

***INVESTIGATING EFL PRE-SERVICE
TEACHERS' BELIEFS AND PRACTICES ON
THE USE OF THE FIRST LANGUAGE (L1)***

A Case Study in One Indonesian University

Glory Euodia

Gin Gin Gustine,
M.Pd., Ph.D.

BACKGROUND

- The issue of L1 use in L2 classes have long been considered to be controversial.
- Recent publications show that teachers tend to become more open towards L1 use.
- Little is known about what pre-service EFL teachers think of the issue.



STATEMENT OF THE PROBLEM

1. What are the beliefs of EFL pre-service teachers about using L1 in the classroom?

2. How are these beliefs manifested in their classroom practices?

FRAMEWORK

Macaro (2001; 2009) theory on teachers' stances regarding L1 use:

1. The virtual position (L2-only learning environment is preferred)
2. The maximal position (L1 is accepted with guilt)
3. The optimal position (L1 use is explored)

Wang (2019) framework on the functions of L1 use:

1. Explanatory function (use of L1 to explain linguistic knowledge)
2. Managerial function (L1 use to manage the class, give instruction, feedback, build rapport, etc.)
3. Interpersonal function (L1 use for interactions between learners)

METHODOLOGY

Research Design	Multiple-case study design
Participants and Site	Three EFL pre-service teachers studying at one public university in Bandung, Indonesia. (2 males, 1 female)
Data Collection	Semi-structured interviews (one per participant) Classroom observations (two hours/participant)
Data Analysis	Thematic analysis (Braun & Clarke, 2006) Coding scheme (de la Campa & Hossein, 2009)

RESULTS

RQ. 1 PRE-SERVICE TEACHERS' BELIEFS ABOUT L1

1) Acceptance of the L1

- All three pre-service teachers accepted the use of L1 in their classes.
- Their acceptance of the L1 is primarily due to their students' limited language capabilities.
- L1 is believed to be an effective tool for filling learners' knowledge gaps.
- The pre-service teachers mostly associate L1 with its explanatory function (Wang, 2019).

2) Beliefs about judicious L1 use

- All three pre-service teachers supported judicious use of the L1
- "L1 is indeed a useful resource but it needs to be used judiciously."
- Aligns with Butzkamm (2003) and Edstorm (2006).

RESULTS

3) Maximizing learners' L2 exposure

- Learners can improve through maximum L2 exposure.
- Using L1 in the classroom hinders such exposure.
- Maximum L2 exposure = providing contextual L2 input, not reducing L1 (Cook, 2001).

The teachers adopted the maximal position in their beliefs about L1.

4) Experience with L1 as a language learner

- The pre-service teachers all had negative experiences with the L1 when they were in school.
- They showed ANTI-apprenticeship of observation.

RESULTS

RQ. 2 How their beliefs are manifested in their practices

- The pre-service teachers often mixed the L1 with English
- They use more L1 than they desired. (20-40% of class utterances mentioned in interviews).

Type	PST 1		PST 2		PST 3	
	Utterances	%	Utterances	%	Utterances	%
L2	503	48.7%	473	40.9%	401	49.3%
CM	301	29.2%	264	22.8%	278	34.2%
L1	223	21.6%	415	35.9%	125	15.4%
Other	5	0.5%	4	0.4%	9	1.1%
Total	1032	100%	1156	100%	813	100%

RESULTS

- *The pre-service teachers's L1 use mostly fulfils the explanatory function..*
- *The pre-service teachers accepted L1 use*
- *Two out of three used L1 judiciously*
- *To maximize L2 input, the participants resorted to code-mixing*
- *They showed the apprenticeship of observation in theri practice.*

CONCLUSION AND IMPLICATIONS

Some of the pre-service teachers beliefs are aligned with their practices.

However, their teaching practice shows that they used more L1 than they believed is appropriate (unjudiciously).

This demonstrates the need for teacher education programs to teach future teachers how to reflect on their practices, guiding them to become more aware of their performance.