Integration of L1 Texts to Promote L2 Vocabulary Retention

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Structure

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Introduction

- Language learning begins with basic copmonents common for L1 &L2
- L2 Learners face Difficulty in Learning how to comprehend and Retain vocabulary
- Less Stimulated if learners are not able to comprehend Vocabulary in the texts
- Use of L1 Texts Plays Vital Role
- English is taught as a subject
- Punishment if Speaking in L1

- Learners deprived of their L1
- Most learners learn L2 Vocabulary from L1
- L1 Texts should be used in Class
- Best fits to promote L2 Vocabulary Learning & Retention
- Teachers' Perception towards L1 Texts
- Teachers' attitudes towards use of L1 in Eng classroom reflected by their perceptions
- Attitudes shaped by different factors

Pedagogical Justifications Behind Policy Decisions to Exclude L1

- Learners need to learn to think in English

- The use of L1, especially translation, will exacerbate the problems of first-language interference

- The time that is spent using the L1 is time that is not spent in using English

- Translation is not a valuable skill to practise

Role of vocabulary

- Biggest component of language

- Without Vocabulary communication is not possible

- Before 1970 ,vocabulary was considered to be marginal and structure received primary attention (Carter,Maccarthy,1988)

- Studies in support of and against use of L1

- Different picture to learn non-native vocabulary

Retention

❖   The ability to provide the meaning of a new word after a period of given time(Ramezanali: 2017).

❖learners need to comprehend and retain the meaning of words and phrases in order to understand a text

❖Using L1 texts can be an effective strategy in this direction

Different ways of teaching vocabulary

- Context
- Relevant (learners lives and environment)
- Things around them
- Use of picture and drawings (considering their age)
- Use realia
- Introduce words in the context of the stories
- Use antonyms and synonyms
- Using games(play way)
- Use songs

Integration of L1 Texts

- It appears that the mother tongue exerts a great influence over the way a foreign language is learned (Corder 1994; Swan 1997).

- Not much attention to L1

- Lotto and De Groot (1998) recruited Dutch undergraduates who had years of experience in FL learning to compare two teaching methods—word-association and picture-association.

- The results from two recall tests indicated that the presentation of L1-L2 word pairs during learning provided a better opportunity for acquiring L2 words than did the presentation of picture-L2 pairs

- Students exposed to both FL forms and L1 equivalents

- Controversial practice to providing L1 texts/ translation

- Use of L1 in FL/ESL vocabulary teaching as a negative and unfashionable exercise

- Nation (1990), for example, suggests that the degradation of mother tongue has a harmful psychological effect on learners

- Learning words both in the L1 and in the FL is a cyclical process which involves meeting these new words repeatedly (Cameron, 2001)

- Prince (1996) found evidence to support the claim that less proficient students are also able to recall more items when they learn the words in the translation condition

- Macaro and Lee (2013) explored whether English only instruction or using the L1 was differentially beneficial to young and adult learners regarding vocabulary learning and retention

- Linking lexical items to L1 translation instead of providing definitions or paraphrases benificial to both age groups

- More natural to use the L1
- Using L2 can be a source of embarrassment
- L1 can help to move and to manage the task by establishing a joint understanding of the text
- L1 allows learners to focus attention on vocabulary and grammatical items
- L1 provides a sense of security and validates the learners' live experiences, allowing them to express themselves (Nation, 2003; Swain & Lapkin, 2000; Atkinson, 1987; Wells, 1999; and Schweers, 1999)

- Helping students to understand better what the task requires

- Reduce the cognitive load of the task(the amount of information that working memory can hold at one time)

- Helping the students to motivate each other

- Language teaching professionals wonder how students can truly appreciate target language exchanges if they are continually relying on their L1s (Mattioli, 2004).

- Ellis notes that too much L1 use could "deprive the learners of valuable input in the L2" (1984, p. 133).

Practical Classroom Implications

- **Teaching techniques**

  - Sandwiching

  - Bilingual instructions

  - Own-language moments

Tools

- Online translation

- Dictionaries

- Flashcards

- Other bilingual resources

Activities

- Contrastive analysis activities where the grammar, vocabulary and pronunciation of English and the L1 are directly compared

- Study of Transfer effects

- Bilingual Roleplays

- Bilingual Writing

- Using bilingual resources to prepare students for English texts

- Responding in L1 to English texts (reading and listening) – e.g. bilingual note-taking and summarizing

- Making use of bilingual glossaries for reading texts exploiting dubbed and subtitled videos

Conclusion

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Thank you