THE ROLES OF STUDENTS' L1 TOWARDS THE IN-CLASS SUPPORT IN THE MAINSTREAM CLASSROOM: A CASE STUDY AT A THAI INTERNATIONAL SCHOOL

BY

KITTICHAI NILUBOL

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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ENTITLED

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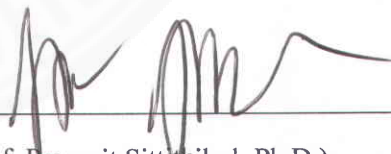the degree of Master of Art in Teaching English as a Foreign Language

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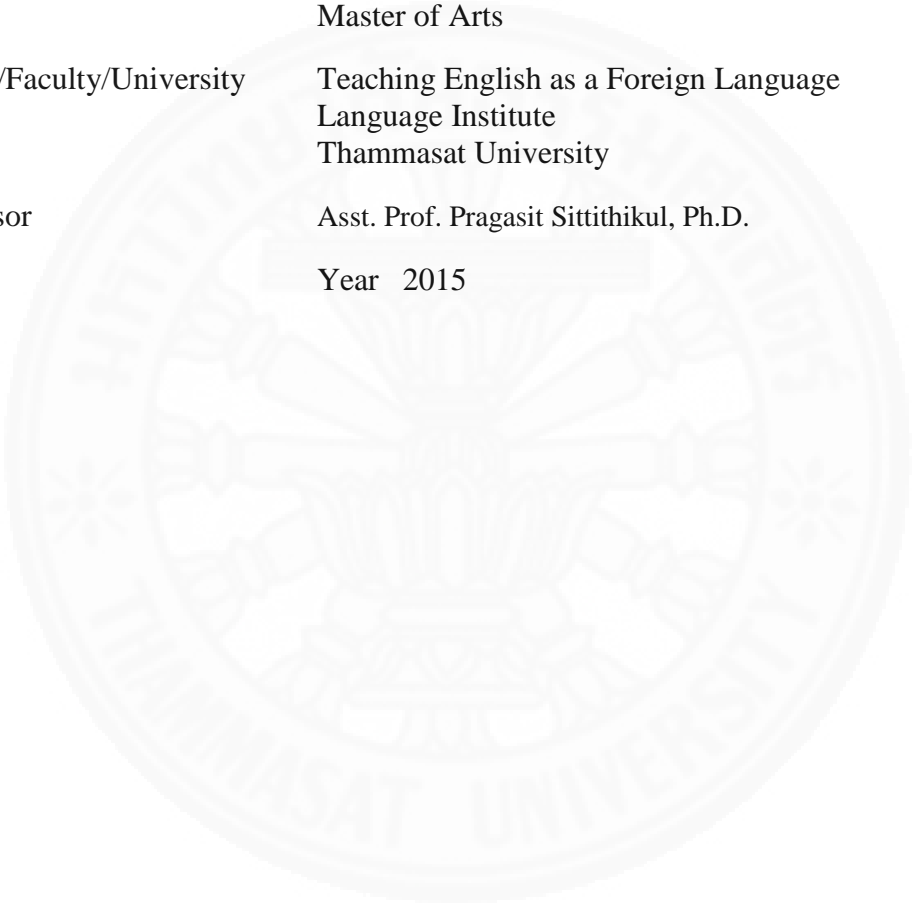|	
Thesis Title	THE ROLES OF STUDENTS' L1 TOWARDS THE IN-CLASS SUPPORT IN THE MAINSTREAM CLASSROOM: A CASE STUDY AT A THAI INTERNATIONAL SCHOOL
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ABSTRACT

The native-speaker fever influences the expansion of international schools all over Thailand; moreover, parents are overlooking their children's language ability and rapidly move their children from a Thai school into an international school. The incident brought about learning difficulties to students who have low English proficiency as students' language ability is related to their academic success in many aspects. This mixed method research aimed at (a) investigating the practical ways that students' L1 can be used in an international school context, (b) clarifying what learning situations that international school teachers and students function the L1 in the context, (c) and exploring the attitudes of international school teachers and students towards the implementation of students' L1. As the studies on the role of L1 in an international school context is important in this respect; hence, it is needed to explore more thoroughly this issue: a careful guideline is always needed to conduct an appropriate teaching and to facilitate students' learning ability.

Forty students were randomly selected using simple random sampling; while sixteen teachers were chosen purposively as the insights from the multiple angles could be discovered. Thus, five research instruments were used to collect the data in this study including: perspective questionnaire, semi-structured interview, and non-participant classroom observation. The results revealed that (1) students and teachers at the research site have different ways of thinking when they applied L1 in their lessons. (2) Reading and writing skills allowed the careful application of L1 to help students learn better. (3) Teachers use of Thai in facilitating students' learning; however, they insisted that students' L1 should be purposively used only when necessary. (4) The overall students' attitudes towards L1 use in their lessons went to the positive side.

Keywords: L1 use, Learning Difficulties, Mother tongue-based instruction, international school

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

"The art of teaching is the art of assisting discovery"

-Mark Van Doren-

1.1   BACKGROUND

It is unquestionable that the world is becoming a "Global Village"- everybody gets in touch with others through social network, and also people communicate by using English as a Lingual Franca (ELF). In the recent decade, English as a Lingual Franca has been referred to as the way of communication among speakers with different mother tongues (Crytal, 2003). Therefore, it is an inevitability that the English language has become popular amongst countries in which English is being used as a second and a foreign language (ESL and EFL). In Asia, the English Language Teaching (ELT) has become essential in the region due to many factors. One of the most obvious factors is communication, even though almost every country has their own official language, especially in East Asia. The term "East Asia" refers to the combination of the Southeast Asian and the Northeast Asian countries including Brunei Darussalam, Cambodia, P.R. China, Hong Kong SAR, Japan, Indonesia, South Korea, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Taiwan, Thailand, and Vietnam (Kam, 2002).

1.1.1   The English language in Thailand

In Thailand, the English language is seen as an important requirement which must be achieved if one would like to be successful, either in learning or working. With regards to this circumstance, educators and administrators have tried hard to provide alternative learning theories or practices which are expected to serve parents' and learners' needs. In Thai culture, parents take parts in almost every significant circumstance in a child's life especially in terms of education as it is one of the highest values lies on Thai society. For Thais, they appreciate so much what their parents did for them: bringing them up and taking care of them; this means that when they are adults, they will follow what their parents want them to do, often, without asking

any questions. Strangely though, most of the time it does not cause much friction between the parents and the children. Consequently, the explanation of the parents' roles in Thai kids' lives would be able to support the earlier statement mentioned that educators and administrators in Thailand have tried to provide alternative learning theories or practices which are expected to serve parents' needs.There are a number of alternative learning programmes presented to aid the growth and development of English: one of the most famous alternative learning programmes is the multilingual education in the international schools over the country (ISAT, 2016). Multilingual education means the second language acquisition component that is seen as a "two-way" bridge. Such learners gain the ability to move back and forth between their mother tongue and the other tongue(s), rather than simply a transitional literacy programme where the use of mother tongue is abandoned at some stages in the education.

However, fewer scholars consider the needs for high English proficiency when studying in an international school and the idea that learners will be demotivated to learn because of the language barrier is often not considered. Within the last two decades, the international school business has rapidly grown in Thai education: according to the statistics of the International School Association of Thailand (ISAT), there are more than 120 registered international schools in the Thai educational system and the number is increasing day by day (ISAT, 2016). This confirms that Thai parents have turned their interest to education in the international school context. As mentioned before about Thai parents involve in almost their children's education and the children often follow what their parents expect them to do. Therefore, Thai learners tend to accept when their parents have decided to move them from a Thai school to an international school in which all instructions will be in English since the target language is English. With this regards, learners whose English proficiency is low may face learning difficulties as they may have problems with the language in the new classroom environment and this fundamentally affects the students' learning ability (Anchimbe, 2006).

Scholars in the field of ELT have proposed the notion that student's L1 use whilst learning the target language can counteract their learning difficulties; especially in contexts in which the English language is mostly used only in the classroom like Thailand. Consequently, it is important to discover how students' L1 plays a role in the target language context such as

attending English programmes, changing from a public school to a bilingual school, and studying at an international school.

1.1.2 English Language Teaching (ELT) in Thailand

Turning to a narrower context in Thailand, English is used as a foreign language since Thai is the official language in the Kingdom. The historical background of ELT in Thailand has lasted in general education for almost a hundred years. Interestingly, a number of research projects exhibit the English language teaching does not seem to be progressing as it should be. According to Wiriyachitra (2009), English language teaching in Thailand has a long history in Thai education, tracing back to the reign of King Rama the III (1824-1851 A.D.). At the time, English became important due to the increasing number of westerners coming in the country; however, it was not put into the compulsory curriculum until 1921. In Wongsathorn et al., (2002) they conclude the very first purposes of the English language teaching were as follow: "to produce modern thinkers for the country and to provide children with a sufficient knowledge of English to be able to function in English-speaking classrooms" (p.43).

Since Thailand is a country where English is a foreign language, English language is mostly used in only English lessons: the Communicative Language Teaching (CLT) approach is the preferable teaching method from the authorities to be used in Thailand; therefore, the quest of native-speaker or native-like proficiency is high. In EFL contexts, English is an additional language of which the importance is dictated by its international necessity. In Thailand, for example, English is used in several sectors including tourism, services, economy, politics, and education.. These sectors deal with real English in everyday life; assuredly, native-speaker or native-like proficiency is the very first choice to be chosen. Anchimbe (2006) studied the native-speaker fever in English language teaching. He started his article asking "What impact does this spread have on native or mother tongue, per se?" he then explains how native-speaker teachers can play the different roles in English language teaching.

Also, he adds more circumstances in which native-speaker teachers are believed to perform better than nonnative-speaker teachers and it was discovered that, although English is a foreign language, it is one of the most learned as an additional language. There was still a strong attachment to and request for native-speaker teachers. He concludes that, even nowadays, English is used throughout the world and nonnative-speakers, in ESL and EFL countries, can

achieve the mastery of English knowledge; however, native-speaker teachers are believed to play a crucial role in English language teaching in both ESL and EFL settings.

In accordance with the investigation, it is believed that in Thailand, native-speaker teachers are better in instructing English especially in the concept of communicative language teaching (Durongphan et al., 1982). For this reason, parents turn their interest to sending their children to study at an international school without considering the English proficiency of their children.

1.1.3 The expansion of international school in Thailand

Globalisation is, without doubt, one of the major defining characteristics of modern society. It constitutes both a threat and a challenge, depending on the point of view and the predisposition of the observer. The effects of globalization,in the area of English language concentrating on the teaching of English to the speakers of other languages, are important to be studied as the English language is used around the world.Globalisation is the increasingly of relations of people, culture, economy, and education. The term can also refer to the transnational circulation of ideas, languages, and popular culture.Despite the common usage of the term globalisation started in 1970s and some scholars claim the real globalisation is ancient, the truth is: it is here and it is followed by the English language – like it or not.

English, or better said, the concept of English language known as 'International English' is the global view of the language or an international standard for the language. It can also be referred as: Global English, World English or even Globish. Despite the arguing if it is a desired standardisation or killing of the language, the focus here is to show that it is globally acknowledged to be the most global language of all times. Moreover, There are other factors that helped the spread of English and the main factors is colonialism, which helped spread the language because the colonial State is working to impose their language and culture of the State squatter. In addition, these days' countries that have economic and political and military power speak English. For these reasons, English has become the official language in the world. Since the world has one language, that make communication much easier among the people around the world which help them to live an easy life. The effects of the globalisation, therefore, are one of the major factors that play an important role of expansion of international schools in Thailand.

As mentioned before, the English language has played an important role in Thai education and the native-speaker fever influences parents' attitudes towards ELT in Thailand; resulting in the expansion of international schools, international programmes, and English progammes in schools all over the country. As the statistics of the International Schools Association of Thailand (ISAT) present that there are, in total, 116 registered international schools in Thailand: the statistic also informs the number of the English programme schools which is 101 altogether. The International Schools Association of Thailand (ISAT) was initially established in 1994 to be a link between its five member schools and the Thai Ministry of Education. Today, with more than 120 member schools, it works with all of the government ministries to build understanding of the benefits of international education in Thailand (ISAT, 2016).

The curriculums offered at international schools in Thailand falls into four main categories: American curriculum, British curriculum, International Baccalaureate curriculum, and other national curriculums (Australian, Canadian, French, German, Japanese, Indian, and Singaporean etc.). Each system has its advantages and disadvantages and, of course, each school has its own strengths and weaknesses within their particular curriculum. There are also other curriculums which do not fall into any of these categories, but may be developed by an individual school, or by individual group of people. According to a wide variety of curricula of international schools in Thailand, it is obvious that the international school business has dramatically grown during the past two decades and this regard confirmed the native-speaker fever in Thailand as well.

In the general educational program of Thailand, the speaking and listening ability in English of Thai students has been minimal, as: students have little chance to practise speaking English in or outside of the classroom; students respond to the teacher only when called upon; and the learning atmosphere is individualistic. Moreover, learning English in Thailand is mainly based on rote memorization of new words and sentence structure only on paper. Therefore, Thai students in international schools suffer from academic difficulties, for example, attending lectures, taking notes, and participating in classroom activities. As a result, the students are discouraged to study in the target language environment resulting in the low academic motivation or, even worse, giving up studying in such international schools. According to the

above problem of not being ready to move into an international school context, teachers are trying to get away from the issue by using some Thai to help the students during the mainstream instruction; however, there will always be the question of whether is it worth incorporating students' L1 in the target language classroom (Mangubhai, 2006)?

1.2   STATEMENT OF THE PROBLEMS

In this current study, the students have wide range of language ability: some of them are native speakers, some are bilingual, some are just able to communicate in English fairly, and some are considered as deficiency in English for communication. Considering to the low English proficiency students at the research context, they are encountering with language barrier as all subjects are instructed in English. With this regard, students are suffering because of their academic difficulties such as attending to the lecture, taking notes, or participating in the classroom activities. Apparently, the number of low achieving students at the research context is increasing; resulting in teaching and learning difficulties experienced by both native speaker teachers and low achievers in the instruction at an international school. Furthermore, low English proficiency students gain low academic success as less attention is paid on the learning in the mainstream classroom; as a result, low achievers are discouraged to challenge themselves in the classroom activities taught in the target language.

This present situation of the research context is in accordance to Cohen (1998), he stated that students' language ability is related to their academic success in many aspects; thus, Thai students who have low English proficiency and study at an international school will surely encounter adjusting difficulties to the new environment of an international school in both academic and cultural aspects. Specifically, they find themselves in an educational environment where the teaching style, the language used in the instruction and the learning context are different from their former experiences in terms of expectations, learning support and academic requirements (Bureau of International Cooperation Strategy, 2006). What makes the situation even worse is the diversity of language background that implies a complexity of a wide range of communication: two languages and literacy are needed in teaching and learning context which

leads to high frustration, confusion and stress amongst non-English speaking students trying to master the language of their disciplines and communicate with confidence and competence in the English tertiary environment (Alptekin, 2002).

As mentioned before, the parents overlooking their children's English proficiency and rapidly moving their children from a Thai school to an international school setting can bring about learning difficulties because all subjects at an international school are taught in English. Here comes the introduction to the issue "Is there a role for the use of students' first language in an international school setting?" (Anchimbe, 2006)This interesting question brings the researcher to the statement of the problem of this current study exploring how the learners overcome their learning difficulties in the environment in which they cannot understand what is taught in the lessons. It is inarguable to claim that the language barrier is one of the major learning difficulties the learners face in the target language classroom: in this case it is the English language. Moreover, using only the target language in the classroom may demotivate the learners to participate in classroom activities as they would be bored due to the doubtfulness in communication. Since less participation is paid during the lessons, the learners' learning ability would decrease automatically: being in such a discouraging environment, in which only the target language is used, will be harmful to the learners who have low proficiency in the target language.

As international schools in Thailand are continuously growing to be an established and highly demanded service by the international community around the world, the subsequent responsibility of standing up to the high expectations will also grow. According to the increasing of international school popularity in Thailand, the international schools are expected to serve broader students diversity such as learning culture, educational background, learning style, level of English proficiency and etc. Consequently, it is important to bear in mind that such international schools have to appropriately provide a flexible programme which can assist a whole diversity of ability levels, as well as a wide range of learning difficulties and challenges. Moreover, it is the accountability of the international schools to develop and improve the educational resourcefulness to help students to overcome their learning difficulties. To do so, the school should adequately equip its associates with proper knowledge of the situation.

It is claimed that the incorporation of students' first language (L1) in a target language classroom seems to be an endless argument and it was discussed in the area of the second language teaching and learning. Recently, research studies had been conducted to support the idea of the effectiveness of L1 in target language lessons; also, scholars have tried to discover the attitudes towards the use of students' mother tongue from the different factions including native-speaker teachers, nonnative-speaker teachers, educators, administrators, stakeholders and, of course, students. CELIK (2008) investigated the perceptions of the implementation of students' first language, the result of the study showed that nonnative-speaker teachers had positive attitudes towards the use of L1; provided that it is used for reasonable purposes.

This investigation is in accordance with Halasa and AI-Manaseer's results: they studied the use of the first language in the second language learning and published the article in the College Student Journal in the year of 2012. The conclusion of the study suggested that nonnative-speaker teachers have no need to feel guilty using their mother tongue in the classroom if they make a decision to use L1 based on pedagogical reasons (Halasa&AI-Manaseer, 2012). Moreover, Ahn (2010) adds that students' first language is believed to be a helpful tool in terms of enhancing learning ability as long as it is pedagogically used. She points out that students' L1 facilitated teaching activities in the target language classroom; however, she emphasises that teachers should not overuse L1 during the instruction.

There is a saying "A coin always has two sides"; and so does the use of students' L1 in the target language setting. There are, on the other hand, a number of investigations against the use of L1 in the target language context as well. Nunan (1991) proposed five features of the Communicative Language Teaching (CLT), the first feature of which is "an emphasis on being able to communicate through the interaction of the target language" (p.279). Following the characteristic of the CLT, the learners should not use their mother tongue during the target language lessons. Burns and Richards (2009) also claim that the Communicative Language Teaching approach entails viewing the use of students' L1 as counterproductive to the learning of target language setting.

As the above research presented, there seems not to be a clear notion about the role of students' first language in a target language setting. Hence, it is important to finalise such arguments with the empirical investigation. For some teachers, the obscure knowledge of how L1 functions in the target language setting leads to another problematic issue of being guilty when they teach in the target language context using L1. Halasa and AI-Manaseer suggest that teachers do not have to feel guilty if they make the decision to use L1 as long as it is based on pedagogical reasons (Halas&AI-Manaseer, 2012). It is therefore important that the appropriate knowledge of what proportion and how to balance the effective ways to use L1 must be presented through academic research, and then instructors could manage students' first language use in the target language setting moderately. Since this current research focuses on the international school setting, it is vital to investigate the appropriate ways that students' L1 can be used in order to improve students' learning ability; especially the ones whom are called "zero English." We must aim to understand the difficulties that a completely different learning environment will bring about, such as stress and limited understanding.

A review book on the topic of "Determinants of Effective Schools" and reported about the social environment component that new students face when they first come to a new school environment. Bateman (2006) clarified that there were several variables under the school environment including family background, culture, migration, language, and school community relations. He asserts that each variable affects the quality of a student's learning ability at a different degree. Specifically on the cultural and language aspect, students in the different school environment have their own learning style. In terms of language barriers, Bateman refers to many research studies that reveal the language being spoken at home relates to the quality of education: students who speak their first language in the target language environment tend to have lower achievement levels because of the communicative barriers that students face with target language instructions (Bateman, 2008). The previous study is in line with the focus of this current research since the adequacy of how to use students' first language in the target language setting will be investigated to help learners who first move into the international school system and to uncover the effect of L1 in the mainstream instruction of an international school context. Consequently, teachers should take into account methods to develop their teaching strategies to

incorporate students' first language, in order to provide the most comfortable learning environment for the students.

The next consideration will be about the L1 use in a target language environment; to achieve a successful recommendation of the appropriate L1 implementation, research studies directly conducted on-site are required. Evidence of confirmation to use, or not to use, students' mother tongue in the target language context will assist both native and nonnative-speaker teachers to discover an explicit role of students' L1. Liu et al. (2004) studied how South Korean English teachers code switch in their English lessons. The study investigated 13 high schools: English teachers and students were asked about their perspectives towards the policy of maximizing the use of English in their lessons due to many complaints on students' lack of English proficiency even though they have studied English for a long period of time. Consequently, the Korean government promoted the maximal use of English in English classes; all English teachers throughout Korea were imposed to use English in their classroom as much as possible.

However, Liu et al. (2004) added that promoting the maximal English use did not mean to use only English in the classroom; Korean is still being used in order to help low achieving students. According to these challenges, he and his colleagues decided to study the ways Korean English teachers perceived code switching in the drive of maximal use of English in teaching The study displayed that Korean English teachers had an unclear picture of how to appropriately balance students' first language and the target language. The result also revealed that due to the rapid policy change from the government, Korean English teachers lacked proficient knowledge to be able to incorporate English into their teaching. Additionally, the findings reported that little related research has been done and no clear guidelines have been established regarding how teachers can use English and Korean to improve students' target language ability. The receding research study strengthens the significant requirement of research conducting to advise the right path to the ultimate goal of students' L1 implementation in the target language environment.

In terms of the native-speaker teachers, a significant number of research studies have been conducted to open up the views of foreign teachers regarding their attitudes towards the role of students' mother tongue functioning in the target language classroom. In the recent

decade, most scholars seem to be interested in the nonnative-speaker teachers' outlook since it might be easier to collect the data; or in other words, the researcher can choose to study the participants' right from his or her context. Unlike native-speaker teachers, it is quite laborious to find foreign participants to be studied; especially in the society of English is as a foreign language (EFL). It is significant that the investigation of one issue needs to explore as many components as possible which relate to the topic. For this reason, examining the use of students' first language in the foreign teachers' perception is worth doing in order to maintain critical attention as well as to awaken those educators, administrators, stakeholders, who play a major role in teaching in an ESL and EFL context, and to visualise another important component in the field also.

McMillan and Rivers (2011) conducted research exploring native-English speaker teachers' attitude towards the "English Only" at a Japanese university. They administered an attitudinal survey of 29 native -English speaker teachers instructing English classes at university level: the university policy emphasised on the "English Only" concept thus students were taught using L2 in EFL context. Not surprisingly, different conceptual arguments were found among the participants. For instance, thirteen participants made comments against the use of students' mother tongue; also five foreign teachers stated that prohibiting L1 use in the classroom provided more opportunity to negotiate for meaning in the target language (TL). In contrast, twenty native-English speaker teachers acknowledged that students' first language could be used in the English lessons to facilitate and to ensure successful communication between students and teachers. The overall result showed, interestingly, that most native-English speaker teachers (twenty-two out of twenty-nine) agreed with the idea of selective use of students' first language being compatible with Communicative Language Teaching approach in EFL setting.

Thailand is included in the English as a foreign language society since Thai students mostly learn English only in the Classroom at schools; English lessons seems to be the only chance for some Thai students to be able to practice using English. In as much as, it is said that up to now the English language teaching in Thailand has not prepared for the changing world; resulting in Thailand lagging behind in the competitive world of business, education, science, and technology (Wiriyachitra, 2009). Owing to the situation, the Thai Ministry of Education, stakeholders, educators, administers, curriculum developers, and course designers have tried

various teaching approaches experimenting for the most effective learning outcome towards EFL context. The Communicative Language Teaching approach (CLT) is one of the approaches used in Thai education. Based on the characteristic of CLT, students must learn to communicate through the target language and the use of students' first language is forbidden. As a result, Thailand is now in, what it is called, native-speaker fever in the English language teaching.

The International Schools Association of Thailand (ISAT) informs that the number of international schools in Thailand is dramatically increasing: initially there were only five member schools in 1994, but now116 member schools have registered in just two decades. Surprisingly, the literature reveals that less research studies are being investigated in the international school context; especially with regards to the insight of students' L1 functioning as a helpful tool to overcome learning difficulties in the target language environment. From the previous notion, a clear picture of how important to research on an understanding of the effects of L1 use to defeat learning difficulties and the perceptions towards the use of students' L1 in an international school setting was unquestionably drawn.

Relatively, little research attention so far seems to have been devoted to consideration of the use of students' L1 functioning as a tool to overcome learning difficulties in an international school context. Therefore, it is indispensable to get into the real context in order to apprehend the present situation of the issue being investigated. These urgent questions such as: what impact is this drive for an incorporation of students' L1 having in the classroom?; what challenges are teachers and students facing in instruction?; and how to adequately implement students' mother tongue in an international school setting?, need to be answered, as only a small number of research studies, as the researcher has presented, have been done. Furthermore, there seems to be no clear guideline that has been established regarding how native and nonnative teachers can balance the use of students' first language and target language in order to improve students' progress and to facilitate the students' ability to handle their learning difficulties.

1.3 PURPOSES OF THE STUDY

This study aims to:

1. Investigate the practical ways that L1 can be used to facilitate teaching and learning in an international school context.
2. Explore how international school students use their L1 to help them learn better in different learning situations.
3. Reveal international school teachers' and students' attitudes about the use of students' L1 in the classroom in an international school context.

1.4 RESEARCH QUESTIONS

To achieve the study purposes stated above, and to provide essential knowledge about the issues as described before, several research questions are posed. This current investigative study is designed to answer the below questions.

1. What are practical ways that L1 can be used to help international school students learn better?

2. What are learning situations in which international school students use their L1 to help them learn better?

3. What do international school teachers and students think about the use of students' L1 in their classroom in an international school context?

1.5   SCOPE OF THE STUDY

This mixed methods research was conducted to determine the use of first language (L1) intervention in an international school setting which was perceived by associates including native-speaker teachers, nonnative-speaker teachers, and students. The research study was done at an international school during the second and the third semester (April-June 2016) of the academic year 2015. The aspects focused on were the practical ways that L1 use could be implemented in an international school context, the teachers and students' attitudes about the incorporation of L1 to overcome their learning difficulties at an international school and the clarification of what learning situations that international school teachers and students, at the site, function the L1 to facilitate their teaching and learning progress.

1.6   TERM DEFINITIONS

First language (L1) and Mother tongue refers to the language a person has learned from
        birth and is fully proficient in that language: in this study L1 is Thai.

L1 use refers to the employment of students' first language during the instruction facilitating
        teaching and learning in the classroom.

Learning Difficulties refers to a number of disorders which may affect the acquisition,
        organization, retention, understanding or use of verbal or nonverbal information.

Target Language (TL) refers to a language that learners are attempting to learn- in this   study it
        is English.

Practical way refers to the authentic use or the capability of using students' L1 in the
        mainstream classroom in order to facilitate teaching and learning in different situations at
        an international school.

In-class support refers to the availability of academic support that provides students the
        opportunities to be helped by nonnative speaker teachers in order to build academic skills
        necessary to be successful in comprehending the subject matter taught in the classroom.

1.7   SIGNIFICANCE OF THE STUDY

"All (accepted) students in international schools should be expected to succeed whether or not they require additional support to meet their educational needs" (p.9)

-Haldimannand and Hollington (2004)-

This honest and straight-forward statement is one of many crucial reminders for the urgent need to accept a new student who wants to study at an international school. Over the last two decades, the number of international schools has dramatically grown; this is in line with the increasing number of students, whose first language is not English, studying at international schools. It is a must, as a teacher, to effectively provide the best learning environments possible for the students: as Sapianchai (1986) explains that a language barrier was considered a negative effect to the students' quality of education, thus this current research focuses on the language domain in which to investigate the insight notion about students' L1 play the role in the instruction at an international school.

According to the literature, there is an endless argument about the effect of students' first language towards the instruction in a target language environment: the study was conducted to discover the appropriate understanding of the conceptual role of students' L1. Lately, scholars seem to separate into two major groups which are positive supporters and the dissenters. Some researchers encourage practitioners to use L1 to facilitate their students' learning in a second language environment, but the others try to push out the conceptual idea of Communicative Language Teaching (CLT) in which students interact with only L2 during the lessons. These two opponents have been colliding for their victory for almost a decade (Wongsathorn et al., 2002). It is not an easy question to be answered though; therefore, the result of this research will, at least, provide empirical evidence to confirm such issue being discussed at an international school setting. This investigation is an empirical study so that the findings of this study can be used to call for the attention from the authorities, whose influence can help to develop and improve the educational system, and encourage schools to pay more consideration to the notion of student's first language.

In teaching, as we all know, teachers play the biggest role in assisting the students to get through obstacles along the way heading to the end of the learning tunnel. Hall (2011) interestingly explains teachers' roles in his book and it was seen that teachers manage their classroom differently depending on their attitudes: some teachers may stand in front of the classroom controlling all the activities as a conductor of an orchestra; on the other hand, some teachers may walk around monitoring their students and help them when it is needed just like a consultant dealing with unexpected problems. He indicates that every teacher always takes more than one single role in a classroom; as a transmitter of the knowledge from teacher to student, teachers provide as many chances as possible for students to discover and to construct the knowledge by themselves. Looking at the international school context, the teachers' role mentioned above seems crucial to students who have a harder time with the instruction in mainstream classrooms in which English is mainly used during the lessons.

In addition to the international school context, one of the most common learning difficulties which comes to mind is that students do not understand what is taught in the lessons since they have low English proficiency. Roberton et al. (2000) describes the difficulties experienced by international students studying at one Australian university. In his investigation, the study investigated the perceptions of both international students and local staff about such difficulties by administering the surveys to collect the data. The findings indicated that both international students and staff found that language was a key source of difficulties in teaching and learning. The participants revealed that they were unhappy with their oral production in comparison to their classmates' and they had incomplete understanding of their lecturer's spoken English. He concludes that language issues were the major area of unsolved problems faced by international students.

The study mentioned above is in accordance with the present situation of the instruction at any international school context in which EFL students are facing the language barrier to their learning. As a result, this current research will uncover how students' L1 can be functional at the international school setting, as a tool to defeat students' learning difficulties. Also, teachers both native and nonnative-speaker will be able to manage their instruction adequately with the implementation of students' first language. To confirm a better understanding of L1 function in an international school context, all different angles should be examined; thus, the study looks at

all associates accounted in the teaching and learning procedure- which include native-speaker teachers, nonnative-speaker teachers, high achiever students, and low achiever students. According to the rich information from all angles in the process of teaching and learning in the international school setting, the current research is able to disclose on-site comprehension; in doing so, the effective insight provides clear understanding of the students' L1 functions during the instruction in the real context. It is inarguable that in-depth investigation is needed to confirm such notions and this research is capable of filling the gap.

Back to the statement which was mentioned to introduce the significance of this current study- the students' educational needs should be catered to, with schools providing the effective additional support from teachers; hence, to help students to overcome their learning difficulties is a major role of a teacher. People have different responsibilities and so do teachers: there are several major roles for teachers according to the various situations. In this current study, the researcher will also focus on teachers' role in terms of helping the students to overcome their learning difficulties incorporated with students' L1. According to Beltran (1995), the teachers' roles could be concerned with controlling, disciplining, helping, guiding, and so on. Therefore, teachers' roles should be considered important in teaching and learning, especially in an international context where low English proficiency students have to study in the mainstream classroom. Moreover, Dykstra (as cited in Appel, 1995) adds that "teachers are near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades…" (p.4). As is showed that teachers are key people who can assist the students to get through such difficulties in their learning; so as a teacher, it is necessary to find as effective tools as possible s for the students to defeat their learning difficulties.

For this necessity, this current research investigates L1 functions in order to provide the foundation of how students' first language can be used as a tool to overcome their learning difficulties as well as to sensitize such notion for teachers to help their students in an international school setting. In addition, this study highlights the incorporation of students' L1 use at the international school setting in terms of facilitating students' learning progress. As little research has been devoted to discover the use of L1 in the international school context, it is vital to get deep insights of the context in order to comprehend the present situation, since the knowledge mentioned is needed to advertise to those who are involved. Then the practical approach of students' first language use intervention in the international school setting will be met.

In conclusion, it is dispensable to create the most productive learning environment in every classroom: teachers are responsible for finding the best tools to help the students to pass through their learning obstacles. As the literature revealed, the mushrooming of international schools in Thailand has dramatically increased since the last two decades- beginning with five schools which later become one hundred and sixteen registered schools within twenty years. In addition to the native-speaker fever in Thailand, there is an increasing number of EFL students being moved into the international school environment: low English proficiency students face learning difficulties especially with the language barrier. For these reasons, this current research is conducted to answer the question whether there is a role of students' L1 in the target setting or not. Furthermore, the study is expected to provide clear perspectives of every angle from associates in the context who are involved in teaching and learning; besides, the study clarifies how international school teachers and students employ the L1 use to defeat their learning difficulties in the target language setting. All notions which this current study discloses will establish essential information for the authorities who are responsible for the educational development in both macro and micro level.

CHAPTER 2

LITERATURE REVIEW

"The classroom is the crucible where teachers and learners

come together and language learning, we hope, happens."

-Allwright and Bailey (1991)-

2.1   INTRODUCTION

English language classrooms are complicated places. The common sense tells that classrooms are the places where people, normally, one teacher and a number of learners come together for the educational purposes. Teachers mostly play major roles during teaching process; in the meantime, learners are on their tasks to have a goal in each lesson. Tudor (2001, as cited in Hall, 2011) notes that classrooms are also considered as social environment; in other words, language lessons can be understood as social event according to the relationship and interaction. It is also explained that parents' beliefs and expectations, instructional managers and government policies beyond the classrooms, and the relationship between associates who are involved affect classroom practices and behaviors. Thus, this is quite clear that having a successful English language classroom is not a piece of cake. Since the globalisation has driven the world to the competitive and communicative society and it becomes smaller not in terms of the physical feature but the connection as well as communication. In addition to the mentioned reason, English language has been used in every corner of the world especially in the three main sectors including economy, tourism and education (Anchimbe, 2006).

To be more specific on the educational sector, English language teaching had become important among countries all over the world. However, it is still in discussion and unclearly proposes the most productive practice about how to reach a successful goal in English language teaching (ELT). In the last decade up to the recent years, scholars have turned their interest, according to the literature, into the role of learners' first language facilitating ELT in different

contexts, but again it seems not quite clear about the notion found from the investigations. Besides, less research studies investigate all angles of associates whom are included in the process of teaching and learning. In this recent decade, therefore, there seem to be a dramatic requirement of investigations in which to confirm the practical ways to incorporate learners' mother tongue to help overcoming learning difficulties faced in English-speaking classrooms. This chapter provides proficient background and related literature to the present study as follow:

- English language teaching (ELT)
- Native-speaker fever
- Immersion Learning
- International School Education in Thailand
- Learning difficulties of international students
- Roles of students' L1

2.2 ENGLISH LANGUAGE TEACHING (ELT)

2.2.1 Background

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. More than any other discipline, perhaps, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. According to Howatt's (1984) investigation thirty years ago, there has only been a limited amount of original research into the history of English language teaching for speakers of other languages. These contrast with work in relation to French, which has bloomed over the last twenty-five years (see Besse, this issue). The historical research studies which have been carried out since 1984 go some way towards fulfilling. Stern's (1983) has called for 'studies of particular aspects; although much remains to be investigated. Some important reports and dissertations have been published about English teaching in particular countries, largely in languages other than English.

As mentioned, there have been a number of research studies presented about English language teaching these years; indeed, since 2000 there has been a marked increase in substantial doctoral work on the history of English teaching in Germany (Doff, 2002; 2008; Franz, 2005; Kolb, 2013; Ruisz, 2014), mainly under the supervision of FriederikeKlippel at Ludwig Maximilian University in Munich. In Japan, no fewer than two academic societies have existed in recent times for the history of English studies there. For instance, Nihon eigakushigakkai had studied the Historical Society of English Studies in Japan. However, in the UK, just three doctoral theses over the last thirty years — to the knowledge — have adopted a fully historical approach to aspects of English language teaching (Evans, 2003; Smith, 2005a; Hunter, 2009). There has been additional foundational work by Howatt& Smith (2002) and by Smith (2005b), and the development of the 'ELT Archive' at the University of Warwick has begun to raise consciousness of needs for historical research within the wider profession. Finally, monographs on the history of two specialist areas — EFL learner dictionaries (Cowie, 1999) and English language testing (Spolsky, 1995; Weir et al., 2013) — deserve to be highlighted, as does a recent comprehensive history of the teaching of refugees and immigrants in Britain (Rosenberg, 2007).

Although these developments have been promising, the research that has been carried out has had relatively little impact on professional discourse, where oversimplified 'procession-of-methods' views of the past have remained common (Hunter & Smith, 2012). 'Potted histories' have tended to prevail which reproduce a kind of mythology intended to set off the past from the present, itself viewed as superior (ibid.). Highly influential in legitimizing this kind of approach, the researcher would suggest, have been Richards & Rodgers' book, Approaches and Methods in Language Teaching, first published in 1986 and in its fourth edition already, and Larsen-Freeman's (1986) Techniques and Principles in Language Teaching, an even more reductive, a historical account, also in its fourth edition.

As you can see from the data above, English language teaching has been studied throughout these recent decades yet in this current study put the emphasis on the Asian countries as the more specific context according to the investigation will be taken place, thus this study, then, presents ELT in the Asian viewpoint as well as in the perspective of neighbouring countries of Thailand.

2.2.2 English language teaching in Asia

The history of Asia can be seen as the distinct histories of several peripheral coastal regions including East Asia, South Asia, Southeast Asia, and the Middle East: these regions are connected by the interior mass of the Central Asia steppes. As it is known that Asia is the largest and the most populous continent on earth, it is not only overall large size and population but unusually dense and large settlements as well as vast barely populated regions within the continent of 4.4 billion people. Moreover, as Asia is the biggest region in the world, it is rich in natural resources such as petroleum, forests, fish, water, rice, coppers and silver. Traditionally, Asia has been the strongest region in terms of manufacturing especially in the East and the South Asia namely China, Taiwan, Japan, the Philippines, South Korea, India and Singapore (Kam, 2008). As a result, most of European trading turns their interest to invest in Asia this is, of course, one of the most important reasons that leads to role of English in Asia. Over the years, English has become the aids in communication aspect as it has been used to communicate among investors whose interest is to set up their business in Asia. Once English has widely used throughout the region, it turns to be important to those who are willing to be successful in the society.

According to the information presented, English language teaching (ELT) has started to play a crucial role in Asia since, at the present time, English turns to becomes one of the essentials requirements in almost every sector such as economy, tourism, services, health, politics, safety, education, science, technology so far and so forth: as we know English in Asian countries is both a foreign and a second language. To use the well-known three-circles metaphor, in Asia we do not belong to the inner circle; some of us are the outer circle which they use English as a second language while the others are in the expanding circle using English as a foreign language. Most of Asian countries do not adequately have enough opportunities to hear or speak English unlike people who fall within the inner circle- Asian people are basically visual learners not auditory learners. In other words, productive skills which are speaking and writing have not been emphasised; in the meantime, listening and reading skill or receptive skills are focused on. In Asia recently, it is inarguable that English language teaching puts more emphasis on accuracy not fluency even if there are research studies claim that accuracy alone cannot bring the learners to the goal of English language learning.

As Patil (2008), a professor of English in Department of Training and Development School of English Language of Education of English and Foreign Languages University in India, claims based on his own experience that "My teachers rewarded me with excellent grades and certificates, which I have preserved with great pride till date. Honestly, I am indebted to my teachers for my lexical, phonological, and grammatical competence. However, later I realised that grammaticality alone was not sufficient." (p.29); the statement confirms that English language Teaching in Asia is still in the accuracy pendulum. Furthermore, English is considered as a foreign language in most Asian countries thus the exposure to English is quite minimal. To be more specific, families do not speak English at home; employees do not use English at the workplaces and even at the airport. The only place where English is normally used is in English lessons. Patil rises up an interesting issue of the use of students' L1 in Vietnam, he asserts that it cannot be denied that nonnative-speaker teachers use students' mother tongue to facilitate their teaching. Actually, he acknowledges and endorses the use of bilingual teaching in second or foreign language classes; however, there always be a difference between using L1 as a tool to help the students to learn English, and the overuse of mother language. Therefore, English teachers should be aware of losing students' opportunities to practice their English (Patil, 2008).

2.2.3 English language teaching in Thailand

The role of English in Thailand is quite important as it is in many other developing countries. English has played a crucial role in many sectors and also the adoption of the internet and the new technology have resulted in a major transition in terms of business, education, science, and technological progress; all of which demand high proficiency in English. Actually, Thailand has always been a country with one official language which is Thai; however, there have been proposals to make Thailand to be the country of two languages which are Thai and English. There are several reasons to make this has never materialised; for example, Thailand has never been colonised or another reason is that Thais believe in a concept of one language symbolise national stability (Wiriyachitra, 2009). Nowadays English is the first foreign language in which Thai students must study in schools; even though Thais' level of English proficiency is low in comparison with many countries in Asia such as Malaysia, Philippines, and Singapore. In the university level, speaking and listening skills are put as a focus skills that university students

need to master at; unfortunately, both skills mentioned are not the focus skills in the Thai tertiary education English curriculum.

The Minister of the Ministry of University Affairs on March 6, 2000, the average TOEFL scores of Thais are the same as for Mongolians but higher than for North Koreans and Japanese. According to the speech given by the Minister, the researchers on the topics of needs and wants of English in workplaces have also suggested that the English curriculum in Thai universities cannot meet the demands for English used in the workplace. It can be said that up to now English language teaching in Thailand needs more effort to prepared Thais students for the changing world. If it is not the case, Thailand will be left behind in the competitive world of business, education, science and technology (Wiriyachitra, 2009).

Over a decade, the English language teaching in Thailand has been done in various research studies, especially in terms of teaching and learning difficulties. Those studies were conducted aiming to facilitate and improve the ELT in the country. According to Biyaem (1997), the teachers and learners face the following difficulties:

For teachers, there are many obstacles such as:

- teachers have full schedule of teaching loads

- over size classroom (45 – 60 students in a classroom)

- teachers lack of the mastery of English language skills and native cultural knowledge

- classrooms are not adequately equipped

- the examinations for university level demands a tutorial teaching and learning style

For the learners' side, students are willing to speak English as much fluently as possible, but most of them find English is more difficult than they expected because of the following difficulties:

- interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage.

- English is not used in their daily life.

- boring English lessons.

- being passive learners.

- lack of the confidence to communicate in English with classmate.

- the ignorance of being a good learner.

According to the difficulties found in English instruction in Thai context as presented above, In 1997, the Thai government established the new constitution and advertised new educational policy called the "National Education Act" which creates the most radical education reform in Thai history. This education reform was implemented between 1996 and 2007 involves four main areas: school, curriculum, teacher and administrative reform. The major consideration of the reform is that learners have the ability to learn and develop. In other words, the learners are the most important component in the educational path and life- long learning must be encouraged (Ministry of Education, 2007).

2.2.4 Major changes of ELT in Thailand

Over a century, there are several major changes of the ELT in Thailand in order to enhance the most appropriate English language teaching in the context. Wongsathorn et al. (2002) clarifies the main changes of ELT in Thailand; firstly, in 1960 all four language skills were equally emphasised in the English syllabus for secondary schools. The aim of this change was to improve Thai students to be able to use English for international communication as well as to acquire English knowledge and international information. Next, in 1977 and 1980 another change of national curricula in ELT was to classify all foreign languages as elective subject to be taught in secondary schools. In other words, it was believed that students had to master their first language, i.e. Thai, before starting to learn a second language. The main purpose of this change was to help Thai students to use English communicatively in all four skills; however, a lack of qualified English teachers in primary schools was considered as a blockage to reach mentioned purpose. Even if the problematic issue occurred, the Thai national curricula required six credits of English at the tertiary level in general education. Thirdly, Thai Ministry of Education

declared, in 1996, English as a compulsory subject for all primary students from grade one onwards; in doing so, it was generalised that Thai students were received more opportunity to continue their English education without interruption and to facilitate life-long learning (Ministry of education, 1996 in Wongsathorn et al., 2002).

As it is showed, English language teaching in Thailand has changed during the enlargement process while the Thai national curricula have been improving along the way. Last decade, the Thai national curricula had shifted English from an elective subject to the compulsory subject in Thai general education. It is inarguable that English was put into the forefront of national development. The emphasis of English language learning was based on learner-centred meaning it is considered more than just a tool to gain the global knowledge, but it is aimed to assist the learner to be capable of improving learns' life-long learning skill. Moreover, the curriculum emphasises on the use of English in the oral domain and on the understanding of simple English for everyday use. Thus, students do not only incorporate English to develop their education but they also speak English communicatively in their daily life (Kam, 2002). Therefore, the Thai Ministry of Education encouraged English teachers to employ Communicative Language Teaching approach (CLT) to be implemented in English lessons: one of the most important features of the CLT is to focus on the fluency of the target language so that learner will be encouraged to communicate as well as to interact with others only in the target language (Nunan, 1992). As the current curriculum focuses on the CLT approach together with the globalisation of a modern society, it seems ELT in Thailand recently emphasises on fluency rather that accuracy resulting in the native-speaker fever in English language teaching in Thailand.

2.3 NATIVE-SPEAKER FEVER

2.3.1 Background

In the past several years, the English language teaching (ELT) industry has become a trans-cultural, major cross-cultural and worldwide enterprise (Anchimbe, 2008). As the world becomes smaller in terms of communication, the disappearance of many national boundaries, and

the prioritisation of regional and trans-national economies and the prospects for widespread lingua francas; therefore, English is one of the most prominent languages to be used in every corner of the world. On this account, Crystal (1997) observes that "there has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status." (p.139)

English has played the major role in changing the following components including: a physical, technological, economic and migratory trajectory of the present era and, most of all, English has permanent status as the official and national language in post-colonial countries. In these regions, the native speakers have their own varieties of English; meaning that English is used differently among these countries. In addition to this, the contribution may be considered as the equality of the global evolution and expansion of the English language as well. Moreover, English has been emerged in these contexts according to an ecologically different itinerary from the so-called native regions. Therefore, the encouragement of using English with different accent or accepting the varieties of the English language, and teaching the Global English at schools in Thailand, according to Bamgbose (2001), is less representative of the ELT industry today: "All of our English teachers are native-speakers, teaching natural English as it is spoken in real conversation" (p.357).As a result, the influences, under the concept those native speakers will be the perfect language teachers who are able to teach perfect English, are supported by the above statements.

Such a conception clearly disregards other determinant factors in ELT such as educational qualification, professional training, language proficiency, experience, and sociocultural implications. These factors add a more relevant dimension to any meaningful ELT programme than just the status of a native speaker. A number of these examples have been used to demonstrate this belief on native-speaker origin without corresponding proficiency or professional ability in English language teaching. Therefore, it is unquestionable that why native English teachers (NET) become popular in non-English-speaking countries.

2.3.2 English on the international platform today

According to the international arena, the English language seems to have a strong influence towards different dimensions such as business, technology, scholarly journals and publications, law, and international relations since the mid-1990s. For example, the English language was discovered as the most popular modern language taught in Russia. The investigation of Dickson and Cumming (1996) showed that over 60% of secondary school students chose to study English as their foreign language: only 25% of them chose to go for German. The other students which are about 15% took French as foreign language. As you can see, more than half of participants chose to study English which means English has high popularity among Russian students. In accordance to several academic investigations, this shift is also evident and ranges from the award of certificates in English and the numbers of nonnative English-speaker learners are trying to get the degrees in English from several non-English speaking countries as well as to publish their scholarly journals in English. The Mexican Medical Journal *called Archivos de InvestigacionMédica*is a good example of encouraging scholars to publish their studies in English: Normally, all articles were published in only Spanish. It initially published all articles in Spanish only, but gradually shifted to English by first publishing abstracts in English, then providing English translations of all articles. Clearly, English has played important role in both academic and non-academic field (Anchimbe, 2006).

English is involved in a dominant position in (English as a) second language (ESL) or post-colonial countries where it is the official and national language on which national identities are built. It is also the medium of education as well as a compulsory subject in the school curriculum in these countries such as India, Singapore, parts of West, South and East Africa, and most of the other former British colonies (Anchimbe, 2008). Undoubtedly, English is now part of the sociocultural set up of these countries as it has a long history of naturalisation, nativisation, and indigenization; therefore, it has resulted in the existence of regional varieties of the language generally referred to as New Englishes, Non-native Englishes, Indigenised Vernacular Englishes (IVEs) (see Anchimbe 2005). From these two domains of usage, EFL in the Russian and ESL in the postcolonial states for example; it is evident that English "provides a vehicular language for

international communication and it forms the basis of constructing cultural identities" (Graddol 1997:56).

Another important domain in which English has gained international renown is in book publication. According to Graddol (1997) over 60 countries in the world publish books in English. In a survey of world annual publications in thirteen languages, the findings discovered that English has the highest percentage of publications. Moreover, if the number of native speakers of the so-called non-native or post-colonial continues to increase at the rate it is doing (Alobwede 1998: in Anchimbe 2005). These varieties may one day spread far beyond their borders to the rest of the world. This is verifiable in, for instance, the number of Africans teaching English as a foreign language in China, Korea, Taiwan, Japan, and Thailand. This means that there still be an overlook of nonnative-speaker teachers teaching English in their mother's land as the popularity of foreign teachers teaching English is a more preferable option.

2.3.3 The native speaker: some theoretical implications

The use of the native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker takes part in a basic position as a springboard for the judgment of language production and evaluation. The major conviction behind the native speakers which cannot argue that they can at any time give valid and stable judgments on their language since they were born with that language. They are capable of identifying ill-formed grammatical expressions in their own language even though they may not be able to explain exactly why they are ungrammatically formed (Chomsky, 1965: in Anchimbe, 2006).

Many linguistic schools of thought have based their trust on native-speaker judgments and performances. Anchimbe (2006) concludes several interesting concepts towards the term "native speaker" such as the backbone of Chomsky's (1965) "ideal-speaker hearer"; in context grammar, van Dijk's (1977) "P-system" is built on it; in politeness theory, Brown and Levinson's (1987) "model person" is the native speaker; and the bilingualism theories of Bloomfield (1933) and other American linguists focus on native-like competence in two languages. These theories rely on native-speaker impulse or spontaneity to familiar or strange constructions, well-formed

or ill-formed utterances in his or her language. This is accepted as authentic because native speakers acquire their languages since they were young and there is no other languages interfering or influencing their acquisition process.

However, some linguists have used the native speaker as a judge of standards even for particular varieties of the language s/he is not familiar with. In the case of English, it is perhaps motivated by the colonial genesis of the New Englishes - often equated to the colonial definitions of the colonised subjects and regions (Anchimbe, 2006). Speaking of New Englishes, prejudices and bias have been central to descriptions of the New Englishes. For instance, Prator (1968) calls the recognition of post-colonial Englishes a heresy and Hocking (1974), from a similar standpoint, adamantly declares that "the point is that what is correct in a language is just what native speakers of the language say. There is no other standard" (p.46).While the native speaker may be deemed ideal for ELT, it is far from saying s/he is infallible, as Hocking wants us to believe. It seems to be a question about how proficient native speaker can judge the standards of a language because of "most native speakers of English in the world are native speakers of some nonstandard variety of the language" (Trudgill 1998:35, in Anchimbe, 2006). On this ground, they like the non-native speakers (especially those for whom English is an official language) have similar proficiency, professional, and sociocultural stages to deal with. The issue is, a British born and bred in the Yorkshire region and who ends up acquiring the York dialect has the same challenges in achieving ELT proficiency just like a Nigerian born in Lagos, acquires a Nigerian native language or Nigerian Pidgin English and is introduced to English in school (Hocking, 1974).

The exclusively theoretical concept of the native speaker by linguistic schools of thought explained above received social prejudice in the 1970s when (ex) colonial states started claiming ownership of varieties of colonial languages, which they used as official and national languages. The distinction non-native speakers became prominent and were based on the perception of the colonial subjects by the colonialists as backward, primitive, non-literate, and unimportant masses. They were considered incompetent speakers, inadequate learners and above all "illegitimate offspring" of English (Mufwene, 2001). Kachru 91986) claims that an obscure reason for this is that the colonialists intentionally refused to teach English properly to the

colonised people for fear that "the coloniser's code, if shared equally with the colonised, would reduce the distance between the rulers and the ruled" (p.22).

Furthermore, Abdulaziz (1991) adds that British settlers were most reluctant to use English with their [African] native servants and with Africans in general, as they believed that this knowledge might 'spoil' them in the master-servant relationship that existed. In spite of these misteach or unteach power regulatory mechanisms, it cannot however be upheld that the distinctiveness of post-colonial Englishes is based on the errors promoted by the colonialists. These varieties have been found and were systemised as logical in the variations they exhibit. The question asking now is that, firstly, does one cease to be a non-native speaker? Or, secondly, when s/he is the only reliable person to make stable judgments about his or her variety of English? It is interesting to note that at this time when more non-native teachers are involved in ELT than native, when English is progressively being detached from the native English-speaking countries, when lesser attention is being paid to accent, when the so-called non-native speakers of English outnumber the native, that some institutions still run after and are caught by the fever of recruiting only native-speaking teachers.

2.3.4   The enlargement of international school and English programme in Thailand

In addition to the above-mentioned research studies and phenomena, the another major change in education in Thailand which is related to English language teaching is the mushrooming of international schools and private bilingual schools as well as English programme in government schools. Let us now have a look at the aspect of international school; the first international school in Thailand is ISB, which was officially founded in 1957 for American children in Thailand. It is owned by the International School Association and the American curriculum was offered in education from primary to high school. Since then, there were many international school were founded due to the economic development of the country which needed a lot of imported capital and personnel who needed schools for their children.

Between 1957 and 1988, the Thai government did not allow Thai students to study in any international schools, except at Ruamrudee International School and Bangkok Pattana School, which accepted the children of Thai government officials who used to work abroad

because their children needed to study in English while they were in other countries. Therefore, it can be said that the international schools in Thailand at that time were initially set up to provide education to children of foreigners who worked in Thailand, both in investing and working for the government so that they could transfer their credits from an international school in Thailand to further education in the US or the UK with convenience. In 1991, there was a major expansion of international schools: each school could be set up without restriction and the government allowed all international schools across Thailand to accept Thai students as well; however, the proportion of Thai students could not exceed 50% of the total population.

This expansion was regarded as a response to the global capitalist trend of producing people who were capable of catching up with the world and was able to communicate fluently in English. International Schools thus became a new alternative for middle-class parents who wanted their children to be successful in the globalisation era, in which people must be able to know and communicate another foreign language as their second language and computer literacy as the third language; in doing so, the children were expected to compete with others in the more competitive world of education and technology.

At present, Thailand has about 63 international schools with 20,000 students, 65% of who are foreigners (Seupalang 2002: 5). These international schools provide education from kindergarten to high school. There are various instruction system provided starting from British and American to international systems such as Japanese, French, German, and Swiss. Considering on an economic perspective, these international schools gain income to the country from foreign students, and they are considered as a new alternative for the middle class to create more opportunities for the Thai students to acquire the skill and capability to communicate in a foreign language without having to study abroad. With the increasing number of these so-called international schools, some international schools wrote their own curriculum or added more details to the original objectives and principles of their foreign curriculum without certification from an overseas association or the Thai government. Therefore, there are only 19 out of 63 international schools are certified and reach the standard to have internationally accepted qualification, which enable the learners to transfer credits to institutions in other countries that use the same system worldwide (Suepalang 2002:10).

Additionally, as statistic of the International Schools Association of Thailand (ISAT) presents there are, in total, 116 registered international schools in Thailand: the statistic also informs the number of the English programme schools which is 101 altogether. The International Schools Association of Thailand (ISAT) was initially established in 1994 to be a link between its five member schools and the Thai Ministry of Education. Today, with 116 member schools, it works with all of the government ministries to build understanding of the benefits of international education in Thailand. International schools earn more revenue for the country from students that come from the neighbouring countries especially Vietnam. Thus Thailand is also a perfect place of investment for schools and universities in foreign countries that wish to expand their branches overseas since parents are very keen to have their children master English.

2.4   EMMERSION EDUCATION

2.4.1   The origin of immersion programmes in Canada

Look back in the mid-1960s, French was (and still is) the official language of the Canadian province called Quebec. As most of the populations in Quebec speak French, the enquiry of high proficiency in French was increased economic society (Johnson&Swain, 1997). However, large enclave of English speakers knew very little of the language. Many had studied French at school, but the language notion provided during the instruction as well as the focus on French grammar were not enough for the learners to be proficient communicating in French. Instead, the teaching methods used in the lessons were based on memorization and sentences drilling; in doing so, the instruction did not provide the learners with sufficient skills to work with French companies or to socialize with French speakers. As a result, the parents of students at St. Lambert stated to force the school board to improve the teaching methods of French study in order to enhance the students' learning ability not only in terms of speaking skill, but also all four language skills: so that the learners could be able to communicate in French more effectively. Therefore, the learners were expected to be sufficient in both receptive and productive skills.

According to the situation that prompted a group of parents at St. Lambert in Quebec to lobby the school board to promote the teaching of French as a second language (FSL), Johnson and Swain (1997) explain that the group of such parents mentioned consulted with the scholars who were the experts in bilingualism education in which used both English and French to instruct the subject matter in the lessons could be the alternative way to help their children became proficient in both English and French. In addition to the conclusion from the parents, the school board proposed a radical departure from the first day of school in kindergarten up to high school level. All English-speaking students were entirely instructed in French. The students first learned how to read in French as an introduction, and then the other skills were taught later during the instruction. Besides, other subjects were also introduced in English in later grades: so that by grade 6 about half of the curriculum was taught in English and the second half was taught in French. The programme was labeled by the parents and the school board as an immersion programme. As you can see from the information presented, the immersion programme was really popular by that time and it was seen as an innovative educational programme in which suitable for the learners in that period of time.

By the late 1960s, the rest of Canada became aware of the importance of the value of the knowledge of French that might have an effect towards economy, politics, and society (Johnson & Swain, 1997). According to the previous claim, the Royal Commission on Bilingualism and Biculturalism passed the Official Language Act to provide funds for the evaluation of the immersion programmes and the dissemination of the information about such programme outcomes. Therefore, this is the first official evaluation from the government to the immersion programmes throughout Canada and it was like the confirmation that immersion programme had a crucial role in Canadian education at that time.

2.4.2   The spread of immersion programme

As the news of the French immersion in Quebec spread through Canada, it was popular among educators in the country resulting in administrative concerns and variations in the formats which were also implemented. The immersion was divided into three models including early partial immersion programme, mid-immersion programme, and late immersion programme. Johnson and Swain (1997) describe these three models as follow. Firstly, in early partial

immersion programme, approximately half of school day is spent on teaching in English and another half is taught in French from grade 1 onwards. Next, mid-immersion programme starts from grade 4 or 5 which is in the middle of the learners' educational time period. The last model is the late immersion programme which starts teaching in French in grade 6 or 7.

Nowadays, there are over three hundred thousand students across Canada participating in the immersion programme and this number is counted as 7% of all student population in Canada. As the number showed, it was confirmed that the immersion programme has spread throughout Canada since then. In addition to the popularity of the immersion programme, Johnson and Swain (1997) discuss four different contexts in which the programme has been developed.

Immersion in a foreign language

Actually, the development of French immersion in Quebec is intranational since French is used as an official language in Quebec; however, because of the popularity of the French immersion was spread around Canada in which some cities do not used French as an official language thus French immersion was considered as a foreign language. The purpose of the French immersion in this context was to achieve higher level of target language proficiency as it was considered that people who have high French proficiency would be able to get good jobs and would be seen as high ranking people in the society.

Immersion for majority-language students in a minority language

As discussed earlier, the original goal of French immersion programme in Quebec was to have students get into French environment in order to improve the learners' French proficiency. The programme was initiated by the parents and the school board of St. Lambert; besides, they wanted to see the school-based programme in which promoted among their children additive bilingualism. Hence, the learning of an L2, which is French, could be done while English as a first language could also be maintained at the same time. As most of the people in Canada speak English accept people involved in economy, politics and high-class society hence the French immersion programme was the immersion for majority-language in a minority language.

Immersion for language support and for language revival

In this context, the immersion education was used to support and help students learned better because L1 could be used as a helpful tool in learning especially for the learners who first came to an L2 environment. A good illustration of this context is when Catalan and Basque (in Catalonia and Basque) were banned to be used in education since Spanish is their official language; thus the learners had hard time learning in an L2 environment with no L2 background. Later, educators found an idea to implement the learners' L1 to facilitate their teaching; in other words, Catalan-Spanish and Basque-Spanish were used in immersion classroom as a language support and language revival. Johnson and Swain (1997) add that this immersion context is effectively used around the world because it is productive in terms of helping learners who first come into the L2 environment with no language background.

Immersion in a language of power

As we all know that some countries were affected by colonisers in some ways and language is one of those aspects. In many contexts, immersion programme was initiated because of the colonial language as the educational system of the L1 might not be strong enough so that the immersion of L2 from the colonial language came to play an important role in the educational system. This is also the result from the lack of financial and other resources, particularly where no well-developed traditional of literacy and formal education previously existed. An example of this context is when Laos was colonized by France and of course French became an important language in Laos for decades. All Laotians had to use French as an immersion language (Johnson & Swain, 1997).

2.4.3   Core features of a prototypical immersion programme

Johnson and swain (1997) identify eight features of a prototypical immersion programme. Each of the defining features of the immersion presented and discussed in this section is seen as a continuum.

1. The L2 is a medium of instruction. This feature identifies the difference of the immersion from other forms of bilingualism where the L2 is taught only as a required subject. In contrast, the assumption of the immersion underlying the use of L2 as a

medium language to be used to teach in all subjects in the classroom. In other words, the use of L2 as a medium is to maximize the quantity of comprehensive input and purposeful of the target language in the classroom.

2. The immersion curriculum parallels the local L1 curriculum. This feature considered both L1 and L2 because the feature must consist of the content subjects such as mathematics, geography, or science in which taught in L2; meanwhile, the L2 medium curriculum must follow the L1 medium curriculum since the learners may not be ready for the instruction that is taught only in L2. The content taught in L2 can be different from the L1 curriculum once the learners' L2 proficiency reaches the level at which they can be able to study as effectively through L2 as through their L1.

3. Overt support exists for the L1. It is an essential element within the curriculum and the perceptions towards this immersion are assumed to be positive. At a minimum, the learners' L1 is taught as a subject in the curriculum at some stages and to advanced level. Usually, it is also used as a medium of the instruction.

4. The programme aims for additive bilingualism. The learners participated in this immersion programme should be able to compare their L1 proficiency with those who study in the normal programme. To be more specific, the learners who study in the immersion programme should be proficient in their L1 and could achieve a high but not as high as native speaker of the l2. This additive feature differentiates the immersion from L2 medium programme that result in replacive bilingualism – that is where L2 proficiency is developed better than learners' L1 proficiency.

5. Exposure to the L2 is largely confined to the classroom. This immersion programme is likely to be instructed in an EFL context where L2 is not used outside the classroom. This immersion programme would be one in which learners have little or no exposure to L2 outside the classroom. BaetensBeardsmore and Swain (1985 as cited in Johnson & Swain, 1997) compare the immersion of French in Canada and Brussels. They describe that the learners in Brussels required only half the time taken by Canadian learners to acquire comparable levels of L2 French proficiency since French is used both inside and outside the classroom in Brussels while in Canada has limited use of frencg outside the classroom.

6. Students enter with similar (and limited) levels of L2 proficiency. For this immersion programme, a prototypical immersion programme has therefore considerable potential among L2 medium programme to develop a curriculum and pedagogy that match the L2 proficiency of the learner, cater to those learners' learning needs, and maximize their opportunities for rapid L2 development. A major factor affecting the success of this immersion is the availability of the expertise and resources in which necessary to the exploit that potential to the full.

7. The teachers are bilingual. This prototypical seems to be very comfortable programme for the learners since the teachers in the immersion programme are able to communicate in both L1 and L2. Therefore, the learners can communicate with the teacher in L1 during the instruction whenever it is necessary. Also, the teacher has the language proficiency necessary to maintain the L2 as medium instruction as well as to support and motivate the use of L2 in the classroom.

8. The classroom culture is that of the local L1 community. The high level of L1/L2 bilingualism already referred to is necessary, but not sufficient for teachers to be able to function effectively in an immersion classroom. The classroom culture of the prototypical immersion programme is that of the community from which students are grown up, not that of a community where the target language is the l1. For instance, an American teacher hired to teach English in Japan might need to adjust to the classroom culture in Japan before he or she could be able to teach effectively: no matter how proficient in English he or she is.

2.5 LANGUAGE DIFFICULTIES EXPERIENCED BY INTERNATIONAL STUDENTS

It is probably no coincidence that at the same time education and business have become more globalised at the same time and the number of Asian students studying in English-speaking nations has grown rapidly in this recent decade. As a result, research on the issues of learning difficulties and problems faced by international students has also become more extensive and intensive in Australia and elsewhere all around the world. Such research studies

have significantly contributed valuable insights in order to gain more understanding towards the present situation of international students learning in the English-speaking countries. The following investigations below will be disclosing interesting examples conducted by several scholars in the field. In addition to the notion of international students' education in English-speaking countries, the issues of learning difficulties experienced by international students will be also uncovered according to various research studies.

Robertson et al. (2000) explored the difficulties experienced by international students studying at one   Australian university. The researchers surveyed both   international student and local staff perceptions of those difficulties.   Staff and students emphasise language as a key source of difficulties in teaching and learning. The students manifest a lack of confidence with English. They have incomplete understanding of lecturers' spoken English, and feel unhappy with their oral performances - in the presence of Australian classmates. The study also revealed the concerns about colloquial language, writing difficulties, and problems of interpretation. The researchers concluded that language issues were the major area of unsolved problems faced by international students. Besides, Bretag et al. (2002) have conducted a research in line with the previous investigation. The findings showed that according to academic staff, international students from a Non-English Speaking Background (NESB students) were unable to contribute effectively, as required, in tutorial discussion; and that due to poor grammar their written work was often hard to read and to assess.Another interesting study conducted in Australia again, Wong (2004) used interviews with international students. He found that many international students, accustomed to a didactic and teacher-centred environment with less classroom conversation, it difficult in Australia to make the transition from passive learning. At the same time, his study found that the   students acknowledged that their lack of English language proficiency in the classroom, exacerbated by cultural barriers, was a principal source of learning difficulties. While generic statements about 'Asian learners' should be treated with caution, there is research evidence   showing that students schooled in some East Asian and Southeast Asian nations are accustomed to a more passive-receptive style of learning than is the norm in Australian classrooms, especially tertiary classrooms.

Most recent research studies of international students, in particular those conducted in Australia, identify their problems in coping with English – both academic English and conversational English – in the field of education. These difficulties are seen especially in relation to speaking and writing; meaning, most international students are struggling in improving their communication ability and this is especially made clear in the evidence of students themselves. Of all the social and academic issues and problems facing international students that are cited in recent studies–differences in learning style, culture shock, homesickness, social difficulties – the problem they themselves most often refer to is difficulties with English (Chiou, 2014). These studies provide valuable data. However, while they describe the English language problems of international students effectively, they focus on the problems occurred rather than the underlying causes. The research conducted so far has largely focused on language constraints as they have been experienced by international students once embarking on their studies in a new society or academic environment. One way to inquire more deeply into the problems of international students is to examine the influence of students' prior learning experiences and their beliefs about learning. Unless researchers focus on the whole learning biography of the international students, they will not fully understand the difficulties faced by both these international students and their teachers.

All learners are affected by what they already know, and how they have learned to learn. Further, by focusing merely on the language difficulties occurring after the student arrives in the English speaking country, it is implied that the solution of those difficulties lies solely with the students concerned plus the institutions in which those students are studying. But their previous institutions of study in the students' countries of origin, and in many cases the government responsible for these institutions, also have responsibilities. Responding to the gap in previous studies, the in-depth studies about the initial causes of learning difficulties in English-speaking countries are urgently encouraged to be investigated in order to produce clearer picture of learning difficulties in which experienced by international students.

2.6   INTERNATIONAL SCHOOL EDUCATIONS IN THAILAND

2.6.1   The history of international school educations in Thailand

According to International Schools in Thailand – An Inside Look (2015) article presented about the international education in Thailand, the first international school in Thailand, International School Bangkok (ISB), was founded in 1951: the school aimed to provide children of American diplomats and expatriates with an American-quality education. By that time, ISB was located in the central Bangkok, which is on the land now occupied by NIST International School.

In 1957, Bangkok Patana School (BPS) opened to serve British nationals, and Ruamrudee International School (RIS) opened through its affiliation with the Catholic Church, and more specifically the Redemptorists. After that there was a few other schools were established until 1992: when ISB relocated to northern Bangkok and the members of the UN, tried to encourage the government to open the New International School of Thailand (changed to NIST International School in 2012). This marked the end of the first era of international education in Thailand.

For the first few decades in which these first schools operated, the existing schools were composed entirely of expatriates. It was changed in 1992 when the government allowed Thai students to enroll in international schools. According to the permission from the government and the opportunity to capitalize on the ensuing demand, both foreign and Thai investors began opening their own schools, leading to the mushrooming of international schools throughout the 1990s onwards.

2.6.2   Defining International Schools & the Debate over Tiers

At last count in 2015, approximately 150-160 institutions were registered with the Thai Ministry of Education (MOE) as international schools. Officially, this classification requires a minimum percentage of non-Thai students to be enrolled, but this has either been changed or is simply not enforced, as there are several major international schools that have a high percentage of Thai students, including Harrow International School (HIS), RIS and Shrewsbury

International School (SHB). Other hallmarks of international schools, both in Thailand and abroad, typically include the offering of a curriculum other than that of the host country, a broader academic focus and similar features (ISAT, 2016).

However, one further mark of an international school in Thailand is membership in the International Schools Association of Thailand (ISAT), of which there are approximately 100-110 members as of 2015. It should be noted that ISAT does not regulate or oversee the curricula of its member schools in any way; it was established in 1994 primarily to advance international education within Thailand and act as a representative for the schools in communicating with the Ministry of Education. Membership within ISAT requires that the institution possess or be in pursuit of accreditation through one of a small number of accepted international accreditation bodies, among them the Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC), Western Association of Schools and Colleges (WASC) and CfBT Education Trust (International Schools in Thailand – An Inside Look, 2015).

The debate over international school quality frequently arises, with supporters and detractors of differing schools assigning tier 1 (top tier), tier 2 (mid-tier) or tier 3 (low tier) status. However, the lines between the three tiers can be blurred among Thailand's international schools as most can safely be placed within one of the three when examining many of the above criteria as a whole. Furthermore, the ISAT (2016) adds that it should be emphasized that there is no clear agreement on what constitutes a tier 1, 2 or 3 schools, and no such definition exists in peer-reviewed literature related to international education. Fees may correlate to quality, but they cannot predict it, nor can accreditations, remuneration, test scores, university matriculation or other factors in isolation. The reality is that if we accept that schools can loosely be categorized within tiers, all of these elements play a part in defining the overall quality, and thus tier, of each school.

2.6.3 The curriculums of international school in Thailand

According to the data found in the national curriculum of international schools in Thailand concluded by the Ministry of Education (MOE) and the International Schools Association of Thailand (ISAT), there are four main categories as follow:

The British curriculum

In Britain, education is currently compulsory for all children between the ages of 5 and 16 with clear provision made for students aged 3-5 and 16-18. Children are placed in year groups based on their age on 31 August. Progress between Year Groups is usually automatic, although students may be out of their age group for exceptional reasons. Year Groups are clustered into Key Stages and a defined curriculum is produced for each Key Stage. Throughout each Key Stage there are clear assessments and examinations to monitor and track each child's academic progress (MOE, 2016).

Students study the International version of the General Certificate of Secondary Education (IGCSE) over the two years of Key Stage 4, from the age of 14. The norm is for students to take 8 or 9 IGCSE courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. Most students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. These are the final years of their compulsory high school education. The route however for students wishing to go to university is to continue into Key Stage 5, also known as Sixth Form, to follow two-year Advanced Level courses. GCSE and IGCSE are internationally recognised academic standards and used, alongside Advanced Levels, as part of the academic selection process for entry into the top universities around the World (ISAT, 2016).

Table 2.1

The outline of how the school and the curriculum are divided (ISAT, 2016)

Age on 31 August	Year	Curriculum Stage [Examination Course]	School [Division]
3	EY1	Early Years Foundation Stage	Junior School [Pre-Preparatory]
4	EY2		
5	Y1	Key Stage 1	
6	Y2		
7	Y3	Key Stage 2	Junior School [Preparatory]
8	Y4		
9	Y5		
10	Y6		
11	Y7	Key Stage 3	Senior School
12	Y8		
13	Y9		
14	Y10	Key Stage 4 [IGCSE]	
15	Y11		
16	Y12	Key Stage 5 [A Level]	Senior School [Sixth Form]
17	Y13		

The American curriculum

Bangkok International School (BIS) concludes that in the United States each individual state is responsible for its own curriculum and educational process. This means that the curriculum offered will vary from one American overseas schools: the curriculum continually evolves and it is based on learning standards and benchmarks. International American schools generally have higher standards than the public system schools within the US and they have to be accredited by one of four national non-governmental agencies (BIS, 2016). To gain

accreditation, the school's curriculum must be in line with the standards determined by the organisation (e.g. the Western Association of Schools and Colleges, WASC and New England Association of Schools and Colleges NEASC).

In Thailand, schooling for children under an American state curriculum may begin at the age of five or less in pre-schools or kindergartens. In line with schools within the United States, schools in Thailand offering an American based curriculum will balance academic life with a rich and diverse array of community activities including sport, the arts, scholastic based clubs and a number of tutoring and mentoring enterprises (MOE, 2016).

Learning at these ages is less academically based and is more intended to introduce children to a school's social environment, although all schools will offer some degree of alphabetic and numerical teaching. Elementary, Middle School and High School education covers children from the ages of 6 to 18 years old and most schools will require students take exit examinations in core subject areas to enable students to graduate with an American based high school diploma. Student may also take external exams, such as Advanced Placements (AP) which strengthen university applications. Depending upon the specific admissions requirements of each college or university, the majority of overseas students looking to be offered a placement at a US college must also complete the external SATs or other college entrance examinations to whatever level the university prescribes.

The International Baccalaureate (IB) curriculum

Each year, the IB is taught in over 3,500 schools in over 140 countries with over one million children. Parents who choose the IB curriculum for their children can be assured that all schools offering any of the 3 IB programmes (Primary Years, Middle Years or Diploma) must be authorized to do so directly from the IB organisation. As the curriculum is devised by educators rather than governments, it can also be said to be a truly international education and free from political and economic influences. Quality is assured by the IB, as IB schools will undergo an evaluation for each of the IB programmes every 5 years. The 3 IB programmes cover learning for students aged 3 - 18 years old and each programme can be studied individually or as a continuum. A school that offers at least one of the 3 programmes is called an IB World School. A school may offer one, two or all three of the IB programmes.

Learning in the Primary and Middle Years Programmes focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Students learn higher level questioning skills, and the learning is driven by their natural curiosity. The programmes provide frameworks that encourage students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The IB Diploma Programme is for students aged 16-18 years old. It is an academically challenging and balanced programme, with final examinations as well as assessments that prepares students for success both at university and in life beyond. The IB Diploma is respected by universities around the world for its depth and breadth of learning, the consistency of the value of the grades, and for the additional elements of Creativity, Action & Service and Theory of Knowledge, all of which make IB applicants stand out positively during the university admissions process.

Other national curriculums

In addition to British, American and IB schools, Bangkok also boasts a number of other national curriculum schools. The advantage of attending a national curriculum school in Thailand is that students can follow the education they are used to while still gaining experience of living overseas, and they will be able to return to their home country with minimum disruption. These schools offer education following their home country's curriculum and usually teach in their home country's language. These schools are especially suited to families whose overseas stay is relatively short, or whose children plan to attend university in their home country (ISAT, 2016).

2.7 ROLES OF STUDENTS' L1

2.7.1 Introduction

The use of learners' first language (L1) is a debatable issue in second language (L2) education for years. Based on the Communicative Language Teaching approach (CLT), language learners are usually encouraged to use L2 in their classroom activities; meanwhile, students' L1 will be discouraged for not being used as much as possible. Thus students are pushed to produce

the target language (TL) as much as possible as well as Brooks and Donato (1994) note that teachers are sometimes avoid using group work just because they feel that students will use their L1 in during group activity.

A major motivation for this avoidance has been the widespread adoption of communicative approaches to language teaching in which classroom activities are designed to maximize learners' use of the target language. In contrast, there are the growing numbers of research studies in which to advocate the use of students' L1 in the classroom; for instance, Schweers (1999) claims that there seems to be empirical evidence supports the idea of L1 as a helpful tool in the ESL/EFL classroom. Schweers conducted a survey comparing teachers' and students' opinions towards the use of Spanish in English classes at the University of Puerto Rico. The findings indicated that more than 80% of the students believed that Spanish should be employed in their English classes. Moreover, 86% of the participants preferred Spanish to be used when difficult concepts are taught on each topic. This means that most of the participants in this study thought that Spanish facilitated their learning. Considering the perception of the instructors, all of the teachers admitted that Spanish used in class was effective as well as was helpful towards their teaching in some way. Therefore, the research results clearly prove that both students and teachers approved of the use of L1 in their English classes.

The issue of the learner's first language in the foreign language classroom has been an arguable discussion for a long time. In the field of second language teaching and learning, Thai people believe that the most productive way to learn a new language is to be immersed in the target language. If a student wants to learn English well, then he or she must listen, speak, read, and write in English as much as possible. In Thailand, people also believe that a native English-speaker teacher is the ideal teacher to offer a perfect target language class (Wiriyachitra, 2009). However, due to the low English proficiency, some students almost learn nothing or little knowledge conveyed by means of English. Needless to say, they get frustrated and eventually to become demotivated learners in their English language learning (Chiou, 2004). As Schalge and Soga (2008) point out, adult English learners' failure in completing the course and the poor attendance result from lack of comprehensible input and frustration.

Although those who support English-only learning environments claim that the benefits of exposing the learners to English as much as possible is the effective way to help students learning English; in doing so, the language learning acquisition can be sped up (Bateman, 2008; Mangubhai, 2006; Nazary, 2008; Prodromou, 2002). Recent research findings show that the use of L1 increases both learning and comprehension of the TL (August, 2006; Bouangeune, 2009; Cianflone, 2009; Jadallah & Hasan, n.d.; Miles, 2004; Mole, 2009; Morton & Woodson, 2006; Storch& Wigglesworth, 2003; Tang, 2002; Weschler, 1997). As you can see, there seem to be a continuity of the discussion about how students' L1 can play the role in L2teaching and learning; hence the answer of this crucial question is a challenging goal for those who are in the field and of course it is worth finding the right answer.

2.7.2   First language VS Target language in an international school context

Although some teachers and researchers support an English- only policy in the EFL class, some advocate a bilingual approach to be implemented using the learners' L1 as a helpful tool to facilitate their learning. The issue of whether L1 should be used in the English class has been debated for several years. Both proponents and opponents propose rationales to support their beliefs. As Turnbull (2001) states that proponents of English-only in the class stress the benefits of the quantity of exposure to the target language: they firmly believe that L1 should be completely excluded in the class, and that there is room for students' L1 in the class. They also suppose that to maximise the exposure to the TL can lead to language learning attainments in the form of successful and confident language use.

Therefore, the question occurred: What is the appropriate amount of TL to be applied in class? And is there any proper place or time for L1 use to facilitate the acquisition of the TL (Turnbull, 2001)? On the other hand, the supporters for L1 use have strong belief in the Threshold Hypothesis proposed by Cummins (1979). The hypothesis of the Threshold Hypothesis is that an individual's achievement in an L2 relies heavily on the level of his mastery of his native language. Therefore, the most positive cognitive effects come about when both languages are highly developed. In addition, in contrast to the "time on task" concept in which presents the idea of the greater the quantity of instruction in L2, the better the educational result will be, so instruction via the learner's L1 does not cause any harmful outcome on development

in the TL (Cummins, 2000). It seems like the answer of the issue will not be concluded in short time, thus empirical studies are necessary to support whatever the answer is going to be promoted.

2.7.3 Necessity of L1 for Instructional Purposes

The most obvious reason to doubt the effectiveness of immersion programs is the learner's inability to understand the incoming language since all instruction will be taught in the target language; in other words, the learner gets lost easily when the teachers talk to them in the target language, simply because they are not ready for it. To be more specific, their linguistic knowledge of the target language competence is not sufficient for them to cope with the arriving message, which thus turns into incomprehensible input (University of Michigan, n.d.). Thus, Lightbown and Spada (1999) suggest that probably the most effective way for the limited-English-proficient learner to learn new knowledge more effectively and to connect such knowledge to their structure of existing knowledge is to employ his L1 to learn the TL.

Mole (2009) suggests that the idea of "English-Only" in the English as a second language (ESL) class should be workable but the use of L1 should be more efficient and more successful. From the day human beings were born, they have learned their native language in an immersion environment; naturally, people are easily convinced that because the immersion process by which children learn a new language is as effective as it should be similarly effective for adults. In contrast, for adult language learners, the process can be frustrating, very difficult and time-consuming (Mole, 2009). Similarly, August (2006) states that adults' information processing is different from children's with respect to learning to read L2; besides, when learning to read L2 input, children adopt a bottom-up approach to make sense of their reading materials, whereas adult learners are able to take advantage of the knowledge they have attained from their L1 and transfer it to L2.

2.7.4 Evidence Against English-Only Instruction

According to Nation, the use of L1 in foreign language teaching creates a friendlier atmosphere than English-only in the class. An appropriate use of L1 offers a familiar and effective way for the learners in order to engage the learning materials, which will save time and keep the learner motivated, especially for learners who have limited English proficiency (Nation, 2003). One of the most obvious arguments for English-only instruction is that the employment of L1 will slow down the acquisition of the TL. Yet, there is a number of research evidences to against this argument.

Miles (2004) carried out two experiments for his study. All the students were male between the ages of 18 and 19, and non-English majors. The participants had studied English for six years at secondary school in Japan considering Japanese as their L1. They were of the three bottom classes after taking the placement test. All the teachers were experienced native speakers and some of them could speak Japanese. In the first experiment, Miles observed three classes for five months. English-only was implemented in one class; in the second class, students were allowed to speak only in Japanese; and in the third class, both the teacher and the students could talk in Japanese. The result of the experiment indicates that L1 use can help students learn English.

To further test the claim that L1 use could facilitate learning, Miles (2004) carried out a second experiment. In this experiment, only one class was selected because both the teacher and students were able to speak Japanese. Four separate lessons were given to the class and Japanese was used in two lessons out of the four; during the rest lessons, teacher and students were strictly prohibited to use Japanese. The first lesson was conducted as usual and Japanese was used when necessary. The following week, another lesson was taught without Japanese being available. The aim of the investigation was to see how much learners had learned at the end of both weeks. Then the two-week cycle was repeated in the reverse order with the remaining two lessons. The results of the tests showed that the average score for the class was improved. According to his findings, Miles contends that L1 use does not hamper learning; instead, L1 use in the class actually assists learning. In a similar study, after reviewing two studies about university-level students' and teachers' opinions towards the use of L1 in the class, Cianflone (2009) concludes

in line with the previous study that using L1 is a preferable option for both teachers and students seem when it comes to explaining grammar rules, vocabulary items, and difficult concepts for general comprehension; thus L1 can facilitate the teaching and learning process. The conclusion also affirms the idea that using L1 may help acquire the TL.

Furthermore, Dietze, Dietze, and Joyce (2009) investigated a survey study to explore the attitudes of 21 English language teachers from J. F. Oberlin University in Japan on their use of L1 (Japanese) in their classes. All the teachers were qualified in English language teaching with master's degrees or above. The participants self-ranked their Japanese proficiency levels from the beginner to the native level. The research findings indicated that the teachers used L1 carefully and wisely during the instruction could improve students' achievements. They also made good use of L1 when necessary to help students learn based on their students' English proficiency levels and switched between the two languages when they felt it was necessary. Those teachers with bilingual capabilities strengthened the notion that the use of L1 makes acquiring L2 easier and more effective. These studies presented above were undertaken within different contexts such as different cultures or different extents of L1 use. Research studies assert that the student's L1 has a crucial role in teaching and learning processes as well as in classroom activities. With the aid of their L1, those learners who have limited proficiency in L2 are able to activate their existing knowledge and generate ideas to complete the tasks. By employing students' L1, the teachers benefit greatly as well.

2.7.5   Studies against L1 Use

Though many studies have disclosed positive perspectives in support of L1 use in the English class, some studies are in opposition to it. Mangubhai (2006) even assert that immersion language teaching is one of the most powerful ways to acquire a second language; in other words, "English-Only" approach is the best tool to help students learning L2. He claims that the reason why a limited amount of L2 learning occurs in the EFL classroom is because there is such a limited amount of L2 input offered to students; hence the more L1 the teacher speaks, the less L2 input is available to the students in the class. To avoid this, the amount of L2 input should be raised substantively. As Prodromou (2002) investigated 300 Greek participants' attitudes on L1 use. The participants were divided into three groups regarding to different levels of proficiency:

elementary, intermediate, and advanced. The findings show that the low English proficiency students were more willing to accept the idea of using L1. In contrast, the higher English proficiency students had a negative attitude toward L1 use in the class; specifically, they doubted of L1 use in the classroom.

Another investigation conducted by Nazary (2008) exploring 85 students' Attitudes towards L1 use as well as studied the relationship between students' proficiency levels and their attitudes toward L1 use: the L1 of these participants was Farsi. Based on the participants' English proficiency level, they were chosen from elementary level, intermediate level, and advanced level. Moreover, the study indicated that all participants attended extracurricular programs to improve their general English at Tehran University. The research findings suggest that Iranian university students were reluctant to utilize their L1 in learning English. From the three proficiency level mentioned, most of them disagreed on the importance of L1 use. They tended to think that maximising exposure to English was the best way to sharpen their English proficiency. In addition, the comparison among the elementary, intermediate, and advanced level students revealed that the students of intermediate English proficiency had a tendency not to employ their L1 in class activities. They did not expect their teachers to speak L1 when delivering lectures, either.

The arguments presented in the above studies support the idea that increasing the TL input will bring about better TL learning outcomes. Where the teacher utilizes students' L1, there is a limited amount of TL input available to students. If teachers can amplify the TL input in their classes, a better learning outcome can be expected.

CHAPTER 3

RESEARCH METHODOLOGY

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3.1   RESEARCH CONTEXT

The setting of the study was conducted at the international school where the researcher works: it is one of the most popular international schools in the Northeast. Most of the students in all year groups were Thai: the students at the research context had wide range of difference in terms of English proficiency background. Some were native English-speakers, some were bilingual, some were Thai with native-like proficiency, some were just capable of communicating in English fairly, and some were considered as "zero English" e.g. new students. To be more specific, "zero English" refers to the students who were deficient in the English language: thus students were taken out of a particular subject and study basic English and some Thai was partially used as a tool to help students learn English especially when it came to complicated topics. Once the students show their potential of being able to participate in the mainstream classroom, they were sent back into the classroom. Moreover, the in-class support from the Thai TA was also provided for them in order to make sure that they were able to learn in all subjects without learning difficulties.

At the school, all subjects were instructed in English accept the Thai language and the Thai culture class; hence, being deficient in the English language was considered as a problematic issue in the context being studied. However, most subjects were provided with a TA who can speak both Thai and English that students' L1 can be used during the lessons if it was needed. Also, all classes in primary level are supported by Thai TA who was proficient in English so that low English proficiency students were welcome to ask for help at any time of their necessity. Even though Thai was available during the instruction at the school, the policy still enphasised on the "immersion approach" in which English was advocated to be used as much as possible: no matter where you were at school, English should be spoken.

As the researcher describes, you can see briefly how students' L1 is implemented in the research context. According to the School Management Information System (3sys), the Table 3.1 presents the population of the students in the context.

3.1.1 The School Curriculum

Using teachers who are native speakers of English, and specialists in their own curriculum area, English, Mathematics, Science, History, Geography, ICT, Art, Music and PE are key subjects taught at the Primary and Secondary levels. Throughout the curriculum teachers encourage the application of and effective use of modern technology. As the school was certified by the Cambridge University, the education at the research context is currently compulsory for all children between the ages of 5 and 16 with clear provision made for students aged 3-5 and 16-18. The students are placed in year groups based on their age on 31 August and the Year Groups are clustered into Key Stages as the defined curriculum is produced for each Key Stage. Throughout each Key Stage there are clear assessments and examinations to monitor and track each child's academic progress. Consequently, the progress between Year Groups is usually automatic, although students may be out of their age group for exceptional reasons.

Most students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. The norm is for students to take 8 or 9 the International version of the General Certificate of Secondary Education (IGCSE) courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied, so the students who study the IGCSE) over the two years of Key Stage 4, from the age of 14.

3.1.2 The role of Thai in the instruction at the research context

An Intensive English Programme enabled new students to develop their English language skills, before being integrated into the full curriculum programme. As Jingxia (2010) conducted a research on the topic of "Teachers' Code-Switching to the L1 in EFL Classroom." The investigation was undertaken at three Chinese universities aiming to find out the general situation of code-switching to Chinese as well as attempting to test positive role of the use of Chinese in the EFL classroom. The findings revealed that the switching to L1 is prevalent in the EFL classrooms of some Chinese universities and that it plays a positive role in the teaching and learning of English language. The previous research indicates that there seem to be some room

for L1 use in the target language context; in other words, a careful use of students' L1 may be beneficial towards teaching and learning at an international school context.

According to the similarity of the above mentioned research and this current research, the researcher specifically chose to conduct an investigation at the workplace in order to be able to accommodate the research requirements. Furthermore, the researcher had a role in the ESL Department in which the main duties were to support low English proficiency students in the mainstream classroom and to teach basic English to those who were considered as "zero English." To be more specific, zero English students were taken out of a particular subject and study basic English in the ESL Department instead. During ESL class, some Thai was partially used as a tool to help students learn English; especially when it came to a complicated topic. Once the students show their potential of being able to participate in the mainstream classroom, they were sent back. Moreover, not only low English proficiency students were supported in several classes but the students who were proficient in English are also assisted by a Thai TA when they faced the learning difficulties in most subjects in the mainstream classroom such as science, maths, biology, chemistry, so far and so forth: due to the difficulty of the subject matter, the in-class support programme mainly aimed to help lower level students in the mainstream classroom in terms of explaining subject matter using students' L1 in order to ensure that all students have the right comprehension.

Currently, the main in-class support was provided for history, business and English since there is only one ESL staff: before there were three. However, most subjects were provided with a TA who can speak both Thai and English so students' L1 can be used during the lessons if it was needed. Also, all classes in primary level were supported by Thai TAs who were proficient in English thus low English proficiency students and proficient students can ask for help at any time of necessary. Even though Thai was available during the instruction at the school, the policy still enphasises on the immersion approach in which English is advocated to be used as much as possible: no matter where you were at school, English should be spoken.

Table 3.1

The present population of the students in the context

	Form Year Description											
Gender	KG	NS	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	Yr10	Grand Total
Female	4	1	4	3	1	9	6	9	5	9	9	6	66
Male	5	4	3	3	8	8	4	4	11	9	3	3	65
Grand Total	9	5	7	6	9	17	10	13	16	18	12	9	131

KG: Kindergarten

NS: Nursery

Yr: Year group

3.2 RESEARCH DESIGH

According to Denscombe (2008), the design of an investigation was the ending result of the several discussions made by the researcher concerning how the investigation was conducted. The research design was associated with the framework the research study and the guiding plan for implementing the study. As Giddings (2006) explained, the research design vary with regard how many structures the researcher imposed on the research situation and how much flexibility was allowed once the study is undertaken. The research designed from most quantitative studies were highly structured: meanwhile, the designs of qualitative studies were more fluid.

3.2.1 Mixed Methods

The mixed methods, today, is known as the methods in a single investigation; "integrated" or "combined," in the sense that two forms of data are blended together (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992). The "mixed methods research," is the name frequently uses to associate with the recent Handbook of Mixed Methods in Social and Behavioral Research (Tashakkori & Teddlie, 2003a). However, the term mixed methods may not be familiar to a large number of social, behavioral, and human science scholars: its frequent use encouraged researchers to see this approach as a distinct methodology and method, used by an increasingly larger scholarly community. Further, it has been called "hybrids" (Ragin, Nagel, & White, 2004); "methodological triangulation" (Morse, 1991), which recogises the convergence of quantitative and qualitative data; "combined research" (Creswell, 2006); and "mixed methodology," which acknowledges that it was both a method and a philosophical worldview (Tashakkori & Teddlie, 2003a).

3.2.2 Qualitative and Quantitative Data

According to the definition mentioned, the mixed methods research employed both collecting and analyzing quantitative and qualitative data. Qualitative data consisted of a set of open-ended interview questions: the general, open-ended questions asked during these interviews allowed the participants to supply answers in their own words and thoughts. Also, qualitative data in this current study was collected by observing participants at the site of the research context. The analysis of the qualitative data (words an observation notes) typically followed the path of aggregation the words an observation notes into categories of information and presenting the diversity of ideas gathered during data collection.

In contrast, Quantitative data included closed-ended questionnaire, which was the attitude survey, asked about how both international school teachers and students perceived the use of students' L1 at an international school context. The collection of this kind of data also involved using a classroom observation checklist, on which the researcher checked the behaviors seen during the instruction at an international school. The analysis consisted of statistically analyzing scores collected on the questionnaires and the classroom observation checklists.

3.2.3 Designing and Constructing Mixed Methods Research

Mixed methods research encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers (Creswell, 2006). Despite its value, conducting mixed methods research is not easy. It takes time and resources to collect and analyze both quantitative and qualitative data. It also encourages the researcher to think about a paradigm that might encompass all of quantitative and qualitative research, such as pragmatism, or using multiple paradigms in research. According to Ragin, Nagel, & White (2004), the procedures of research require clear presentation if the reader is going to be able to sort out the different procedures. Further, investigators are often trained in only one form of inquiry (quantitative or qualitative), and mixed methods requires that they know both forms of data (Kelle, 2006).

To pursue the purposes of the study, the researcher employed a mixed-method research procedure consisted of both quantitative and qualitative methodology (Dörnyei, 2003) to collect the data in this current research. Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research (Kinn & Curzio, 2005). This approach was used when the integration provides a better understanding of the research problem than either of each alone. By mixing both quantitative and qualitative research approach, the researcher gained in breadth and in-depth understanding and corroboration; while, offsetting the weaknesses inherent to using each approach by itself (Kelle, 2006).

One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several methods and data sources to examine the same phenomenon. Triangulation also allows the researcher to identify aspects of a phenomenon more accurately by approaching it from different points using different methods and techniques (Greenne, 2006). Successful triangulation requires careful analysis of the type of information provided by each method, including its strengths and weaknesses. Moreover, Hall and Howard (2008) advocate the advantage of mixed method that it provides strengths that offset the weaknesses of both quantitative and qualitative research. For instance, quantitative research is

weak in understanding the context or setting in which people behave which it is something that qualitative research is used for.

On the other hand, qualitative research was seen as deficient because of the potential for biased interpretations made by the researcher and the difficulty in generalizing findings to a large group: quantitative research did not have these weaknesses. Thus, by using both types of research, the strengths of each approach made up for the weaknesses of the other. Additionally, the approach of mixed method was an approach that can be developed the better and the more context specific instruments. For example, by using qualitative research it is possible to gather information about a certain topic or construct in order to develop an instrument with greater construct validity, i.e., that measures the construct that it intends to measure (Hemming, 2008).

3.2.4 The Triangulation Design

The most common and well-known approach to mixing methods is the Triangulation Design (Creswell, Plano Clark, et al., 2003). The purpose of this design is "to obtain different but complementary data on the same topic" (Morse, 1991, p. 122) to best understand the research problem. This design is used when a researcher wants to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data. The intent in using this design is to bring together the differing strengths and non-overlapping weaknesses of quantitative methods (large sample size, trends, generalization) with those of qualitative methods (Patton, 1990). This design and its underlying purpose of converging different methods have been discussed extensively in the literature (Greene et al., 1989; as cited in Morse, 1991).

The Triangulation Design is a one-phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight. The single-phase timing of this design is the reason it has also been referred to as the "concurrent triangulation design" (Creswell, Plano Clark, et al., 2003). The researcher attempted to merge the two data sets, typically by bringing the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis. It generally involved the concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher understood best the research problem. The researcher was able to collect

and analyze both quantitative and qualitative data and merge the two data sets into one overall interpretation. The researcher related the quantitative results to the qualitative findings; therefore, the results of both sets of data were able to triangulate the validity and reliability of this current study.

This design had a number of strengths and advantages. Firstly, the design made intuitive sense: researchers new to mixed methods often choose this design. Next, each type of data was collected and analyzed separately and independently, using the techniques traditionally associated with each data type. Last but not least, it was an efficient design, in which both types of data are collected during one phase of the research at roughly the same time. In addition to the above rationales, this current research design allowed the researcher to collect the data which involved the collection and analysis of quantitative data followed by the collection and analysis of qualitative data.

3.3   PARTICIPANTS

As the researcher intended to discover all directions of the data from every angles of the participants , there were four major groups of participants including native English-speaker teachers (NET), nonnative English-speaker teachers (NNET), high English proficiency students (high achiever) and low English proficiency students (low achiever).

There were eight native English-speaker teachers (NET) combining both experienced and in experienced in teaching ESL and EFL students at the research context. Since the NETs were not able to communicate in Thai, the researcher would like to examine how they perceived the use of students' L1 in the context. Also, the notions from different angles were discovered to avoid bias in the study. Turn to the population of the nonnative English-speaker teachers (NNET), there were eight NNETs to be chosen in the research context: all of them were able to communicate in English proficiently. Primary NNETs attend in every classroom with the students in single day; secondary NNETs participate in only specific lessons in which in-class support is needed with low English proficiency students. As NNETs were Thai who passed through the stage of learning English and their experience in teaching at an international school

in ESL and EFL context: the notions being gathered from them were useful in studying the incorporation of students' L1 in the context being studied.

Another group of the participants in this study was the students; there were totally 131 students in all year groups at the research context. The researcher randomly chose eight students from Year 3 and 4, Year 5 and 6, Year 7, Year 8 and Year 9 to be studied simply because the in-class support was mainly conducted in all subjects taught in these classrooms: as most of the low English proficiency students were attending in these year groups. Again, both high achievers and low achievers were chosen to participate in this study in order to gain in-depth notion about the implementation of the students' L1 in the context.

All participants were selected by employing two sampling techniques: firstly, the student participants were chosen by simple random sampling as there was a small number of the population. Therefore, the lucky draw technique was used to ensure that all population has equal chance to be chosen. The second sampling technique was the purposive sampling. NETs and NNETs were chosen based on the maximum variation sampling, which seeks a wide range of extremes and is the principle that deliberately tries to interview a very different selection of people to capture a wide range of perspectives from the participants. The following data below presents the specific details of the participants from each group:

Table 3.2

The conclusion of the participants in the study

Teachers	Native English-speaker teachers	Nonnative English-speaker teachers	Sampling technique
	8	8	Purposive Random Sampling
Students	High achievers	Low achievers	Sampling technique
	20	20	Simple Random Sampling

3.3.1   Native and nonnative English-speaker teachers

There were eight native English-speaker teachers and eight nonnative English-speaker teachers, who teach different subjects, were chosen to participate in this study. As Dörnyei (2003) describes that the participants should be able to represent the population in the research context, so that a sample population of this current research will be drawn by using random sampling techniques in order to avoid the bias towards the research result. Nesbary (2000) suggests that the larger the sample size, the greater the probability the sample will reflect the general population; however, only sample size does not constitute the ability to generalize or to transfer the research result to the whole population.

The researcher employed the purposive sampling to select the sample from the teacher population. The researcher, again, separated the teachers into native English-speaker teachers (NET) and nonnative English-speaker teachers (NNET) in order to gain more insights from the two angles. In this study, the researcher chose the "maximum variation sampling", one of the most effective purposive sapling techniques, in which its major role is to capture a wide range of perspectives from experienced NET, inexperienced NET, experienced NNET, and inexperienced NNET. The basic principle behind maximum variation sampling is to gain greater insights from the context by looking at it from all angles. This can often help the researcher to identify **common themes** which are evidences across the sample (Tongco, 2007).

Moreover, purposive sampling saved time, money and effort. It was flexible and met multiple needs and interests. It also enabled the researcher to select a sample based on the purposes of the study, researcher questions and the knowledge of the participants. To lessen the bias of the researcher in selecting the participants from this sampling technique, the researcher picked the participants according to certain criteria such as years of ESL experience. To lessen the bias of the research result, experienced and inexperienced teachers were selected from both NET and NNET; consequently, different perspectives and insightful data from the two sides were investigated. Moreover, as male and female might perceive an issue differently so both male and female teachers were selected to participate in this current study. The following table shows the information of the NETs and NNETs:

Table 3.3

Participants of the study (teachers)

Teachers' categories / Teachers' data	Native English Teacher (NET)	Non Native English Teacher (NNET)	Primary Level (NET&NNET)	Secondary Level (NET&NNET)	Total
Male	5	3	5	3	8
Female	3	5	6	2	8
ESL experienced	6	5	8	3	11
ESL inexperienced	2	3	4	1	5
Grand Total					16

3.3.2 High and low achievers

Another group of the participants were high achievers and low achievers. There were forty students selected from the whole population in the research context by simple random sampling technique because there was a small number of the population due to the small classes as mentioned in the research context. To ensure the reliability of the research result, unbiased sampling techniques were employed in the study. As Patten (2004), states that obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. He also identifies that an unbiased sample is when every member of a population has an equal opportunity to be selected in the sample. In this current research, the researcher decides to use the simple random sampling technique to select the student participants from the context.

A sampling frame included the actual list of students included in the population (Nesbary, 2000) which is 97 students. As the small number of the population, the researcher divided the population into two groups which are high English proficiency students (high achiever) and low English proficiency students (low achiever). Because of the small number of the population, the then researcher used the lucky draw technique to pick the sample from the whole population from both group; in doing so, all students had an equal chance to be selected in order to get unbiased samples. There were eight students selected randomly from each class: the first four were high achievers and another four were low achievers. To be more accurate in considering the high and the low achievers, the researcher categorised these two group based on the learners' English proficiency from the School Management Information System (3sys): the participants who had the English level 4A onwards were considered as high achievers; on the other hand, those whose English level was lower that 4A were considered as low achievers. Moreover, the researcher confirmed students' language level with other teachers in order to make sure that students were put into the right group according to their language ability.

Even though high achievers were able to communicate in English proficiently, they used their L1, in some points, during the instruction of every subject. It is inarguable that Thai students who have proficient English language skills will sometimes use their mother tongue to facilitate learning in the target language context (Nazary, 2008). Thus, it was worth doing a research to investigate the answer of the question "how "and "why" international school students who have high English proficiency use their L1 to facilitate their learning. As the researcher concerned about this incident and interestingly eager to investigate all angles related to the use of students' L1 in terms of helping themselves to learn better in the target language context. Moreover, as Yigsaw (2012) explains that it has been a debatable topic in the language-learning community which allows students to use some of their first language in target language classrooms is gaining acceptance. In other words, when a student is still very new to a language, it's acceptable to pair him or her with other students who speak his or her native language.

Additionally, this did not only apply to spoken language. If you give students a written assignment, but the students do not yet have the proficiency to handle writing his response in English, "Don't make them just sit there and do nothing." There has even been some evidence that allowing second-language learners to pre-write and brainstorm in L1 results in higher-

quality writing in L2 in later stages of the writing process (Yigsaw, 2012). According to the above claim, there seemed to be the role of students' L1 in the mainstream classes and both high and low achievers may take advantage of the use of their mother tongue to better their learning in the classroom. Obviously, high achievers should be investigated as they take the role in the incorporation of students' L1 in the classroom.

Five years groups including Yr 3 and 4, Yr 5 and 6, Yr 7, Yr 8, and Yr 9, were selected to study based on the student participants' maturity of being able to give an accurate data as well as to express their thoughts towards the issue being investigated. Again, male and female students were chosen to prevent bias data from the participants. The below table shows the overall information of student participants in this study:

Table 3.4

Participants of the study (students)

Students' data / Year group	Male	Female	High Achiever	Low Achiever	Total
Year 3&4	4	4	4	4	8
Year 5&6	4	4	4	4	8
Year 7	4	4	4	4	8
Year 8	4	4	4	4	8
Year 9	4	4	4	4	8
Grand Total					40

3.4   INSTRUMENTATION

This study developed and implemented perspective questionnaire, interview, and classroom observation to gain insightful notion about the use of L1 at an international school. As mentioned, there were three research instruments to be used in this current research; firstly, the purpose of the perspective questionnaire was to uncover the native and nonnative-speaker teachers' perspectives towards the use of students' L1 in an international school context. Also, the questionnaires were used with international school students to see how they perceive the role of L1 at an international school environment. Secondly, the interview aimed at disclosing perspective towards the use of L1 in the classroom from both teachers and students; meanwhile, suggestive ways that L1 were used at an international school context as well as the confirmation of what learning situations in which international school students used L1 to help them learn better were investigated during the interview process.

To confirm the insights from each purpose, the classroom observation was conducted as a third research instrument. The purpose of this classroom observation was to triangulate all data collected from the previous research instruments aiming to see: the reaction of both teachers and students towards the use of L1 in the classroom, practical ways that both native and nonnative-speaker teachers use L1 in an international school context, and in what learning situation international school students use L1 as a helpful tool to better their learning. The triangulation of the data collected from different research instruments will increase credibility of the result from this current research.

There were five instruments used to collect data in this study. The first two, which were perspective questionnaires, were used to investigate the perspectives of both teacher and student participants towards the use of L1 at an international school. The other two were a set of interview questions asking about in what learning situations that student participants use L1 to facilitate their learning as well as to discover the practical ways the teacher participants incorporate L1 to enhance their teaching during the instruction. The fifth instrument was the classroom observation check list in which used to see the reaction towards the use of L1 in the classroom from both teacher and student participants.

An instrument was valid once it was able to measure what it was intended to measure and accurately achieved the purpose for which it was designed (Wallen & Fraenkel, 2001). Patten (2004) emphasizes that validity is the issue to discuss on how valid a test is, not whether it is valid or not. According to Patten (2004), no test instrument is perfectly valid. The researcher needs to be able to ensure that the instrument used in the study will result in accurate conclusion (Wallen & Fraenkel, 2001). Validity involves the meaningfulness, appropriateness, and usefulness of inferences made by the researcher on the basis of the data collected; also, it can sometimes be considered as judgmental (Wallen & Fraenkel, 2001).Patten (2004) states that content validity is determined by judgments on the appropriateness of the instrument's content: he also identifies three principles to improve content validity: which are firstly the use a broad sample of content rather than a narrow one, next the emphasis of important material, and thirdly the ability to write questions to measure the appropriate skill. These three principals will be addressed when writing the questionnaire items of this current research.

Importantly, all research instruments were sent to three experts in the field both internally and externally in order to ensure that all data collected through the research instruments were valuable and useful to answer the research questions. To do so, the researcher employed the IOC process which allowed the researcher to get feedbacks and suggestions directly from the experts that the validity and reliability of the research instrument was raised up. Furthermore, comments from the focus group were used to improve the validity of the questionnaire in terms of data collection and to make sure that all participants were able to do it. Moreover, interview questionnaire and classroom observation check list were conducted in the same process in which the questionnaire was approved. In this crucial process, the validity of these three research instruments was increased and the results of the data collection method were also more reliable.

According to Patten (2004), ". . . validity is more important than reliability" (p. 71). However, reliability does need to be addressed. Reliability relates to the consistency of the data collected (Wallen & Fraenkel, 2001). So that no matter where the research contexts will be changed, the research instruments employed in this current research should be successfully used in terms of the data collection in such contexts.

3.4.1 Perspective Questionnaire (For teacher)

The questionnaire was adapted from the attitude of using native language (Korean) in ELT classrooms of Kim and Petraki (2009) (see in Appendix). The questionnaire consists of three parts as follow:

Part 1: The first part of the questionnaire contained questions obtaining the general information such as the participants' gender, subject they teach, years of ESL/EFL experience etc.

Part 2: The second part consisted of ten questions asking about the practical ways to implement L1 in order to facilitate classroom activities and teaching. Some questions, i.e. question 4 and question 5, were divided according to students' level including: 1.Beginner to pre-intermediate, 2. Intermediate and 3.Upper-intermediate to advance. In doing so, the research is able to find out clearly that in what teaching activities or teaching process of each level in which the teachers use L1 to help improving their instruction.

Part 3: The third part contained opinion and suggestions from the teacher participants in order to further interesting information about the use of L1 in an international school context. In this part, the participants can add more issues in order to express their experience towards the use of L1 in their classroom.

3.4.2 Perspective Questionnaire (For student)

The questionnaire was adapted from the beliefs measurement called "the Inventory for Beliefs about Translation (IBT)." This questionnaire was used to investigate the student participants' belief towards the use of L1 in their classroom in Liao's (2006) study (see in Appendix). Also, the questionnaire was translated into Thai to assure that student participants had clear understanding about the questions since there were low English proficiency participants included in this study. The questionnaire consisted of two parts as follows:

Part 1: The first part of the questionnaire contained questions obtaining the general information such as the participants' gender, class level, the level of English according to their current English grade etc.

Part 2: The second part contained 28 questions about the participants' beliefs towards the use of L1 in their learning process; also, the questionnaire allowed the participants to clarify the learning situations in which they used L1 to help them learn better as well as practical ways that L1 can be used in an international school context, and their perceptions towards the incorporation of L1 in their lessons.

3.4.3 A set of interview questions (For teachers)

Regarding to the research questions, the researcher prepared a set of interview questions in order to gain needed data to answer the research questions in which mentioned earlier. The set of the interview questions provided five questions asking about teachers' perception towards the use of L1 in their teaching; also, they were asked in what ways L1 can be used practically in their instruction. Besides, the problems in using L1 were also investigated through this set of questions. However, further questions were used in order to collect other interesting issues related to the use of L1 at an international school, thus the researcher was free to collect such data during the interview.

3.4.4 A set of interview questions (For students)

Five interview questions were set to ask student participants in order to achieve the researcher questions asked earlier: as semi-structure interview was employed in this study. The attitudes towards the use of L1 in an international school classroom were disclosed and in what situations the student participants used L1 to help them learn better were asked from the participants. As semi-structure interview was employed to collect the data, the researcher was able to ask more questions to fulfill the missing information to answer the researcher questions.

3.4.5 Classroom observation check list

The last research instrument in this study was non-participant observation. This instrument was developed according to the previous research instrument since it was used to triangulate the data collected from those instruments. The reason why the researcher chose non-participant observation technique to be used in this study is simply because the researcher would like to avoid the effect from the observation during the instruction. It is inarguable that the participants may perform better once they know they are observed; however, the researcher visited each class for several times in order to have the participants get used to being observed: thus they performed and participate in their classroom activities as usual.

The researcher wrote down all data which occurred during the classroom activities, also the researcher's perspectives were noted alongside with the actual incidents that were performed by both students and teachers in the classroom in order to see the reflection of the use of students' L1 in the instruction as well. Furthermore, the researcher counted the number of the occurrence of the L1 use in order to define "Good", "Decent", and "Poor". To be more specific, more than ten times of using L1 in a particular classroom activity was considered as "Good". When the teachers used students' L1 in between five to ten times, it was counted as "Decent" and when the L1 was used less than five times, the "Poor" was ticked. To pinpoint the observer's perspective towards the observation seen in the real situation helped the observer to gain deeper understanding when he or she gets back to the data analysis. Additionally, this research instrument was used to triangulate data collected from all research instruments mentioned above since the researcher conducts the list according to the questions asked in all four research instruments. Moreover, the list was divided into three sets in order to investigate different levels including beginner to pre-intermediate level, intermediate level, and upper-intermediate to advanced level. However, all data in three sets were the same since the researcher would like to discover the same notions with three different levels.

3.5   DATA COLLECTION

The study was conducted in three sessions and the research instruments used in each session was discussed accordingly:

The data in session 1 were selected using the perspective questionnaire: it was administered to the participants both teachers and students. The participants were given a few days to finish the questionnaire since the researcher would like to gain an accurate data from them: giving the participants ample time allowed them to think and answer such questionnaires precisely.

In session 2, the semi-structured interview was conducted with the teachers and students who were randomly selected by purposive sampling from the whole participants. For the teachers and high achieving students, the researcher interviewed them in English since all of them are able to communicate in English. On the other hand, the interview questions were translated into Thai when the researcher interviewed the low achiever students as they were not comfortable to do the interview in English due to their language barrier. Moreover, using Thai helped them to express their answers more clearly and accurately.

The last session was incorporated with the classroom observation check list: it was used to triangulate such notions gained from the questionnaire and the semi-structure interview. Both teachers and students were observed in all year groups being studied, also the researcher conducted several observations in order to get accurate results.

Moreover, an informal pilot study was conducted with a small group of the teachers and students at the researcher's home institution. Conducting a local pilot study permitted the researcher to ask the participants for suggestive feedbacks on the research instrument and it also helped eliminate the author bias (Mason, 2006). Once the pilot research instruments were modified by using educational expert's feedback, all research instruments were used to collect the data from the participants in the study. There were three research instruments used to collect the data including:

3.5.1 Questionnaire

The questionnaires were administered to all participants including 16 teachers (NET and NNET) who were considered as experienced and inexperienced in ESL/EFL context. The same questionnaire was used with both NET and NNET since Thai English teachers should be able to understand the questionnaire items which were composed in English. As Louisy (2004) describes quantitative approach as a formal, objective, rigorous and systematic process for generating information about phenomenon. The results from the quantitative approach were gathered according to a specific plan in which formal instruments were used to collect the information. The information collected was translated into number and analysed using statistical procedure (Patton, 2006). In addition, Dörnyei (2003) states that surveys are especially well-suited for asking factual questions, behavior questions, and attitudinal questions; besides, he adds that the overall purpose of a survey is to obtain a snapshot of conditions, attitudes and/or events of an entire population at a single point in time by collecting data from a sample drawn from that population.

Another reason of distributing the same questionnaire was that the research preferred to investigate the same issue with both NET and NNET: hence, the research clearer saw the perspectives towards the same issue from both each side. For the student participants; the researcher contributed the 40 perspective questionnaires to all the samples which were the combination of five year groups including Yr3&4, Yr5&6, Yr7, Yr8, and Yr 9. Both high achievers and low achievers used the same questionnaire; however, the researcher decided to use the questionnaire in which to be translated into Thai language with the low achievers participants in order to ensure the accurate result answered in the questionnaires. The questionnaire was used earlier than the other two research instruments so that the researcher was able to gain some insights from the result then further interview questions and classroom observation check list can be relatively composed.

3.5.2 Semi-structured Interview

The semi-structure Interview was used to gather insightful information from both teachers and students according to the research questions and the result which was found in the questionnaires. By using a semi-structured interview, which involved developing a set of questions according to the research questions and the format that the interviewer can "vary the question as the situations demand" (Creswell, 2009, p.191) was used. Further, a qualitative study was concerned with non-statistical methods and small purposively selected participants. As Lieber (2009) states that a qualitative method is especially useful for exploring the full nature of a little-understood phenomenon.

Therefore, the researcher purposively selected the key informants to be interviewed and the criteria of being chosen were set up as well. The researcher picked the participants from both experienced and inexperienced teachers: by inexperienced teacher, the researcher referred to a teacher who has taught in ESL or EFL context less than a year thus teachers who have been teaching in ESL or EFL context more than a year will be considered as experienced teachers. In terms of the students' side, the researcher chose high achievers and low achievers students to have the interviews with the researcher individually.

According to the School Management Information System (3sys), the participants who have the English level 4A onwards were considered as high achievers; on the other hand, those whose English level was lower that 4A were considered as low achievers. Each interviewee was interviewed twice and each interview was lasted about 20 minutes since there were only 12 participants chosen from all samples. For teachers' side, there was 1 experienced NET, 1 inexperienced NET, 1 experienced NNET, and 1 inexperienced NNET. Move on to the students' side which includes 4 high achievers and 4 low achievers from all year group selected in this current study. The second interview of each participant was spared for interesting issues regarding to the previous interview. The questions that were asked in the interview were related to the questionnaire items; therefore, the result from both research instruments can be used to triangulate the result of each instrument.

3.5.3 Classroom Observation

The classroom observation was conducted as the last step of the data collection since it ensured the correspondence among the three research instruments in this study. The researcher used the classroom observation check list which was composed in a table format. The table format included teaching stage, content of teaching, teacher/student activities, and teacher/student interactions. Therefore, the table format enabled the researcher to analyse the data more easily. The researcher sat regularly in the classrooms of different subjects such as science, maths, art, etc for three weeks: five times a week since there were five years groups being studied and each observation lasts 50 minutes.

The researcher employed long time period observation in order to gain accurate and rich information from the participants; thus, the researcher was able to describe the issues observed in the classroom more reliably (Kim and Petraki, 2009). Moreover, the result from the classroom observation was used to triangulate with the data which was investigated in the previous research instruments resulting in the increasing of credibility of this current research. Moreover, the researcher coded the data which was gathered from the researcher's note and showed the researcher's perspectives towards the behaviors and reactions from both teachers and students on the incorporation of students' L1 in the classroom. Open coding, axial coding, and selective coding was, again, used to investigate the common theoretical themes that occurred in the classroom incorporated with students' L1.

Table 3.5

Data collection of the study

Session	Research Instrument	Participants
1.	Perspective Questionnaire for student participants Perspective Questionnaire for teacher participants	- Administer all perspective questionnaires to both teacher and student participants - Allow the participants to take the questionnaire home since accurate answers are needed
2.	Semi-structured Interview for student participants Semi-structured Interview for teacher participants	- 2 foreign teachers (both experienced and inexperienced in ESL/EFL context) - 2 Thai teachers (both experienced and inexperienced in ESL/EFL context) - 4 high achievers - 4 low achievers
3.	Classroom Observation Check list	- Teacher and students participants from each Year group will be observed 3 times (50 minutes each time) - The observation will last 3 weeks

3.6   DATA ANALYSIS

The data analysed in this recent study primarily included 56 questionnaires from teacher and student participants, 8 semi-structure interviews (both teachers and students), and 10 Classroom observations. The result from the questionnaires, interviews and observations were submitted to the participants in order to confirm reliability. A combination of deductive and inductive approaches was used for the analysis of both types of data (Patton, 2002).

3.6.1 SPSS Programme

The SPSS was specifically made for analyzing statistical data from, firstly, the perspective questionnaire in which to be administered to all participants; it offered a great range of methods, graphs and charts: it helped the researcher to present a clearer picture of the result of the study. Secondly, the programme was used to calculate the result of the classroom observation check list in order to present a clearer picture of the correspondence amongst the research instruments used in the earlier steps. Moreover, such graphs or charts worked well with numbers; especially for people who do not enjoy statistics. Meanwhile, general programs may offer other procedures like invoicing and accounting forms, but specialised programs are better suited for this function (Benefit of SPSS, n.d.).

3.6.2 Coding

The interview data analysis was conducted by repeated reading the transcripts gathered from the interview then the researcher coded the repeated data according to the participants' explanation of their perspectives towards the interview questions. The coding was coded deductively by using priori categories derived from the literature review and the research questions. Also, the inductive coding was used to identify the concepts which form all categories. Next, the inductive process continued to identify and carefully improved such categories. There were three steps in coding the transcript from the interview including open coding, axial coding, and selective coding. Firstly, the open coding was done by using the markers with different colours to high light the sentences relate to each other. Then the researcher applied the axial coding in the second step: the coloured sentences were grouped according to the research questions as the researcher considered the relationship among those coloured sentences and put them into the same category. The last step was selective coding. Once all coloured sentences were put into the same category considering the relationship amongst them, all chunks of the data belonged to the same category were gathered together and were refined to develop to theoretical themes. Additionally, repeating comparisons, revisions, and modifications were made in order to validate the categories and themes (Patton, 2002).

3.7 ETHICALREQUIREMENT

McNamara (1994) identifies five ethical concerns to be considered when conducting a research. Each guideline deals with voluntary participation including, (1) completely voluntary, (2) no harm to respondents, (3) anonymity and confidentiality, (4) identifying purpose and sponsor, and (5) analysis and reporting. These guidelines will be addressed individually with explanations to help get rid of or control any ethical concerns.

First, the researcher needed to make sure that participation is completely voluntary. As to make sure that all participants were comfortable to participate in this current research, the researcher, firstly, composed a consent form distributing before the data collection was conducted to see if those participants are willing to be a part of this research. Secondly, particular participants (according to the sampling technique) were contacted individually to ask for their permission to collect the data by another data collection method since three data collection methods were used in this study. The two steps mentioned above ensured that all participants were completely voluntary to contribute their information to be analysed in this research.

McNamara's (1994) second ethical guideline was to avoid possible harm to respondents. To do so, the exclusion of embarrassment or feeling uncomfortable about questions was taken into consideration. In this current research, the researcher did not include sensitive questions which can be caused embarrassment or uncomfortable feelings. Another consideration was that harm could also arise during the data analysis process or in the survey results. To avoid these harms, the solutions were discussed under confidentiality and careful report writing.

A third ethical guideline is to protect a respondent's identity. This can be accomplished by exercising anonymity and confidentiality. A survey or an interview is anonymous when a respondent cannot be identified on the basis of a response (McNamara, 1994). To avoid this ethical issue, the consent form was clearly identify the survey and interview transcription as being confidential in regards to responses and the reporting of results. All participants' identification was kept confidential and was only used to determine who were available for the follow-up purposes.

McNamara's (1994) fourth ethical guideline is to let all prospective respondents know the purpose of the survey and the organization that is sponsoring it. The purposes of this study were provided in the consent form indicating and to identify teachers' and students' perspective towards the use of L1 at an international school in order to investigate the role of L1 in an international school context. The consent form also explained that the results of the study would be used in a dissertation as partial fulfillment for a Master degree.

The fifth ethical guideline, as described by McNamara (1994), is to accurately report both the methods and the results of the data collection to professional colleagues in the same educational field since the advancements in academic fields come through honesty and openness, the researcher assumes the responsibility to report problems and weaknesses in terms of data collection and data analysis as well as the positive results of the study.

3.8 TRIANGULATION

The concept of triangulation played an essential role in the researcher findings presentation since it increases the reliability of the research result. As Mouton and Marais (1990) describes, the concept of triangulation is sometimes used to explain the combination of qualitative and quantitative methodology; further, they add that the term triangulation refers mainly to the use of multiple methods of data collection in which to be able to increase the reliability of the research result.

There are many scholars who claim the advantages of the triangulation concept. For instance, Denzin (2000) clarifies the advantage of triangulation as follow: "by combining methods and investigators in the same study, observers can partially overcome the deficiencies that flow from one investigators or method" (p.275). Moreover, one of the major advantages of the triangulation is that multi-method research can result in the potential for improvement of the validity of the research findings. According to Polit and Hungler (1999) state that a researcher can be confident about the validity of the research result once they supported by multiple and complementary types of data collection methods. Therefore, triangulation of method referring

both qualitative and quantitative approaches of this study, data triangulation and multiple data collection sources, will be used in this current research.

In this current study, a perspective questionnaire was used as a quantitative approach in order to get insights from the participants both teacher and students. Next, the researcher conducted several interviews with the selected participants by random sampling techniques in order to increase the reliability of the result. The last data collection was classroom observation in which to observe different classes in order to see the reactions towards the use of L1 from both teachers and students in the on-site context. These multiple sources of data were used to triangulate the research findings as the truth was able to conclude reliably in the research result. According to Polit and Hungler (1999), the triangulation aims at providing a basis for the convergence on the truth. They also advocate that "by using multiple methods and perspectives, the researcher strive to sort out 'truth' information from 'error' information" (p.429).

CHAPTER 4

RESEARCH FINDINGS

"The limits of my language are the limits of my learning."

-One of the low achieving students-

In this chapter, the researcher has presentedthe findings according to the four research questions. It has been presented in this format in order to display the research findings found from the study including the practical ways that L1 can be used to help international school students learn better, learning situations in which international school students use their L1 to help them learn better, native-speaker teachers and nonnative-speaker teachers' attitude towards the use of students' L1 in their classroom, and the students' attitudes towards the incorporation of L1 in their lessons.

With regard to the research problems, the instrumentation including the questionnaire, semi-structured interview, and non-participant classroom observation were used to strengthen both validity and reliability of the research findings since the data collected from the five instruments could be used to triangulate what was found in the study; therefore, the data collection was divided into three stages reference to the research instruments accordingly. To precisely answer each research question, the research findings were reported from each research instruments orderly and the insights found were presented from the investigation in separate sections under the research questions. In doing this, the findings from each data set increased the validity and the reliability of the research findings. Thus, the following two sections of the research findings were presented in the structure as explained above.

4.1   GENERAL BACKGROUND INFORMATION

The questionnaire was adapted from the attitude of using native language (Korean) in ELT classrooms of Kim and Petraki (2009) (see in Appendix 2) and "the Inventory for Beliefs about Translation (IBT)." conducted to investigate the student participants' attitudes towards the use of L1 in their classroom in Liao's (2006) study (see in Appendix 1). The close-ended question in the questionnaire was divided into 3 sections. The first section contained demographic questions in order to collect data about the participants' age, gender, and educational information. The second section asked about the participants' attitudes towards the incorporation of students' mother tongue in an international school context. The third section investigated practical ways in which participants use students' L1 to better their teaching and learning at an international school.

In this section, various descriptive analyses were applied in order to summarise the characteristics of the participants and their attitudes towards the incorporation of students' mother tongue in an international school context. SPSS (Statistical Package for Social Sciences) was utilised to analyse the quantitative primary data collected from 56 participants including international school teachers and students. Frequency, percentage, means, and ranking allowed the researcher to understand the distribution of data clearer

4.2   STUDENTS' ATTITUDES TOWARDS THE USE OF L1

Students' demographic information

Table 4.1

Students' personal information

Students' demographic information		Number of participants	Percent
1. Age	11-12 years	8	18.2
	More than 13 years	32	81.8
2.Gender	Female	31	86.4
	Male	9	13.6
3.Class	Year 5 and 6	5	9.1
	Year 7	9	18.2
	Year 8	5	13.6
	Year 9	18	59.1
4.Current English Level	High achiever	15	31.8
	Low achiever	25	68.2
Total		40	100.0

From table above, there were four questions asked about personal information of 40 participants who were international school students: the results are illustrated in Table 4.1. A majority of students who answered the questionnaire were at the age of more than 13 years (81.8%), while only 8 participants or 18.2% were between 11 and 12 years old. Furthermore, most of the participants were female (86.4%), and only 9 participants or 13.6% were male. It was found 18 students or 59.1% are currently studying in year 9, year 7 (9 participants or 18.2%), year 8 (5 participants or 13.6%), and year 5 and 6 with 5 participants or 9.1%, respectively. The current language proficiency of the 40 participants was as follows: 68.2% or 25 participants have been considered low achiever students, whereas only 15 participants or 31.8% were high achiever students.

4.2.1   Students' attitudes towards the use of students' L1

The second part contained 28 questions about the participants' attitudes towards the use of L1 in their learning process; also, the questionnaire allowed the participants to clarify the learning situations in which they use L1 to help them learn better, practical ways that L1 can be used in an international school context, and their attitudes towards the incorporation of L1 in their lessons.

Table 4.2

Students' attitudes towards the use of students' L1

Students' attitudes towards the use of students' L1	Mean	S.D	Ranking
5. When reading an English text, I first translate it into Thai in my mind to help me understand its meaning.	3.36	0.90	9
6. I read Thai translations in the course reference book to help me better understand English articles in the textbook.	3.14	0.83	16
7. After I read English articles, I use an available Thai translation to check if my comprehension is correct.	3.32	0.89	10
8. To write in English, I first brainstorm about the topic in Thai.	2.95	1.09	21
9. When I write in English, I first think in Thai and then translate my ideas into English.	3.32	1.25	11
10. I write Thai outlines for my English compositions.	3.64	1.26	4
11. When I listen to English, I first translate the English utterances into Thai to help me understand the meanings.	3.77	0.92	3
12. I read the Thai translation scripts before I listen to instructional English tapes or CDs.	2.73	1.24	23
13. When I watch English TV or movies, I use Thai subtitles to check my comprehension.	2.95	0.95	20
14. I listen to or read Thai news first in order to understand English radio/TV news better.	2.64	1.09	25
15. When speaking English, I first think of what I want to say in Thai and then translate it into English.	3.00	1.11	18
16. If I forget certain English words or expressions in the middle of conversation, I translate from Thai into English to help me keep the conversation going.	3.41	1.01	7

Students' attitudes towards the use of students' L1	Mean	S.D.	Ranking
17. I memorize the meaning of new English vocabulary words by remembering their Thai translation.	3.23	1.11	15
18. I learn English grammar through Thai explanations of the English grammatical rules.	2.41	0.85	27
19. I use Thai translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.	2.73	0.77	24
20. I learn English idioms and phrases by reading their Thai translation.	2.77	1.02	22
21. I use English-Thai dictionaries to help myself learn English.	4.23	0.75	1
22. I use Thai-English dictionaries to help myself learn English.	3.36	1.36	8
23. I use an electronic translation machine to help myself learn English.	3.64	0.85	5
24. If I do not understand something in English, I will ask other people to translate it into Thai for me.	3.82	0.96	2
25. I ask questions about how a Thai expression can be translated into English.	3.00	0.93	19
26. When the teacher assigns English articles for reading, I work with others to translate them.	3.27	1.03	12
27. I practice mentally translating my thoughts from Thai to English in various situations.	3.23	0.75	14
28. I take notes in Thai in my English class.	2.36	1.18	28
29. I write Thai translations in my English textbooks.	2.45	1.14	26
30. I try to clarify the differences and similarities between Thai and English through translation.	3.27	0.98	13
31. When reading English, I try to grasp the meaning of what I read without thinking of Thai equivalents.	3.45	1.14	6
32. When speaking English, I think of what I want to say in English without thinking first in Thai.	3.14	0.99	17

According to Table 4.2, the researcher asked 28 questions to both high achievers and low achievers in order to understand how they use their mother tongue to help them learn better at an international school. The findings presented that the participants mostly agreed to the use of English-Thai dictionaries in order to enhance their learning about the subject matter taught in the classroom ($\bar{x}$ = 4.23, S.D = 0.75) and then they improved their comprehension by asking other classmates, in this case the high achievers, to translate English expressions or words if they did

not understand the content discussed in the instruction. ($\bar{x}$ = 3.82, S.D = 0.96). Secondly, the mother tongue was used to translate English utterances into Thai for the better apprehension in the meaning of words and expressions ($\bar{x}$ = 3.77, S.D = 0.92); besides, students' L1 was incorporated with planning and writing outlines for different kinds of compositions ($\bar{x}$ = 3.64, S.D = 1.26). Moreover, the participants used an electronic translation machine ($\bar{x}$ = 3.64, S.D = 0.85) in order to grasp the meaning without thinking of Thai equivalents ($\bar{x}$ = 3.45, S.D = 1.14), and to translate from Thai expressions into English as well as to help maintain continuous conversation if they could not think of appropriate vocabulary in the middle of the conversation ($\bar{x}$ = 3.41, S.D. = 1.01).

However, the participants disagreed with the act of writing Thai translations in their English textbooks ($\bar{x}$ = 2.45, S.D = 1.14), to learn English grammar through Thai explanations of the English grammatical rules ($\bar{x}$ = 2.41, S.D = 0.85), and to take notes in Thai in their English class ($\bar{x}$ = 2.36, S.D = 1.18). For the rest of the questions, the participants rated various levels of preferences in order to use their mother tongue to facilitate their learning in the classroom. For instance, sometimes the participants incorporated their mother tongue with using Thai-English dictionaries to help themselves learn English ($\bar{x}$ = 3.36, S.D = 1.36), or they translated English into Thai in their mind to help them understand its meaning ($\bar{x}$ = 3.36, S.D = 0.90), etc.

As seen from the research findings above, international school students put more emphasis on the availability of their L1 translation. This convinced the researcher that the understanding of the subject matter is the most important concern when both high achievers and low achievers were studying in the classroom. Furthermore, peer support was one of the outstanding ways in which low achiever students chose to better their learning ability.

4.2.2 The practical ways of using students' L1: seen by students

The following five questions below introduced the clarification of the learning situations in which students used their mother tongue to increase their learning capacity; besides, practical ways that students' L1 can be used in an international school context were also presented.

Table 4.3

The practical ways in which students used their L1

The practical ways in which students used their L1	Mean	S.D	Ranking
33. Thai should be used in terms of giving instruction.	2.77	1.27	5
34. Thai should be used with complex topics.	3.18	1.37	2
35. Thai Translation can help you check your comprehension.	3.23	1.19	1
36. It is helpful to ask some questions in Thai.	2.86	1.25	4
37. It will be better if your teacher explains more details in Thai.	2.95	1.29	3

According to table 4.3, the researcher asked five questions about practical ways in which the international school students used their L1 in an international school context. The findings revealed that the participants agreed with Thai Translation in order to help them check their comprehension ($\bar{x}$ = 3.23, S.D = 1.19). Moreover, it was suggested that Thai should be used to teach complex topics ($\bar{x}$ = 3.18, S.D = 1.37); likewise, the participants supported the use of their mother tongue in explaining more details and asking in Thai ($\bar{x}$ = 2.95, S.D = 1.29).

As you can see, students advocated the use of their mother tongue in enhancing their comprehension about the subject matter taught in the classroom. The second ranking in terms of the incorporation of L1 in facilitation of the participants' learning ability was to learn complex subject matter through Thai explanation as they would be more confident to make sure that they really understand what they were taught in the classroom. The other skills most participants took advantages from their mother tongue were: learning more details in Thai, asking questions in the lessons, and receiving instructions in Thai accordingly.

4.2.3 Students' attitudes towards the use of L1 in their lessons

As seen in Table 4.4, seven close-ended questions were asked to investigate how high achievers and low achievers perceived the use of their mother tongue in the instruction at an international school. In addition, the findings, which are shown in ranking in order, helped to gain insightful notions of the most useful ways students incorporated their L1 in the classroom.

Table 4.4

Students' attitudes towards the incorporation of students' L1 in their lessons

Students' attitudes towards the incorporation of students' L1 in their lessons	Mean	S.D	Ranking
38. Native language (Thai) should be used in English-speaking classes.	2.32	1.29	7
39. The use of Thai helps you learn better English.	2.95	1.05	4
40. Teachers should use Thai in every subject.	2.45	1.30	6
41. Thai helps you learn better in every subject.	3.05	1.29	3
42. Thai should be prohibited to use in English-speaking class.	3.32	1.17	2
43. Thai should not be used in every subject.	3.41	1.10	1
44. Thai slows down your learning.	2.55	.96	5

Furthermore, the researcher also asked all participants about their attitudes towards the incorporation of L1 in their lessons. According to the questionnaire, low achieving students agreed with the incorporation of the students' mother tongue in every subject ($\bar{x}$ = 3.41, S.D = 1.10); however, high achievers emphasised that Thai should be prohibited to use with the intermediate students in English-speaking classes ($\bar{x}$ = 3.32, S.D = 1.17). In addition, both high achievers and low achievers believed that the implementation of Thai not only helps them learn better in every subject ($\bar{x}$ = 3.05, S.D = 1.29), but also supports them to learn English better ($\bar{x}$ = 2.95, S.D = 1.05). In accordance with the above findings (see Table 4.3), all participants disagreed that Thai slows down their learning ($\bar{x}$ = 2.55, S.D = 0.96); also the incorporation of the native language should be selective based on academic purposes in the English-speaking classes ($\bar{x}$ = 2.32, S.D = 1.29).

In conclusion, international school students realised the advantages of their mother tongue used in an international school context where all subjects were instructed in English. Based on the findings investigated from the high achieving students, they did not see much difference regarding the incorporation of their L1 in their lessons as they are proficient in speaking English in the classroom; on the other hand, low achieving students are confident in learning all subjects with the permission of using their mother tongue. Above of all, all students participated in this study did not believe that their mother tongue slowed down their learning ability, and it was confirmed that all of them were more comfortable when they were allowed to use their mother tongue in complicated learning situations.

4.3   TEACHER'S ATTITUDES TOWARDS THE USE OF L1

Teachers' demographic information

Table 4.5

Teachers' personal information

Teachers' demographic information		Number of participants	Percent
1.Age	20-30 years	5	33.3
	31-40 years	7	50.0
	41-50 years	4	16.7
2.Gender	Female	10	66.7
	Male	6	33.3
3.Nationality	Foreigner	8	50.0
	Thai	8	50.0
4.Education	Bachelor	9	58.3
	Master	2	8.3
	Post Graduate	5	33.3
5. ESL/EFL experience	Less than 1 year	4	25.0
	1-3 years	5	33.3
	3-5 years	2	8.3
	More than 5 years	5	33.3
6.Teaching level	Beginner to pre-intermediate	8	50.0
	Intermediate	5	33.3
	Upper-intermediate to advanced	3	16.7
Total		16	100.0

The majority of teachers, who participated in this study, were at the age between 31 and 40 years (50%), followed by 20-30 years (33.3%) and 41-50 years (16.7%). Furthermore, most of the participants were female (66.7%), while only 6 participants or 33.3% were male. The data presented that 6 teachers or 50% are either foreigner or Thai. In terms of ESL/EFL experience of the participants, most of teachers (66.6%) have experience with either 1-3 years or more than 5 years. The second most was the participants who have less than 1 year (25%), and the last one was teachers who have been working 3-5 years in ESL/EFL context (8.3%). (see Table 4.5)

4.3.1   Teachers' attitudes towards the use of students' L1

As seen in Figure 4.2, the research findings displayed that both native and nonnative speaker teachers agreed with the use of Thai in order to help international school students better their learning capacity ($\bar{x}$ = 3.58, S.D = 1.16); anyhow, all participants disagreed with the frequent use of Thai in their class instructions, even if they could speak Thai. ($\bar{x}$ = 2.25).
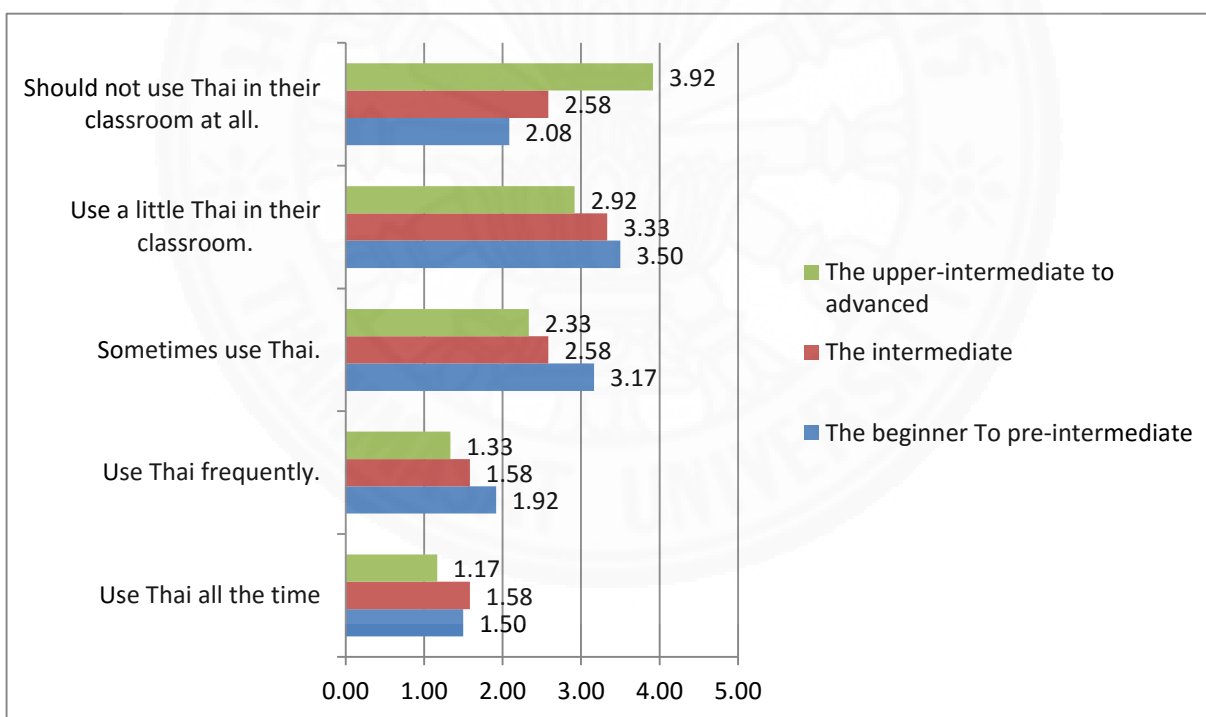
Figure 4.1 Teachers' attitudes towards the incorporation of L1

For the beginner to pre-intermediate students, the participants agreed that students should be allowed to use Thai in their classroom ($\bar{x}$ = 3.50, S.D = 1.51), and the students should be able

to fully use Thai in particular learning situations such as grammatical explanation or difficult content ($\bar{x}$ = 3.17, S.D = 1.40). In relation to this finding, all teachers disagreed about not using students' L1 in the classroom at all ($\bar{x}$ = 2.08, S.D = 1.51); or in other words, teachers should use Thai frequently with low achiever students ($\bar{x}$ = 1.92, S.D = 1.24) but not all of the time ($\bar{x}$ = 1.50, S.D = 0.67).

In case of intermediate students, native speaker and nonnative speaker teachers allowed students to use a little Thai in their classroom ($\bar{x}$ = 3.33, S.D = 1.30); nevertheless, they disagreed with incorporating students' mother tongue frequently with intermediate students ($\bar{x}$ = 2.58, S.D = 1.62). Besides, nonnative speaker teachers strongly disagreed to use Thai frequently with intermediate students ($\bar{x}$ = 1.58, S.D = 0.90).

For upper-intermediate to advanced students, teachers agreed that students in upper-intermediate to advanced classes should not use Thai in their classroom at all ($\bar{x}$ = 3.92, S.D = 1.51). However, some of nonnative speaker teachers moderately agreed upper-intermediate to advanced students should use a little Thai in their classroom ($\bar{x}$ = 2.92, S.D = 1.68.

In addition to the research finding about native and nonnative speaker teachers' attitudes towards the incorporation of students' mother tongue in an international school context, the insights found from the investigation revealed that students' mother tongue played some roles in teaching and learning capability of both teachers and students: different options to be chosen in order to implement students' L1 in the instruction effectively at an international school were based on students' language proficiency. Low achieving students were often allowed to use their L1 in their classroom as they were weak in language but not subject matter; in contrast, intermediate and upper-intermediate to advanced students were pushed to practice their target language skill in the classroom as much as possible.

4.3.2 The practical ways of using students' L1: seen by teachers

Some questions asked about the practical ways to implement L1 in order to facilitate classroom activities and teaching. The following questions were divided according to students' levels including Beginner to pre-intermediate, Intermediate, and Upper-intermediate to advance.

In doing so, the researcher was able to find out clearly what teaching activities or teaching processes of each level used L1 to help improve their instruction.

Table 4.6

The practical ways in which students' L1 can be used with beginner to pre-intermediate students

The practical ways in which students' L1 can be used with beginner to pre-intermediate students	Mean	S.D	Ranking
24. For beginner to pre-intermediate students, it is useful to use Thai in English-speaking classroom.	3.08	1.51	2
24.1 To give instruction	2.58	1.24	5
24.2 To clarify the meaning of the words, expressions or sentences	3.33	1.07	1
24.3 To explain grammar rules	3.08	1.08	3
24.4 To ask questions to teachers	2.58	1.08	6
24.5 To carry out pair and group work (communicative activities)	2.83	0.94	4
24.6 Classroom management/to give students' discipline	2.33	0.98	7

Table 4.6 presents, native and nonnative speaker teachers moderately agreed to use Thai in English-speaking classroom with beginner to pre-intermediate students ($\bar{x}$ = 3.08, S.D = 1.51). It was found that all teachers, at most, agreed to clarifying the meaning of the words, expressions or sentences ($\bar{x}$ = 3.33, S.D = 1.07). Next, they advocated the advantages of using students' L1 in explaining grammar rules ($\bar{x}$ = 3.08, S.D = 1.08), and carrying out pair and group work ($\bar{x}$ = 2.83, S.D = 0.94). However, the participants pointed out that they use students' mother tongue less frequently in giving instructions ($\bar{x}$ = 2.58, S.D = 1.24), asking questions to teachers ($\bar{x}$ = 2.58, S.D = 1.08), and giving students' discipline ($\bar{x}$ = 2.33, S.D = 0.98) orderly.

It is unquestionable that beginner to pre-intermediate students are critical learners who significantly need language support from the teachers in the classroom. As presented above, native and nonnative speaker teachers effectively incorporate students' mother tongue in clarifying the meaning of words and expressions used in the classroom the most; meanwhile, they used L1 to help them explain difficult content such as grammar rules in order to ensure that students learned what was taught in the classroom. On the other hand, the participants introduced

some weaknesses to incorporate students' mother tongue with giving students' discipline, thus students, at least, are able to have a go on the target language.

Table 4.7

The practical ways in which students' L1 can be used with intermediate students

The practical ways in which students' L1 can be used with intermediate students	Mean	S.D	Ranking
25. For intermediate students, it is useful to use Thai in English-speaking classroom.	2.17	1.11	2
25.1 To give instruction	1.92	0.90	5
25.2 To clarify the meaning of the words, expressions or sentences	2.75	1.14	1
25.3 To explain grammar rules	2.17	0.83	3
25.4 To ask questions to teachers	1.92	1.08	6
25.5 To carry out pair and group work (communicative activities)	2.17	1.11	4
25.6 Classroom management/to give students' discipline	1.75	0.75	7

The teachers responded to the questionnaires with regards to the appropriate use of students L1 with intermediate students, the research findings showed that teachers disagreed with the use of use Thai in English-speaking classroom with intermediate students ($\bar{x}$ = 2.17, S.D = 1.11). The responses also revealed that they disagreed to clarify the meaning of the words, expressions or sentences ($\bar{x}$ = 2.75, S.D = 1.14), to explain grammar rules ($\bar{x}$ = 2.17, S.D = 0.83), to carry out pair and group work ($\bar{x}$ = 2.17, S.D = 1.11), to give instruction ($\bar{x}$ = 1.92, S.D = 0.90), to ask questions to teachers ($\bar{x}$ = 1.92, S.D = 1.08), and to give students' discipline ($\bar{x}$ = 1.75, S.D = 0.75) in Thai accordingly. (see Table 4.7)

Table 4.8

The practical ways in which students' L1 can be used with advanced students

The practical ways in which students' L1 can be used with advanced students	Mean	S.D	Ranking
26. For upper-intermediate to advanced students, it is useful To use Thai in English-speaking classroom.	1.83	1.03	1
26.1 To give instruction	1.42	0.90	4
26.2 To clarify the meaning of the words, expressions or sentences	1.67	0.89	2
26.3 To explain grammar rules	1.33	0.65	6
26.4 To ask questions to teachers	1.33	0.65	5
26.5 To carry out pair and group work (communicative activities)	1.50	1.17	3
26.6 Classroom management/to give students' discipline	1.25	0.62	7

Moreover, it is in line with the findings presented in Table 4.7, the participants reacted to the similar answers on the incorporation of students' L1 with advanced students (see Table 4.8) which was on the negative scale: the mean of each answer was quite low and it implied that the participants did not agree with using L1 with advanced students. They disagreed not only to use students' mother tongue in English-speaking classroom with advanced students ($\bar{x}$ = 1.83, S.D = 1.03), but also to clarify the meaning of the words, expressions or sentences ($\bar{x}$ = 1.67, S.D = 0.89). The following learning situations were discouraged to implements students' L1 during the instruction as well including: explaining grammar rules ($\bar{x}$ = 2.17, S.D = 0.83), carrying out pair and group work ($\bar{x}$ = 1.50, S.D = 1.17), giving instruction ($\bar{x}$ = 1.42, S.D = 0.90), asking questions to teachers ($\bar{x}$ = 1.33, S.D = 0.65), and giving students' discipline ($\bar{x}$ = 1.25, S.D = 0.62).

Not surprisingly, both native and nonnative speaker teachers did not support the incorporation of students' mother tongue with intermediate to advanced students in almost every learning situation, simply because the students are able to communicate in the target language and they must be offered ample opportunities to improve their target language skills. What interested the researcher, from the research findings, was most of the participants avoid

clarifying the meanings of words and expressions as well as explaining complicated subject matter to language proficient students in their mother tongue during the lessons. Below (Figure 4.2) is the summary of the practical ways in which students' mother tongue can be used in an international school context with beginner to pre-intermediate, intermediate, and upper-intermediate to advanced students.
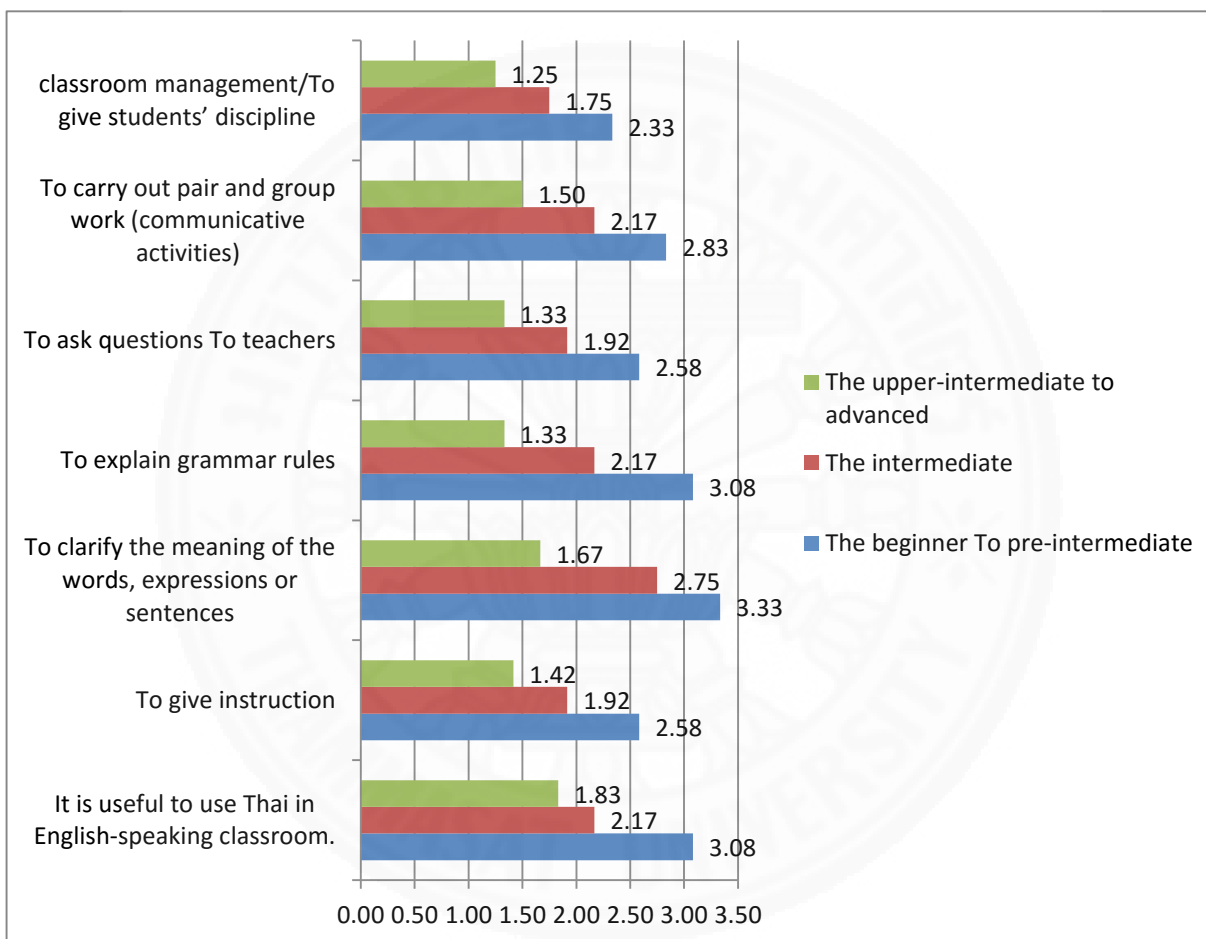
Figure 4.2 The summary of the use of students' L1 with different language levels students

4.4   FINDINGS FROM INTERVIEW AND OBSERVATION

4.4.1   Research Question 1: What are practical ways that L1 can be used to help international school students learn better?

It is inarguable that the use of students' mother tongue at an international school is an endless discussion among native and nonnative speaker teachers working in the international school context; it is important to present the overview of how native and nonnative speaker teachers perceived the use of students' L1 at the beginning of this chapter as the research findings have been learned distinctly along the different themes in each research question.

The L1 use in different stages of the instruction

Concerning the agreement of the native and nonnative speaker teachers' preference of the students' L1 use in an international school context, there were several practical ways that were found to be helpful in defeating learning difficulties which occurred during the instruction in the research context. In addition to this agreement, the researcher has presented the outstanding practical ways according to the research findings.

Giving instructions

In every single classroom activity, students who are able to understand or follow the instruction effectively may achieve the learning objectives in each lesson effortlessly; therefore, the participants in this current study reveal an interest to the incorporation of students' mother tongue in giving instructions at the beginning stage of each lesson as seen from the classroom observation. With regard to the native and nonnative speaker teachers' preference to use students' mother tongue in their lessons, the research findings indicates that inexperienced teachers (less than a year in teaching in ESL and EFL context) advocated the use of students' L1 at the beginning stage of the instruction which is to give instruction. In contrast, experienced teachers who have been teaching in the ESL and EFL context for more than a year saw the drawbacks of giving the instruction in Thai.

Several semi-structured interviews were conducted with the participants: the interview questions were based on the research questions in order to ensure that the data gathered from the interview were able to evidence the research findings according to the other research instruments. Below is the data collected from the semi-structured interview, showing the importance of giving instruction in students' mother tongue, perceived by inexperienced teachers.

"Oh! Good question! Well, this is useful for beginner level to get used to with then teacher. After a few weeks, L1 will be more useful for them. However, classmates are helpful for all levels. If one kid understand the task and is able to do the task, they are able to help others to follow the task together."
(Native speaker C)

"It is so much important that the students who have poor English to understand what they have to do in the classroom activities. If they don't understand the instruction from the beginning, they won't be able to finish the task in time."
(Nonnative speaker H)

"It is always a big deal when the students don't follow the instruction and I have to ask my TA to make sure that all students in the lower group know how to do their exercises then I can start the other activities in the right time as I planned. So, it is super important to get them understand before we start.
(Native speaker D)

According to the research note, a native speaker teacher was trying to explain how to divide two of numbers by using simple English sentences with a low achiever. He tried more than three times with simpler sentences; however, the low achiever did not say anything but kept on looking at the TA expecting Thai explanation. Therefore, the native speaker teacher gave up and let his TA to help that low achieving student in Thai. It is obvious that the teacher would like to use the target language with the students as much as possible; but when he has tried for several times with no responses from the student, so he gave up. Furthermore, the meanings technical

terms were the problematic issues in the classroom because the observation showed that TA often gave up to use the target language in explaining the meaning of technical terms in science class. You can see that when it came to complicated topics or the meaning of words and expressions, Thai plays significant role in helping the low achievers to understand the subject matter taught in the classroom.

Even though the importance of giving instructions in students' mother tongue was brought into concern from both native and nonnative inexperienced teachers, a few experienced native speaker teachers stated some interesting issues, which were about inappropriate use of students' L1 in the classroom, while they were having the second interview with the researcher. Likewise, the researcher noticed during the observation that some native speaker teachers who always begin their instruction using the target language then they allowed their TA (Teaching Assistant) to go around the classroom reinsuring that all students were clear on the instruction. The quotations below present the insights gathered from the interviews as well as the observation notes written during the non-participant classroom observations.

> *"Well, I think it is not quite fair for those who understand English and is it their right to practice their listening skill right at the beginning of the lesson. But, to be honest, always remind my TA to help those who aren't with me when I am explaining the instruction because I think it is more sensible to do as I don't want to take away chances of my students to practice their listening skill."*
> (Native speaker A)

> *"It is the best way to practice themselves to listen to English or understand the instruction because when they come across to the exercises and exams; they will be able to work on their own."*
> (Native speaker E)

> *…T explains every instruction in English to the whole classroom and he keeps on speaking in English to all students both high and low achievers. Then he asks his TA to walk around the classroom monitoring low achiever students in order to make sure that they are not left far behind…*
> (Observation Note 4)

As seen above, experienced and inexperienced teachers had different attitudes towards the use of students' L1 in giving the instructions in the classroom. The inexperienced native and nonnative speaker teachers advocated the advantages of giving the instructions at the beginning stage of the classroom activities since the students were able to reach the lesson objectives effectively. They insisted that students should be able to understand what will be done in the classroom right at the beginning of the instruction; hence, most participants used student's L1 in giving instruction at 100% with beginner learners and following by decreasing the percentage of using L1 with intermediate learners and advanced learners as less than 50% and less than 30% accordingly. In contrast, experienced native speaker teachers disagreed to use students' L1 in giving their instructions, because they thought that low achiever students should learn how to survive in the classroom without the TA.

The clarification of meanings of L2 expressions and words

Towards the low English proficiency students, the meaning of technical terms in each subject and the clarification of L2 expressions used in the classroom are critical in learning in the English speaking classroom for different learning situations; therefore, the qualitative data below demonstrated international school students' attitudes on the use of their mother tongue in clarifying the meaning of vocabulary and expressions in the classroom. Also, the supportive findings according to the interviews and classroom observation were displayed accordingly.

The native speaker teachers in the study made some claims about the benefits of the incorporation of students' mother tongue in clarifying words and expressions of the target language. In accordance to the students' interview data, all low achiever students emphasised the favorable uses of their mother tongue in learning new vocabulary and English expressions used in the classroom. Additionally, most high achieving students supported that the clarification of difficult words in the subject matter helped them to improve their comprehension in all subjects. When the interviewees were asked about the use of the students' mother tongue in clarifying the technical terms and the expressions, positive findings were found as follows:

"Well, using mother tongue language is useful when learners have a little knowledge about English language such as vocabulary. For me, it is useful especially when learners don't have any awareness regarding the use of foreign language."

 (Native B)

"When there are words we don't understand and we mostly use Thai to revise for our exam because it is easier for us to learn and remember things in Thai and we would translate them in English. Revision notes for every subject we use easy English but sometime we could use them in Thai that would make us quickly knows what we are learning in each topic."

 (Low achiever S)

"Sometimes, the vocabularies in geography are too long and it is difficult to remember, so I ask the TA in the classroom to help me by telling the Thai meaning. So, it is easier to remember and when I see it again in the book I can remember it."

(High achiever B)

According to the research findings presented above, the meaning of technical terms in students' mother tongue and the clarification of the L2 to students' mother language are significant towards the comprehension of the subject matter in each lesson for both high achieving and low achieving students. It showed in the observation that the capacity of learning new meanings of the technical terms is of major significance in learning at an international school, thus native and nonnative speaker teachers always allow students to use L1 in such learning situations as the students were not enough proficient to work on their own without the support from their mother tongue. (see Quote from Native interviewee B above) To support this, although high achieving students are able to communicate in the target language, their mother tongue was taken into their concern in terms of facilitating their learning progress. Furthermore, even native speaker teachers seemed to advocate the implementation of students' mother tongue in clarifying difficult L2 words and expressions.

Managing the classroom

Classroom management is one of the most important factors which is ahead of achieving the goals of each lesson or classroom activity for both teachers and students. It was brought into the researcher's concern simply because the research findings appeared to be different from the other previous research findings: native and nonnative speaker teachers did not agree to use the students' mother tongue at this stage.

The data from the interviews of both native and nonnative speaker teachers emphasised that classroom management and the encouragement of students' discipline should not be incorporated with the students' mother tongue as they were concerned that an international school is where all parents expected their children to learn and practice speaking in English more. As a result, the participants, from experienced and inexperienced teachers, stated similar responses during the interview, as seen below:

> *"The only reason that the parents move their kids here is to have them learn English, so for the general thing like managing the classroom should be in English as I think the students should be in English speaking environment."*
> (Native H)

> *"It is not useful at all when students have a great effort to the lesson. They will find all ways to solve the problem and do the task independently. Moreover, this will motivate all kids to ask the questions in English."*
> (Native G)

> *"It is also a way in building the barrier between the teacher and students.*
> *Ummmm….When they are ready to move on with the use of the foreign language then that's the time that we can stop the use of the mother tongue language."*
> (Native F)

It is hard to argue, according to the research findings, that students' mother tongue has profitable effect towards international school students especially low achieving students; however, the incorporation of students' mother tongue must be purposive and carefully used in the appropriate learning situations. The research findings showed above are in line with the

results gained from the questionnaires revealing that students' mother tongue should not be used in classroom management and the encouragement of students' discipline: even with low achieving students, L1 must not be incorporated because it may take away their motivation for trying to learn the target language. The quotations presented above clearly reveal how crucial the selective use of the students' mother tongue is; therefore, this is the responsibility of every teacher to decide if it is worth using students' mother tongue in particular learning situation or not. Otherwise, it would take away students' opportunities to practice the target language.

Explaining difficult subject matter

Checking comprehension

Another interesting research finding concerning the students' side as the researcher could be able to conclude the investigation from all angles of teaching and learning in an international school context, was the use of L1 to assert in understanding. The comprehensibility of the subject matter taught in the classroom is the most effective learning objective in which every teacher expects their students achieve; the students' mother tongue also plays a role towards achieving this goal. Consequently, international school students, both high achievers and low achievers, agreed to the use their mother tongue in order to explain complicated ideas such as grammar rules and sentence structures.

Furthermore, the students from both groups accentuated the use of their mother tongue in checking their understandings on the context learned in the classroom. Specifically, low achievers highlighted the importance of checking their capacity in understanding the subject matter in all classes. Not only low achievers who advocated the use of mother tongue in helping them confirm how proficient they are in learning each subject, but international school students in every language level stressed the advantages of the implementation of their mother tongue towards comprehension checking.

Asking and answering questions

In accordance to the use of students' mother tongue in checking students' capacity in learning, the other two language functions which cannot be forgotten are asking and answering questions in the classroom. For high achievers, they have no need to be worried about these two

language functions as they are capable of communicating in English proficiently; on the other hand, low achievers are uncomfortable being forced to ask or to answer questions in the classroom using L2.

A language barrier obstructs the low achievers from sharing their answers or asking questions during the lessons, as seen in the observation, thus the research finding found during the interviews of the low achieving students revealed that low achiever students would be more involved in participating classroom activities. Additionally, when the low achieving students were asked in several interviews about using their mother tongue in asking and answering the question in classroom activities, the findings revealed that the low achiever students strongly agreed with asking questions and explaining more details in the lessons. Three participants stated the same attitudes towards the use of their mother tongue in these language functions.

> *"This is helpful when I ask questions because I can ask what I really want to know and my teacher can answer the right points."*
> (Low achiever E, F, G)

> *"If I cannot use Thai to ask questions in my classroom, I will not ask anything and keep silent."*
> (Low achiever E, G)

According to the above quotations, you can see that low achieving students are more comfortable to use their mother tongue to ask and express their thoughts in the classroom. Once they have confidence to ask and talk, they will be able to move on to another step in their learning progress constantly. In contrast, high achieving students were on the different side of the L1 use alimentation: they disagreed to use Thai in order to ask questions in the classroom as they expressed their reasons in the interview.

> *"We are told to practice speaking English as much as possible, so we need to try our best to speak English in all situations."*
> (High achiever A)

"Asking question is very general in the classroom that everybody should practice by using English."

(High achiever C)

Based on the quotations above, low achieving students are more comfortable to ask and to answer the questions or classroom activities being done in their lessons. The evidence pointed out clearly that both native and nonnative speaker teachers should take this incident into their concerns as it is significant to encourage the low achieving students to take parts in all activities assigned in the classroom. The quotations confirmed that students' mother tongue should be allowed in asking and answering questions in the classroom, especially with low achiever students. Besides, being proud of themselves is an important feeling the teacher should provide, hence letting the low achiever students ask or answer in their L1 is worth trying.

The reinforcement of the students' confidence

Examining subject matter understandably

To support the findings from the two data sources, the researcher found teachers and students in the research context were comfortable using students' L1 during the instruction. According to classroom observations, the researcher often saw the native teachers asking for help in translating some English expressions, related to the subject matter, to Thai in order to run a successful lesson.

The incidents from the researcher's notes also showed that students used their L1 in asking complicated matters in the lessons; for instance, in a primary science class, a low achiever student confidently asked the Thai TA, in Thai, about the layer of the earth which was considered as a difficult matter for him. The teacher allowed his TA to continue explaining that matter to the whole class in Thai as to make sure that all students had a clear understanding of what was taught in the lesson.

At this stage, the researcher could see more clearly t how practical the students' mother tongue is in instruction at an international school. Seemingly, the students' L1 is encouraged to be used with confidence from the native-speaker teachers in the target language classroom as the

academic goal of each lesson was to have students understand the subject matter which was instructed in each lesson.

*Building up speaking skill*s

Even though the L1 use was allowed in the classroom, the researcher did not see, according to the classroom observation, both native-speaker teachers and nonnative-speaker teachers using students' L1 without academics purposes. To be more specific, the target language was used at all times in general use such as asking for permission, or borrowing stationery. The result from this part was in line with the confirmation from the interviews which insisted that the students' L1 was used only for the academic purposes.

> *"Well, I think the English environments at school time, speaking, listening and reading are important to help students learn English better. There should be activities or challenges for students to join in all English levels."*
> (Native speaker teacher G)

> *"What I can think of now is to give rewards and sanctions. These should be applied to this thought. Every place has rule and regulations for all to follow."*
> (Nonnative speaker teacher A)

> *"Uhh…ahhh….it helps me in making the students comprehend our lesson and be able to make them comfortable to open and share their ideas."*
> (Native speaker teacher B)

As showed above, both native and nonnative speaker teachers support the basis of using students' L1 in academic purposes only. They were confident to assert that encouraging the low achiever students to practice the target language by rewarding them would be one of the most practical ways to enhance the students' confidence. To do so, using the target language in general situations is one of the most outstanding suggestions from this study.

4.4.2 Research Question 2: What are learning situations in which international school students use their L1 to help them learn better?

Specifically for this research question, the researcher desired to present the research findings which were focused on the students' guidance, simply because they are the ones who are the reliable source towards the incorporation of their mother tongue in different learning situations in the research context. Therefore, the format of this section was divided into four minor sections based on the four skills of learning a language: listening, speaking, reading, and writing. A combination of the data from the three research instruments was used to support the research findings in order to present the accurate perspectives on the use students' mother tongue in different learning situations from both teachers' and students' side.

Enhancing learning ability through listening skill

Mentally L1 translating betters students' comprehension

As mentioned earlier, students' comprehension in subject matter is the basic learning objective set in each lesson, thus student from high achiever and low achiever groups advertised the incorporation of their mother tongue in helping them better their listening skill. Regarding to the data from the questionnaires, it presented the overview of students' attitudes towards the use of their mother tongue to enhance their listening skill: both high achievers and low achievers provided assertive confirmation on the benefit of mental translation from L2 to their mother tongue when they were learning in the classroom.

Apart from the questionnaire, the researcher gained insightful data from the interview sessions as it allowed the researcher to ask further questions seeking for related information to answer the research question. Several nonnative speaker interviewees claimed that international school students were capable of improving their listening skill by applying their mother tongue in the classroom. Moreover, they asserted that the amusement of learning activities in the lessons ameliorate students' listening skill. One of the examples transcriptions of the semi-structured interview below is a good example of the optimistic attitudes towards using students' mother tongue in enhancing listening skill of the low achiever students.

"As a nonnative speaker teacher, I think students will gain 100% of listening skill and they will be able to apply this in real life situation. Again, in all area of teaching will push students to learn all English and the most important thing is to make English is all fun in the class."

(Nonnative speaker I)

International school teachers and students believed, according to the research findings, that listening skills could be improved by implementing students' mother tongue in the classroom activities: mental translation was one of the most practical ways in which high and low achievers employed in order to better their comprehension of the subject matter while creating fun listening activities in the classroom was the outstanding suggestion from the nonnative speaker teachers in terms of improving students' listening skill.

 Using L1 makes no difference in audio devices

An instant listening activity is seen as the common learning activity in which teachers often used for practicing students listening activity; however, it is inarguable that low achievers always encountered the language barrier when they are listening to the *"quick"* conversations or passages. As a result, low achiever students had a hard time incorporating their mother tongue when they listened to the audio devices provided in several classroom activities. Both quantitative and qualitative data below displays the disengagement of the students' L1 in listening to the audio devices.

Furthermore, the findings were related to the data from the classroom observation as the researcher noticed that students' L1 did not make any major benefit to students during the instruction: when the students found it was hard to understand what the teacher had explained, they just raised their hands up and asked the TA to illustrate such subject matter in their mother tongue. Besides, the observation note displayed that there were many listening activities conducted during several lessons; however, there was no significant role in which students' L1 could take in listening skill. The explanation of this incident discussed here is that all subjects are instructed in English and the teachers, according to the classroom observation notes, rarely stopped to let the TA interpret to students' mother language; hence, both high achiever and low achiever students did not take the incorporation of their L1 into concern as the helpful tool in

their learning process. In conclusion of the classroom observation notes, the researcher now sees the better picture of the reasons why the students from both groups did not find their L1 benefited their own listening skill in the classroom.

As you can see, the low achieving students had problems with immediate listening activities in the classroom and they stated that the mother tongue did not facilitate them in such activities. Likewise, high achieving students were also in disagreement of the incorporation of their L1 in improving their listening skill as they saw no major different when they were use their mother tongue in the instant listening activities in the classroom.

An instant translation from L1 to L2

Risk taking

Speaking skills are considered as the skill in which the parents have the highest expectation on, in terms of moving their children to study at an international school. Moreover, it is one the most difficult skills to be improved according to the Thai society where the research site was placed. As most of the low English proficiency students are not confident to speak English in the classroom, the researcher then investigated how students' L1 affected the students' confidence in taking risks to express their ideas or thoughts when they were learning in the classroom.

Even though the high and low achiever students did not think in Thai first when they wanted to speak English in the classroom activities; there were several learning situations that they used their L1 to better their learning by taking risks in speaking what they just wanted to say without thinking in their mind. For instance, low achiever interviewee C stated that he instantly translated Thai words into English words when he wanted to communicate in the classroom; aside from keeping conversation going on, another piece of evidence with regards to asking questions in the classroom showed that low achieving students were offered help from the classmates since they wanted to use English to ask the questions by themselves. (see quotations below)

"I always translate Thai words into English words when I cannot think of the appropriate words, so that I can keep my conversation going."
(Low achiever C)

"Asking questions is very important in my classroom, so I try very hard to translate what I want to know in Thai words then I ask my friend who is good at English to help me. But I always ask that question by myself."
(Low achiever E)

Another supportive evidence from the native interviewee revealed the present situation in the classroom explaining the significance of the incorporation of the instant translation from students' L1 in speaking skill.

"Students who have no experience of study English, they have to get some help in terms of translation in Thai. However, ahh…skills and knowledge of all students are different. If they have ability to learn, they can improve themselves very fast. Ummm….If students know the meaning in Thai, Umm…hard or specific words, they are able to think beyond the topic and express more ideas. But, the use of Thai must be about the subject only not for the other things"
(Native speaker teacher C)

The research findings clearly presented that both high achievers and low achievers used Thai to help them with speaking skills; especially the low achievers who needed more English support in taking risks in order to enhance their speaking ability. With regards to this result, it can be concluded that asking questions and continuing conversations are important skills to be incorporated with students' mother tongue in an international school context.

Learning via comparison

The translation availability of both L1 and L2

The researcher examined the use of students' mother tongue in relation to reading skill. In terms of reading skill, the researcher found that Thai translations are helpful for the low achiever students as they described information about the use of their L1 in reading skill. The

data from the low achievers indicated that low achievers used their L1 to help them learn better. So as not to rely on just one type of the data, the researcher supported the insights found from the research finding with explanation.

Most of the interviewees in the low achiever group told the researcher that after they read English passages, they used an available Thai translation to check their comprehension. Moreover, both high achieving students and low achieving students learned English idioms and phrases by reading their Thai translation. As one participant said,

"I compare English and Thai idioms together when I want to remember them and if they have the same meaning; I can remember them easily."
(High achiever H)

The research finding in this section may be considered as a simple notion about the use of the dictionary in the classroom; however, the researcher had different perceptions about this issue. It is important to emphasise what people think is simple then they may ignore its importance. Therefore, it is worth restating the advantages of the availability of the mother tongue translation such as dictionary in the mainstream classroom as low achievers will be more supported in being an independent learner in all lessons.

Well begun is half done

L1 is the best for planning and note taking

Last but not least, the researcher placed writing skills to discuss at the end of this section because the researcher found that writing is the last skill that a language learner should learn. Writing skills are seen as the ability of extracting knowledge in which students have learned in the classroom then present this knowledge in words; no one can argue that writing is time consuming, yet it allows students to think and plan efficiently. Therefore, the researcher chose to present the implementation of students' mother tongue in writing skill at last in order to see how well international school students use their mother tongue to facilitate their learning ability in writing skills.

As you can see from the previous research findings, the students in the research context used their L1 in different ways and had different perceptions towards the same issues. Moreover, the interviewees from both groups explained how they used L1 in writing skills that they always took notes in Thai while the teacher taught them in the classroom; likewise, they wrote Thai translations in their book. As the low achiever interviewee explained during the interview:

"When I do not know the words or the answers, I write them in Thai first."
(Low achiever B)

"I always take note in Thai in order to help me understand the content better and when I want to write it in English, I can make it easier."
(Low achiever C)

With regards to the research findings from the questionnaires and the interviews, high achievers and low achievers convincingly used their mother tongue in planning and note taking which is, as we all know, an important factor in order to have a good piece of writing. Consequently, both native and nonnative speaker teachers should take findings into consideration as it will benefit their teaching plan as well as classroom activities, especially with the writing skill.

4.4.3   Research Question 3: What do international school teachers and students think about the use of students' L1 in their classroom in an international school context?

An attentive use of students' mother tongue

The incorporation of L1 is a helpful learning tool

Concerning the above research findings from the previous research questions, they indicated that the attitudes of both native and nonnative speaker teachers towards the use of students' L1 in their instructions at an international school went to the positive scale. According to the data collected from the perspective questionnaires and the semi-structured interviews, the teachers from both groups agreed that the use of Thai helps students to learn at an international school; besides, both experienced and inexperienced teachers had the same attitudes towards the

incorporation of students' L1 in their instruction. This can be concluded that teachers in the research context advocated the use of students' mother tongue as a helpful tool to develop their teaching.

Moreover, the data from the classroom observation demonstrated that native speaker teachers sometimes allowed high achiever students to explain the meaning of the words and expressions to the low achiever students. Besides, the researcher notes recorded from the classroom observation revealed that native speaker teachers often asked his or her TA to prepare some worksheets in Thai in order to ensure that the students in all levels could participate in the learning activities taught in the classroom successfully. For instance, the researcher saw during the classroom observation that a science teacher called for a set of Thai translations of the new unit vocabulary from his TA, then he distributed the Thai translation worksheet to all students in the classroom explaining that the Thai translation of the technical terms would help the students understand more about the content taught in the lesson.

Another example of using Thai translation in the instruction found from the classroom observation was that a maths TA used flash cards, which contained English technical term for maths on one side and the Thai translation of that term was written on the other side, as a starting game before the class began. As the class went on, the students then caught some terms from the game and were able to understand what was taught during that lesson because they had a rough idea about the topic from the game.

These two evidences mentioned above confirm that both native-speaker teachers and nonnative-speaker teachers had positive attitudes towards the use of students' L1 in this research context.

Developing students' comprehension during the lessons

Furthermore, the researcher noticed that TAs who supported in all classes used students' mother tongue to explain the complex matter taught in the classrooms. In this regard, the native speaker teachers seemed to support the use of students' L1 rather than instruct all subject matter based on the so called "English Only" approach.

As the native teachers claimed:

"I do not see any disadvantages of using L1 in my classroom since there are some low English proficiency students who are not yet ready for the mainstream classroom. So, I ask my TA to help these students by using Thai to explain the subject content.''
(Native speaker teacher G)

"The simple answer is that not all students in an International School have knowledge or fluent in English. Most of the students enroll in this institution because they wanted to learn about English language."
(Native speaker teacher H)

This is in line with the other nonnative-speaker interviewees who advertised the use of L1 with low achiever students.

"Some technical terms in science are too difficult for low English proficiency student, so I told the meaning of those terms in order to help them understand the subject matter more."
(Nonnative speaker teacher A)

"Yes, it is more difficult in secondary level for teachers are not used to speaking in their mother tongue language. Little ones are quite different because they can easily grasp concepts and lessons in English after spending six months to one year with an English speaking teacher. I would say that the use of mother tongue language is case to case basis.
(Nonnative speaker teacher F)

Students' comprehension is the most important factor to be considered in teaching the heterogeneous classroom, especially in terms of language ability; the teachers need more effort to find the best possible teaching approaches to facilitate students in all language levels to be able to apprehend the subject matter taught in the classroom. Therefore, it is understandable that both native and nonnative speaker teachers advocate the use of students' mother tongue in developing the students' comprehension in the classroom.

A selective use should be encouraged

L1 use in helping students' from different language level

Even though the incorporation of students' mother tongue appeared to be a helpful tool in teaching and learning in an international school context, the overuse of students' L1 must be banned in the instruction since it may destroy students' learning opportunities in the target language.

As you can see from the table, both native and nonnative speaker teachers agreed to use L1 with low achiever students; however, they did not support to use L1 with the students at all time. All experienced teachers strongly agreed to use L1 with low English proficiency students; nevertheless, they agreed not to use Thai with low achiever students at all times in the classroom.

Not only quantitative data supported the purposive use of students' L1 in different groups of students according to their language ability, but the data from several interviews blended to the positive side of using students' mother tongue in helping the students in the classroom.

> *"Well, as I have stated before, the use of mother tongue language is case to case basis. It will depend mainly on the students on how they will be able to adapt themselves into the foreign language. Teachers should give ample time for the students to adjust themselves. Learning new things and learning them in their mother tongue language will be easier for them to comprehend lessons which are difficult for them."*
> (Native speaker teacher E)

> *"My question is why force a child if they are not ready to accept a new language? We as a teacher need to encourage them instead so that they will be motivated to learn more."*
> (Nonnative speaker teacher D)

It is hard to argue that the overuse of students' mother tongue produces some drawbacks towards learning ability of both high achievers and low achievers; hence, native and nonnative speaker teachers should be selective in terms of choosing the appropriate amount of the L1 use in helping their students. Additionally, students' language ability should be taken into concerns

when it comes to the stage of measuring the percentage of the incorporation of students' mother tongue in the classroom.

The L1 may take away the students' opportunities in practicing target language

The overuse of mother tongue in the lessons

Finally, the last question had been answered. In this section, the research findings were quite different when data from high achievers and low achievers was compared: some findings were vastly different. This could imply that both high achievers and low achievers perceived the use of their L1 differently. As the research findings in the last section presented, the measurement of the amount of students' mother tongue being used in facilitating teaching and learning in an international school context is important to bring into consideration. It is still an endless discussion about how much students' mother tongue should be used in the instruction at an international school. Therefore, the research will next present the attitudes towards the use of students' mother tongue perceived by both high achiever and low achievers at the research site. Furthermore, the data from the interview of a high achiever student indicated as follows:

> *"If Thai is allowed to use in all classes, so we do not have enough chances to practice speaking English."*
> (High achiever H)

> *"I mean the Thai speaking should be prohibited from the outside classroom environment. So, students can practice speaking English more. The only reason why the parents sent them here was to let them practice and improve their English."*
> (High achiever B)

> *"Ahh…umm….This is hard to say. Well, ahh…the difficulties are students, those students who are able to speak but they don't want to speak."*
> (Low achiever F)

"Ahh…the students who aren't be able to speak and they scare of speaking English. However, if the teachers speak English all the time, this will help students improve listening skill."
(Low achiever D)

Students' mother tongue affected students' learning ability in many aspects; thus it is an important decision when considering when and how to incorporate students' mother tongue in the lessons, as it may cause learning drawbacks if it is overused in the classroom.

The limitation of the L2 affects students' learning ability

Language barrier lessens students' learning ability

According to the data from both quantitative and qualitative, there seem to be totally different research findings in order to answer this current research question because the diversity of the research findings found between high achievers and low achievers were displayed. Even though there were some differences between the two groups of participants, some similarities were found in the research result as well.

In addition to the findings from the questionnaires and the several interviews conducted with the students, the researcher discovered more evidence to support such findings from the previous research instruments: the high achievers and the low achievers reacted to the use of their mother tongue in the mainstream classroom differently.

To start off with high achieving students, the researcher found, based on the researcher notes in the classroom observation, that students who are proficient in English did not show any interest towards the use of the L1 in their lesson; they hardly used the available Thai translation resources such as English-Thai dictionary in helping them to achieve their tasks assigned in the lesson.

"If I can speak Thai in all classes, I can be able to ask what I do not understand and I am more comfortable to ask in my language."
(Low achiever C)

"The limits of my language are the limits of my learning."

(Low achiever B)

In the meantime, the researcher encountered the opposite reaction towards the use of students' mother tongue from the low achieving students since the observation notes indicated that low achieving students tried in every single way to use their L1 to help them learn better. In science, maths, and English classes, for instance, the researcher noticed that low students who were not proficient in English always incorporated with Thai when the teachers instructed in each lesson. Moreover, not only did they use the available Thai translation resources in the classroom both manually and electrically, but also they also asked for help from the Thai TA in the classroom.

However, they always incorporated their mother tongue when the teacher allowed them to. An observation of a geography class can be used to support this claim as the researcher notes showed that high achieving students discussed their presentation topic in Thai at all time before they gave their presentation in front of the classroom. Even though English was used excellently among the members of this group, Thai was always used when it came to brainstorming or planning. In this regard, the researcher can conclude that high achieving students did not convincingly use their L1 in the instruction, yet they were more comfortable to use Thai when the situation came in the sense of reasoning and communicating in complicated issues.

According to the findings found in the interviews and the classroom observations, it is considerably obvious that low achieving students felt more convenient to use their mother tongue in the lessons. Likewise, when it comes to complicated learning situation, high achievers were benefited from the incorporation of their mother tongue.

SUMMARY

In summary, both high achievers and low achievers sometimes had different ways of thinking when they applied their mother tongue in their lessons. These practical ways presented above show significant practice in terms of facilitating teaching and learning at an international school. Moreover, both high achievers and low achievers used their mother tongue to facilitate themselves in different situations: however, there are two skills which seemed to be very similar to each other in terms of using L1: reading and writing skills allow the students to think carefully and they could take time in order to apply their L1 to help them learn better.

This is why both skills were similar when students from both groups used the L1 to help them learn better. Additionally, native and nonnative speaker teachers had various attitudes towards the use of students' L1 in their lessons. Some results went together such as the incorporation of L1 with beginner students; however, some did not give the same conclusion like the use of mother tongue with intermediate students.

Another angle of attitudes towards the use of students' mother tongue from the students, indicated that most participants who have high English proficiency level did not see any changes in their learning; however, low achiever students were happy to be able to use Thai in their classroom as they were not comfortable to express their thoughts in English due to the language barrier: the evidence shown earlier could support the above claim that the researcher has made.

Nevertheless, the overall students' attitudes from both high achievers and low achievers towards the use of their L1 in their lessons were positive as they could use their mother tongue to better their learning in different situations. Considerably, ESL experiences seemed to affect the implementation of the students' L1 in the classroom for both native and nonnative speaker teachers. Likewise, students' English proficiency played an important role on the attitudes and well as the incorporation towards the use of L1 in the instruction at an international school.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

"Starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English."

-David Atkinson-

This chapter presents a summary of this investigation: a summary of the findings, discussions of the findings, implications, and the recommendation for future research. The chapter was organised in this layout as the researcher hoped to explain each section thoroughly yet the in-depth explanation will lead the readers to gain more understanding of the insights found in this study.

5.1   SUMMATY OF THE STUDY

5.1.1   Background, statement of the problems and significance of the study

In Thailand, native-speaker fever influences the parents' attitudes towards the English Language Teaching resulting in the expansion of the international schools all over the country. It was mentioned that the parents are now overlooking the children's English proficiency and are rapidly move their children from a Thai school to an international school where all subjects are instructed in English.

English proficiency is important for students who are studying in an English speaking environment such as an international school; therefore, moving into an international school brings about learning difficulties to the students who have low English proficiency; students' language ability is related to their academic success in many aspects (Cohen, 1998).

Undoubtedly, Thai students who have low English proficiency while studying at an international school will encounter adjusting difficulties to the new environment of an international school in both academic and cultural aspects.

What makes the situation even worse is the diversity of language background that implies a complexity of a wide range of communication: the need to use and learn two language and literacy can lead to frustration, confusion and stress amongst non-English speaking background students trying to master the language of their disciplines and communicate with confidence and competence in the English tertiary environment. It is inarguable to claim that the language barrier is one of the major learning difficulties in which international school students face when they first came into the school with low English proficiency; likewise, using only target language in the classroom may demotivate the newcomers who are unable to participate in classroom activities as they would be bored due to the doubtfulness in communication. Since less participation is paid during the lessons, the learners' learning ability would be decreased automatically and being in such a discouraged environment in which only target language is used will be harmful to the learners who have low proficiency in the target language.

In this regard, this current study was beneficial in different aspects, firstly, it opened up the insightful notion about the incorporation of students' L1 in the instruction at an international school context; hence, both native and nonnative speaker teachers will be able to plan an appropriate instruction. Next, this research at least provided an empirical evidence to confirm the notion of using students' L1 at an international school. Thus, it could be used to call for attention from the authorities about an appropriate use of L1 in the research context. Furthermore, the research results of this investigation exhibited a better understanding of L1 functions in an international school context. In doing so, all angles in teaching and learning in an international school context were examined including native speaker teachers, nonnative speaker teachers, high achiever students, and low achievers.

This section describes the research purposes, participants, instrumentation, and the data collection of this current study.

5.1.2 Research purposes and research questions

The purposes of this study are as follows:

1. To investigate the practical ways that L1 can be used to facilitate teaching and learning in an international school context.
2. To explore how international school students use their L1 to help them learn better in different learning situations.
3. To reveal international school teachers' and students' attitudes about the use of students' L1 in the classroom in an international school context in an international school context?

To achieve the study purposes stated above and to provide essential knowledge about the issues as described before, this current investigative study was attempted to answer the below research questions.

1. What are practical ways that L1 can be used to help international school students learn better?

2. What are learning situations in which international school students use their L1 to help them learn better?

3. What do international school teachers and students think about the use of students' L1 in their classroom?

5.1.3 Participants, instrumentation, data collection, and data analysis

There were eight native-speaker teachers, purposively combining both experience and inexperience in teaching in an ESL and EFL context. Since native speaker teachers could not communicate in Thai, the researcher was able to examine how they perceived the use of students' L1 in the research context. Moreover, the researcher also purposively chose eight nonnative speaker teachers, who were able to communicate in English proficiently and were teaching at an international school: the notions gathered from them were useful in studying the

incorporation of students' L1 at the research site. With regards to students, the researcher randomly chose eight students, both high achievers and low achievers were chosen to participate in this study, using simple random sampling from Year 3 and 4, Year 5 and 6, Year 7, Year 8, and Year 9. These classes were chosen as they most often receive in class support.

There were five research instruments used in this current study. The first two were a perspective questionnaire which was used to investigate the attitudes of both teachers and students in the research context towards the incorporation of students' mother tongue in the instruction at an international school. The other two were the sets of interview questions asked about learning situations that students used their L1 to enhance their learning. Also, the interview discovered the practical ways the teachers incorporated students' L1 to better their teaching. The fifth research instrument was the classroom observation which was used to see the reaction of the participants towards the use of L1 in the classroom.

The data collection was conducted in three phases and the research instruments were used according to the explanation mentioned above. Firstly, the data was collected using the perspective questionnaires: they were administered to both teachers and students as the attitudes towards the incorporation of students' L1 in the research context from both angles were investigated. The participants were given a few days to answer the questionnaires as the researcher preferred accurate results. Next, the semi-structured interview was used in the second session: the participants both teachers and students, were purposively selected to be interviewed in order to gain insightful knowledge which was responsible to answer the research questions. The last session of the data collection was incorporated with the classroom observation: this instrument was used to triangulate the notions from the other research instruments conducted earlier. Both teachers and students were observed several times during the normal instructions at the research site, so precise results were collected. Importantly, the questionnaires and the interview questions were translated into the students' L1 because low English proficiency students were more comfortable to express their thoughts in Thai and the accuracy of the answers increased.

A combination of inductive and deductive approaches was used to analyse both qualitative data and quantitative data. Firstly, the SPSS programme was used to analyse the data collected from the perspective questionnaires. The results were presented in percentages, mean, median and ranking, in order to show the thorough and clear research findings found in this current study; furthermore, descriptive statistics were also used to explain statistical data investigated from the questionnaire. Another data analysis was conducted using content analysis then relevant coding was used as a step in analysing the qualitative data: the interview data was collected by repeated readings of the transcript gathered from the interviews. Then the researcher coded the repeated data according to the participants' explanations.

5.2   SUMMARY OF THE FINDINGS

The research findings of this current study can be summarised into the following sub-sections. In each sub-section, the researcher has presented key information and findings in order to assure that readers would be able to conceive the insightful notions as the researcher intended to introduce according to the research purposes. Besides, the notions discovered from the research findings were placed in different sub-sections, so it would be easier for those who are seeking the answer of specific research questions.

5.2.1   General Background Information of the Participants

There were two main groups of participants in this investigation; international school teachers and students. Each group was divided into two sub-groups; in other words, there were four sub-groups of the participants including native-speaker teachers, nonnative-speaker teachers, high achieving students, and low achieving students. However, the research had explained, at this stage, only the two main groups of participants in order to produce the condensed summary of the general data of the participants and to avoid ambiguity of the information being presented.

Firstly, the researcher would like to explain the participants from the teacher side as there was a small number of the participants and it is easier to clarify the findings from the investigation. According to the questionnaire, the SPSS programme revealed that the majority of the participants were female (63.6%) and more than half of the participants were foreign teachers (54.5%). Most of them were between 31-40 years old. In terms of the educational background, most of them (54.5%) held Bachelor's degree,36.4% of the participants completed a Post-graduate programme, and 9.1% of the participants had Master's degree in education.

Secondly, in terms of ESL and EFL experience there was a wide range of differences amongst this group of participants. The majority of teachers who have ESL/EFL experiences were between 1-3 years (36.4%). Next, 27.3% of the participants gained less than one year teaching in ESL and EFL context and almost one out of ten (9.1%) of the participants had 3-5 years of experiences which is considered as experienced teachers. Another group of experienced teachers which consisted of more than a quarter of the participants (27.3%) had gained more than five years' experience working in ESL and EFL context.

Thirdly, the participants of the students were equally selected, thus there was 50% of male and 50% of female students who participated in this current study. The age of this group of participants was divided into four age levels including: 5-7 years old, 8-10 years old, 11-12 years old, and more than 12 years old. Accordingly, less than one fifth (18.5%) of the participants were students between the age of 5-7 years old; over a half of the participants (51.5%) were students who were 8-10 years old; 13% of the participants were between 11-12 years old; and the rest (17%) were students who are over than 12 years old.

Additionally, there were four Year Groups chosen to be studied and the participants in each year group were selected identically. As a careful sampling was used in this current investigation, the participants who were considered as high and low achieving students were evenly picked out to be investigated; hence, 50% of the participants in this group were high achievers and so 50% were low achievers.

5.2.2 Native and nonnative speaker teachers' sensitivity to language difficulty from learners' perspective

The data from this current investigation revealed that both native and nonnative speaker teachers agreed towards the use of students' L1 in the research context. Everybody agreed to use Thai as teaching and learning tool in order to enhance students' learning ability. In addition to this agreement of the students' L1 use at an international school, teachers and students advertised several practical ways which were useful in overcoming learning difficulties that occurred during the instructions at the research site.

The outstanding practical ways according to the research findings were, firstly, inexperienced teachers advocated the use of students' L1 at the beginning stage of the instruction which is to give instruction; however, experienced teachers, who have been teaching in the ESL and EFL context, saw the drawbacks of giving the instruction in Thai. Secondly, all inexperienced teachers saw the benefit of telling the meaning of words or expressions of the target language in students' mother tongue and over a half of the participants, in terms of experienced teachers, found students' L1 is good for clarifying English sentences. Another good point was both experienced and inexperienced teachers emphasised that classroom management and the encouragement of students' discipline should not be incorporated with the students' mother tongue. Thirdly, the students, both high achievers and low achievers, agreed to use their L1 to explain the complicated content such as grammar rules and sentence structures. High achieving students strongly agreed to use the mother tongue to explain the content being taught in the classroom. Additionally, low achiever students were more comfortable to use their mother tongue to ask and express their thoughts in the classroom. Once they had confidence to ask and talk, they would be moved on to another step in their learning pathway.

In summary, both high achievers and low achievers sometimes had different ways of thinking when they applied their mother tongue in their lessons. Those practical ways presented above show significant practices in terms of facilitating teaching and learning at an international school.

5.2.3 Students' L1 use in different language skills

The format of this section was divided into four minor sections based on the four skills of learning a language: listening, speaking, reading, and writing.

Firstly, the results showed an unusual finding as the data from the low achievers was different when the researcher asked the same question: high achievers' and low achievers' incorporation of their L1 in listening skill. High achievers agreed that they used L1 to translate when they listened to English; they also asserted that mentally translating English into Thai helped them to understand more. Surprisingly, low achieving students gave the different data under the same question: the result from the questionnaire showed that low achievers strongly disagreed about the use of Thai translation in their mind while they were listening to English. However, more than half of the low achievers strongly agreed that the mental translation of English bettered their comprehension when they listened to English.

Secondly, move on to the speaking skill which is considered as the highest expectation from the parents in moving their children to study at an international school; one of the most interesting research findings under this research question was both high achievers and low achievers did not think of what they would like to say in Thai then translated it into English; however, they just expressed their sentences in English while they were speaking. Even though the participants did not think in Thai first when they wanted to speak English; there were several learning situations that they used their L1 to better their learning ability. For instance, a participant from the low achiever group described the way he used his mother tongue to ask questions in the classroom during the questionnaire quite clearly. As mentioned earlier, both high achievers and low achievers seemed to use Thai to help them in speaking skill: especially the low achieving students who needed more English support. In the regard of this finding, it can be concluded that asking questions and continuing the conversation are important skills to be incorporated with students' L1 in an international school context.

Thirdly, the researcher would like to introduce the use of students' mother tongue in reading skills. In terms of reading skills, the researcher found that Thai translation was helpful for the low achieving students as they described detailed information about the use of their L1 in reading skill. The low achievers indicated that they used their L1 to help them learn better and

most of the interviewees in the low achiever group told the researcher that after they read English passages, they used an available Thai translation to check their comprehension. Moreover, both high achieving students and low achieving students learned English idioms and phrases by reading their Thai translation. Furthermore, both high achieving students and low achieving students thought that English-Thai and Thai-English dictionary were important to help them with the reading skills.

Finally, the researcher will present the implementation of students' mother tongue in writing skills. The previous research findings showed that the students in the research context used their L1 in different ways as well as to have different perceptions towards the same issue as they were from different groups. However, both high achievers and low achievers worked together in the same situation. Moreover, the interviewees from both groups explained how they used L1 in writing skills that they always took notes in Thai while the teacher taught them in the classroom; also, they wrote Thai translations in their book as well.

In summary, both high achievers and low achievers used their mother tongue to facilitate themselves in different language skills. However, there were two skills which were very similar to each other in terms of incorporation with students' mother tongue: reading and writing skills allowed the students to think carefully and they could take time in order to apply their L1 to help them learn better. This is why both skills were similar when it came to using L1 in helping students achieve reading and writing skills.

5.2.4   ESL/EFL experience affects the use of L1 in the lessons

The attitudes of both native and nonnative speaker teachers towards the use of students' L1 in their instructions at an international school were presented in this section. According to the data collected from both questionnaires and interviews, the teachers from both groups agreed that the use of Thai helped students to learn at an international school; likewise, both experienced and inexperienced teachers had the same attitudes towards the incorporation of students' L1 in their instruction. This can be concluded that teachers support the use of students' mother tongue as a helpful tool to enhance their teaching in the research context.

Even though both native and nonnative speaker teachers agreed to use L1 with low achieving students, they did not support the use of L1 with the students at all time. All experienced teachers strongly agreed to use L1 with low English proficiency students; also, they agreed so far not to use Thai with low achieving students at all time in the classroom. Surprisingly, half of all experienced teacher firmly disagreed with the use of students' mother tongue with intermediate level students; on the other hand, all participants from the inexperienced teachers' side advocated the use of L1 with intermediate level students.

All in all, native and nonnative speaker teachers had varying attitudes towards the use of students' L1 in their lessons. Some results may reflect similar attitude such as the incorporation of L1 with beginner students; however, some may not end up with the same conclusion like the use of mother tongue with intermediate students. Furthermore, experiences seem to affect the attitudes of the corporation of the students' L1 for both native and nonnative speaker teachers; therefore, it is critical to distribute ample experiences to novice international school teachers about how to effectively implement student's' mother tongue for teaching in heterogeneous classroom at an international school and yet experienced teachers are responsible in sharing their notion about what it is like when students' L1 can be useful in the classroom.

5.3   DISCUSSION OF THE FINDINGS

The research findings of this study clearly showed that both teachers and students advocate, in some points, the incorporation of students' mother tongue in the instruction at an international school; however, they insisted that the L1 used must be pedagogically based on the academic purposes rather than to be used in general situation such as classroom management. Noticeably, ESL/EFL experiences seem to play the role in the incorporation of the students' mother tongue in the instructions for both native and nonnative speaker teachers. Furthermore, advantages and disadvantages of the implementation of students' mother tongue seen by teachers and students were taken into considerations. Otherwise, there are some rooms for students' L2 ability on attitudes and implementation towards the use of L1 in the classrooms at an international school.

5.3.1   The effects of ESL/EFL experiences on the integration of students' L1

As the research findings presented in the previous section, the researcher has presented many perspectives regarding the use of students' L1 in an international school context. Actually, both native and nonnative speaker teachers had almost the same attitudes towards the use of mother tongue in their instruction and more than 50% of the agreement went to the positive pendulum. However, there were a few issues on which the participants from the two groups did not make the same conclusion. Interestingly, most of the time in which native and nonnative speaker teachers ended up with the different conclusion; the factor which took the important role was ESL and EFL experience. The research findings indicated that native and nonnative speaker teachers felt differently about the use of L1 with intermediate students. Native speaker teachers felt guilty to use L1 with intermediate students; however, nonnative speaker teachers advocated using students' mother tongue in the classroom.

5.3.2   The use of mother tongue on pedagogical purposes

Furthermore, the researcher would like to point out the issue of guiltiness concerning the use of students' L1 in the instruction at an international school. As the conclusion of Halasa and AI-Manaseer' s study suggested that nonnative-speaker teachers have no need to feel guilty using their mother tongue in the classroom if they make a decision to use L1 based on pedagogical reasons (Halasa & AI-Manaseer, 2012). Moreover, Ahn (2010) adds that students' first language is believed to be a helpful tool in terms of enhancing learning ability as long as it is pedagogically used. She points out that students' L1 facilitated teaching activities in the target language classroom; however, she emphasised that teachers should not overuse L1 during the instruction.

According to the above investigations, they point out that both native and nonnative speaker teachers do not need to feel guilty to use students' L1 in the classroom as long as the L1 use is based on the academic purposes. It is in line with the findings of this current research, they point that most experienced teachers did not feel guilty to use students' L1 in the classroom. The findings showed that the native speaker teachers use L1 to help them better their classroom activities; however, they disagreed to use L1 to encourage students' discipline. The researcher brought this research finding to be discussed at this stage in order to make a clear conclusion that

both native and nonnative teachers accept the advantage of using students' L1 in the classroom in the research context.

To support the research findings mentioned above, Miles (2004) carried out a study on teachers' and students' perspectives towards the advantages of students' mother tongue on pedagogical purposes. The students had studied English for six years at secondary school in Japan and considered Japanese as their L1. They were of the three bottom classes after taking the placement test. Further to this, the teachers were experienced native speakers and some of them could speak Japanese. Miles observed three classes for five months. English-only was implemented in one class; in the second class, students were allowed to speak only in Japanese; and in the third class, both the teacher and the students could talk in Japanese. The results of the experiment indicated that L1 use can help students learn English.

Furthermore, Dietze, Dietze, and Joyce (2009) investigated a survey study to explore the attitudes of 21 English language teachers from J. F. Oberlin University in Japan on their use of L1 (Japanese) in their classes based on pedagogical purposes. All the teachers were qualified in English language teaching with master's degrees or above. The research findings indicated that the careful use of L1 during the instruction could improve students' achievements. They also made good use of L1 when necessary to help students learn based on their students' English proficiency levels and switched between the two languages when they felt it was necessary. Those teachers with bilingual capabilities strengthened the notion that the use of L1 makes acquiring L2 easier and more effective.

Nevertheless, the integration of students' L1 in an international school context should be based on only educational purposes in which it is considered a helpful tool to facilitate teaching and learning.

5.3.3   The benefits of students' L1 seen by native speaker teachers

One more crucial point to be discussed is the alimentation of using students' mother tongue in an international school context from the native speaker teachers rather than from the nonnative speaker teachers. In addition to McMillan and Rivers (2011), they conducted a research exploring native-English speaker teachers' attitude towards the "English Only" at a

Japanese university. They administered an attitudinal survey of 29 native –English speaker teachers instructing English classes at university level: the university policy emphasised on the "English Only" concept thus students were taught using L2 in EFL context.

Not surprisingly, different conceptual arguments were found among the participants. For instance, thirteen participants made comments against the use of students' mother tongue; also five foreign teachers stated that prohibiting L1 use in the classroom provided more opportunity to negotiate for meaning in the target language (TL). In contrast, twenty native-English speaker teachers acknowledged that students' first language could be used in the English lessons to facilitate and to ensure successful communication between students and teachers. The overall result showed, interestingly, that most native-English speaker teachers, twenty-two out of twenty-nine agreed with the idea of selective use of students' first language in which to be compatible with Communicative Language Teaching approach in EFL setting. The result of this investigation is in accordance to the research finding of this current study.

5.3.4   The benefits of students' L1 transfer during the transition period

In the regard of this current study, the researcher looked into both teachers' and students' angles in teaching and learning in an international school context: the researcher now presents the notion found from the students. The research findings from all three research instruments showed that high achievers and low achievers had different attitudes towards the use of their mother tongue in several learning situations.

The outstanding examples according to this regard are that the students had different attitudes towards the use of L1 in the English speaking lessons. As high achievers strongly disagreed to the use of L1 in their instruction; in contrast, low achievers were willing to be able to use their mother tongue in all subjects. Another good example is when both groups perceived the use of L1 in different learning functions such as asking questions during their lessons: one piece of data from the interviews revealed a low achiever student stated that *"If I cannot use Thai to ask questions in my classroom, I will not ask any thing and keep silent."* Furthermore, another low achiever student said that *"This is helpful when I ask question because I can ask what I really want to know and the teacher can answer the right point."* Additionally, the

researcher noticed from the classroom observation that low achiever students were more comfortable to participate in classroom activities if their Thai was allowed in such activities.

From the findings presented above, it can be implied that students' L1 should be purposively used with low achiever students at the beginning stage in order to bridge the transition between Thai-speaking and English-speaking classroom. Once the newcomers (low achiever students) get settled in the new environment and move from the beginner level to intermediate level, teachers can be sure that English can be used with them firmly. In doing so, teachers will be able to break down the language barrier students carried with them when the first day of moving to a new school. Furthermore, the use of students' L1 can be purposively incorporated with low achiever students as it will be helpful to facilitate students' learning ability as well as will make students more comfortable at the beginning stage of leaning at an international school.

Storch and Wigglesworth (2003) presented their research findings in line with the above discussion that even the learners who did not use their L1s reported in the interviews that the L1 could be a useful tool, especially in more meaning-focused activities such as the joint composition task. They noted that the shared L1 could enable them to discuss the prompt and structure of the composition in more depth and thus complete the task more easily. They felt that the L1 would be less useful in the text reconstruction task, which was the more grammar-focused task. Our data suggest that some use of the L1, even in an L2 setting, could be useful.

Furthermore, a study of Hopkins (2003) supported the research findings of this section, he found that some of the students in the English-speaking classroom felt uncomfortable to participate in different classroom activities because they did not understand the native teachers' L2 and they would like to understand the correct meaning of words and phrases used in the classroom. As the sequences of participants in the study were not able to comprehend the subject matter, they were not capable of achieving their homework or classroom assignments. On the other hand, high English proficiency students felt comfortable with the native speaker teachers' pedagogy and there was no evidence pointing in the direction of higher achieving learners (faster learners) feeling more at ease with L2 exclusivity.

Moreover, the use of the L1 may assist learners "to gain control of the task" (Brooks & Donato, 1994, p. 271) and work with the task at a higher cognitive level than might have been possible had they been working individually. Thus, in Vygotskian terms, we postulate that the learners may have been extending their zone of proximal development (Lantolf, 2000). Only when learners gain a shared understanding of what they need to do can they proceed with the task. The use of the L1 could also help learners provide each other with definitions of unknown words more directly and perhaps more successfully. The results suggest that L2 teachers may need to reevaluate views concerning the use of the L1 in L2 group and pair work.

However, the researcher does not mean to suggest that learners should be encouraged to use their L1s in place of the L2 when working on tasks in an L2 class. Rather, it was suggested that teachers should not prohibit the use of some L1 altogether in group and pair work but should acknowledge that the use of the L1 may be a normal psychological process that allows learners to initiate and sustain verbal interaction.

However, the investigation conducted by Nazary (2008) presented the opposite side of students' attitudes towards L1. He explored 85 students' attitudes towards L1 use as well as undertaking a study of the relationship between students' proficiency levels and their attitudes towards L1 use: the L1 of these participants was Farsi. Based on the participants' English proficiency level, they were chosen from elementary level, intermediate level, and advanced level. The study indicated that all participants attended extracurricular programs to improve their general English at Tehran University. The research findings suggested that Iranian university students were reluctant to utilize their L1 in learning English. From the three proficiency level mentioned, most of them disagreed on the importance of L1 use. They tended to think that maximising exposure to English was the best way to sharpen their English proficiency. In addition, the comparison among the elementary, intermediate, and advanced level students revealed that the students of intermediate English proficiency had a tendency not to employ their L1 in class activities. They did not expect their teachers to speak L1 when delivering lectures, either.

In summary, the research findings had presented various discussions to provide the notion of how to integrate students' L1 use in an international school context in which should be based on only academic purposes. Therefore, a careful guideline is always needed to conduct an appropriate teaching and to facilitate students' learning ability. This current research had introduced such notion for all international school associates, as well as had called for attention from the authorities to see significant points of the integration of students' L1 in an international school context.

5.3.5 Discrimination against student's mother tongue: nonnative speaker teachers' perspective

According to the several interviews and classroom observations, the researcher noticed that most native speaker teachers supported the use of L1 in their lessons as they thought L1 was an important tool to help students understand what they were taught in the classroom. A significant piece of evidence to support this statement is the quote taken from the interview of a native speaker teacher explaining that *"I do not see any disadvantages of using L1 in my classroom since there are some low English proficiency students who are not yet ready for the mainstream classroom. So, I ask my TA to help these students by using Thai to explain the subject content.''* In contrast, most of nonnative speaker teachers agreed with the idea of 'English Only"; as you can see from following quotation *"The only reason that the parents move their kids here is to have them learn English, so for the general thing like managing the classroom should be in English as I think the students should be in English speaking environment."*

The previous strong quotation against the L1 being use in the English-speaking classroom is in line with several research studies advocated the so called "English Only" approach. In spite of many studies have disclosed positive effects on the incorporation of students' L1 used in the L2 class, some studies are in opposition to it. Mangubhai (2006) even asserts that immersion language teaching is one of the most powerful ways to acquire a second language; in other words, "English-Only" approach is the best tool to help students learning L2.

He claims that the reason why a limited amount of L2 learning occurs in the EFL classroom is because there is such a limited amount of L2 input offered to students; hence the more L1 the teacher speaks, the less L2 input is available to the students in the class. To avoid this, the amount of L2 input should be raised substantively. This is in accordance with the investigation of Prodromou (2002), 300 Greek participants were studied on attitudes towards the L1 use. The participants were divided into three groups regarding to different levels of proficiency: elementary, intermediate, and advanced. The findings show that the low English proficiency students were more willing to accept the idea of using L1. In contrast, the higher English proficiency students had a negative attitude toward L1 use in the class; specifically, they doubted L1 use in the classroom.

However, the research findings presented above are diverse and different from the investigation of Kim and Petraki (2009). The investigation revealed that there was a division between the native speaker and nonnative speaker teachers about benefit of students' mother tongue. Nonnative speaker teachers saw very little benefit in the students' L1 use and avoid L1 use in the classroom, even though it affected their classroom management and lead to student confusion. In contrast, native speaker teachers recognized the importance of L1 and L2 use, although they acknowledged their excessive use of L1 due to their lack of confidence. This could have detrimental effects in both classes as noted in the observations and as perceived by the students. The lack of the L1 option, especially with mixed ability students, could lead to cultural misunderstandings and can create an unsupportive environment where there is a lack of sympathy and negotiation on both sides.

Furthermore, Lily and Yinon (2008) studied the novice teachers 'concerns about students' mother tongue in the target language classroom. The study showed that an important insight gained from novices' numerous concerns with the use of L1 pertains to the crucial function that they attributed to the use of mother tongue in the foreign language lesson, as a channel for establishing relationships with their pupils, as a strategy for maintaining control and for conveying empathy towards pupils who exhibit difficulties in learning a foreign language. The use of L1 for these purposes suggests something about novices' shared effort to survive their first year of teaching, by resorting to students' mother tongue as a strategy in the process of building their new professional image.

It is convincing that nonnative speaker teachers feel guiltier when they use students' mother tongue in the instruction; in the meantime, native speaker teachers are willing to employ students' L1 in achieving classroom activities. With this regard, it can be inferred that nonnative speaker teachers need supportive insights about effective roles of students' mother tongue in the target language classroom. They may be more comfortable to use L1 with low guiltiness if they are told to incorporate students' mother tongue and to confirm the preference of students' L1 in the classroom by native speaker teachers.

5.4   PEDAGOGICAL IMPLICATIONS

According to the research findings of this current investigation, there are several practical ways that can be used in order to help both international school teachers and students incorporate mother tongue in the instructions at the research site. As there are four research questions in this study, the researcher would like to suggest some implications regarding the research results in the same order as this should be able to present a clearer picture of what could be done in an international school context and more importantly how it should be done successfully. Thus, the following implications were recommended in relation to the research findings of each research question.

5.4.1   Terminological translation

Students' mother tongue was advocated to be used in the research context and this use must be based on the academic purposes only. Moreover, it appeared to be effective to use students' L1 at the early stage of the instruction such as to explain the instructions of the learning activities or to clarify the meaning of a difficult word or expressions in a text book. It is even more practical to have the nonnative speaker teacher moving round the classroom in order to monitor each low English proficiency student whether he or she has clear understanding of what he or she has to do or not. Furthermore, when it comes to the difficult content, students' mother tongue should be taken into concern as the main purpose of the lesson is to make effective comprehension for the students, rather than for students to improve their language skills.

For instance, there are many difficult technical terms in science class; therefore, low English proficiency students should be able to understand such vocabulary in order to study well in the lesson. Difficult subject matter should be explained in students' mother tongue since the researcher explained earlier that the main purposes of the subject are to have students apprehend the subject matter, not to enhance their English proficiency. In regards to this incident, nonnative speaker teachers who support in different subject should make sure that low English proficiency students understand the subject matter being taught in the lessons.

5.4.2   Explicit explanation of subject matter in L1

To help low achieving students to understand the difficult subject matter, nonnative speaker teachers may ask the students in Thai and have them explain in their mother tongue to reinsure that they truly understand what the native speaker teachers have taught them in the lessons. Another good example of the integration of students' L1 in explaining difficult subject matter would be when low achiever students encounter complicated grammar rules. It is critical to make sure that those students, who are new in terms of second language learning, deeply understand all rules taught in English subject as they must use such rules in their future learning in an international school context. The easiest way to help the students is to let their friends explain to each other first; after that it is the time for nonnative speaker teachers, who passed through those difficulties in learning the target language, to help explaining such difficulties right in the classroom.

As suggested earlier, peer-teaching or peer-explaining are critical in terms of working in the heterogeneous classroom: high achieving students take important roles in the implementation of their mother tongue to help low achieving students accomplish classroom activities or assignments given in the lessons. According to Panfil (1995) the important key to success of all two-way programs is the fact that when both language groups (high and low English proficiency students) were instructed together throughout the school day, serving as peer tutors for each other. The results confirmed that peer models encouraged and enhanced natural language acquisition for both groups because they kept the level of interaction cognitively complex.

The study has consistently demonstrated that the learners' academic achievement result was very high for all groups of participants compared to the students in the control groups who received schooling only through English. It is the case for students of low socioeconomic status, as well as African- American students and language-minority students, with those in the 90-10 model achieving even higher than those in the 50-50 model (Lindholm 1990, Lindholm and Aclan 1991, Thomas and Collier 1997).

Additionally, Cook (2001) investigated students' L1 functions which could be used in the classroom. There were four language functions that students' first language could be incorporated with including a way of conveying L2 meaning, a short-cut for explaining tasks and tests, a way of explaining grammar, and a practical way L2 uses such as code-switching. He compared students' L1 to a vehicle: if the learning objective is to understand the complicated content rather than to benefit from the incidental language involved, then the teachers should select the best vehicle, which may be the students' mother tongue, for them to reach their goal. As you can see, two major findings of the investigation are in accordance with these current research findings confirming that students' mother tongue is effective towards the explaining of the subject matter taught in the classroom.

Obviously, the incorporation of students' mother tongue in the classroom should not be taken to an extreme. It is important that teachers should provide L2 input as possible, as the classroom may be the only place which the students encounter the target language; however, it is even more important to ensure that students have ample comprehension of what they have learned in the classroom.

5.4.3 Classroom management

General classroom management should be carefully incorporated with students' mother tongue as the research findings revealed that the overuse of students' mother tongue takes away low achiever students' opportunities to practice their English language skills. Both native and nonnative speaker teachers should encourage low achieving students to speak English in general situations at school simply because they will be able to learn more target language through such situations. Additionally, the target language should compulsory in simple learning situations such as asking for permission or borrowing classroom objects: they must learn these language

functions as fast as possible since they are expected to communicate in the target language due to the fact that they are studying at an international school. A gentle suggestion from the research findings could be to set up some clear rules about when will the students be allowed to use their L1 in the instructions and when students' mother tongue must be banned during the lessons. This is helpful to allow students and teachers to incorporate their L1 as they will be more comfortable to use the mother tongue without guiltiness in order to better their teaching and learning.

In the field of second language teaching and learning, Thai people believe that the most productive way to learn a new language is to be immersed in the target language. If a student wants to learn English well, then he or she must listen, speak, read, and write in English as much as possible. In Thailand, people also believe that a native English-speaker teacher is the ideal teacher to offer a perfect target language class (Wiriyachitra, 2009). In relation to the issue mentioned, therefore, both native and nonnative speaker teachers should provide enough learning activities or language practice for students in the classroom: general language use such as asking for permission or borrowing stationery in the classroom must be in the target language.

In this section, native and nonnative speaker teachers had been involved in it and it appears that teachers' nationalities are not significant when it comes to teachers' use of students' L1 in classroom management. Lately, native and nonnative speaker teachers became convinced that the use of students' L1 in classroom management is regrettable but necessary.

5.4.4   The pedagogical decision-making

It is quite hard to define when people ask what learning situations teachers and students should employ L1, because it seems like all situations could beneficially incorporate L1. Therefore, the researcher will now display what was found and what could be done with students' L1, according to the research findings and in different learning situations, in order to help students learn better in the target language context. The following suggestions will be conducted according to the language learning skills as the researcher would like these recommendations to relate to the research findings presented in Chapter 4. Moreover, it will be more sensible for those who are in the field since they will be able to see the better picture of what should it be like in the classrooms.

To begin with, the researcher would like to combine speaking and listening skills together because they often occurred at the same time in many learning situations found in the classrooms. The research findings showed that both teachers and students at the research site saw significant impact of the students' mother tongue in asking and answering questions during the instructions; therefore, the permission of asking and answering in students' L1 should be supported in the instruction at an international school or in the target language context. Again, the comprehension of the subject matter should be concerned first then the other language skills could be practiced in the other activities during the instructions.

To advocate this issue, appropriate classroom rules should be clearly made; thus both native and nonnative speaker teachers would be able to plan proper use of students' L1 in their lessons effectively. Moreover, a clear set of classroom rules is able to avoid overusing students' mother tongue in the instruction as well: they will be more confident to use their L1 in the context and it will be even more useful when they incorporate L1 strictly according to the rules.

By the term "overuse", it is critical to have the specific proportion of an effective use of students' mother tongue in the classroom. In this current study, the research findings convinced the researcher to believe that there are three different groups of students in which diverse proportion of the mother tongue should be incorporated with including *zero English learner*, *beginner learner*, and *intermediate learner*. First, the proportion of the mother tongue incorporated with zero English learners should not be less than 70%-90% simple because they would, surely, not be discouraged by the language barrier and to help them apprehend the subject matter taught in the classroom is the most important purpose at the transition period. Next, 50% up to 70% of the students' mother tongue should be used with beginner learners as both native and nonnative speaker teachers should prepare them with ample English input, thus they will be ready for the next stage of learning the target language. The last group, intermediate learners should be helped with their mother tongue in the classroom the least amount possible regarding their target language ability: they should take risks in their learning process in order to improve their target language proficiency. Finally, the school must make sure that the proportion of students' mother tongue and all learning situations which will be allowed to use L1 are agreed among associates who are involved in the instruction: once the rules are clear, the implementation of the students' mother tongue will be used comfortably and effectively.

Another language skill which needs students' L1 is writing skill: students sometimes encounter difficulties in writing since the problem is not only a language barrier, but it is also one of ideas and creativity. The participants asserted in Chapter 4 that they were more comfortable when they were able to use their L1 in difficult learning situations; therefore, it would be more practical if the low achiever students were allowed to use their mother tongue in planning before they have to compose a piece of writing. In doing this, either native or nonnative speaker teachers may have to provide a permission stating what stage of the writing process that students can use their mother tongue to help them plan better such as mind mapping or brainstorming. A clear permission may allow low achiever students feel free to express their thought reasonably; resulting in some good pieces of writing, and students would be more confident to develop their writing skill.

5.4.5   The commonality of translation between L1 and L2

The last language skill which is important to those who have low English proficiency is reading skill since the main instruction is often based on reading such as reading for comprehension or following the instructions in some activities. The research findings revealed the significant result of the importance of Thai-English and the English-Thai dictionary being used at the research site. In addition to this research finding, both Thai-English and English-Thai dictionaries should always be available in the classrooms; hence, when the students need to translate words or expressions that help them understand the subject matter more, they will be able to use the dictionary immediately. Therefore, the researcher's suggestion would be to always prepare the available Thai translation for the students no matter if it would be online or via hard copy. Then the instruction would be able to be more accessible to the students as they could help themselves with the unknown words or expressions.

5.4.6   Students' language competence and performance

The research finding brought into your consideration will be focused on students' attitudes towards the use of their mother tongue in their lessons. According to the research findings, high and low achiever students had different attitudes towards the incorporation of their L1 in the instructions at some points; however, the overall of attitudes of both groups of the

participants went on the positive scale as they all realised that their mother tongue played an effective role in their learning progress.

Regarding the research findings, there are several recommendations which can be beneficial for international school teachers and students. A good start could be a discussion on students' English proficiency as their language ability will affect the academic success in many aspects, thus native and nonnative speaker teachers should examine what English levels each student has; then it would be easier to choose the proportion of the mother tongue that should be incorporated with them when the teachers teach specific group of students. Moreover, once both native and nonnative speaker teacher know students' language proficiency; they will be able to effectively manage the use of students' L1 in particular situation. The important part of this stage is to measure the students' language ability accurately; and to do so, standardised tests must be taken by all students in each class. As a result, teachers would be able to catagorise their students into appropriate groups and are able to manage the percentage of the mother tongue with particular group of students properly.

Macaro (2000) studied the major variables in teacher's recourse to L1 and suggested the main ones are the "ability" of the learners, and the age of the learners. The findings of the investigation suggested that teachers in secondary sector used more students' mother tongue with "less able" learners because those learners found it more difficult to infer meanings and they got more easily frustrated. In other words, recourse to L1 is almost entirely a comprehension issue not an acquisition issue. Therefore, being able to understand students' language level facilitates native and nonnative speaker teachers to significantly use students' L1 with particular group of students.

In relation to students' language ability, nonnative speaker teacher should be aware of the overuse, as mentioned earlier, of students' mother tongue with high achieving students. It should be taken into significant concern that high achieving students must not be unnecessarily offered some help by using their mother tongue in the classroom. Furthermore, nonnative speaker teachers should remind themselves that high achieving students must be able to try their best in the target language first, as their parents' expect them to practice their English more: this means

that high achieving students must be responsible for their target language and the nonnative speaker teachers are responsible only for the subject matter being taught in the lessons.

5.4.7   The provision for opportunities to participate in classroom activities

On the other hand, low achieving students should not be left behind as they may encounter some learning difficulties during the instruction of the target language-speaking lessons. As nonnative speaker teachers should have students' language proficiency levels in hand, they should be able to focus on the right group of the low achiever students in the classroom. At this point, the nonnative speaker teachers should be responsible for the target language and the low achieving students should try their best to make clear understanding of the subject matter being taught in the lessons.

Another recommendation which could be made according to the research findings is that a pair work or a mixed level group work could be helpful at an international school classroom because both high and low achieving students may help each other during the lessons: high achieving students help with the language and low achiever students may work on the subject matter. To employ this approach effectively, native and nonnative speaker teachers should have a careful selection of teaching methodology which relates to the approach mentioned earlier: some workshops or practices may need beforehand in order to make sure that teachers are able to run the classroom activities in this way practically. Besides, high achieving students may gain more opportunities to restate or to reinsure what they have learned about the target language while they are helping low achiever students during the lessons as well.

An interesting question is: What is the appropriate amount of TL to be applied in class? And is there any proper place or time for L1 use to facilitate the acquisition of the TL (Turnbull, 2001)? Cummins (1979) studied the L1 supporters who have a strong belief in the Threshold Hypothesis. The hypothesis of the Threshold Hypothesis is that an individual's achievement in L2 relies heavily on the level of his mastery of his native language. Therefore, the most positive cognitive effects come about when both languages are highly developed: this means that the greater the quantity of instruction in L2, the better the educational result will be, thus the instruction via learner's L1 does not cause any harmful outcome on development in the TL (Cummins, 2000). The researcher now can see the scale of students' participation turning to the

positive side as the students may be able to increase their understanding of the subject matter in the classroom.

All recommendations mentioned above remind the researcher about how to improve the target language skills for low achieving students at an international school as the mother tongue is allowed to be used in the lessons. Therefore, the researcher would like to bring about a concern towards the issue that native speaker teachers should be responsible for the improvement of the low achieving students as they are the speaker of the target language being taught at an international school. Nevertheless, in the fairness of the native speaker teachers, nonnative speaker teachers should take intensive consideration of helping and facilitating low achieving students to better their learning by incorporating their mother tongue since those nonnative speaker teachers have passed through the steps in learning that target language. In short, it is not one' s responsibility to take care of those who are trying hard to achieve the ultimate goal of learning the target language ; it is meant to help and share among those associates who are involved in the teaching and learning at an international school.

5.5   RECOMMENDATIONS FOR FURTHER RESEARCH

According to the results and discussion of this current study, it is suggested that the forthcoming research studies should focus on the following key items:

5.5.1 This research study was conducted only at one international school which may result in a narrower notion or limited insightful knowledge due to the small number of the participants and the specificity of the research context. Therefore, in order to conduct a future research study more effectively, a number of international schools should be included in the investigation. Furthermore, the approaching research studies should be conducted at several international schools in different places of the country as different research contexts may affect the research findings, and the wide variety of the insightful data could be collected. As a result, the research being conducted can be reliably generalized to all international school in the country. Moreover, international school curriculums should be involved in the research study since there are several curriculums being used in different international school around the

country. Consequently, the validity and reliability of the research result can be increased: the notion and the insights from the investigation would be able to conclude the present situation of the research context as well as to be able to apply such insights with the other international schools reliably.

5.5.2 In this study, the researcher has studied the implementation of just one mother tongue as there is now only Thai which is used as the mother tongue at the research site. It is inarguable that if multiple mother tongues are investigated, the research will be able to gain more insightful knowledge about the students' L1 functions at an international school. In this consequence, the further research studies should be conducted at the research context where multiple students' mother tongues are used; likewise, different language functions of each student's L1 could be discovered more. Furthermore, the researcher would be able to learn more about how low target language proficiency students, of different mother tongues, incorporate the use of their L1 in the instruction at an international school: such notion will be able to be utilised within a wider range of contexts where students' mother tongues could be used.

5.5.3 The participants of this current study were divided into two major groups: the first group was sixteen teachers combining both native and nonnative speakers and another group was forty high and low achieving students merged together. The future research should be conducted with a larger number of participants in order to obtain more wide-reaching data; as a result, the further research will be able to discover more interesting notions which may be considered as more reliable since the larger number of the participants brings more reliability in terms of generalisation.

5.6   SUMMARY

According to the research purposes mentioned at the end of the beginning of this current research study, this investigation, therefore, investigates: the practical ways that international school students' mother tongue can be used to help them learn better; the learning situations in which international school teachers and students use the students' L1 to facilitate the instruction more effectively; the native and nonnative speaker teachers' attitudes towards the incorporation of students' mother tongue at an international school; and the international school students' preference towards the implementation of their L1 in their lessons. Below are the research results found from the investigation conducted at the research site. As the research purposes were stated earlier, the brief overviews of the research findings were presented accordingly.

Firstly, this current investigation revealed several practical ways that are useful to help both international school teachers and students enhance their teaching and learning in the research context. The significant practical ways that can be used according to the research results are the incorporation of students' mother tongue at the early stage of the instruction such as to give instructions or to explain the subject matter, in order to make sure that all students understand what is being taught during the lessons; however, the use of students' L1 must be based only on the academic purposes which means that general conversation like asking for permissions must be banned. Moreover, the explanations of the difficult expressions or words were considered important to use as native and nonnative speaker teachers saw benefits from that. Likewise, both high and low achieving students agreed that the use of their mother tongue played an important role in terms of explaining complicated content; thus grammar rules sentence structures were the stage in which the students' L1 was used effectively. In brief, these practical ways presented above showed critical practices in enhancing teaching and learning at the research site.

The next insightful notion found from this current study was the learning situations in which international school students' mother tongue could be used to help them learn better. These insights were focused on the students' language skills as they could use their L1 in different learning situations related to their language skills. In listening skills, students incorporated their mother tongue to help them in mentally translating from English to Thai while

they were studying in the classroom: more than half of the students, who participated in the study, strongly agreed that mental translation from English to Thai bettered their comprehension when they listened to English in the lessons. For speaking skills, the implementation of the students' L1 in asking and explaining the difficult subject matter stood out to be a significant learning situation in which the students' L1 could be used; especially for low achieving students who needed more support in the classroom. This could be concluded that asking and continuing the conversation are important language functions that the students' mother tongue could be incorporated with. The last two skills are reading and writing: these two skills are critical, according to the research findings, in terms of the incorporation of the students' mother tongue. It has been demonstrated that a dictionary or any device for Thai translation should be always available for the students since they may encounter difficult vocabulary or expressions during the instruction; therefore, the students are able to take time to plan and think of some appropriate words in which can be used in their learning. In other words, reading and writing skills allow the students to think carefully and they can take ample time in order to incorporate their mother tongue to help them learn better.

This current research study also investigated how international school teachers perceived the use of the students' L1 in their instructions; native and nonnative speaker teachers were selected to be studied in this research. The findings of this research study revealed that native and nonnative speaker teachers advocated the use of the students' L1 as they found some advantages of the mother tongue in their classroom; besides, both native and nonnative speaker teachers considered the students' L1 as an effective tool in order to improve their teaching at an international school. However, there are some concerns regarding to the research findings, that the overuse of the students' mother tongue will destroy students' opportunities to practice their target language; in this regard, native and nonnative speaker teachers stated that the incorporation of the students' L1 must be only at necessary. Moreover, the research results also suggested that low achiever students or beginners are the only ones who need the implementation of their mother tongue; in contrast, the students who are proficient in the target language should be limited with the use of their mother tongue for using their L1.

Not only were insights from the teachers considered, but the students' attitudes towards the implementation of the use of L1 also investigated. Different perspectives were found from the research findings since high and low achieving students perceived the incorporation of their mother tongue diversely. To be more specific, some high achiever students strongly disagreed with using their mother tongue in the English speaking classroom while low achiever students supported the use of L1 in all lessons: as the same manner as the incorporation of the students' mother tongue in each subject, high achieving students banned the use of L1 because they believed it might result in the insufficiency of opportunities to practice their target language meanwhile low achieving students asserted great agreement to implement their L1 in all subjects at school. Even though high achiever students did not see much difference in their learning progress when they used their L1 in the classroom, they agreed that the use of the mother tongue bettered their learning in all subjects and they strongly disagreed that L1 slowed down their learning.

All in all, both international school teachers and students in the research context agreed with the advantages of the incorporation of the students' mother tongue in their instruction; nevertheless, all uses of the students' L1 must be based on the academic purposes. Understandably, experiences played some roles in the instructions for both native and nonnative speaker teachers since most of the time native and nonnative speaker teachers ended up with the different attitudes towards the use of students' L1, the factor which was brought into concern was their ESL and EFL experiences. Furthermore, the students' language ability was considered as a key factor which affected the attitudes towards the implementation of L1 from the students' side: high English proficiency students did not see much change when they were allowed to use their L1 in the classroom, yet low English proficiency students felt more comfortable when able to incorporate their mother tongue in the classroom. The critical insight to keep in mind is that the purposive use of the students' mother tongue in an international school context significantly needs to avoid overusing of the students' L1 which may affect the students' target language learning. Therefore, a careful guideline is critical to be conducted in order to better an appropriate incorporation of the students' mother tongue at an international school.

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APPENDICES

Appendix A

Consent Form

Title of Project: *The Mother Tongue-Based Integration towards the In-class Support in the*

Mainstream Classroom at an International School

Name of Researcher: *KittichaiNilubol*

I am willing to take part in the study called *"The Mother Tongue-Based Integration towards the In-class Support in the Mainstream Classroom at an International School."* I understand that the researcher from the Language Institute, Thammasat University is hoping to investigate the incorporation of the students' mother tongue in an international school context. I understand that I will do the perspective questionnaire and the interview, where they will take place, and other situational factors such as audio- or video-taping). I will be asked about the use of my mother tongue during my lessons. This study will take place at St. Stephen's International School KhaoYai and should take about thirty minutes of my time.

I am taking part because I want to. I have been told that I can stop at any time, and if I do not like a question, I do not have to answer it. No one will know my answers, including (name people that will not have access to answers, i.e., strangers, parents, other children, etc.)

- Iconfirm that I have read and understand the Plain Language Statement for the above study and have had the opportunity to ask questions.

- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
- I agree / do not agree to take part in the above study.

_____   _____   _____

Name of Participant   Date   Signature

_____   _____   _____

Name of Person giving consent (parents) Date   Signature

KittichaiNilubol

_____   _____   _____

Researcher   Date   Signature

ใบยินยอมเข้าร่วมการวิจัย (Consent Form)

โครงการวิจัยเรื่อง: *การบูรณาการภาษาแม่สู่การสนับสนุนการเรียนการสอนในชั้นเรียนหลัก*
ในบริบทของโรงเรียนนานาชาติ

ชื่อผู้ทำวิจัย: *นายกิตติชัย นิลอุบล*

       ข้าพเจ้ามีความสมัครใจในการเป็นส่วนหนึ่งของงานวิจัยชิ้นนี้ ซึ่งมีหัวข้อว่า *การบูรณาการภาษาแม่สู่การสนับสนุนการ*
เรียนการสอนในชั้นเรียนหลัก ในบริบทของโรงเรียนนานาชาติ และข้าพเจ้ามีความเข้าใจในเจตนาของผู้ทำวิจัยจากสถาบันภาษา
มหาวิทยาลัยธรรมศาสตร์ ว่าผู้ทำวิจัยมีความประสงค์ที่จะศึกษาบทบาทของการนำภาษาแม่มาใช้ในการเรียนการสอนในบริบท
ของโรงเรียนนานาชาติ ข้าพเจ้าทราบว่าจะต้องให้ความร่วมมือกับผู้ทำวิจัยในการ ตอบแบบสอบถาม และ ร่วมในการสัมภาษณ์
เกี่ยวกับการใช้ภาษาแม่ร่วมในการเรียนการสอนที่โรงเรียนนานาชาติเซนต์สตีเฟ่นเขาใหญ่ และการให้ความร่วมมือในงานวิจัย
ชิ้นนี้ จะใช้เวลาเพียงสามสิบนาที

- ก่อนที่จะลงนามในใบยินยอมให้ทำการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึงวัตถุประสงค์ของการวิจัย
  วิธีการวิจัย และมีความเข้าใจดีแล้ว
- ข้าพเจ้าเข้าร่วมโครงการวิจัยนี้โดยสมัครใจ
- ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้
- ผู้วิจัยรับรองว่าจะเก็บข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะในรูปที่เป็นสรุป
  ผลการวิจัย การเปิดเผยข้อมูลของตัวข้าพเจ้าต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้องต้องได้รับอนุญาตจากข้าพเจ้าแล้วจะ
  กระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น
- ข้าพเจ้าได้อ่านข้อความข้างต้นแล้ว และมีความเข้าใจดีทุกประการ และได้ลงนามในใบ ยินยอม/ไม่ยินยอม นี้
  ด้วยความเต็มใจ

ลงนาม...ผู้ยินยอม

(..)

ลงนาม...ผู้ปกครอง

(..)

ลงนาม...ผู้ทำวิจัย

(.....................นายกิตติชัย นิลอุบล....................)

Appendix B

QUESTIONNAIRE (for teacher)

The Investigation of Teachers' and Students' Perspective Towards the

Use of L1 at an International School in Thailand

The purpose of this questionnaire is to discover the use and perceptions of using native language (Thai) in an international school context. Your answer will be used for research purposes only and your answers will be kept confidential. Please answer all of the questions as best as you can. The questionnaire is divided into 3 sections as follow. Thank you for your cooperation.

Section I General and Demographic Information

Section II Questions about Students' perspective towards the Use of L1 at an international school

Section III opinion and Suggestion

Section I: General and Demographic Information

Please answer the questions or putting / in a box that matches your position most

1. Age   20-25 yrs   26-30 yrs   31-35 yrs   36-40 yrs   41-45 yrs

                  46-50 yrs   51-55 yrs   56-60 yrs

2. Gender   Male   Female

3. Nationality_____

4. Education   Bachelor   Post Graduate

                          Master   Ph D.

                          Other _____

5. ESL / EFL experience   Less than 1 year   1-3 years

                                 3-5 years   More than 5 years

6. Which level do you teach? (Please circle the appropriate answer)

        Beginner to pre-intermediate   Intermediate   Upper-intermediate to advanced

Section II:Practical incorporation of L1 in an international school classroom.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
In what ways do native-speaker teachers and nonnative-speaker teachers think about the use of L1 in their classroom at an international school context?						
7.	The use of Thai helps students learn at an international school.					
8.	Assuming you can speak Thai, you will use Thai in your instruction.					
9.	The beginner to pre-intermediate students should use Thai all the time.					
10.	The beginner to pre-intermediate students should use Thai frequently					

11.	The beginner to pre-intermediate students should sometimes use Thai.					
12.	The beginner to pre-intermediate students should use a little Thai in their classroom.					
13.	The beginner to pre-intermediate students should not use Thai in their classroom at all.					
14.	The intermediate students should use Thai all the time.					
15.	The intermediate students should use Thai frequently.					
16.	The intermediate students should sometimes use Thai.					
17.	The intermediate students should use a little Thai in their classroom.					
18.	The intermediate students should not use Thai in their classroom at all.					
19.	The upper-intermediate to advanced students should use Thai all the time.					
20.	The upper-intermediate to advanced students should use Thai frequently.					
21.	The upper-intermediate to advanced students should sometimes use Thai.					
22.	The upper-intermediate to advanced students should use a little Thai in their classroom.					
23.	The upper-intermediate to advanced students should not use Thai in their classroom at all.					

What are the practical ways that L1 can be used in an international school context?

24.	For **beginner to pre-intermediate students**, it is **useful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipline					
25.	For **intermediate students**, it is **useful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipline					

26.	For **upper-intermediate to advanced students**, it is **useful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipling					
27.	For **beginner to pre-intermediate students**, it is **NOTuseful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipline					

28.	For **intermediate students**, it is **NOT useful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipline					
29.	For **upper-intermediate to advanced students**, it is **NOTuseful** to use Thai in English-speaking classroom.					
	…to give instruction					
	…to clarify the meaning of the words, expressions or sentences					
	…to explain grammar rules					
	…to ask questions to teachers					
	…to carry out pair and group work (communicative activities)					
	…classroom management/to give students' discipline					

Section III opinion and Suggestion

30. **(Native English teachers only)**What is the most challenging aspect when you teach EFL classrooms like an international school in Thailand?

_____

_____

_____

_____

_____

_____

_____

31. **(Thai English teachers only)** What is the most challenging aspect when you encourage

your students to speak English as much as possible?

_____

_____

_____

_____

_____

_____

_____

_____

_____

32. In these skill(s) give as many as possible reasons can your students benefit from by using Thai? (Please explain your reasoning).

A. Speaking

Reason_____

_____

_____

_____

B. Listening

Reason_____

_____

_____

_____

C. Reading

Reason_____

_____

_____

_____

D. Writing

Reason_____

_____

_____

_____

33. How much do you think your students will benefit from by using Thai in each level?(Please choose a percentage from each item and explain your reasoning).

  A. Beginner to Pre-Intermediate   0-10%   10-40%   40-60%   60-100%

Reason_____

_____

_____

_____

B. Intermediate   0-10% 10-40%   40-60%   60-100%

Reason_____

_____

_____

_____

C. Upper-Intermediate to Advanced   0-10% 10-40%   40-60%   60-100%

Reason_____

_____

_____

_____

-The End-

Appendix C

QUESTIONNAIRE (for student)

The Investigation of Teachers' and Students' Perspective Towards the

Use of L1 at an International School in Thailand

The purpose of this questionnaire is to discover the use and perceptions of using native language (Thai) in an international school context. Your answer will be used for research purposes only and your answers will be kept confidential. Please answer all of the questions as best as you can. The questionnaire is divided into 3 sections as follow. Thank you for your cooperation.

Section I General and Demographic Information

Section II Questions about Students' perspective towards the Use of L1 at an international school

Section I General and Demographic Information

Please answer the questions or putting / in a box that matches your position most

1. Age   5-7   8-10   11-12   13-15

2. Gender   Male   Female

3. ชั้นปีที่กำลังศึกษา   Year 3&4   Year5&6

                          Year 7   Year8

                          Year 9   Year10

4. Current English Level

7A	7B	7C	6A	6B	6C
5A	5B	5C	4A	4B	4C
3A	3B	3C	2A	2B	2C

Section II Understandings of Task and Task-Based Language Teaching

For each of the following statements, please answer by putting / in a box, according to the following scale:

1 (Strongly Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly Agree)

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
In what learning situations do international school students use L1 to help them learn better?						
5.	When reading an English text, I first translate it into Thai in my mind to help me understand its meaning.					
6.	I read Thai translations in the course reference book to help me better understand English articles in the textbook.					

7.	After I read English articles, I use an available Thai translation to check if my comprehension is correct.					
8.	To write in English, I first brainstorm about the topic in Thai.					
9.	When I write in English, I first think in Thai and then translate my ideas into English.					
10.	I write Thai outlines for my English compositions.					
11.	When I listen to English, I first translate the English utterances into Thai to help me understand the meanings.					
12.	I read the Thai translation scripts before I listen to instructional English tapes or CDs.					
13.	When I watch English TV or movies, I use Thai subtitles to check my comprehension.					
14.	I listen to or read Thai news first in order to understand English radio/TV news better.					
15.	When speaking English, I first think of what I want to say in Thai and then translate it into English.					
16.	If I forget certain English words or expressions in the middle of conversation, I translate from Thai into English to help me keep the conversation going.					
17.	I memorize the meaning of new English vocabulary words by remembering their Thai translation.					

18.	I learn English grammar through Thai explanations of the English grammatical rules.					
19.	I use Thai translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.					
20.	I learn English idioms and phrases by reading their Thai translation.					
21.	I use English-Thai dictionaries to help myself learn English.					
22.	I use Thai-English dictionaries to help myself learn English.					
23.	I use an electronic translation machine to help myself learn English.					
24.	If I do not understand something in English, I will ask other people to translate it into Thai for me.					
25.	I ask questions about how a Thai expression can be translated into English.					
26.	When the teacher assigns English articles for reading, I work with others to translate them.					
27.	I practice mentally translating my thoughts from Thai to English in various situations.					
28.	I take notes in Thai in my English class.					
29.	I write Thai translations in my English textbooks.					

30.	I try to clarify the differences and similarities between Thai and English through translation.					
31.	When reading English, I try to grasp the meaning of what I read without thinking of Thai equivalents.					
32.	When speaking English, I think of what I want to say in English without thinking first in Thai.					

What are the practical ways that L1 can be used in an international school context?

33.	Thai should be used in terms of giving instruction.					
34.	Thai should be used to teach complex topics.					
35.	Thai Translation can help you check your comprehension.					
36.	It is helpful to ask some questions in Thai.					
37.	It will be better if your teacher explains more details in Thai.					

What are international school students' perceptions towards the incorporation of L1 in their lessons?

38.	Native language (Thai) should be used in English-speaking classes.					
39.	The use of Thai helps you learn better English.					
40.	Teachers should use Thai in every subject.					

41.	Thai helps you learn better in every subject.					
42.	Thai should be prohibited to use in English-speaking class.					
43.	Thai should not be used in every subject.					
44.	Thai slows down your learning.					

-The end-

Appendix D

QUESTIONNAIRE (for student)

The Investigation of Teachers' and Students' Perspective Towards the

Use of L1 at an International School in Thailand

The purpose of this questionnaire is to discover the use and perceptions of using native language (Thai) in an international school context. Your answer will be used for research purposes only and your answers will be kept confidential. Please answer all of the questions as best as you can. The questionnaire is divided into 3 sections as follow. Thank you for your cooperation.

Section I General and Demographic Information

Section II Questions about Students' perspective towards the Use of L1 at an international school

Section I General and Demographic Information

Please answer the questions or putting / in a box that matches your position most

1. Age	5-7	8-10	11-12	13-15

2. Gender	Male		Female

3. ชั้นปีที่กำลังศึกษา	Year 3&4	Year5&6
	Year 7	Year8
	Year 9	Year10

4. Current English Level

7A	7B	7C	6A	6B	6C
5A	5B	5C	4A	4B	4C
3A	3B	3C	2A	2B	2C

Section II Understandings of Task and Task-Based Language Teaching

For each of the following statements, please answer by putting / in a box, according to the following scale:

1 (Strongly Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly Agree)

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
In what learning situations do international school students use L1 to help them learn better?						
5.	เมื่ออ่านหนังสือภาอังกฤษ ฉันใช้วิธีถอดความหมายเป็นภาไทยในใจ เพื่อช่วยให้เข้าใจความหมายของเนื้อหาในหนังสือนั้น					

6.	ฉันอ่านบทแปลของเนื้อหารายวิชาพอสังเขป เพื่อให้ง่ายต่อการทำความเข้าใจในเนื้อหาของบทความภาอังกฤษในหนังสือนั้นๆ					
7.	หลังจากอ่านบทความภาอังกฤษแล้ว ฉันใช้วิธีถอดความหมายเป็นภาไทย เพื่อตรวจสอบความเข้าใจของตนเอง					
8.	ในการเขียนภาอังกฤษนั้น ฉันใช้วิธีรวบรวมความคิดเกี่ยวกับสิ่งที่จะเขียนเป็นภาไทยก่อน หลังจากนั้นจึงเริ่มเขียนเป็นภาษาอังกฤษ					
9.	ก่อนที่จะเขียนภาษาอังกฤษ ฉันคิดเป็นภาษาไทยก่อนแล้วค่อยถอดความคิดเหล่านั้นเป็นภาษาอังกฤษ					
10.	ในการเขียนเรียงความภาษาอังกฤษนั้น ฉันร่างเนื้อหาที่จะเขียนเป็นภาษาอังกฤษก่อนเสมอ					
11.	เมื่อฉันฟังภาษาอังกฤษ ฉันจะถอดความถ้อยคำเหล่านั้นเป็นภาษาไทยเพื่อช่วยให้ช่วยให้ฉันเข้าใจในสิ่งที่ฉันได้ฟัง					
12.	หากจะฟังบทสนทนาต่างๆในเทปหรือซีดีสำหรับการเรียนการสอนฉันจะอ่านบทแปลภาษาไทยของบทสนทนาเหล่านั้นก่อน					
13.	ฉันอ่านบทบรรยายภาษาไทย เพื่อช่วยให้เข้าใจเนื้อหาของรายการโทรทัศน์หรือภาพยนตร์ที่บรรยายเป็นภาษาอังกฤษ					
14.	เพื่อช่วยให้ฉันเข้าใจข่าวทางวิทยุหรือโทรทัศฯที่บรรยายเป็นภาษาอังกฤษ ฉันจะฟังหรืออ่านข่าวเหล่านั้นเป็นภาษาไทยก่อนเสมอ					

15.	เมื่อฉันต้องการจะสื่อสารเป็นภาษาอังกฤษด้วยวาจา ฉันจะคิดคำพูดเหล่านั้นเป็นภาษาไทยในใจก่อน แล้วค่อยถอดความเป็นภาษาอังกฤษ					
16.	ในขณะที่สนทนาภาษาอังกฤษ หากฉันนึกคำศัพท์หรือสำนวนในภาอังกฤษไม่ออก ฉันจะถอดคำศัพท์หรือสำนวนนั้นเป็นภาษาไทย เพื่อช่วยให้บทสนทนาดำเนินต่อไปได้					
17.	ฉันจำคำศัพท์ที่ฉันไม่รู้เป็นในภาษาอังกฤษควบคู่ไปกับการจำความหมายภาษาไทยของศัพท์ใหม่เหล่านั้น					
18.	ฉันเรียนรู้หลักไวยากรณ์ทางภาอังกฤษด้วยการทำความเข้าใจคำอธิบายภาษาไทยของหลักไวยากรณ์เหล่านั้น					
19.	ฉันใช้วิธีจดจำการถอดคำศัพท์เฉพาะทางไวยากรณ์ เช่น ชนิดของคำ (part of speech) กาล (tense) และ ความสอดคล้องทางไวยากรณ์ (agreements) เพื่อช่วยให้ฉันทำความเข้าใจส่วนต่างๆทางไวยากรณ์ของโครงสร้างประโยคในภาษาอังกฤษ					
20.	ฉันศึกษาสำนวนและคำพังเพยต่างๆในภาษาอังกฤษด้วยการอ่านคำถอดความหมายภาไทยของสำนวนและคำพังเพยเหล่านั้น					
21.	ฉันใช้พจนานุกรมฉบับภาษาอังกฤษแปลเป็นไทยเพื่อช่วยในการเรียนรู้ภาษาอังกฤษ					
22.	ฉันใช้พจนานุกรมฉบับภาษาไทยแปลเป็นอังกฤษเพื่อช่วยในการเรียนรู้ภาษาอังกฤษ					

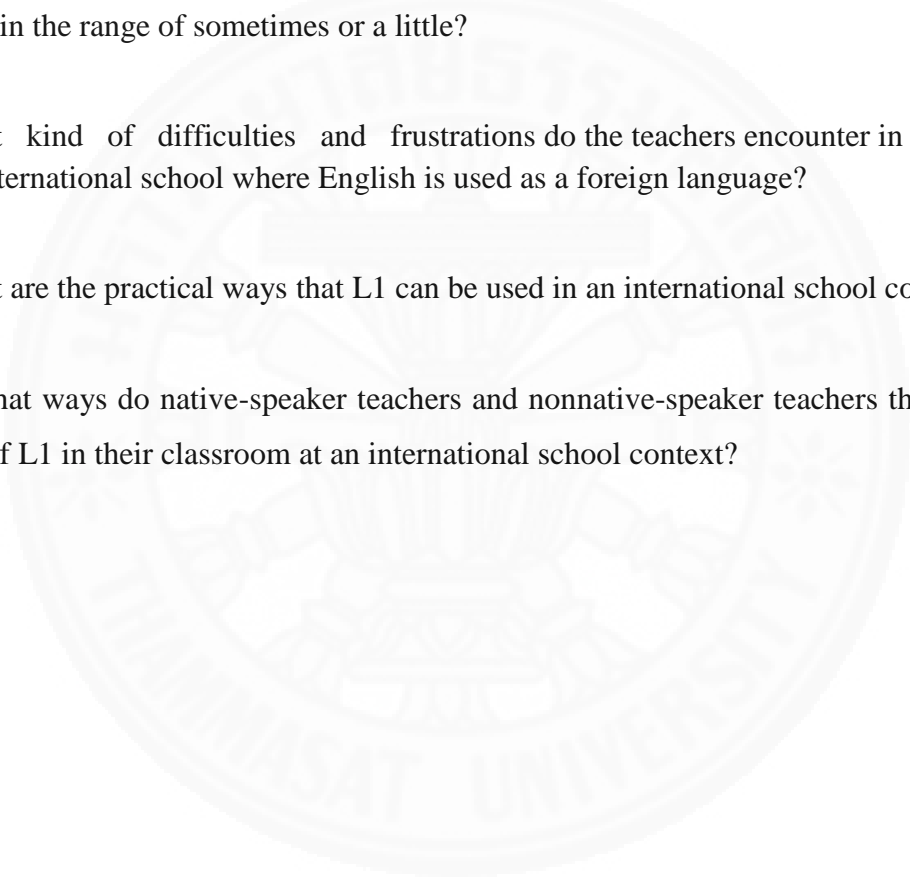| 23.	ฉันใช้พจนานุกรมแบบอิเล็กทรอนิคส์ (talking dictionary) เพื่อช่วยใน การเรียนรู้ภาอังกฤษ					
24.	หากฉันพบปัญหาในการทำความเข้าใจเกี่ยวกับภาษาอังกฤษ ฉันจะขอ ความช่วยเหลือจากผู้มีความรู้ให้ช่วยถอดความหมายภาษาอังกฤษ เหล่านั้นเป็นภาษาไทย					
25.	ฉันมักตั้งคำถามเพื่อหาวิธีที่เหมาะสมที่สุดในการถอดความหมายจาก สำนวนไทยเป็นภาษาอังกฤษ					
26.	หากฉันได้รับมอบหมายให้อ่านบทความภาอังกฤษ ฉันจะอ่านบาความ นั้นๆพร้อมกับเพื่อนคนอื่นๆ เพื่อช่วยกันถอดความหมายบทความ เหล่านั้นเป็นภาไทย					
27.	ฉันฝึกการถอดความหมายจากภาษาไทยเป็นภาษาอังกฤษ หลากหลาย สถานการณ์ในใจ					
28.	ฉันจดบันทึกย่อเป็นภาษาไทย ในชั้นเรียนวิชาภาษาอังกฤษ					
29.	ฉันเขียนภาษาไทยลงในหนังสือเรียนภาษาอังกฤษของฉัน					
30.	ฉันพยายามทำความเข้าใจในความเหมือนและความแตกต่างระหว่าง ภาษาไทยกับภาษาอังกฤษด้วยการถอดความหมาย					
31.	ในระหว่างการอ่านภาษาอังกฤษ ฉันพยายามทำความเข้าใจความหมาย ของสิ่งที่ฉันอ่านโดยไม่นึกถึงคำศัพท์ในภาษาไทยซึ่งมีความหมายเสมอ เหมือนกัน					

32.	ฉันพูดในสิ่งที่อยากจะสื่อความเป็นภาษาอังกฤษ โดยไม่คิดเป็น ภาษาไทยก่อน					

What are the practical ways that L1 can be used in an international school context?

33.	คุณคิดว่าควรใช้ภาษาไทยในการชี้แจงคำสั่งในห้องเรียน					
34.	คุณคิดว่าควรใช้ภาษาไทยในการสอนเนื้อหาที่มีความซับซ้อน					
35.	คุณคิดว่าการถอดความหมายเป็นภาษาไทยมีส่วนช่วยในการทดสอบ ความเข้าใจของคุณ					
36.	คุณคิดว่าการถามคำถามเป็นภาษาไทยในชั้นเรียนที่ใช้ภาษาอังกฤษเป็น หลักนั้น มีประโยชน์					
37.	คุณคิดว่าหากคุณครูอธิบายเนื้อหาในชั้นเรียนโดยใช้ภาไทยมากขึ้นนั้น จะเป็นประโยชน์เพิ่ม					

What are international school students' perceptions towards the incorporation of L1 in their lessons?

38.	คุณคิดว่าภาษาแม่ (ไทย) ควรนำมาใช้ในชั้นเรียนที่ใช้ภาอังกฤษเป็นหลัก ในการเรียนการสอน					

39.	คุณคิดว่าการใช้ภาษาไทยในชั้นเรียนช่วยให้คุณมีความสามารถในการเรียนเพิ่มมากขึ้น					
40.	คุณคิดว่าคุณครูในแต่ละรายวิชาควรใช้ภาษาไทยในชั้นเรียน					
41.	คุณคิดว่าการใช้ภาไทยในการเรียนการสอนแต่ละรายวิชานั้น จะช่วยให้คุณมีความสามารถในการเรียนเพิ่มขึ้น					
42.	คุณคิดว่าไม่ควรนำภาษาไทยมาใช้ในห้องเรียนที่มีการเรียนการสอนเป็นภาษาอังกฤษเป็นหลัก					
43.	คุณคิดว่าไม่ควรนำภาไทยมาใช้กับทุกรายวิชาในห้องเรียน					
44.	คุณคิดว่าภาษาไทยทำให้ความสามารถในการเรียนรู้ลดลง					

-The end-

Appendix E

Interview Questions (to teachers)

1. Why and when is L1 use (Thai) useful or not useful in their teaching?

2. Why do nonnative teachers prefer to use Thai even though they know that L1 should be used in the range of sometimes or a little?

3. What kind of difficulties and frustrations do the teachers encounter in teaching at an international school where English is used as a foreign language?

4. What are the practical ways that L1 can be used in an international school context?

5. In what ways do native-speaker teachers and nonnative-speaker teachers think about the use of L1 in their classroom at an international school context?

Interview Questions (to native speaker teachers B)

Researcher: "Good morning Ms. …… (participant's name), how are you?"

Participant :   "Wonderful, and you?"

Researcher: "I'm fine, thank you. First of all, thank you for coming today. Please have a look
                 at this consent form before we start."

Participant: "Yeah, so you won't mention my name in your study?? (Laughing)

Researcher: "Of course, I won't." (Laughing) "Let stat now, the first question I want to share
                 with you is *why and when is L1 use (Thai) useful or not useful in their teaching?"*

Participants: "Well, using mother tongue language is useful when learners have a little

                 knowledge about English language. For me, it is useful especially when learners

                 don't have any awareness regarding the use of foreign language."

Researcher: "Interesting, how can you incorporate the students' L1 to better your lessons?"

Participant: "Uhh…ahhh….it helps me in making the students comprehend our lesson and be
                 able to make them comfortable to open and share their ideas."

Researcher: "What about the disadvantages of the mother tongue and when should we stop

                 using it in the classroom?"

Participant: "It is also a way in building the barrier between the teacher and students.

                 Ummmm….When they are ready to move on with the use of the foreign language

                 then that's the time that we can stop the use of the mother tongue language."

Researcher: "Aha…now, the next question is *Why do nonnative teachers prefer to use Thai
                 even though they know that L1 should be used in the range of sometimes or a
                 little?*"

Participant: "The simple answer is that not all students in an International School have
                 knowledge or fluent in English. Most of the students enroll in this institution
                 because they wanted to learn about English language."

Researcher: "So, you think it is easier to sometimes use students' mother tongue in the classroom?

Participant: "Yes, it is more difficult in secondary level for teachers are not used to speaking in their mother tongue language. Little ones are quite different because they can easily grasp concepts and lessons in English after spending six months to one year with an English speaking teacher. I would say that the use of mother tongue language is case to case basis.

Researcher: "To make sure that I have correct understanding, do you mean you don't agree with the English Only policy?"

Participant: "My question is why force a child if they are not ready to accept a new language? We as a teacher need to encourage them instead so that they will be motivated to learn more."

Researcher: "Whoa… this is great notion I can see from the foreigner's perspective. Well, the third question is *what kind of difficulties and frustrations do the teachers encounter in teaching at an international school where English is used as a foreign language*?"

Participant: "Well, as we know, most of the students in our school are too stubborn to learn English. They were enrolled here because their parents wanted them to learn more about English and that their parents have bigger plans for them like to study overseas.

Researcher: "O.K."

Participant: "Wait… wait… let me add some more."

Researcher: "yes, go ahead."

Participant: "Yeah… ahhh….to be honest, there are also staffs that are too negative when it comes to speaking in English. They feel that they are betraying their culture if they will start speaking in English. There were times that I feel that I fail my students especially when they have difficulty understanding me or when they can't even grasp what I am telling them."

Researcher: "Well, this is really interesting to me. Do you think….."

Participant: "No nono, please don't ask me more about this. I just want to share with you what I have just said. Sorry…"

Researcher: "Alright, fair enough I think……(Laughing)……then let's move on to another question, *what are the practical ways that L1 can be used in an international school context?"*

Participant: "What I can think of now is that the mother tongue language can be used if a student or a group of students

- can't understand the vocabulary
- have difficulty communicating especially when being asked about their ideas
- have below average level of English"

Researcher: "Right, thank you. Now, this is the last question I have: *in what ways do native-speaker teachers and nonnative-speaker teachers think about the use of L1 in their classroom at an international school context?*

Participant: "Well, as I have stated before, the use of mother tongue language is case to case basis. It will depend mainly on the students on how they will be able to adopt themselves into the foreign language. Teachers should give ample time for the students to adjust themselves. Learning new things and learning them in their mother tongue language will be easier for them to comprehend lessons which are difficult for them."

Researcher: "Here come to the end of my interview. Thank you again for your time and kindness."

Participant: "You're welcome. I hope you get information for your study."

Researcher: "Sure, thank you again."

Participant: "Do I have to sign on the consent?"

Researcher: "Yes, please."

Interview Questions (to nonnative speaker teachers G)

Researcher: "Good morning Ms. …… (participant' s name), how are you?"

Participant: "Hi, I'm good thank you and you?"

Researcher: "I'm great, thank you. First of all, thank you for your participation in my study and would you mind to read this consent form before we get started?"

Participant: "Well, O.K."

(time went by…)

Participant: "Do I have to sign in here?"

Researcher: "Yes, please."

Participant: "Here you are."

Researcher: "Thank you. Shall we start and make it short and clear?"

Participant: "Sure!" (with confidence)

Researcher: "The first question is, *why and when is L1 use (Thai) useful or not useful in their teaching?*"

Participant: "Oh! Good question! Well, this is useful for beginner level to get used to with the teacher. After a few weeks, L1 will be more useful for them. However, classmates are helpful for all levels. If one kid understand the task and is able to do the task, they are able to help others to follow the task together."

Researcher: "Alright, when the students' L1 should not be used then?"

Participant: "It is not useful at all when students have a great effort to the lesson. They will find all ways to solve the problem and do the task independently. Moreover, this will motivate all kids to ask the questions in English."

Researcher: "Do you mean the use of the L1 should not be used when the students are good at English?"

Participant: "Yeah! That's what I wanted to say."

Researcher: "O.K., let's move on to the other question. *Why do nonnative teachers prefer to use Thai even though they know that L1 should be used in the range of sometimes or a little?*"

Participant: "Students who have no experience of study English, they have to get some help in terms of translation in Thai. However, ahh…skills and knowledge of all students are different. If they have ability to learn, they can improve themselves very fast. Ummm….If students know the meaning in Thai, Umm…hard or specific words, they are able to think beyond the topic and express more ideas. But, the use of Thai must be about the subject only not for the other things"

Researcher: "Ohh! This is so clear to me Ms. Joy. Well, the third question is *what kind of difficulties and frustrations do the teachers encounter in teaching at an international school where English is used as a foreign language*?"

Participant: "Ahh…umm….This is hard to say. Well, ahh…the difficulties are students, those students who are able to speak but they don't want to speak."

Researcher: "Can you please be more specific?"

Participant: "Ahh…the students who aren't be able to speak and they scare of speaking English. However, if the teachers speak English all the time, this will help students improve listening skill."

Researcher: "Thank you Ms. Joy for your explanation. Now, can I move to another one?"

Participant: "Go on"

Researcher: "O.K. *what are the practical ways that L1 can be used in an international school context?*"

Participant: "Well, I think the English environments at school time, speaking, listening and reading are important to help students learn English better. There should be activities or challenges for students to join in all English levels."

Researcher: "What do you think as a teacher you can do then?"

Participant: "What I can think of now is to give rewards and sanctions. These should be applied to this thought. Every place has rule and regulations for all to follow."

Researcher: "What do you mean by sanctions?"

Participant: "I mean the Thai speaking should be prohibited from the outside classroom environment. So, students can practice speaking English more. The only reason why the parents sent them here was to let them practice and improve their English."

Researcher: "Ohh I see. Now let's move to the last question, *in what ways do native-speaker teachers and nonnative-speaker teachers think about the use of L1 in their classroom at an international school context?"*

Participant: "As a nonnative speaker teacher, I think students will gain 100% of listening skill and they will be able to apply this in real life situation. Again, in all area of teaching will push students to learn all English and the most important thing is to make English is all fun in the class."

Researcher: "Well, here come to the end of my interview. Thank you so much for your time and I hope this is not distracting your preparation time."

Participant: "No worry, be happy Maggie."

Researcher: "Thank you gain."

Participant: "Yeah, and I hope my answers will help your study."

Researcher; "Sure, it does. See you later."

_____end of the interview_____

Interview Questions (to nonnative speaker teachers H)

Interviewer: "Good morning, how are you doing?"

Interviewee: "I am fine thanks."

Interviewer: "I would like to ask you some questions based on the use of L1 in your teaching at an international school."

Interviewer: Why and when is L1 use (Thai) useful or not useful in their teaching?

Interviewee: " I think Thai language is very useful in teaching alongside with L2 (English) because it's helping the students to understand more of what is the task they are being ask to do. In order for them to understand more about the lesson; Thai language is necessary to be part of teaching role. For example, when I teach the students about grammar rules I need to use Thai language to explain to them so they can understand more about the rules and the usage of grammar. The explanations in both English and Thai will help the students to remember and understand about the lesson when they learn in the class as well as when they do their assignments."

Interviewer: Why do nonnative teachers prefer to use Thai even though they know that L1 should be used in the range of sometimes or a little?

Interviewee: "I prefer to use Thai language to explain when there is complex structure in English grammar or the story which is so complicated for the students to understand what is happening in the story as well as for others subjects but not only English subjects. Because the students will have the motivated in learning when they feel that the lesson is not that hard when they understand the lesson. In addition, I think the students learn best when they think that there is nothing impossible for them to do in learning English language. Only the language that make them to face with a difficult time that is not mean they will not getting nowhere in their learning. However, Thai language could be the possible way to

help the students to learn more and the teacher who need to encourage them to use both Thai and English as the same time to balance both languages in learning."

Interviewer: What kind of difficulties and frustrations do the teachers encounter in teaching at an international school where English is used as foreign language?

Interviewee: "The most difficulties that I encountered in an international school is to use English grammar and pronunciation correctly especially to speak with an English accent. Because it is the most important language skills for the students to improve their speaking, listening and grammar skills. As well as, grammar is very important for students to learn English language because they need to understand and know how to apply the rules in writing, speaking and listening. Especially for non-native speakers are sometimes regraded as less proficient users of English than native speakers so I think for me it seem that I am unable to achieve native speaker competence. However, I believe that my English could be appropriate linguistically for the students because we shared linguistic background. Despite of having fear about my language proficiency levels I would rather develop myself to be better in English and fulfill my student's needs."

Interviewer: What are the practical ways that L1 can be used in an international school context?

Interviewee: "In my teaching I use first language (L1) in ESL classes where the students need help with their English language so Thai language should be use in teaching English. Sometimes they need help to translate from English to Thai and Thai to English when they don't understand the words or when they can't think of the right words that they are going to use. For example, the students allow to use dictionary to find the words in English-Thai and Thai-English dictionary in the classroom. Also I explained to the students in Thai if there is necessary for example, they don't understand the grammar rules so I need to give them the explanation in Thai."

Interviewer: In what ways do native-speaker teachers and nonnative-speaker teachers think about the use of L1 in their classroom at an international school context?

Interviewee: "In my personal attitude toward the use of L1 in teaching at an international school I think there is positive and negative ways to use L1 in teaching English language. Firstly, L1 may interfere in the L2 learning process. If I always use L1 in my teaching then the students will just wait for me to use L1 instead of they are exposing to English language. Secondly, L1 possibly help the students to expose to L2 more proficiency because if they understand what is being taught in the class which the teacher use both L1 and L2 to integrate in teaching the students will learn L2 more proficient."

Interviewer: "Thank you for your time"

Interviewee: "You're welcome. I hope the information is helpful"
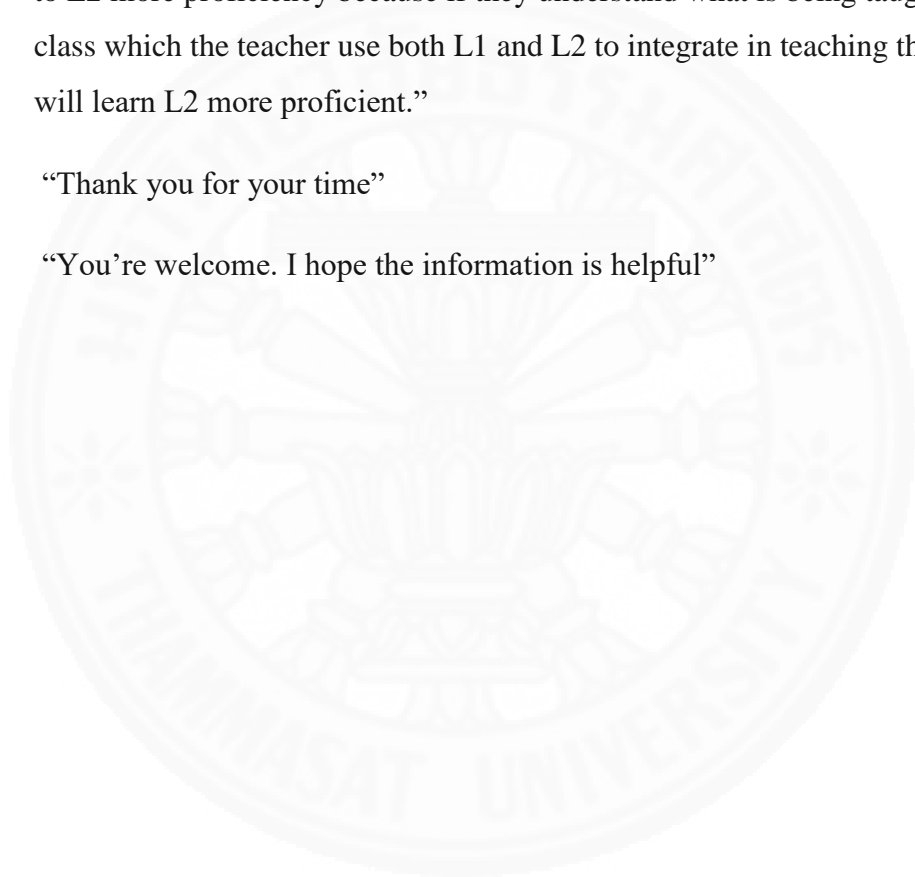
Appendix F

Interview Questions (to students)

1. Why and when is L1 use (Thai) useful or not useful?

   ในกรณีใดบ้างที่นักเรียนเห็นว่าภาษาแม่ (ไทย) เป็นประโยชน์และไม่เป็นประโยชน์ เพราะเหตุใด

2. Why are students more willing to use Thai even though they know that L1 should be used in the range of sometimes or a little?

   เหตุใดนักเรียนจึงมีความประสงค์ที่จะใช้ภาษาแม่(ไทย) ในบริบทของโรงเรียนนานาชาติทั้งที่ทราบดีว่าภาษาแม่นั้น ควรใช้ในสัดส่วนที่น้อยที่สุดเท่าที่จะทำได้

3. What kind of difficulties and frustrations do the students encounter when they are learning in an English-speaking classroom?

   ปัญหาและอุปสรรคใดที่นักเรียนมักพบในระหว่างการเรียนในโรงเรียนที่ใช้ภาษาอังกฤษในการเรียนการสอน

4. In what learning situations do international school students use L1 to help them learn better?

   ในกรณีใดบ้างที่นักเรียนใช้ภาษาแม่ (ไทย) ในการเสริมสร้างความสามารถในการเรียนรู้ให้ดีขึ้น

5. What are international school students' perceptions towards the incorporation of L1 in their lessons?

   นักเรียนมีความคิดเห็นอย่างไรกับการนำภาษาแม่ (ไทย) มาใช้ในห้องเรียนที่ใช้ภาษาอังกฤษในการเรียนการสอน

Interview Questions (to low achieving student E)

Interviewer: "Good morning. How are you?"

Interviewee: "I am fine, thank you."

Interviewer: "I would like to ask you some questions about Thai in your classroom"

Interviewer: "Why and when is L1 use (Thai) useful or not useful?"

Interviewee: "It is useful when we can't translate the meaning, don't know what the teacher is teaching so we use Thai to make some understanding clear."

Interviewer: "Why are students more willing to use Thai even though they know that L1 should be used in the range of sometimes or a little?"

Interviewee: "Because if we use to much English we would forget about Thai and it would make us communicate harder."

Interviewer: "What kind of difficulties and frustrations do the students encounter when they are learning in an English-speaking classroom?"

Interviewee: "Sometime we can't communicate with the teacher in class."

Interviewer: "In what learning situations do international school students use L1 to help them learn better?"

Interviewee: "When we can't communicate and understand the information we are learning."

Interviewer: "What are international school students' perceptions towards the incorporation of L1 in their lessons?"

Interviewee: "We can understand what teacher is teaching and it would make us understand tem quick and easy."

Interviewer: "Thank you."

Interviewee: "You're welcome."

Interview Questions (to low achieving student F)

Interviewer: "Good morning. How are you?"

Interviewee: "I am fine, thank you."

Interviewer: "I would like to ask you some questions about the use of Thai in your classroom"

Interviewer: "Why and when is L1 use (Thai) useful or not useful?"

Interviewee: "When we translate we would understand the words and make us easier to understand."

Interviewer: "Why are students more willing to use Thai even though they know that L1 should be used in the range of sometimes or a little?"

Interviewee: "This make our communication easy to understand and if we were in English we would be better in English."

Interviewer: "What kind of difficulties and frustrations do the students encounter when they are learning in an English-speaking classroom?"

Interviewee: "Mostly I don't know some English words so when teacher translate we understand them easier."

Interviewer: "In what learning situations do international school students use L1 to help them learn better?"

Interviewee: "When teacher explain and translate."

Interviewer: "What are international school students' perceptions towards the incorporation of L1 in their lessons?"

Interviewee: "It would be easier to understand, work in group, and know what we are learning about."

Interviewer: "Thank you."

Interviewee: "You're welcome."

Interview Questions (to high achieving student B)

Interviewer: "Good morning. How are you?"

Interviewee: "I am fine, thank you."

Interviewer: "I would like to ask you some questions about the use of Thai in your classroom"

Interviewer: "Why and when is L1 use (Thai) useful or not useful?"

Interviewee: "When we translate we would understand the words and make us easier to understand."

Interviewer: "Why are students more willing to use Thai even though they know that L1 should be used in the range of sometimes or a little?"

Interviewee: "This make our communication easy to understand and if we were in English we would be better in English."

Interviewer: "What kind of difficulties and frustrations do the students encounter when they are learning in an English-speaking classroom?"

Interviewee: "Mostly I don't know some English words so when teacher translate we understand them easier."

Interviewer: "In what learning situations do international school students use L1 to help them learn better?"

Interviewee: "When teacher explain and translate."

Interviewer: "What are international school students' perceptions towards the incorporation of L1 in their lessons?"

Interviewee: "It would be easier to understand, work in group, and know what we are learning about."

Interviewer: "Thank you."

Interviewee: "You're welcome."

Interview Questions (to high achieving student D)

Interviewer: "Good morning. How are you?"

Interviewee: "I am fine, thank you."

Interviewer: "I would like to ask you some questions about the use of L1"

Interviewer: "Why and When is L1 use / useful or not useful?"

Interviewee: "First language is most useful in class because we were born with first language so it is easy to be translate from second language into first language. This would make use easily understand the text we are reading. It is not useful when we use outside the classroom when we learn in international school. When we talk in Thai sometime we use them in the wrong way we use them in bad way to bully other people by saying bad words."

Interviewer: "Why are students more willing to use Thai even though they know that L1 should be used in the range of sometimes or a little?"

Interviewee: "Even we know that we should be using little Thai but when we get to talk in the area where is no teacher we couldn't control ourselves not to speak Thai When we talk in Thai it is easier for us to under and communicate back."

Interviewer: "What kind of difficulties and frustrations do the students encounter when they are learning in English- speaking classroom?"

Interviewee: "Hard words sometimes teacher use them to teach us but just one word that we don't understand could make all the information gone wrong. We know that we should be trying but we don't have time to get out the dictionary and translate the meaning. It is also hard for Thai student to talk in English with a whole class of Thai student because we live in an environment of seeing and talking with them in Thai, so sometime its sound weird for us."

Interviewer: "In what learning situations do international school student use L1 to help them learn better?"

Interviewee: "When there are words we don't understand and we mostly use Thai to revise for our exam because it is easier for us to learn and remember things in Thai and we would translate them in English. Revision notes for every subject we use easy English but sometime we could use them in Thai that would make us quickly knows what we are learning in each topic."

Interviewer: "What are international school students' perceptions towards the incorporation of L1 in their lessons?"

Interviewee: "It is very good for Thai student to understand what teacher teaches us today. This wouldn't make us bored of what we are learning because we know what the teacher is talking about and it would keep us wanting to know. If we don't know what teacher is saying we would feel like why do we need to listen to teacher and that would make us feel really bored and what to go to sleep."

Interviewer: "Thank you."

Interviewee: "You're welcome."

Appendix G

Classroom Observation Check List

Date: _____2ⁿᵈ May 2016 (Geography) _____

Class Objective(s): Students should be able to…

- Define new vocabulary introduced in the lesson
- Use the new vocabulary in order to answer the questions provided
- Describe the differences among types of farming taught in the lesson

Observer's opinion towards classroom environment:

It is raining all day, so students are quite quiet and seem sleepy. As always, they are set to sit in group in which different language level are provided. The lesson today bases on vocabulary games and the kids are a bit loud and shouting as they have to beat each group with active response: the students are eventually woken up from their laziness.

Beginner to pre-intermediate

No.	Effectiveness	Native and Nonnative teachers			Students		
		Good	Decent	Poor	Good	Decent	Poor
1.	Students' participation/confidence				√		
2.	Giving instructions	√					
3.	Clarifying the words, expressions, or grammar	√					
4.	Students asking questions to the teacher					√	
5.	Pair or group work/ speaking activities				√		
6.	Classroom management	√					
7.	Achieving objectives/ target language	√					
8.	Percentage of using Thai	10-40%	40-70%	70-100%	10-40%	40-70%	70-100%
9.	Students using Thai					√	
10.	Nonnative teachers using Thai		√				

Observation Note

What have been done in the classroom?	Observer's opinion
- T comes up with three sets of new vocabs and pics as he wants the Ss to participate in the game he provided. - T starts with showing a pic of Somalia which is a very dry country and he asks Ss to share information they know about the country. - T then explains why Somalia is hard to do farming. - T now introduces different types of farming and tells Ss all vocab definitions. - Ss start talking in Thai as some low achiever Ss worry about the meaning. Meanwhile, high achiever students try to help their friends by just saying the Thai definitions. - Thai TA walks around the classroom distributing the vocabs cards and pics to be used in the game. - TA monitors all groups making sure that Ss truly understand what to do in the game. He uses Thai to explain the game rules to low achiever Ss. - T again asks his TA to tell everyone in the classroom about how to play the game. He even asks his TA to explain the game rules in Thai to all Ss in front of the classroom.	- T chose to use game today because the weather is quite bad and the class was in the afternoon; to choose game in order to introduce the vocabs is quite a good idea and it went very well. - Sharing some ideas before starting the lesson was a good idea, but the low achiever Ss had no chance to speak as all high achiever kids took the major role in the discussion. At this stage the T should ask those low achiever to share idea no matter the answers would be Thai or English. - When the T started to introduce the meaning of each vocab in English and he observed that low achiever Ss felt uncomfortable, so he then asked his TA to walk around the classroom to make sure that low achiever Ss truly understood the meanings of all vocabs. Further, he sometimes encouraged low achiever Ss to use English-Thai dictionary to translate tall vocabs to Thai in order to make sure that the low achiever kids truly understand the subject matter taught in the classroom. This is quite obvious that the T sees advantages of the Ss' mother tongue in the instruction. Several evidences here revealed that both native and nonnative speaker teachers advocate the use of Ss' L1. For instance, the native speaker T asks his TA to help low achiever Ss to explain what will be done in the game as well as how to play the game.

- T starts the game by asking Ss to match each vocabs with the pics provided. At this stage all group members help to find the meaning of the vocabs gain. During the game, Thai is mostly used and the TA plays important role as most low achiever Ss ask him in Thai.

- T does not stop all kids as they are speaking Thai during the game and he sometimes suggestSs to use English-Thai dictionary in order to help them with the meanings.

- The game goes on for a while then T asks Ss to answer his questions on the ppt slides and he mentions that the answer must contains some vocabs learned from the game.

- TA walks around the classroom again to support the low achiever Ss with Thai. Also, the TA mostly translates the questions to Thai in order to help low achiever Ss to get chances to answer the questions.

- At the end of the lesson, T concludes all vocabs with the meaning and he especially asks the low achiever Ss to translate all vocabs to Thai meaning and copy them into their notebook.

- TA tells the low achiever Ss in Thai again about what to do as their homework.

This confirms that the use of Ss' mother tong in the early stage of the instruction is truly important. Moreover, the nonnative T walked around the classroom monitoring the low achiever Ss and helped them with Thai when it is necessary.

- In terms of the students' group activity, both high and low achiever Ss helped each other in dealing with language barrier as they used Thai to help low achiever Ss to understand the definition of each vocab. Interestingly, high achiever Ss always asked the TA in Thai; however, they can communicate in English quite well.

- In summary, most Ss were allowed to use Thai during the lesson because most of the Ss are low achiever and they needed more support in terms of the mother tongue. Besides, both native and nonnative Ts seemed to understand the learning difficulties the low achiever Ss encountered; therefore, Ss' mother tongue was advocated to use in the classroom which most Ss are low achiever.

BIOGRAPHY

Name	Mister Kittichai Nilubol
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