

**CHAPTER 4 DATA PRESENTATION AND  
INTERPRETATION**

The study aims to find out the amount of L1 used by novice teachers, and their reasons and perceptions on their use of L1. The researcher used video recording and semi-structured retrospective interviews as the research instruments to collect data from 4 novice teachers teaching English classes. This chapter presents the data collected from these research instruments to answer the research questions.

**Research Question 1: How much L1 do novice teachers use in an English class?**

**4.1 The Amount of L1 used in an English Class**

The data from the lesson recordings used for answering the Research Question 1 will be presented according to the following aspects:

- 4.1.1 The amount of L1 and L2 used in an English class
- 4.1.2 The amount of L1 and L2 used in different class durations

**4.1.1 The Amount of L1 and L2 Used in an English Class**

In this section, the researcher particularly looks at the Teacher Talking Time (TTT) or the amount of L1 and L2 used by each subject in their teaching. To find out, the subject’s utterances recorded were counted second by second, calculated into minutes, and reported in terms of percentage. The class time consists of TTT, and the rest of the time, which includes silence, the time that students performed the task and when they talked in the class. Whenever the subjects talked, it was counted as TTT. All of their utterances were taken into account even if they were not continuous, being separated by silent time, or interrupted by students’ talk. The result is shown in Table 4.1.

Table 4.1 shows that the amounts of TTT in these classes range from 19.51% - 61.90%. Noticeably, in 3 classes (S1’s, S2’s, and S4’s classes), the amount of TTT was about

half of the class time, while in S3’s class TTT was noticeably less than 20%. The data presented suggests that TTT varied from subject to subject or from class to class.

**Table 4.1** The amount of Teacher Talking Time (TTT) in each class

Subject	Class Time* (minute)	Teacher Talking Time (TTT)		The Rest of the Time (including silence and STT)	
		Time (minute)	%	Time (minute)	%
S1	87	42	48.28	45	51.72
S2	84	52	61.90	32	38.10
S3	82	16	19.51	66	80.49
S4	65	27	41.53	38	58.46
Mean ( $\bar{X}$ )			42.81		57.19

\* The amount of class time of each subject was different depending on when the subjects started and finished their class.

**Table 4.2** The amount of L1 and L2 in teacher talk used in each class

Subject	Teacher Talking Time (TTT) (minute)	Teacher Language			
		L1		L2	
		Time (minute)	%	Time (minute)	%
S1	42	17	40.48	25	59.52
S2	52	37	71.15	15	28.85
S3	16	5	31.25	11	68.75
S4	27	20	74.07	7	25.93
Mean ( $\bar{X}$ )			54.24		45.76

Further analysis on the TTT reveals that each subject used both L1 and L2 in their teaching. As shown in Table 4.2, both L1 and L2 were used by all 4 subjects in their English teaching. It shows that the amount of L1 used in these classes ranges from

31.25% - 74.07%, with an average of 54.24%. Obviously in S1's and S3's classes, the approximate proportion of L1 and L2 used was about 40/60 whereas in the other 2 classes, S2's and S4's classes, it was about 70/30. That is to say, 2 subjects, S1 and S3, used L2 more than L1, while S2 and S4 used L1 more than L2.

There is an interesting point that S3's talking time was only about 20% of the class time, but she used L1 the least and L2 the most. It means that even if S3 talked less in her teaching, her talk mostly appeared in L2. On the other hand, S2's talking time was at the highest percentage (61.90%), but she used L1 about 70% which is similar to S4's (74.07%). Therefore, S2 and S4 have high tendency to use L1 in their teaching.

The similarities and differences of L1 and L2 used by the 4 subjects will be further analyzed in order to see factors that influenced their L1 use such as time and stages of teaching.

4.1.2 The Amount of L1 and L2 Used in Different Class Durations

In order to see the patterns of L1 used in class, the data was further analyzed based on different class durations.

Tables 4.3-4.6 show the overview of the stages of teaching of each subject that mostly appeared in different durations. It is divided into 3 durations; the beginning, the middle, and the end of the class time.

Table 4.3 Stages of teaching of S1

Durations**	Stages of Teaching
The beginning of the class time (00:00 - 20:00)	Reviewing tenses → Assigning exercise about tenses
The middle of the class time (20:01 – 1:20:00)	Monitoring → Eliciting vocabulary about ‘Family’ → Assigning exercise about ‘Family’
The end of the class time (1:20:01 – 1:40:00)	Monitoring → Collecting students’ works

**Table 4.4** Stages of teaching of S2

Durations**	Stages of Teaching
The beginning of the class time (00:00 - 20:00)	Introducing to lesson → Eliciting the students' ideas
The middle of the class time (20:01 – 1:20:00)	Assigning the writing activities → Monitoring
The end of the class time (1:20:01 – 1:40:00)	Assigning homework → Concluding the lesson

**Table 4.5** Stages of teaching of S3

Durations**	Stages of Teaching
The beginning of the class time (00:00 - 20:00)	Letting students complete their previous lesson homework about 'Family'
The middle of the class time (20:01 – 1:20:00)	Eliciting the answers from students → Reviewing units 4-6 → Assigning exercise → Monitoring
The end of the class time (1:20:01 – 1:40:00)	Collecting students' homework

**Table 4.6** Stages of teaching of S4

Durations**	Stages of Teaching
The beginning of the class time (00:00 - 20:00)	Introducing to the class → Assigning exercises for revision
The middle of the class time (20:01 – 1:00:00)	Monitoring → Checking answers with students with some grammar explanations
The end of the class time (1:00:01 – 1:20:00)	Concluding the lessons → Chatting

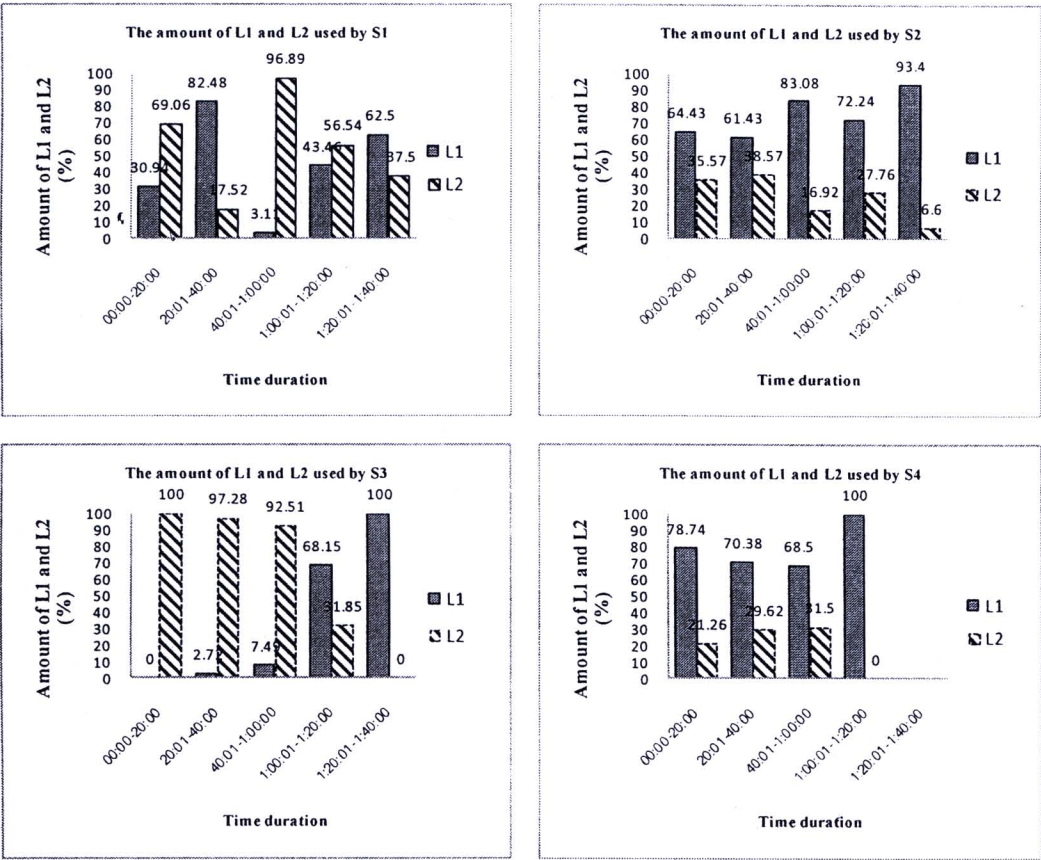
\*\* All duration in minutes.

The data show that each subject had different stages of teaching in three durations. However, there are common stages of teaching for all subjects. One is that when they assigned the students to do any exercises or activities, it was normally followed by



monitoring. Another is that the subjects normally dealt with homework and/or concluded the lesson at the end of the class time.

In order to see how much L1 and L2 were used in each stages of teaching, Figure 4.1 below shows the movement and the amount of L1 and L2 used by each subject in different class durations.



**Figure 4.1** The amount of L1 and L2 used in different class durations of 4 subjects

The overall picture of these 4 graphs suggested that L1 occurred quite differently depending on the subjects, lessons, types of activities, and stages of teaching.

It was also observed that in the classes of S2 and S4, the amount of L1 used was more than L2 throughout the whole class time. For S1’s class, L1 was much used at the beginning and the early stages of the class time. However, in the middle of the class time, the amount of L1 use dramatically dropped from 82.48% to only 3.11%. After that, L1 was again gradually used until it was used more than L2 at the end of the class time.

On the contrary, for S3's class, L1 was rarely used at the beginning and it climbed up slightly in the middle of the class time before sharply increasing until it was fully used at the end of the class time.

It can be noticed from the data in Tables 4.3-4.6 and the amount of L1 in Figure 4.1 that most subjects used L1 abundantly in the stages of teaching that involved monitoring. For example, S1 used a lot more L1 than L2 in the early stage of the middle of the class time (20:01-40:00). Also, in the late stage of the middle of the class time (1:00:01-1:20:00) of S3, L1 was used a lot more than L2.

In contrast, L1 was used quite less in the stages of teaching that involved eliciting. For example, in the middle of the class time of S1 (40:01-1:00:00), L1 use was dramatically decreased. Also, S3 used L1 less than L2 from the beginning till the middle of the class time when she elicited the answers from students. At the beginning of S2's lesson, it is also found that L2 was used in a significant amount even if it was less than L1.

In brief, the amount of L1 varied from subject to subject and from different stages of teaching. The amount of L1 varied through the whole class time in 2 classes (S1 and S3), but it was high throughout the whole class time in the other 2 classes (S2 and S4). The next sections further analyze what happened in these classes by looking at the purposes of L1 used.

## **Research Question 2: What are the purposes of L1 used by novice teachers?**

### **4.2 The Purposes of L1 Used by Novice Teachers Analyzed From Video Recordings of Lessons**

This section aims to present and discuss the reasons why the subjects used L1 in teaching. Analyzing the data from the lesson recordings of the 4 subjects' teaching using the criteria which were summarized and elaborated by many experts (Liu et al., 2004; Cole, 1998; Mattioli, 2004; Littlewood and Yu, 2009; Mee-ling, 1996 (b); Cameron, 2001; Cook, 2001; Cook, 2005; Willis, 1981; Rechards, 1990 cited in Watson Todd, 1997; Prodromou, 2002 cited in Al-Hinai, 2006) to capture the purposes of L1

use, 4 purposes of L1 use were identified as shown in Table 4.3 below. The data from interviews are also used to support the analysis of some purposes.

**Table 4.7** The purposes of L1 used in each class

Purposes of L1 use	Subjects			
	S1	S2	S3	S4
To enhance students’ understanding	95.16	52.91	56.33	60.02
To increase students’ motivation	2.62	40.44	15.00	17.06
To maintain discipline	2.22	6.24	24.67	4.62
To highlight important points	0	0.41	4.00	18.30
Total Talk Time of L1 Use	100%	100%	100%	100%

The data in Table 4.3 show the percentages of L1 used by each subject for different purposes. The data show that each subject used L1 for three to four purposes and the main purpose seemed to be to enhance students’ understanding which occurred the most in all subjects. The percentages of another 3 purposes, to increase students’ motivation, maintain discipline, and highlight important points, varied among subjects. The details of each purpose are discussed one by one with the examples from the lesson recordings.

**4.2.1 To Enhance Students’ Understanding**

Noticeably, all subjects had the highest percentage of L1 use for the purpose of enhancing students’ understanding (all above 50%), especially S1 (95.16%). It can be said that enhancing students’ understanding seems to be the major purpose for L1 being used by all subjects in this study. From the data, this purpose can be classified into 3 sub-topics. Firstly, the subjects used L1 to explain language points such as vocabulary and grammar. Secondly, the subjects used L1 to check students’ understanding by eliciting or asking questions in order to check their understanding about the lesson, or the instructions for doing tasks. Thirdly, the subjects used L1 to help students clarify unclear points while doing an activity, and this use of L1 normally occurred when the

subjects monitored the students and where the subjects interacted with the students individually at their desk.

#### 4.2.1.1 Explaining Language Points

It was repeatedly noticed that the subjects enhanced students' understanding by using L1 to teach the meaning of vocabulary and explain some significant grammar points. For the aspect of vocabulary, it was frequently found that L1 was mostly used to give the meaning of vocabulary directly by translating word by word as shown in Extracts 1 and 2.

##### Extract 1

S4 : *This sentence is more polite.*

L : *'polite' แปลว่าอะไรคะ.*

S4 : *Polite is 'สุภาพ'.*

(S4's lesson recording)

It was seen that the subjects used L1 translation to give the meaning of the word. In Extract 1, while S4 was teaching the polite form of a request using L2, one student asked her the meaning of the word 'polite', and she immediately used L1 to translate the meaning of the word. This situation was supported by the interview data as shown in S4's interview.

*"I will translate the word that I have never taught them before and students might not know the meaning.... For this word (polite), the students did not learn it in the lesson, so I translated it into L1."*

(S4's interview)

##### Extract 2

S1 : *'Stepfather' is...father... father means...*

LLL : *พ่อ*

S1 : *So, stepfather is... 'พ่อเลี้ยง'.*

L : *แล้ว 'sister-in-law' ค่ะคะ.*

*S1 : For example, I have one brother. My brother married with his wife, so his wife is my sister-in-law.*

*LLL : [Silence.]*

*S1 : You see?... [Drawing family tree.] My brother married with his wife. His wife is my sister-in-law... Ok. 'พี่สะใภ้ or น้องสะใภ้'.*

(S1's lesson recording)

In Extract 2, it was noticed that S1 had tried using different techniques such as giving example and drawing pictures to explain the meaning in L2. It could be seen that she had paused for many times (as noticed from the symbol (...) in the script) to let the students answer but the students kept quiet; therefore, she finally turned to L1 as a last resort to translate the meaning of the words. She also gave her reason for L1 use after trying different L2 techniques in the interview as follows.

*"The students kept quiet and I noticed that some of them were still confused.*

*So I decided to finally used L1 to make all of them know the meaning."*

(S1's interview)

The data from the interviews can imply that there might be some situations when the subjects decided to use L1 to translate the meaning of vocabulary. The subjects used L1 when they thought that the students have not learned the word before and did not know its meaning. Another situation was the time when they noticed that the students still looked confused after trying many L2 techniques. This could be noticed from the students' silence after being asked, wrong answers given, or even from their facial expressions.

It can be concluded from the data that L1 translation was clearly used to give the meaning of vocabulary.

For the aspect of grammar points, L1 use was not much found in the subjects' teaching. It occurred, for example, in S4's teaching when she was checking answers in the grammar exercise about countable and uncountable nouns. She also used L1 to explain the plural form of nouns as shown in Extract 3.

### Extract 3

S4 : *people* สะนับได้ไหม

LLL : นับได้/นับไม่ได้

S4 : *people* นะ [*writing the word 'people' and 'person' on the board*] อะดู  
 คีๆ *person* เป็น 1 คนใช่ไหม *people* หลายคนใช่ไหม มี *plural form* นับได้ไหม

LLL : ได้

S4 : ได้ *people* นับได้สิ *noun* ที่มี *plural form* มันนับได้ อะไรที่มี *plural form* ที่เดิม *s*,  
*es* แต่อันนี้มันเปลี่ยนรูป มันก็เลยนับได้...  
*Information* นับได้หรือนับไม่ได้

LLL : นับได้/นับไม่ได้

S4 : นับไม่ได้ อ่าให้เห็น *information* เดิม *s* เค็ดขาด นะกะ ข้อมูล นะกะ *not informations*  
*but information* เลยกๆ เลย...

(S4's lesson recording)

Extract 3 shows that S4 used L1 to explain the rule of plural form of the word 'person' and 'information' when she noticed that the students looked unsure about the answer and some students gave a wrong answer. She noticeably code-mixed the languages in the same sentence as can be seen in the last sentence “ข้อมูล นะกะ *not informations but information* เลยกๆ เลย”, for instance.

In addition to explaining vocabulary and grammar, L1 use was also noticed in some classes when the subjects explained the instructions, the objectives, and the contents of the lesson. However, it normally appeared when the subjects found that the students appeared to have difficulty in understanding L2 and considered it necessary to enhance the students' understanding. In order to know if the students understood the points being taught, the subjects also used L1 to check their understanding which is discussed in the next sub-heading.

#### 4.2.1.2 Checking Understanding

Checking understanding is another technique where the subjects used L1. Mostly, it occurred after the subjects used L2 and then would like to check whether students

understood the lesson or the instructions. For example, S2 used L1 to check students' understanding after explaining a situation in L2. She asked a series of questions in L1 for checking students' understanding as seen in the extract below.

#### **Extract 4**

S2 : *My foreign friends from USA will come to Thailand on this holiday. They want to travel in Thailand and I have to find a good place for them to travel.* เข้าใจไหมคะ ใครจะมาหาครูปีดเทอมนี้ ใคร ใครคะ

LLL : [Silence.]

S2 : *My foreign friends from USA.* เพื่อนชาวต่างประเทศอะไรคะ

LLL : ต่างชาติ

S2 : จากประเทศอะไรคะ

LLL : สหรัฐอเมริกา

S2 : *เขามาเที่ยวเมืองไทยกันใช่ไหม แล้วครูต้องทำอะไร* *find a good place, find...find...*

*[Writing the word 'Find' on the board.]*

LLL : หา

S2 : อืม...หา หาที่ๆ ดีๆ ให้เขาไปเที่ยว

(S2's lesson recording)

From the extract, the subjects gave the context which was needed for students to do the activity correctly. S2 firstly gave the context in L2, and then code-switched to L1 in order to check whether the students understood the situations. She felt that her L2 explanation was long, so she decided to ask questions for checking understanding in L1; and, further noticed that there was a silence, so she continued asking more questions using L1 and repeated part of the L2 context to help remind them. She also reported in the interview that L1 was used only to make sure that all of the students have the same understanding before doing the activity.

*"When I asked the students in L1, yes they could answer. It means they knew. But since I would like to give them a context before doing the activity, I wanted to make sure that they had correct and the same understanding."*

(S2's interview)



S3 also used L1 to check students' understanding when she was assigning them to do the exercise in the book. She asked the students whether they understood the instructions in the exercise as shown in Extract 5.

#### **Extract 5**

S3 : Page 68. 'Odd word out.' รู้ไหมคะจะให้ทำอะไร ถ้าเกิดเขาให้คำมาอย่างนี้...

LLL : [Silence.]

S3 : หาคำที่แตกต่างกันนะคะ ลองทำดูนะคะ

(S3's lesson recording)

S3 used L1 to check the students' understanding before doing an exercise, but the students did not answer, and so she translated the instructions into L1. She gave her reason of her L1 use in the interview that:

*"Since I also used this type of exercise in the exam, and I was afraid that they would not know the meaning of the instructions and how to do this type of exercise, I had to ask them in L1 for checking."*

(S3's interview)

It is noticeable that for checking students' understanding, the subjects mostly used code-switching in which they initially explained in L2, and then explained to the students in order to check their understanding by using L1.

#### **4.2.1.3 Monitoring Students to Clarify Points**

Moreover, it was seen that when the subjects were monitoring to help students doing the exercise or activity, they frequently used L1 to talk with them in person or in a group. The main reason of using L1 in monitoring seems to be for clarifying or explaining any points that the subjects noticed that the students did not understand or misunderstood or where the students could not do the activity correctly. The extract from S4's can show how the subject used L1 to clarify points in the exercise about giving direction when a student asked her for help in the monitoring stage.



**Extract 6**

S4 : ทำได้ไหม ก็ดูสิ เขาถามอะไร เขาถามว่า *Where is the supermarket?* ใช่ไหมคะ ก็คือ *supermarket* อยู่ที่ไหน เราก็มาดูในแผนที่ กวาดสายตาดูว่า *supermarket* อยู่ข้างๆ *library* กับ *bank* เห็นไหมคะ แล้วคำในวงเล็บเค้าให้ใช้ *on* เราก็ใส่ *on...It is on the* อะไร...”

L : *It is first street.*

S4 : *It is first street.* ไม่ได้ ถ้าอยู่ดีๆ ใส่ *first street* อย่างเดียวไม่ได้คะแนนนะ ต้องเป็น *It is on the first street.*

L : ถ้าใช้ *supermarket* ได้ไหมครับอาจารย์

S4 : ได้ *The supermarket is on the first street.*

(S4's lesson recording)

The extract reveals that S4 used L1 to clarify the points that she noticed that students might not be clear about by explaining the instructions and how to write the answer on the exercise. She used both code-mixing and code-switching in these utterances. She did not translate words such as supermarket, library, and bank, since the students might know the meanings from the pictures given in the exercise. This use of L1 was supported by S4's and S1's interview as given in the extract below.

*“I used L1 when I walked around to monitor students.”*

(S4's interview)

*“When I taught in front of the classroom, I noticed that there were some students who did not understand. So, when I monitored them one by one, I would like to make them clear by using Thai (L1).”*

(S1's interview)

It can be concluded that the subjects used L1 in order to explain language points and/or to check understanding in the whole class. Also, when they were monitoring students while doing activities, the subjects used L1 to clarify points for students to have better understanding and to do the activities correctly. Particularly, it was noticed that when students had difficulty to understand L2 or could not perform an activity correctly, the subjects tended to use more L1. The patterns of L1 use also varied from situation to

situation. Translations were typically used to translate the meaning of vocabulary, code-switching was applied for checking understanding, and both code-mixing and code-switching patterns were used for clarifying points in the monitoring stage.

## 4.2.2 To Increase Students' Motivation

L1 was also used to increase students' motivation by all subjects even though its use percentages varied from subject to subject. S2 was the subject who used L1 for this purpose the most (40.44%) while S1 used the least (only 2.62%). To motivate the students, the subjects used L1 for 2 sub-purposes: to increase students' involvement, and to create rapport or chat with the students.

### 4.2.2.1 Increasing Students' Involvement

Most of the time, the subjects used L1 to get the students involved more in the lesson by eliciting their ideas, or opinions, in order to motivate them to answer and give more participation in the class. For example, S2 was preparing the students before doing a writing assignment about describing places by focusing on the vocabularies that might be useful for their writing. She asked the students to give words related to transportation in Bangkok as shown in the extract below.

#### Extract 7

S2 : *The next word 'transportation' ... การคมนาคม การขนส่ง Transportation in Bangkok, can you think about it?... มีอะไรบ้าง มีอะไรบ้างคะ.*

L : *Bus.*

S2 : *Bus. Ok. Thank you. Bus. อะไรอีก.*

LLL : *Train, sky train, airplane.*

S2 : *Airplane บินอยู่ในกรุงเทพหรือ เอาการขนส่งที่อยู่ในกรุงเทพ.*

LLL : *ตุ๊ก ตุ๊ก.*

S2 : *3 ล้อ ถ้า 2 ล้อเรียกว่า bicycle 3 ล้อเรียกว่า tricycle. มีอะไรอีก*

LLL : *Subaru.*

S2 : *Subaru is a minibus. Subaru is the brand of the car. Ok. Minibus.*



LLL : Taxi, boat, รถม้า

S2 : รถม้าที่ไหนคะ กรุงเทพหรือ เอากรุงเทพก่อน

(S2's lesson recording)

Extract 7 reveals that S2 firstly asked the students in L2, but they did not respond. So, she turned to L1 and the students immediately gave answers. It is noticed that she used more code-switching to elicit the students' answers. Noticeably, when S2 first used L1, the response given was from only one student (as noticed from the symbol (L) in the script), but when she continued using L1 to elicit the answer, more variety of answers were obtained from more students (LLL). S2 also added the reason of her L1 use in the interview given below.

*"I think that they had something in their mind but they could not convey it in L2. It was because when I asked them in L2, the students thought that they had to give answer in L2 too which they could not. Then, I turned to L1, and they could answer in L1."*

(S2's interview)

Moreover, the subject motivated the students to respond by accepting their possible answers with no direct negation of incorrect answers. Also, she frequently said 'มีอะไรอีก' ('anything else') to encourage the students to give more answers.

#### 4.2.2.2 Establishing Rapport

The subjects sometimes aimed to use L1 to create rapport with the students. The example from S2's class as shown in Extract 8 indicates that she used L1 while she was monitoring students doing group work on a writing assignment about describing places.

##### Extract 8

S2 : จะอามีรถม้าหรือ ตรงไหนจ๊ะ

L : มีที่อะอ่าเคยไปเที่ยว ที่มันี่มีม้า

S2 : อ้อ Horse riding ไม่ใช่ horse carriage ศัพท์สูงนะ [Laugh]

L : [Laugh] แล้วอาจารย์เคยไปมีวารีเปล่า

S2 : ฉันน่าจะธรรมดา ฉันนั่งรถสองแถว [Laugh]

(S2's lesson recording)

It is seen that while S2 was monitoring group work, she had an informal talk and made some jokes with the students in L1. It is seen that she switched to use almost all L1 in this purpose. Noticeably, when the subject used L1 to talk with the students, their interactions seemed to be smooth and students gave more immediate responses with more laughter. S2 gave her reason in the interview below.

*"If I used 'English (L2) to chat or make a joke with them, they would not understand what I tried to convey. But when I used Thai (L1), they responded and laughed faster than using L2."*

(S2's interview)

S1 also mentioned this point that she used L1 to make students relax and create a good atmosphere in the classroom as shown in the interview below.

*"I mostly used L2 in teaching, but I used L1 when I interacted with students, especially when I noticed that they were too serious. So I would like to make them relax and create good atmosphere and I noticed that they were more relaxed after I used L1."*

(S1's interview)

It was noticed that L1 was used considerably to increase students' motivation by eliciting students' ideas and involvement, and establishing rapport with them. L1 use for this purpose occurred both in code-mixing and code-switching patterns. When the subjects repeated the words obtained from the students, they would code-mix those English (L2) words into the L1 sentences. The subjects also used code-switching pattern i.e. using L2, and then alternately switched to L1 sentences; especially, when they interacted with a student informally, L1 was clearly noticed.

To conclude, the subjects used L1 to increase students' motivation by getting them involved in the lesson, and giving an informal talk to make them feel more comfortable to talk to the teachers. An increase in students' motivation could be noticed from the number of students who gave responses, the number and variety of answers given, and the immediacy of their answers.

### 4.2.3 To Maintain Discipline

L1 use for this purpose was found in all 4 subjects with an average score of 9.44%. However, the use of L1 for this purpose varied a lot from subject to subject. S3 had the highest percentage of L1 use for this purpose (40.44%) while S1 used it only 2.62%. Maintaining discipline mostly occurred when the subjects noticed that the classroom was noisy, and the students kept talking with their friends and doing something else while they were teaching/explaining in front of the classroom. Most of the subjects firstly used L2 in their teaching before turning to L1 to deal with disciplinary issues as shown in Extract 9-11.

#### Extract 9

S2 : *[Student's name]* ถ้ายังไม่หยุดพูดจะให้มาสอนแทน

(S2's lesson recording)

#### Extract 10

S3 : *Ok. เลิกคุยได้แล้ว จะจบบทแล้วนะคะ เลิกคุยได้แล้ว*

(S3's lesson recording)

#### Extract 11

S3 : *จะไปทวนด้วยตัวเองซิไหมคะ จะได้ไม่พูด ครูจะได้ไม่เหนื่อย*

LLL : *ไม่เอา*

S3 : *So, please, be quiet.*

(S3's lesson recording)

It was noticed that the subjects used L1 to deal with discipline of a particular student, and/or of the whole class. S2, for example, noticed that a student did not sit in his group

and was reading a newspaper. So, she used L1 to tell the student to go back to his seat as shown in the extract below.

### **Extract 12**

S2 : นี่ [Student's name] กลุ่มเธออยู่ไหน

L : ตรงโน้นครับ

S2 : ไปนั่งตรงโน้น มาติดตามข่าวสารอะไรที่นี่

(S2's lesson recording)

S3 also used L1 to deal with students' behavior when she found that a student was on a wrong page in the book and kept talking with his friend as illustrated in Extract 13 below.

### **Extract 13**

S3 : ให้เปิดหน้าไหน ให้เปิดหน้าไหน ให้เปิดหน้าไหน

L : นี่เ็นครับอาจารย์

S3 : เค้าไปหน้า 68 กันแล้ว มัวแต่คุยกันอยู่นั่น

(S3's lesson recording)

In Extract 13, the subject found that the student did not pay attention to her instructions despite asking him 3 times, and he was still on the wrong page. As Cook (2001) points out, switching to L1 can signal the students about discipline which makes them feel more serious and behave themselves. S2 and S3 also mentioned about this point in the interviews below.

*"L1 can help me convey my seriousness when I dealt with their (students) behaviors"*

(S2's interview)

*"When I have to deal with discipline, I will use Thai (L1) in order to make them understand at once and it was quite effective for me since I could stop their misbehaviors."*

(S3's interview)

To sum up, L1 was used to maintain discipline and students' behaviors when the subjects aimed to stop students from misbehaving and show their seriousness. The pattern of L1 use for this purpose was typically code-switching. The subjects switched to L1 after teaching the lesson in L2, and they used L1 in almost all utterances concerning maintaining discipline, and then normally switched back to L2 after being able to control the students' behavior.

#### 4.2.4 To Highlight Important Points

It is seen that for this purpose L1 was used by 3 subjects, S2, S3 and S4, with a somewhat low percentage. This low percentage was found mainly in the revision stage, especially near the exam period, and especially in S4's class. Only S1 did not use L1 for this objective. Since the subjects aimed to review the lesson, they used L1 to emphasize the important information such as grammar points and techniques for doing exams, and instructions. This purpose was not involved by the problem of students' understanding; instead, it occurred when the subjects perceived that the points were important to highlight for students and would like them to pay more attention in order to do the activity, or the exam. For example, while S4 was checking answers in the grammar exercise about countable and uncountable nouns and how to use 'some' and 'any', she used a mixture of L1 and L2 in this stage. In this situation, after she checked all of the answers in the exercise, she then reminded the students that the point of 'some' and 'any' would appear in the exam and students had to review this point as shown in Extract 14.

#### Extract 14

S4 : ตรงนี้ยากไหม... ไปดูดีๆ กฎ *some* กับ *any* ทั้งสองตัวใช้ ยังไง ไปดูมา ไปดูมา จะได้ทำข้อสอบได้  
นะ.

(S4's lesson recording)

The extract shows that S4 reminded the students and emphasized the point of ‘some’ and ‘any’ as can be seen when she said ‘ไปดูดีๆ... ไปดูมา ไปดูมา’ (*‘study it carefully’*), which likely made the students pay attention to this point when preparing for the exam.

**Extract 15**

S3 : อันนี้เป็นพื้นฐานที่เอาไว้ทำข้อสอบนะคะ... ตรงนี้มีในข้อสอบด้วยนะ แต่คงไม่เอาในนี้ไปออก  
(S3’s lesson recording)

**Extract 16**

S4 : เวลาเราทำข้อสอบแบบนี้ อย่าลืมมาอ่านโจทย์ก่อน แล้วหลังจากนั้นเราก็มานะ scan ดูรูปข้างบน  
(S4’s lesson recording)

Extracts 15 and 16 also show that the subjects used L1 to highlight the points that would be important for students in order to do the exam.

In brief, although L1 use for this purpose was found not much in this study, it is mostly found that the subjects used L1 to highlight the important points in the revision class in order to highlight the grammar points, the important points in the lesson and the useful techniques for students in order to do the exam. Remarkably, code-switching was clearly noticed for this purpose. The subjects switched from L2 in her lesson teaching to L1 in the reviewing stage.

In addition to the above purposes of L1 use obtained from the lesson recordings, the data from the subjects’ interviews also gave an evidence of L1 use for 2 more purposes. First, L1 was used to help the subjects overcome communication difficulties. Second, L1 was also used for the aim of time-saving. The details of these 2 purposes are discussed below.

**4.3 The Purposes of L1 Used by Novice Teachers Analyzed From Semi-Structured Retrospective Interviews**



### 4.3.1 To Overcome Communication Difficulties

The data from the interviews show that the subjects used L1 when they had difficulty expressing their idea in L2, especially when they faced urgent situations where they had not prepared the language. It was found from the interview data that S1 and S3 mentioned that they sometimes used L1 when they could not think of how to express what they wanted to say in L2. The interview extracts are given below.

*"I could not think of how to say 'ครูจ๋องคำตอบนี้แล้วนะคะ' (I used this choice already. You have to think of other answers.) in L2 at that time, so I directly used L1."*

(S3's interview)

*"I really didn't know how to say 'ให้ทำเป็นเดี่ยว' (individual work) in L2. So I have to translate it into L1."*

(S1's interview)

In brief, L1 use to overcome communication difficulty was found from the interview of only 2 subjects. L1 was used when they had difficulty expressing what they wanted to say in L2, especially when they had to deal with urgent situations. The patterns of L1 use found in this purpose were code-switching and code-mixing. The subjects normally used L2 in their teaching, but when they could not continue using L2, they eventually switched to L1 or inserted L1 words into the L2 sentence in order to keep the teaching and communication going.

### 4.3.2 To Save Time

The data from the interviews show that the subjects also used L1 to save time. This purpose was clearly reported by S1, S2 and S4 when they had limited time to cover the lesson.

For example, S2 and S4 used L1 for the aim of time-saving. S2 wanted to make the lesson go faster while S4 had to cover all 4 activities in her last class to prepare the students for the exam, so they decided to use L1 as she reported in the interviews below.

*“Firstly, I used L2 at a pre-teaching stage, but it was decreasing when time passed because I felt that the lesson seemed slower. Especially, at the eliciting stage, I prepared L2, but when I really used it for a while, I turned to L1 to make it faster.”*

(S2’s interview)

*“L1 made my lesson go fast and could help me cover all 4 activities in this class because in this class I just wanted to review and prepare students for the exam. You know, all 4 activities normally could not be done in only one class. Therefore, in this case, I thought L1 use could help me.”*

(S4’s interview)

Noticeably, L1 was used when it was near the end of the class time. For example, S1 normally used L2 in her teaching, but near the end of the lesson, she switched to L1 to collect students’ works. The extract below illustrates this.

### **Extract 17**

S1 : *Ok. Please, give me your notebook.* ส่งการบ้านค่ะ สมุดเอามาวางไว้บนโต๊ะตรงนี้  
เร็วๆ หมดเวลาแล้วค่ะ เร็วค่ะ ส่งสมุดค่ะ

(S1’s lesson recording)

It is seen that because of time constraint, she had to hurry collecting the students’ work by using L1 as she reported this in the interview below.

*“The time was up and I had to collect all of the students’ work. I think it was ok and quicker to use L1 at this time.”*

(S1’s interview)

To conclude, it is evident that when the subjects had limited time to cover the lesson and all activities, they might use L1, especially near the end of the class time in which they had to compete with time. The pattern of L1 use in this purpose was code-switching. The subjects normally used L2 in their teaching, but they switched to L1 when they wanted to do the lesson faster and save time for doing activities.

To have more understanding about the subjects' L1 use, the data from the interviews will be discussed in the next section to see the perceptions of the subjects as novice teachers on their use of L1 in an English class.

**Research Question 3: What are the perceptions of novice teachers on their use of L1 in an English class?**

#### **4.4 Perceptions of Novice Teachers on the Use of L1 in an English Class**

To gain more understanding of L1 use, the subjects' perceptions on the use of L1 in an English class were examined. The data from semi-structured retrospective interviews were mainly used for getting more information and understanding about their perceptions on the use of L1 in English teaching. The findings are analyzed according to the questions, and the similar answers of the subjects are grouped and categorized as presented below.

##### **4.4.1 Appropriateness of L1 Use in English Class**

The subjects were asked about their opinion of the appropriateness of teachers using L1 in English teaching. Most of them reported that teachers can use L1 in teaching. However, the appropriateness of L1 use depended on some conditions and factors.

*"I think it is appropriate because it can help students to learn and have more understanding, especially lower-level students. For teachers, I think L1 can help teachers to establish relationship with students and create good atmosphere in the class as well."*

(S1's interview)

*"L1 can be used to teach this level; high school students, because of the ability of students. They might not be ready to study in L2 environment for the whole class since they are not familiar with this kind of teaching before. So, I think that whether it is appropriate or not, it depends on the level of students to use L1 or L2."*

(S2's interview)

*"I think L1 can be used in English teaching because some lessons are difficult to understand, which if teachers use L2 it might make students get more confused... However, teachers should use L2 as much as possible because it at least allows students to practice listening."*

(S3's interview)

*"I think it is appropriate to use L1 in English teaching, especially novice teachers. However, if there is something easy and useful for students to use in their real life, teachers should use L2 so that students will remember and use it themselves in the future."*

(S4's interview)

The data from interviews show that although all of the subjects agreed that L1 can be used in English teaching, it depended on particular factors, not all situations. For example, S1 and S2 mentioned the students' level of language proficiency and their learning experience with the L2 environment, in which it would be appropriate to use L1 with lower level students who had not been familiar with learning in an L2 environment. Moreover, S3 mentioned the difficulty of the lesson. Sometimes, L1 can be used to help students understand difficult lessons better than only using L2. Also, S4 reported that novice teachers could use L1 in English teaching. However, S3 and S4 still emphasized the importance of L2 that it should be predominantly used in English teaching not only to allow the students to practice listening but also students may remember and employ some expression they heard in their utterances or when they need to use the target language inside or outside the classroom.

Moreover, teachers' beliefs and perceptions about the role and functions of L1 and L2 use in language classroom also influence their use of L1 (Watson Todd, 1997; Nunan, 1991). It was found that the subjects who believe in the effectiveness of L2 in English teaching used less L1 than the others. The extract below shows this.

*"I mostly used L2 in my teaching, except teaching difficult grammar, because I think that this is an English class where students can get little chance to be exposed to the language. So, I tried to use a lot of L2."*

(S3's interview)

Since S3 believed that L2 should be used as much as possible, it was found that she used L1 the least, but used L2 the most, as shown in the table 4.2. On the other hand, from S2's interview as presented above, she believes that L1 is useful for teaching the students who are at lower-level and unfamiliar with L2 instruction. Therefore, it was found that she used L1 significantly in her teaching.

#### **4.4.2 The Influence of Being Novice Teachers on L1 Use**

Since they are all novice teachers and L1 was abundantly found in their teaching, it was interesting to ask them, "Do you think since you are a novice teacher, it influences your L1 use?" and "If you have more teaching experience, L1 would be decreasing or not?" The data from the interviews of S2, S3 and S4 can clearly answer these kinds of questions.

*"The teachers who have more teaching experience will know the lesson well and know how to deal with the situation. But I don't mean that the more experience, the less L1 use. It depends on the teachers; if teachers have high proficiency and knowledge, they may use more L2. For novice teachers, even if they know how to say in L2, sometimes they feel excited and want to save time to finish the lesson quickly, so they use L1. For me, L1 can make things smooth and help me achieve what I want to say."*

(S2's interview)

*"I think if I have more experience, I will know what I should say in L2, so L1 will be decreasing. For example, I may not know how to say something in L2 for a task so I use L1, but next time if I use the same task, I will know and use L2 instead."*

(S3's interview)

*"I think it is because of language proficiency. Sometimes, I am not sure that what I say in L2 is correct or not and am afraid of making mistakes which will be a bad model for students. So, if I have more teaching experience, I think I may have more confidence in my language ability."*

(S4's interview)

The interviews above show that the subjects viewed that being novice teachers could be one reason of L1 use as they may lack teaching experience to cope with any unprepared or urgent situation. Also, they have inadequate language proficiency which would lead to lack of confidence in using L2 in class all the time because they may be afraid of being a bad model of language use. Therefore, they mentioned that having more teaching experience can boost their confidence and ability to use the target language in their teaching.

#### **4.4.3 Using Other Techniques to Minimize L1 Use**

As mentioned earlier, the subjects used L1 for some particular purposes and they also realized the importance of L2 in language teaching; additionally they reported the way they normally avoid L1 use by preparing detailed L2 lesson plans, using short and simple language, modify and simplify to make the utterances clearer and easier to understand, and paraphrase the utterances with more understandable language. From the data from the interviews, they also explained the techniques that they used to avoid using L1 in their teaching as presented below.

*"I prepared my script in lesson plan in L2. I sometimes played 'hangman' games to teach vocabulary instead of teaching its meaning directly, and also simplified the language to make it easy to understand for students, and used gesture."*

(S1's interview)

*"I tried to use other techniques such as writing on the board, preparing poster, simplifying language, and trying to decrease direct translation immediately unless it seemed to affect teaching and students' understanding."*

(S2's interview)

*"I tried to use L2 as much more than L1 as possible. If I think of something in L1, I would try to change it into L2."*

(S3's interview)

*"I used short and simple questions, or even modify, simplify, and paraphrase the language if students still do not understand."*

(S4's interview)

The data from interviews show that the subjects tried to use many techniques such as preparing teaching in L2, simplifying language, using gestures, using short and simple questions, and paraphrasing, before using L1 or even to avoid L1 use.

It can be concluded that the data from the subjects' reports show that they were aware of the importance of L2 in English language teaching. Teachers' belief also makes their use of L1 different, as it was found that a teacher (S3), who believed in the effectiveness of L2, used L2 even more than the others. However, there might be many factors, such as the students' level of language proficiency, the difficulty of the lesson, and the teachers' experience, influencing their L1 use. Also, the state of being novice teachers also influences their decision to use L1 to facilitate their teaching. Furthermore, they also tried other techniques to avoid or minimize the amount of L1 use and make it purposeful in their teaching.

In conclusion, the data obtained from both lesson recordings and the subjects' interviews indicated that L1 was used in their English teaching in different amounts, which varied from subject to subject and through different class times. Moreover, L1 was used for many purposes such as to enhance students' understanding, to increase

students' motivation, to maintain discipline, to highlight important points, to overcome communication difficulties, and to save time. Furthermore, the subjects generally agreed that L1 can be used in English teaching if it is purposeful and dependent on some conditions or factors. However, they agreed that L2 should be primarily used in English class where the students will have more chances to practice the language. These issues will be discussed further in the next chapter (Chapter 5) and some of the pedagogical implications will be highlighted.