

# How L1 acceptance affects the social construction of the language classroom

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# Basis of study

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- Conducted in EFL context
- Korean elementary school English teachers
- Working with L1 exclusion policy
- Interviews & Observations
- Framework applicable to different contexts?

# Teacher theories on L1 use (Macaro, 2009)

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## **Virtual position theory:**

- *Exclude L1 to mirror perceived monolingual reality of target culture*

## **Maximal position theory:**

- *L1 exclusion is not possible, so flexible with L1 use*
- *Often have sense of guilt about L1 use*

## **Optimal position theory:**

- *L1 enhances TL learning*
- *Minority of teachers*

# Excluding the L1

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- Languages are discrete from each other
- Need to limit interference
- Exposure improves acquisition
- Native speaker ideal
- Reflects perceived monolingual reality

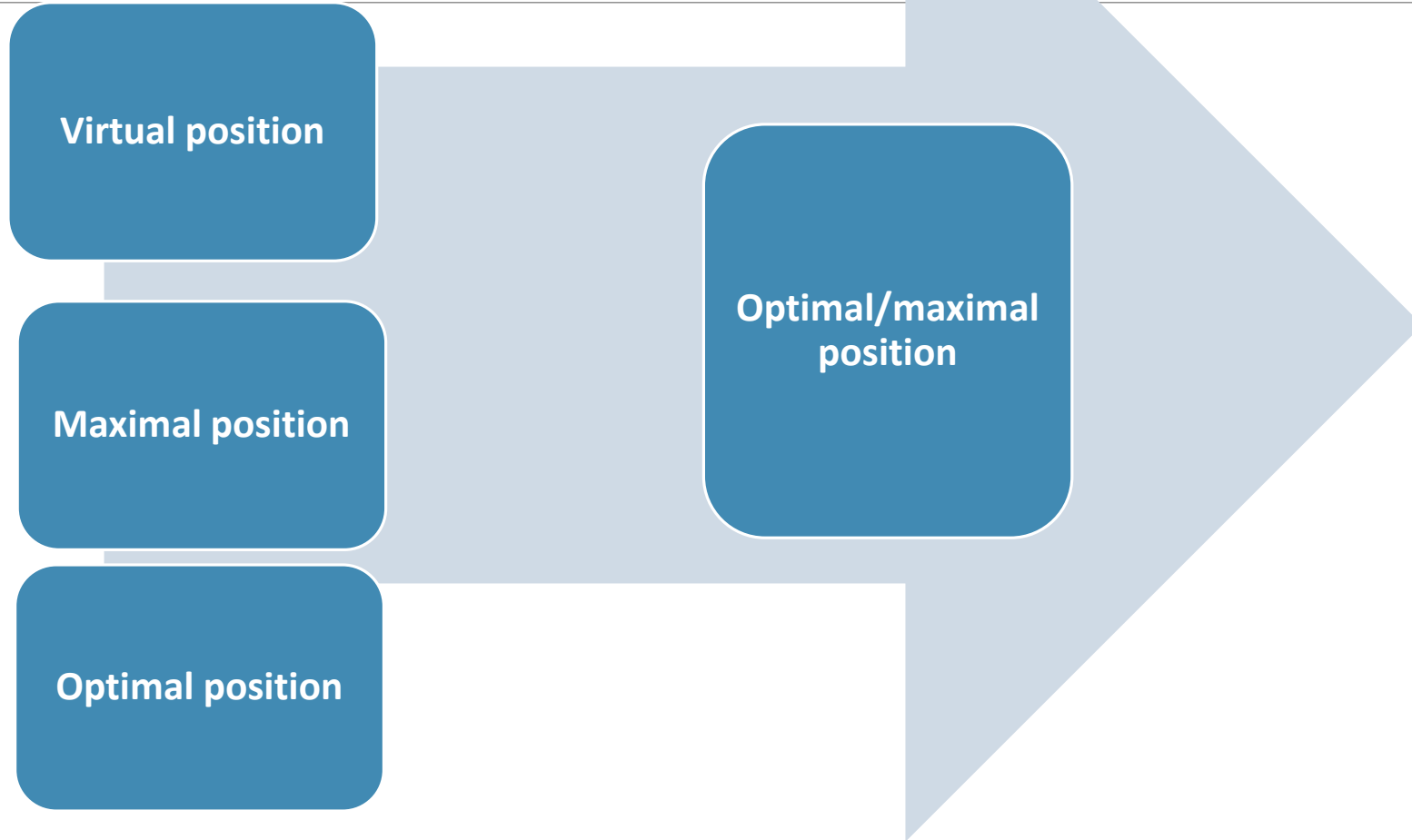
# Including the L1

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- Post-structuralist view of language
- L1 is cognitive and social practice
- Bilingual/multilingual ideals
- Reflects actual reality of world

Stated development of

beliefs



How are beliefs about L1 use involved in the social construction of the language classroom?

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Pedagogic discourse



Recontextualisation

# Pedagogic discourse

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*“ a principle for appropriating other discourses and bringing them into a special relation with each other for the purposes of their selective transmission and acquisition” (Bernstein, 1990, p. 183)*



# During recontextualization

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**Example  
conversations  
about what you  
did on the  
weekend**

**Recontextualize**

**Creating role plays,  
listening activities, mock  
conversations etc.**

original social  
and power  
relations

Who decides  
what these  
are?

new, virtual  
social and  
power relations  
of the classroom

# Recontextualization

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Allows the ‘ideologies, the beliefs, values and dominant practices of the teacher’ (Chappell, 2014, p. 34) to replace the original social and power relations, particularly those about teacher roles and student roles and methods for empowering teachers or students.

# Beliefs that restrict L1

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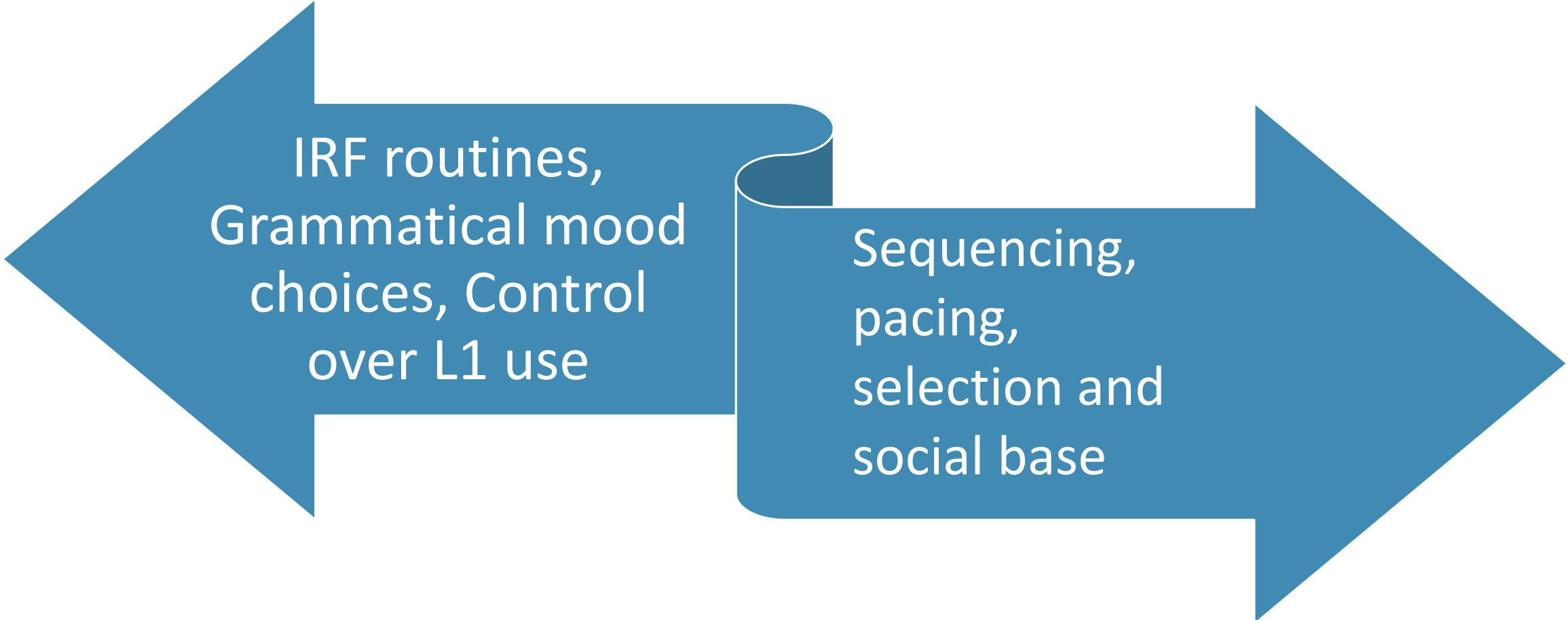
Tightly controlled exchanges

Less voice for students

Less co-construction of learning environment

# Elements of control

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IRF routines,  
Grammatical mood  
choices, Control  
over L1 use

Sequencing,  
pacing,  
selection and  
social base

# Positions of Alienation, Detachment and Estrangement

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Result from disadvantaging educational policies which act through teachers via educational settings from the higher levels of society

# Positions of Alienation, Detachment and Estrangement

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- **Alienation** occurs when students do not understand what is happening
- **Detachment** refers to learners who are able to understand the teacher, but are averse to the regulative nature of teacher actions
- **Estrangement** refer to learners who don't understand the teacher, but who nonetheless have no issue with the regulative nature of teacher actions

# Beliefs that allow for L1

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Less tightly controlled exchanges

More voice for students

More co-construction of learning environment

# Translanguaging position

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- Embraces full linguistic repertoires
- Students with less TL knowledge may avoid the positions of alienation and estrangement
- Breaks from traditional teacher-student hierarchy – students may avoid position of estrangement



# Translanguaging

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*The multiple discursive practices that, emerging or established, bi or multilinguals engage in to understand their multilingual realities*  
(García and Li, 2014)

- Languages within individuals are a single repertoire, not discrete entities
- Provides a social space for emerging bilinguals to establish positive identities
- Embraces both creativity and criticality (*of existing language use and associated policies especially*)

# In this study

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At times, teachers exerted too much control in order to increase exposure because of L1 exclusion policy

L1 use based on personal experiences/ feelings of guilt sometimes

Need to be made aware of pedagogical approaches to L1 use such as translanguaging to avoid moving students unintentionally into Alienation, Detachment and Estrangement positions

# A Translanguaging Pedagogy

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- Includes pedagogical and spontaneous translanguaging
- Teacher-directed and student-directed
- Develops weaker languages in relation to stronger languages
- Promotes a better understanding of class content
- Creates stronger home-school connections
- Allows for better participation between weaker and stronger learners in mixed ability classes
- Can be accomplished by monolingual teachers as well!!!

# References

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