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กรณีศึกษาจากทัศนคติของอาจารย์และนักศึกษา

Roles of Thai Language (L1) and English Language (L2) in an EFL classroom:

A case study from teacher's and students' voices

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บทคัดย่อ

งานวิจัยนี้มีเป้าหมายเพื่อศึกษาทัศนคติของอาจารย์และนักศึกษาต่อบทบาทของภาษาไทยและภาษาอังกฤษในห้องเรียนซึ่งภาษาอังกฤษเป็นภาษาต่างประเทศ ข้อมูลเชิงคุณภาพมาจากอาจารย์ผู้สอนวิชาภาษาอังกฤษเป็นภาษาต่างประเทศและนักศึกษาระดับมหาวิทยาลัย งานวิจัยมีคำถามวิจัยสองข้อคือ 1) อาจารย์และนักศึกษาคิดว่าภาษาไทยและภาษาอังกฤษมีบทบาทอะไรในห้องเรียนซึ่งภาษาอังกฤษเป็นภาษาต่างประเทศ และ 2) อาจารย์และนักศึกษามีทัศนคติอย่างไรต่อบทบาทของภาษาไทยและภาษาอังกฤษในห้องเรียนซึ่งภาษาอังกฤษเป็นภาษาต่างประเทศ ผลวิเคราะห์ข้อมูลเชิงคุณภาพระบุถึงความจำเป็นของภาษาไทย ภาษาอังกฤษ และการบูรณาการทั้งสองภาษาในห้องเรียนซึ่งภาษาอังกฤษเป็นภาษาต่างประเทศ ผู้เข้าร่วมวิจัยเห็นพ้องกันว่าภาษาไทยช่วยสร้างความสัมพันธ์ที่ดีระหว่างอาจารย์และนักศึกษาในห้องเรียนและช่วยลดความวิตกกังวล ความเครียด ความลังเล และความกดดันของผู้เรียน ส่วนภาษาอังกฤษสำคัญต่อการพัฒนาทักษะการพูดและการออกเสียงของผู้เรียน ผู้เข้าร่วมวิจัยยังเห็นพ้องกันว่า การบูรณาการทั้งสองภาษาช่วยส่งเสริมการสอนของอาจารย์ให้ดีขึ้น อีกทั้ง อาจารย์ผู้สอนวิชาภาษาอังกฤษสามารถนำผลวิจัยไปปรับใช้ให้เกิดประโยชน์ได้

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คำสำคัญ

เสียงสะท้อนของอาจารย์และนักศึกษา ภาษาไทย ภาษาอังกฤษ ห้องเรียนภาษาต่างประเทศ

Abstract

This study aims to explore teachers' and students' voices on the role of Thai and English in classrooms where English is a foreign language. Teachers of English as a Foreign Language (EFL) and university students provided the qualitative data. Two research questions were addressed in this study: 1) What role do Thai and English play in a classroom where English is a foreign language, and 2) what are their perspectives on Thai and English language teachers and students in a university where English is being taught as a foreign language? The qualitative analysis of the data indicates that in a classroom where English is a foreign language, Thai, English, and bilingual integration are indispensable. Participants in the study accepted that learning Thai strengthens the interaction between teachers and students in the classroom and decreases learners' anxiety, tension, hesitation, and pressure. The English language is critical for learners to develop their speaking and pronunciation skills. The participants in the study also accepted that combining the two languages increases teacher teaching and that English language teachers should apply the research findings.

Keywords

Teachers' Voice, Students' Voice, Thai language, English language, Foreign Language Classroom

Introduction

English as a lingua franca (ELF) and worldwide English ownership provide a significant challenge to the English language teaching (ELT) community. Given the variety of 'Englishes' currently being used as a communication medium among multilingual speakers from other cultures, educational stakeholders must reconsider whether it is still important to stick to standardized English in their teaching and usage of English (e.g. British and American English). To address this challenge, the ELT industry and practitioners have recognized that ELT learning objectives must be reviewed and integrated to build teaching techniques that are applicable to the global linguistics landscape of English usage as it currently exists. On the other hand,

others have suggested that adopting a classic English as a foreign language (EFL) framework to achieve native-like English competency is no longer acceptable or feasible, as it fails to develop learners' awareness of and prepare them for today's numerous English varieties. Due to English's reputation as an international language and technological improvements in recent years, there has been an increase in global demand for English for Academic Purposes (EAP) courses of different duration and manner of instruction. EAP is required not only for educational studies in countries where English is the native tongue, but also in nations where English is the primary medium of instruction in secondary education. EAP is critical in expanding circle countries such as Thailand, where English is primarily used for academic purposes. EAP has grown in popularity to the point where it now constitutes a significant portion of the curricula for all academic subjects at universities.

The use of words like 'voice,' 'attitude,' 'perception,' or 'perspective' has been in use by many researchers for more than three decades now. Although some supported words such as these, four terms are very similar. A mental construction that is explained and defined the structure and content of mental states thought to drive an individual's actions. Surprisingly, speech brought two new significant terms: teacher voice and student voice the measurable cognitive component of teaching — what teachers know, believe, and think (Borg, 2003, 81-109). On the other hand, student voice is the ability for students to share their views and make decisions about their educational experiences (Rogers, 2005). Few research studies have been conducted on teachers and students voice in a language education (Thailand TESOL Conference Handbook, 2010, 2011, 2012, 2013, 2014).

Unfortunately, the precious research studies decided to treat teacher and student voices as distinct. Soohoo (1993, 386-393) argued that teacher and student voices were not joined, providing no education-related perspective. Cook-Sather (2010, 555-575) highlighted the importance of considering teachers' and students' perspectives to build a better education image overall. Also, Conlon (2005) clarified that Thai voices concepts have not been common among researchers in Thailand. Most Thai researchers focused on ways to improve teaching and learning in a classroom. They lacked educators and students whose voices could create a better understanding, language classrooms, science, and language education.

There have been a few studies in the Thai context on how to use Thai (L1) and English (L2) in an EFL classroom, but this topic is still being addressed (Choomthong, 2014, 45-57; Thongwichit, 2013, 179-206; Vanichakorn, 2009, 1-16). International schools and universities in

Thailand have been discussing language usage particularly in EFL classrooms. Wongsothorn, Sukamolsun, Chinthammit, Noparumpa & Rattatayanonth (1996, 89-100) advocate an all-L2 strategy, and there are those who contend that L1 cannot be prevented in EFL classrooms (Vanichakorn, 2009, 1-16). To begin, the researcher conducted the current study to investigate teacher and student voices on the functions of L1 and L2 in an EFL classroom. The role of students' mother tongue (L1) in second/foreign language (L2) classrooms has been a source of contention among language education researchers. Clearly, there appeared to be two classes of researchers with contrasting perspectives (Miles, 2004). In FL/EFL classes, the first group of researchers strongly urged teachers and students to use only L2 (Chaudon 1988; Ellis, 1994; Harmer, 1997; Haycraft, 1978; Hubbard et al., 1983; Krashen, 1981, 1985; Littlewood, 1992; McMillan & Turnbull, 2009, 15-34; Turnbull, 2001, 531-540). According to these researchers, the more L2 exposure students get, the quicker they will be able to learn the target language (Ellis, 1994; Krashen, 1981; 1985). The second group of researchers, on the other hand, has motivated teachers and students to use L1 in FL/EFL classrooms (Al-Buraiqi, 2008; Atkinson, 1987, 241-247; Auerbach, 1993; Collingham, 1988, 85-96; Cook, 2001; Harbord, 1992, 350-355; Tang, 2002). These researchers all agreed that when both teachers and students use L1 for meaningful purposes, it can help with teaching and learning in FL/EFL classrooms. Atkinson (1987, 241-247) divided the roles of L1 in FL/EFL classrooms into eight groups. They are: 1) eliciting language, 2) checking students' comprehension, 3) providing guidance, 4) student cooperation, 5) classroom methodology discussions, 6) language presentations, 7) evaluating, and 8) the creation of useful language learning strategies. Collingham (1988, 85-96) and Harbord (1992, 350-355) suggested two additional ways of using L1 in L2 classrooms: reducing students' inhibitions or affective variables such as nervousness, anxiety, shyness, and hesitation, and fostering student-teacher classroom relationships.

In Thailand, however, this subject has not been well-received by researchers in the field of language education. Even though a few studies have been conducted to investigate the role of L1 in an EFL classroom, many international schools and universities in Thailand are still debating the subject (Choomthong, 2014, 45-57; Thongwicheit, 2013, 179-206; Vanichakorn, 2009, 1-16). Some studies reported similar results, namely that some educational institutions follow Krashen's (1981; 1985, 344-364) monolingual approach, which allows teachers and students to only use English (L2) as a means of communication in EFL classrooms (Wongsothorn, Sukamolsun, Chinthammit, Noparumpa & Rattatayanonth, 1996, 89-100).

They assume that the more L2 exposure students get, the quicker they will be able to learn English. Years later, Vanichakorn (2009, 1-16) conducted a study on the same subject and discovered that some educational institutions began to recognize that L1 could be a useful tool in EFL classrooms for both teaching and learning. They do, however, need to know when and how to use it. This research aims to gain a deeper understanding of the roles of L1 and L2 in EFL classrooms from both the teacher's and students' perspectives.

Even though ELF research appears to be promising in terms of introducing pedagogical improvements to ELT that are more relevant to today's English practices and demands, EFL models continue to dominate many nations, such as Thailand, due to conservative perceptions. This practice of EFL dominance appears to promote the following: the use of mostly standard British and American English varieties in language education; native-like linguistic imitations as the correct and valid way to use English; and teachers from Inner Circle countries as the best role models in ELT. Such views are strongly established in the minds of many educational stakeholders (e.g., students, lecturers, administrators, and parents) in the ELT markets, particularly those from Expanding Circle countries like Thailand. The quantity of studies on ELF, particularly on conceptual applications, is minimal (Galloway & Rose, 2018, 3–14). This study attempts to fill these theoretical and practical knowledge gaps by identifying students' attitudes toward teaching English in a lingua franca environment by asking the following research question: what are Thai university students' views toward using an ELF method in ELT classrooms?

Conceptual Framework

Schwab's (1969, 1-23) practical curriculum inquiry provided an alternate theoretical concept for curriculum creation and guidance. In 'Practical arts,' each educational background has its own uniqueness and distinctions. As a result, Schwab (1969, 1-23) suggested to scholars, educators, and practitioners that they become actively interested in the sense that they are concerned with. The researcher went through a Thai university context (Conquest University) to deeply understand the context being examined. Also borrowing Hargreaves (1996, 12-19) notions of teacher voice and Cook-Sather (2002, 3-14; 2006, 359-390; 2010, 555-575) notions of student voice was also used in this study. Teachers, whose voices can direct the creation of current curricula and education, are an integral part of education (Hargreaves, 1996, 12-19). Teachers' and students' voices should not be ignored. Cook-Sather (2002, 3-14; 2006, 359-

390; 2010, 555-575) continuously implored educators to take students' voices into consideration. Empowering teachers and students could support education by understanding their voices. However, it could contribute to greater education reform. By following to these three theoretical notions, the researcher can better understand the meaning and increase their comprehension of the significance of L1 and L2 positions in an EFL classroom. Additionally, these three theories help reinforce the link between teacher voice and student voice, which is extremely significant in education.

Research Objectives

This study showed a connection between teachers' voices, students' voices, and L1 and L2 positions in Thai EFL classrooms. Therefore, this research attempts to define the roles of L1 and L2 in an EFL classroom from the viewpoints of teachers and students.

Research Questions

The two main researcher questions this study set out to answer 1) What were L1 and L2 roles in an EFL classroom from the perspectives of teachers and students and 2) how do teachers and students in an EFL classroom perceive L1 and L2 positions?

Methodology

The qualitative analysis persisted within theoretical norms (Patton, 2001). The qualitative research includes non-quantitative, observational research where the phenomenon of interest unfolds naturally (Patton, 2001). To collect data, an in-depth case study was used (Shuttleworth, 2008). Case studies help you to find out what happens in specific instances. By looking at one intriguing case, a case study review provides major advantages (Shuttleworth, 2008). Classroom observations and semi-structural interviews were also applied in this case study.

Classroom Observations

A classroom observation is observing a teacher in action in a classroom or learning setting. Classroom observations are a systematic means of monitoring and measuring instructor behavior and mastery. The first type of observation is when a school administrator routinely observes a teacher's performance as part of a formal job performance evaluation (often annually). To improve classroom management and instructional approaches, a teacher's peer

or peers, instructional expert, or coach observes them in action. Classroom observations usually target rookie general and special education teachers, who have the least experience and stand to gain the most from the practice. The feedback and insights gathered from observation can help experienced teachers improve their performance and identify approaches that they are utilizing incorrectly or not at all. A classroom observation can last a few minutes or a whole school day.

To make more valuable information about L1 and L2 classroom roles, the researcher examines a classroom and records interactions between a teacher and his or her students (Merriam, 2009). The researcher's observational function was as a non-participant observer. The researcher used an observation protocol and operated in the back of the classroom, noting the usage of various languages/language functions as well as how the students reacted to such uses. One EFL teacher and her 50 freshmen university students volunteered to observe the classroom activities. The researcher repeated the process with each observation lasting about three hours. For future analyses, the researcher transcribed the observational data.

Semi-structured Interviews

The researcher used a set of open-ended interview questions extracted from previous studies (or on the roles of L1 and L2 in EFL classrooms); for example, Al-Alawi (2008) and Tang (2002). To test the reliability and validity of the interview questions, three Thai university EFL teachers and two Thai university EFL students volunteered to engage in the pilot interviews, and the questionnaires were evaluated on them. Later, the interview questions were revised. After each classroom observation session, sixteen open-ended interview questions were used to interview one Thai university EFL teacher and seven university EFL students. The researcher used a series of questions to check for comprehension at each interview. Additionally, during each interview, the researcher registered the interviewee's expressions, thoughts, and/or hesitation. All interviews were conducted with voluntary participants and lasted about thirty to forty minutes. The data was transcribed and analyzed to answer both questions.

Participants

To gather data, the researcher has completed a consent letter outlining the study's goals and data collection methods. The letter clearly outlined the data collection processes, including classroom evaluation and interviews with both the teacher and the students. In this research, those who agree to participate the research process are detailed as follow,

1) Instructor: Heidi (a pseudonym) graduated her Bachelor's Degree in Education Program in English and Thai. She also received her Master's Degree in American English Literature. Teaching English as a Foreign Language (Teaching English as a Foreign Language) for the last fourteen years, she has been teaching ESL classes for universities. Currently, she employed as a language teacher in the Faculty of Liberal Arts and has been teaching English in English for Tourism Management, and senior project courses for a decade.

2) Students: There were designated seven students who volunteered to be interviewed. They are all first-year university students who have been learning English as a foreign language for more than thirteen years. The majors are all around health science, but the GPAs vary from 2.5 and 3.0.

Data Analysis

Semi-structured interviews and classroom observations provided information for later study with open and axial coding techniques, “the process of evaluating, scrutinizing, comparing, conceptualizing, and classifying data” (Strauss & Corbin, 1990). Open coding first collects the data. The data were numbered, compared, contrasted, and grouped based on the data used the axial coding technique to reassemble the transcribed data (Strauss & Corbin, 1990). Both study of interview and classroom observation data were used to define the positions of L1 and L2 in an EFL classroom as well as to hear from teachers and students on the same topics.

Results

The roles of L1 and L2 in an EFL classroom from the perspectives of teacher and students

Semi-structured interviews were used to elicit data. Observations in the classroom were used to address the first research objective: What roles do L1 and L2 play in an EFL classroom? The students and Heidi organized material about the functions of L1 and L2 into three sections: L1's role, L2's role, and their incorporation. Most participants agreed that L1 should be utilized to foster teacher-student interactions and to help students manage their affective factors. Heidi has stated in interviews that the student-teacher interaction is critical. This can facilitate a variety of classroom procedures and result in effective teaching and learning. Heidi arrived early to have a little conversation with her students in Thai before the class began. She described why she did that during the lecture to the interviewer. She

reasoned that she needed her kids to feel safe and comfortable, as well as to bridge the divide between her and them.

Additionally, Heidi was a firm believer that the usage of L1 may help minimize students' affective variables that impede teaching and learning effectiveness. When observing, kids frequently fell silent during the Q&A segments. She discovered as well, she stated. Heidi made assumptions when she employed this technique. She reasoned that the students' quiet could be a result of the development of negative emotional factors. Heidi observed her students' stress and nervousness when they were required to speak English. She demonstrated that some pupils felt intimidated and pressured during lessons. Heidi always turned to Thai to deal with her students' silence and encouraged them to answer the questions in Thai. "Which student can tell me how the present simple tense differs from the present perfect tense?" she inquired. The researcher saw that pupils responded positively to her inquiries, and the classroom climate appeared friendlier.

Heidi proposed that teachers should encourage their students when they do something right. This results in more self-assured and active students. According to Heidi's classroom observation, the students discussed their assignments in front of the class. Those students did a fantastic job and Heidi praised them, for instance, “พวกเราทำได้เยี่ยมมากค่ะ” and “things turned out just fine; everybody helped each other” Everyone offers them a big hand. Heidi may have been encouraging her students while she was complimenting them. Positive reinforcement is described as “The addition of a reinforcing stimulus after an action that makes it more likely that the behavior will occur again in the future.” If the response or behavior is effective, the particular action will be reinforced.

The student participants agreed that the relationship between the teacher and the students in the classroom was critical. They were unanimous in their belief that positive classroom connections result in improved teaching and learning. Romi, a nursing student, expressed her feelings about having to study new subjects, including a new semester. She felt more at ease and relaxed when Heidi initiated some casual Thai talks with the students. These dialogues may assist Heidi and her pupils in bridging the divide and preparing to continue the semester with Heidi, she explained. Sebastian and Elsa expressed a similar sentiment to Romi regarding Heidi's method of cultivating teacher-student ties. Heidi's interaction with pupils during class may assist in bridging the gap between her and her students. Gage, a graduate with a management major, Elsa, Romi, and Sebastian all agreed that Heidi should be more

active with her Thai pupils. Gage believed that a good educator should be visible and active both in front of and behind the students. Students would be content to learn in class. They will develop a sense of self-awareness that is less teacher-centered and more student-centered. The last two pupils demonstrated fresh benefits of teacher-student interaction during English exercises and homework. Candice, a physical therapy major, highlighted that a face-to-face relationship between a teacher and a student may help the student feel respected as a class member.

To corroborate Heidi's observations about students developing negative affective factors, many students experience nervousness and anxiety throughout English classes. In other words, they were concerned with their spelling and the accuracy of their comments. Several instances were cited throughout their interviews. To entice students to answer to Heidi, these students proposed that Heidi permit them to do so in Thai. They hoped that by doing so, children would be encouraged to respond boldly to the questions, free of negative emotions such as shyness, reluctance, and fear. They reasoned that when Heidi utilized Thai in class, the environment appeared more comfortable and enjoyable. Students appeared to be more engaged and at ease while learning. Their message was quite fascinating. "If you are required to learn something new, the external environment will define the ease with which you can do it."

Also, other participants shared information about L2 employment in an EFL classroom. English (L2) is taught to students in order to improve their English speaking and pronunciation skills. Heidi is frequently seen mixing speaking and pronunciation skills in a single class. She used speech from the novel to educate as well as communicate. She divided students into small groups. Each group took turns practicing their roles utilizing conversation from those dialogues. Nevertheless, some pupils mispronounced certain terms during the conversation. The terms "bright," "pleasant," "convenient," "spacious," and "camouflage" were mispronounced by students. She then demonstrated how to pronounce the words correctly and urged her students to repeat them until they got it right. Grammar, spelling, and diction are all crucial. "There was widespread agreement that improving one's English proficiency would necessitate the use of English in school with a teacher," she stated. They anticipated that when they spoke clearly, it would increase their speaking ability the greatest."

Furthermore, they rejected the usage of L1 since it could jeopardize their chances of learning to speak English. They stated accurately, "There were rooms where both L1 and L2

were required for teaching and learning in an EFL classroom." The panelists unanimously agreed that integrating L1 and L2 would bolster instructional activities such as grammar education and helping students with limited English ability to grasp the language.

In nearly every classroom observation, Heidi had to discuss different grammar points, such as tenses, sentence forms, clauses, and more. When it comes to these contents, she generally taught and clarified in English. Today, grammar discussed the distinctions between present simple and past simple tenses. She started by underlining each tense on a whiteboard. She said, "I wake up at six every day," and "I went to bed late last night, so I woke up at seven." She made the class look at the variations in these two sentences. Some students could make the distinction between the verbs in these two sentences, but others could not be due to their misunderstanding. Heidi began to clarify these two tenses in English. Routines and patterns are explained using the present simple tense. "When telling a story, it is traditional to use the past tense." Heidi saw student anger. Her personal conviction prompted her to talk about the two tenses in Thai. And so, "In order to tell stories, we use the present simple tense. This tense means that the stories that we tell are based on our experiences and are about the present." The students were listening to Heidi. Nodding their heads when taking note of what Heidi had described suggests that others have already understood.

"When I teach people, I still go over grammar because we are in English class. When using Thai, I had to ensure all students grasped the correct definition. If they couldn't understand, why bother training them?"

The students favored Heidi's method of combining L1 and L2 in teaching English grammars. Heidi and the students have also acknowledged that combining L1 and L2 provides greater English comprehension for students. They both agreed that teachers who use both L1 and L2 in teaching would help students who have low English proficiency better understand what they are learning. Most of her students were beginner level because their scores on the English placement test were below 50 out of 100.

All students agreed that Heidi's integration of L1 and L2 would benefit those with low English proficiency. The participants self-identified as those who have low English proficiency. They assumed Heidi could submit both L1 and L2 because of this.

The teacher's and students' voices toward the roles of L1 and L2 in an EFL classroom

The classroom observations and interviews showed that Heidi and the student participants jointly shared constructive L1 and L2 positions in an EFL classroom. They mostly accepted that the combination of L1 and L2 teaching and learning processes could facilitate students' learning and development of English. Also, they all agreed that students' comprehension of English is crucial. In an EFL classroom, L1 and L2 are necessary positions. Additional participants expressed more explanations for why they support L1/L2 incorporation in their classroom. They believed that it could benefit students who have varying English language proficiency and build a productive classroom environment.

This finding implies that cultural variety, as depicted in instructional teaching and learning resources (e.g., textbooks), should be explored and, subsequently, compared to students' own cultures in Thai ELT classrooms. In other words, every English teacher should use both domestic and international contexts that are familiar to students and are connected to their teaching and learning materials (Tantiniranat, 2019, 202–221). As a result, the selection of relevant materials will be determined by the situations in which they will be taught. Rather than emphasizing British or American culture as the primary focus of teaching and learning, other ASEAN cultures, especially Thai culture, should be promoted as part of teaching and learning. ELT textbooks that incorporate content from students' cultural backgrounds not only enable learners to use English more effectively, but also help enhance their awareness and inspire them to use ELF. Many teachers may believe that teaching every English variation to pupils in an ELT classroom is difficult due to the sheer number of possible kinds. Nonetheless, they could attempt to expose their students to the various kinds available to them, notably the ASEAN variations, which are likely to serve as the immediate future interlocutors for Thai learners (for example) once they complete their schooling. It is vital to expose pupils to their Asian interlocutors' various speaking and listening classes. Teachers should incorporate diverse listening conversations, talks, films, and videos involving ASEAN member countries into their teaching and learning activities.

Discussion

1) What were L1 and L2 roles in an EFL classroom from the perspectives of teachers and students?

Overall, the qualitative data from both interviews and classroom observations allowed the researcher to conclude that the teacher and the student participants recognized

the value of L1 and L2 in an EFL classroom. They also firmly assumed that L1 and L2 could be implemented in various classrooms. To demonstrate, they collectively supported that L1 may have a positive effect on the students' affective characteristics. The increased positivity could result in an effective teaching and learning process in the classroom. The mental block created by affective filters, according to Krashen (1985, 202–221), involves anxiety, tension, strain, low motivation, among many others. In turn, this will impact teaching and learning procedures, eventually leading to a negative classroom climate. In Collingham (1988, 85-96), Krashen claims that if an ESL/EFL learner develops emotional filters such as distaste for a language classroom, these linguistic anxieties could prevent the learner from being proficient in the language. Heidi and the students also agreed that L1 should be used to reduce the students' affective filters and elevate their positive emotions in the classroom.

The team decided that L2 helps to improve speech and English pronunciation skills. Three quantitative studies (Duff & Polio, 1990; Kim & Elder, 2008, 167-185; and Levine, 2003, 344-364) aimed to investigate English (L2) use in a classroom with questionnaires. Statistical findings were similar across different contexts. Nearly all their participants concluded that L2 only teaching has a significant impact on students' speaking and pronunciation skills. Students can be able to use English to communicate because they don't have much practice with it outside of the classroom. Strangely, the researchers found that, under some conditions, combining L1 and L2 could improve grammar teaching and the English comprehension of EFL students. Those research studies of using both L1 and L2 in classrooms were accurate (Atkinson, 1987, 241-247; Auerbach, 1993; Cook, 2001). Teachers who use both L1 and L2 deliberately and meaningfully will serve different pedagogical purposes and support students with L2 acquisition. The works of Mitchell (1988) and Kolesnikova (2001; 2005, 471-476) identified 80% of participants strongly agreed in using both languages in teaching grammars. They believed combining L1 and L2 would help students learn grammar points in English. The qualitative data took Mitchell's prediction surprisingly close. In Kolesnikova's study, participants wished to use both Russian (L1) and English (L2) for studying and teaching English grammars in the classroom. English teachers' language competencies should be evaluated in terms of their ability to communicate with their colleagues and their ability to utilize English effectively to accomplish their teaching goals. Similarly, students' interactions with their peers and teachers can be used to assess their English proficiency. When teaching or learning English, teachers and students should not be evaluated using native speaker criteria.

Thus, English teachers in Thailand and Thai students learning English should be able to make their own choices and bend the language to their will to carry the weight of their unique experiences. They should view English as a means of communication in addition to their native tongue, rather than as another foreign language. To assess learners' proficiency, it is critical to consider how English is used with native speakers in their learning environments – especially given that many textbooks, reference documents, and supplementary materials used in Thailand are produced exclusively by English and American publishers.

2) How do teachers and students in an EFL classroom perceive L1 and L2 positions?

The study results indicate that the participants were able to connect L1 and L2 in an EFL classroom. Also, the participants decided that L1 and L2 could be important in each classroom situation. To support students' affective variables, effective teacher-student relationships lead to a healthy classroom climate (Harbord, 1992). Harbord strongly promoted the use of L1. Both studies showed that L1 language use in FL/EFL classrooms has a minor impact on affective variables. This has been planned to strengthen the teacher-student relationship, at last. Kim & Elder (2008, 167-185) reported 88% to 100% of both schoolteachers and students are in favor of introducing L2 to help students' improvement of speaking and pronunciation. L2 teachers can use only L2 for interaction with the target language in the absence of a lot of interaction with L2 (Turnbull, 2001, 531-540; Littlewood, 1992).

Communicative competence is the capacity to utilize language effectively in interactions in order to comprehend messages and make oneself understood. Dell Hymes (1972, 114–158) pioneered the theory of communicative competence to counter Chomsky's difference between competence and performance. Hymes believes that Chomsky's concept of competence is too idealized to account for real-world language use, and hence that his performance-based perspective of competence is an insufficient representation of competence. Thus, Hymes defines communicative competence as the actual use of language in a given setting, rather than an idealized speaker–listener scenario in a completely homogeneous speech community. Regardless of its importance in Thai education, a conventional core teaching approach known as English structure is regarded as challenging for Thai English learners, particularly when they are requested or expected to perform speaking in English. As a result of an excessive emphasis on English grammar, students lack confidence

when communicating in English, feeling frightened and embarrassed if they make grammatical errors.

Nevertheless, the participants concluded that adding L1 and L2 grammars could enhance students' English comprehension. The voices chose "language for a reason" as their proposal to endorse communicative competence and to assist with teacher teaching (Savignon, 1983) when interacting effectively, students can combine linguistic, sociolinguistic, debate, and strategic competencies (Hymes, 1966, 114–158). Previous studies and current findings showed consistent results. Tang (2002) researched L1 and L2 language used in FL/EFL classrooms for correct rendering. Results were strikingly similar when performed separately. Both teachers and students agreed that using Chinese (L1) and English (L2) improved students' comprehension of English materials, especially grammar points. L1 and L2 are highly preferred for L2 learners in a less-fluent English sense (Al-Buraiki, 2008; Al-Nofaie, 2010, 64-95).

Conclusion

Regarding the objectives of the study, the qualitative results could generate a better understanding into the roles of L1 and L2, and teacher's and students' voices toward the roles of L1 and L2 in an EFL classroom. This study shed light into the importance of teacher's and student's voices as these voices could situate more insightful understanding of the educational context (Cook-Sather, 2006, 359-390; Hargreaves, 1996, 12-19). Rather than native-like communicative competence, EFL should attempt to increase the ability to express and interpret information at national and international levels. Less emphasis should be placed on context, nation, or culture in Thailand's EEL curriculum, teaching methods, and materials. Multiple contexts and cultures should be included both inside and beyond the country. As a result of this, English language teachers should learn how to modify or tailor English language competency assessments to varied instructional environments. The capacity to imitate a native speaker is not a measure of success in English learning. In order to implement globally accepted English rather than one specific native English variety in EFL classrooms, educationally involved parties, especially teachers and learners, curriculum designers and policymakers are instructed by EFL.

With this, it was shown that the participants positively recognized the necessity of the roles of L1, the roles of L2, and the integration of L1 and L2 in the EFL classroom. Specifically, they collectively believed that L1, L2, and the integration of L1 and L2 could serve different

purposes in their classroom depending on time and particular situations. In fact, the findings of this study, if used, could significantly help language teachers to decide how L1 and L2 could be implemented or adapted in their classrooms. However, as emphasized by Schwab's (1969, 1-23) practical arts, each educational context has its own difference and uniqueness. To unfold the issues being investigated, it would be better understood to conduct the study with potential participants who are embedded in that context.

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