



University of Cyprus
Department of English Studies

**Revisiting the benefits of incorporating the
students' L1 in L2 Grammar instruction:
Attitudes of EFL teachers and young learners in
Cyprus**

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Table of contents

List of Tables

Table 1: Information about the students.....p.24

Table 2: Information about the teachers.....p.25

List of Figures

Figure 1: Slides used for the A2 experimental group in order to help students fully take advantage of the L1.....p.27

Figure 2: Slides designed to encourage the use of Cypriot Greek as well as to show that L1 use is not always reliable.....p.28

Figure 3: A chart showing the procedure of this study.....p.34

Figure 4: Mean scores of all the participants across the three sets of tasks.....p.37

Figure 5: A detailed comparison between the A2 groups in the first exercise of the first set of tasksp.39

Figure 6: Accuracy rate in items that related to past habits (A2 groups).....p.40

Figure 7: Accuracy rate in items that related to past habits (A1 groups)p.41

Figure 8: The participants' responses in the final, open-ended question..... p.57

Figure 9: A comparison of the students' attitudes based on their level.....p.58

Figure 10: A comparison of the students' attitudes based on the group they belonged to during the lessons of the intervention period.....p.60

Chapter 1: Introduction	p.5
Chapter 2: Literature review	p.7
2.1 The role of L1 in L2 learning.....	p.7
2.2. Teachers' and students' attitudes around the role of L1 in the L2 classroom.....	p.12
2.3. Previous research regarding attitudes around L1 use in the context of Cyprus.....	p.15
Chapter 3: Methodology	p.21
3.1 Research questions.....	p.21
3.2. Theoretical framework.....	p.22
3.3 Participants.....	p.23
3.3.1 Students.....	p.23
3.3.2 Teachers.....	p.24
3.4 Materials.....	p.25
3.4.1 Presentations and proportions of L1 use.....	p.25
3.4.2 Sets of tasks for the students.....	p.28
3.4.3 Interview questions for the EFL teachers.....	p.29
3.4.4 Attitudes questionnaire for the EFL students.....	p.32
3.5 Procedures.....	p.33
3.6 Data analysis.....	p.34

Chapter 4: Results	p.35
4.1 Research Question 1: Students' performance in the sets of tasks.....	p.35
4.2 Research Question 2: Teachers' attitudes towards the use of L1 in the classroom.....	p.42
4.3 Research Question 3: Students attitudes towards the use of L1 in the classroom.....	p.58
Chapter 5: Discussion	p.61
5.1. The effect of L1 (SMG and CG) on the instruction of Past Simple and Past Continuous.....	p.61
5.2 EFL teachers' attitudes towards the use of the L1 in the L2 classroom.....	p.63
5.3 The students' attitudes towards the use of the L1 in the English classroom.....	p.67
Chapter 6: Conclusion	p.69
References	p. 73

Appendices

1. Consent form for teachers.....	p.79
2. Consent form for students' caregivers.....	p.80
3. Lesson plans.....	p.81
4. Lesson materials.....	p.106
4.1 Presentation slides.....	p.106
4.2 Book pages used during the intervention.	p.111
5. Sets of tasks.....	p.116
6. Attitudes questionnaire for students.....	p.128
7. Interview questions for teachers.....	p.129
8. Interview transcripts.....	p.131
9. Table to showcase teachers' attitudes.....	p.165
10. Letter of Approval from the Cyprus National Bioethics Committee....	p.170

Chapter 1: Introduction

The use of the students' native language (L1) in the L2 classroom has received a great deal of attention in the Second Language Acquisition (SLA) literature. In principle, L1 use is inhibited in L2 instruction since the primary focus is to provide ample L2 input to students. Moreover, L1 is discouraged by private institutes and institutional policies which prescribe maximal or exclusive use of the target language while most English teachers often perceive the L1 as harmful or intrusive and maintain that the exclusive use of the L2 is the most effective way towards its mastery (Shin et al., 2019). A strong argument against the use of L1 stems from the observation that the time students have for L2 exposure is very limited (Kartika-Ningsih & Rose, 2018), therefore L1 use by the teacher would displace authentic L2 input for the students and L1 use by the students would function at the expense of L2 learning. More concerns and practical difficulties arise when classrooms present a variety of L1s as in those cases the switch to an L1 may maximize the learning outcomes for a subset of students but may introduce even greater obstacles to the other learners. In practice, however, exclusive use of L2 may not be maintained throughout the lesson time and teachers may underreport their own use of L1 as evident from a comparison of their views and data from classroom observations (Copland & Neokleous, 2010, Tsagari & Georgiou, 2016). As a result, researchers observe a trend towards the incorporation of L1 (Hall & Cook, 2012) and state that the positive influence of judicious L1 use has been more or less established and that the academic focus

has shifted to the search of effective ways in which L1 use can maximize L2 learning (Copland & Neokleous, 2010).

From the perspective of students, English lessons and likely all language lessons may seem more challenging than other subjects because the English classroom is one of the few places where the subject matter is used to explain the subject matter. In other words, in contrast to other subjects, students are likely to face additional difficulties while trying to follow the lesson since effective introduction of new material, whether that is grammatical rules or vocabulary, is dependent on each student's communicative competence. Due to these difficulties, teachers may often receive pressure by parents and administration to use the mother tongue (Kocaman & Yildirim 2023) as its occasional inclusion may relieve the students' language anxiety and make them lower their affective filters and thus become more engaged in the lesson (Meyer 2008). Regardless of the approach, it is evident that the question of whether L1 has a facilitating role in L2 classrooms and the search for ways in which it can be effectively incorporated in L2 instruction will continue to receive research attention.

This chapter provided some introductory remarks around the topic. The following chapter presents a review of the literature on the role of L1 in the L2 classroom as well as on the attitudes teachers and students maintain regarding L1 use. Chapter 3 outlines the methodology followed throughout this thesis, providing details about the participants and examples from the materials that were employed. The results of this MA in TAAL thesis are presented in chapter

4 and are interpreted based on the reviewed literature in chapter 5. Finally, chapter 6 recapitulates the main findings of the thesis, remarks on certain limitations and suggests ways to counter these limitations in future research.

Chapter 2: Literature review

2.1 The role of L1 in L2 learning

The very observation that the debate around the use of L1 is ongoing could indicate that the question is much more complex and thus the findings of every research paper, whether it supports the use of L1 or not, can be subject to further discussion. For instance, Lo (2016, as cited in Shin et al (2019). p. 413) focused on writing proficiency and requested two groups of Chinese college students who were learning English to produce a composition. One group was asked to write directly in the L2 while the other was given a Chinese text of the same topic to translate. At a later stage, the students were given three model texts so that they could revise their compositions. The findings indicated that the translation of the Chinese text surpassed the English composition in terms of vocabulary and grammar usage, yet it could be argued that this observation stems from the fact that one group already had a structured text with readily available lexis while the other group had to produce a text from nothing. Oppositely, Vosoughi (2012) researched Iranian EFL learners and compared a group primed with L2 texts, a group with a dictionary at their disposal and finally a group in which “all the exercises were translated to Persian by the teacher” (p. 37). The findings revealed that the group with the L2 reading exposure outperformed the other two with

the translation group noting the lowest performance (Vosoughi 2012, Figure 1, p.39). However, this finding does not immediately refute the efficiency of L1 in L2 instruction but rather strengthens the importance of authentic L2 input for advanced learners and indicates that overreliance to the L1 is not beneficial. These two cases would indicate that research findings in the field may be the result of various factors apart from the use of L1.

In their 2018 paper, Kartika-Ningsih and Rose examined language shifts between L1 and L2 in multilingual classrooms and implemented three interventions in a classroom opting to improve the students' L2 productions. The methodology followed was Reading to Learn (R2L), an approach that focuses on applying knowledge gained from reading texts to written compositions. Specifically, students would read samples of reports, then they would make notes based on the texts and finally they would produce their own descriptive reports based on their drafts. In these three interventions the L2 was always used for the writing stage, but the amount of the students' L1 was decreased with each iteration. The authors noted that all students' L2 productions were improved and attributed the finding to the gradual reduction of the L1, which functioned as a scaffolding tool. Moreover, when discussing language shifts in the classroom, the authors claim that "L1 is used pervasively" (p.8) regardless of the teachers' efforts, implying that instead of trying to inhibit this common proclivity students have for the L1 perhaps the way forward would be for educators to channel that urge into strategies which are pertinent to L2 teaching.

Many more research papers have supported the significance of attentive usage of the students' L1 in the L2 classroom. Bhooth et al. (2014) who looked into the attitudes of university students in Yemen had presented similar results with Kartika-Ningsih and Rose (2018) by remarking that when L1 is used "in a purposive manner" (p.77) it can help students complete cognitively challenging tasks and develop learning strategies. Yavuz (2012) remarks that the linguistic knowledge and experience students have from their native language should not be met with indifference in the L2 classroom since this practice may in a way be counterproductive for L2 learning as well. In other words, newly introduced L2 material may bear similarities with a rule or a concept that is shared by the L1 as well. Therefore, acknowledging that similarity or using the native language in that case would facilitate a robust understanding of that material. This was also stressed by Hall and Cook (2012) who argued that using the students' L1 is a form of utilizing their prior knowledge, which promotes effective learning. The authors had also highlighted the benefits of drawing attention to the differences between the students' L1 and the target language. In a thorough examination of different ways of explicit grammar instruction by McManus and Marsden (2019), the only method found to bear significant long-term results was explicit instruction that not only focused on the description of the phenomenon in the L2, but also covered the same topic in the L1. The effects of L1 incorporation in better retention of L2 grammar rules were also remarked by Mickel (2016). The role of the L1 is also apparent when examining the mapping process of newly acquired L2 vocabulary as Alshehri (2021) remarks that even learners of English who were

described as near native in terms of competence relied on their L1 to process L2 lexis since they seem to map it to preexisting L1 meaning. Specifically, these Arab L2 speakers of English were tested on different pairs of English words. Some of them (e.g. *desk-table*) had the same L1 translation while in the case of other pairs (e.g. *advice-suggestion*) there were two corresponding words in Arabic. These near native participants had to evaluate how strong the semantic relationship between some pairs of English words was and their evaluations would be compared with those of native speakers of English. The results revealed that the word pairs that had two different Arabic translations instead of one were rated as less semantically related by the Arab speakers, indicating that even proficient L2 learners may use the L1 implicitly.

Although the role of L1 is a topic that has predominantly concerned researchers who work in the areas of applied linguistics and second language acquisition, useful insights can be found in research in theoretical linguistics as well as cognitive neuroscience. To begin with the latter, in their 2019 paper, Cao et al. compared the fMRI scans of English and Chinese learners of Spanish and acknowledged “a transfer effect of the L1” (p. 261) that influences their L2 learning. Moreover, they found that reading Spanish words was easier for English speakers due to the similarity of the writing systems of their L1 and Spanish. Jeong et al. (2007) had also observed that L2 brain activation is correlated with linguistic features that differ between the L1 and the L2 while it is implied that the different brain activation observed was a result of the degree

of similarity between the mother tongue and the target language since other parameters such as the amount of L2 exposure and L2 proficiency level were controlled for.

Similar propositions about how different L2 learning is and how much of the target language is really accessible to learners had been made without the employment of neuroimaging methods. Hawkins and Chan (1997) had argued that the target language's Universal Grammar features were only partially available to L2 learners. Employing a grammaticality judgement test focusing on wh-operator movement, they compared Chinese and French learners of English since Chinese is head-final and lacks wh-operator movement while French is very similar to English in that respect. The authors observed that even the Chinese participants who were proficient in English had underlying syntactic representations that differed from their French counterparts and native speakers of English, indicating that even advanced L2 learners employ strategies that are conditioned by L1 to reach surface productions that match native-like L2 speech. Tsimpli and Mastropavlou (2007) name that process misanalysis and postulate that while interpretable features of the target language remain accessible to L2 learners, uninterpretable features don't, forcing L2 learners to misanalyse the L2 input they receive based on their L1. For instance, Russian and Turkish speakers learning Greek interpret Greek clitics as weak pronouns since those exist in their language. What can be retrieved from this section is that the effective instruction of a target language has to acknowledge and address crosslinguistic similarities

and differences to help in developing the students' metalinguistic awareness. Moreover, this can be achieved without a full switch to the L1 as the teacher can continue using the target language to mention those differences. In fact, recent educational models do not treat the L1 and the L2 as separate skills but as components of the speaker's linguistic repertoire and therefore the focus regarding teacher training has shifted into fostering the students' multiliteracy skills (Tarnanen et al., 2023).

2.2 Teachers' and students' attitudes around the role of L1 in the L2 classroom

Regardless of the findings about the effects of L1 in L2 instruction, the attitudes of teachers and students alike remain a determining factor for the actual use of the L1 in the foreign language classroom. In other words, teachers who have a positive attitude towards the L1 are likely to use it more while teachers who view it negatively are likely to avoid using it altogether. Vlachou (2020) remarked that a great percentage of teachers use their mother tongue to explain English grammatical phenomena and difficult concepts. Moreover, she highlighted that Greek teachers of English that worked in primary and secondary education showed a strong preference for the use of the L1 to inform students about exams, greet them and to discuss extracurricular activities and they justified the use of Greek by reporting that it is timesaving. Moreover, college ESL teachers in the United States mentioned that the proficiency of the student in the L1 also influences how easily they will grasp the grammar rules of the target language (Migdadi, 2023). This finding would also indicate that L2 teachers should cater

for the development of the students' metalinguistic awareness as was highlighted in the previous section. It should be noted, however, that even the teachers who supported the use of L1 in Migdadi (2023) claimed that it should be gradually reduced as the year progresses, suggesting that the native language should be used as a scaffolding tool, and not as the main resource for L2 teaching. These participants also reported that they often find it difficult to incorporate L1 to facilitate L2 English instruction stressing the need for concrete guidelines as well as tools.

On the other side of the spectrum, there are teachers who condemn the use of L1 for a variety of reasons. First of all, the lack of interaction and exposure to the target language outside the classroom seems to be a decisive factor on the teachers' outlook regarding the use of the native language (Migdadi, 2023). In other words, teachers believe that the creation of a classroom environment that provides authentic and ample L2 input is their responsibility as in most cases students do not have opportunities to immerse themselves in the target language. It therefore follows that in such a context, using the L1 is seen as depriving students of the L2 which is why many teachers exclude it (Mickel 2016). For the same reasons, the inability to uphold a learning environment exclusively in the target language may result in feelings of guilt and inadequacy as evident from teachers' reports in Hall and Cook (2012). These feelings will be explored more in the following sections as there have been reports of guilt in the context of Cyprus.

Of course, even adamant opinions around the use of L1 may be subject to change due to practical difficulties or after classroom experience. For instance, Kocaman and Yildirim (2023) detected that although student teachers initially held negative attitudes towards the use of L1, after participating in practicum, their opinion changed as they acknowledged that the native language has applications in L2 instruction. In a very similar study by Özkanal and Yüksel (2023) examined the attitudes of pre-service English teachers on the use of L1 in language classrooms. Most of their participants were initially negative towards the use of Turkish but appreciated its occasional use after observing their mentor teachers' lessons. Finally, Khelalfa and Kellil (2023) found no correlation between Algerian EFL teachers' attitudes and their teaching experience, gender or the levels they teach. Considering those participants expressed an overall neutral stance to L1 may enforce the idea that L1 usage may be a subject to be examined based on the situation at hand or the classroom composition.

Student attitudes also vary greatly as evident in a number of studies which mainly focus on university students. These students may consider the use of L1 and translanguaging in general a natural practice in the English classroom (Fang & Liu, 2020), yet they acknowledge its negative aspects considering that in Mickel (2016) university students were aware that L1 displaced the target language. When comparing the attitudes of Saudi EFL university students, Almohaimeed and Almurshed (2018) found an interesting pattern with advanced students and beginners expressing a negative opinion towards the use of Arabic in the English

classroom both by teachers and by students. These negative views of the L1, however, were not shared by the intermediate group which displayed a neutral stance with half of its participants expressing positive attitudes towards the use of L1. The intermediate group's demand for L1 could be attributed to the fact that most demanding grammar phenomena and concepts are introduced in those levels and as it has been hinted above, the L1 may have a facilitating effect in their explanation and retention. On the other hand, advanced learners, who no longer need this scaffolding tool, are usually able to handle L2 input while beginners usually display high motivation for more L2 exposure, which would justify why they view the L1 as an obstacle to the mastery of the target language. Mohammadi Darabad et al. (2023) also reported that advanced EFL students in Tehran displayed a strong preference for the exclusive use of the target language when it comes to speaking tasks and collaboration in and outside the classroom. On the other hand, American university students who received instruction solely in Spanish in Mickel (2016) reported feeling anxious, lost, and frustrated. These students expressed complete disapproval of total L2 immersion whereas the group with no language restriction, the one where both the L1 and the L2 were used, was the most motivated to learn the target language.

2.3 Previous research regarding attitudes around L1 use in the context of Cyprus.

Research around the role and implementation of the L1 in the L2 classroom as well as the attitudes of teachers and students has been conducted in Cyprus in

recent years. Tsagari and Diakou (2015) administered a questionnaire to students and interviewed teachers from two public secondary schools in Cyprus. The findings indicate that most students believe that L1 use by teachers is beneficial for the explanation of grammar while an even greater percentage requests the use of Greek and Cypriot Greek for the introduction of new vocabulary. On the other hand, teachers' L1 use is influenced by their students' L2 skills, proficiency level and age. According to the authors, these factors are more prominent in determining the proportions of L1 compared to the teachers' L2 skills and how confident they are about said skills.

When it comes to private English language institutes in Cyprus, the students' L1 is also used for grammar instruction as teachers in private institutes in Tsagari and Georgiou (2016) deem their students' L2 capacity as insufficient to process complex grammatical rules. Moreover, the authors remark that the increased cognitive load required for the comprehension of grammar rules may warrant the use of L1 on behalf of the teachers. Therefore, they conclude that the teachers' use of L1 was quite high and therefore it is suggested that it is inevitable in the early stages of L2 learning. This practice is further encouraged considering advanced EFL learners from 13 private institutes in Nicosia in Tsagari and Giannikas (2018) expressed an overall positive stance towards the use of Greek and Cypriot Greek for grammar and vocabulary instruction while the majority of their teachers used the students' L1 in their lessons. These teachers had observed that L1 minimized students' efforts and seemed to view it as a

scaffolding tool since they decreased its use as the school year progressed similar to the participants in Migdadi (2023). Furthermore, the vast majority of the advanced EFL students interviewed by Neokleous (2016) held a positive stance towards the use of L1 which led the author to remark that demand for more L2 input should not entail condemnation of the L1. With respect to L2 grammar instruction, which is the main focus of the present study, Tsagari and Giannikas (2018) remark that it is important that L1 is not used to spoon-feed the students as this would result in poor retention of the material similar to the result derived in Vosoughi (2012) above.

On the other side, private institute teachers are also proponents of L2 use and may condemn the use of L1 on some occasions. For instance, all four participants in Tsagari and Georgiou (2016) promoted the exclusive use of the L2 as an important factor of increasing student motivation. Considering that most of these teachers were not aware of specific policies around the topic, it is likely that the teachers' opinions stem from their own observations while teaching. It has been argued that L1 may be avoided in EFL classrooms in Cyprus since its use was associated with the grammar-translation method which was criticized for neglecting the development of the students' communicative skills (Neokleous 2016, Hall and Cook 2012). Sometimes the attitudes of teachers may also be extremely negative as seen from the participants in Tsagari and Giannikas (2018) who "viewed the use of L1 as a sign of pedagogical and linguistic weakness." (p.26).

Regardless of how strong their attitudes may be, Tsagari and Diakou (2015) remark that “teachers’ desires about L1 use are clearly in conflict with their classroom realities” (p.97) since comparisons between their attitudes towards L1 and their actual L1 use revealed that EFL teachers may under-report their L1 use when interviewed (Neokleous, 2016, p.109). Copland and Neokleous (2010) also reached the same conclusion after collecting data from two private language institutes in Cyprus. The authors also use the phrase “differently reporting” which could relate to the discrepancy between the teachers’ perceived use of L1 for specific functions and their actual L1 for these functions. For example, teachers may perceive that they use the L1 for greetings and the L2 for consolation while in reality they may do the reverse. The authors argue such inaccurate reporting may stem from feelings of guilt English teachers often experience when trying to find balance between using the target language as much as possible and addressing the students’ affective needs by making sure they are not alienated due to the increased amount of L2. According to them, opting for either of the two will result in guilt for the teachers. Therefore, when asked, many EFL teachers may not accurately report their L1 use since by doing so, they would “admit incompetence” (p.278). This finding implies that guilt is often a determining factor towards total L1 exclusion.

Even though many teachers have acknowledged the merits of L1 use, the native language may be used against their intentions during the lesson as evidenced by some points of the literature. One such aspect that was viewed as an L1 function

in Tsagari and Giannikas (2018) was social interactions, such as conversations about topics that irrelevant to the classroom material. Classroom observations revealed that although they were asked in English, students often replied in Greek indicating that such discussions would seem unnatural when conducted in the target language. The authors conclude that “learners are not accustomed to interactive spontaneity being transferred to the foreign language” (p. 20) yet they are rather critical of this attitude as it deprives students of authentic L2 input that may not be included in their coursebooks, and it encourages the relegation of the L2 from a communicative tool to yet another subject. Moreover, the teachers in Tsagari and Georgiou (2016) also mentioned lack of maturity as a factor that influences their use of L1. Although, this is not elaborated on in the paper, it could include behavior spanning from inattentiveness to lack of discipline. For instance, a student may not be mature enough to sustain attention when an unfamiliar vocabulary item or grammar rule is introduced and may mentally disengage when the teacher does not immediately use the L1 to explain. This notion is also presented in Kocaman and Yildirim (2023) who examined the attitudes of student teachers in Turkey and argued that the unwillingness of students to participate is a factor that hinders L2 instruction even if the lesson is tailored to their needs.

An interesting and rather uncommon observation that can be made from a close look of the excerpts provided by Copland and Neokleous (2010) is that EFL teachers may withdraw from using the L1 because they are not as knowledgeable

about it as they are in English. Specifically, Tina, the teacher who used only one Greek utterance throughout the observation period, translated “Wasp” wrongly and said “ακριδα” instead of the appropriate Greek translation “σφήκα”. If many similar examples were observed, the criticism that EFL teachers overuse the L1 due to not being confident in their L2 skills could be reversed and researchers could examine whether EFL teachers underuse L1 in contexts where its use could in fact be beneficial.

After observing eight EFL classes in six different periods of the academic year and counting the EFL students’ L1 utterances, Neokleous (2016) detected a considerable number of L1 questions and requests in the lessons that heavily involved grammar and reported a positive influence of the L1 in reassuring hesitant students and maintaining a pleasant classroom environment. Contrary to the worries about the effect of L1 on L2 production, students that are made aware of the similarities and differences between the two languages seem to be better-equipped to deal with L1-transfer (Neokleous 2016). All things considered, Copland and Neokleous (2010) imply that the positive influence of judicious L1 use has been more or less established and that the academic focus has shifted to the search of effective ways in which L1 use can maximize L2 learning and urge teachers themselves to conduct research in their classrooms. The importance of more research focusing on “concrete guidelines regarding the use of L1” is yet again remarked in Tsagari and Diakou (2015 p.98).

To conclude this section as well as the overall review of the literature, when it comes to suggestions for future research on the topic, Shin et al. (2019) detected a growing tendency after 2011 with studies incorporating intervention designs to test hypotheses related to the role of L1 in L2 learning. Based on the papers reviewed in this section, such research designs yield very interesting findings since they provide tools and applicable methods that teachers can use, which has been a focal suggestion for future research on the role of L1. Other research methodology options include questionnaires that may reveal the attitudes of learners and teachers regarding the use of L1. After reviewing many studies, Shin et al. (pp. 411-412, 2019) report that questionnaires are twice as frequent as the intervention designs (44% and 22% respectively). This figure may not be definitive, but it certainly is indicative of the norms for research on the role of L1 in L2 learning. The popularity of questionnaires could be attributed to the fact that they are less challenging than intervention designs and that they provide easily interpretable findings. The choice of an intervention task is not to diminish the significance of the attitude questionnaires. In fact, a form with questions directly eliciting the students' attitudes towards L1 and L2 was distributed once the interventions were over.

Chapter 3: Methodology

3.1 Research questions

For the present MA in TAAL thesis, the following research questions were formulated:

1. Is there a significant facilitating effect of L1 use on the instruction of Past Simple and Past Continuous in EFL classrooms in Cyprus?
2. What are the attitudes of EFL teachers regarding the use of L1 (Cypriot or Standard Modern Greek) in L2 English teaching?
3. What are the attitudes of Cypriot Greek students towards the use of L1 for L2 instruction?

3.2 Theoretical Framework

The researcher employed a mixed-methods approach since both quantitative and qualitative data were collected and analyzed. In detail, research questions 1 and 3 were mostly addressed using quantitative methods whereas semi-structured interviews were used for research question 2. All the tasks designed for the first research question aimed on assessing the students' comprehension of Past Simple and Past Continuous. These tenses were chosen due to their similarity with the Greek tenses Αόριστος and Παρατατικός respectively. Specifically, both Past Simple and Αόριστος are used for actions that were completed in the past and when we talk about a sequence of past actions. Furthermore, both Past Continuous and Παρατατικός are used to emphasize the duration of a past action, to talk about past actions happening simultaneously and to refer to actions that were in progress at a specific point in time. It should be noted, however, that there is not a total correspondence in terms of the tenses' usage. The major difference occurs when speakers talk about past habits since Past Simple is used

in English whereas Παρατατικός is used in Greek. This can be seen in the example below, where the same Greek word is used to refer to both past habits and actions happening at a specific point in time.

(1) Δεν έτρωγα σπανάκι όταν ήμουν 6 χρονών. → I didn't eat spinach when I was 6 years old.

(2) Έτρωγα όταν με πήρες τηλέφωνο χθες. → I was eating when you called me yesterday.

3.3 Participants

In this research paper, convenience sampling was used since the respondents were chosen based on how easily accessible they were to the researcher (Galloway, 2005). In detail, the researcher interviewed his colleagues and associates and tested his own students. As a result, this MA in TAAL thesis is also an example of action research as defined in Ali (2020) since the findings observed by the students' scores as well as their attitudes regarding the use of L1 were taken into account to improve the teaching practices followed in the classroom.

3.3.1 Students

The present study included 20 Cypriot Greek students who belonged to four different groups of a private English institute in Nicosia. The A2 control group consisted of 7 male students (average age: 11.6 years) while the A2 experimental group was composed of 6 female students (average age 11.2 years). As can be

seen from the lesson plans (Appendix 3), the A2 control group was initially composed of 8 students. However, one student was excluded from the research because he was absent in three out of four lessons and his data were not included in the present research. As for the A1 groups, participation in the research project was lower since only 7 students, 3 from the control group and 4 from the experimental group returned their consent forms. The mean age of the A1 control group was 11 years and it only included 1 male and 2 female participants. On the other hand, all four participants of the A1 experimental group were female (mean age: 10 years). It should be noted that the A2 groups were chosen based on their overall comparable performance throughout the year and the scores the students achieved in a test on Past Simple and irregular verbs. However, that was not the case for the A1 participants since the researcher only had access to the two groups presented in this study. Even though the students' performance in their previous test was comparable, the A1 control group's proficiency was higher based on the researcher's judgement. The implications of low participation on the validity and the reliability of this thesis will be further discussed in the limitations section.

Table 1: Information about the students

Group	A1 control group		A1 experimental group	A2 control group	A2 experimental group
Sex	2 girls	1 boy	4 girls	7 boys	6 girls
Age range	10-11 years		10-11 years	11-12 years	10-12 years

3.3.2 Teachers

To address the second research question, 10 EFL teachers were interviewed about the role of L1 in L2 instruction. As it can be seen in table 2, the majority of the

participants were female and worked in the private sector. As mentioned above, some of the participants were the researcher's colleagues while others worked at different private language institutes in Nicosia. Furthermore, half of them were between 20 and 29 years old while the other half belonged to the 30 to 39 age group. In most cases, the greater age coincided with more years of teaching experience. The data presented on table 2 were collected in order to facilitate analysis and discussion on correlations between attitudes and age, experience, or education on teaching English.

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Sex	Male	Female	Female	Female	Female	Female	Female	Female	Female	Female
Age group	30-39	30-39	20-29	20-29	20-29	30-39	20-29	30-39	30-39	20-29
Teaching experience	9 years	15 years	4 years	2 years	4 years	16 years	4 years	3 years	12 years	3 years
Works in	Private sector	Public sector	Private sector	Private sector	Private sector	Private sector	Private sector	Private sector	Private sector	Private sector
Qualifications	BA, MA	BA, MA	BA	BA, TESOL	BA	BA, MA	BA, MA	BA, MA	BA, CELTA	BA

3.4 Materials

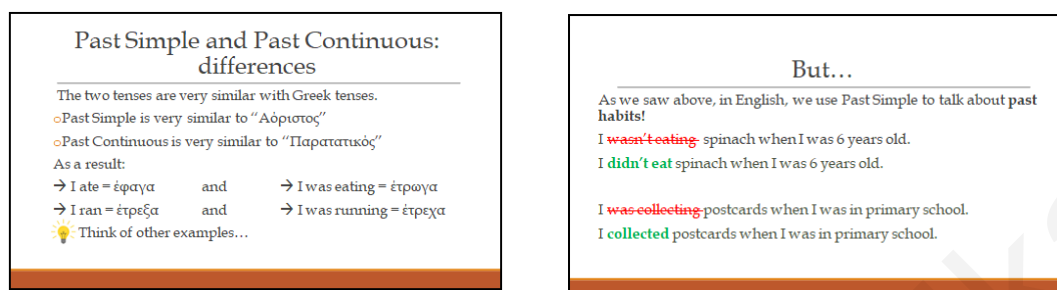
3.4.1 Presentations and proportions of L1 use in the EFL classroom.

Similarly to the method followed by Kartika-Ningsih and Rose (2018) the present project implemented an intervention design to address its primary research question. To the researcher's best knowledge, the present research design does not replicate any previous studies. Two presentations and three sets of tasks were used for all four groups. The first presentation introduced Past Continuous to the students while the second one was designed to highlight the differences between Past Simple and Past Continuous. In both cases, the students would take notes and were also encouraged to write their own examples using the tenses. The

second presentation also included exercises so that students could practice along with the teacher's guidance before completing the sets of tasks.

The difference between the presentations used for the control groups and those used for the experimental groups was that the latter ones included Greek translations of each English example in order to facilitate the students make the connection between English and Greek. Moreover, the presentations that were used with the experimental groups included some additional slides to encourage students fully take advantage of the L1. Specifically, after the students had been introduced to the tenses and their usage through examples and translations, the similarity between the English tenses and the Greek tenses was acknowledged. For instance, the first presentation used for the experimental groups finished with the phrase: "Past Continuous is very similar to Παρατατικός in Greek (but they are not exactly the same)". The second presentation relied on the similarities and differences between the two tenses more heavily since it was designed to help the students detect as many similarities as possible. As it can be seen in figure 1, these similarities were first highlighted on the word level and the students were encouraged to come up with their own examples. After that, there was a slide explaining that in English Past Simple is used to talk about past habits.

Figure 1: Slides used for the A2 experimental group in order to help students fully take advantage of the L1.



Apart from the aforementioned differences, students of the experimental A2 group were encouraged to fully employ Cypriot Greek and not just Standard Modern Greek and hence the slides in figure 2 were included in the slideshow presented to them. This inclusion had a twofold goal, namely, to enable students to use their actual L1 and utilize some advantages Cypriot Greek has compared to Standard Modern Greek regarding the grammar topic at hand. For example, when it comes to the verb “to do” in SMG the same word is used to express both the simple and the progressive aspect and the in the past whereas CG has a different word for “did” and a different one for “was doing” as it can be seen in the second picture of figure 2. Therefore, it could be argued that native speakers of Standard Modern Greek are likely to face more difficulties grasping the differences regarding the specific verb compared to Cypriot Greek speakers. At the end of the presentation, there was a counterexample for the aforementioned positive effects of the L1, to show that the L1 and the L2 do not always correspond and to emphasize that the L1 should be used carefully. In this case, the verb “wait” was used as seen in the last slide in figure 2 below. The slides mentioned

here were not used for the A1 experimental group as they were deemed too challenging for their level.

Figure 2: Slides designed to encourage the use of Cypriot Greek as well as to show that L1 use is not always reliable.

One more thing!

In some cases, we may have the same word for both Αόριστος and Παρατατικός in Greek.

For example:

1) I did my homework, and I went out. → **Έκανα τα μαθήματα μου** και βγήκα έξω.

2) I was doing my homework when you called me. → **Έκανα τα μαθήματα μου** όταν με πήρες τηλέφωνο.

Κάνουμε το ίδιο και στα Κυπριακά; 🤔

No, we don't

Στα Κυπριακά, εννα λαλούσαμε:

1) I did my homework, and I went out. → **Έκαμα** τα μαθήματα μου τζαι εφκήκα έξω.

2) I was doing my homework when you called me. → **Έκαμνα** τα μαθήματα μου όταν με έπιασες τηλέφωνο.

So, in some cases, the difference is clearer in Cypriot Greek.
In other cases, it is still difficult. Think of: περιμένω.

In some cases, Greek cannot help us see the difference.

But the difference in English is clear!

For example:

1) I **was waiting** at the queue for three hours! (Focus → how long)

2) - Steven was late for our appointment yesterday.
- What did you do?
- I **waited** for him. (Focus → result, event)

If we try to use Greek in the cases here, it will not help us.

3.4.2 Sets of tasks for the students

All groups were given three sets of tasks to assess their comprehension of the two tenses. The first set of tasks included three exercises and was distributed right after the second presentation and the students were allowed to use their notes to complete it. The second set of tasks also included three tasks while the third one included four and they were completed in the third and fourth lesson respectively. For the A2 groups there was a total of 10 tasks, namely 2 exercises where the students would have to choose the correct answer out of two options, 2 exercises where they would have to choose among 4 options, 2 exercises where students had to detect the proper sentence and correct the mistakes in the

remaining ones, one exercise where students had to produce sentences using keywords and 3 fill in the gap exercises. The last ones were employed in every set to check whether the students were able to produce the correct form of each tense as it can be seen in appendix 5.

For the A1 groups, the aforementioned tasks were modified to accommodate the lower proficiency level of the students. As a result, items that included stative verbs were replaced and the two exercises where the participants had to find the mistake were not included, since they would be quite time-consuming. Specifically, in the second set of tasks the aforementioned task was replaced by another where students had to circle the correct answer while in the last set of tasks this error-correcting exercise was omitted. Furthermore, more time was given to the A1 students to complete the sets of tasks. Finally, a difference between the A2 groups and the A1 groups was that the latter did not have exercises with the two tenses in their coursebooks in order to practice at home which is another factor that might lead to a poorer performance.

3.4.3 Interview questions for the EFL teachers.

To measure the attitudes of EFL teachers in Cyprus, semi-structured interviews were conducted where a set of 28 interview questions was employed (see appendix 7). Following the definition of Karatsareas (2022), this type of interviews does not always include a predetermined order of questions, allow the researcher to ask questions if an interesting dimension of the topic in question

emerges and includes a combination of close-ended and open-ended questions. Although the order of the questions was predetermined in this study, participants were encouraged to elaborate on their answers so that the researcher could detect and identify common themes. Four interviews were conducted in person while the remaining six were online interviews. All the interviews were completed between February and March 2023. Moreover, the participants would first complete a brief form with their demographic data and the researcher would then inform them about the research topic and provide necessary definitions. The participants were also advised to consider both Cypriot Greek and Standard Modern Greek as the students' L1 despite the differences these two varieties may present. Finally, it should be mentioned that the scope of the second and third research questions was to examine the attitudes of EFL teachers and learners regarding the role of L1 in many aspects of L2 instruction and it was not limited to addressing grammar instruction alone. Therefore, the interview questions and the attitudes questionnaire that was completed by the students included questions on more topics relating to the use of Greek in the L2 English classroom.

As it can be seen in appendix 7, interview questions 1, 2 and 5 were introductory questions designed to trace the participants' usage of L1 as well as the purposes of this usage while questions 3 and 4 aimed to elicit their general outlook before referring to specific findings observed in the literature around this topic (questions 15 -18). Questions 6, 7 and 8 related to the use of the students' mother tongue for the purposes of grammar instruction while questions 9 to 11 focused

on vocabulary instruction. In both cases, the goal was to include different degrees of L1. Regarding grammar instruction, for instance, teachers were asked whether they use Greek directly and whether they employ the students' L1 knowledge without switching to Greek. Moreover, they were asked to reflect on the students' performance when the introduced grammar phenomenon also exists in the students' mother tongue. Furthermore, the question list included items to elicit the teachers' use of Greek or Cypriot Greek for purposes that are not limited to language instruction but to the classroom experience as a whole. For instance, questions 13 and 14 referred to the employment of the L1 to give classroom instructions and to maintain classroom control respectively while questions 21 to 24 were added to delve into the teachers' L1 use to explain exam procedures, have discussions irrelevant to the curriculum, socialize with their students and provide emotional support. Similar to question 21, question 19 which examined the use of L1 for error correction opted to examine whether teachers resort to the L1 when their goal is intelligibility. As mentioned above, questions 15 to 18 addressed specific benefits and drawbacks of L1 use in the EFL classroom. Therefore question 15 tackled the issue of using L1 at the expense of L2 thus limiting the exposure to the target language which was mentioned in Migdadi (2023) and Tsagari and Giannikas (2018) while question 17 opted to elicit how the participants feel when using the L1. "Guilt" and "concern" were chosen as a prompt based on the findings of Copland and Neokleous (2010) and Vlachou (2020). Oppositely, questions 16 and 18 referred to the facilitating role of L1 in saving classroom time and to how it is often viewed as a necessity. Some items,

such as questions 20, 25 and 26 were added to encourage the participants to reflect on their observations in the class and discuss the effect of L1 on their students. The participants were also asked whether they would like to benefit from any kind of formal training on effective ways to apply the students' L1. The final question intended to elicit the final outlook of the participants by asking them to advise a novice teacher regarding the proper use of L1 in the EFL classroom.

3.4.4 Attitudes questionnaire for the EFL students

In order to collect the students' attitudes, a set of eight questions was given to the participants after they had completed the third set of tasks. The questionnaire was distributed in Greek to ensure that the participants would understand all of the items and was completed in the class. A five-point Likert scale was employed in the form of colored faces and the participants were instructed to circle the reaction that best fits their viewpoint as seen in appendix 6. The first two questions examined whether students want their teacher to use Greek or Cypriot Greek to explain grammar rules and vocabulary items respectively. Question 3 opted to elicit whether students wish for L1 to be used during the lesson as long as English is the primary language of instruction while questions 4 and 5 examined whether the students use the L1 at home to complete their homework in the form of online tools, dictionaries or websites and help from their parents respectively. Considering that L1 is sometimes seen as an obstacle towards L2 mastery by teachers and students alike (Almohaimed & Almurshed, 2018,

Mickel, 2016), question 6 opted to report the attitudes of younger learners on that matter. Finally, the students were asked about how difficult they find an English-only lesson to be and whether using the L1 in the class reduces their stress levels.

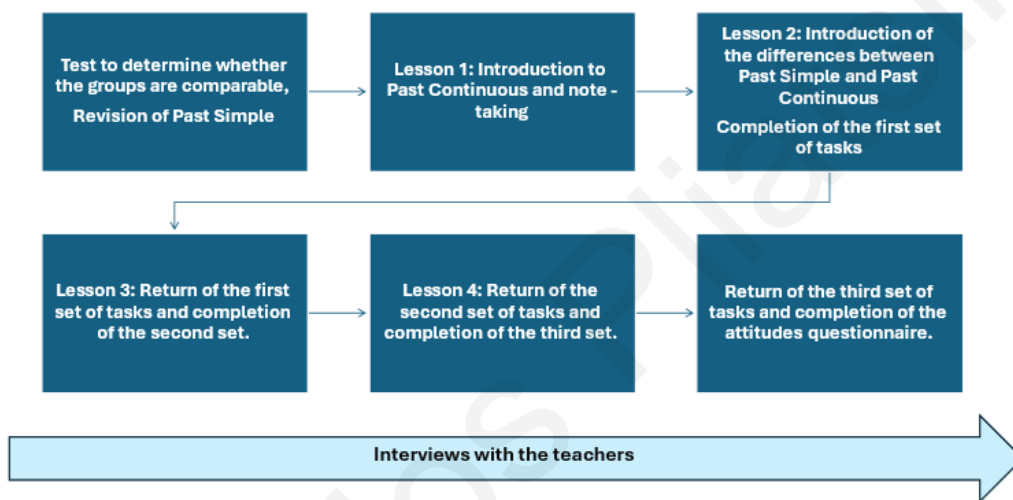
It should be mentioned that clarifications were provided when students had questions about the prompts. Moreover, the researcher elaborated on the question items and explained what each answer would entail. For instance, some students weren't aware of the term "grammar" even in their native language and therefore, the researcher provided examples such as tenses or other phenomena according to the students' level. Similarly, in questions 5 or 8 elaborations were provided to ensure that the participants had understood them. Specifically, the researcher explained that question 5 also asks whether the students turn to their parents for explanations in L1 when the L2 material is too difficult for them. As a result, if a student circled the 1st or the 2nd option, the response would not entail that the parents use a language other than the L1 but rather that the participant in question does not require L1 help from their parents. In a similar fashion, answering negatively in the last question would not entail that the students feel more stressed when L1 is used in the L2 classroom but would rather show their level of disagreement to that statement.

3.5 Procedures

As the flowchart in figure 3 displays, the intervention included four lessons which focused on the instruction of Past Simple and Past Continuous. Detailed

lesson plans can be found in appendix 3 while the pages covered, and the sets of tasks can be found in appendices 4 and 5 respectively. The students were also assigned homework in between lessons to practice the two tenses more from the English Plus Level 2 student's book and the workbook (Wetz & Pye, 2017) which were their coursebooks used throughout the year.

Figure 3: A chart showing the procedure of this study.



3.6 Data analysis

The data obtained by the completion of the sets of tasks were quantitatively analyzed with both descriptive and inferential statistics being employed. Specifically, the total percentages the students noted were calculated and the mean scores of each group were compared. Moreover, the variances of the groups were compared and one-tailed t-tests were conducted in Excel to determine whether the differences in the performance of the control groups and the experimental groups were significant. The focus was only on the instruction method and not on the age and student level because all the A2 participants were

expected to perform better than their A1 peers. The total score each participant achieved in a set of tasks was reported as a percentage of 100 to facilitate comparisons among the students since the third set of tasks had more items than the previous two. Moreover, the researcher made sure that comparisons between the experimental and the control groups could be made since the difference in their performance in the last unit test before the intervention period was not statistically significant. In fact, in the case of the two A2 groups, the previous test happened to be relevant to the context of the present study since it focused on Past Simple and irregular verbs.

The data retrieved from the transcriptions of the interviews were examined under the scope of thematic analysis as described in Braun & Clarke (2006) and were categorized based on detected commonalities. Finally, for the interpretation of the attitudes questionnaire, descriptive statistics, namely the mean, the median and the standard deviation (Pallant, 2020), were used and are presented in the corresponding section below. This time, there were comparisons both between the experimental and control groups and between the different levels.

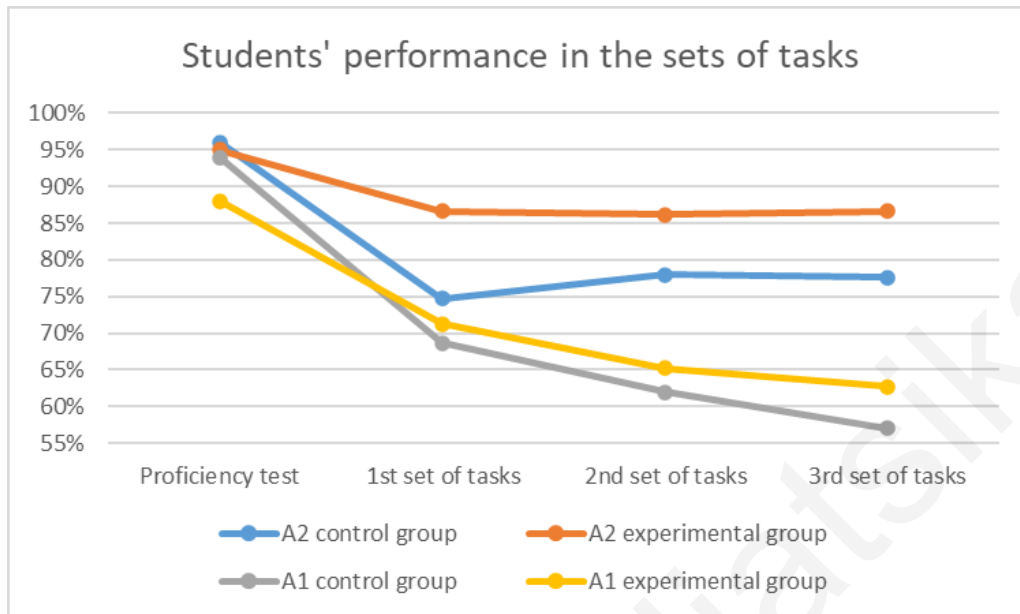
Chapter 4: Results

4.1 Research Question 1: Students' performance in the sets of tasks.

A first glance at the students' performance can be retrieved from the mean score each class noted in all of the sets of tasks. The highest mean score was 87% and was achieved by the A2 experimental group. The A2 control group followed with a mean total score of 77% while the two A1 groups displayed a poorer

performance as expected. Specifically, the A1 experimental group reached a percentage of 66% whereas the A1 control group noted a 63% total score. Figure 4 provides a more detailed picture as it shows the score the participants noted in the initial test that was implemented to ensure that their overall performance was comparable as well as the progression of the students' performance in each set of tasks. We can see the A2 experimental group had an overall stable performance across all three sets of tasks without any big fluctuation. On the other hand, the A2 control group performed worse at the first set of tasks even though they were allowed to look at their notes while completing their exercises. Their performance improved in the second set of tasks and stabilized in the final part of the intervention. A similar trend can be observed in the case of the A1 groups as well since the A1 experimental group performed better than the A1 control group on all three sets of tasks despite the fact that the latter had noted a much higher mean score in the test that was used to check their level. As illustrated in figure 4, both A1 groups followed a downward trend which could be attributed to the increasing difficulty of the sets of tasks combined with the fact that the students were not allowed to use their notes for the second and the third set of tasks.

Figure 4: Mean scores of all the participants across the three sets of tasks.



Since the experimental groups were expected to perform better considering the similarity of the English and Greek tenses, one-tailed t-tests were conducted to compare the scores each student noted in each set of tasks as well as to compare all of the students scores across the intervention period. It should also be noted that the variances of the groups were found equal after a variance test. The A2 experimental group performed significantly better than their counterparts ($p = .033$) in the first set of tasks which was completed right after the presentation that compared the two tenses with the students having access to their notes. In the following two sets of tasks, however, the performance of the A2 control group improved and the difference between the groups was not statistically significant ($p = .139$ and $p = .109$ for the second and third sets of tasks respectively). Finally, there was no statistical difference in their overall performance as indicated by the t-test comparing the students' average scores ($p = .059$). Similarly, the A1 groups'

performances did not differ significantly in any of the three sets of tasks and displayed an overall comparable performance ($p = .376$, $p = .348$, $p = .198$ for the first, second and third set of tasks respectively). This could be attributed to the small number of participants and the low scores both A1 groups noted.

A more detailed look at the answers of the participants can provide more information on the influence of the L1 or its absence from L2 grammar instruction. Specifically, students' errors can be quite informative not only because they may showcase which method of instruction was more effective, but also because they can reveal persistent errors that may stem from the underlying use of L1. Figure 5 provides a glance of how the sets of tasks were digitized and analyzed since in the two pictures below we can see the performance of the two A2 groups in the very first task they completed. In the Excel tables of figure 5, 1 marks a correct answer while 0 indicates that the participants circled the wrong option. A first glance at these two pictures shows that the participants of the experimental group were more accurate compared to the ones of the control group.

Figure 5: A detailed comparison between the A2 groups in the first exercise of the first set of tasks. The first picture shows the performance of the experimental group while the second picture shows that of the control group.

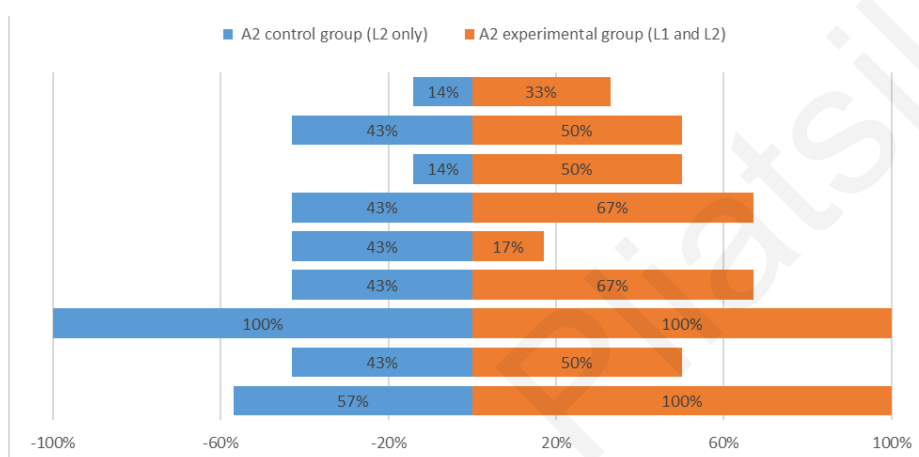
Student	Exercise 1														
	1.a	1.b	2	3	4.a	4.b	5	6	7	8.a	8.b	9.a	9.b	10.a	10.b
	P.C. actions happening at the same time	P.S. action that was completed in the past.	P.C. action that was in progress	P.C. action that was in progress	P.S. action that interrupted	P.C. action happening at a specific moment	P.S. past habit	P.S. stative verb		P.C. actions happening at the same time	P.S. sequence of past actions		P.S. sequence of past actions + stative verb		
S-A.M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
M.A	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
E.A	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
A.N	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
A.P	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1
V.M	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1
Students who were correct															
Accuracy percentage	100%	100%	100%	100%	50%	100%	100%	33%	100%	100%	100%	100%	100%	100%	100%

Students	Exercise 1														
	1.a	1.b	2	3	4.a	4.b	5	6	7	8.a	8.b	9.a	9.b	10.a	10.b
	P.C. actions happening at the same time	P.S. action that was completed in the past.	P.C. action that was in progress	P.C. action that was in progress	P.S. action that interrupted	P.C. action happening at a specific moment	P.S. past habit	P.S. stative verb		P.C. actions happening at the same time	P.S. sequence of past actions		P.S. sequence of past actions + stative verb		
C.I	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1
C.V	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1
D.K	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
D.P	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0
K.L	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1
C.P	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0
M.O	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
Students who were correct	7	7	6	3	5	7	3	1	6	7	6	6	5	6	5
Accuracy percentage	100%	100%	86%	43%	71%	100%	43%	14%	86%	100%	86%	86%	71%	86%	71%

Moreover, the control group's answers in item 6, "When our dog, Lisa, was a puppy, she **swam / was swimming** a lot! Now she is bored!" (see appendix 5), seem somewhat surprising considering that the similarities and differences with Greek tenses were not addressed at all during their lessons. However, the low accuracy percentage in that item alone, would heavily imply that the students made the connection with the Greek tenses even though the teacher disregarded it. Moreover, it should be noted that this exercise was completed right after the

presentation about both tenses and the students were allowed to use their notes. Therefore, it is unlikely that the implicit use of L1 displayed in their responses for item 6 can be attributed to their parents explaining the difference at home or them learning the difference through other online sources.

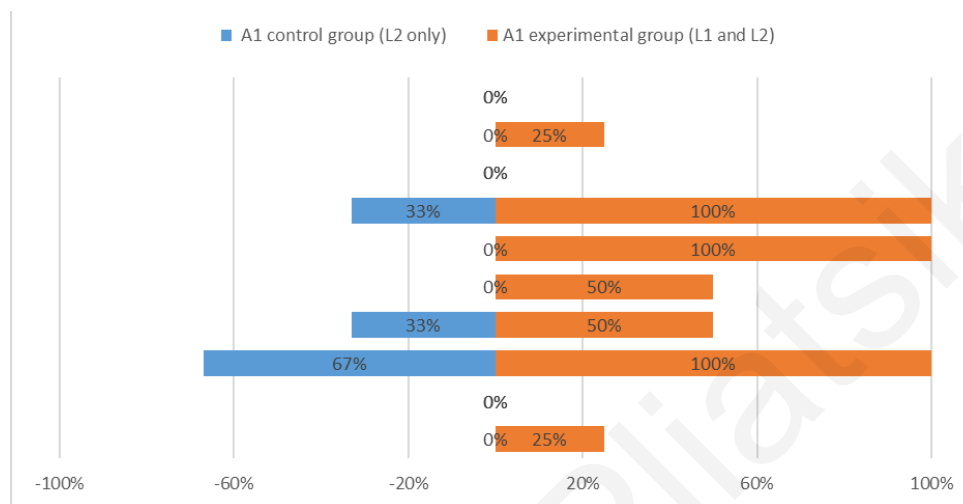
Figure 6: Accuracy rate in items that related to past habits (A2 groups)



In figure 6 above, all the items that were implemented to examine past habits across all sets of tasks were listed and a number of observations can be made. Firstly, it can be seen that the experimental group performed better in almost every case despite some concerns expressed by teachers in the reviewed literature about how comparisons with the L1 may introduce additional difficulties to students. Secondly, both groups made some progress in their accuracy rate the more they were exposed to the two grammar tenses. Thirdly, the overall poor performance of the control group could be attributed to an effect of the L1. Specifically, it seems that students relied on their L1 even when the instruction they received was solely in the L2. Having said that, it should be

noted that the difference in results that relate to past habits was not statistically significant in the case of A2 groups ($p = .252$) in a two-tailed t-test.

Figure 7: Accuracy rate in items that related to past habits (A1 groups)



In the case of the A1 participants, the results are even more revealing as indicated in figure 7 since in the majority of the items that had to do with past habits, the control group's accuracy was 0%. This would not only indicate that instruction in the L2 alone may be too demanding for their level, but as mentioned above, it would reveal that the students matched the newly acquired knowledge with similar tenses of their L1 even if the teacher chose not to make that connection. Contrary to the results of their A2 peers, the difference between the A1 control group and the A1 experimental was marginally significant ($p = .052$) in the two-tailed t-test which could point to the need of addressing the similarities and differences between the L1 and the target language. Furthermore, comparison with the results of the A2 control group in the previous figure may imply that as the levels progress, students can become more independent and can follow a lesson exclusively in English. Nevertheless, it should be noted that the

performance of the A1 experimental group was equally poor in some items despite the fact that they managed to achieve high scores in other cases. The poor results the A1 groups noted both in terms of overall performance and in the case of past habits may stem from various factors which will be discussed in the limitations section of this study.

4.2 Research Question 2: Teachers' attitudes towards the use of L1 in the classroom.

The teachers who participated in this study gave a range of responses that are in accordance with the observations that have been made in the reviewed literature. The full transcriptions of the interviews as well as a table that groups their answers and presents them together can be found in appendices 8 and 9 respectively. To facilitate quicker pattern detection and interpretation, a colour-coding system was used for the table. Specifically, green boxes were used to show that the participant's response was positive while red ones were used for negative answers. Finally, blue boxes were used when the participants expressed neutral opinions. It should be noted that green and red boxes mark the participant's answer to the question that was asked and therefore do not reflect their overall attitude towards the use of L1. A great example to showcase this distinction is question 15 (Do you believe that using the students' L1 may deprive students of exposure to English?) which introduces an opinion that discourages the use of L1. The colored table in appendix 9 shows that the majority of the participants answered positively to this question and therefore acknowledge that

L1 also comes with drawbacks. It must also be noted that the responses included in the tables may have been paraphrased or simplified to enable the presentation of all participants' answers in one table and to make theme recognition easier.

Regarding the first interview question, seven out of ten participants stated that they use the student's L1, teacher 9 reported that she tries to avoid it and teachers 6 and 7 said that their use depended on the level and the focus of the lesson respectively. When asked about different L1 proportions depending on the students' level, almost every participant reported that their L1 use depends on the level and admitted using more L1 for lower levels while teacher 2 stated that their L1 use depends on the difficulty of the task at hand rather than the level of the students.

Most participants also agreed that L1 use may benefit the students and were able to provide examples that are found in the relevant literature before being exposed to them in questions 15 to 18. Specifically, half of the eight teachers that agreed stated that L1 assists L2 grammar instruction (teachers 4,5,6 and 7) while teachers 1 and 3 remarked that L1 helps weaker students. Teacher 3 also added that L1 facilitates the explanation of difficult concepts and terms. Teacher 2 focused on how L1 can reduce the stress of students and teacher 8 mentioned that she uses it for vocabulary instruction. Teachers 9 and 10 disagreed, stressing that the students have more to gain from the L2 and observing that L1 use takes up L2 exposure time and the latter stressing that it is only useful for younger students

although agreeing that it can be used for the clarification of terms and concepts.

Some of their elaboration can be seen in the following excerpts.

- 1) I actually [use L1] on purpose sometimes, for example, when I want to draw attention to some phenomena that are similar to Greek which is my students' L1. I think it's going to be helpful to them if I draw the comparison between English and Greek. Sometimes when something is different, I often give examples to highlight that there's a difference between the two languages in certain grammatical phenomena. (Teacher 4, 2 years of experience, private sector)
- 2) I think it can benefit the students, especially when it comes to grammar. It can benefit the students if you compare similarities or differences with the L1. For example, I usually explain Past Continuous using L1 because after so many years of experience I figured out that they are able to understand it better. (Teacher 6, 16 years of experience, private sector)
- 3) My personal opinion is that they have more to gain if we use the target language, because in the classroom it's the only opportunity for them to use it. Most of them have Cypriot Greek friends and their parents as well so they use their first language in all other contexts. So, it's their only good chance to use it in the classroom. That's why I try to avoid using it myself... to make them understand that it's important for them to practice during the time we spend together in in the class. (Teacher 9, 12 years of experience, private sector)

Most teachers also acknowledged that L1 use in the L2 classroom may also come with disadvantages with more than half of the participants answering positively to question 4 and stressing that these disadvantages stem from excessive L1 use (excerpts 4 and 5). Teacher 7 was uncertain and claimed that it depends on the phenomenon at hand while teachers 2, 5 and 10 replied negatively with the first considering L1 as another option for L2 instruction and the last remarking that L1 can be useful for the teachers. Finally, most teachers agreed that their L1 use depends on the focus of the lesson with seven participants also remarking that they mainly use it for grammar instruction. Teacher 6 answered positively but

stated that she uses L1 for vocabulary instruction. Teacher 3 remarked that the students' level is a more important parameter for L1 use compared to the lesson focus and finally Teacher 9 stressed the importance of using other ways to convey meaning (excerpt 7).

- 4) When you rely heavily on L1, that might affect the students' ability to understand and use the L2 and that's the only case I can think of when L1 can be a problem. If you rely heavily on it, when the teacher could have used L2 instead then yes, I'd say it impedes the learning of the L2. (Teacher 1, 9 years of experience, private sector)
- 5) Yes, if you only use the L1 in class then that will affect the way you communicate with your students. So, if your students get used to speaking only in English in your classroom then it's easier for them to switch to English whenever they see you, which means they use more L2. But if it's a habit of the classroom to talk in Greek during the lesson even about the things that don't have to do with the lesson such as our news or something that a student wants to share... if you use L1 then they will also do it in Greek which doesn't facilitate their learning, I think. (Teacher 3, 4 years of experience, private sector)

Regarding L1 use for grammar instruction, nearly every participant stated that they use the L1 to explain grammatical phenomena with teachers 7 and 10 remarking that using the L1 is often unavoidable. Most participants also mentioned that they refer to grammatical similarities between Greek and English even without switching to the L1. Finally, eight participants reported that their students understand a phenomenon better when an equivalent exists in their native language with the remaining two participants opting for a neutral answer. In their responses, the participants also provided ample examples of beneficial and pointless cases for L1 use. Specifically, teachers 5 and 6 mentioned Past Continuous which was also researched in the present study, teacher 1 referred to

Future Perfect Simple and teacher 8 also provided future tenses as an example. On the other side, teacher 4 and teacher 8 remarked that they do not use L1 when they teach the differences between Present Simple and Present Continuous while teacher 3 remarked that Present Perfect Simple may be difficult for Greek Cypriots, likely because it is not used in Cypriot Greek.

- 6) Yes. Actually, when I started teaching, I used to think that using the L1 may clear things out, in terms of vocabulary for example... However, I've felt throughout the years that just being able to describe something in English is enough for them to realize what an item might mean in terms of definition. So, if they use it within a sentence, I will be OK with that. (Teacher 7, 4 years of experience, private sector)
- 7) I think there are ways to convey meaning both when you teach vocabulary and grammar using English. For example, I use a lot of flash cards with young learners. I use mime, examples instead of giving them the translation. It's easier to just give them the word in Greek, but I don't think it's as beneficial for them because when you give them a simple definition, they learn the language that you used to explain the word as well. They learn and they revise the words they already know as well. When you show them the object or the flashcard or the realia, they connect the word with the object directly instead of thinking of it in another language. (Teacher 9, 12 years of experience, private sector)

When it came to L1 use for vocabulary instruction, the sample was rather divided since six participants reported that they use Greek translations to introduce L2 vocabulary with three of them, teachers 2, 4 and 6, expressing some reluctance whereas the remaining four participants denied using the L1 with three of them providing alternative tools for vocabulary instruction such as visuals, paraphrasing and using the new word in a sentence. Moreover, the majority of the participants stated that they provide the Greek translation of an English word orally when their students request it. Out of the 8 participants that answered

positively, two of them stressed that do so once they have exhausted other options while Teacher 9 remarked that she does not give the translation in written form. Teachers 1 and 2 appeared more neutral, claiming that their response to that question depends on the students' level. Regarding the use of Greek for the elicitation of English vocabulary items, the sample was divided once again as it can be seen in appendix 9. This was not the case regarding the next question in which all participants answered negatively. Specifically, all the participants denied using translation for assessment purposes, implying a shift away from the grammar-translation method which was mentioned in Hall and Cook (2012) and Neokleous (2016). It should be mentioned, however, that half of the teachers used translation for other purposes, namely teachers 4, 8 and 10 use it when they check dictation, teacher 5 uses it to check reading comprehension and teacher 7 employs it to check syntax.

A similar trend against the use of L1 was noted in the participants' answers to question 13 since eight participants maintained an overall neutral position and expressed their concerns regarding the use of L1 for giving instructions and the remaining two (teachers 7 and 9) disagreed with the use of L1. Specifically, all teachers agreed on using the L2 for simple instructions with some implying that they would use the L1 if the instruction was complex. Teacher 5 was the only one to present a somewhat unexpected response since she claimed to use the L1 with more advanced students because she expects that they know what the instruction means either way. Oppositely she used the L2 with beginners and intermediate

students to familiarize them with the target language. Although the participants' attitudes regarding the use of L1 to provide instructions were mostly negative, this was not the case when they were asked about their L1 use for classroom management. In detail, seven participants were positive with some stressing that the switch to the L1 is more impactful. It should be noted that some participants stressed that they first approach misbehaving students using English and only switch if their bad behavior persists. Of the remaining three teachers, teacher 1 remained neutral and remarked that he would avoid using L1 for advanced levels while teachers 5 and 9, who mostly teach privately reported that they do it in English.

- 8) I think most of the time, yeah... When you want to ask them to be quiet or stop bothering someone or whatever, I think that I use the L1 because it's more intimate you know... If you use English, it's foreign and they will probably not pay any attention to you. I mean... I do it without thinking about it. This is the first time I've actually thought about why I'm doing it, but I think that's probably the reason why. (Teacher 2, 15 years of experience, public sector)
- 9) When they misbehave. It doesn't happen very often, but when it happens, I mostly switch because I myself am frustrated not because they can't really understand what I'm saying in English. If they do not pay attention to me, then it's easier for me to be stricter in my first language. It's more impactful in a way. (Teacher 6, 16 years of experience, private sector)
- 10) To be fully honest, it's hard for me to make them behave using English. That's a thing about me as well, which I think is a weakness, if I get angry, it's hard for me to use English. I switch to Greek because you express yourself better when using your own language. So, I cannot really say anything in English. I only use the word "guys" (laughter) as an English word. If I get angry, I use L1, because they know that if I use the L1, it's serious and they know that because they know me. (Teacher 7, 4 years of experience, private sector)

The set of questions that were formed after the inspection of the relevant literature yielded significant results as well since the examples most teachers mentioned appear in previous studies that examine teachers' attitudes on the use of L1. In question 15, "Do you believe that using the students' L1 may deprive students of exposure to English?" the majority of the participants agreed with some of them remarking that these negative effects stem from excessive use of L1. Teachers 6 and 8 who held a more neutral position also stated that the proportion of L1 usage is an important predictor of its effects while finally teacher 5 who disagreed thought that L1 is sometimes necessary to the students. The vast majority of teachers were also positive in the next question regarding the facilitating role of L1 for better management of classroom time. Here, teachers 4 and 7 stressed the importance of using the target language too whereas teacher 9 reported that she tries not to make students feel bad about using the L1 occasionally even though she used to feel guilt whenever her students would use the L1. Only teacher 3 was negative to this question and stated that she would not use the L1 to save classroom time.

When asked about any feelings of guilt or concern that are caused by their use of L1 in the L2 classroom, only three participants, teachers 5, 6 and 9, replied negatively with the last two elaborating on their answers. Specifically, teacher 6 stressed that she sometimes feels guilt when she does the opposite, that is when she does not use the L1 for young students (excerpt 12) while teacher 9 repeated the point she had made in her previous answer about not being as guilty or strict

about this aspect of instruction as she used to be. The participants who were positive also provided additional comments. Teacher 1 sometimes feels guilty but tries to use each of those instances as feedback for following lessons. On the other hand, teacher 2 does not feel guilt when she is aware of the reasons she uses the L1, but only when she is preoccupied with other things and she results in excessive L1 use (excerpt 11). Teachers 3 and 4 would agree on the last part since both feel guilty when they get carried away. Moreover, the arguments of teachers 7 and 10 seem to converge since the former mentions that she feels guilt because by using L1 herself she may unwillingly invite her students to feel more comfortable using the L1 in the L2 classroom. On a similar note, teacher 10 stresses that she may feel guilt or concern because the L2 classroom is the students' only opportunity to practice the L2 (excerpt 14). Finally, teacher 8 introduced a different parameter that is not usually addressed in this discussion but might have a strong influence on the percentages of L1 use in the classroom. She mentioned a specific occasion during the Covid-19 pandemic, when teachers and private institutes would have online lessons, and stated that she received some criticism from parents after she had used the L1 in her lessons (excerpt 13). Even though most participants expressed some feelings of guilt or concern, they all replied positively in question 18 in which they were asked whether using the students L1 is necessary for some occasions with only teacher 9 adding a comment about the issues that may emerge when the students of a class have different L1s.

- 11) I guess sometimes I do yes. You know sometimes when you teach, you're too preoccupied with other things and you might use the L1 a bit too much and then when you realize that you're like "Oh no! I shouldn't have done that! I should have tried to speak in English more!" because it's like what you said in the previous question. Then your students do not see what a real environment of only speaking English would be like. But if I'm well aware of what I'm doing and why I'm doing it and I use L1 because you know I think that students will benefit from it because they just don't get it otherwise then I don't feel guilty. (Teacher 2, 15 years of experience, public sector)
- 12) I don't feel guilty when I use it. I sometimes feel guilty when I don't. Sometimes the kids might tell you "I don't know how to say this in English." and at times I will insist for them to say it in English, but if a kid is really shy or anxious, I might not insist as much. Sometimes I do feel guilty about what is the right thing to do. So, they might use their first language and I will not insist as much for them to use English, but again I do this only for younger kids, for kids who do not have fluency. I'm not going to do this with kids who are expected to perform better. (Teacher 6, 16 years of experience, private sector)
- 13) Yes, I do. Some years ago, when we did some zoom classes online, some parents were present while we were doing the lessons and they didn't like it when we used the L1. So, every time I use it, I have this in mind; that I should try to use the L2 more. That's why I feel guilty. (Teacher 8, 3 years of experience, private sector)
- 14) Yes, I do, because I feel that the only time they are actually exposed to the language is the time they have their English lessons. Very few children actually watch English movies, listen to music, go online and chat with people in games etc. I have very few students who do this and very few students who also read English books... and if I don't use the language in the classroom, they won't have the chance to hear it somewhere else. (Teacher 10, 3 years of experience, private sector)

Moving on to the next questions that were designed to explore L1 use for purposes other than L2 instruction, the participants' responses were once again quite diverse. In detail, in question 19 seven out of ten participants admitted using the L1 for error correction with some providing additional justifications. Teacher 2 remarked that she uses the L1 because L1 interference is usually the

reason the student made the mistake, teacher 5 supported that it is easier for students to detect ungrammaticality in their native language and teacher 9 stressed that she uses the L1 in those cases because error correction is important, yet again implying that L1 use may be linked with how important a task is. In the following question, however, the majority of teachers did not correlate the use of the L1 with greater student participation as seven of them replied negatively, with only 2 mentioning the use of Greek for humour and teacher 7 including the L1 among the other tools she uses to catch the students' attention. When asked about L1 use for the explanation of exam procedures, the sample provided mixed responses as only 5 of the participants replied positively with two of them stressing that they would only use Greek for the students' first exposure to an exam paper. Interestingly, teacher 5 who was a supporter of L1 use in the majority of her answers heavily disagreed with the use of L1 for those purposes considering that comprehension of instructions given in English is an essential skill students will need to develop.

In question 22, in which the participants were asked about their use of L1 to talk about things that irrelevant to the material they need to cover, the overall picture was rather balanced, with four participants reporting that they use the L1, four participants disagreeing with L1 use and two expressing a neutral opinion. The proponents of L1 use remarked on its significance in fostering proximity and intimacy between the teacher and the students and also mentioned that they mostly do it for lower levels and weaker students (teachers 2 and 3 respectively).

The other two teachers who were in favor of L1 use did not elaborate on the reasons they do so. In fact, teacher 8 claimed that she starts talking about irrelevant topics using the L2, but she switches to the L1 if the students are silent which could indicate that that teacher prioritized student participation in the class to L2 use (excerpt 17). Among the teachers who criticized L1 use in this context, teacher 1 remarked that even discussions around topics that are irrelevant to the lesson can be opportunities for authentic L2 use (excerpt 15) while teachers 7, 9 and 10 also reported that they encourage their students to use the target language even if they want to talk about irrelevant topics. Interestingly, teacher 9 mentioned that she may allow the students to express themselves in the L1 and teacher 7 admitted that she may allow L1 use if she wants her students to relax. Both of these instances could imply that the amounts of L1 and L2 in the classroom are related to the teacher's goals at a given lesson. Teachers 5 and 6 reported that they use both with the former mentioning that her choice of language may mirror that of the student.

Regarding L1 use for greetings and other forms of social interaction, the response of most teachers was mostly negative with 6 participants disagreeing and four expressing a more neutral position. Among the reasons behind their choices, two major reasons stand out; firstly, as teachers 8 and 9 remark, greetings are easy to establish from the very first lessons and secondly, even younger students seem to enjoy using English for that purpose. This observation was also made by teacher 4 even though she had an overall neutral stance. Teacher 2 made an

interesting distinction reporting that she uses the target language for simple greetings because her goal is to encourage the use of English in an authentic context, but she mentioned that she may use the L1 for greetings that build rapport with her students. The examples she brought up can be seen in excerpt 16 below.

15) Once again it depends on the level. I try to avoid it because when I talk to students about things happening outside the classroom it's a chance for us to use L2 in a more authentic way but sure I do. Sometimes I use both. (Teacher 1, 9 years of experience, private sector)

16) It depends on the greetings. For "hello, good morning, blah blah" I use the L2. Sometimes it's a mix you know... I think that most of the times greetings are in English because again you want them to have a genuine English environment experience, but if I'm going to ask them about... I don't know... "how's your mom?" or "how's your brother?" or "how are you?" because I knew they were sick then I might use Greek. (Teacher 2, 15 years of experience, public sector)

17) Yes. Unfortunately... I start speaking English but then students answer in L1. They understand, but they're hesitant to reply in English, so they reply in Greek and sometimes I follow it... you know... (Teacher 8, 3 years of experience, private sector)

18) Every time I have a lesson with my students, we greet each other first. If my student uses English, I'm going to keep using English. If my student uses Greek to greet me, I'm going to be using Greek but then if I have particular activities in mind such as a bit of warm-up... if I'm using Greek, I will switch to English... I follow the flow. (Teacher 5, 4 years of experience, private sector)

On a similar note, eight out of ten teachers were positive towards the use of L1 for humour or to comfort students and most provided a reason for their choice of language. In detail, most participants commented on the positive aspects L1 has in comforting the students as well as reducing their anxiety and teachers 5, 6 and 8 also mentioned that Greek and Cypriot Greek help in creating a bond

between the teacher and the student. Based on the comments of teachers 1, 6 and 7, the comforting effect of the L1 may be attributed to the effort that is needed in order for a student to express themselves in the L2. Interestingly, teachers 3 and 9 mentioned that they prefer the target language for comforting without elaborating further.

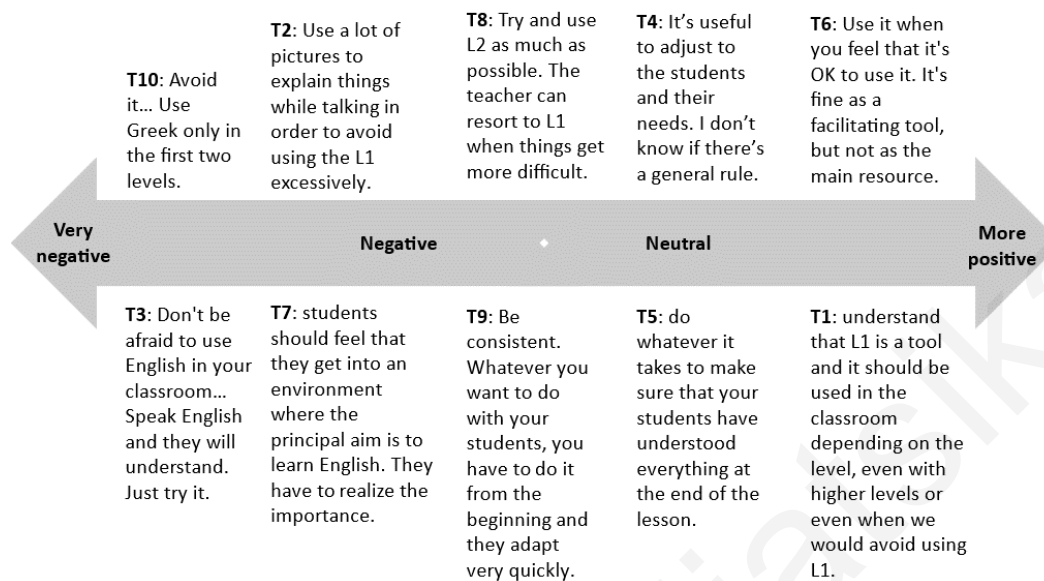
As mentioned above, question 25 was designed to be an intersection between the teachers' and the students' reported experiences as teachers were asked about the students' demand for L1. In this case, the attitudes were neutral to negative with only a few participants reporting demand for more L1 use. Specifically, four participants mentioned that their students ask for more L2 use whereas five participants claimed that it depends on various factors such as the level, the students themselves, the motivation levels of the students at a given time or even the task at hand. Some examples can be seen below. Finally, teacher 2 who mentioned that her students request more L1 use claimed that the decision lies with the teacher as seen in excerpt 19 below.

19) Yes, they definitely ask for more but it's up to you to realize whether they actually need more or whether they're just doing it because they're lazy to understand what you're trying to say in English. (Teacher 2, 15 years of experience, public sector)

20) It's not that they explicitly ask for L1 or L2 usage. However, I feel that when they are in the mood of the lesson and they enjoy the lesson as well they really sometimes forget L1, but if they're bored or if they don't understand anything and they're getting upset as I said before they tend to use L1. (Teacher 7, 4 years of experience, private sector)

On the other hand, regarding question 26 and the use of L1 by the students, all participants replied positively and reported that their students use the L1 in various cases. Some shared observations were the increased use of L1 by weaker students or students of lower levels and the influence of the native language on the structure of the students' productions in the target language. Teacher 10 also remarked that students first think in Greek and Cypriot Greek which agrees with the findings of the literature reviewed above. With respect to training regarding effective applications of the L1 in the L2 classroom, most participants expressed an interest with only two out of eight providing additional arguments. In detail, teacher 1 was interested in specific ways and explicit examples of L1 use and teacher 4 admitted not having specific instructions on L1 use. Out of the two teachers who were not interested in additional training only teacher 2 provided a reason, explaining that she has enough experience to be able to determine when to use the L1.

Figure 8: The participants' responses in the final, open-ended question.

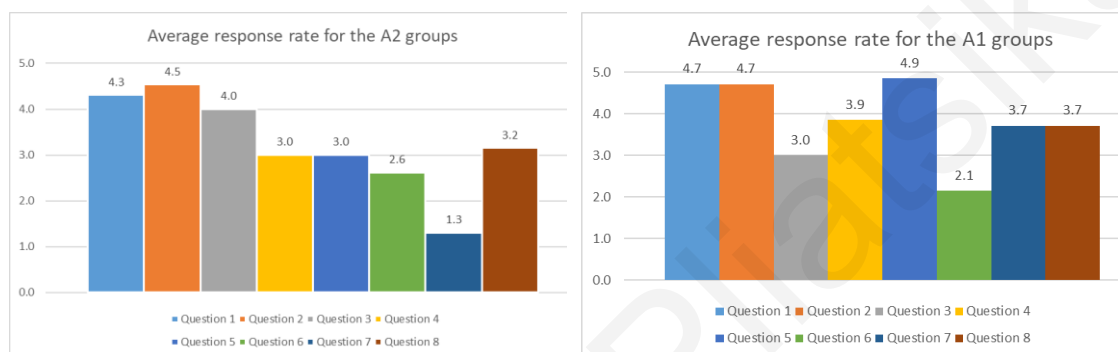


As mentioned above, in the final question of the interview the participants had to present their overall opinion on the proportions of L1 use in the form of a piece of advice to a novice colleague. In this section, most participants reflected on their previous responses and recapitulated some points they had made. A summary of their responses can be seen in the figure above. In this question, the majority of the participants maintained a negative opinion towards the use of L1 with the second most popular opinion being a neutral stance. Only two participants expressed a somewhat favorable attitude towards the use of L1. It should be noted that the opinion some participants expressed in this question was occasionally different than their opinion based on their previous answers. For instance, teachers 5 and 9 expressed a neutral opinion even though it seemed that the former was in favor of moderate L1 use and the latter was against L1 use based on their answers to the previous questions. Therefore, teachers may

provide advice that slightly differs from their own opinions and practices when it comes to advising less-experienced teachers.

4.3 Research Question 3: Students attitudes towards the use of L1 in the classroom.

Figure 9: A comparison of the students' attitudes based on their level

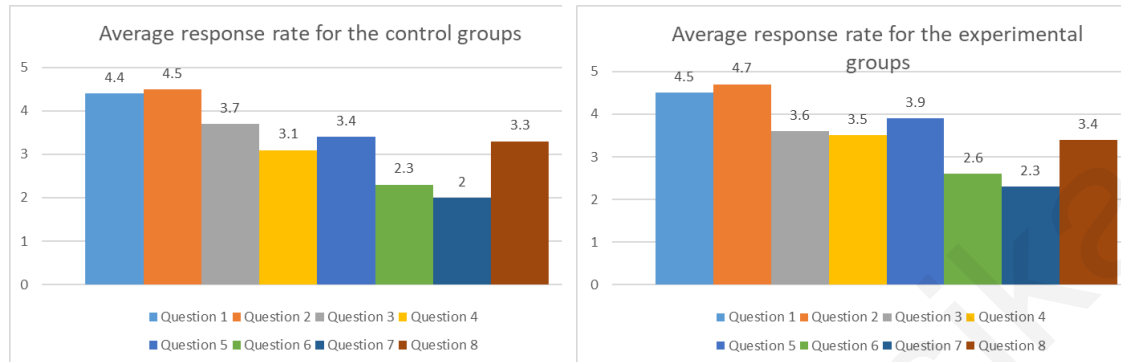


The majority of the students who participated in the study reported that the use of Greek and Cypriot Greek facilitates the comprehension of grammatical phenomena but showed a slightly stronger preference for L1 use for the introduction of new vocabulary. Specifically, the majority of the students circled the fourth option in the scale when asked about whether the use of Greek helps them learn grammatical rules but preferred the fifth option when asked about vocabulary. It should be noted that in these two questions the responses of the control groups did not deviate from those of the experimental groups. Regarding the third question, however, some differences were noted when level was accounted for (see figure 10) since the A2 students reported that they preferred their teachers to mainly use English and occasionally use the L1 and all their responses fluctuated between the options 3 and 5, reaching an average of 4. On

the other hand, the A1 groups opted for the neutral position (3) in this question which was the result of some negative responses to the given prompt. This outcome may either indicate that these A1 participants have been used to hearing L1 in the L2 classroom or that they are intimidated by an all-English classroom environment. Both options coincide with findings in the literature and with the results retrieved from the interviews with the teachers.

Regarding questions 4 and 5, which both pertain to the use of the L1 to complete L2 tasks at home, the majority of A1 students were very positive towards the use of L1 with most of them reporting that they search words and phrases in Greek in order to complete the homework while every A1 participant said that their parents use Greek to explain L2 grammar and vocabulary at home. This dependence on L1 is not evident in the A2 groups who for the most part remained neutral in both questions. Furthermore, even though both A2 groups displayed a greater degree of independence from the use of L1, the A2 control group showed greater variance in their responses to questions 4 and 5 (Average 3, SD=2). Oppositely, the replies of the A2 experimental group in these two questions were more homogenous (Average=3, SD=1).

Figure 10: A comparison of the students' attitudes based on the group they belonged to during the lessons of the intervention period



When asked about whether the use of L1 may impede their L2 learning, the majority of the participants disagreed with the less proficient learners being slightly more negative. Interestingly, the A2 experimental group which received instruction using a combination of L2 and L1 was the most neutral among the four groups regarding this question (Average=3, SD=2). This could indicate that as the students' level advances, they become more aware of the possible drawbacks L1 use may have in the L2 classroom. Another major difference between the A2 and the A1 learners emerged when the participants were asked whether they face any difficulties when the instruction is solely in English. All of the A2 participants disagreed with the prompt and therefore reported that they find it easy to follow the lesson provided that the teacher uses simple vocabulary and grammar structures. There was one A2 participant who chose the middle option, but this could be attributed to the instructions that were given orally in the class in which the middle option was described as the neutral option which the students could circle when they deemed that the factor in the prompt did not

affect them significantly. Moreover, the responses of the A2 control group were almost unanimous with the vast majority of the participants choosing the first option of the scale. Such results coming from the students could help in the discussion around determining a cut-off point for L1 use in the L2 classroom based on the teachers' judgements as well as the students' self-perceived skills. In accordance with their previous replies to the questionnaire, the vast majority of the A1 participants agreed with the 7th prompt (Average=3.7) and stated that it's hard for them to follow a lesson delivered solely in English, expressing their need for the inclusion of Greek or Cypriot Greek in their English lessons. A similar although more moderate difference in the responses was noted in the final question as well. Specifically, the A1 participants were more positive when asked about how the use of L1 decreases their stress levels during the lesson compared to their A2 counterparts (see figure 10).

Chapter 5: Discussion

5.1. The effect of L1 (SMG and CG) on the instruction of Past Simple and Past Continuous

The analysis of the scores the four groups noted in the sets of tasks showed that the experimental groups had overall better scores, yet the differences between their performance and that of the control groups were not significant for the most part. Similarly to Mickel (2016), who found a marginally significant result that encourages the use of L1, the A2 group was significantly better only in the first set of tasks right after the presentation covering the differences between the two

tenses and while the students had access to their notes. The great degree of difference between the mean scores the groups noted in the first set of tasks could indicate that the use of L1 only gives a major advantage when used for the introduction of a new grammatical phenomenon and therefore its use may give an edge to students only when it comes to immediate testing. The higher scores the A2 control group noted in the last two tasks may be interpreted in at least two different ways. On the one hand, it could be the case that more practice and exposure to the grammar phenomenon may result in increased performance even without the need of L1 use. On the other hand, however, one cannot rule out the possibility that the students received some explanation in Greek from their parents at home before coming to the third and fourth lessons of the intervention. Regardless of the case, the performance of the A2 control group was lower than that of the A2 experimental group in all sets of tasks even though both groups had noted similar scores in the pre-test which examined their understanding of Past Simple and irregular verbs. Unfortunately, this study did not include a delayed post-test to examine whether the effects of the different degrees of L1 incorporation had long term retention effects like the ones observed in McManus & Marsden (2019) and in Mickel (2016). Such a comparison would be possible since this study's experimental groups approximated the L1+L2 treatment in McManus & Marsden (2019) and the no language restriction group in Mickel (2016) in terms of L1 usage as explained above.

Regarding the case of past habits, which was a quite important area to reveal whether the L1 would obstruct the students' performance on the tasks, it was revealed that the participants of the control groups depended on their L1 despite the fact that the teacher had not made that connection in class. This finding among others would suggest that teachers may have far less control of the students' L1 use in class than they perceive to have since it is likely that students use the L1 subconsciously throughout the L2 lesson as hinted in the literature review section. If that is the case, then the comparison between the control groups and the experimental groups in figures 6 and 7 can be revisited. If we assume that both groups used the L1, then the control groups can be viewed as students who used L1 instinctively whereas the experimental groups could be considered students who used L1 cautiously after receiving guidance on when and where to use it, confirming observations made in previous research papers (Hall & Cook 2012, Neokleous 2016) The results of such a comparison could indicate that, providing that all students use the L1 to some degree, L2 comprehension is more robust once similarities and differences with the L1 are acknowledged and addressed in class.

5.2 EFL teachers' attitudes towards the use of the L1 in the L2 classroom.

The analysis of the data from the interviews showed that all of the participants used Greek or Cypriot Greek for some aspects of their lessons regardless of their overall attitude towards L1 itself. As noted above, the interview format allowed the participants to justify their decisions regarding the use of L1 and helped the

researcher detect which views were popular among the participants as well as determine whether factors such as age or teaching experience influence the amounts of L1 used in the English classroom. In this section, some of the most common themes will be developed and compared with the findings in the reviewed literature.

After examining student reports, Tsagari and Diakou (2015) concluded that teachers use the L1 to give instructions for tests, communicate informally and discipline. The first observation was confirmed by the participants of this study since seven of them reportedly use Greek to describe exam guidelines. Regarding the use of Greek for informal communication, the sample was divided, and the interview format and the participants' elaborations allowed for many themes to arise. To name a few examples, similarly to Tsagari and Giannikas (2018) teacher 1 considered such instances of spontaneous communication excellent opportunities for authentic L2 use while teacher 8 expressed another common finding observed in transcripts of lesson recordings, namely the fact that students disregard the teachers' efforts to switch to the target language. In the case of classroom management, the interviewed teachers once again agree with the findings in the literature since seven of them resort to L1 use when students misbehave. The vast majority also supported the idea that the use of L1 saves time which was also the case in Copland and Neokleous (2010). In other questions, however, the participants' attitudes differed significantly since the participants in Copland and Neokleous (2010) discouraged the direct comparison

between the L1 and the L2 describing it as hazardous and stating that it does not help the students whereas the majority of the participants of this study stated that they refer to grammatical similarities and differences between the target language and the students' mother tongue.

Returning to the interplay of guilt in the teachers' attitudes around the use of L1, which was a focal point of the literature review, the sample confirmed the idea that teachers may feel guilt both when they use the L1 as teachers 7 and 10 remarked and when they choose not to use the L1 as teacher 6 remarks in her answer to question 17. It should be noted, however, that a considerable percentage of the participants did not treat the use of L1 as harshly with teacher 2 admitting that she does not feel guilt when she uses the L1 purposely and teacher 1 reporting that even cases of L1 use that are not warranted can be used as feedback for the following lessons. Copland and Neokleous (2010) had noted that even teachers who overall have a negative attitude towards L1 are tolerant when students use it and they do not reprimand them when they don't use the target language. Similarly, teacher 9 admitted that she used to be strict with herself and her students regarding the use of L1, but she then mentioned that she no longer feels guilt when she or her students use the L1 in the classroom.

Moving on to some minor themes that have been detected in research conducted in Cyprus, the analysis of the data provided further evidence in support of Tsagari and Georgiou (2016) who remarked that most private English language institutes "have not established clear policies regarding the use of the L1" (p.108).

Although a question that directly asked about existing policies the teachers follow was not included, it should be noted that only teacher 8 mentioned a method that is followed at the institute she works in while the rest of the participants actions regarding L1 seemed to be influenced by their own opinions and experiences. Regarding the teachers' confidence in the use of L1, which surfaced after a close examination of the excerpts in Copland and Neokleous (2010), only one teacher expressed an opinion. Teacher 1 stated that he was not as knowledgeable about Greek grammar as he would have liked and that he was confident enough only to explain the phenomena that are similar in English and Greek. The rest of the teachers did not reflect on their L1 proficiency at any point throughout the interviews, therefore, the researcher cannot draw any connections between this variable and the participants' attitudes.

The final questions of the interview can also reveal some parallels with previous research. The responses of teachers 1 and 2 when asked whether they would be interested in additional training regarding effective use of the L1 reflected attitudes that are prominent in the literature. On the one hand, teacher 1 would appreciate concrete guidelines and specific examples of L1 use, the importance of which has been highlighted by Tsagari and Diakou (2015) and Migdadi (2023) while teacher 2 believed that she was experienced enough to know how to use L1 effectively, perhaps indicating that there may not be a need for guidelines after all and that the L1 is used in an ad hoc manner as seen in Vlachou (2020) and Khelalfa & Kellil (2023). This idea is partially expressed in the neutral answers

provided by the participants both in the final open-ended question and throughout the interview. Those answers could indicate that contrary to grammar and vocabulary instruction, specific guidelines regarding the use of L1 for other classroom functions such as discipline may be hard to formulate since different factors, ranging from the composition of the classroom to the levels of motivation or attentiveness at a specific lesson, may warrant different proportions of L1 usage.

Finally, discrepancies between teachers' perceived and actual L1 use are often detected with many English teachers underreporting their L1 use and others reporting it differently (Copland & Neokleous, 2010). This observation is neither confirmed nor refuted on the basis of the findings of the present research as the researcher did not have the means to address this dimension by observing the interviewed teachers. However, as it was mentioned above, some of the participants' responses in the final interview question would indicate that teachers may provide advice that differs from their own practices, since there were some participants, such as teachers 2, 3 and 10, who advised for an exclusively L2 model even though they had mentioned that they use L1 in some aspects of their lessons.

5.3 The students' attitudes towards the use of the L1 in the English classroom

All of the reviewed studies that pertained to student attitudes regarding the role of the L1 included either advanced adolescent EFL students (Neokleous, 2016) or even university students (Almohaimeed & Almurshed, 2018, Mickel, 2016). On

the other hand, the ages of the participants of the present MA in TAAL thesis ranged from 10 to 12. As a result, although some general similarities between the attitudes of younger and older students can be identified, it is safe to assume that age plays a significant role in shaping motivation to learn the target language, confidence about L2 skills and thus attitudes on L1 use.

The data retrieved from the attitudes questionnaire revealed that students expressed a strong preference for Standard Modern Greek and Cypriot Greek for grammar and vocabulary instruction. Similar findings had been noted in Tsagari and Giannikas (2018) as teachers and especially learners had highlighted the usefulness of the L1 in these two cases. Moreover, similarly to the participants in Fang and Liu (2020), the students did not view the L1 as an obstruction to their L2 learning and welcomed L1 use by the teacher provided that English is still the primary language of instruction.

The participants of this study would fall under the category of beginners in a comparison with the university students in Almohaimeed and Almurshed (2018). Therefore, great motivation for target language immersion would be expected. On the other hand, the university students in Mickel (2016) expressed complete disapproval of total L2 immersion as they reported feeling anxious, lost and frustrated. Both outlooks on target language immersion are somewhat apparent in the findings of the present study. For instance, the responses of the A2 participants would indicate that they are confident about their receptive skills in English provided that the teacher uses simple grammar and vocabulary. On

the other side, the A1 participants objected to that and expressed that the use of L1 reduces their stress. It should be mentioned, however, that age is likely to influence these perceptions just as much as level does. In other words, children are likely to feel more language anxiety compared to adolescents or adults of the same language proficiency level.

Taking everything into consideration, even students who requested L2 exposure and stated that they can handle input exclusively in English had clearly expressed a need for L1 when it comes to the introduction of grammatical rules and new vocabulary items in the previous questions. This need is evident from the high scores noted in the first two questions and in the low scores noted in the sixth question across all participants as seen in figures 9 and 10 above.

Chapter 6: Conclusion

The present MA in TAAL thesis aimed to examine the effectiveness of L1 for L2 grammar instruction as well as attitudes young students and EFL teachers working in Cyprus have towards the use of the L1 in the L2 classroom. The researcher implemented a new research design and tried to address questions that had not been thoroughly examined in the context of Cyprus and aimed to adhere to suggestions in past research papers that encourage research undertaken by teachers themselves (Copland & Neokleous 2010) in order to formulate concrete guidelines regarding the use of L1 (Tzagari & Diakou 2015). With respect to the use of the L1 for the instruction of Past Simple and Past Continuous, the results suggest that students exposed to both Greek and English

had a slight but consistent advantage over the groups which received instruction in English alone. The teachers who were interviewed held a neutral to negative opinions regarding the use of L1 yet admitted using Standard Modern Greek and Cypriot Greek on several occasions. Finally, the significance of the present thesis also lies on the exploration of young learners' attitudes on Greek and Cypriot Greek which were positive for the most part.

A major limitation of this study was the low number of student and teacher participants, the inaccessibility to more classes of advanced learners as well as the unwillingness of some A1 students to participate. However, as Copland and Neokleous (2010) suggested, there is a degree of homogeneity in Cypriot private institutes and therefore the results of the present study may be representative of common classroom practices. A future replication of the research design should ideally include more A2 learners, belonging in levels that take the Flyers of KET examination according to the Cambridge English scale, since Past Simple and Past Continuous appeared to be quite challenging for the A1 participants (Movers) of this study. Such a replication would likely require a group of teachers or researchers who would follow similar procedures and would maintain the same amount of L1 and L2 proportions in their lessons. Alternatively, several levels of proficiency could be incorporated by the inclusion of a variety of grammatical phenomena that are appropriate to each level. What is equally important is that equivalents of these phenomena are also available in the students' mother tongue so that the use of L1 may be meaningful. For instance,

in the case of English and Greek, a researcher could replicate this study with A1 students using demonstratives, A2 students using Past Simple and Past Continuous, B1 students using conditionals and so on.

Another major limitation of the present research paper is the limited time for the preparation and the intervention stages. As highlighted above, the interview questions as well as the attitudes questionnaire items could have benefited from some additions or elaborations in order to retrieve new data and facilitate the interpretation of the findings. For instance, a question that directly addresses the role of L1 in lowering classroom anxiety should be included in the interview questions in a future replication of this research design. The teachers' responses to that question could then be cross-checked with the students' responses to the equivalent item from the attitudes questionnaire. Moreover, the items in the attitudes questionnaire could be elaborated or stated differently to ensure that all the participants have understood the prompts. Perhaps the questionnaire could also include more question types to accommodate for different prompts that are not benefited from a Likert-scale format. Moreover, if older students are included, as advised above, then the prompts could be more complex considering that the participants would fill in the questionnaire in Greek.

Furthermore, another idea that was not implemented in this paper due to time constraints was to disregard mistakes that relate to the form of the tenses. Since the intention behind the intervention was for students to fully understand the different uses of Past Simple and Past Continuous. In that case, the researcher

would accept wrong forms such as “singed” or “we was singing” as long as the proper tense was used. Such an analysis could have provided a different picture than the one presented in this study. It should be noted that forms which are hard to distinguish such as “was singed” or “was sang” should be considered wrong in that interpretation method.

Finally, a longer intervention period would have also benefited the analysis of the data for the first research question. Considering that the difference between the scores of the two A2 groups approached statistical significance within two weeks of instruction, it could be argued that more exposure to the two different methods of instruction would be useful in order to see whether the experimental group would retain the advantage it had across all three sets of tasks. Furthermore, a longer period of familiarization with the two tenses would have helped the A1 participants to perform better in the sets of tasks and would have provided more results for analysis. This suggestion could not be followed by the present study due to restrictions relating to the curriculum of the institute. However, a future research paper could devote more time to the instruction of Past Continuous and Past Simple or follow the suggestion above and incorporate multiple grammatical phenomena with equivalents in the students’ L1.

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Anastasios Piliatsikas

Appendix

1. Consent form for teachers.

Confidential

Consent Form to take part in a research project

The participant, the researcher, and the supervisor should keep a copy of the signed consent form.

Researcher's name: Anastasios Pliatsikas

Instructor's name: Dr. Sviatlana Karpava

Researcher's email:

Instructor's email:

The Project

This project aims to examine the attitudes of EFL teachers regarding L1 integration in L2 instruction. It is part of the researcher's thesis for the program *MA in Theoretical And Applied Linguistics* offered by the Department of English studies of the University of Cyprus.

Researcher's promise:

- I will protect—to the best of my ability—the confidentiality of the people I record and interview.
- The recording will not be made available to anyone except the researcher.
- Only the transcribed parts of the recording will be used for academic purposes (i.e., researcher's final project and any presentations the researcher might give to present their work to their peers and other academics). They will also be made available to the MA thesis supervisor who will delete their copy of the transcripts by the end of 2023.
- Pseudonyms will be used at all times and any identifying information will be altered.

Your Promise

- It is ok with me—the participant—if the researcher uses excerpts of the transcript of my interview for research purposes upon the condition that pseudonyms are used and any identifying information is altered.
- The recording and any transcript are the result of a voluntary interview and recording of me.
- If I have any restrictions on the use of these data, I will make them clear now so we can agree on them. If no agreement is possible, I have the right to ask the researcher to erase the data now in my presence.

Further restrictions or comments:

Signature of the researcher:

Signature of the participant:

Date:

2. Consent form for students' caregivers

**Υπεύθυνη δήλωση συναίνεσης γονέων και κηδεμόνων για συμμετοχή παιδιού στην έρευνα
«Επανεξετάζοντας τα πλεονεκτήματα της χρήσης της μητρικής γλώσσας των μαθητών για την
διδασκαλία γραμματικής των Αγγλικών ως δεύτερη ξένη γλώσσα»**

Αγαπητέ γονέα/κηδεμόνα,

Είμαι ο δάσκαλος Αγγλικών του παιδιού σας και ενδιαφέρομαι να βελτιώσω τις μεθόδους διδασκαλίας στην τάξη. Για αυτόν τον λόγο, θα ήθελα να κάνω μια έρευνα μέσα στην τάξη μας. Η έρευνα θα διαρκέσει για 4 μαθήματα και δεν θα επηρεάσει την ύλη που πρέπει να καλυφθεί. Ο στόχος θα είναι η βελτίωση της γνώσης της γραμματικής των μαθητών μέσα από έναν συνδυασμό διδακτικών μεθόδων και φυλλαδίων. Στο τέλος αυτών των τεσσάρων μαθημάτων, τα παιδιά θα συμπληρώσουν ένα σύντομο ερωτηματολόγιο.

Είναι σημαντικό να σημειωθεί πως η παρουσία του παιδιού σας στο μάθημα και η συμμετοχή του/της στις δραστηριότητες εξακολουθεί να συνιστάται καθώς οι ασκήσεις αποτελούν μέρος του μαθήματος. Η συναίνεση σας αφορά την καταγραφή των βαθμών που θα πάρει το παιδί σας στα φυλλάδια που θα συμπληρωθούν μέσα στην τάξη και την χρήση αυτών των δεδομένων για συγκρίσεις μεθόδων διδασκαλίας. Τέλος, όλα τα δεδομένα του παιδιού σας θα παραμείνουν εμπιστευτικά.

Σας ευχαριστώ πολύ για τον χρόνο σας.

Αναστάσης Πλιάτσικας, μεταπτυχιακός φοιτητής Πανεπιστημίου Κύπρου, τμήμα Αγγλικών Σπουδών (Τηλ. email:)

Δηλώνω ότι έλαβα γνώση για τους σκοπούς και την διαδικασία της έρευνας και συμφωνώ στη χρήση των βαθμών που θα συγκεντρώσει το παιδί μου για τους ερευνητικούς σκοπούς.

Ημερομηνία: _____ Υπογραφή γονέα: _____

Όνοματεπώνυμο γονέα: _____

Όνοματεπώνυμο μαθητή / μαθήτριας: _____

Ηλικία μαθητή / μαθήτριας: _____

Μητρική γλώσσα μαθητή / μαθήτριας: _____

3. Lesson plans
3.3.1 Control groups

LESSON PLAN (A2 control group, lesson 1)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): All four lessons of this research project focus on grammar. The first lesson aims to introduce Past Continuous to the learners.</p> <p>Brief class profile: 8 male students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to have a great knowledge of Past Simple and most irregular verb forms. They are also expected to have encountered Past Continuous in texts and audios even though they have not been introduced to it yet.</p> <p>Materials required: a laptop with an internet connection and a projector, Presentation slides on Past Continuous (for the control groups), Student's book page 41 (see attachment below)</p> <p>Personal Aim: To observe whether the avoidance of L1 and the exclusive use of the L2 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of Past Continuous and its use.</p>	<p>Lesson sub aim(s): To help students understand Past Continuous without the need to resort to the use of L1, to improve the learners' speaking and writing skills.</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case there is not sufficient time to complete the tasks described below in class, they will be completed in the following lessons.</p> <p>Lesson duration: 90 minutes</p>
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TIMING	STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)	INTERACTION
E.g. 3 mins	E.g. 'Pre-listening'	E.g. Prediction from visuals to raise ss' awareness and interest in the topic	E.g. ss-ss (pairs)
15 minutes	Homework correction	The teacher and the students correct the assigned homework and the teacher addresses any questions students may have. Teacher's aim: To make sure the	Teacher-ss

<p>5 minutes</p>	<p>Warm-up stage</p>	<p>students have completed the exercises assigned in the previous lesson.</p> <p>The teacher asks some questions to elicit responses that include Past Continuous “What were you doing on Sunday at 10 o’clock? Were you sleeping at 7 a.m. yesterday? Etc.).</p> <p>Teacher’s aim: Since the students have encountered Past Continuous in previous texts, this stage is the first effort to elicit proper usage of Past Continuous.</p>	<p>Teacher-ss</p>
<p>20-25 minutes</p>	<p>Grammar instruction</p>	<p>The students take out their notebooks and take notes as the material is presented (Presentation on Past Continuous). The teacher goes through the slides slowly and only after the students have written the examples down. The students are also encouraged to provide their own examples whenever there are prompts in the slides. However, they should use English at all times.</p> <p>Teacher’s aim: to present the form and the uses of Past Continuous and provide many examples.</p> <p>The teacher tells the student to keep their notebooks open and instructs them to open their student’s books on page 41. The teacher and the students complete exercises 1 and 2 together. These two exercises focus on form and their completion should take around 7 minutes.</p> <p>Then the students are encouraged to complete exercise 3 on their own and after 5 minutes the teacher and the students correct it in class.</p>	<p>Teacher-ss</p>

30-35 minutes	Grammar practice	<p>For exercises 4 and 5 the students will need to work in pairs. Exercise 4 will be adapted to include questions with Past Continuous as well. The teacher writes “Were you sleeping at 8 a.m. today?” on the board to give students an example and the students will continue by interviewing each other and writing their responses. This is estimated to take around 10 minutes.</p> <p>For exercise 5, each student in the pair should choose one picture to describe. They talk about the picture to their classmate (this will also be a stage for brainstorming words and phrases) and then they write 2 or 3 lines to describe it using the target language. The students are likely to need 10 minutes for this activity as well.</p> <p>Since this is the control group, the use of SMG or Cypriot Greek will be avoided when it comes to grammar explanation or addressing similarities between Past Continuous and Παρεστιατικός.</p>	<p>Students individually</p> <p>Students (in pairs)</p>
10 minutes	Wrapping up-reflecting on the material	<p>The teacher and the students revise the uses of Past Continuous and read their notes in class.</p> <p>The teacher asks the students to provide a sentence that showcases each use Past Continuous may have.</p>	Teacher-ss
2 minutes	Homework	The students should study the notes they wrote in class and complete Workbook page 33.	

LESSON PLAN (A2 control group, lesson 2)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): To highlight the differences between Past Simple and Past Continuous</p> <p>Brief class profile: 8 male students with Cypriot Greek as their L1</p> <p>Assumed knowledge: good understanding of how to form Past Continuous and familiarity with its use after the previous lesson. Great knowledge of Past Simple and most irregular verb forms.</p> <p>Materials required: a laptop with an internet connection and a projector,</p> <p>Presentation slides on the differences between Past Continuous and Past Simple (exclusively in L2),</p> <p>1st handout for both tenses,</p> <p>Personal Aim: To observe whether the avoidance of L1 and the exclusive use of the L2 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Lesson sub aim(s): To help students understand the differences between Past Simple and Past Continuous without the need to resort to the use of L1.</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case the students do not have enough time to complete the 1st set of tasks in class, the teacher will collect it and the students can complete it in the next lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING E.g. 3 mins	STAGE E.g. 'Pre-listening'	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity) E.g. Prediction from visuals to raise ss' awareness and interest in the topic	INTERACTI ON E.g. ss-ss (pairs)
15 minutes	Homework correction	The teacher and the students correct Workbook page 33 (see attachment below), and the teacher addresses any questions students may have regarding the form or the use of Past Continuous. Teacher's aim: To make sure the students are familiar with the form and use of Past Continuous.	Teacher-ss

5 minutes	Warm-up stage	<p>The teacher asks some questions so that the students can remember the form of Past Continuous (“What were you doing yesterday at 7 o’clock? What were you doing last Saturday at midday? Etc.).</p> <p>Teacher’s aim: to check whether the students can produce affirmative or negative sentences using Past Continuous.</p>	Teacher-ss
25-30 minutes	Grammar instruction	<p>The students take out their notebooks and take notes as the material is presented (Presentation on Past Simple and Past Continuous). The teacher goes through the slides slowly and only after the students have written the examples down. The students are also encouraged to provide their own examples whenever there are prompts in the slides.</p> <p>The slides include some exercises (slide 3 and 4) that are aimed to function as small breaks from the notetaking and to make sure that the students have understood the material presented. For this slide, the students will form pairs to answer the questions in their notebooks. This group receives more examples and completes more exercises to compensate for the fewer slides (compared to the presentation of the experimental group).</p> <p>Teacher’s aim: to illustrate the differences between Past Simple and Past Continuous and provide many examples that showcase those differences.</p>	<p>Teacher-ss</p> <p>Students (in pairs)</p>
20-25 minutes		The teacher tells the student to keep their notebooks open and distributes the first set of tasks. The teacher explains	Students individually

<p>10 minutes</p>	<p>Grammar practice</p>	<p>the exercises and the students complete the handout on their own. Students will be given extra time in case they don't manage to complete the task within 20 minutes. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for practice as well as a progression from controlled practice (task 1) to freer practice (task 3)</p> <p>Aims per task.</p> <p>Task 1 (5 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence.</p> <p>Task 2 (8-9 minutes): Write the Past Simple form or the Past Continuous form of the verb provided in the parenthesis. Once again, the students are encouraged to search for keywords as well as the overall intended meaning of the sentence.</p> <p>Task 3 (10-11 minutes): The students need to produce sentences that include the keywords that are provided. In most cases, the correct tense is only one of the two tenses, but there are cases, where the students may produce proper sentences using either of the two tenses. For instance, in exercise 3, question 2, the majority of the students is expected to make a sentence using Past Continuous, however, there are acceptable sentences in Past Simple as well (i.e. I finished my English lesson at 4 o'clock yesterday, I woke up at 4 o'clock yesterday)</p> <p>Once the students have finished the first set of tasks, the teacher collects them and distributes the grammar</p>	<p>Teacher-ss</p>
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2 minutes	Wrapping up-reflecting on the material Homework	explanation handout which is then read in class. The students can ask questions and reflect on the material. Study the grammar explanation theory for both tenses and complete Workbook page 35.	
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LESSON PLAN (A2 control group, lesson 3)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): To highlight the differences between Past Simple and Past Continuous</p> <p>Brief class profile: 8 male students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to have a good understanding of how to form Past Continuous and familiarity with its use as well as great knowledge of Past Simple and most irregular verb forms. In the previous lesson they were introduced to the differences between these two tenses.</p> <p>Materials required: a laptop with an internet connection and a projector, 2nd handout for both tenses. The students need to have their student's book and Workbook.</p> <p>Personal Aim: To observe whether the avoidance of L1 and the exclusive use of the L2 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Lesson sub aim(s): To help students understand the differences between Past Simple and Past Continuous without the need to resort to the use of L1. Another sub-aim is to improve the students' listening and speaking skills.</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case the students do not have enough time to complete the 2nd set of tasks in class, the teacher will collect it and the students can complete it in the next lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING	STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)	INTERACTION
E.g. 3 mins	E.g. 'Pre-listening'	E.g. Prediction from visuals to raise ss' awareness and interest in the topic	E.g. ss-ss (pairs)

15 minutes	Homework correction	<p>The teacher and the students correct Workbook page 35, and the teacher addresses any questions students may have regarding Past Simple and Past Continuous.</p> <p>Teacher's aim: To make sure the students are familiar with the form and use of both tenses.</p>	Teacher-ss
5 minutes	Warm-up stage	<p>The teacher asks some questions so that the students can remember the form of Past Continuous and Past Simple</p> <p>Teacher's aim: to check whether the students can distinguish between the uses of Past Simple and Past Continuous.</p>	Teacher-ss
25-30 minutes	Grammar instruction and practice	<p>The students open their student's books on page 43 and the teacher explains the first two exercises. They complete them in pairs. The exercises are corrected in class and then we proceed to exercises 3 and 4 to focus on listening and speaking. Exercise 5 is completed by the teacher and the students and then the teacher encourages the students to complete exercise 6 individually. Finally, exercise 7 is completed in groups of three or four and the students are encouraged to use more verbs than those provided by the exercise to make more sentences.</p> <p>Teacher's aim: to illustrate the differences between Past Simple and Past Continuous and provide many examples that showcase those differences.</p>	<p>Students individually</p> <p>Students in pairs</p>
20-25 minutes	Grammar practice	<p>The teacher tells the student to close their notebooks and distributes the second set of tasks. The teacher explains</p>	Students individually

5 minutes	Wrapping up-reflecting on the material	<p>the exercises and the students complete the handout on their own. Students will be given extra time in case they don't manage to complete the task within 20 minutes. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for practice such as tasks 1 and 3 for controlled practice and task 2 for freer practice.</p> <p>Aims per task.</p> <p>Task 1 (approximately 8 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence. In the cases where there are two gaps the students are instructed to make sure they choose the option where both verb forms are correct.</p> <p>Task 2 (approximately 10 minutes): In this task the students must correct 6 sentences and detect one which is correct. All mistakes relate to Past Continuous and Past Simple and this type of exercise is quite common at the institute where I work in.</p> <p>Task 3 (approximately 8 minutes): The students complete the handout with the correct form of the verbs given in the parenthesis. The teacher makes clear that they should use Past Simple or Past Continuous.</p> <p>Once all the students have completed their sets of tasks, the teacher gives time for their questions.</p>	Teacher-ss
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2 minutes	Homework	For the next lesson, the students should complete Workbook page 81	
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LESSON PLAN (A2 control group, lesson 4)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): Focus on grammar: to highlight the differences between Past Simple and Past Continuous</p> <p>Brief class profile: 8 male students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to have a good understanding of how to form Past Continuous and familiarity with its use as well as great knowledge of Past Simple and most irregular verb forms. In the previous two lessons they were introduced to the differences between these two tenses.</p> <p>Materials required: a laptop with an internet connection and a projector, 3rd handout for both tenses, questionnaire on students' attitudes. The students need to have their student's book and Workbook.</p> <p>Personal Aim: To observe whether the avoidance of L1 and the exclusive use of the L2 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Lesson sub aim(s): To help students understand the differences between Past Simple and Past Continuous without the need to resort to the use of L1.</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: This time the students will have adequate time to complete the set of tasks. A problem that may emerge is that students may lose interest after focusing on one activity only.</p> <p>Suggested solutions: The warm-up stage was designed to be more interactive and prompt students to be creative with their responses. If students complete the set of tasks earlier than expected, there will be an activity or a game to maintain motivation throughout the lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING	STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)	INTERACTIO N
E.g. 3 mins	E.g. 'Pre-listening'	E.g. Prediction from visuals to raise ss' awareness and interest in the topic	E.g. ss-ss (pairs)
15 minutes	Homework correction	The teacher and the students correct Workbook page 85 (see attachment below), and the teacher addresses any	Teacher-ss

<p>8-10 minutes</p>	<p>Warm-up stage</p>	<p>questions students may have regarding the form or the use of the two tenses.</p> <p>Teacher's aim: To make sure the students are familiar with the form and use of Past Continuous.</p> <p>The teacher begins some sentences and encourages students to complete them in any way they want using the correct tense. The aim is to create proper sentences that include both tenses (i.e. I was swimming in the sea when I noticed a sea turtle, below me.)</p> <p>Examples of prompts:</p> <p>I was talking on the phone when...</p> <p>While my sister was studying, I ...</p> <p>I grabbed the remote control while ...</p> <p>Teacher's aim: to check whether the students can produce sentences that include both tenses and whether they know when to use each tense.</p>	<p>Teacher-ss</p>
<p>30-40 minutes</p>	<p>Grammar practice</p>	<p>The teacher tells the student to close their notebooks and distributes the final set of tasks. The teacher explains the exercises and the students complete the handout on their own. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for controlled practice (tasks 1, 3 and 4) and freer practice (task 2)</p> <p>Aims per task:</p>	<p>Students individually</p>

		<p>Task 1 (8 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence.</p> <p>Task 2 (8-10 minutes): In this exercise, the students need to detect the correct sentence and find the mistakes in the remaining four.</p> <p>Task 3 (8 minutes): The students need to circle the correct answer among the four that are provided.</p> <p>Task 4 (10 minutes): In this task, the students have to write the correct form of the verb provided in parenthesis. This time, the students have to make sense of a continuous passage rather than isolated sentences and therefore they may need more time.</p> <p>Considering that this is the last lesson of the intervention, the students will not be allowed to complete the handout during a following lesson as was the case in the previous 3 lesson plans. This is also why this time the set of tasks is placed earlier compared to the previous lesson plans.</p>	
10 minutes	Wrapping up-reflecting on the material and on the use of L1 in the classroom.	Once the students have finished the third set of tasks and with the overall chapter, the teacher collects the handouts and distributes the questionnaire on students' attitudes on L1 use for L2 instruction. The questionnaire is distributed in Greek and students are encouraged to ask questions if they do not understand the statements.	Teacher-ss and Students individually.
2 minutes	Homework		

		The students have to complete exercise 5 as a writing task at home. This will not be part of the research project.	
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3.3.2 Experimental groups

LESSON PLAN (A2 experimental group, lesson 1)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): All four lessons of this research project focus on grammar. The first lesson aims to introduce Past Continuous to the learners.</p> <p>Brief class profile: 6 female students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to have a great knowledge of Past Simple and most irregular verb forms. They are also expected to have encountered Past Continuous in texts and audios even though they have not been introduced to it yet.</p> <p>Materials required: a laptop with an internet connection and a projector,</p> <p>Presentation slides on Past Continuous (for the experimental groups), Student's book page 41 (see attachment below)</p> <p>Personal Aim: To observe whether the use of L1 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of Past Continuous and its use.</p>	<p>Lesson sub aim(s): To help students develop their metalinguistic awareness and identify similarities and differences between their L1 and the target language (L2). For the present lesson plan, the aforementioned similarities are between Past Continuous and Παρτατικός in Greek. Another sub-aim is to improve the learners' speaking and writing skills.</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case there is not sufficient time to complete the tasks described below in class, they will be completed in the following lessons.</p> <p>Lesson duration: 90 minutes</p>
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TIMING	STAGE	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity)	INTERACTION
E.g. 3 mins	E.g. 'Pre-listening'	E.g. Prediction from visuals to raise ss' awareness and interest in the topic	E.g. ss-ss (pairs)

15 minutes	Homework correction	<p>The teacher and the students correct the assigned homework, and the teacher addresses any questions students may have.</p> <p>Teacher's aim: To make sure the students have completed the exercises assigned in the previous lesson.</p>	Teacher-ss
5 minutes	Warm-up stage	<p>The teacher asks some questions to elicit responses that include Past Continuous "What were you doing on Sunday at 10 o'clock? Were you sleeping at 7 a.m. yesterday? Etc.).</p> <p>Teacher's aim: Since the students have encountered Past Continuous in previous texts, this stage is the first effort to elicit proper usage of Past Continuous. L1 will not be used at this stage.</p>	Teacher-ss
20-25 minutes	Grammar instruction	<p>The students take out their notebooks and take notes as the material is presented (Presentation on Past Continuous). The teacher goes through the slides slowly and only after the students have written the examples down. The students are also encouraged to provide their own examples whenever there are prompts in the slides. They should use English to produce their sentences, but they will be allowed to use Greek or Cypriot Greek for brainstorming.</p> <p>Teacher's aim: to present the form and the uses of Past Continuous and provide many examples. The teacher expects that once the students have detected the similarity with the Greek tense, the students will be able to learn when to use Past Continuous faster.</p>	Teacher-ss

<p>30-35 minutes</p>	<p>Grammar practice</p>	<p>The teacher tells the student to keep their notebooks open and instructs them to open their student's books on page 41. The teacher and the students complete exercises 1 and 2 together. These two exercises focus on form and their completion should take around 7 minutes.</p> <p>Then the students are encouraged to complete exercise 3 on their own and after 5 minutes the teacher and the students correct it in class.</p> <p>For exercises 4 and 5 the students will need to work in pairs. Exercise 4 will be adapted to include questions with Past Continuous as well. The teacher writes "Were you sleeping at 8 a.m. today?" on the board to give students an example and the students will continue by interviewing each other and writing their responses. This is estimated to take around 10 minutes.</p> <p>For exercise 5, each student in the pair should choose one picture to describe. They talk about the picture to their classmate (this will also be a stage for brainstorming words and phrases) and then they write 2 or 3 lines to describe it using the target language. The students are likely to need 10 minutes for this activity as well.</p> <p>Since this is the experimental group, the use of SMG or Cypriot Greek will be allowed but only for specific purposes such as the examples in the presentation slides.</p>	<p>Students individually</p> <p>Students (in pairs)</p>
<p>10 minutes</p>	<p>Wrapping up-</p>		<p>Teacher-ss</p>

2 minutes	<p>reflecting on the material</p> <p>Homework</p>	<p>The teacher and the students revise the uses of Past Continuous and read their notes in class.</p> <p>The teacher asks the students to provide a sentence that showcases each use Past Continuous may have.</p> <p>The students should study the notes they wrote in class and complete Workbook page 33.</p>	
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LESSON PLAN (A2 experimental group, lesson 2)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): Grammar: to highlight the differences between Past Simple and Past Continuous</p> <p>Brief class profile: 6 female students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to know how to form Past Continuous and be familiar with its use after the previous lesson. They are also expected to know Past Simple and have memorised most irregular verb forms.</p> <p>Materials required: a laptop with an internet connection and a projector,</p> <p>Presentation slides on the differences between Past Continuous and Past Simple (in L1 and L2),</p> <p>1st handout for both tenses,</p> <p>grammar explanation handout for both tenses.</p> <p>Personal Aim: To observe whether the use of L1 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Lesson sub aim(s): To help students develop their metalinguistic awareness and identify similarities and differences between their L1 and the target language (L2)</p> <p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case the students do not have enough time to complete the 1st set of tasks in class, the teacher will collect it and the students can complete it in the next lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING E.g. 3 mins	STAGE E.g. 'Pre-listening'	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity) E.g. Prediction from visuals to raise ss' awareness and interest in the topic	INTERACTI ON E.g. ss-ss (pairs)
15 minutes	Homework correction	<p>The teacher and the students correct Workbook page 33 (see attachment below), and the teacher addresses any questions students may have regarding the form or the use of Past Continuous.</p> <p>Teacher's aim: To make sure the students are familiar with the form and use of Past Continuous.</p>	Teacher-ss
5 minutes	Warm-up stage	<p>The teacher asks some questions so that the students can remember the form of Past Continuous ("What were you doing yesterday at 7 o'clock? What were you doing last Saturday at midday? Etc.).</p> <p>Teacher's aim: to check whether the students can produce affirmative or negative sentences using Past Continuous.</p>	Teacher-ss
25-30 minutes	Grammar instruction	<p>The students take out their notebooks and take notes as the material is presented (Presentation on Past Simple and Past Continuous). The teacher goes through the slides slowly and only after the students have written the examples down. The students are also encouraged to provide their own examples whenever there are prompts in the slides and apply their knowledge of Cypriot Greek and Standard Modern Greek.</p> <p>The slides include some exercises (slide 4) that are aimed to function as small breaks from the notetaking and to make</p>	<p>Teacher-ss</p> <p>Students (in pairs)</p>

<p>20-25 minutes</p>	<p>Grammar practice</p>	<p>sure that the students have understood the material presented. For this slide, the students will form pairs to answer the questions in their notebooks.</p> <p>Teacher's aim: to illustrate the differences between Past Simple and Past Continuous and the fact that the two tenses resemble the Greek tenses Αόριστος and Παρατατικός to an extent.</p> <p>The teacher tells the student to keep their notebooks open and distributes the first set of tasks. The teacher explains the exercises and the students complete the handout on their own. Students will be given extra time in case they don't manage to complete the task within 20 minutes. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for practice as well as a progression from controlled practice (task 1) to freer practice (task 3)</p> <p>Aims per task.</p> <p>Task 1 (5 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence.</p> <p>Task 2 (8-9 minutes): Write the Past Simple form or the Past Continuous form of the verb provided in the parenthesis. Once again, the students are encouraged to search for keywords as well as the overall intended meaning of the sentence.</p>	<p>Students individually</p>
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10 minutes	Wrapping up-reflecting on the material	<p>Task 3 (10-11 minutes): The students need to produce sentences that include the keywords that are provided. In most cases, the correct tense is only one of the two tenses, but there are cases, where the students may produce proper sentences using either of the two tenses. For instance, in exercise 3, question 2, the majority of the students is expected to make a sentence using Past Continuous, however, there are acceptable sentences in Past Simple as well (i.e. I finished my English lesson at 4 o'clock yesterday, I woke up at 4 o'clock yesterday)</p> <p>Once the students have finished the first set of tasks, the teacher collects them and distributes the grammar explanation handout which is then read in class. The students can ask questions and reflect on the material.</p>	Teacher-ss
2 minutes	Homework	Study the grammar explanation theory for both tenses and complete Workbook page 35 for more practice.	

LESSON PLAN (A2 experimental group, lesson 3)

NAME: Anastasis Pliatsikas

DATE: --

<p>Lesson aim(s): Grammar: to highlight the differences between Past Simple and Past Continuous</p> <p>Brief class profile: 6 female students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to know how to form Past</p>	<p>Lesson sub aim(s): To help students develop their metalinguistic awareness and identify similarities and differences between their L1 and the target language (L2). Another sub-aim is to improve the students' listening and speaking skills.</p>
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<p>Continuous and be familiar with its use after the previous lesson. They are also expected to know Past Simple and have memorised most irregular verb forms. In the previous lesson they were introduced to the differences between these two tenses.</p> <p>Materials required: a laptop with an internet connection and a projector, 2nd handout for both tenses. The students need to have their student's book and Workbook.</p> <p>Personal Aim: To observe whether the use of L1 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: Perhaps the students will face difficulties in completing the set of tasks in time.</p> <p>Suggested solutions: In case the students do not have enough time to complete the 2nd set of tasks in class, the teacher will collect it and the students can complete it in the next lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING E.g. 3 mins	STAGE E.g. 'Pre-listening'	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity) E.g. Prediction from visuals to raise ss' awareness and interest in the topic	INTERACTION E.g. ss-ss (pairs)
15 minutes	Homework correction	The teacher and the students correct Workbook page 35, and the teacher addresses any questions students may have regarding Past Simple and Past Continuous. Teacher's aim: To make sure the students are familiar with the form and use of both tenses.	Teacher-ss
5 minutes	Warm-up stage	The teacher asks some questions so that the students can remember the form of Past Continuous and Past Simple Teacher's aim: to check whether the students can distinguish between the uses of Past Simple and Past Continuous.	Teacher-ss

<p>25-30 minutes</p>	<p>Grammar instruction and practice</p>	<p>The students open their student's books on page 43 and the teacher explains the first two exercises. They complete them in pairs. The exercises are corrected in class and then we proceed to exercises 3 and 4 to focus on listening and speaking. Exercise 5 is completed by the teacher and the students and then the teacher encourages the students to complete exercise 6 individually. Finally, exercise 7 is completed in groups of three or four and the students are encouraged to use more verbs than those provided by the exercise to make more sentences.</p> <p>Teacher's aim: to illustrate the differences between Past Simple and Past Continuous and provide many examples that showcase those differences.</p>	<p>Teacher and Students in pairs</p> <p>Students individually</p>
<p>20-25 minutes</p>	<p>Grammar practice</p>	<p>The teacher tells the student to close their notebooks and distributes the second set of tasks. The teacher explains the exercises and the students complete the handout on their own. Students will be given extra time in case they don't manage to complete the task within 20 minutes. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for practice such as tasks 1 and 3 for controlled practice and task 2 for freer practice.</p> <p>Aims per task.</p>	<p>Students individually</p>

5 minutes	Wrapping up-reflecting on the material	<p>Task 1 (approximately 8 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence. In the cases where there are two gaps the students are instructed to make sure they choose the option where both verb forms are correct.</p> <p>Task 2 (approximately 10 minutes): In this task the students must correct 6 sentences and detect one which is correct. All mistakes relate to Past Continuous and Past Simple and this type of exercise is quite common at the institute where I work in.</p> <p>Task 3 (approximately 8 minutes): The students complete the handout with the correct form of the verbs given in the parenthesis. The teacher makes clear that they should use Past Simple or Past Continuous.</p> <p>Once all the students have completed their sets of tasks, the teacher gives time for their questions.</p>	Teacher-ss
2 minutes	Homework	For the next lesson, the students should complete Workbook page 81.	

LESSON PLAN (A2 experimental group, lesson 4)

NAME: Anastasis Pliatsikas

DATE: --

Lesson aim(s): focus on grammar: to highlight the differences between Past Simple and Past Continuous	Lesson sub aim(s): To help students develop their metalinguistic awareness and identify similarities and differences between their L1 and the target language (L2)
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<p>Brief class profile: 6 female students with Cypriot Greek as their L1</p> <p>Assumed knowledge: The students are expected to have a good understanding of how to form Past Continuous and familiarity with its use as well as great knowledge of Past Simple and most irregular verb forms. In the previous two lessons they were introduced to the differences between these two tenses.</p> <p>Materials required: a laptop with an internet connection and a projector, 3rd handout for both tenses, questionnaire on students' attitudes. The students need to have their student's book and Workbook.</p> <p>Personal Aim: To observe whether the use of L1 benefits L2 grammar instruction and facilitates quicker and more robust comprehension of the two tenses.</p>	<p>Class level: A2 level (CEFR), YLE Flyers</p> <p>Anticipated problems: This time the students will have adequate time to complete the set of tasks. A problem that may emerge is that students may lose interest after focusing on one activity only.</p> <p>Suggested solutions: The warm-up stage was designed to be more interactive and prompt students to be creative with their responses. If students complete the set of tasks earlier than expected, there will be an activity or a game to maintain motivation throughout the lesson.</p> <p>Lesson duration: 90 minutes</p>
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TIMING E.g. 3 mins	STAGE E.g. 'Pre-listening'	ACTIVITY AIM(S) & ACTIVITY (Teacher Activity & Student Activity) E.g. Prediction from visuals to raise ss' awareness and interest in the topic	INTERACTION E.g. ss-ss (pairs)
15 minutes	Homework correction	The teacher and the students correct Workbook page 85 (see attachment below), and the teacher addresses any questions students may have regarding the form or the use of the two tenses. Teacher's aim: To make sure the students are familiar with the form and use of Past Continuous.	Teacher-ss
8-10 minutes	Warm-up stage	The teacher begins some sentences and encourages students to complete them in any way they want using the correct tense. The aim is to create proper	Teacher-ss

<p>30-40 minutes</p>	<p>Grammar practice</p>	<p>sentences that include both tenses (i.e. I was swimming in the sea when I noticed a sea turtle, below me.)</p> <p>Examples of prompts:</p> <p>I was talking on the phone when...</p> <p>While my sister was studying, I ...</p> <p>I grabbed the remote control while ...</p> <p>Teacher's aim: to check whether the students can produce sentences that include both tenses and whether they know when to use each tense.</p> <p>The teacher tells the student to close their notebooks and distributes the final set of tasks. The teacher explains the exercises and the students complete the handout on their own. Students who finish earlier will be allowed to complete their homework. However, this will not be mentioned before handing the task so as not to prompt students to complete the handout quickly.</p> <p>The set of tasks includes different options for controlled practice (tasks 1, 3 and 4) and freer practice (task 2)</p> <p>Aims per task:</p> <p>Task 1 (8 minutes): Circle the correct option. The students are encouraged to factor in the keywords provided as well as the intended meaning of the sentence.</p> <p>Task 2 (8-10 minutes): In this exercise, the students need to detect the correct sentence and find the mistakes in the remaining four.</p>	<p>Students individually</p>
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<p>10 minutes</p>	<p>Wrapping up-reflecting on the material and on the use of L1 in the classroom.</p>	<p>Task 3 (8 minutes): The students need to circle the correct answer among the four that are provided.</p> <p>Task 4 (10 minutes): In this task, the students have to write the correct form of the verb provided in the parenthesis. This time, the students have to make sense of a continuous passage rather than isolated sentences and therefore they may need more time.</p> <p>Considering that this is the last lesson of the intervention, the students will not be allowed to complete the handout during a following lesson as was the case in the previous 3 lesson plans. This is also why this time the set of tasks is placed earlier compared to the previous lesson plans.</p> <p>Once the students have finished the third set of tasks and with the overall chapter, the teacher collects the handouts and distributes the questionnaire on students' attitudes on L1 use for L2 instruction. The questionnaire is distributed in Greek and students are encouraged to ask questions if they do not understand the statements.</p>	<p>Teacher-ss and Students individually.</p>
<p>2 minutes</p>	<p>Homework</p>	<p>The students have to complete exercise 5 as a writing task at home. This will not be part of the research project.</p>	

4. Lesson materials

4.1 Presentation slides

4.1.1 Past Continuous presentation for the control groups

<h1>Past Continuous</h1> <p>ANASTASIS PLIATSIKAS</p>	<h2>Use</h2>  <p>We also use Past Continuous for two or more actions that were in progress at the same time in the past.</p> <p>For example:</p> <ul style="list-style-type: none">❖ We cleaned the house yesterday! I was sweeping <u>while</u> my sister was mopping.❖ Michael was playing video games while his mum was talking to him.
<h2>Form</h2> <p>Was/ were + verb+ing</p> <ul style="list-style-type: none">I was runningYou were cookingHe/She/It was sleepingWe were talkingYou were listeningThey were eating	<h2>Use</h2>  <p>We also use Past Continuous to give background information in a story.</p> <p>For example:</p> <ul style="list-style-type: none">❖ The wind was blowing, and the trees were shaking while John was walking along the coast.❖ The sun was shining, and the birds were singing while we were having our picnic.
<h2>Use</h2> <p>We use Past Continuous for actions that were in <u>progress</u> at a specific time in the past.</p> <p>For example:</p> <ul style="list-style-type: none">❖ Peter was cooking <u>at 2 o'clock yesterday</u>.❖ Rita was driving <u>at half past eleven</u>.❖ They were sleeping <u>at midnight</u>. 	<h2>Use</h2>  <p>We use Past Continuous to talk about an action that was in progress in the past and was interrupted by another action!</p> <p>For example:</p> <p>John was working on his computer when the electricity was cut off!</p> <p>I was having lunch when my sister called me.</p> <p>Stacy and Bob were watching TV when the bell rang.</p> <p>!We use Past Simple for the action that interrupts!</p>
<h2>Use</h2> <p>We also use Past Continuous to emphasize on the duration of a past action.</p> <p>For example:</p> <ul style="list-style-type: none">❖ My cat was waiting for me to feed it.❖ Susan was standing in the line <u>for hours!</u>❖ My sister was studying <u>all day</u> yesterday. 	

4.1.2 Past Continuous presentation for the experimental groups

Past Continuous

ANASTASIS PLIATSIKAS

Use



We also use Past Continuous for two or more actions that were in progress at the same time in the past.

For example:

❖ We cleaned the house yesterday! I was sweeping while my sister was mopping.

Καθαρίσαμε το σπίτι χθες! Εγώ σκουπίζα ενώ η αδερφή μου σφουγγάριζε.

❖ Michael was playing video games while his mum was talking to him.

Ο Μιχάλης έπαιζε παιχνίδια την ώρα που του μιλούσε η μαμά του.

Form

Was/ were + verb+ing

I was running

You were cooking

He/She/It was sleeping

We were talking

You were listening

They were eating

Use



We also use Past Continuous to give background information in a story.

For example:

❖ The wind was blowing, and the trees were shaking while John was walking along the coast.

Ο άνεμος φυσούσε και τα δέντρα κουνιόντουσαν ενώ ο Γιάννης περπατούσε στην ακτή.

❖ The sun was shining, and the birds were singing while we were having our picnic.

Ο ήλιος έλαμπε και τα πουλιά τραγουδούσαν όσο κάναμε το πικνικ μας.

Use

We use Past Continuous for actions that were in progress at a specific time in the past.

For example:

❖ Peter was cooking at 2 o'clock yesterday.

Ο Πέτρος μαγειρεύε χθες στις δύο.

❖ Rita was driving at half past eleven.

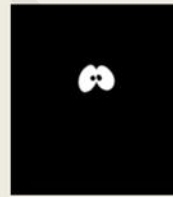
Η Ρίτα οδηγούσε στις εντεκάμιση.

❖ They were sleeping at midnight.

Κοιμόντουσαν τα μεσάνυχτα.



Use



We use Past Continuous to talk about an action that was in progress in the past and was interrupted by another action!

For example:

John was working on his computer when the electricity was cut off!

I was having lunch when my sister called me.

Stacy and Bob were watching TV when the bell rang.

!We use Past Simple for the action that interrupts!

Try to translate the sentences above. What do you observe?

Use

We also use Past Continuous to emphasize on the duration of a past action.

For example:

❖ My cat was waiting for me to feed it.

Η γάτα μου περίμενε να την τρώω.

❖ Susan was standing in the line for hours!

Η Σούζαν στεκόταν στην ουρά για ώρες.

❖ My sister was studying all day yesterday.

Η αδερφή μου διάβαζε όλη μέρα χθες.



Past Continuous

Past Continuous is very similar (but not the same) to Παρατατικός in Greek.

4.1.3 Past Simple and Past Continuous presentation for the A2 control group

<h2>Past Simple and Past Continuous</h2> <p>ANASTASIS PLIATSIKAS</p>	<h3>Let's practice with stative verbs</h3> <table border="1"> <thead> <tr> <th>SENTENCE</th> <th>IS IT CORRECT?</th> </tr> </thead> <tbody> <tr> <td>I made it because my parents were believing in me.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Sue understood the presentation and she liked it too!</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tom was being very short when he was younger.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Megan was wanting to go to Paris, but her friends weren't interested.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>I needed some advice, and I asked my teacher.</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	SENTENCE	IS IT CORRECT?	I made it because my parents were believing in me.	<input type="checkbox"/>	Sue understood the presentation and she liked it too!	<input type="checkbox"/>	Tom was being very short when he was younger.	<input type="checkbox"/>	Megan was wanting to go to Paris, but her friends weren't interested.	<input type="checkbox"/>	I needed some advice, and I asked my teacher.	<input type="checkbox"/>				
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<h3>Stative verbs</h3> <p>What we have learnt about stative verbs applies here too.</p> <p>I was loving this movie when I was a teenager. → loved</p> <p>The dog was smelling bad, and we had to give it a good bath. → Smelled / smelt</p> <p>My teacher got angry because I wasn't knowing the answer. → didn't know</p>																	

4.1.4 Past Simple and Past Continuous presentation for the A2 experimental group

<h2>Past Simple and Past Continuous</h2> <p>ANASTASIS PLIATSIKAS</p>	<h3>But...</h3> <p>As we saw above, in English, we use Past Simple to talk about past habits!</p> <p>I wasn't eating spinach when I was 6 years old. I didn't eat spinach when I was 6 years old.</p> <p>I was collecting postcards when I was in primary school. I collected postcards when I was in primary school.</p>
--	--

Past Simple

- ❖ For actions that started and finished in the past
Bob lived in Barcelona in 2016.
- ❖ For a sequence of past actions
I locked my bike and I entered the supermarket.
- ❖ For past habits
Sue ate her nails when she was young.

Past Continuous

- ❖ For actions that were in progress at a specific time in the past
I was having breakfast at 9 a.m.
- ❖ For past actions that were happening at the same time
Brad was listening while Sarah was talking.
- ❖ For an action in progress that was interrupted by another action
Gary was watching TV when the customers arrived.

One more thing!

In some cases, we may have the same word for both Αόριστος and Παρατατικός in Greek.

For example:

- 1) I did my homework, and I went out. → **Έκανα τα μαθήματα μου** και βγήκα έξω.
- 2) I was doing my homework when you called me. → **Έκανα τα μαθήματα μου** όταν με πήρες τηλέφωνο.

Κάμνουμε το ίδιο και στα Κοπριακά;



Time for some practice!

SENTENCE	IS IT CORRECT?
The phone was ringing and Daphne was answering it.	<input type="checkbox"/>
I was thinking about visiting Australia, but I changed my mind.	<input type="checkbox"/>
Samantha didn't come to class on Monday and Thursday.	<input type="checkbox"/>
My uncle was a police officer. He was solving many cases.	<input type="checkbox"/>
Marshal wasn't getting gifts from Santa Claus when he was young.	<input type="checkbox"/>

No, we don't

Στα Κοπριακά, εννα λαλούσαμε:

- 1) I did my homework, and I went out. → **Έκαμα** τα μαθήματα μου τζαι εφκήκα έξω.
- 2) I was doing my homework when you called me. → **Έκαμνα** τα μαθήματα μου όταν με έπιασες τηλέφωνο.

So, in some cases, the difference is clearer in Cypriot Greek.

In other cases, it is still difficult. Think of: περιμένω.

Past Simple and Past Continuous: differences

The two tenses are very similar with Greek tenses.

- Past Simple is very similar to "Αόριστος"
- Past Continuous is very similar to "Παρατατικός"

As a result:

- I ate = έφαγα and → I was eating = έτρωγα
- I ran = έτρεξα and → I was running = έτρεχα

💡 Think of other examples...

In some cases, Greek cannot help us see the difference.

But the difference in English is clear!

For example:

- 1) I **was waiting** at the queue for three hours! (Focus → how long)
- 2) - Steven was late for our appointment yesterday.
- What did you do?
- I **waited** for him. (Focus → result, event)

If we try to use Greek in the cases here, it will not help us.

4.1.5 Past Simple and Past Continuous presentation for the A1 control group

Past Simple and Past Continuous

ANASTASIS PLIATSIKAS

Time for practice!

SENTENCE	IS IT CORRECT?
The phone was ringing and Daphne was answering it.	<input type="checkbox"/>
I was thinking about visiting Australia, but I changed my mind.	<input type="checkbox"/>
Samantha didn't come to class on Monday and Thursday.	<input type="checkbox"/>
My uncle was a police officer. He was solving many cases.	<input type="checkbox"/>
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<h3 style="text-align: center;">Past Simple Past Continuous</h3> <ul style="list-style-type: none"> ❖ For actions that started and finished in the past Bob lived in Barcelona in 2016. ❖ For a sequence of past actions I locked my bike and I entered the supermarket. ❖ For past habits Sue ate her nails when she was young. 	<ul style="list-style-type: none"> ❖ For actions that were in progress at a specific time in the past I was having breakfast at 9 a.m. ❖ For past actions that were happening at the same time Brad was listening while Sarah was talking. ❖ For an action in progress that was interrupted by another action Gary was watching TV when the customers arrived.
--	---

Past Simple or Past Continuous?

- ❑ When the earthquake _____ (stop), everyone _____ (go) out of the building.
- ❑ His phone _____ (ring) for a couple of minutes but he couldn't find it.
- ❑ I _____ (wake up) and I _____ (brush) my teeth.
- ❑ It _____ (snow) while Steve was inside his house and he _____ (read) a book.
- ❑ I _____ (swim) when I _____ something touching my leg!

4.1.6 Past Simple and Past Continuous presentation for the A1 experimental group

Past Simple and Past Continuous

ANASTASIS PLIATSIKAS

Past Simple and Past Continuous: differences

The two tenses are very similar with Greek tenses.

- Past Simple is very similar to "Αόριστος"
- Past Continuous is very similar to "Παρατατικός"

As a result:

→ I ate = έφαγα and → I was eating = έτρωγα
→ I ran = έτρεξα and → I was running = έτρεχα

💡 Think of other examples...

<h3 style="text-align: center;">Past Simple</h3> <ul style="list-style-type: none"> ❖ For actions that started and finished in the past Bob lived in Barcelona in 2016. ❖ For a sequence of past actions I locked my bike and I entered the supermarket. ❖ For past habits Sue ate her nails when she was young. 	<h3 style="text-align: center;">Past Continuous</h3> <ul style="list-style-type: none"> ❖ For actions that were in progress at a specific time in the past I was having breakfast at 9 a.m. ❖ For past actions that were happening at the same time Brad was listening while Sarah was talking. ❖ For an action in progress that was interrupted by another action Gary was watching TV when the customers arrived.
---	--

But...

As we saw above, in English, we use Past Simple to talk about **past habits!**

I ~~wasn't eating~~ spinach when I was 6 years old.
I ~~didn't eat~~ spinach when I was 6 years old.

I ~~was collecting~~ postcards when I was in primary school.
I **collected** postcards when I was in primary school.

Time for some practice!

SENTENCE	IS IT CORRECT?
The phone was ringing and Daphne was answering it.	<input type="checkbox"/>
I was thinking about visiting Australia, but I changed my mind.	<input type="checkbox"/>
Samantha didn't come to class on Monday and Thursday.	<input type="checkbox"/>
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4.2 Book pages used during the intervention.

Student's book page 41

4 LANGUAGE FOCUS • Past continuous: affirmative and negative
I can describe what was happening when a photograph was taken.

1 Complete the sentences with the words in the box. Then check your answers in the text and exercise 3 sentences on page 40.

was wasn't were weren't

- Bush fires _____ burning everywhere.
- The koala _____ walking across the burned ground.
- The koala _____ happy.
- The firefighters _____ walking when Mr Tree saw the koala.


2 Look at the sentences in exercise 1. Then choose the correct options in the rules, a or b.

RULES

- The past continuous describes:
a a finished action in the past.
b an action in progress in the past.
- We form the negative of the past continuous with:
a *wasn't / weren't*. b *didn't*.

3 Complete the text using the past continuous form of the verbs in brackets.

Photographer David Slater ¹ _____ (visit) Sulawesi, an island in Indonesia. He ² _____ (photograph) the monkeys there and they ³ _____ (jump) all over his camera and camera bag. One of the bravest monkeys ⁴ _____ (play) with the camera, and it took a photo. The monkey took over 100 photos that day, but the one that became a classic was this photo: the monkey ⁵ _____ (smile) when he took the selfie.





4 Write true sentences about today. Use the affirmative or negative form of the past continuous.

I / sleep / at 8.30 a.m.
I *wasn't sleeping* at 8.30 a.m.

- my dad / work / 9 a.m.
- my friends / walk / to school at 8 a.m.
- we / do / maths ten minutes ago
- it / rain / early this morning
- I / ride / my bike / at 8.15 a.m.
- My family / sleep / at 5 a.m.

5 USE IT! Work in pairs. Look at the photos and imagine you saw the event. Describe what was happening. Use the questions to help you.



- What were you doing when you saw this?
- What were the people / animals doing?
- Who was watching?
- What was the crowd doing?

We were in a car behind the one with the monkey. My dad was driving and my sister and I were taking photos.

Finished?
Finish the monkey's story: 'I was sitting in a tree in Indonesia one day ...'

In the picture 41

4 LANGUAGE FOCUS • Past continuous: affirmative and negative

1 ★ Complete the table with the words.

having listening playing
was wasn't watching were weren't

Affirmative		
I / He / She / It	was	2 _____
You / We / They	1 _____	TV.
		3 _____
		tennis.
Negative		
I / He / She / It	4 _____	6 _____
You / We / They	5 _____	lunch.
		7 _____
		to music.

2 ★★ Complete the sentences using the affirmative or negative past continuous form of the verbs.

It was cold on holiday so we weren't wearing our summer clothes. (not wear)

- This time last year, I _____ by car across Australia. (travel)
- At 7.30, Kai _____ to school on his bike. He was on the bus. (not cycle)
- In that old photo, Lola and Sophie _____ on the sofa. (sit)
- I _____ in class this morning because I felt ill. (not study)
- We _____ a mountain in that photo. (climb)
- In this photo, you _____ at the camera. (not look)

3 ★★★ Look at Holly's diary. Then complete the text using the past continuous.

Holly's Diary – Saturday

- 9.00 – 10.00 Do maths homework
- 10.30 – 12.00 Play basketball
- 12.30 – 1.30 Help Mum – she needs to bake a cake for Lottie and Bella's birthday
- 2.00 – 5.00 Lottie and Bella have their birthday party
- 5.45 – 6.15 Walk into town with Aunt Kate
- 7.00 – 9.00 Watch new film at cinema

I had a very busy day on Saturday ...

- At 9.30 I _____ was doing _____ my maths homework – it was quite difficult! Then at 11.00 I '_____ basketball at the sports centre with my team – it was an exciting match and we won in the end.
- At 12.30 I '_____ my mum. She '_____ a cake for Lottie and Bella – they're my twin sisters and it was their eighth birthday.
- At 3.00 Lottie and Bella _____ their birthday party. It was very noisy! I was happy when it finished.
- At 6.00 I '_____ into town with my aunt. At 7.30 we _____ that new film at the cinema. It was good to sit down because I was really tired!

4 ★★★ What were you doing at these different times? Write sentences using the affirmative and negative past continuous.

At 7.00 on Saturday evening my friends and I were watching a funny film. We weren't playing a video game.

- At 6.30 on Tuesday morning _____
- On Friday afternoon at 3.00 _____
- At 6.30 on Saturday evening _____
- On Sunday morning at 10.30 _____
- At 5.00 on my birthday _____
- At 10.00 on the first morning of the school holidays _____



In the picture 33

4

LANGUAGE FOCUS • Past continuous: questions
• Past simple and past continuous

I can talk about travel.

Past continuous: questions

- 1 Match questions 1–4 with answers a–d. Then complete the rule.
- | | |
|------------------------------------|-------------------------------|
| 1 Was the squirrel eating flowers? | a No, it wasn't. |
| 2 Were the two men posing? | b Steve's friend. |
| 3 What were the men doing? | c Yes, they were. |
| 4 Who was skiing? | d They were using a computer. |

RULES

We form past continuous questions with:
(question word) + ¹..... or ².....
+ subject + *-ing* form



- 2 Write past continuous questions and answers.
the men / ride / horses? *X*
Were the men riding horses? No, they weren't.
- 1 the squirrel / eat / nuts? *✓*
2 where / your friends / travel? (in Canada)
3 what / you / do / last night? (watch TV)
4 Maria / swim / in a river? *X*
5 who / you / talk to / after class yesterday? (Mary)
- 3 **1.40 PRONUNCIATION** Word stress in questions Listen. Which words are stressed in each phrase? Listen again and repeat.
- 1 Were you sleeping at 7 a.m. yesterday?
2 Was your mum listening to music at 8 p.m. last night?
3 What were you doing on Sunday morning?
4 Who were you talking to before class this morning?
- 4 Work in pairs. Ask and answer the questions from exercise 3. Make true answers.

Were you sleeping at 7 a.m. yesterday?

Yes, I was.



Past simple and past continuous

- 5 Study the sentences. Then complete the rules with *past simple* and *past continuous*.
- I saw this squirrel **while** I was photographing flowers in a park.
I **was photographing** flowers when I saw this squirrel.

RULES

- 1 We use the ¹..... for longer actions in progress and the ²..... for shorter actions.
2 We often use *when* before the ³..... and *while* before the ⁴.....

- 6 Complete the sentences using the past simple and past continuous form of the verbs in brackets.
- We saw (see) the Pyramids while we *were* visiting (visit) Egypt.
- 1 I (take) photos of my friend while we (ski).
2 She (climb) when she (have) an accident.
3 We (meet) an Inuit while we (travel) across Canada.
4 My friend (speak) English while she (stay) in London.
5 My parents (not sleep) when I (get) home late.

- 7 **USE IT!** Work in pairs. Imagine you travelled around the world. Talk about things you did using the past simple and past continuous. Use the ideas in the table and your own ideas.
- I saw a tiger while I was visiting India.

buy		
climb		
eat		
meet	while	stay
see		visit
speak		work
take		

Finished?

Imagine you travelled around the USA. Write a diary about what you did.

4 LANGUAGE FOCUS • Past continuous: questions • Past simple and past continuous

Past continuous: questions

1 ★ Complete the table with the words.

reading was was Was Was wasn't
wasn't were Were weren't

Questions

(What)	Was	I	3
1	_____	he / she / it	_____
2	_____	you / we / they	in class?

Short answers

Affirmative

Yes, I ⁴ _____.
Yes, he / she / it ⁵ _____.
Yes, you / we / they ⁶ _____.

Negative

No, I ⁷ _____.
No, he / she / it ⁸ _____.
No, you / we / they ⁹ _____.

2 ★★ Order the words to write past continuous questions. Then write affirmative (✓) or negative (✗) short answers.

at / looking / this photo / you / last night /
Were / ? ✓

Were you looking at this photo last night?

Yes, I was.

1 you / Were / yesterday / studying / ? ✗

2 at 3.30 / raining / Was / it / ? ✓

3 we / at 7.00 / having / Were / dinner / ? ✗

4 playing / they / earlier / Were / a game / ? ✓

5 last year / in / Jim / Was / travelling / India / ? ✗



Past simple and past continuous

3 ★★ Complete the text using the past simple or past continuous form of the verbs.



My BEST photograph

This time last year, I ¹ was working (work) for a wildlife website. I ² (travel) in Asia with two other photographers and we ³ (look) for wild animals. We ⁴ (walk) through the rainforest one day when we ⁵ (hear) a noise. We quickly ⁶ (go) behind a tree and I ⁷ (say), 'Let's wait here for a minute.' While we ⁸ (wait), a big tiger suddenly ⁹ (jump) out from some bushes. I quickly ¹⁰ (take) this photo while it ¹¹ (stand) very close to us. It ¹² (not rain) so it ¹³ (be) easy to get a good photo. The tiger then ¹⁴ (run) back into the rainforest and we ¹⁵ (not see) it again.

4 ★★ Complete the sentences using the past simple or past continuous and your own ideas.

I saw a squirrel while I was running in the park.

- I took some nice photos while _____
- My friend was walking to school when _____
- The students found some money while _____
- I was doing my homework when _____
- My phone rang while _____
- We were all laughing when _____

In the picture 35

4 LANGUAGE FOCUS PRACTICE • Unit 4

Past continuous: affirmative and negative

1 Complete the affirmative (✓) and negative (✗) sentences with *was*, *were*, *wasn't* or *weren't*.

- 1 I having breakfast at 7.30. ✗
I walking to school with Mia. ✓
- 2 We climbing the mountain earlier. ✓
We sleeping in our tent. ✗
- 3 Sara standing in the photo. ✗
She sitting on the sofa. ✓
- 4 You watching TV at 8.30. ✓
You listening to music. ✗
- 5 Mike playing basketball today. ✓
He swimming in the sea. ✗
- 6 It snowing at 3.30 this afternoon. ✗
It raining. ✓

2 Write sentences using the affirmative or negative form of the past continuous.

At 7.00 yesterday evening ...
my friends / play / volleyball
My friends were playing volleyball.

- 1 Olga / have / her dinner
.....
- 2 I / not study / for that important exam
.....
- 3 Ed and Tom / wait / outside the cinema
.....
- 4 Mustafa / write / an email
.....
- 5 my parents / not watch / that new TV series
.....
- 6 you / not answer / your mobile phone
.....
- 7 I / chat / on social media
.....
- 8 they / not bake / a cake
.....

Past continuous: questions

3 Write questions using the past continuous form of the words.

- 1 they (stand) at the back in the photo?
- 2 your sister (dance) in that show?

- 3 you (run) in the race?
- 4 Daisy (wear) a new dress?
- 5 Why Paul (eat) his breakfast late?
- 6 Where we (sit) in that restaurant?
- 7 What you (say) in the car?
- 8 Who he (talk) to?

Past simple and past continuous

4 Complete the email using the past simple or past continuous form of the verbs.

Hi Molly
Guess what! I was *cycling* (cycle) home from your house yesterday when suddenly a little girl
1 (walk) in front of me. She
2 (not look) – her parents
3 (stand) on the pavement and
they 4 (talk) to some friends. I
5 (go) very fast on my bike,
but I 6 (stop) before I hit the
girl and luckily I 7 (not fall)
off the bike. The girl's mum was very nice – she
8 (say) sorry to me and she
9 (thank) me for stopping
quickly.
See you tomorrow
Florence

Adjectives and adverbs

5 Complete the sentences with the adverbs of the adjectives in the box.

angry bad fast good happy hard

- 'It's my birthday!' the little girl said happily
- 1 I ran very because I was late for school.
 - 2 'You broke my expensive new camera!' she shouted
 - 3 I'm not good at football. I usually play
 - 4 My dad works very He has a long day at his office.
 - 5 My sister is an amazing singer. She always sings

5. Sets of tasks

Name: _____

Past Simple and Past Continuous Handout 1

A. Circle the correct answer.

(___/15)

1. John **listened / was listening** to music while he **did / was doing** the dishes.
2. I **didn't catch / wasn't catching** the train because my flight was late.
3. I am sorry! I didn't answer your call because I **slept / was sleeping**.
4. Susan **was walking / walked** her dog when she **saw / was seeing** the accident!
5. I saw you yesterday at 6 in the morning. Where **did you go / were you going**?
6. When our dog, Lisa, was a puppy, she **swam / was swimming** a lot! Now she is bored!
7. I **was playing / played** outside when it started raining.
8. It **was raining / rained** while I **was driving / drove** to work.
9. Jean **was turning off / turned off** the TV and **went / was going** to bed.
10. Leonard **started / was starting** crying when he **heard / was hearing** the news.

B. Fill in the gaps with Past Simple or Past Continuous.

(___/15)

1. I _____ (buy) a new bag from my trip! Isn't it lovely?
2. Brad was very upset because he _____ (wait) in the queue for 1 hour!
3. When Kate was young, she _____ (play) all kinds of boards games!
4. Theodore _____ (complete) the fifth exercise first because it was easier than the rest.
5. My mum _____ (turn off) the TV, while my brother _____ (watch).
6. The match _____ (finish) 2 hours ago. It was fascinating!
7. I didn't study for my test because my neighbor _____ (sing) all day yesterday!
8. I _____ (be) on my way to the theatre when I _____ (learn) that the performance was cancelled.
9. My little sister _____ (wake up) because she had a nightmare.
10. Jessy and his friends _____ (watch) a movie when the bell _____ (ring).
11. I _____ (not eat) vegetables when I was young but now, I think they are very tasty!
12. I couldn't sleep because a mosquito _____ (fly) around all night.

C. Make sentences with the keywords and key phrases below.

(___/10)

1. last summer

2. at 4 o'clock yesterday

3. two years ago

4. in 2018

5. when

6. while

7. all day yesterday

8. last week

9. at the same time

10. When I was young,

Total ___/40

Name: _____

Past Simple and Past Continuous Handout 1

A. Circle the correct answer.

(___/15)

1. John **listened / was listening** to music while he **did / was doing** the dishes.
2. I **didn't catch / wasn't catching** the train because my flight was late.
3. I am sorry! I didn't answer your call because I **slept / was sleeping**.
4. Susan **was walking / walked** her dog when she **saw / was seeing** the accident!
5. I saw you yesterday at 6 in the morning. Where **did you go / were you going**?
6. When our dog, Lisa, was a puppy, she **swam / was swimming** a lot! Now she is bored!
7. I **was not understanding / didn't understand** the exercise we did last Tuesday, but now I figured it out!
8. It **was raining / rained** while I **was driving / drove** to work.
9. Jean **was turning off / turned off** the TV and **went / was going** to bed.
10. Leonard **started / was starting** crying when he **heard / was hearing** the news.

B. Fill in the gaps with Past Simple or Past Continuous.

(___/15)

1. I _____ (buy) a new bag from my trip! Isn't it lovely?
2. Brad was very upset because he _____ (wait) in the queue for 1 hour!
3. When Kate was young, she _____ (play) all kinds of board games!
4. Theodore _____ (not know) what to do in the fifth exercise.
5. My mum _____ (turn off) the TV, while my brother _____ (watch).
6. The match _____ (finish) 2 hours ago. It was fascinating!
7. I didn't study for my test because my neighbor _____ (sing) all day yesterday!
8. I _____ (be) on my way to the theatre when I _____ (learn) that the performance was cancelled.
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11. I _____ (not eat) vegetables when I was young but now, I think they are very tasty!
12. I couldn't sleep because a mosquito _____ (fly) around all night.

C. Make sentences with the keywords and key phrases below.

(___/10)

1. last summer

2. at 4 o'clock yesterday

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4. in 2018

5. when

6. while

7. all day yesterday

8. last week

9. at the same time

10. When I was young,

Total ___/40

Name: _____

Past Simple and Past Continuous Handout 2

1) Choose the correct answer a, b, c or d.

(___/20)

1. George can't get in his house because he _____ his keys inside.

a) were forgetting	b) forgot	c) didn't forget	d) was forgetting
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2. When Mia _____ young, she _____ every morning.

a) was, sang	b) beed, sang	c) was, was singing	d) was, singed
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3. John _____, while they _____ a concert outside!

a) was sleeping, had	b) didn't sleeping, were having	c) was sleeping, were having	d) slept, had
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4. I _____ the movie yesterday because me and my family went out for dinner.

a) didn't watched	b) wasn't watching	c) weren't watching	d) didn't watch
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5. They _____ about us when I _____ the room.

a) were talking, entered	b) talked, was entering	c) were talking, was entering	d) talked, were entering
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6. Lisa _____, while she _____ the onions.

a) cryed, cuted	b) was crying, was cutting	c) cried, was cutting	d) was crying, cut
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7. After the party _____, everyone _____ home.

a) finished, returned	b) was finishing, were returning	c) was finishing, was returning	d) finished, was returning
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8. Leonardo da Vinci _____ Mona Lisa in 1503.

a) created	b) maked	c) was creating	d) was making
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9. I _____ Germany 2 years ago, I _____ there in 2019.

a) wasn't visiting, was going	b) didn't visit, went	c) didn't visit, goed	d) wasn't visiting, went
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10. My dog _____ the garden all morning. In the end, he _____ a big bone!

a) dug, was finding	b) was digging, finded	c) dug, found	d) was digging, found
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2) Find the mistakes in the following sentences. Focus on Past Simple and Past Continuous.
There is one correct sentence. (___/7)

1. Her parents were getting married in 2005.

2. I was getting ready for work when my brother was calling me.

3. When I arrived at the airport, it rained. Luckily, the takeoff was perfect.

4. When Julia was young, she was dancing to every song.

5. Where did you go when I called you yesterday? I could tell that you were in a hurry.

6. I learned a lot from our last lesson!

7. Yesterday at 9 o'clock, I watched a movie, my dad ate, and my mom slept.

3) Fill in the gaps with the correct tense. (___/13)

1. Robert Downey Jr. _____ (play) Iron Man in the 2008 film.

2. Grandma _____ (cook) for two hours. She _____ (make) the tastiest moussaka of all time!

3. We _____ (swim) in the sea and we didn't hear the phone ringing.

4. There were not many students in class today. Maybe some _____ (get) sick.

5. When I learned the truth, I _____ (tell) Joey everything!

6. I _____ (listen) to music while I was _____ (do) the chores.

7. _____ you _____ (complete) the exercises we had for today?

8. I _____ (wait) for the plumber when the lights _____ (go off). Now I need an electrician as well!

9. I have no cupcakes because someone _____ (eat) them all.

10. _____ you _____ (study) while I was vacuuming the carpet? I apologize for the sound.

(Total ___/40)

Name: _____

Past Simple and Past Continuous Handout 2

1) Choose the correct answer a, b, c or d.

(___/20)

1. George can't get in his house because he _____ his keys inside.

a) were forgetting	b) forgot	c) didn't forget	d) was forgetting
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2. When Mia _____ young, she _____ every morning.

a) was, sang	b) beed, sang	c) was, was singing	d) was, singed
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3. John _____, while they _____ a concert outside!

a) was sleeping, had	b) didn't sleeping, were having	c) was sleeping, were having	d) slept, had
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4. I _____ you to worry. That is why I didn't tell you about the accident.

a) didn't wanted	b) wasn't wanting	c) weren't wanting	d) didn't want
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5. They _____ about us when I _____ the room.

a) were talking, entered	b) talked, was entering	c) were talking, was entering	d) talked, were entering
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6. Lisa _____, while she _____ the onions.

a) cryed, cuted	b) was crying, was cutting	c) cried, was cutting	d) was crying, cut
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7. After the party _____, everyone _____ home.

a) finished, returned	b) was finishing, were returning	c) was finishing, was returning	d) finished, was returning
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8. Leonardo da Vinci _____ Mona Lisa in 1503.

a) created	b) maked	c) was creating	d) was making
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9. I _____ Germany 2 years ago, I _____ there in 2019.

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a) dug, was finding	b) was digging, finded	c) dug, found	d) was digging, found
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2) Find the mistakes in the following sentences. Focus on Past Simple and Past Continuous.
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1. Her parents were getting married in 2005.

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3. When I arrived at the airport, it rained. Luckily, the takeoff was perfect.

4. When Julia was young, she was dancing to every song.

5. Where did you go when I called you yesterday? I could tell that you were in a hurry.

6. I learned a lot from our last lesson!

7. Yesterday at 9 o'clock, I watched a movie, my dad ate, and my mom slept.

3) Fill in the gaps with the correct tense. (___/13)

1. Robert Downey Jr. _____ (play) Iron Man in the 2008 film.

2. Grandma _____ (cook) for two hours. She _____ (make) the tastiest moussaka of all time!

3. We _____ (swim) in the sea and we didn't hear the phone ringing.

4. There were not many students in class today. Maybe some _____ (get) sick.

5. When I learned the truth, I _____ (tell) Joey everything!

6. I _____ (listen) to music while I was _____ (do) the chores.

7. _____ you _____ (complete) the exercises we had for today?

8. I _____ (wait) for the plumber when the lights _____ (go off). Now I need an electrician as well!

9. I have no cupcakes because someone _____ (eat) them all.

10. _____ you _____ (study) while I was vacuuming the carpet? I apologize for the sound.

(Total ___/40)

Name: _____

Past Simple and Past Continuous Handout 3

1. Circle the correct answer.

(___/14)

- a. Britney **was waiting/waited** all day for her package to arrive, but the post officer **was never coming/ never came**.
- b. - Am I interrupting something?
- Not at all! Mike **was telling/ told** me about his new project. You can join us.
- c. - What **did you do/were you doing** at the victim's house the night before the murder, sir?
- We **were talking/talked** about our arranged trip and when I **was leaving/left** everything was normal, police officer.
- d. **Did you take/ Were you taking** your medicine yesterday? The doctor **was saying/ said** that you should take a pill every day.
- e. I couldn't answer the phone because **I was driving/ drove** to work.
- f. When my mum was a teenager, she **was listening/listened** to rock music.
- g. My dog **slept/was sleeping** when the storm **began/ was beginning**. It got really scared and **woke up/ was waking up**.
- h. The plane was late but, in the end, we **were arriving/ arrived** on time.

2. Circle the correct answer.

(___/10)

- a. The film was so interesting that John and Mike _____ about it for hours.

a. talk	b. were talking	c. talked	d. was talking
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- b. _____ the school magazine? Our class wrote the article about whales.

a. Were you reading	b. Was you reading	c. Did you readed	d. Did you read
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- c. I _____ away the instructions and now I don't know how this machine works.

a. threw	b. throwed	c. was throwing	d. throw
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- d. Bob _____ the test because he _____ 6 classes!

a. failed, was missing	b. was failing, was missing	c. was failing, missed	d. failed, missed
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- e. Jason and Mary _____ the food after Susan _____. They waited for her.

a. served, arrived	b. were serving, arrived	c. were serving, was arriving	d. served, was arriving
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- f. Brenda _____ to music while her brother _____ his homework.

a. listened, was doing	b. was listening, did	c. was listening, was doing	d. listened, did
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- g. I _____ very brave when I _____ 5 years old. Everything seemed scary to me.

a. wasn't, was	b. was being, was	c. wasn't being, was	d. weren't, was
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h. Last Sunday was a beautiful day! The sun _____ and the birds _____.

a. shone, sang	b. was shining, were singing	c. shined, singed	d. was shining, was singing
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i. I am sorry I turned off the TV! _____ that show?

a. Were you watching	b. Were you watched	c. Did you watch	d. Did you watched
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j. Why _____ me about this? It was very important.

a. weren't you telling	b. didn't you tell	c. didn't you told	d. were you telling
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3. Complete the gaps with the correct form of the verb in brackets. Use Past Simple or Past Continuous. (____/16)

It was a cold winter night. The wind _____ (blow) and it _____ (snow) heavily in the city. The streets _____ (be) empty, and you could only see some stray animals trying to find shelter from the freezing cold. Young Lily _____ (stay) at her grandma's house for the weekend because her parents were on a trip for work. Lily's grandma _____ (make) some delicious cookies and _____ (tell) Lily a bedtime story. Lily _____ (be) very happy! They _____ (get) ready to sleep when they heard a loud meowing from three floors below! Lily _____ (look) at her grandma with a sad face and they _____ (decide) to go and check. They _____ (wear) their clothes, _____ (put) on their coats, _____ (take) their flashlights and _____ (walk) down the stairs. They _____ (look) around the streets when they _____ (find) a kitten in a paper box.

Name: _____

Past Simple and Past Continuous Handout 3

1. Circle the correct answer. (___/14)
- a. Britney was **waiting/waited** all day for her package to arrive. She **needed/was needing** that equipment for her job.
 - b. - Am I interrupting something?
- Not at all! Mike **was telling/told** me about his new project. You can join us.
 - c. - What **did you do/were you doing** at the victim's house the night before the murder, sir?
- We **were talking/talked** about our arranged trip and when I **was leaving/left** everything was normal, police officer.
 - d. **Did you take/Were you taking** your medicine yesterday? The doctor **was saying/said** that you should take a pill every day.
 - e. I couldn't answer the phone because **I was driving/drove** to work.
 - f. When my mum was a teenager, she **was listening/listened** to rock music.
 - g. My dog **slept/was sleeping** when the storm **began/was beginning**. It got really scared and **woke up/was waking up**.
 - h. The plane was late but, in the end, we **were arriving/arrived** on time.

2. Correct the mistakes in the following sentences. One sentence is correct. (___/5)

- a. When he was 5 years old, Bob was spending his time playing in the playground.
-

- b. The children were shouting while Celine tried to cook.
-

- c. The athletes started running when the coach said "Go"
-

- d. "Your teacher called me! Why weren't you doing your homework?"
-

- e. I am sorry. I couldn't open the door because I had a shower.
-

3. Circle the correct answer. (___/10)

- a. The film was so interesting that John and Mike _____ about it for hours.

a. talk	b. were talking	c. talked	d. was talking
---------	-----------------	-----------	----------------

- b. _____ about the earthquake in the news?

a. Were you hearing	b. Was you hearing	c. Did you heard	d. Did you hear
---------------------	--------------------	------------------	-----------------

- c. I _____ away the instructions and now I don't know how this machine works.

a. threw	b. throwed	c. was throwing	d. throw
----------	------------	-----------------	----------

d. Bob _____ the test because he _____ enough notes.

a. failed, wasn't having	b. was failing, wasn't having	c. was failing, didn't have	d. failed, didn't have
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e. Jason and Mary _____ the food after Susan _____. They waited for her.

a. served, arrived	b. were serving, arrived	c. were serving, was arriving	d. served, was arriving
--------------------	--------------------------	-------------------------------	-------------------------

f. Brenda _____ to music while her brother _____ his homework.

a. listened, was doing	b. was listening, did	c. was listening, was doing	d. listened, did
------------------------	-----------------------	-----------------------------	------------------

g. I _____ very brave when I _____ 5 years old. Everything seemed scary to me.

a. wasn't, was	b. was being, was	c. wasn't being, was	d. weren't, was
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a. weren't you telling	b. didn't you tell	c. didn't you told	d. were you telling
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It was a cold winter night. The wind _____ (howl) and it _____ (snow) heavily in the city. The streets _____ (be) empty, and you _____ (can) only see some stray animals trying to find shelter from the freezing cold. Young Lily _____ (stay) at her grandma's house for the weekend because her parents were on a business trip. Lily _____ (love) spending time with her grandma because she _____ (know) the most amazing fairytales and _____ (make) the most delicious cookies! They _____ (get) ready to sleep when they _____ (hear) a loud meowing from three floors below. Lily _____ (look) at her grandma with a sad face and they _____ (decide) to go and check. They _____ (wear) their clothes, _____ (put) on their coats, _____ (take) their flashlights and _____ (walk) down the stairs.

5. What do you think happened next? Continue the story at home. Write around 100 words.

6. Attitudes questionnaire for students

Όνομα μαθητή / μαθήτριας: _____

Διάβασε τις ερωτήσεις προσεκτικά και κύκλωσε την εικόνα που σε εκφράζει περισσότερο.

1. Νιώθω ότι με βοηθά όταν ο δάσκαλός μου χρησιμοποιεί Ελληνικά / Κυπριακά στο μάθημα των Αγγλικών για να εξηγήσει κανόνες της γραμματικής.



2. Νιώθω ότι με βοηθά όταν ο δάσκαλός μου χρησιμοποιεί Ελληνικά / Κυπριακά στο μάθημα των Αγγλικών για να μεταφράσει ή να εξηγήσει καινούργιες λέξεις.



3. Θέλω ο δάσκαλός μου να χρησιμοποιεί Ελληνικά / Κυπριακά μέσα στο μάθημα, αλλά θέλω να χρησιμοποιεί κυρίως τα Αγγλικά.



4. Όταν λύνω τις ασκήσεις για το σπίτι, ψάχνω λέξεις και φράσεις στα Ελληνικά για να καταλάβω κάποιο κείμενο ή για να γράψω μια έκθεση.



5. Όταν με βοηθούν οι γονείς μου στο σπίτι, πολλές φορές μου εξηγούν τους κανόνες ή τις δύσκολες λέξεις στα Ελληνικά.



6. Πιστεύω πως το να μιλάω στα Ελληνικά / Κυπριακά μπορεί να με εμποδίσει από το να βελτιωθώ στα Αγγλικά.



7. Δυσκολεύομαι να παρακολουθήσω το μάθημα όταν ο δάσκαλός μου μιλάει μόνο στα Αγγλικά ακόμα κι αν μιλάει με απλές λέξεις.



8. Νιώθω λιγότερο άγχος μέσα στην τάξη όταν ο δάσκαλος μου μιλάει και στα Ελληνικά / Κυπριακά εκτός από τα Αγγλικά.



7. Interview questions for teachers.

Interview questions

1. Do you use the students' L1 in the classroom?
2. Do you use different proportions of the students' L1 depending on the students' level?
3. Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
4. Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
5. Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
6. Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
7. Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
8. Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
9. When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
10. In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
11. Do you use the students' L1 to elicit English vocabulary items?
12. Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
13. How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
14. How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
15. Do you believe that using the students' L1 may deprive students of exposure to English?
16. Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
17. Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
18. Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
19. Do you use the students' L1 to provide explanations when students make errors in class?
20. Do you use the students' L1 to increase your students' participation in class and attract their interest?
21. Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
22. Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
23. Do you use the students' L1 for greetings or for other forms of social interaction?

24. Do you use the students' L1 for humor or to comfort students in the EFL classroom?
25. Based on your observations, do your students require more or less L1 use in the EFL classroom?
26. Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
27. Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
28. What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?

8. Interview transcripts.

Qs	Teacher 1
1	Do you use the students' L1 in the classroom?
	I do, yes, I do
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yes. If we're talking about a lower level, I'm going to use more L1, but if we're talking about higher levels, I'm going to use much much less L1. In higher levels, I only use L1 when absolutely necessary.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Of course it can. Especially when talking about weaker students who need to hear instructions or need to be explained the concept in L1 in order for them to understand it, so it depends on the level, and it depends on the abilities of the students.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Yes. When you rely heavily on L1, that might affect the students' ability to understand and use the L2 and that's the only case I can think of when L1 can be a problem. If you rely heavily on it, when the teacher could have used L2 instead then yes, I'd say it impedes the learning of the L2.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yes. For example, when I teach grammar concepts, again depending on the level, I might use L1 because I want all students to understand what I'm talking about and it's also one of the ways grammar can be taught. For example, some students might prefer using listening to examples. Others may prefer listening to the explanation in the L1. Others might prefer real-life authentic examples to understand the concept better. In terms of vocabulary, I use it again depending on the level. When talking about lower levels, I'm going to give examples in the L2 or an example sentence, I'm going to explain what the meaning is in the L1 as well, but for higher levels I refrain from using L1. I may use it when the students might not be aware or fully aware of what a new word might mean.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes, I do. Yeah...
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Rarely... rarely... but I do yes. In some cases, such as Future Perfect Simple I'm going to give students an example because it might be a difficult concept to understand when to use. I am going to explain to the students that we have the same thing in Greek and give an example sentence of that. When I think it's going to make my job easier, when I think it will help students understand what we're doing in class, what the vocabulary or grammar is in L2, if I think it's going to help especially weaker students, I'm going to do that.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	I don't know to be honest because my L1 grammar might not be that good, so I don't know. I can only point out similarities. I don't know if it helps students a lot in terms of how well they can connect it to the L1 because again my understanding of L1 grammar, modern Greek is only... I'm only confident enough to explain the things that are similar, but I wouldn't know to be honest... I see it's necessary for me to point out the similarities to help

	weaker students but whether it helps them indeed I don't know because I go through different ways of introducing grammar so I don't know what's the one that really helps them the most... whether it's the example or the similarities, whether it's listening to the exact same example again and again or if it is putting it on a timeline so I can't be absolutely sure if that's the thing that helps them understand.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	All of the above
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	It depends on the level. For up to A2 level students, I would give the direct translation but above that I would avoid doing that first.
11	Do you use the students' L1 to elicit English vocabulary items?
	I do because it's one of the ways I use to revise vocabulary.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	For repeated instructions such as "Open your student's book." I don't use L1. I may use L1 for complex tasks but again it depends on the level.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	Depending on the level... I'm going to use L1 for lower levels when I want them to sit or stand in a certain way when I might want them to do more physical activities that require them to stand around or in lines but for higher levels again, I would avoid it.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	I do yes. If you rely heavily on L1, you might impede their L2 learning.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes. Definitely. That's one of the reasons I might use L1 when giving out instructions.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Sometimes when I think I could have said that in the L2 I might feel a bit guilty but it's just feedback for me to do so next time.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes, I do believe it's necessary. It's a tool.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	I do, yes. But again, it depends on the level.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	Yes...with younger levels with whom I use L1 the most I use L1 for humor purposes because I think it attracts their attention. For example, when we read a sentence and I want to draw their attention to new vocabulary, I might give them a funny translation of the sentence in order for them to give me what might be the correct meaning of the word. So, for humor purposes... yes.

21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	I do, yes.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Once again it depends on the level. I try to avoid it because when I talk to students about things happening outside the classroom it's a chance for us to use L2 in a more authentic way but sure I do. Sometimes I use both.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	I avoid it...I avoid it... When it's something that is repeated and can be taught, I might use L1 during the first lesson but even with younger levels for some procedures that repeatedly happen in the class I might use L1 during the first week of the academic year but throughout the lessons I try to replace that with more and more L2.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes, because sometimes a student might feel frustrated when they don't do well in English so using more L2 is probably going to frustrate them more and you want to establish that... you want to comfort the student not frustrate them more so using L1 is to show them that it's OK basically...
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	I don't know. Again, it depends on the student's level and the level overall... whether they need or whether they require L1. I want to believe that I provide enough L1.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yes, I have noticed that especially with weaker students. Because of technology today it's much easier for students to go online and translate words or get help using L1. So, I have noticed that, and I have drawn students' attention to it because it's something I would like to avoid.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Absolutely, because I think of L1 as a tool that can be used in class, and it can be used for the students' advantage. I'm mainly interested in specific ways and techniques with which L1 can facilitate students learning of L2, very specific examples: when you're giving instructions you can do A, B, C. When you're comforting your students, you can do A, B, C. When you're doing grammar you can do A, B, C. Any concrete examples of how to use L1 are more than welcome.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	Hmm... again it's to understand that L1 is a tool and it should be used in the classroom depending on the level, even with higher levels or even when we would avoid using L1. It can be a tool when teaching grammar, when teaching vocabulary especially with weaker students because the students understand things in different ways. They may prefer listening to examples and listening to something in the L1, maybe through an activity so it's a tool that is necessary to be used. You're trying to show students that they're learning a new language so you're going through the steps of using less and less L1 and more and more L2, but you need that at the beginning too for students to relate to you as a teacher, for students to relate to the material...so yes.

Qs	Teacher 2
1	Do you use the students' L1 in the classroom?
	Yes, I do.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Not on the students' level but on the difficulty of the assignment. If I cannot explain something and just show them how to do it, then I'm not going to use their L1 but if some explanation is needed and they don't get it by using English, then I'll use their L1.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	I think it does, yeah... It does benefit them because when they don't understand something and you try to explain it using English, they get frustrated and stressed but once you explain it to them using their L1 they feel comforted, they feel that "It's OK now. I got it now. I know what to do. I don't immediately go to the L1, I have to say, I mean I remember with my 5th graders last year I would just use English, but I had a student who was very stressed. So, after a couple of attempts of him not understanding what I was saying even if I was using simple language, I would use L1.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	I don't think it will impede their learning because they still learn English in class. It's just that you offer the help of saying some things in Greek in case they don't get it.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	I guess... I mean I've never actually thought about it, but I guess that when I teach grammar, I use their L1 to maybe compare some things with their native language's grammar. So, it might help them.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	When speaking to them I guess I would use Greek, but obviously I would explain the grammar using examples from standard Greek because we do not learn Cypriot Greek grammar at school.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	I don't think I do. I don't think I could do that.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	I think it's easier for them to understand it. For example, I've noticed that in Cyprus because students do not really use the Perfect Simple it's very difficult for them to understand it in English. They don't know when they have to use it. Whereas when I was in Spain, students there found it easier to understand when you use that tense. So, I think it really matters.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	Well... when I teach them new vocabulary, I use different methods depending on what that is... For example, if it's new animals I will just show them pictures of the animals and say "This is that" and if we're talking about adjectives, I think I would probably go to their L1. Sometimes I do use pictures to show an adjective but if it's not clear then I explain it in their L1.

10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	Again, I will try and explain it in English or simplify what I said before and if they still don't get it then I'm going to go to the L1 but again it depends, because if you realize that some students will just not get it because they think that in the end they are going to get the answer in the L1 then I don't do it. I say that you need to try and understand because sometimes they don't pay attention to what you're saying in English because they're like "Oh you know. I'll just say I didn't understand, and I'll get it in the L1".
11	Do you use the students' L1 to elicit English vocabulary items?
	No, I don't do that.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	Yet again it depends on the level because I remember I was using L1 a lot with some of my classes because their level was really low and you know... you have a limited amount of time and you need to do a set of activities. So, sometimes unfortunately because of the time frame it's a lot easier to just say things in the L1, but if I think that their level is good enough then I'm not going to use it. I'll just stick to English.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	I think most of the time, yeah... When you want to ask them to be quiet or stop bothering someone or whatever, I think that I use the L1 because it's more intimate you know... If you use English, it's foreign and they will probably not pay any attention to you. I mean... I do it without thinking about it. This is the first time I've actually thought about why I'm doing it, but I think that's probably the reason why.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	Yeah, if you constantly use it, yes.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	I guess sometimes I do yes. You know sometimes when you teach, you're too preoccupied with other things and you might use the L1 a bit too much and then when you realize that you're like "Oh no! I shouldn't have done that! I should have tried to speak in English more!" because it's like what you said in the previous question. Then your students do not see what a real environment of only speaking English would be like. But if I'm well aware of what I'm doing and why I'm doing it and I use L1 because you know I think that students will benefit from it because they just don't get it otherwise then I don't feel guilty.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Sometimes yes. For specific students and for classroom time management.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Yeah, I guess. It's more efficient in a way because again I think that you might use it to compare things from their L1 to English and say why something might be wrong you know like say "OK, I know that in Greek you say this but in English this is not used that way." or the opposite that "this is how you say it in Greek and this is actually how they say

	it in English". yeah... I think that comparing sometimes helps especially in the cases where the mistake comes from the L1.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	No, I don't think I do. No, I don't.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	We don't do exams or tests so no, I guess... but let's say in specific writing activities, would I use the L1 to provide guidelines? I guess, I would yeah.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Yes, and again it's because of proximity and intimacy like I mentioned before.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	It depends on the greetings. For "hello, good morning. blah blah" I use the L2. Sometimes it's a mix you know... I think that most of the times greetings are in English because again you want them to have a genuine English environment experience, but if I'm going to ask them about... I don't know... "how's your mom?" or "how's your brother?" or "how are you?" because I knew they were sick then I might use Greek.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	I use it for humor because they won't get it if you use English for humor, I mean their level is not there yet and it's good to have some humorous moments in the class because you know... that helps the environment for the students.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	Yes, they definitely ask for more but it's up to you to realize whether they actually need more or whether they're just doing it because they're lazy to understand what you're trying to say in English.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yeah, they do that. I've noticed that again with writing assignments when they've got to write a sentence or a paragraph, they will say it in Greek and then try to translate word by word in English.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	No. In my case, no. I don't think so. I think that I have quite a few years of experience and I know when to use it and when not. I know that when I use it excessively, it's wrong and I'm aware of when I'm doing it all wrong.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	OK... So, when you have to teach young kids whose English is basically nil, then you need to use a lot of gestures and very short sentences like "sit down", "stand up" you know... You cannot say something like "Can you please sit down?" or "Could you please close the door?" They're not going to understand that. So very short sentences and a lot of miming gestures and again when you need to teach grammar or vocabulary to kids, use a lot of examples on the board so that they can also see it while you're talking because some people need to see words you know... For them talking is not enough. Use a lot of pictures to explain things while talking in order to avoid using the L1 excessively.

Qs	Teacher 3
1	Do you use the students' L1 in the classroom?
	Yes, I do.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Exactly. So, if I'm teaching Junior A, the first level of English, I use L1 quite a lot in comparison to let's say an FCE level which is like a pre-last level where I barely use the L1. However, when it comes to explaining a difficult term in a Movers or Flyers level then I will still use L1. I will first explain it in English and then use L1 to make sure that everybody got the explanation.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Yes. Um... Again, it depends on the level of the student. So, if a Junior student is having some communication in the first language, that will be beneficial because they will be able to understand and connect with you much faster and more easily. Also, when there is a difficult term or maybe a student who is not that strong or something like that then L1 could be beneficial.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Yes, if you only use the L1 in class then that will affect the way you communicate with your students. So, if your students get used to speaking only in English in your classroom then it's easier for them to switch to English whenever they see you, which means they use more L2. But if it's a habit of the classroom to talk in Greek during the lesson even about the things that don't have to do with the lesson such as our news or something that a student wants to share... if you use L1 then they will also do it in Greek which doesn't facilitate their learning, I think.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	I think it mostly varies and I think it mostly changes based on the level. For example, I tend to explain grammar in English and just maybe give some brief explanation in Greek. If I am teaching grammar to a Starters level then I will use Greek, but if I teach grammar in the PET level, I will barely use Greek. So, I am not sure if it's the component. I think it's mostly the level.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes, I do, but it depends on the level. If it's an FCE level, I will barely use Greek just to clarify a term or something.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	No, no. I just make the clarification between past, present and future and state that we have that in Greek as well but that's all.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	We don't talk about the grammar phenomenon in Greek, but for sure it's easier for them. For example, because we have "he, she, it" for them it's easy to understand what "he, she, it" is.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?

	No, I don't give word lists, I don't give the Greek explanation. I do have a companion for some levels, but I would like to change that. I don't like that. Usually in lower levels I prefer pictures to explain the meaning and then in higher levels we explain the word's meaning through sentences and paraphrasing.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	Yes, but first I try to give a synonym. I try to explain it in English and if they don't understand then I can provide them with the Greek word, but that's like the last resort.
11	Do you use the students' L1 to elicit English vocabulary items?
	No, I try to avoid using L1 in the classroom. I only use it when needed.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	Even with level 1 where they don't speak English yet or even with pre juniors I try to use English at least for the basic instructions such as "Wipe it off. Get your marker. Open your book." So, those basic ones are still in English.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	Well, sometimes when I want to encourage my students... when they're misbehaving or when I try to give some positive reinforcement then I might speak in Greek. I do that.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	Yes.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	I wouldn't say that it saves time because the purpose of the lesson is for them to communicate in English which means they should understand, speak etc. in English. So, I wouldn't try to save time by speaking in Greek or Cypriot Greek. I just think that sometimes it helps the student understand and that's when it should be used, but I would not use it in order to save time in the classroom.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes, sometimes I do. For example, when a student says something about his day and then we get carried away and switch to Greek because that's the language the student used, as soon as I realize that, I immediately think "Oh! Why did we say that in Greek?" and then I'm like "OK, English now... Tell that again in English".
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yeah, because if a student might not understand what you're trying to explain even if you use different words, then you should be able to explain it in his mother tongue.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	I prefer to use English whenever I can use English.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	If it's something that's going to attract their interest in Greek, I can say it as an example, but I still prefer to use English.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?

	No, maybe only for the starters level.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Yes, especially with weaker students and lower levels.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	I think it depends on the level. We usually greet each other in English but we do sometimes greet each other in Greek as well. So, I think it depends. I think it may depend on the student because for example I have students who even when they call me to ask a question or something or text me, they will text me in English even when we are not in class and even with my juniors, when they come in class it's always like "Hi! How are you?". So, we speak in English, but there are some students that are weaker. So, I'd say maybe with weaker students, we might greet each other in Greek.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	I prefer English but if I think it will be more efficient or effective, I will use Greek.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	Always L2! The more the better.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yeah, sometimes they do it by accident.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Definitely.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	I'd say, "Don't be afraid to use English in your classroom". Sometimes especially when we start, we think that our students might not understand what we say or that they won't be able to keep up or I don't know... Speak English and they will understand. Just try it. That's what I would say because I was also afraid to speak in English in the beginning of the first year when I was teaching. I was thinking that maybe they won't understand so I'll try to explain it in Greek, but then another teacher told me that and I have tried it and I think it was the best advice.

Qs	Teacher 4
1	Do you use the students' L1 in the classroom?
	Yes.
2	Do you use different proportions of the students' L1 depending on the students' level?
	It depends on the students' level, I think. I use the L1 less with higher levels because the more advanced learners are able to communicate with me in English and I feel like I can communicate more things to them in English while with the lower levels I don't want to make them feel stressed because if they don't understand a word that I say they might get anxious and I want to prevent that and make them feel safe.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Yes, I actually do that on purpose sometimes, for example, when I want to draw attention to some phenomena that are similar to Greek which is my students' L1. I think it's going to be helpful to them if I draw the comparison between English and Greek. Sometimes when something is different, I often give examples to highlight that there's a difference between the two languages in certain grammatical phenomena.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Yes, I think if the use of L1 is exaggerated at some point it's going to prevent students from using English. For example, if I use Greek in large proportions then when I ask them something in English, they will feel that it's OK to reply in Greek even when I don't want them to, even when I want them to communicate in English.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yeah. For listening and speaking I mainly use English, but I think grammar would be the case where I would use Greek especially when I have to explain some terminology that may be unfamiliar to them if it's said in English. I also feel the need to translate some terms and I tend to explain the rules in Greek just to make sure that they have understood what they need to understand. For vocabulary, I normally try to use English as much as possible, but I may also provide some translations.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes, I usually do.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Yeah, I usually do, but not for the lower levels. For example, if I'm explaining Present Simple or Present Continuous to lower levels, I will not refer to Ενεστώτας in Greek. I don't do that, but I give examples in Greek. For the advanced learners I do that as I mentioned above. I state the similarities and the differences so that they're not confused. I state the similarities so that they are facilitated and the differences, so they don't overuse a tense for example.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	I think that they usually find it easy when something corresponds to their L1.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	Yes, we use a companion book and I usually assign spelling from the companion. So, the students will have to write the Greek translations down and learn them. During the lesson

	I try to use English as much as possible to explain the words and give examples, but for some words I might do both. I may provide English explanations and the Greek translation. I also let them think first...
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	Yeah. If they ask me, I will answer.
11	Do you use the students' L1 to elicit English vocabulary items?
	I don't do it regularly, but it sounds like it could happen at some point.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No. No. I do that only when I check their spelling.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	I think I resort to it when I have repeated the English instruction enough times and some students either ignore it or for some reason are too slow. It might be that they didn't get it or that they were not paying attention, but usually it's the last resort. I usually say the instructions in English, but if it's a new type of instruction or a new type of exercise then I might use their L1 to explain.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	Quite often, because most of my learners are young and I feel that I need to... I might use a joke to get their attention. That's what I usually do. I use a joke to maintain their focus. If they're noisy, I might use English the first time, but if they keep doing stuff, I will use their L1.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	To some extent, yes, because they only receive certain amounts of interaction in the two hours they come to me to learn English. So, from that perspective, maybe yes, but I don't think that it's really that serious of a problem.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yeah, definitely. For the similarities as I mentioned earlier or for classroom management or to explain the grammar rules which would take quite a long time to do in English, but I think it's useful to use both.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yeah. I have thought about it before, especially because I am teaching the same students for the second year, so I feel like the more familiar I get with them the more Greek I use with them. I have thought that maybe I shouldn't use Greek as much or that sometimes I get carried away and I use it more than what I would ideally want to, because they will not feel as obliged to use English when they reply to me.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yeah, I believe. For example, when a student asks something that is outside the scope of the lesson, I don't see why I would need to use English in that case... or if two students get in a fight and for the educational purposes that I mentioned earlier.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Yes. I think I usually explain it in Greek.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?

	Yes. It's what I mentioned earlier. When I use jokes to get their attention, to make them feel more close to me if that makes sense.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	Yes, because I want to make sure they understand everything I have said, especially for exams which come once in a year and I want everything to go smoothly. For tests, I don't do that so often because the instructions are simple and they know what to do and most of the time.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Yes, yes, I do that.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	Yeah. I use both Greek and English. I think it depends on the student not on the level. For the younger ones, I try to use English because I see that they enjoy it and they are very happy because they have learned something new such as a new type of greeting: "Goodbye" or "Have fun!" and I enjoy it as well because they pick up new vocabulary.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes, I do. Again, I think it's quicker and I usually tend to comfort the younger ones more and I think it would be challenging to do that in English.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	They don't tell me usually, but I think I use enough of their L1. I could actually use it a bit less. I don't think I use it in an exaggerated way, but I could reduce it a bit more in more advanced levels to make the students feel that they should also express themselves in English as much as possible.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	I cannot think of a specific example. I think they do it in subtle ways. You can see it in their sentence structure sometimes or with individual words, but it doesn't happen too often.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Yes. I actually do feel that I would benefit from that. I feel that I haven't received instructions on that and I am not sure about what's the right thing to do or if there's a framework.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	Well, I am also a novice teacher, but I would tell them to do something similar to what I do and use Greek when they feel that it's useful to do so. For example, if they don't have time to explain something in English... They should also use different proportions of the students' L1 with different levels. In general, I think that it's useful to adjust to the students that you have and their needs. I don't know if there's a general rule...

Qs	Teacher 5
1	Do you use the students' L1 in the classroom?
	Yes, I do. I don't really use Cypriot Greek, but I do use Standard Modern Greek especially when I'm teaching grammar because it's really difficult to explain the rules of grammar in English to students who are not really that familiar with the English language yet. So, this is why I'm trying to explain everything in Greek... step by step... and then they will gradually learn how these rules are used in English.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Well... I think I do...yes. Now that I'm thinking of it, I do use Greek a lot when I'm teaching students who are around the B1 level, but I tend to rarely use it whenever I'm teaching B2 or C1 students. I guess for me level plays an important role in the use of L1.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Yes. I do believe that. A student of mine who's actually in the B1 level right now... I was trying to explain how prepositional phrases work. She was actually very familiar with Greek syntax and I was trying to make a comparison between the use of prepositional phrases in Greek to explain how prepositional phrases work in English and the different prepositional phrases that we have and the different functions that they have. So yes. I did that a lot actually.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	No, I don't really think so. No.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yes. Sure. As I said, I tend to use it a lot when I'm teaching grammar because I want to make sure that everybody understands what I'm saying. Sometimes even if you say to the student "Hey! This is Past Perfect Simple" they don't realize the equivalent tense in Greek. So, I'm usually like "OK, let's talk about Past Perfect Simple and this is Υπερσυντέλικος in Greek". So yes. I do that a lot to make sure that we are all on the same page.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes, of course.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	All the time. Whenever I am thinking that something may not be really clear, I always go back to the L1. The thing is that sometimes there is a big difference between the L1 and the L2 in certain phenomena so whenever I notice that there is a clear distinction... a very big distinction between the two languages in a particular respect, I always make sure to have some time to note on that and discuss it with my students because it's a crucial thing because they might get confused in their L2 due to their L1. So whenever there is equivalence, I clearly state it and whenever there is no equivalence, I also clearly state it, because I want to make sure that everything is clear.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	I think that whenever there was an equivalent in the L1 they tended to learn the phenomenon in English faster than phenomena which are the opposite in Greek, especially when it comes to using tenses. For example, I noticed that in the lower levels, they couldn't really get the difference between Past Simple and Past Continuous easily because we don't really have a total equivalent to Past Continuous in Greek. We have Παρατατικός, but

	there are differences. So, I taught them both things. I was like “OK this is what we’re calling Αόριστος Διαρκείας and this is equivalent to Παρατατικός in Greek, because we don't have Αόριστος Διαρκείας in Greek, I made sure to note that. I noticed that they managed to learn Past Simple easily because it has the same uses in Greek but Past Continuous was trickier than Past Simple for them, because they were confused. I noticed that in lower levels, they sometimes tended to confuse Past Simple with Past Continuous, because I would be like “This is Αόριστος Διαρκείας” and they would still have that “This is Αόριστος” in mind.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	Of course. I have a textbook. I have a companion that I use and whenever I find some words that for some reason are not included in the textbook or the companion, I make sure to always ask if they know it. If they don't, we have a particular notebook that we call vocabulary notebook and every time we come across something that is not included in the companion, I always make sure to provide the translation in Greek.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	I do this all the time. Sometimes they may forget words and they ask me to provide the translation. They may be like “Oh! I know that we had to learn that word, but I forgot the translation. Could you please remind me?”.
11	Do you use the students' L1 to elicit English vocabulary items?
	Yes, I do that. I mean whenever I have in mind that a word or a particular phrase is tricky in English, I ask them in Greek to provide me with the English translation of that particular word or phrase that I'm using... not really the translation... the equivalent I would say.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	I don't really give them translation assignments but every time we do reading exercises, I make sure to ask them. For example, when they answer the question, I always ask them “Where did you find that?” and every time they pinpoint the particular line where they got the information. I always tell them “Could you translate that for me?” So, in this way I can see if there's a really bad translation and focus more on the translation part because translating is also important in grammar, in vocabulary, in everything actually.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	Yeah. I do that. I do that a lot. For example, with my advanced students... I have some students who are C1-C2 level... we tend to speak in Greek and we only switch whenever we focus on a particular aspect in our book. When I know that the student already knows how that particular phrase is in English, I don't use it. For example, I wouldn't say “Open your book on page 15”. I'm going to be using that phrase in Greek. For intermediate learners or beginners, I would use English more because I would like them to gradually become more familiar with particular expressions. So, I would use that a lot with the students that are up to B2 levels but if it's C1 or C2, I think I tend to use Greek more in particular respects.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	I don't really use Greek for that. The expression that I use a lot is “Come on! Focus!” So, I'm not going to use Greek to do that.
15	Do you believe that using the students' L1 may deprive students of exposure to English?

	I don't think that using the L1 is going to be bad for them. Sometimes I think that they do need a clarification in Greek so that's not a minus for me.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes. Sometimes if they don't get something in English, explaining it to them in Greek helps them remember it and actually learn it faster because sometimes if you're trying to explain a phenomenon in English alone they might still be confused so whenever I see that they don't really get something I make sure to explain it in Greek as well so that they can be confident about their knowledge on that.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	No. Not at all.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes. Of course... especially when I'm teaching grammar as I said before. It's really important to use the L1 just to make sure that the students get everything right and when it comes to vocabulary as well, you need to make sure that students know the equivalent of an English word in Greek or vice versa. The thing is that sometimes there is not a one-to-one correspondence between Greek and English words...
19	Do you use the students' L1 to provide explanations when students make errors in class?
	I do that sometimes. When they produce ungrammatical sentences, I provide the equivalent sentence in Greek. Since they are native speakers of Greek, they will notice when something is ungrammatical whereas it's not really easy for them to do that in English yet. So, I always try to provide something equivalent in Greek and ask them "Do you feel that this is a natural way to say this?" or "Do you feel that this is the proper way of saying this?". If they say no, I tell them: "Since you do not accept this sentence as grammatical, something might be happening there. So double check your sentence!".
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	I wouldn't say that it increases their interest. The only thing I could say about that is that I feel that sometimes things are more crystal clear for them when I explain stuff in Greek especially in grammar, but I don't really feel that my students are more prompted or more willing to pay attention to me whenever I use Greek. I think it's the same as when I'm using English.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	No, I don't, because whenever they will find themselves in a situation where they have to take a formal English test, they will have instructions in English and I'm not going to be around to explain stuff to them. So, I think it's more useful for them to get used to instructions in English because the instructions in formal exams are going to be in English.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Well... sometimes... Every time I have a lesson with my students, we greet each other first. If my student uses English, I'm going to keep using English. If my student uses Greek to greet me, I'm going to be using Greek but then if I have particular activities in mind such as a bit of warm-up... if I'm using Greek, I will switch to English... I follow the flow.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	It depends on the student. With advanced students it's completely random. Whenever they greet me in Greek, I greet them in Greek as well but as I said before if they use English, I'm

	going to be using English as well. With the younger learners ... if they greet me in English, I try to use something different to greet them back using English as well. But I see that there is a tendency from my younger students to greet me in Greek even by saying "Hello! How are you?" so they have a preference over English to be honest.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yeah. I do that. Sometimes I do it without even thinking of it. I don't do that because I feel that in order to make them feel more at ease, I have to use Greek instead of English. Sometimes because I'm trying to create a bond with my students, I feel that whenever there is an issue or something that they're not very confident about or when they do something wrong, I use Greek because I want to make them feel that they are talking to their friend instead of their teacher. But it's not really that I use Greek because I feel that this particular language is going to make them feel better.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	To be honest with you, they don't ask me to use Greek or English more. The only thing that they sometimes do is that they may have questions on particular material and sometimes they even think of words in Greek whose English equivalent they don't know or they just ask me to translate something or remind them something but that's all.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yes, they do, but this is the case with students of lower levels. A student of mine is a B1. So, sometimes I notice that whenever she wouldn't really know how to say something in English, she would try Greek syntax without making sure whether we say that in English or not. She wasn't sure, so she just followed her logic and just translated from Greek to English, but this wasn't the proper way of saying that thing in English. It was just her not knowing. Sometimes students have tremendous inspiration, and they write really creatively, but when they're at a lower level, they don't really have the knowledge to write a really advanced text, so even if they think in a more advanced way, they cannot really produce that and they end up using Greek syntax for example...
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Yeah. Sure. I mean... any kind of training would be way more than welcome.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	Oh, that's a really nice question... Of course, don't overdo it! Don't use Greek alone in the classroom because at the end of the day this is a space where your students need to practice their English. You can always use Greek and English in your lessons but make sure to balance things. So, every time you want to teach grammar make sure that your students get what you're saying so if there is a phenomenon that they're not really confident about, try explaining that in Greek. When it comes to vocabulary, sometimes there are words that the students might have a hard time learning not only in English but in Greek as well. For example, you may have really sophisticated words in Greek and English. If they find a word in English that's really sophisticated and there is a really sophisticated translation in Greek, they may not get that word at the end of the day even if you translate it! So, you need to explain that word a bit more... For me at least, do whatever it takes to make sure that your students have understood everything at the end of the lesson. So, if you feel that at a particular lesson you need to use Greek more than English, you are more than welcome to do so, but if you feel that it will be more beneficial for your student to use

English alone - because there are different students, different types of learners- then do that.
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Anastasios Piliatsikas

Qs	Teacher 6
1	Do you use the students' L1 in the classroom?
	I use it for lower levels. I don't use it for all the levels. It depends.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yeah. Definitely. If they are very young, especially when it comes to explaining certain words or grammar, I have realized that if you give that definition in English, they can't really comprehend the meaning. The same applies for grammar as well. I think it saves time and they are able to comprehend some things better if you use the L1.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	I think it can benefit the students, especially when it comes to grammar. It can benefit the students if you compare similarities or differences with the L1. For example, I usually explain Past Continuous using L1 because after so many years of experience I figured out that they are able to understand it better.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	I can't think of an example, but I think it depends on how much you use it. If you use L1 too much and they don't have the opportunity to use L2 then they will not develop their speaking skills.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yeah. I don't always use it. I use it when I think it might help like the example I gave you before with Past Continuous.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yeah.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Yeah, I might, because I think they understand better.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	Yes, I think so.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	I do all of the above. I use a companion. I use translations and I give them a list. It once again depends on the level. For example, for IGCSE, I do not provide a translation. I only give them definitions in English.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	If they request it, yes. If they don't ask me, I will not provide it. I usually give them the definition in English.
11	Do you use the students' L1 to elicit English vocabulary items?
	I might, yeah. Sometimes I do, sometimes I use pictures, flashcards or games instead, but I might use Greek as well.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No, I don't.

13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	I usually use instructions in Greek when I get frustrated. It has nothing to do with them understanding what they're supposed to do or not. They understand in English but if I ask them a couple of times and they do not pay attention to me, then I'll get frustrated. I think this has nothing to do with my skills as a teacher. I think my personality intervenes when I get frustrated and since my L1 is not English, I will use my L1 to give the instruction. But it has nothing to do with them understanding the instruction in English. They understand, but they might misbehave. This is what I'm saying...
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	When they misbehave. It doesn't happen very often, but when it happens, I mostly switch because I myself am frustrated not because they can't really understand what I'm saying in English. If they do not pay attention to me, then it's easier for me to be stricter in my first language. It's more impactful in a way.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	I think the answer is yes and no. I think it depends on how much you do it. I think if you do it in moderation, it won't. Actually, sometimes I think it helps. That's why I do it. But if you teach an L2 using your L1 all the time then it doesn't help. So, the answer is: it depends on the proportions.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	I don't feel guilty when I use it. I sometimes feel guilty when I don't. Sometimes the kids might tell you "I don't know how to say this in English." and at times I will insist for them to say it in English, but if a kid is really shy or anxious, I might not insist as much. Sometimes I do feel guilty about what is the right thing to do. So, they might use their first language and I will not insist as much for them to use English, but again I do this only for younger kids, for kids who do not have fluency. I'm not going to do this with kids who are expected to perform better.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes. For example, in the past I used to work at this institute with a native speaker and because she wasn't using any Greek in the classroom, we realized after a while that the students I was teaching were performing better at least in terms of grammar, because I was using the L1 in certain instances to explain some grammatical phenomena.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Not really.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	No, I don't use their L1. I use the L2.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	Yeah, sometimes. When they do not understand the instructions in English, I might. In tests... not really because they're used to it by now but sometimes with exams, if it's the first time we're being acquainted with an exam and they don't really understand specific things regarding the exam, then I might use the L1 to ensure that they have understood.

22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Yeah. I use both languages. It depends on the students, I guess.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	For greetings, no. I mainly use English.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes, because I feel that, especially when you're going to comfort a kid who's crying, sometimes they feel closer to you and maybe even more comfortable if you express yourself in their first language. When they are stressing out, I don't want them making the effort... using L2...
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	Again, it depends on the kids. Some of them ask for more. Some of them ask for less.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	I think sometimes when they're going to write an essay or if they have a project where they need to be more elaborate in their writing skills, yeah, they might translate. They may do it in speaking as well, but I think they mostly do it in writing and maybe the reason here... I don't know... I'm just speculating. For Cypriots it's harder to think what they're going to write when they're going to write something in Greek because it's not the same as their dialect and then they have to do it in English too. Sometimes it's like they're having double translation and it's really awkward, but I think they mostly do it in writing.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Definitely yes.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	I would say: use it when... as you've said before... when you need to comfort a kid, when there's a different situation in which you feel that it's OK to use it and use it when you feel that something might be easier to explain. For example, grammar or if they can't really understand the meaning of a word using a picture, then use it. It's fine as a facilitating tool, but not as the main resource.

Qs	Teacher 7
1	Do you use the students' L1 in the classroom?
	It depends on the purpose of the lesson or in case they don't understand something specific. I may use it to make sure that they realize what I'm saying.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yes, of course. For example, for pre juniors and up to level three [Movers] I would say I may use our students L1 which is the same as mine to make sure that they understand either the context or the background of the phenomenon I'm trying to teach. For the more advanced levels, I decrease the amount of L1 I use. For example, I have level 8 [IGSCE] so I try not to use L1 at all.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Yes, of course. Although using L1 may confuse students in some cases because we do not have the same syntax and grammar rules right... So, if they consider things in Greek, they may get confused about how to use English accordingly. So, when it comes to a phenomenon that shares similar characteristics in terms of syntax at least, I may use it, so they won't become confused. However, if it's a phenomenon that is totally different from Greek, I try to avoid using it as a comparison.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Again, it depends on the phenomenon. For example, I feel that in some cases using Greek to elaborate on something or to prove something to students.... that this works the same as in the L1... is justified.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yes. Actually, when I started teaching, I used to think that using the L1 may clear things out, in terms of vocabulary for example. I may have thought about using specific phrases we use as Cypriot Greeks as well so that they totally understand the phrase. However, I've felt throughout the years that just being able to describe something in English is enough for them to realize what an item might mean in terms of definition. So, if they use it within a sentence, I will be OK with that.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes, I do and of course when it comes to grammar you have to make sure that they realize which phenomenon you are talking about and it's unavoidable not to do so since the students themselves actually try to make the link between L1 and L2 in their mind. Even if you don't address it, they will still try to understand what this phenomenon is in their L1 so when I realize that, I make sure to clear things out and then just focus on the English part.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Yes. Even if the level is advanced, because as I said before students themselves try to do this so as to realize how it is used in English. So, I make sure that they realize how it's used in their L1 and point out either the difference or the similarity with the L2 in that case being English, but as far as I am concerned, I think that's the only case I do it only when students try to make the link.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?

	It depends on the case, actually, and on the students individually. So, for example, for some students it's much easier to realize the phenomenon if it's the same in Greek or perhaps if we have a phenomenon which may be used in the same way. However, I found some students having difficulty in making the link when it comes to a phenomenon that has indeed differences, because once they try to make the link, they don't find it, they cannot comprehend the phenomenon in English and therefore they're confused.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	I actually used to... not necessarily demand from students... but I used to think that it's good for them to know the Greek meaning. However, throughout the years I chose the visual representation. So, for example, if we have spelling, instead of me saying the word in English and them writing it down, I show them a picture and I make sure that they know how to say what they see.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	If it's their request, yes.
11	Do you use the students' L1 to elicit English vocabulary items?
	In some cases, I do this. However, it once again depends on the vocabulary item. So, if it's an idiom,... and of course they won't get the idiom per se at that point... I may use the corresponding term in Greek, so they understand that idiom.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	I believe that that's the case only with low level students not necessarily individually, but for example in levels 1,2 or 3 maybe it's good for them to make the translation so that you as a teacher can be sure that they know how to change the structure from the L1 to the L2 and also to make sure that they don't translate a sentence word by word. So, it can be used for sentences to check their syntax because it's important to do that before they start writing full paragraphs, because every student at least at the very beginning tries to think in Greek before writing in English.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	No, I use English. I may use Greek only if I get the impression that my students haven't understood from a facial expression or from a reaction. However, usually the case is that at least one student will understand and then the rest of them are going to copy and follow the instruction. Even in the first week, if I tell them "Open your books" and nobody understands it then I will probably show them, I will make the movement of opening the book and they will learn the instruction anyway. I always say that only when you use English in real contexts, they will understand that it's important. Therefore, if I use the L1 while trying to explain something or giving instructions, I do not show to students that English is important. So, I try to use English in terms of instructions as well...
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	To be fully honest, it's hard for me to make them behave using English. That's a thing about me as well, which I think is a weakness, if I get angry, it's hard for me to use English. I switch to Greek because you express yourself better when using your own language. So, I cannot really say anything in English. I only use the word "guys" (laughter) as an English word. If I get angry, I use L1, because they know that if I use the L1, it's serious and they know that because they know me.

15	Do you believe that using the students' L1 may deprive students of exposure to English?
	Yeah. Not only that, but if I use L1 then it's like giving the message to students to use it as well so if I use Greek while I'm trying to make them use the L2, they feel more comfortable to use Greek as well so then I need more time to make them switch to English.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes, however I don't think that there is such an instruction which is too complex so that you use Greek to gain time. I mean...instructions must be simple and clear so if I make an instruction which is too complex, which is not the case normally, then yes maybe Greek is an option. However, as I said before, using L2 is fine, I think.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes, I do. The first reason, as I said before, is because I make them feel comfortable to use the L1 as well since they might think "OK she's talking in Greek. Why do I have to speak in English?". So, that's an issue there and also in days when I'm that well or whatever I find myself using Greek to avoid having the patience... to make them realize what I need them to realize, but I try to avoid it of course...
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	In terms of behavior, yes.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	I use it for mistakes not errors. When it's a mistake, which means that you know the message is not clear, I may use Greek to make them understand the degree of their mistake. If it's an error which does not affect the communication part, I may use English to make sure they get that detail, but if it's a communicational mistake, I will use Greek to make them realize how big the mistake was.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	Maybe... yes. However, if I want to get a student's attention, I mostly use mime. I try to use my body language like gestures and so on. I try to use that option instead of using Greek.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	Maybe the first time I will do it to make sure that they did understand the process and of course again it depends on the level. However, since the process of the exam is not a process that you just do once, I try to use the L1 maybe the first time to make sure that they understand and then I only use English.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Since I tend to have really close relationships with my students in the degree that they feel comfortable enough to share personal things as well, they tend to say stories in Greek at the beginning of the lesson, but I switch it to English in a way that they don't really understand. When they're trying to say a story before the lesson starts, I may say "English? Can you say this in English?" and since they really want to say the story, they try to say it and I answer in English as well. If I want to share a story maybe for like a minute or so, I may use Greek to make them relax a bit from the whole environment of only using English and then we switch back.

23	Do you use the students' L1 for greetings or for other forms of social interaction?
	Actually, I do that thing only in English and I found this being really good because they get every word I use to give credits. I have young learners who use the words "Perfect!" and "Brilliant!" because they feel that when we say these, their confidence is boosted. Therefore, they use English more easily.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes, of course. If a student's crying, I will definitely use the L1 because anyway they cannot express themselves in English when they are upset. I can only think of a few cases over the years. However, the matter becomes personal, so the teaching part is a bit sidelined.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	It's not that they explicitly ask for L1 or L2 usage. However, I feel that when they are in the mood of the lesson and they enjoy the lesson as well they really sometimes forget L1, but if they're bored or if they don't understand anything and they're getting upset as I said before they tend to use L1.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	They do that unfortunately. Yes. And I realize that based on what they have written down because I totally get that there was a translation process taking place and I explicitly...I mean... I always say "Do not use translation! It does not work." They tend to make complaints about that because they're like "OK. What do I do when I'm looking for a word?" and I try to give them a piece of advice in terms of how to use English when they do not know a word.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Yes. Yes, I would.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	First of all, students should feel that they get into an environment where the principal aim is to learn English. They have to realize the importance. They have to realize how this will benefit them in the future as well, in terms of career choice and so on and so forth and for teachers I would say: "have a lot of patience" and "things take time". For example, if you use L1 at the beginning of the year it does not necessarily mean that you will end this year using the same amount of L1 as well. So, with every lesson it's like making a step closer to decreasing L1. So, it's not necessarily a bad thing to use L1. However, make sure you have a goal so that every month you see the difference... one step at a time.

Qs	Teacher 8
1	Do you use the students' L1 in the classroom?
	Yes, I mostly use L1 while teaching grammatical rules. So, it's just there for them to understand but I try to use it less at the same time.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yes. If I see that students are more comfortable in speaking English, I use English, but then it depends on the level. If the students find it more difficult to understand or follow instructions because I speak English, then I change to L1.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	Yes. It can have some benefits. For example, you can explain some things like idioms and how they work in the L1 and what the difference is in English... So, in some cases I use it for explaining idioms or phrases of everyday life.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Yes. It can sometimes impede it, especially if you use it a lot because, when they have to write an essay or speak, they might automatically translate from L1 which is not useful and as I said earlier in their essays, they write using Greek syntax, because they translate in Greek in their minds...
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	Yes. I mostly use L1 while teaching grammar... grammatical rules.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Yes I do, but I mostly use Cypriot Greek.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	It depends on the phenomenon. For example, I might refer to the title of the phenomenon in Greek, so that they have an idea of which one it is... probably some similarities as well, but it depends on the phenomenon.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	That's a difficult question... I think it depends on the phenomenon again. For example, I can't use the L1 for Present Simple and Present Continuous, because we don't have the equivalent in Greek, we only have one present tense so it's a bit difficult for them to understand if you compare it with Greek. However, other times, for example in future tenses, they can understand. I think it is easier for them when you compare it with Greek.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	The way we work in the school is that we have a companion book with the meaning in Greek but while we teach the words, we use tricks in Greek so they can relate it with a Greek word or Cypriot word. So, we use a lot of L1 in vocabulary as well. For example, if an English word sounds like a Greek word especially for the younger levels, we can make up a story that corroborates this word so they can remember it more easily with that story.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	Yes. I give them a Greek translation, but I prefer to give the meaning in an English sentence first and if they don't understand, then I might provide the Greek translation.

11	Do you use the students' L1 to elicit English vocabulary items?
	Yes. I usually use that, even though I do the opposite more, because I think it's easier from English to Greek. But if I want to make it a bit more challenging, I use the Greek to English.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No. I've never done that. The only kind of translation is when we do spelling, I ask them to write meaning in Greek as well.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	Rarely. Only if the instructions are too complicated. I want them to be more comfortable and familiar with English, so I try to use English the whole time when it comes to instructions.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	Quite often. Even though I try to avoid it, I feel that unfortunately they pay more attention if you do it in their L1 because they might not understand some words in the L2 and so I use it quite often for classroom management.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	No. It can enhance their learning, but it depends on how much you use it and on the context, as well.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes. As I said earlier, in classroom management specifically. I believe it's more useful and more quick to use it. It saves time.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes, I do. Some years ago, when we did some zoom classes online, some parents were present while we were doing the lessons and they didn't like it when we used the L1. So, every time I use it, I have this in mind; that I should try to use the L2 more. That's why I feel guilty.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes. Sometimes you can't avoid it because it depends on the level once again.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Yes. Sometimes when I give feedback... particularly in essays, I use the L1 to compare something to how we say it in Greek.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	No. Not really...
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	No. I try to use the L2 while we're doing tests or exams.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	Yes. Unfortunately... I start speaking English but then students answer in L1. They understand, but they're hesitant to reply in English, so they reply in Greek and sometimes I follow it... you know...
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	No. I use English for that. They're simple. Everyone understands greetings.

24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes. I think the reason is that because they're more familiar with the language. They feel more cared for... more close to me if I comfort them in L1 instead of English.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	I think they would prefer the use of L2, at least for listening, but when they want to speak, they prefer L1.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yes. They do that quite often.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Yes. Of course! I think teachers need training throughout their career.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	My advice would be to try and use L2 as much as possible. Of course, we don't want students to be intimidated by it, so the teacher can resort to L1 when things get more difficult or when she or he feels more comfortable. I would say to keep it limited but it's not forbidden in the classroom. It can be useful.

Qs	Teacher 9
1	Do you use the students' L1 in the classroom?
	I try not to use it. I prefer using the target language to talk to them, but there are instances where I do use it. I try not to overuse it.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yes. With stronger students it's easier to stick to the target language but sometimes I use the L1 if the student is weak or has some learning difficulties or when they're used to a different methodology and they come to me after years of learning English with another teacher and they're used to translation... In that case, it's harder... It takes longer to make them understand my own methodology and use the target language more. So, I give some time to those students to adapt to my own approach by using L1.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	My personal opinion is that they have more to gain if we use the target language, because in the classroom it's the only opportunity for them to use it. Most of them have Cypriot Greek friends and their parents as well so they use their first language in all other contexts. So, it's their only good chance to use it in the classroom. That's why I try to avoid using it myself... to make them understand that it's important for them to practice during the time we spend together in in the class.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	Yes. I mentioned that before. It's the only opportunity to practice the language and I make sure they understand that. I think most of them do and they try to use the target language. There is no other way to become fluent. If you don't try and take the risk of making mistakes as well and rephrasing and trying to use the language you learn, there's no other way to learn it.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	I think there are ways to convey meaning both when you teach vocabulary and grammar using English. For example, I use a lot of flash cards with young learners. I use mime, examples instead of giving them the translation. It's easier to just give them the word in Greek, but I don't think it's as beneficial for them because when you give them a simple definition, they learn the language that you used to explain the word as well. They learn and they revise the words they already know as well. When you show them the object or the flashcard or the realia, they connect the word with the object directly instead of thinking of it in another language.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	I try not to again. When I see that the students have a really hard time understanding the concept I may do so, but I try to explain everything in English first.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Yes, I may do that. Yes. I think it helps them remember and make connections between the two languages. I assume that they know grammar in their first language better than in the language that they're taught by me. So, it's good to make connections.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	I think it's easier. Yes.

9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	No.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	If I see that the meaning is not clear or if I'm thinking that maybe they confuse the word with another word, I do give them the Greek word orally, but never in written form. I mostly give them vocabulary handouts with a picture next to the English word. With the older students, I give examples and definitions as well as the picture.
11	Do you use the students' L1 to elicit English vocabulary items?
	I try not to. I use concept questions more rather than giving them the Greek word and telling them to translate it in English.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?
	No.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	No. I try to do that in English from the very beginning even with the beginners as well, because I think it's easy for them to follow instructions like "Open your book. Close your book. Sit down. Be quiet". They learn them so quickly. So, there's no reason to use L1. I don't find the reason.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	Again, I do it in English, even though, to be to be honest with you, in the last few years I'm teaching privately so I don't have large groups of students. The noise levels and the behavior issues are not so major for me to use my L1. I think I didn't do it even when I had bigger groups, but I didn't work in the public sector where you have like a class of 20 or 30 students. That would be harder to handle, I think.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	Yes, as I said before...
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	Yes, in those cases when I feel that there might be a situation where I will waste so much time to explain something more and the meaning will still not be clear if I explain things in English, I will use the L1. When I started teaching, I was a lot more strict with myself and I had this feeling of guilt whenever I was using the L1 or when the students were using it. I felt I was doing something wrong, but sometimes students just want to express something, and they may not have the right words to do it, or they don't have the language to express what they want yet. So, I try not to make them feel bad about it.
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	As I said before, I used to do that, because I felt that the communicative approach was the best way and I didn't want to end up doing more of the grammar translation method, but now I'm not so strict with myself or the students because again the reason for learning a new language is communication. So, if the students try to communicate in any way, it's a good thing. It means that they're engaged in the lesson. They're interested in what we're doing and they try to put a message across.

18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	When it's necessary, I do so, and I understand that it can be an advantage. However, if you have a class where the students have different native languages... I've been in a context where I had Italian students and I don't know Italian myself and I understand that there are certain limitations, so I do allow the students to ask me questions in their first language if they don't know how to do it in English.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Yes. If I feel it's necessary... if I feel that they won't understand what I'm talking about if I use the target language, I do so because it's important to understand their mistakes.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	No. I think it can be done with the target language.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	Yes. That's one of the things that I think is important to understand... the procedures of the examinations and the whole process... I do use the L1 there, I think.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	I try not to do that, but I find that they want to do that sometimes and again I don't feel bad about it, because I understand that it's part of the good rapport I have with them because they want to share their stories and their personal issues or whatever in their first language. I accept it from them.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	No. You can establish these from the start. You can say "Hello! Goodbye!" and all those things. I think there's no reason for me to use it.
24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Yes. I think maybe because humor is very unique in every language, so it comes naturally to me. I think that's the reason. For the comforting part, I prefer to use English.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	I think they prefer me using the target language more.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yes, they do that. Especially the ones that are not very strong in English...
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	Yes, if they manage to change my opinion and make me use L1 more. I am open to hearing new ideas and methodologies.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	I don't think I'm good at giving advice, but in my opinion, the best way to handle this is to be consistent. Whatever you want to do with your students, you have to do it from the beginning and they adapt very quickly. So, if you establish the principles from the beginning, they will follow your own methodology. I don't think that there is right or wrong and the teacher knows their students and their individual needs better than anyone else. So, we can adapt our own methodologies as well according to what we have in front

	of us and the students we have to teach and see what they what their preferences are and what works best for them each time.
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Anastasios Piliatsikas

Qs	Teacher 10
1	Do you use the students' L1 in the classroom?
	Yes.
2	Do you use different proportions of the students' L1 depending on the students' level?
	Yes. I would say that in the first levels, for juniors and starters, I go half and half, but then I try to decrease it as we go higher and towards levels such as Flyers, KET and so on I try to use English only.
3	Do you believe that using the students' L1 may benefit the students? If yes, can you think of an example from your experience?
	No, I don't think it benefits them. Only the young children, the very young learners because sometimes there's no other way to explain some concepts and if you only use English, they get lost.
4	Do you believe that using the students' L1 may impede L2 English learning? If yes, can you think of an example from your experience?
	No. It's not an obstacle. It helps us. What I would say is that it's an obstacle in the sense that my students tend to translate and they create sentences by bringing structures of the Greek language into English. In that case, I see it as an obstacle, because English and Greek have very different structures and students make mistakes because of that.
5	Does your use of L1 depend on the focus of each lesson (e.g. grammar, vocabulary, reading, listening, writing and speaking)?
	I haven't thought about it but now that you mention it, I think yes. I never use Greek when I teach reading. For vocabulary, I sometimes do when they don't understand the word. For listening... of course not. For writing, not really... and maybe for grammar. I think I use it more for grammar.
6	Do you use Greek or Cypriot Greek when you teach L2 English grammar phenomena?
	Look... generally I try to avoid it, but I think I do use it. I use both.
7	Even in cases where you don't use the students' L1, do you refer to grammatical similarities or differences between English and the students' L1? If yes, why do you do so?
	Yeah, I do it a lot. It helps the students actually.
8	Do your students learn an English grammar phenomenon more easily when an equivalent exists in their mother tongue, or does this introduce more difficulties?
	With older students, even though I didn't want to... the only thing that kind of helped in was in how to form the tense but all in all I don't think it actually helped in understanding the use of the tense.
9	When it comes to L2 English vocabulary instruction, do you provide Greek translations of the introduced words? For example, do you provide wordlists with Greek translations, or do you point your students to pages of a Companion book?
	No. I prefer to give them examples with the words in a sentence. With my junior students, Starters and maybe Movers, I usually try and write the word on the board and do a kind of drawing around it, so they associate it with the meaning or guess the meaning. I try these kinds of things.
10	In case you don't use the above teaching materials, do you provide Greek translations of vocabulary items orally upon your students' request?
	Yes, I do that.
11	Do you use the students' L1 to elicit English vocabulary items?
	Rarely, but I do it.
12	Do you use translation tasks for assessment purposes? For instance, do you use translation tasks to assess vocabulary knowledge?

	No. Only in dictation. I ask them to write the meaning in Greek.
13	How often do you use the students' L1 to provide instructions to your students? Could you elaborate on the reasons?
	I never use Greek to tell them which book they have to open. I actually try and teach them some basic instructions, such as "Look! Read!". So, I avoid it. The only time I use Greek is again with very young learners and mostly juniors when they get lost and they have no idea what page we are on.
14	How often do you use the students' L1 for classroom management purposes? Could you elaborate on the reasons?
	I use L1 a lot because I feel that if I say it in English, they won't take me as seriously as I want to. I feel that when you use their language, it's more direct.
15	Do you believe that using the students' L1 may deprive students of exposure to English?
	Yeah. I avoid using Greek or Cypriot Greek because of that.
16	Do you believe that using the students' L1 may facilitate some aspects of L2 instruction and save you classroom time?
	It could. I don't think I've ever done it, but it could because sometimes I repeat the instructions two or three times and all these things...
17	Do you feel guilt or concern when you use the students' L1 in the EFL classroom? If yes, could you elaborate?
	Yes, I do, because I feel that the only time they are actually exposed to the language is the time they have their English lessons. Very few children actually watch English movies, listen to music, go online and chat with people in games etc. I have very few students who do this and very few students who also read English books. I think I only have one student who reads English books and if I don't use the language in the classroom, they won't have the chance to hear it somewhere else.
18	Do you feel that it is sometimes necessary to use the students' L1 in the EFL classroom? If yes, could you elaborate?
	As I said before, when they misbehave, I feel like I have to address them in Greek.
19	Do you use the students' L1 to provide explanations when students make errors in class?
	Again, I avoid it, but I do it especially with students who are bilingual. I have some students who are bilingual and their first languages are Arabic and Greek. They tend to get lost very easily, so yes. Most of the times I have to use Greek with them so I can explain "We say this in Greek. You might say it in your language as well, but in English we don't, because it's this... It's that..." and so on. In this case I use Greek, yes.
20	Do you use the students' L1 to increase your students' participation in class and attract their interest?
	No.
21	Do you use the students' L1 to provide guidelines or describe procedures about exams and tests?
	Sometimes, probably at the beginning, the first exposure to the exam paper.
22	Do you use the students' L1 when you talk about things that are irrelevant to the classroom material such as extra-curricular activities?
	No, I actually try to encourage them to use English. If they want to have a conversation about something random or something irrelevant to the lesson, I encourage them to talk about it in English.
23	Do you use the students' L1 for greetings or for other forms of social interaction?
	No. I do it because I think that if I greet them in English, if I ask them "How are you?" in English and all these things, I encourage them to use the language from the simplest things and then use it for all the difficult concepts.

24	Do you use the students' L1 for humor or to comfort students in the EFL classroom?
	Sometimes... To make them feel comfortable or if they're nervous and I want them to relax, but I usually do it when they're having a test and I see that they're kind of stressed.
25	Based on your observations, do your students require more or less L1 use in the EFL classroom?
	Less.
26	Have you observed whether students resort to L1 to complete their homework? For instance, have they translated words or phrases from Greek or Cypriot Greek to complete a writing task?
	Yeah, they do it. Especially when I correct their writings, I see lots of sentences which follow Greek structures. I remember some cases where they were trying to say something which was obviously translated from Greek to English and it didn't make any sense. I'm not saying that they use translation like Google Translate, but I know that in their mind they first think the sentence in Greek and then they try to translate it in English.
27	Do you believe that you would benefit from some kind of training on effective ways to apply the students' L1 for L2 instruction?
	No.
28	What advice would you give to a novice teacher regarding the use of L1 to teach English as a second language?
	I would probably say to avoid it. I guess I would give the same advice I was also given by a teacher who has been teaching for more than 10 years. She told me to use Greek only in the first two levels Juniors, Pre-Juniors I guess, and Starters because they are young, they still don't have enough vocabulary, they're not familiar enough let's say... There you're allowed to use Greek, but for Movers and above, use only English, because in this way they are also forced to use the language. That's what she said. She also told me not to let them use Greek. I think this is the advice I would give to a new teacher.

9. Table to showcase teachers' attitudes

Qs	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Age group	30-39	30-39	20-29	20-29	20-29	30-39	20-29	30-39	30-39	20-29
Years of teach	9	15	4	2	4	16	4	3	12	3
1	Yes.	Yes.	Yes.	Yes.	yes (I use Standard Modern Greek, mainly for grammar)	it depends (Yes for lower levels)	it depends on the focus of the lesson	yes (mostly for grammar)	I try not to use it, but there are instances where I do use it.	Yes.
2	yes (more L1 for lower levels)	not based on the level but on the difficulty of the task.	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)	yes (more L1 for lower levels)
3	yes (it helps weaker students)	yes (to prevent students from getting frustrated and stressed)	yes (it helps weaker students, it's useful for difficult terms/concepts)	yes (to explain similar or different grammatical phenomena)	yes (to explain similar or different grammatical phenomena such as Prepositional phrases)	yes (to explain similar or different grammatical phenomena such as Past Continuous)	yes (only to explain similar grammatical phenomena)	yes (for vocabulary instruction: idioms and everyday phrases)	they have more to gain in the target language. Their exposure to L2 is limited.	no. It only benefits younger children (for difficult terms/concepts)
4	yes, when you heavily rely on it	I don't think so. It's just an additional option to help students.	yes. When you heavily rely on it, students will get used to using the L1 as well.	yes. When you heavily rely on it, students will get used to using the L1 as well.	no	it depends on how much you use it. When you heavily rely on it, students won't develop their speaking skills.	It depends on the phenomenon.	yes, when you heavily rely on it. Students may think in Greek and translate.	yes. The classroom is their only opportunity to practice the L2.	No. It helps teachers, but students may think in Greek and translate.
5	Yes. I use the L1 to teach grammar concepts.	Yes. I use the L1 to teach grammar, to compare phenomena with the L1.	it depends on the level.	Yes. I use the L1 to teach grammar, but I mainly use English for vocabulary, listening and speaking.	Yes. I use the L1 to teach grammar.	Yes, but I don't use always use the L1. I use it when I believe it will help (e.g. Past Continuous).	Yes. I think Cypriot Greek phrases may help in understanding L2 vocabulary, but most of the times L2 is enough.	Yes. I use the L1 to teach grammar.	There are ways to convey meaning without using the L1.	Yes. I use the L1 to teach grammar, but never for reading or listening. I sometimes use it for vocabulary.
6	yes	Yes, but I would use Standard Modern Greek to explain the grammar rules	yes, but it depends on the level.	yes	yes	yes	Yes. In grammar using the L1 is unavoidable because the students try to make the connection themselves.	yes, but I mostly use Cypriot Greek.	I try not to use the L1.	I try to avoid using the L1, but I do use it. I use both L1 and L2.
7	Yes, but rarely (e.g. Future Perfect Simple)	I don't think so	No. I only make the distinction between past, present and future.	Yes, but not for lower levels. I don't do that for Present Simple and Present Continuous	Yes, all the time.	Yes, I might because the students understand better.	Yes even in advanced levels.	It depends on the phenomenon. I may give the name of the phenomenon and some similarities.	Yes. It helps them remember and make connections between the two languages.	Yes, because it helps the students.

8	I don't know.	Yes.(e.g. Present Perfect is difficult for Greek Cypriots)	Yes. (e.g. he/she/it distinction)	Yes.	Yes. (e.g. Past Simple and Past Continuous)	Yes.	It depends on the case and on the students.	It depends on the phenomenon (e.g. no for Present Simple and Present Continuous, yes for future tenses).	Yes.	L1 helps them understand the tense form but not the use of the tense.
9	Yes, all of the above.	Sometimes (e.g. adjectives) but after exhausting other options.	No. I use pictures, sentences and paraphrasing.	Yes. Students write Greek translations of the words they have for spelling, but during the lesson I mainly use English.	Yes. The students also have a vocabulary notebook for words they come across in which they also write the Greek translations.	Yes, all of the above. However, for higher levels I use English definitions.	No. I used to think that it's good for them to know, but now I prefer the visual representation.	Yes. We teach vocabulary by using tricks in Greek or Cypriot Greek.	No.	No. I give the word in a sentence and I use drawings for lower levels.
10	It depends on the level. I would do it for up to A2 level.	It depends on the situation. I don't do it when the students rely on getting the meaning in the L1.	Yes, once I have exhausted all other options.	Yes.	Yes.	Yes.	Yes.	Yes, but I use English first.	Yes, but not in written form.	Yes.
11	Yes.	No.	No.	Not regularly, but it could happen.	Yes.	Yes. Sometimes I use the L1 among other options.	Yes, sometimes (e.g. idioms).	Yes, but I do the opposite more. I use Greek to English when I want to challenge the students.	I try not to. I use concept questions.	Rarely, but I do it.
12	No.	No.	No.	No, only for dictation.	No. I only use translation to check reading comprehension.	No.	Not for vocabulary, but I use translation to check syntax.	No, only for dictation.	No.	No, only for dictation.
13	I don't use it for repeated instructions. I may use it for complex tasks.	It depends on the level. I may use the L1 when I have limited time.	I use the L2 for basic instructions.	I resort to the L1 only when I have repeated the instruction in English many times. I may use the L1 to explain a new type of exercise.	Yes. Even with advanced students I use the L1, because I know they know the instruction, but with beginners and intermediate learners I use the L2 to familiarize them with the language.	I use the L1 only when I get frustrated, when the students are not paying attention or they misbehave.	I use the L2. Students usually understand what they have to do by looking at their peers. It's important to use English in real contexts.	I rarely use the L1, only if the instruction is too complicated. I want them to be familiar with English.	I try to use English for all the levels because instructions are easy to learn.	I never use the L1 for simple instructions. I may use Greek when my students are lost.

14	It depends on the level. I would avoid it for higher levels.	Most of the time, because it's more intimate and they pay more attention to me.	I sometimes do it when I want to encourage the students or when they misbehave.	Quite often. I might use English the first time, but I will use the L1 if they continue to be noisy.	I don't use the L1 for that. I use English expressions.	when they misbehave, I switch. They also understand me when I use English, but it's more impactful in the L1.	It's hard for me to make the students behave using the L2. When I switch to the L1, they know that it's serious.	Quite often. I try to avoid it but they pay more attention to me when I do it in the L1.	I do it in English, since I mostly teach privately.	I use the L1 a lot because they won't take me seriously if I use English.
15	Yes if you heavily rely on it.	Yes if you heavily rely on it.	Yes.	Yes because the classroom is their only opportunity to practice the L2. Other than that case, I don't think it's that serious.	No. I think sometimes they need clarifications in the L1.	It depends on the proportions. If you use it in moderation, it helps.	Yes because students will get used to the L1.	No. It can enhance their learning, but it depends on the proportions and the context.	Yes.	Yes.
16	Yes.	Yes.	No. It only helps students understand. I wouldn't use the L1 to save classroom time.	Yes, but it's useful to use both L1 and L2.	Yes.	Yes.	Yes, but usually instructions are simple enough to be explained using the L2.	Yes.	Yes. When I started teaching, I felt guilt every time me or my students would use the L1, but now I try not to make them feel bad about it.	Yes, it could.
17	Yes, sometimes, but I just use it as feedback to use the L2 the next time.	Yes, sometimes when I am too preoccupied with other things and I use the L1 too much. When I am aware of what I am doing, I don't feel guilty.	Yes, sometimes, when we get carried away.	Yes, when we get carried away.	No.	No. I sometimes feel guilty when I don't use the L1, but this applies only for the young students.	Yes, because I make the students feel comfortable with their L1.	Yes, because some parents didn't like me using the L1 when we had Zoom classes during the pandemic.	I used to feel that way, but now I am not as strict with myself or the students.	Yes, because the classroom is their only opportunity to practice the L2.
18	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes, but some issues emerge when you have a class where the students have different L1s.	Yes.

19	Yes, but it depends on the level.	Yes, because you can compare the two languages and because sometimes the mistake comes from the L1.	No. I prefer using English.	Yes.	Yes, because it's easier for them to notice ungrammaticality in their L1.	No.	Yes, I use it to correct cases where the meaning is not clear.	Yes when I give feedback in essays.	Yes, because it's important to understand their mistakes.	No. I avoid it, but I have noticed that it helps some bilingual students.
20	Yes. I use the L1 with lower levels for humour purposes or to draw their attention to new material.	No.	No. I still prefer English.	Yes. I use the L1 for jokes, to get their attention and to make them feel more close to me.	No. The L1 only helps make things clear.	No. I use the L2.	Yes, maybe, but I mostly use mime and body language instead of Greek.	No.	No. It can be done with the L2	No.
21	Yes.	Yes, for guidelines. We don't have exams or tests.	No. I would only do it for up to Starters.	Yes for exams but not for tests.	No because they need to be able to comprehend instructions in a future examination.	Yes, I may use the L1 for their first exposure to the exam paper, but I don't use it for tests.	Yes, I may use the L1 for their first exposure to the exam paper.	No.	Yes.	Yes, I may use the L1 for their first exposure to the exam paper.
22	It depends on the level. I try to avoid it because such occasions are opportunities for authentic L2 use, but sometimes I use both.	Yes, because of proximity and intimacy.	Yes, especially with weaker students and lower levels.	Yes.	It depends on the student. I use the language the student used.	It depends on the student. I use both the L1 and the L2.	Students use the L1, but I try to make them switch to the L2. I may allow for L1 when I want them to relax.	Yes, even though I start with the L2, they don't reply and sometimes I switch to the L1.	No, I try not to do that, but I accept L1 from the students in that case.	No, I encourage them to use the L2.
23	No, I avoid it.	It depends on the greetings. For simple greetings, I use the L2 because I want a genuine English environment, but I may use the L1 for greetings that build rapport.	It depends on the level or on the student.	Yes, I use both. It depends on the student. I try to use the L2 for younger students because they enjoy it.	It depends on the student. Younger students tend to greet me in the L1.	No. I use the L2.	No, I only use the L2. Younger students enjoy it.	No, I use the L2 because greetings are simple.	No. You can establish these from the start.	No, I use the L2 because I want the students to use the L2 as well.

24	Yes. Students may feel frustrated when they don't do well and more L2 is going to frustrate them even more.	Yes, I use it for humour.	No. I prefer using English.	Yes, it's quicker in the L1 and it would be challenging for them if I used the L2 to comfort them.	Yes, I do that when I want to create a bond with my students.	Yes because the student will feel more comfortable and closer to you if you use the L1. I don't want them to make the effort and use L2 when they are stressed.	Yes, because the students cannot express themselves using the L2 when they are upset.	Yes, because they feel more cared for and closer to me.	I prefer the L1 for humour and the L2 for comforting.	Yes to make them feel comfortable and relaxed.
25	It depends on the level. I think I use enough L1.	They ask for more, but the teacher should know whether they need it or not.	They ask for more L2.	I think I use enough L1. In fact I could reduce it.	They don't ask me to use either of them more.	It depends on the students.	They don't ask me to use either of them more. When they are motivated, they ask for more L2, but when they are bored or upset, they use the L1.	For listening they prefer more L2, but for speaking they prefer more L1	They prefer me using L2 more.	They ask for less L1.
26	Yes, especially weaker students.	Yes, they translate word by word when they have to prepare writing assignments.	Yes.	Yes, they do it in subtle ways. You can see it in their sentence structure, but it doesn't happen too often.	Yes. Students of lower levels may use the sentence structure of their L1.	Yes, they translate when it comes to elaborate writing tasks and projects. Sometimes they do it in speaking as well.	Yes. Then, I discourage them from using translation and I give them advice on what to do when they don't know a word.	Yes, quite often	Yes, especially weaker students.	Yes, they may use the sentence structure of Greek. They first think in Greek.
27	Yes, I am interested in specific ways and very specific examples on how to use the L1.	No. I believe I have enough years of experience to know how to use the L1.	Yes.	Yes. I believe I haven't got instructions on that.	Yes.	Yes.	Yes.	Yes.	Yes.	No.
28	Understand that L1 is a tool. Use it moderately for students to relate to you and to the lesson.	Use simple language and plenty of other stimuli to avoid using L1.	Don't be afraid to use English.	Use L1 when you feel it's useful. Use different proportions depending on the level. Adjust to your students' needs.	Use L1 moderately. Do whatever it takes to make sure your students have understood.	Use it to comfort students or when you feel that something might be easier to explain. Use it as a tool but not as the main resource.	Have a clear goal when using the L1. Make sure you gradually decrease its usage throughout the year.	Try to use L2 as much as possible, but use L1 occasionally so that students are not intimidated. Keep it limited, but it's not forbidden.	Be consistent. Establish the principles you want from the beginning and the students will adapt. Adjust to your students' needs.	Avoid it. Use the L1 only for the first two levels.

10. Letter of Approval from the Cyprus National Bioethics Committee



REPUBLIC OF CYPRUS



CYPRUS NATIONAL BIOETHICS COMMITTEE

Ref: EEBK EII 2023.01.62
Tel: 22809038/039, 22819101/122
Fax: 22353878

22nd of February, 2023

Dr Sviatlana Karpava
Lecturer in Applied Linguistics
Department of English Studies
University of Cyprus
P.O. Box 20537
1678 Nicosia

Mr Anastasios Pliatsikas
Megalou Napoleontos 4
1057 Nicosia

Dear Dr Karpava and Mr Pliatsika,

Application for bioethical review for the research entitled:
“Revisiting the benefits of incorporating the students’ L1 in L2
Grammar instruction”

The Cyprus National Bioethics Committee (CNBC) has reviewed your application for ethical approval for the project outlined above submitted on the 14th of February 2023. From the review of the documents you have submitted, CNBC **issues a favorable opinion** for the conduct of the research in Cyprus.

2. Kindly note that approval is granted provided that the following conditions apply:
- a) inform CNBC immediately of any complaints or other issues in relating to the project which may warrant review of the ethical approval of the project,
 - b) before implementing any amendments to the proposal as approved, request a new approval by CNBC,
 - c) provide a follow up report on the progress of the program every 6 months from the approval date,
 - d) provide a final report upon completion of the program,
 - e) inform us in writing in case the project is discontinued,
 - f) the conduct of the research complies with the requirements of the new European Regulation on Data Protection (General Data Protection Regulation 2016/679).

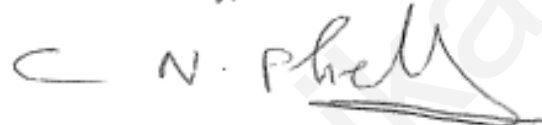
.../2

22, Laertou Str., 2365 Agios Dometios, Nicosia
Email: cnbc@bioethics.gov.cy, Website: www.bioethics.gov.cy

3. Please note that failure to comply with the conditions of approval as stated above, and the with the provisions of the Law Providing for the Establishment and Function of the National Bioethics Committee (No. 150 (I) / 2001 - 2010), may result in withdrawal of the present approval for the research.

4. We would like to wish you every success in the conduct of your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C. N. Phellas', with a horizontal line underneath the name.

Prof. Constantinos N. Phellas
Chairman
Cyprus National Bioethics Committee