	33%	23%	12%	9%

Wellbeing during English lessons	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q24: I most often feel good during lessons.	26%	49%	17%	4%	4%
Q25: Sometimes I feel bad or uncomfortable for having to speak English in front of the whole class.	12%	19%	25%	22%	23%
Q26: I am shy to speak English.	3%	20%	32%	15%	29%
Q27: I am afraid that other students will make fun of me when I am speaking English.	6%	14%	25%	19%	35%
Q28: I often get frustrated because I do not understand what the teacher is saying in English.	5%	10%	17%	34%	34%
Q29: It is difficult to talk to the teacher and get to know him because I mostly have to speak English with him.	3%	4%	32%	25%	35%