

**Russian parents' perspectives on L1 use
in the EFL young learners' classroom**
by **Darina Grozdanova**

British Council's Master's Dissertation Awards 2022
Commendation

Content

Abstract	1
Chapter 1: Introduction.....	1
1.1. Research focus	1
1.2. Research question.....	1
1.3. Controversies in the literature about L1 use in EFL classroom	2
1.4. Dissertation structure.....	2
Chapter 2: Literature review.....	3
2.1. Different perspectives and practices of L1 use in EFL classroom	4
2.2. Benefits and drawback of L1 use in EFL classroom	6
2.3. Common L1 activities in EFL classroom.....	9
2.4. Empirical studies on L1 use in EFL classroom	11
Chapter 3: Methods	13
3.1. Introduction.....	13
3.2. Research design	113
3.3. Data collection method	14
3.4. Piloting of my research instruments	17
3.5. Participants.....	19
3.6. Data analysis methods	21
3.7. Ethical considerations	22
Chapter 4: Results and discussion.....	22

4.1. Parents' positive perceptions about Russian use.....	26
4.1.1. Russian can be used for explanations and clarifications.....	26
4.1.2. Russian is necessary for low-level students and younger students	27
4.1.3 Benefits of drawing parallels between Russian and English.....	31
4.1.4. Young learners' emotional experience during the lesson	32
4.2. Parents' negative perceptions about Russian use.....	33
4.2.1. Overreliance on Russian	34
4.2.2. Reduced opportunities to practice slow down learning.	35
Chapter 5: Conclusion	35
5.1. Implications for my pedagogical practice.....	36
5.2. Limitations of my research	37
5.3. Conclusions and suggestions for further research	38
References.....	38
Appendicis	46
Appendix 1. English version of the interview script	46
Appendix 2. Russian translation of the interview script.....	49
Appendix 3. The original interview script with Participant in Russian.....	53
Appendix 4. English translation of interview transcript with Participant I	61

Russian parents' perspectives on L1 use in the EFL young learners' classroom

Abstract

This study aimed to answer the research question “What are Russian parents’ perspectives on L1 use in the EFL classroom of 9-14-year-old young learners?”. I investigated this question using qualitative research design. I conducted five semi-structured interviews with five parents of Russian EFL learners. The learners were aged 9-14 and their proficiency level ranged from pre-intermediate to upper-intermediate. The data collected from parents was analysed with help of thematic analysis. The study revealed that all five parents considered Russian beneficial for low-level young learners. Two of these parents though that it was unnecessary for high-level young learners because it reduced their opportunities to practice English and because learners would rely on Russian too much.

Chapter 1: Introduction

1.1. Research focus

The focus of this research is first-language (L1) use in the English-as-a-foreign-language (EFL) classroom. More specifically, the present research deals with the EFL context in Russia where English is not an official language. This topic drew my attention because it is applicable to my pedagogical practice. I teach English to Russian-speaking students online. My students are all based in Russia. Since my students and I share Russian as our first language, it is convenient to use it occasionally during lessons for clarifications, to establish rapport, to check their comprehension and to draw parallels. Thus, it is important for me to learn more about this topic as it will help me to understand my students’ need and meet them. Furthermore, I chose this topic because it is controversial in the EFL world.

1.2. Research question

The research question that guides this study is “What are Russian parents’ perspectives on L1 use in the EFL classroom of 9-14-year-old young learners?” The reason I decided to investigate parents’ perspectives is because there is a gap in literature about it. There are many studies that explore parents’ perspectives about children’s EFL learning (Linse, 2011; Tekin, 2015).

However, I did not manage to find any studies that investigated L1 use in young learners' EFL classroom in Russia specifically. In addition, it is important to explore parents' perspectives because they are one of the main stakeholders in young learners' English language learning process. They make some important decisions about it. The reason I decided to investigate views of parents whose children are aged from 9 to 14 is because at this age children in Russian schools are likely to have reached intermediate level or higher. Thus, parents would be in a position to reflect on L1 use for lower-level students and for higher-level students because their children would have been through both stages.

1.3. Controversies in the literature about L1 use in EFL classroom

The literature on the topic of L1 use in EFL classroom is controversial. Proponents of Grammar Translation Method consider L1 use a vital part of language learning process. Meanwhile, the proponents of Audio Lingual Method are against L1 (Chang, 2011), while Communicative Language Teaching allows judicious use of L1, which needs to be kept to a minimum to make sure that students can practice authentic communication in the classroom (Ull and Agost, 2020). Many empirical studies have been conducted to research this topic (Varshney and Rolin-Lanziti, 2006; Aleseweed, 2012). Hall and Cook's (2014) large scale survey conducted with teachers from private and state English school in 11 different countries showed that the majority of teachers tend to use L1 more for lower-level students than for higher-level students. Another important factor that divides opinions about L1 use is policies of institutions where English is taught. Many empirical studies that investigated teachers' practices in private institutions showed that, even when teachers and learners share their L1, they still avoided using it in the classroom due to institutional policies that supported English-only approach (Sampson, 2012; Sa'd and Qadermazi, 2015). On the other hand, Hall and Cook's (2014) survey shows that state teachers reported to use L1 in their EFL classrooms 'often' or 'sometimes'.

1.4. Dissertation structure

This dissertation consists of five chapters. The first chapter is the present introduction, which familiarises the reader with the research focus and question, gives an overview of the literature framework and signposts the dissertation chapters.

The second chapter is the literature review. In this chapter, I provide a background of L1 use in EFL classes. After this, I proceed to discuss the benefits and drawbacks of using L1 in EFL. The next section of the literature review is devoted to activities involving L1 that teachers use in EFL classes. Then, I discuss some empirical studies that have researched the same subject.

Chapter 3 describes and justifies methods that I used to recruit participants as well as to collect and analyse data. First, I explain my epistemological choices and the reasons why I chose qualitative research design. Then, I describe and justify my decision to use semi-structured interviews as my data collection method. After this, I explain how I piloted the research instruments, explain why I chose criterion sampling and describe my sample population. Following this, I detail the thematic data analysis method that I used and unpack its benefits for this study. Furthermore, I explain all the six stages of my analysis, providing detailed justifications for my decisions. I finish Chapter 3 with ethical considerations.

Chapter 4 is devoted to the results and discussion of the six themes I identified in my dataset. The first four themes relate to parents' positive perceptions about the L1 use in EFL, and the remaining two to their negative perceptions. The positive perceptions include the use of Russian for clarification, for lower-level learners, for drawing parallels and for young learners' emotional experience in the lesson. The negative perceptions included parents' concerns about children relying on Russian too much and the reduced practice opportunities caused by overusing Russian.

Chapter 5 provides a conclusion for my dissertation. It discusses how the research findings will help me to improve my pedagogical practice, points out the limitations in my research and explains the reasons behind them. At the end of the chapter, I sum up the results of the research and suggested some ideas for studies that could further investigate this research topic.

Chapter 2: Literature review

In the Literature review chapter, I am going to begin with presenting some historical background for L1 use in EFL classroom. Then I will describe different perspectives and practices of L1 use and important factors that influence them. Following this, I will describe merits and demerits of L1 use and explain why it would have positive or negative effect on EFL learners' progress. Then I will present some classroom activities involving L1 use which were reported to be

frequently used by EFL teachers in empirical studies. Also I will explore the effect of these activities on learners' progress. In the last part of my Literature review chapter, I will present some empirical studies on L1 use in EFL classroom including some studies on L1 use in classes with young learners and a study on parents' beliefs about L1 use in lessons with their children.

2.1. Different perspectives and practices of L1 use in EFL classroom

L1 use in EFL classroom is a controversial topic in the EFL world (Copland and Neokleous, 2011; Cook and Hall, 2014). Its popularity increased and dropped periodically. From the 17th to the 19th century, when Grammar-translation method dominated in language teaching, using L1 in EFL classroom was widely accepted (Hall, 2016). However, this slowly changed in the 19th century, while Direct method was gradually gaining popularity. The focus of language learning shifted from written communication and grammar learning to verbal communication (Hall, 2016). In the 20th century, Audio-lingual method was increasingly popular in the EFL world. Both Direct and Audio-lingual methods tried to eliminate L1 from EFL classroom (Hall, 2016). As a result, over the years, many language teaching institutions worldwide have imposed English-only policy on teachers and students (Debreli, 2016). Another reason, why L1 was excluded from language classes is that due to increased migration of people to different countries, language classes grew in size and often included students with different first languages (Phillipson, 1992). Therefore, it was impractical to use L1 in such classes. Another, strong argument for English-only classes was suggested by Krashen (1985), who believed that L1 should be excluded from EFL classes in order to maximize exposure to the target language. In the late 20th century, when Communicative Language Teaching became the most popular approach, it was still common to avoid L1 use and to consider it a hindrance that deprives students of opportunities to practice the target language (Hawks, 2001). Even nowadays, many students and teachers believe that L1 should not be used in EFL classes. As an illustration, the following studies show that about a quarter of student and teacher participants supported English-only policy (Azkarai, 2015; Sa'd and Qadermazi, 2015; Shuchi and Islam, 2016; Grant and Nguyen, 2017). This opinion is especially popular in private sector of English language teaching. Multiple studies show that teachers in private schools tend to use only English even if they share their students' native language (Harbord, 1992; Sampson, 2012; Sa'd and Qadermazi, 2015).

Nonetheless, recently popularity of English-only approach has declined (Miles, 2004). Many teachers and researchers view L1 as a useful tool that facilitate the target language learning (Levine, 2003; Storch and Wigglesworth, 2003; Al-Nofaie, 2010). In addition, with the increase of Post-Method pedagogy, more and more teachers believe that it is best to decide whether to use L1 or not based on specific students' needs, circumstances and teaching environment (Chen, 2014; Azkarai, 2015). Thus, there is an increasing number of institutions and individuals that believe that L1 should be used during L2 learning process (Levine, 2003; Storch and Wigglesworth, 2003; Al-Nofaie, 2010). Many teachers and students challenge the idea that L1 is a hindrance to English learning even in countries where English-only policy is widespread, for example Saudi Arabia (Al-Nofaie, 2010) and China (Zhou, 2003).

Hall and Cook (2014) conducted a large-scale research project which investigated the views of private and state institutions' EFL teachers on L1 use in the EFL classroom. Over 2,700 teachers from 11 countries participated in Hall and Cook's (2014) survey. After the quantitative survey, researchers investigated teachers' perspectives through interviews. Using the collected data, Hall and Cook compared the frequency of own language use by private teachers and by public teachers. The results showed that the vast majority of private institutions' teachers tend to use their learners' first language in their classes rarely or never. The number of private teachers who used L1 always or often was more than three times lower than the number of teachers who used L1 in EFL classes in public institutions. Thus, public EFL teachers reported frequent use of L1 for different purposes. For example, public teachers said that they used L1 to teach grammar often or sometimes. Hall 's and Cook's (2014) research project shows that more than 40 per cent of public teachers also reported using L1 for rapport building and for maintaining good classroom atmosphere. The situation with private teachers was very different. Almost all of them said that they avoided L1 use for rapport and atmosphere building as well as grammar teaching. The majority of them used L1 rarely or never for other classroom activities.

Another important factor that affects the amount of L1 in EFL classes is students' level. For example, Hall 's and Cook's (2014) survey shows that intermediate and advanced learners compare English grammar with their language grammar slightly more frequently than their beginner and pre-intermediate peers. They use less L1 during spoken and written activities than beginner and pre-intermediate learners. In addition, teachers of more advanced learners use L1

almost twice more rarely for instructions, discipline, rapport and grammar explanation than they do for beginner learners.

Multiple studies show that the amount of L1 used in L2 classes should depend also on the learners' age (Marinova-Todd et al., 2000; Lee, 2013; Oga-Baldwin and Nakata, 2014; Copland and Yonetsugi, 2016). The study conducted by Lee and Macaro (2013) investigated differences in adults and children's vocabulary learning progress when they used L1 and when they eliminated it from their English lessons. There were two groups of participants in this study. The first group consisted of Korean elementary school children at the beginner level of English. The second group consisted of Korean adults who studied at university and new English at a high level of proficiency. The researchers adopted a naturally occurring evaluation design to investigate the research question. Furthermore, the researchers added minimal manipulation factor by standardizing pedagogical materials. They developed original reading texts for the younger learners' group based on the topics they learned from their English textbooks. Concerning the adult learners group, the researchers chose texts from Reading Challenge 2 (Malarcher and Pederson, 2005) which are similar to the texts that these learners encountered in their classes. Participants' general knowledge of vocabulary was checked through a pretest which asked them to explain meanings of English words or to translate them into Korean. Both the young learners and the adult groups were divided into two subgroups. Two of the subgroups received instructions and help during the reading activity only in English, while the other two groups were allowed to use Korean. Then a posttest was conducted. It involved checking receptive recall and receptive recognition in participants. It included a task with providing words meanings and translations. The results showed that L1 use in instructions resulted in better retention of vocabulary in young learners. On the other hand, adults' vocabulary retention was only slightly increased when L1 is judiciously used in instructions.

2.2. Benefits and drawback of L1 use in EFL classroom

It is not surprising that L1 use in the EFL classroom is so contentious because it has multiple strong advantages and disadvantages. Its benefits have been reported by teachers and students in multiple recent studies (Shuchi and Islam, 2016; Wach and Monroy, 2020). One of the commonly stated reasons for this is the positive effect of L1 on grammar comprehension (Sali, 2014; Galali and Cinkara, 2017). Translating a complex grammar structure into L1 is less time

consuming than L2 explanations (Chang, 2011). Moreover, comparing L1 and L2 structures is beneficial because learner's L1 grammatical knowledge can be applied to L2 grammar structures (Bozorgian and Fallahpour, 2015; Galali and Cinkara, 2017). Secondly, teachers and students believe that L1 use is helpful for vocabulary learning (Wach and Monroy, 2020). Translating new vocabulary is a good, time efficient way to check students' comprehension (Shuchi and Islam, 2016). Another reason for L1 popularity is its positive effect on students' emotional wellbeing (Samar and Moradkhani, 2014; Shabir, 2017). It reduces anxiety level and makes students feel more comfortable (Bozorgian and Fallahpour, 2015; Wach and Monroy, 2020). Furthermore, it makes students feel like their culture is acknowledged and respected (Shuchi and Islam, 2016). Hall and Cook's (2014) survey also highlights such important benefits of L1 use as development of rapport, giving instructions and maintaining discipline. According to this survey, more than a half of teachers reported using L1 with different frequency for these purposes.

Many students find it easier to relate to their teacher when he or she uses their own language to tell jokes and share personal stories with them (Kim and Kim, 2017). This statement finds evidence in Sali's (2014) empirical study conducted in a public secondary school in Turkey. The students' age was 14 and their English level was pre-Intermediate. Classes consisted of about 30 students and the materials used for them were pre-Intermediate English-only textbooks. The study involved three teachers who were Turkish native speakers aged 25-30 and had about 5 years' experience. The classes were conducted 5 times a week for a year. The research instruments in this study were qualitative observations and semi-structured interviews with teachers. The results of the study showed that about 7 per cent of the occasions when Turkish school teacher used L1 in lessons was for rapport building. Many of them reported that praising their students in their own language yielded positive result for their relationship with students. Drawing upon shared cultural expressions also benefited rapport.

Sali's (2014) study also shows that in 14 per cent of cases when teachers used L1, they utilised L1 for instructions (Sali, 2014). In the interviews, teachers explained that they tend to use English first. However, if they notice that the instructions were not clear, they clarify them with the help of L1. In terms, of classroom discipline, a large number of teachers find L1 useful as it conveys teachers' emotions better. Thus students are more sensitive to strict disciplinary remarks

from teachers, for example teachers reprimanding their students. This is particularly relevant in lessons with young learners (Cameron, 2001).

However, L1 use has some important disadvantages. Varshney and Rolin-Ianziti (2006) conducted an empirical study to explore students' perceptions about some benefits and drawbacks of L1 use. The participants of the study were first year language students at an Australian university. These students were divided into groups according to the languages they studied (French, Spanish and Japanese) and had a beginner level at this language. In this study the researchers conducted a questionnaire, the first part of which was quantitative and the second part was qualitative. Following this, the researchers conducted semi-structured interviews with five of the participants. They used thematic analysis to analyze the data. As a result, Varshney and Rolin-Ianziti (2006) highlighted three categories of L1 use drawbacks frequently mentioned during interviews: methodological, cognitive and affective disadvantages. Concerning methodological disadvantages, one of the most important ones is the fact that excessive L1 use reduces opportunities to practice English. Around 30 percent of the students reported it to be the case in their experience.

The second most important category of disadvantages according to students in Varshney and Rolin-Ianziti's study is cognitive. Over 15 percent of students claimed that L1 use slowed their general language learning progress. Over 5 per cent of students complained that it led to overreliance on their L1. Many EFL teachers also report L1 use to increase students' reliance on it in speaking and in writing (Mouhanna, 2009; Fareed and Bilal, 2016). Another argument against L1 use is that it prevents students from learning to think in English. Evidence to this can be found in Shabir's (2017) study. The researcher conducted a quantitative questionnaire to investigate teacher-students perspectives on how useful L1 was in EFL classroom. The participants of this study were 20 MA TESOL students at an Australian university. All of these students had some teaching experience and were originally from Asian and Arabic countries. The researcher used the Likert scale to illustrate the results of the study. The results showed that over 60 percent of participants strongly agreed that using L1 prevents their students from thinking in English. As a result, students struggle to communicate fluently, as it takes time to translate their ideas from their L1 into English (Shabir, 2017).

The third category of drawbacks that were frequently mentioned during the interviews was called 'affective disadvantages' in Varshney and Rolin-Ianziti's (2006) study. These 'affective disadvantages' include negative impact on motivation and confidence. Over 5 per cent of students mentioned that L1 use may result in laziness. Even though it creates a friendly environment and accelerates rapport building, L1 use inevitably allows students to choose an easy path of saying a word in their own language instead of making effort to remember or explain it in English. Another consequence of L1 use is reduced confidence and motivation. About 20 percent of students experienced problems with confidence and motivation due to L1 use. Studies that investigate teachers' perspectives also reinforce the fact that L1 use may have a negative effect on learners' confidence (Shuchi and Islam, 2016).

In Hall and Cook's (2014) survey they put forward another strong argument against L1 use in the EFL classroom, which is the fact that L1 use often leads to interference from learners' L1 into English. This interference is also known as negative transfer. The reason why it occurs is that there are differences between learners' L1 and English (Bardovi-Harlig and Sprouse, 2018). Therefore, when learners apply their grammar and vocabulary knowledge of L1 to English, it often results in mistakes. The majority of the teachers who participated in this survey considered negative transfer a very strong argument against L1 use, by rating its strength at about 4.5 out of 6 (Hall and Cook, 2014). However, according to Gvarishvili's (2013) empirical study, this disadvantage could be turned into a benefit. The more practice learners get, the more negative transfer subsides because it is replaced by positive transfer, which means that students learn from similarities and draw parallels between their L1 and English (Bardovi-Harlig and Sprouse, 2018).

To conclude, L1 use in EFL classroom is a controversial issue. It brings multiple benefits to EFL lessons. However, it can also have negative effect on EFL learners' progress. The main merits of L1 use which I highlighted are its positive effect for students' grammar and vocabulary learning, their emotional experience during the lesson. Furthermore, L1 is useful for rapport building, maintaining discipline and for clarifications. Nonetheless, L1 also has some demerits. First of all, it reduces opportunities to practice the target language. Also it slows down the process of learning to think in the target language, causes overreliance on L1 and may have negative effect on students confidence and motivation.

2.3. Common L1 activities in EFL classroom

There are various activities teachers employ to ensure judicious L1 use. The most common ones are using bilingual dictionaries, comparing L1 and English grammar and doing translation activities (Hall and Cook, 2014).

Concerning bilingual dictionaries, they have some significant benefits and drawbacks. On one hand, they promote learners' autonomy as learners do not rely on the teacher when they need a translation of a certain word or phrase. Thus, they are more equipped to continue their independent learning process outside the classroom (Lew and Adamska-Sałaciak, 2015). In addition to this, some recent (Shamshirian, 2015) and older empirical studies (Knight, 1994) demonstrated that vocabulary recall and retention is higher in students who use bilingual dictionaries than for students who used only monolingual dictionaries. On the other hand, using bilingual dictionaries creates a number of difficulties. Firstly, by providing only the translation of a word, bilingual dictionaries foster a conviction in learners that languages are nomenclatures (El-Sayed and Siddiek, 2013). As a result, students assume that every word has an exact equivalent in a foreign language, which is not true. Bilingual dictionaries do not disclose the nuances of words meanings (El-Sayed and Siddiek, 2013).

Another activity which teachers often use in EFL classes is comparing L1 grammar with L2 grammar structures (Alseweed, 2012; Hall and Cook, 2014). Using L1 in L2 grammar instruction is also a controversial topic. The contrast between the results of Alseweed's (2012) study and Ferrer's (2002) study illustrate this point. Alseweed (2012) conducted a quantitative questionnaires and semi-structured interviews with 169 Saudi undergraduate university students who learned EFL both with native and non-native lecturers. Furthermore, the researcher conducted a questionnaire and interviews with 70 native and non-native lecturers at this university, whose age ranged from 35 to 60. The study results showed that over 70 per cent of students and over 80 per cent of teachers are convinced overusing L1 in L2 grammar teaching prevented students from thinking in L2 (Alseweed, 2012). On the other hand, Ferrer's (2022) study showed that teachers' attitude to using L1 for grammar teaching was positive. Ferrer's (2022) study is qualitative case study conducted with seven Spanish high school EFL teachers aged from 26 to 35. The interviews with these teachers showed that all of them considered cross-linguistic comparisons during grammar teaching useful for raising students' consciousness. In

addition, four of these teachers mentioned that L1 use makes L2 grammar structures easier to understand and memorize.

According to Hall and Cook's (2014) survey, many teachers in different countries use translation in EFL classes. A mixed-method study conducted in Iranian context showed that many students consider translation activities useful EFL learning (Karimian and Talebinejad, 2013). 170 male and female students aged 15-30, with different English proficiency levels participated in a language placement test, quantitative questionnaire and 10 of them participated in interviews. As a result, the study revealed that more than 60 percent of these students felt that translation activities increased their motivation and lowered their language learning anxiety. Over 70 percent of the student participants strongly agreed that translation activities were useful for self-assessment. Multiple studies that investigated teachers' perspective showed that many EFL teachers also used translation exercises for enhancing students' confidence and comprehension (Mohamed, 2014; Mollaei et al., 2017).

2.4. Empirical studies on L1 use in EFL classroom

Many empirical studies have been carried out to look into L1 use in EFL classes with young learners (Tognini and Oliver, 2012; Tasçi and Aksu, 2020). One of the studies on this topic was conducted in Turkish primary school context (Tasçi and Aksu, 2020). The goal of this study was to investigate the views of Turkish teachers on L1 use in EFL classes with young learners. Furthermore, the study aims to compare them with these teachers' actual practices. The researcher conducted at first observations and then semi-structured interviews with three Turkish teachers who taught students aged 2-11. The researcher used the recordings of lessons with these three teachers and counted the number of L1 words used for different level students and for different purposes. Concerning interviews, thematic analysis was used to analyse the interview transcripts. The results of the study showed that all three teachers used L1 20 to 30 per cent of the duration of the lessons and they used more L1 with lower-level students. In addition, the study discovered that all three teachers used L1 mostly for giving instructions. The study revealed that these teachers' views complied with their practices.

Another small-scale empirical study that explored L1 use in EFL classes with children was conducted in Iranian primary school context (Tekin and Garton, 2020). The research methods

were very similar to the ones adopted in (Tasçi's and Aksu's study, 2020). The participants were five primary school Iranian teachers. At first the researcher conducted lesson observations and then interviewed the teachers about their perceptions on L1 use in young learners EFL classroom. The aim of the study was to explore the functions of L1 use, its frequency and reasons why it is used. Functions of L1 use were highlighted from the observations of the lessons by using thematic analysis. The frequency of L1 use was counted from the lesson recordings and its percentage was counted for five different teachers and different functions. Thematic analysis was used to identify teachers' motivation to use L1. The result of the study showed that all teachers found L1 useful for EFL classes. The most common L1 use for the majority of teachers was comprehension checks and clarification. All teachers reported more frequent L1 use for lower-level students.

There is a large number of empirical studies devoted to investigating parents' views on their children's EFL education (Chen, 2011; Dawadi, 2020). However, most of these studies cover the topic of L1 use very briefly. The study conducted by Kim (2011) explores parents' views on their children's ESL learning (English as a second language) and L1 role in it. Even though it does not focus directly on L1 use in L2 classes, it focuses on general value of L1 knowledge to ESL education (Kim, 2011). The qualitative study conducted by Kim (2011) investigates views of six parents with Korean background who now live in the United States and whose children are learning ESL. Data was collected with help of semi-structured interviews about parents' beliefs about L1 use, their communication issues and so on. Qualitative data analysis based on grounded theory was used to analyse the data. The results of this study showed that parents were aware of the useful effects of L1 for L2 education only to a very low degree and wanted L1 to be used in ESL education of their children. This study is valuable for understanding parents' beliefs about L1 use in lessons with young learners. However, it has been noted that the study was conducted in a context that is very different from my study. Young learners in this study learn ESL in an English-speaking country. Thus, students are immersed in L2 context. Therefore, there is a chance that their parents have positive attitude to L1 in classes partly because they would like to prevent their children from forgetting it.

Thus, it is clear that there is a gap in literature. After thorough research, I did not manage to find any studies whose main focus is parents' perspectives on L1 use in EFL classroom. Furthermore,

there are even fewer studies on this topic conducted in Russian context. Therefore, my study is going to contribute to the existing knowledge and endeavour to fill this gap in the literature. The reason why this subject is worth researching and useful for society is that there is an increasing enthusiasm for learning English at an early age worldwide (Rixon, 2013). Meanwhile, using L1 in EFL classes is a controversial topic. Therefore, it is worth exploring L1 use in EFL classes with young learners. The reason I decided to explore parents' perspectives is that parents are important stakeholders in young learners learning process: they decide where young learners will study EFL. Overall, this study is going to shed some light on underexplored areas of L1 use in EFL classes. It will expand teachers and administrators understanding about parents' expectations. Thus, they can make sure their approach meets those expectations.

Chapter 3: Methods

3.1. Introduction

The focus of this chapter is to detail the methods that I used in my research. First, I am going to describe and justify my decisions about qualitative research design and interpretivist epistemology, and I will also explain how they helped me to answer my research question. After this, I will move on to my data collection instrument, which is the individual semi-structured online interviews. I will explain why I think this method yields rich data and how I developed my interview questions. Following this, I will provide detailed description about how I piloted instruments for my study and how it helped me to improve my approach and my data collection tools. Next, I will describe my participants and justify my sampling choices. The following part concerns data analysis and provides rationale for my thematic analysis. In the final part, I will describe ethical issues that I encountered in this study and justify the ways in which I tackled them.

3.2. Research design

The research question that guides this study is 'What are Russian parents' perspectives on L1 use in the EFL classroom of 9-14 year-old young learners?'. I decided to address this question with a qualitative approach because qualitative research is suitable for exploring individuals' perspectives. Qualitative studies explore peoples' beliefs and experiences (Patton, 2015). This type of research provides deep understanding of a phenomenon experienced by individuals

(Creswell, 2013). In this study, I took an interpretivist epistemological position, which means that I tried to understand the studied phenomenon through my participants' interpretations of it (Bryman, 2016). The qualitative approach and the interpretivist epistemology suit my research question because they are both suitable for exploring subjective perceptions (Creswell, 2017) and my research question focuses on parents' perceptions.

Before choosing to use the qualitative approach, I considered its limitations. Firstly, the data acquired from qualitative studies is not numerical. Therefore, there is always a risk that the researcher's views may affect the results of the study (Creswell, 2014). In order to offset this limitation, I made sure I did not mention my views during the interviews and avoided leading questions, so that my participants are not influenced by my perceptions. Furthermore, when I analyzed the data, I followed the procedures of thematic analysis rigorously (Braun and Clarke, 2006). The second limitation of qualitative research is the small sample size, due to which research findings are not generalisable (Denscombe, 2014). However, qualitative findings are not inferior to quantitative findings, they simply investigate research subject from a different angle (Denscombe, 2014). Thus, in my research, I was interested in exploring not the entire population of Russian young learners' parents, but only my participants' perspectives.

On the other hand, a qualitative approach brings multiple advantages to this study. Firstly, the qualitative approach allows in-depth investigation of individuals' views (Creswell and Creswell, 2017). Thus, I managed to explore not only whether parents find L1 use effective, but also when, how and why they think it should be used. Secondly, qualitative research is often used for finding interesting insights into the research topic (Denscombe, 2014). Due to the flexibility of qualitative approach, participants may express interesting ideas related to the research subject, which would not be revealed in a quantitative study. For example, during semi-structure interviews participants may express interesting thoughts that are valuable for understanding the research topic. However, these ideas would not be revealed in a quantitative survey because the research could not predict them while developing the survey questions.

3.3. Data collection method

In this study, I conducted semi-structured interviews with five parents. Due to Covid-19 constraints, I conducted the interviews online via Microsoft Teams. Each interview lasted 30-40

minutes. I chose to use semi-structured interviews because their flexibility allows interviewees to speak more widely on the research topic (Creswell, 2017). Open-ended questions helped my interviewees to develop their thoughts and provided me with detailed data (Denscombe, 2014). I used semi-structure interviews instead of unstructured interviews because it provided me with some guidance and helped me to manage everything that I needed to do during the interview, which is especially important for me as a novice researcher (Denscombe, 2014).

Before selecting semi-structured interviews with parents as my data collection tool, I considered some other options. One of these options was online focus groups with parents. The reason I considered focus groups was twofold. Firstly, this data collection method is useful for challenging participants' views (Bloor, 2001). Often participants in focus groups may challenge each other's views by expressing their opinions, which is likely to produce rich data (Bryman, 2016). Secondly, in focus groups, participants often introduce new related topics that give researchers deeper insight into the research topic (Bryman, 2016). This also happens in individuals interviews, but it is likely to happen more often in focus groups given the group nature of this data collection instrument. This feature of focus groups would serve me well because it would allow me to complement my questions with additional questions to get a more detailed picture of my participants perceptions (Bloor, 2001).

Nonetheless, I decided to select individual interviews to explore my participants' perceptions. Firstly, individual interviews still provide a better opportunity for each participant's voice to be heard (Bloor, 2001). In a focus group, it is likely that some participants' opinions would influence other participants views (Denscombe, 2014). This is especially likely to happen in my study because parents are unlikely to have given much thought to the research question before. Therefore, they are unlikely to have very strong opinions on it and may change their mind under the influence of other participants. Thus, it is better to conduct individual interviews to obtain each participant's views uncontaminated by each other. Secondly, the success of a focus groups depends on participants' personality traits. Some participants may not contribute enough due to being shy and others may dominate due to being confident (Bloor, 2001). In my study, it is particularly important because I am unfamiliar with my participants' personalities. The majority of them may be shy and unlikely to fully express their opinion in a focus group. This situation can be moderated by a skillful interviewer. However, I am a novice researcher who does not

have experience required to moderate such a challenging situation. Thirdly, it is important to take into account a pragmatic viewpoint and the fact that interviews are easier to arrange (Denscombe, 2014). In my case, it is especially important because my participants live in different parts of Russia with different time zones. In addition, most of them are professionals with busy schedules. Therefore, making an appointment for all of them at the same time to organise a focus group would be challenging.

Concerning my interview questions, most of them were adapted from the large-scale study conducted by Hall and Cook (2014). These two researchers investigated teachers' practices and attitudes to using L1 in L2 language classes. I adapted some of the survey questions to the semi-structured interview format of my research. For example, in Hall and Cook's survey there was a question 'How frequently do you use learner's own language in the class you teach most often'. Of course, this question had to be adapted because it is aimed at a teacher. Parents are unlikely to know how much Russian is used in their children's lessons because they are not present at them. Therefore, this question was replaced with the following 'Do you help your child with their English homework? If yes, how often do you use Russian when you do it' (See Appendix 1). Since all the questions in Hall and Cook's (2014) survey were designed for teachers, it was important to add some questions specifically designed for parents. Therefore, I borrowed questions 'What effect does Russian use have on your child's confidence/motivation' and the question 'Do you have any preferences about your child's teacher's first language?' from Mihaljević Djigunović's (2009) study (See Appendix 1).

Concerning the overall structure of my interview script, it started with a greeting, introducing myself and some organisational and ethical issues. I reminded the participants that they can withdraw their consent to participate and made sure they realised they were being recorded. After this initial part, I proceeded to five background questions about parents and six background questions about their child. These questions included sex, age, proficiency level and EFL learning experience. Following this, I included twelve semi-structured questions about parent's feelings about Russian use, classroom activities which involve Russian, Russian use effect on motivation and parents' preferences about teachers' first language.

I conducted interviews with my participants in Russian because it is their native language and I am fluent in it. Conducting interviews in Russian helped me to obtain more accurate data

because my participants have various levels of English and some of them would not be able to express their ideal as precisely in English as they did in their first language. Since interviews were conducted in Russian, I also translated the interview script into Russian (See Appendix 2).

3.4. Piloting of my research instruments

It is a good practice to pilot research instruments before commencing research because this way a researcher can see if their instruments are sufficiently well developed to work well in practice (Denscombe, 2014). Piloting my research instruments allowed me to make sure that my questions are relevant and that participants are able answer them. It showed me how I can expand the questions to obtain richer data.

Even though my research focuses on the Russian context, I decided to recruit a Ukrainian participant for my piloting my instruments because Russian and Ukrainian contexts are very similar and because both countries shared the same educational system during the Soviet Union (Grenoble, 2003). The participant saw my recruitment advertisement on Facebook and emailed me to express her interest in my study. This participant is from the part of Ukraine where people are more fluent in Ukrainian than Russian. Therefore, to obtain highly accurate data, I translated the interview script from Russian into Ukrainian. Of course, this is problematic because I piloted my instruments in a different language than I the instrument that used in the study. However, I decided to pilot my instruments with the Ukrainian participant because I did not want to run the risk of reducing your potential final sample of Russian participants.

Piloting my research instruments revealed some limitations in my data collection instruments. First of all, when I asked my participant ‘What is the type of school/institution where you learned or are learning English?’, ‘What is the type of school/institution where your child learns English?’, she named those institutions and also added that she and her son learned English with private tutors. Literature shows that it is a very common practice in Russia to have private English tutors (Abramova et al., 2013). Thus, it is likely to be an important part of my participants’ learning experience. Therefore, I decided to add a question ‘Have you ever learned English with a private tutor?’ as well as ‘Has your child ever learned English with a private tutor?’.

Another important issue that the pilot interview showed was that the question ‘How does your child feel about using Russian in the English language classroom?’ was difficult to answer for my participant because she had never discussed it with her child before. I thought this was likely to be the case with other parents. Therefore, I replaced it with a question that should be relevant to all parents since it focuses on their shared experience with their children: ‘Do you help your child with their English homework? Do you use Russian when doing it? If yes, does your child like it when you use Russian?’.

Another question that had to be replaced due to its irrelevance was ‘Did you consider how much Russian would be used in the English language classroom when you chose this school/institution?’. I am assuming that, for most parents as well as my pilot participants, Russian use in English classes is a minor factor when they choose a general school. However, if my participant mentioned that they used English courses or a private tutor, I will ask if they considered the amount of Russian use before choosing it.

Due to piloting my instruments, I also discovered that interviews were likely to be shorter than I had originally planned. They were supposed to last over 30 minutes. However, my interview with my pilot participant lasted only 10 minutes. To solve this problem, I made sure that I asked my participants about the reasons behind their views. In addition, I improved one of the questions that I adapted from Hall and Cook’s (2014) study. One of the questions about activities that involve using Russian was ‘Is doing spoken translation activities beneficial for your child’s English learning process?’. I divided it into a question about translation from Russian into English and a second question about English into Russian. I divided this question because translating from Russian into English and English into Russian are two very different activities. My pilot participant pointed out that when translating from Russian into English, the learner practices using English and also the learner is prompted to use words and expressions that they may not normally use when they express their opinion.

Overall, piloting my research instruments made a large contribution to the development of my project. It revealed some problems with my interview questions and helped me to expand some questions to collect richer data. It also helped me to anticipate the problem with the interview length and to solve it with my future participants by asking them more questions.

3.5. Participants

Before choosing individual interview with parents as my data collection tool, I also considered dyadic interviews with a child and their parent participating in each interview. This could result in rich data because children could shed some light on topics that parents would be unfamiliar with. For instance, they could share how much Russian is used in their school English lessons or what their attitude to using Russian in English classes is. Their answers could have enriched their parents' knowledge about the research topic as it often happens in dyadic interviews (Morgan, 2016). Nonetheless, due to the ethical considerations, I decided to use individual interviews with parents instead of this. Firstly, parents' presence in dyadic interviews was likely to effect children's answers due to the power relationship between a parent and a child (Gardner and Randall, 2012). Often children feel like they should agree with their parent. Therefore, data may not be accurate. Secondly, acquiring children's consent would raise some ethical concerns. I would not be able to recruit children participants directly because a stranger communicating with a child over the Internet may be a cause of worry for their parents. Furthermore, recruiting children participants through their parents would not be entirely ethical because children may agree to participate to please their parents. Therefore, individual interviews with parents proved to be much more suitable from an ethical point of view.

In my research, I used criterion sampling in order to select parents with attributes required for my study. This type of sampling allows the researcher to find and explore cases that are likely to provide rich information (Patton, 2015). The criteria were my participants' children's age (9-14 years old) and learning experience (being taught English with help of using Russian). The sample size of this research is five participants. I found my participants through recruitment advertisements that I posted in Russian on Facebook and VKontakte (popular Russian social network). These advertisements briefly described the research purpose, the participants' responsibilities and the inclusion criteria.

In terms of my participants, all of them and their children are Russian, they were raised and live in Russia at the moment. Participant A is a 30-year-old female. She is the only participant who has not studied English. However, she studied Spanish at her public school using Russian. Her level of Spanish is Pre-Intermediate. Her son's age is 9. He studies English at a public school and uses Russian in the lessons. His English level is Upper-Intermediate. Participant I is a 45-year-

old man who studied English with Duolingo. He uses Russian while learning English and reached an Elementary level. His son is 14 and knows English at Intermediate level. He studies English using Russian at public school and with his mother. Participant R is a 35-year-old woman who studied English using Russian at a public school and at university. Her level is Intermediate. Her daughter is 9 and her English is Intermediate. She studies English using Russian at public school and with a private tutor. Participant S is a 32-year-old woman. She studied English using Russian at public school, medical university and during her trips to Australia. Her level is Upper-Intermediate. Her daughter is 13. She studies English using Russian at public school and with a private tutor. She knows English at Upper-Intermediate level. Participant T is a 29-year-old woman. She studied English using Russian at public school and with native speakers on the Internet. She has Intermediate level. Her 9-year-old daughter studies English with use of Russian at public school and has Pre-Intermediate level.

Table 1. Background information about the participants

	Participant A	Participant I	Participant R	Participant S	Participant T
Parent's sex	female	male	female	female	female
Parent's age	30	45	35	32	29
Parent's language learning background	Public school (Spanish)	Duolingo	Public school, university	Public school, university, living abroad	Public school, native speakers on the Internet
Was Russian used in lesson?	yes	yes	yes	yes	yes
Parent's level of proficiency	Pre-Intermediate	Elementary	Intermediate	Upper-Intermediate	Intermediate
Child's age	9	14	9	13	9
Child's sex	male	male	female	female	female
Child's language	Public	Public	Public	Public school	Public school

learning background	school	school, parents	school, a private tutor	and a private tutor	
Was Russian used in lesson?	yes	yes	yes	yes	yes
Child's level of proficiency	Upper-Intermediate	Intermediate	Intermediate	Upper-Intermediate	Pre-intermediate

3.6. Data analysis methods

In terms of analysing data, I used thematic analysis, which aims at identifying themes in qualitative data. I chose this method because I am interested in finding, comparing and summarising patterns within data (Braun and Clarke, 2006). Furthermore, this method is suitable for qualitative research and interpretivist epistemology which I adopted because it is flexible and therefore good for generating new insights (Braun and Clarke, 2006). Six thematic analysis phases were followed recursively as described by Braun and Clarke (2006). The initial stage is familiarizing yourself with data. Then I generated initial codes. Then themes emerged from the dataset. After this, I reviewed these themes. Then I defined and named them. At the final stage I produced my report (Braun and Clarke, 2006). Concerning transcription procedures, I transcribed the data myself so that I could develop my first-hand engagement with the data. I used verbatim method, which means that I transcribed not only words, but pauses and sounds that participants made (Poland, 1995). This was important because it helped me to remember participants emotional reactions when I analyzed and interpreted data. I analyzed the data in Russian because to prevent translation issues from affecting accuracy of my findings. Then I translated the transcripts into English so that I could present them in my dissertation.

One of the important decisions that I had to take at the beginning was what counted as a theme (Braun and Clarke, 2006). As there is no strict rule about what constitutes a theme, I used my judgement as to how prominent and important ideas were in the data (Braun and Clarke, 2006). Eight themes emerged from the data. They were frequently mentioned by participants and were important factors in deciding how much L1 should be used in EFL classes according to the literature.

Another decision that I had to make in the early phases was choosing an inductive thematic approach, where I started with an analysis of the data instead of being guided by the available literature. It prevented me from missing any important codes and themes. After I completed my analysis, I compared my findings with the existing literature. It allowed me to look at data through a particular theoretical lens (Braun and Clarke, 2006).

3.7. Ethical considerations

There were some important ethical issues connected with my study. Firstly, it is very important that all participants take part in a study voluntarily without feeling any pressure to participate. Therefore, I had to adjust my recruitment plan. Originally, I wanted to conduct individual interviews with my students' parents because I have many young students from Russia. Nonetheless, if I asked them to participate our preexisting relationship could put pressure on them to take part. In addition, if something went wrong during interviews, it could affect my relationship with them and therefore jeopardize my work. I did not recruit any of my friends for the same reason. I posted a recruitment advertisement on my Facebook and VKontakte, which is a popular Russian social network. My students and my students' parents are not on my Facebook or VKontakte friendlists. People who saw it and got interested in my study emailed me on my university email address. Thus, the recruitment was conducted completely voluntarily.

Another issue that needed to be tackled is the language used in this study. Since my participants are Russian with various levels of English, interviews in English would not provide accurate data. Furthermore, it would be unethical to offer them consent forms and information sheets only in English because such consent forms and information sheets would not yield a fully informed consent (ESRC, 2015). Therefore, I conducted all the interviews in Russian, transcribed them in Russian and then translated them into English. In addition, I translated the consent form and information sheets into Russian before sending them to my participants. I was able to translate these documents accurately because I am a speaker of Russian as a first language.

Chapter 4: Results and discussion

My analysis is based on the transcripts of five semi-structured interviews with parents of children aged from 9-14 in the Russian context. Overall, most participants expressed positive views about

the use of Russian in the English language classroom. All five interviewed parents agreed that Russian use was important in English lessons in some situations for some students.

Three of five participants stated that Russian use should be limited to lessons with low-level students or younger children. For example, Participant T mentioned that 'The teacher should use Russian when he explains the task if he knows that student's level requires it'. Participant R said 'I believe that only at the beginning of the child's English learning it is useful to explain things in English, and then it is necessary to switch to Russian'. She also mentioned learners' age as an important factor 'I believe it can be used for children. But teenagers and adults should use only English'. However, when I asked Participant R how the use language was related to the learner's age, it became clear that when she talks about age she means learners' proficiency level. Meanwhile, Participant A, whose son knows English at upper-intermediate level, also thinks that Russian use should depend on the students' level. She stated, 'At my son's level, I think very little Russian is needed'. In addition, she believes that young learner's age plays an important role in deciding how much L1 to use. 'But obviously at earlier ages or earlier development, you need both Russian and English because using Russian makes the lesson easier to follow for very young children'.

On the other hand, two other participants considered Russian useful regardless of the context. For instance, Participant I said that at any age children should be taught by a teacher who speaks Russian as well as English because 'The teacher needs to be able to read between the lines when the child is trying to articulate the issue that they have been having.' Participant S expressed only positive views about Russian use in the English lessons. She stated that it should be used in all activities: 'I think Russian should be used in all activities but especially with grammar, because it must be explained so that the child understands everything precisely'. Her conviction that Russian should be used was so strong that she actually changed the private tutor who followed English-only policies to a tutor who used Russian in the lessons.

The perceptions of the parents who participated in my study resemble the views of Iranian primary-school teachers (Tekin and Garton, 2020). All of these teachers considered L1 use essential for all students at all levels, especially when it came to comprehension checks and clarifications. However, an investigation of their views and practices showed that they are inclined to use L1 much more frequently with low-level students.

After thoroughly familiarizing myself with the whole dataset, I employed thematic analysis to identify six main overarching themes. Four of these themes were about parents' positive perceptions and two of them were about parents' negative perceptions. When I selected titles for these themes I chose general titles that would embrace all the different aspects which the theme included. These eight salient themes emerged from the dataset during the analysis because each of these themes was frequently mentioned by different participants and was important from the perspective of the literature relevant to research question.

In the table below, I presented each Participant's attitude to L1 use for different purposes and highlighted the participants who expressed concerns about L1 use in EFL classes. For the clarity purposes, I will provide a brief description of each participants perceptions separately.

Participant A considered L1 use unnecessary for her son, whose level is Upper-Intermediate. However, she says that Russian can be useful for low-level students. Her attitude to L1 use is ambiguous. She mentions that Russian helps learners to feel more comfortable with asking questions and that it is useful for explanation and clarification. However, the vocabulary she uses to describe Russian shows that her attitude to it is quite negative. She refers to it as a 'crutch' and 'last resort'. She also does not see any benefit in comparing Russian and English grammar. She expresses concern that her son may rely on Russian too much and lose opportunities to practice English.

Participant I believes that Russian use is necessary in for his son who is at Intermediate proficiency level. Participant I has a positive attitude to Russian use for all levels. He mentions the importance of explanations, clarifications and analogies in Russian. Positive emotional experience in the lesson seems to be the most important factor for him. He often mentions that Russian use reduces his son's anxiety and stress and helps him to communicate with the teacher in a relaxed manner.

Participant R thinks that Russian should not be used in classes with her Intermediate-level daughter and other high-level learners. However, she considers it useful for low-level learners. According to her, it should be used for clarifications, drawing parallels between Russian and English as well as stress reduction. She considered it especially important for vocabulary learning. Participant R also believes that the earlier the learner begins to learn English the less

Russian should be used in lessons with them. The reasons why she did not want her daughter to use Russian was because she thinks at high level it is important to maximize expose to English. She also mentioned her worries that her daughter may rely on Russian too much.

Participant S is a strong proponent of Russian use not only for low-level learners, but also for her Upper-Intermediate daughter’s lessons. She believes that Russian is necessary for all levels and ages. However, she thinks that it needs to be used more frequently for low-level students. In addition she believes that age is an important factor because young children find it easier to focus if Russian is used in the lesson. She considers Russian important for explanations, clarifications and comparing Grammar. She also mentioned that using Russian reduces her daughter’s stress in the lesson.

Participant T believes that Russian is useful for low-level learners, but it should not be used in classes with high-level learners including her Intermediate-level daughter. She believes that in classes with beginners it is useful to use English explanations first and to resort to Russian if students do not understand them. She mentioned that drawing parallels between English and Russian grammar is beneficial for beginners. She believes that Russian use would make her daughter feel more relaxed in the lesson. However, she considers it harmful for her learning because she does not want her daughter to rely on Russian instead pushing herself to use English. She also mentioned that Russian should be avoided to maximize her daughter’s expose to English.

Table 2. Participants’ perspectives L1 use in EFL classes

Attitude to using Russian for	Participant A	Participant I	Participant R	Participant S	Participant T
Low-level learners	ambiguous	positive	positive	positive	positive
Intermediate and Upper-Intermediate learners	negative	positive	negative	positive	negative
Explanation and clarification	positive	positive	positive	positive	positive

Drawing parallels between English and Russian	neutral	positive	positive	positive	positive
Positive emotional experience during the lesson	positive	positive	positive	positive	negative
Mentions a risk of overreliance on Russian	yes	no	yes	no	yes
Mentions that Russian reduces opportunities to practice English	yes	no	yes	no	yes

4.1. Parents' positive perceptions about Russian use

All five participants considered L1 use beneficial for low-level learners. However, Participant A referred to it as last resort that should be used only in emergencies even for beginners. Meanwhile other parents treated it like a useful tool for lessons with beginners. All participants appreciated the value of Russian use for explanation and clarification. Furthermore, almost all parents considered it useful to present some analogies between Russian and English. Only Participant did not see any benefits in analogies. In addition, all participants believed that L1 use reduced stress and created more positive emotional experience for their children. However, Participant T saw it as a negative thing because she considered stress necessary for learning progress.

4.1.1. Russian can be used for explanations and clarifications

All five parents considered Russian use important for clarification and explanation purposes. In fact, this argument was the most commonly used argument for supporting Russian use in EFL classes. Even though these parents consider Russian use unnecessary for their child and wished teachers to follow an English-only approach in their child's lessons, they still mention that, for other children at a younger age and at beginner level, Russian is necessary for explanations and clarifications. Participant R and Participant S stated that Russian should be used when the topic

is particularly difficult or unfamiliar to their children. In addition, Participant S mentioned 'Russian is especially important when explaining grammar because grammar is very difficult.' These perceptions go hand in hand with the findings of the Sali's (2014) qualitative research, which showed that Turkish public secondary school teachers prefer to use L1 for grammar explanations as they believe it considerably improves their students' comprehension. The perception that grammar is a difficult aspect of language learning was documented in other studies as well. For example, Borg (1998) conducted a qualitative study by interviewing trainee EFL teachers in Malta about Teachers' Pedagogical systems and grammar teaching. The majority of participants found grammar teaching challenging. Griva and Chouvarda (2012) conducted another study that proves the point that grammar learning is perceived to be difficult. They explored young learners' parents' beliefs about English language learning and multilingual learning. The author used semi-structured interviews with 10 Greek primary school children's parents to explore this topic. More than a half of parents mentioned grammar as a difficult aspect of language learning and expressed a wish that L1 is used in grammar activities in their children's classes. Concerning Participant S, even though she is a strong proponent of Russian use, she still thinks that it is best to explain difficult topics in simple English first and use Russian as a last resort if her daughter does not understand them in English. This perception is in a complete agreement with Participant T's opinion.

Furthermore, Participant R agreed that Russian is necessary for grammar, instructions and vocabulary clarification. She focused on vocabulary clarifications in particular. The reason why she discussed vocabulary more than other aspects of language learning is probably her problems with memorizing new words, which she mentioned when I asked her about her English learning background. She said that when new vocabulary is introduced it should be explained in English first and then '...the word should be translated into Russian for clarity'. This approach to teaching vocabulary is supported by several empirical studies which showed that teachers and students believe that translating new vocabulary is a good way to check comprehension and to avoid ambiguity (Forman, 2012; Shuchi and Islam, 2016; Wach and Monroy, 2020).

Concerning Participant A, she sees Russian as a last resort that teacher should use only after explaining things in English and when it is clear that '...something is fundamentally misunderstood and it is destructive to the class'. As opposed to Participant R and Participant T,

she believes that Russian can be used in classes with low-level learners only in emergencies. Meanwhile, Participant R and Participant T view Russian as a useful that should be regularly used in classes with beginners.

Overall, the opinions that my participants expressed echo the findings of existing empirical studies (Sali, 2014; Shabir, 2017; Wong, 2020). The qualitative study by Sali (2014) discovered that teachers tend to use English first and if they notice that instructions are not clear to their students they switch to their L1. It is important to note that the context of Sali's study is different from my context. His study was conducted in a secondary public school in Turkey with students of pre-Intermediate level. Meanwhile, the children of my participants are secondary school students with various levels of English proficiency ranging from pre-intermediate to upper-intermediate. Even though the students in Sali's study (2014) and in my study had different levels of English, our studies are comparable because all of my participants' children have been at pre-intermediate level at some point so the parents were able to express their opinions on L1 use for different level learners.

To conclude, all five participants agreed to the use of Russian for explanations and clarifications in the EFL classroom to a certain extent. The participants differed in their perceptions of how frequently Russian should be used. It is likely that all my participants expressed positive attitude to using Russian for explanations and clarification because they all have been language learners themselves and they all have experienced learning languages with using Russian and found it helpful. Furthermore, none of my participants or their children attend English language private schools, which are dominated by English-only policies (Mc Caughey, 2005). According to Mc Caughey's desk research (2005) many private English schools in Russia still use Direct method, which discourages L1 use. Many teachers who work in such institutions in Russian reported feeling guilty about using L1 in lessons because the administrators of private schools often support an English-only approach. My participants, on the other hand, have not attended private English schools. They and their children studied English with private tutors, at public schools or by using the Internet and used Russian during their learning process.

4.1.2. Russian is necessary for low-level students and younger students

All five participants unanimously agreed that Russian use is required in some circumstances. Some participants emphasized that the lower the students' level is, the more Russian should be used. Interestingly, Participant T and Participant A both mentioned the fact that, at school, it is vital that all children of different levels understand the material. Therefore, Russian should be used in such classes more often to accommodate for the students with lower level even though they consider their children's level high enough to switch to English-only classes. Participant T mentioned 'The class is big. It will be better for my daughter if they use only English, but it will be difficult for other children'. Meanwhile, Participant A stated 'I think this is a good idea to use Russian at the school because at the school there are varied levels of English and it helps the class as a whole to move on more quickly'. Participant I expressed very similar ideas about mixed-level classes at school.

Participants T and A also drew a distinct line between different level students when choosing learning materials. For example, Participant T mentioned that she would 'only use bilingual dictionaries for beginners', but she suggested avoiding them as students get to higher levels. In fact, she explicitly stated that 'the materials should correspond the level' because 'it is important to push yourself to develop'. There is a possibility that Participant T and Participant A expressed such views because their children study at general school only and do not have a private English tutor and do not attend any language courses. Thus, these two parents clearly closely monitor their children's English learning process at the general school because it is the only source of their child's English education. The contrast between different levels of English among the children in their child's class must have prompted them to consider how much Russian and what materials should be used for different level students. While discussing study materials, Participant A said 'I think for kids with lower level of English, it could be a useful tool to have Russian subtitles. But, at this stage, my son needs to start to learn to understand TV without cheating by using Russian subtitles. He shouldn't fall back on Russian as a crutch.' The vocabulary that Participant A used shows that she quite negative attitude to Russian use. In Russian, she used words 'костыль' and 'махлевать', which are literally translated as 'crutch' and 'cheating'. These words could have been replaced with the word 'scaffolding', but the participants might not know this term. However, she could have used the word 'поддержка' - 'support' if she wanted to express her ideas in a less negative manner. Thus, her vocabulary choice shows that she is likely to be a strong opponent of Russian use without realising it.

Meanwhile, Participant S presented a vivid example of how important the child's age may be in determining the amount of Russian used during the class. She originally hired a tutor who used only English. Participant S shared this experience by stating 'It was hard for us to work with her. My daughter did not really understand many things, it was hard for her. She was behind.' Nonetheless the situation improved significantly after they hired a tutor 'who spoke more Russian when further clarifications were needed. Older kids know more vocabulary because they learned English for longer and so on.' However, apart from expressing her views on the importance of age, Participant S also mentioned the importance of level. She stated, 'I believe that only at the beginning it is useful to explain things in English, and then it is necessary to switch to English'.

Furthermore, Participant R stated that it is important to consider at what age children started learning English to determine how much Russian should be used. She said 'Teenagers and adults should use only English because by this age they know enough to understand English. It also depends on the age at which a child began to learn English. If they began learning English from three to four, I think they would grasp English very quickly. If a child started learning English later on in their life, I think the period of transition to full English explanation should be increased'. However, it has to be noted that Participant R often means level when she talks about age. For example, when she says 'teenagers and adults' it is clear from the context that she means high-level learners. When I ask her how useful she found L1 for adults and teenagers at beginner level, she said that Russian is necessary for them.

The findings of my study resonate with the literature that I reviewed earlier. Hall and Cook's (2014) survey which was conducted with private and public school teachers in 111 different countries clearly showed that teachers use L1 more rarely with advanced students than they do with beginners. Furthermore, the teachers in Hall and Cook's (2014) reported using less L1 with high-level students during spoken and written activities than with beginners or pre-intermediate learners. Concerning the influence of age on the amount of L1 used, my study also coheres with the research project conducted by Lee and Macaro (2013). The participants of this project were a group of Korean elementary school children and a group of Korean first-year university students. The adults in Lee and Macaro's (2013) study expressed more positive views on English-only classes than young learner participants. In terms of the effect of the age when

children begin learning English on their further learning progress, the point that Participant R made finds confirmation in literature as well. There is abundant evidence that there is so called 'critical age' when a child's brain is particularly adaptable to language acquisition process (Sharpe and Driscoll, 2000). Nevertheless, critical-age hypothesis for second language acquisitions have been criticized are a controversial topic and have been criticized by other researchers (Ellis, 1989; Hakuta et al., 2003). Hakuta conducted his study by testing the data from 1990 US census among immigrants with Chinese and Spanish background. The results of his study showed that the degree of success in second language learning steadily declines throughout a learner's life, which is a strong hallmark of critical age hypothesis.

4.1.3 Benefits of drawing parallels between Russian and English

One more positive perception that the majority of parents had about Russian use is that drawing parallels between Russian and English improved students' understanding of English. Four out of the five participants when they answered the question 'Is it useful to compare Russian and English grammar?' answered that it is, in fact, beneficial for their children. Participants T and Participant S believe that comparing grammar is an 'easy' way to explain it to younger learners. In reply to this question, Participant I holds that teachers should 'use the knowledge that a child has in Russian and point to where Russian and English are similar. We learn by association.' Participant R said that comparing is the easiest way to explain something to a child. Only Participant A did not see any value in comparing Russian and English. She said 'English grammar is too different from Russian grammar.' As this participant is the only participant who has never learned English, it is logical to assume that he adopted this attitude because he is not familiar with English grammar system and similarities that it has with Russian grammar (Levine, 2009). For example, the way present participle phrases are constructed in English and Russian is similar (Babby and Franks, 1998). Therefore, it is beneficial to provide students with a present participle phrase in English and with its Russian translation.

Interestingly, the attitudes that my participants expressed are opposite to the findings of Hall and Cook's (2014) survey, which showed that the majority of school teachers in 11 different countries considered L1 use harmful to students' English learning due to negative transfer. These teachers noticed that their students would make mistakes by assuming similarities between their

native language and English, which is called negative transfer. However, the effect of drawing analogies between languages is controversial. For example, Gvarishvili (2013) conducted an empirical study about negative transfer in prepositions use among Georgian secondary school pupils with Intermediate English level. The study showed that, with time, the effect of negative transfer might subside and students might learn from similarities instead of making mistakes due to differences between languages. Furthermore, some further studies confirm the value of analogies in language teaching (Cook, 1969; Hulshof and Verloop, 2002). For example, Hulshof and Verloop (2002) conducted their study in a Dutch context using quantitative observation and interviews with eight secondary school EFL teachers whose experience ranged from 10 to 30 years. The teachers' comments and practices showed that they often draw analogies to explain complex or abstract concepts.

4.1.4. Young learners' emotional experience during the lesson

All participants agreed that using Russian creates a more positive emotional experience for learners, even though not all of them agreed that it is going to have a positive effect on their learning progress. Four out of the five participants believe that using Russian has positive impact on their children's progress because it makes them feel more comfortable and reduces their stress level during the lesson. Interestingly, Participant T she mentioned that following an English-only policy in lessons may create a situation where her daughter feels 'discomfort and insecurity'. However, she believes that these emotions will motivate her to 'change and develop'.

Participant R and Participant I stressed how important Russian is for reducing their children's stress levels. Participant I stated 'Russian is familiar... Hearing Russian makes him feel less anxious'. Another important point that Participant S and Participant I made is that translating vocabulary into Russian instead of explaining it in English is less confusing for their children and therefore it reduces their stress. In their opinion, it is best to focus on the main activity in the lesson and use Russian to clarify any issues quickly and without stress. Participant I mentioned that he prefers for the teacher to translate new vocabulary during reading activities with his son instead of explaining new words from the text. He said: 'My son is trying to deal with one problem. Let's just let that problem be the one rather than then he has got to solve three more problems before he can even solve that one...'. Meanwhile Participant S stated 'Well, I think it's

easier to explain everything in Russian before the assignment than to be interrupted during the assignment. It is stressful to do many things at a time'.

Another valuable point that Participant S, Participant R and Participant A made was how important Russian was for communication between the teacher and students. Participant S explained that Russian allows her daughter to 'express her thoughts in a relaxed manner' when she doesn't understand something. Participant R believes that using Russian helps her daughter 'feel more confident and not afraid if she doesn't understand something'. Participant A made a valid point by saying that her son is 'more comfortable asking his questions in Russian in the classroom with lots of kids'. Thus, the majority of participants considered Russian a good way to accelerate their children's progress by creating a more positive emotional atmosphere in the lesson.

These findings find confirmation in the existing literature. It is clear that my participants considered Russian use important for reducing stress level in EFL classes. This idea coheres with an empirical study conducted by Copland and Neokleous (2011). They conducted some interviews with Cypriot public secondary school teachers. In these interviews the teachers were asked about how much L1 they used and about their motivation to use it. More than 30 percent of teachers in this study reported L1 use with the intention to reduce stress and make students feel comfortable. Furthermore, my study showed that clear communication with the teacher and child's ability to ask questions is important for parents. This idea is echoed in Hamer's (2015) theoretical work, which highlights L1 use for establishing clear communication as one of its important advantages.

4.2. Parents' negative perceptions about Russian use

Three out of the five parents believed that their children should use Russian as little as possible in their EFL classes. This was because their children's level was intermediate for Participant T and upper-intermediate for Participant A and Participant R. They stated that Russian use is no longer necessary for their children, but it should be utilized in lessons with low-level learners. The main reasons why believed that Russian should be minimized was that their children may rely on Russian too much and because it reduced opportunities to practice authentic

communication in English. Meanwhile, Participant I and Participant S believe that L1 should be used for all learners regardless of the context.

4.2.1. Overreliance on Russian

Participant A explicitly expressed the idea that, if Russian is used in the lessons, there is a risk of her son's over relying on it. She stated that 'He starts to fall back on it as a crutch when things get too difficult.' Participant T held a similar idea by saying that, if Russian is eliminated, it will motivate her daughter to 'find a solution and say things in English'. Furthermore, Participant T suggested a solution to the problem posed by eliminating Russian altogether, which may result in a lack of clarity and clear communication. She suggested that 'it's best to try to explain things in simple English'. However, she also mentioned that this solution is only relevant to Intermediate and Upper-Intermediate students. Participant R mentioned the issues that overreliance on Russian may cause for her daughter's confidence: 'How can she have confidence if whenever she learns English she uses Russian every time she faces difficulties?'

The perceptions about overreliance on Russian and its negative effects have plenty of crossovers with Varshney and Rolin-Lanziti's (2006) study. This study explored students' perceptions about some benefits and drawbacks of L1 use. The participants of the study were first year language students at an Australian university. They studied French, Spanish and Japanese at the beginner level. In this study the researchers conducted a questionnaire and semi-structured interviews with five of the participants. The results showed that 5% of the student participants claimed that L1 use led to overreliance on it and 15% of the student participants reported that it slowed down their learning process. Furthermore, 5% of them reported that it resulted in the feeling of 'laziness'. The result of my study also cohere with Aleseweed's (2012) research project. He conducted a quantitative questionnaires and semi-structured interviews with 169 Saudi undergraduate university students who learned EFL both with native and non-native lecturers. Furthermore, the researcher conducted a questionnaire and interviews with 70 native and non-native lecturers at this university, whose age ranged from 35 to 60. The results of his study showed that over 70% of students and teachers reported that overreliance on L1 slowed down the process of learning to think in English.

4.2.2. Reduced opportunities to practice slow down learning

Participant T, Participant R and Participant A also agreed that as much English as possible should be used to give children opportunities to practice. Participant T expressed her dissatisfaction with English lessons at school, where the teacher used plenty of Russian by saying 'They are not exposed to English environment'. She believes that the more practice the children get at 'communicating in English, the better the language will be acquired and the faster you will be able to learn it'. Participant A also held this view: 'To progress my son needs conversational English. He need to hear spoken English'. Furthermore, Participant R supported this idea: 'Purely English textbooks improve my daughter's English skills faster'. Thus, all three participants believe that the more practice their children get the faster their learning process will go. These perceptions find support in literature: Varshney and Rolin-Lanziti's (2006) study highlights the reduced opportunities to practice English as the main disadvantage of L1 use in the classroom.

Another important point was made by Participant A. She highlighted the importance of getting used to and feeling comfortable in a context where the only shared language among the interlocutors is English. Participant T and Participant R expressed similar ideas. There is a possibility that these participants are so concerned with their children getting used to communicating in English without using Russian because they have themselves experienced living abroad and trying to communicate in the environment where they could not use Russian. Participant T went on long trips to Italy as a child, Participant A spent a year in Spain and Participant R studied English in courses in Australia. Perhaps their experience helped them to understand the value of authentic English learning and the importance of abundant practice that resembles real life communication.

Chapter 5: Conclusion

All my participants expressed views that were similar to views of teachers and students of existing empirical studies. The majority of their perceptions were positive and even parents who expressed desire to switch to English-lessons completely later in the interviews mentioned that Russian can be used 'for emergencies' or that their child feels 'less stressed' and more 'confident' if some Russian is present in the lessons. On the other hand, even those parents who

were complete proponent of Russian use acknowledged the importance of abundant practice, of ‘hearing English and getting used to it’.

5.1. Implications for my pedagogical practice

The research that I have conducted has some important implications for my pedagogical practice. The findings helped me to understand Russian parents’ expectations about their children’s learning process more clearly. I teach English to Russian-speaking children online. Therefore, this study was useful for my pedagogical practice as parents who participated in it are also Russian. I am fully aware that I cannot generalize on the basis of five participants – nor is it the purpose of this research. However, the points made in this research may resonate with other Russian parents who have children of the same age. This helps me to rethink my own practice, especially the purpose of L1 use in my EFL classes to Russian young learners.

All five parents expressed positive views about Russian use. This helped me to understand that my current and future students’ parents may also have positive attitudes to Russian use in lessons. I used Russian with my students regularly for clarification, translation exercises and to draw parallels between Russian and English. However, I used to feel guilty whenever I used Russian in classes because I used to work at a private English school in Ukraine which strongly supported English-only policies and discouraged teachers from using Russian in any situation. This study helped me to stop feeling guilty about using Russian and use it with confidence in situations where it is appropriate.

Furthermore, the findings of this study showed that three out of the five parents consider students’ level an important factor in determining the amount of Russian used in EFL classes. Thus, most parents mentioned that Russian is vital for low-level students and that it should be minimised or avoided with high-level students. These findings made me reconsider lesson activities in my pedagogical practice with my high-level students. I used to ask my high-level and low-level young learners to read texts and to translate difficult words into Russian. This activity helped me to check their comprehension and to save time because it is quicker to translate vocabulary than to explain it. The findings of this research drew my attention to the importance of reducing Russian for high-level students. Therefore, now I check my high-level

students' comprehension by asking them questions that involve difficult vocabulary or by asking them to explain it to me.

Another important point that all five participants mentioned and that had an impact on my pedagogical practice is the importance of Russian use for my students' emotional experience of the lesson. Some of my participants expressed positive perceptions of Russian use to reduce learners' stress. I drew a conclusion that more Russian should be used if I can see that my prompting them to ask a question in English instead of Russian makes them feel anxious or puts them off asking questions, I change my practice.

My research also has some implications for pedagogical practice in general. It would be useful for other TESOL teacher to consider some questions that were raised in my research to reflect on their pedagogical practice. For example, some important questions to consider are 'Is the amount of L1 I use with my students appropriate for their proficiency level?', 'How can I use L1 to reduce my students?' stress level during the lesson', 'How can I prevent overreliance on L1 in my students?'. These questions can help my colleagues to view L1 as a useful tool, but also to keep in mind that it can become a hinderance for their students if it is not used carefully.

5.2. Limitations of my research

After conducting my research, it has become clear that it has certain limitations. First of all, the findings of my research are not generalizable. This means that they cannot be used to make assumptions about all Russian parents of young learners studying EFL. This is coherent with the aim of my research, namely, to focus on individual participants' perceptions. Non-generalizable findings are an intrinsic feature of qualitative research (Denscombe, 2014). In this specific case, the qualitative nature of my study helped me to investigate individuals' perceptions in more depth than a quantitative study would (Patton, 2015). The only way to conduct a study which would help me to investigate perceptions in detail and to generate generalizable findings would be conducting a mixed method study. However, such study would require more flexibility from me and my participants. Due to my pandemic-related limitations, I decided to choose a qualitative method which is more appropriate for someone with limited experience (Creswell, 2017).

Another limitation that my study has is the fact that I piloted my research instruments with a Ukrainian participant even though the instruments that I used in my research were in Russian. I translated my instruments into Ukrainian for my pilot participant and conducted the interview in Ukrainian. The reason I made this choice was that I did not want to run the risk of reducing my potential final sample of Russian participants, which was already limited due to the pandemic. Since Ukrainian and Russian are two different languages, piloting my research instrument in Ukrainian would not help me to notice some issues that the Russian version of my research instrument has. Even though Russian and Ukrainian languages are similar, they are still two separate languages. Therefore, this cannot be considered piloting. Nonetheless, the pilot interview provided me with a chance to reflect on the instrument and to practice my interviewing skills.

After my interview with my Ukrainian pilot participant, I decided to remove the question 'Did you consider how much Russian would be used in the English language classroom when you chose this school/institution?'. My participant sounded surprised about this question and answered that they chose the school because their child's friends went to it and because it was close to where they lived. This and my own experience made me doubt the relevance of this question because I assumed that, for most parents, Russian use in English classes would be a minor factor in choosing a general school. Instead, I decided to ask if Russian use was an important factor for choosing a tutor if my participants' children studied with a tutor. However, I should not have removed this question from the interview script because I have no evidence to prove that the remaining participants would say 'no'. Furthermore, even if all the participants had answered 'no', it would have been useful data that would have shown me that Russian use is not important enough for parents to take into account when choosing their child's general school.

Furthermore, the participant sample of my study has certain limitations as well. Four out of five participants are female. The fact that only one participant is male did not allow me see if there are any differences in how fathers perceive Russian use in EFL classes compared to how mothers perceive it. Gender has an impact on language learning (Norton and Toohey, 2011). Therefore, it may have an impact on parents' preferences about their children's language learning process.

5.3. Conclusions and suggestions for further research

Some further research could be conducted on this topic. First of all, it would be useful to investigate Russian children's views on using L1 in EFL classroom. There are some studies that investigate children's views about using L1 in EFL classes (Lee, 2012; Macaro and Lee, 2013). However, there is a gap in the literature in terms of studies that explore young learners' perceptions of L1 use in EFL classes in Russian context. I did not manage to find any such studies. In addition, it would be interesting to compare the findings of my study with the findings of investigation of young learners' perceptions and to check the extent to which they relate to each other.

Furthermore, there is more scope for research about the perceptions of private school learners' parents. None of my participants' children learn English at language courses. All of them learn English at general schools, and two of them learn it one-to-one classes with private tutors. However, it would be interesting to investigate views of parents of children who study at private language courses and compare them with views of parents whose children study just at general school or with tutors. This is especially important because many private language schools in Russian promote English-only policies. Therefore, it would be interesting to investigate how it affects parents' perceptions of Russian use.

References

- Abramova, I., Ananyina, A., & Shishmolina, E. (2013). Challenges in teaching Russian students to speak English. *American Journal of Educational Research*, 1(3), 99-103.
- Al-Nofaie, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools - a case study. *Novitas-Royal*, 4(1).
- Alseweed, M. A. (2012). The effectiveness of using L1 in teaching L2 grammar. *International Journal of English and Education*, 1(2), 109-120.
- Azkarai, A. (2015). Task-modality and L1 use in EFL oral interaction. *Language Teaching Research*, 19(5), 550-571.

- Babby, L., & Franks, S. (1998). The syntax of adverbial participles in Russian revisited. *The Slavic and East European Journal*, 42(3), 483-516.
- Bardovi-Harlig, K., & Sprouse, R. A. (2018). Negative versus positive transfer. *The TESOL Encyclopedia of English language teaching*, 1-6.
- Bloor, M. (2001). *Focus groups in social research*. London: Sage.
- Borg, S. (1998). Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL quarterly*, 32(1), 9-38.
- Bozorgian, H., & Fallahpour, S. (2015). Teachers' and Students' Amount and Purpose of L1 Use: English as Foreign Language (EFL) Classrooms in Iran. *Iranian Journal of Language Teaching Research*, 3(2), 67-81.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.
- Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. *English language teaching*, 4(2), 13.
- Chen, A. H. (2011). Parents' perspectives on the effects of the primary EFL education policy in Taiwan. *Current Issues in Language Planning*, 12(2), 205-224.
- Chen, M. (2014). Postmethod Pedagogy and Its Influence on EFL Teaching Strategies. *English Language Teaching*, 7(5), 17-25.
- Cook, V. J. (1969). The analogy between first and second language learning. *International Review of Applied Linguistics*, 7, 207-216.
- Copland, F., & Neokleous, G. (2011). L1 to teach L2: Complexities and contradictions. *ELT journal*, 65(3), 270-280.
- Copland, F., & Yonetsugi, E. (2016). Teaching English to young learners: Supporting the case for the bilingual native English speaker teacher. *Classroom Discourse*, 7(3), 221-238.
- Creswell, J. W. (2013). *Qualitative inquiry & research design : choosing among five approaches*. Third edn. Los Angeles: SAGE Publications.

- Creswell, J. W. (2014). *Educational research : planning, conducting and evaluating quantitative and qualitative research*. 4th ed., Upper Saddle River, NJ: Merrill/Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage publications.
- Dawadi, S. (2020). Parental Involvement in National EFL Test Preparation. *RELC Journal*, 51(3), 427-439.
- Debreli, E. (2016). Perceptions of Non-Native EFL Teachers' on L1 Use in L2 Classrooms: Implications for Language Program Development. *English Language Teaching*, 9(3), 24-32.
- Denscombe, M. (2014). *Good Research Guide : For Small-Scale Social Research Projects*, Milton Keynes: McGraw-Hill Education.
- Economic and Social Research Council, ESRC (2015). *ESRC Framework for Research Ethics*. Available at <https://esrc.ukri.org/files/funding/guidance-for-applicants/esrc-framework-for-research-ethics-2015/> (Accessed: 16 July 2021).
- Ellis, R. (1989). *Understanding second language acquisition* (Vol. 31). Oxford: Oxford university press.
- El-Sayed, A. N. A. A. A., & Siddiek, A. G. (2013). Monolingual & Bilingual Dictionaries as Effective Tools of the Management of English Language Education. *Theory & Practice in Language Studies*, 3(10).
- Fareed, M., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.
- Ferrer, V. (2002). The mother tongue in the classroom: Cross-linguistic comparisons, noticing and explicit knowledge. *Teaching English Worldwide*, 10, 1-7.
- Forman, R. (2012). Six functions of bilingual EFL teacher talk: Animating, translating, explaining, creating, prompting and dialoguing. *RELC Journal*, 43(2), 239-253.
- Gardner, H., & Randall, D. (2012). The effects of the presence or absence of parents on interviews with children. *Nurse researcher*, 19(2).

- Galali, A., & Cinkara, E. (2017). The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students. *Advances in Language and Literary Studies*, 8(5), 54-64.
- Grant, L. E., & Nguyen, T. H. (2017). Code-switching in Vietnamese university EFL teachers' classroom instruction: A pedagogical focus. *Language Awareness*, 26(3), 244-259.
- Grenoble, L. A. (2003). *Language policy in the Soviet Union* (Vol. 3). Springer Science & Business Media.
- Griva, E., & Chouvarda, P. (2012). Developing plurilingual children: Parents' beliefs and attitudes towards english language learning and multilingual learning. *World Journal of English Language*, 2(3), 1.
- Gvarishvili, Z. (2013). Interference of L1 prepositional knowledge in acquiring of prepositional usage in English. *Procedia-Social and Behavioral Sciences*, 70, 1565-1573.
- Hakuta, K., Bialystok, E., & Wiley, E. (2003). Critical evidence: A test of the critical-period hypothesis for second-language acquisition. *Psychological science*, 14(1), 31-38.
- Hall, G., & Cook, G. (2014). Own language use in ELT: exploring global practices and attitudes. *Language Issues: The ESOL Journal*, 25(1), 35-43.
- Hall, G. (2016). 'Method, methods and methodology', in Hall, G. (ed.) *The Routledge Handbook of English Language Teaching*. London: Routledge. 209-224.
- Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT journal*, 46(4), 350-355.
- Harmer, J. (2015). *The Practice of English Language Teaching*. London: Pearson.
- Hawks, P. (2001). Making Distinctions. A Discussion of the Use of Mother Tongue in the Foreign Language Classroom. *Hwa Kang Journal of TEFL*, 43, 34-40.
- Hulshof, H., & Verloop, N. (2002). The use of analogies in language teaching: Representing the content of teachers' practical knowledge. *Journal of Curriculum Studies*, 34(1), 77-90.
- James, N., & Busher, H. (2009). *Online interviewing*. London: Sage.
- Karimian, Z., & Talebinejad, M. R. (2013). Students' Use of Translation as a Learning Strategy in EFL Classroom. *Journal of Language Teaching & Research*, 4(3).

- Kim, H. Y. (2011). Parents' Perceptions, Decisions, and Influences: Korean Immigrant Parents Look at Language Learning and Their Children's Identities. *Multicultural education*, 18(2), 16-19.
- Kim, E. G., & Kim, J. (2017). Korean engineering students' perceptions of English-medium instruction (EMI) and L1 use in EMI classes. *Journal of Multilingual and Multicultural Development*, 38(2), 130-145.
- Knight, S. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. *The Modern Language Journal*, 78, 286-298.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Addison-Wesley Longman Limited.
- Lee, J. H. (2012). Reassessment of English-only approach in EFL context in view of young learners' attitudes, language proficiency, and vocabulary knowledge. *Multilingual Education*, 2(1), 1-11.
- Lee, J. H., & Macaro, E. (2013). Investigating age in the use of L1 or English-only instruction: Vocabulary acquisition by Korean EFL learners. *The Modern Language Journal*, 97(4), 887-901.
- Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. *The Modern Language Journal*, 87(3), 343-364.
- Levine, J. S. (2009). *Russian grammar*. London: McGraw-Hill.
- Lew, R., & Adamska-Sałaciak, A. (2015). A case for bilingual learners' dictionaries. *ELT journal*, 69(1), 47-57.
- Linse, C. (2011). Korean parental beliefs about ELT from the perspective of teachers. *Tesol Journal*, 2(4), 473-491.
- Macaro, E., & Lee, J. H. (2013). Teacher Language Background, Codeswitching, and English-Only Instruction: Does Age Make a Difference to Learners' Attitudes?. *Tesol Quarterly*, 47(4), 717-742.
- Malarcher, C., & Pederson, M. (2005). *Reading challenge 2*. Seoul: Compass Books.

- Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL quarterly*, 34(1), 9-34.
- Mc Caughey, K. (2005). The kasha syndrome: English language teaching in Russia. *World Englishes*, 24(4), 455-459.
- Mihaljević Djigunović, J. (2009). Impact of learning conditions on young FL learners' motivation. Early learning of modern foreign languages. *Processes and outcomes*, 75-89.
- Miles, R. (2004). Evaluating the use of L1 in the English language classroom. *World Englishes*, 27(1), 10-21.
- Mohamed, J. M. G. (2014). Use of Translation in the Classroom by EFL Teachers in Libya (A descriptive study). *Arab World English Journal*, 3, 27-40.
- Mollaei, F., Taghinezhad, A., & Sadighi, F. (2017). Teachers and learners' perceptions of applying translation as a method, strategy, or technique in an Iranian EFL setting. *International Journal of Education and Literacy Studies*, 5(2), 67-73.
- Morgan, D. L. (2016). *Essentials of dyadic interviewing* (Vol. 13). Routledge.
- Mouhanna, M. (2009). Re-examining the role of L1 in the EFL classroom. *UGRU journal*, 8, 1-19.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446.
- Oga-Baldwin, W. Q., & Nakata, Y. (2014). Optimizing new language use by employing young learners' own language. *ELT journal*, 68(4), 410-421.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice*. Fourth edn. Thousand Oaks, California: SAGE Publications.
- Phillipson, R. (1992). ELT: the native speaker's burden?. *ELT journal*, 46(1), 12-18.
- Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative inquiry*, 1(3), 290-310.
- Rixon, S. (2013). *British Council survey of policy and practice in primary English language teaching worldwide*. London: British Council.

- Sa'd, S. H. T., & Qadermazi, Z. (2015). L1 use in EFL classes with English-only policy: Insights from triangulated data. *Center for Educational Policy Studies Journal*, 5(2), 159-175.
- Sali, P. (2014). An analysis of the teachers' use of L1 in Turkish EFL classrooms. *System*, 42, 308-318.
- Samar, R. G., & Moradkhani, S. (2014). Codeswitching in the language classroom: A study of four EFL teachers' cognition. *RELC journal*, 45(2), 151-164.
- Sampson, A. (2012). Learner code-switching versus English only. *ELT journal*, 66(3), 293-303.
- Shabir, M. (2017). Student-Teachers' Beliefs on the Use of L1 in EFL Classroom: A Global Perspective. *English Language Teaching*, 10(4), 45-52.
- Shamshirian, M. (2015). Assessing the effect of utilizing monolingual and bilingual dictionaries on EFL learners' vocabulary. *Language in India*, 15(7), 175-188.
- Sharpe, K. and Driscoll, P. 2000. *At what age should foreign language learning begin?. In Issues in modern foreign languages teaching*, Edited by: Field, K. 72–86. London: RoutledgeFalmer.
- Shuchi, I. J., & Islam, A. B. M. (2016). Teachers' and Students' Attitudes towards L1 Use in EFL Classrooms in the Contexts of Bangladesh and Saudi Arabia. *English Language Teaching*, 9(12), 62-73.
- Storch, N., & Wigglesworth, G. (2003). Is there a role for the use of the L1 in an L2 setting?. *TESOL quarterly*, 37(4), 760-770.
- Tasçi, S., & Aksu Ataç, B. (2020). L1 Use in L2 Teaching: The Amount, Functions, and Perception towards the Use of L1 in Turkish Primary School Context. *International Online Journal of Education and Teaching*, 7(2), 655-667.
- Tekin, A. K. (2015). Early EFL Education Is on the Rise in Oman: A Qualitative Inquiry of Parental Beliefs about Early EFL Learning. *English Language Teaching*, 8(2), 35-43.
- Tekin, S., & Garton, S. (2020). L1 in the primary English classroom: How much, when, how and why?. *Iranian Journal of Language Teaching Research*, 8(3 (Special Issue)), 77-97.
- Tognini, R., & Oliver, R. (2012). L1 use in primary and secondary foreign language classrooms and its contribution to learning. *Discourse and learning across L2 instructional contexts*, 53-78.

Ull, A. C., & Agost, R. (2020). Communicative language teaching: is there a place for L1 in L2 learning? A case study in Spain and Norway. *European Journal of Language Policy*, 12(1), 55-83.

Varshney, R., & Rolin-Ianziti, J. (2006). Student perceptions of L1 use in the foreign language classroom: Help or hindrance?. *Journal of the Australasian Universities Language and Literature Association*, 2006(105), 55-83.

Wach, A., & Monroy, F. (2020). Beliefs about L1 use in teaching English: A comparative study of Polish and Spanish teacher-trainees. *Language Teaching Research*, 24(6), 855-873.

Wong, C. Y. (2020). The Use of L1 in English Reading Lessons of Hong Kong Chinese-Medium Secondary Schools. *International Journal of Instruction*, 13(2), 863-880.

Zhou, J. (2003). New wine in an old bottle: *Innovative EFL classrooms in China*. IATEFL Issues, 172, 5-6.

Appendicis

Appendix 1. English version of the interview script

Introduction to my interview

Hello, (the participant's name). How has your day been?

Thank you for taking time to participate in my study.

My name is [student's name]. I am an MA student in Teaching English to Speakers of Other Languages (TESOL) at the [university], and I am currently working on my dissertation research. The research is about parents' perspectives on the use of Russian in the teaching English as a foreign language to 9-14-year-old children.

In your participant consent form, you have agreed for this interview to be audio recorded by ticking the relevant box. Are you still okay with it being audio-recorded?

Your identity and information will be kept strictly confidential, except as required by law. Being in this study is completely voluntary, and you do not have to take part. Are you still happy to take part in it?

You are free to stop the interview at any time. You may also refuse to answer any questions that you do not wish to answer during the interview. You can withdraw from the study up to two weeks after you have received the transcript of your interview. (If they requested the transcript). / You can withdraw from the study up to two weeks after the interview (If they did not request the transcript).

Are you ready to begin?

I. Background questions

- How old are you?
- How many languages do you speak?
- What is your English proficiency level? (If they cannot answer the first question, I will ask. How would you rate your English level from 1 to 10?)
- Have you learned English or any other foreign languages before? If yes, how did you learn it?
- What is the type of school/institution where you learned or are learning English?
- Have you ever learned English with a private tutor?
- What activities did you do during your lessons?
- Was Russian used in your English learning process?
- How old is your child?
- What is your child's sex?
- What languages does your child speak? And is s/he learning any other languages at the moment?
- How long has your child been learning English?
- What is your child's English proficiency level? (If they cannot answer the first question, I will ask. How would you rate your child's English level from 1 to 10?)

- What is the type of school/institution where your child learns English?
- Have they ever learned English with a private tutor?
- Is Russian used in English classes at this school/institution? If yes, which language is used more frequently, English or Russian?

II. Semi-structured interview questions

- How does your child feel about using Russian in the English language classroom?
- How do you feel about your child using Russian in the English language classroom?
- Did you consider how much Russian would be used in the English language classroom when you chose this school/institution? If yes, how did it affect your choice?
- How do you feel about your child's teacher using Russian in the English language classroom?
- How often should Russian be used in the English language classroom and why?
- In what activities/situations should your child use Russian in the English language classroom?
- In what activities/situations should your child's teacher use Russian in the English language classroom?
- Which of the following activities do you consider beneficial for your child's English learning and why?
 - a) use of bilingual dictionaries or word lists;
 - b) comparing English and Russian grammar;
 - c) watching English-language TV/videos with Russian subtitles;
 - d) doing spoken translation activities;
 - e) doing written translation activities;
 - f) preparing for tasks and activities in Russian before switching to English.
- What effect does Russian use have on your child's motivation to learn English?
- What effect does Russian use have on your child's confidence to communicate with the teacher during the lesson?

- Do you have any preferences about your child's teacher's first language? If yes, what teacher would you choose and why:

A) a speaker of English as a first language who is also proficient in Russian;

B) a speaker of Russian as a first language who is also proficient in English;

C) a speaker of English as a first language who does not speak Russian.

- Do you prefer your child to use textbooks that are purely English or textbooks that involve Russian? Why?

The interview is coming to an end. Would you like to ask me any questions or say anything else that we have not discussed?

(Only for participants who requested a transcript.

You will receive the transcript of this interview in Russian within the next two weeks.)

(Only for participants who requested feedback.

You will receive feedback in the form of a one-page summary. You will receive it in early September 2021, soon after I have completed my dissertation.)

Thank you very much for your time, (the participant's name). I really appreciate your help.

Appendix 2. Russian translation of the interview script

- **Вступление к интервью**

Добрый вечер, _____. Как прошел Ваш день?

Спасибо, что нашли время принять участие в моем исследовании.

Меня зовут Дарина Грозданова. Я учусь на степень магистра в области преподавания английского для носителей других языков (TESOL) в Университете Восточной Англии, и в настоящее время я работаю над диссертационным исследованием. Исследование

посвящено взглядам родителей на использование русского языка при обучении английскому языку как иностранному детям 9-14 лет.

В форме согласия участника вы согласились на аудиозапись этого интервью, отметив соответствующее поле. Вы все еще согласны с тем, что это интервью записывается на аудио?

Ваша личность и информация будут храниться в строгой конфиденциальности, за исключением случаев, предусмотренных законом. Участие в этом исследовании полностью добровольно, и вам не обязательно принимать в нем участие. Вы все еще хотите принять в нем участие?

Вы можете прекратить интервью в любое время. Вы также можете отказаться отвечать на любые вопросы, на которые не хотите отвечать во время собеседования. Вы можете отказаться от участия в исследовании в течение двух недель после того, как получите стенограмму собеседования. (Если они запросили стенограмму). / Вы можете отказаться от участия в исследовании в течение двух недель после собеседования (если они не запросили стенограмму).

Вы готовы начать?

II. Общие вопросы

- Сколько Вам лет?
- На скольких языках Вы разговариваете?
- Какой у вас уровень владения английским? от 1 до 10
- Вы уже изучали английский или другие иностранные языки?
- Вы когда-нибудь изучали английский язык каким-либо другим способом (с частным репетитором, на языковых курсах, самостоятельно)?
- Использовался ли русский язык в вашем процессе изучения языка?
- Сколько лет вашему ребенку?
- Какой у вашего ребенка пол?
- На каких языках говорит ваш ребенок?
- Он изучает в данный момент какие-либо другие языки?

- Как долго ваш ребенок изучает английский язык?
- Каков уровень владения английским у вашего ребенка? (Если они не могут ответить на первый вопрос, я спрошу. Как бы вы оценили уровень английского языка вашего ребенка от 1 до 10?)
- В какой школе / учреждении ваш ребенок изучает английский язык?
- Он Изучал английский язык каким-либо другим способом (с частным репетитором, на языковых курсах, самостоятельно)?
- Используется ли русский язык на уроках английского языка в школе вашего ребенка?
- Какой язык используется чаще, английский или русский?
- Вы помогаете своему ребенку с домашним заданием по английскому?
- Говорит ли она по-русски, когда помогает ему с домашним заданием?

II. Полу-структурированные вопросы

- Нравится ли вашему ребенку, когда при изучении английского используется русский язык?
- Как вы относитесь к тому, что ваш ребенок использует русский язык в классе английского языка?
- Как вы относитесь к тому, что учитель вашего ребенка использует русский язык на уроке английского языка?
- Как часто следует использовать русский язык на уроках английского языка и почему?
- В каких упражнениях/ ситуациях вашему ребенку следует использовать русский язык на уроке английского языка?
- Я имею в виду, когда учитель составляет план обучения, он рассматривает упражнения, которые будут на уроке, например, это может быть просмотр фильма с русскими субтитрами или задание на перевод.
- В каких занятиях / ситуациях учитель вашего ребенка должен использовать русский язык на уроке английского языка?

- Какие из следующих занятий вы считаете полезными для изучения английского языка вашего ребенка и почему?

а) полезно ли использование двуязычных словарей на уроках английского языка?

б) полезно ли сравнивать грамматику английского и русского языков на уроках английского языка?

в) полезен ли просмотр англоязычных видео с русскими субтитрами на уроках английского языка?

г) полезно ли выполнение устного перевода с английского на русский и с русского на английский на занятиях по английскому языку?

д) полезны ли письменные переводы с английского на русский и с русского на английский на уроках английского языка?

е) Полезно ли сравнивать английскую и русскую звуковую систему на уроках английского языка?

ж) полезно ли готовиться к заданиям и занятиям на русском языке перед переходом на английский на уроках английского?

- Как русский язык влияет на мотивацию вашего ребенка изучать английский язык?

- Как русский язык влияет на уверенность вашего ребенка в общении с учителем во время урока?

- Есть ли у вас какие-либо предпочтения относительно родного языка учителя вашего ребенка? Если да, то какого учителя вы бы выбрали и почему:

А) анлий преподаватель, который также владеет русским языком;

Б) русский преподаватель, который также владеет английским языком;

В) английский преподаватель, не говорящий по-русски.

- Вы предпочитаете, чтобы ваш ребенок пользовался учебниками исключительно на английском языке или учебниками с русским языком? Почему?

Интервью подходит к концу. Хотели бы вы задать мне какие-либо вопросы или сказать что-нибудь еще, что мы не обсуждали?

(Только для участников, которые запросили стенограмму. Вы получите стенограмму этого интервью на русском языке в течение следующих двух недель.)

(Только для участников, запросивших обратную связь. Вы получите отзыв в виде одностороннего резюме. Вы получите ее в начале сентября 2021 года, вскоре после того, как я закончу диссертацию.)

Большое спасибо за уделенное время, _____. Я действительно ценю твою помощь.

Appendix 3. The original interview script with Participant in Russian

Ведущий: Добрый вечер, I. Как прошел Ваш день?

Участник I: Неплохо. У меня был хороший день.

Ведущий: Спасибо, что нашли время принять участие в моем исследовании.

Меня зовут Дарина Грозданова. Я учусь на степень магистра в области преподавания английского для носителей других языков (TESOL) в Университете Восточной Англии, и в настоящее время я работаю над диссертационным исследованием. Исследование посвящено взглядам родителей на использование русского языка при обучении английскому языку как иностранному детям 9-14 лет.

В форме согласия участника вы согласились на аудиозапись этого интервью, отметив соответствующее поле. Вы все еще согласны с тем, что это интервью записывается на аудио?

Участник I: Да, без проблем.

Ведущий: Ваша личность и информация будут храниться в строгой конфиденциальности, за исключением случаев, предусмотренных законом. Участие в этом исследовании полностью добровольно, и вам не обязательно принимать в нем участие. Вы все еще хотите принять в нем участие?

Участник I: Да, конечно.

Ведущий: Вы можете прекратить интервью в любое время. Вы также можете отказаться отвечать на любые вопросы, на которые не хотите отвечать во время собеседования. Вы можете отказаться от участия в исследовании в течение двух недель после того, как

получите стенограмму собеседования. (Если они запросили стенограмму). / Вы можете отказаться от участия в исследовании в течение двух недель после собеседования (если они не запросили стенограмму).

Вы готовы начать?

Участник I: Да.

Ведущий: Сколько Вам лет?

Участник I: 45.

Ведущий: На скольких языках Вы разговариваете?

Участник I: На трех. Русский мой родной язык. У меня ограниченный английский и немецкий.

Ведущий: Какой у вас уровень владения английским? от 1 до 10

Участник I: Три.

Ведущий: Вы уже изучали английский или другие иностранные языки?

Участник I: Да. Я учил английский и немецкий языки.

Ведущий: Как вы их изучали?

Участник I: Я учил английский с duolingo. И учил немецкий на уроках средней школы.

Ведущий: Прекрасно. Чем Вы занимались на уроках немецкого?

Участник I: На уроках немецкого языка перед классом стояла учительница. Мы много повторяли, произносили слова, читали с доски, и мы проводили полурегулярные тесты по чтению и разговорной речи.

Ведущий: А как насчет duolingo, как вы учили английский на duolingo.

Участник I: Это было долгое время назад. Дайте ка я вспомню. Если я правильно помню, в этой программе все начинается с обучения произношению английского алфавита, изучения звуков и звукосочетаний. Программа записывает ваш голос. Таким образом, вы можете говорить, и программа определяет, насколько точно вы говорите. Так что это было действительно полезно. И там есть фразы и слова, но в основном вы учитесь, просто говоря что-то в микрофон, и программа говорит правильно это или нет.

Ведущий: Вы когда-нибудь изучали английский язык каким-либо другим способом (с частным репетитором, на языковых курсах, самостоятельно)?

Участник I: Нет, только с duolingo учил.

Ведущий: Использовался ли русский язык в вашем процессе изучения немецкого?

Участник I: На моих уроках немецкого учитель презентовал темы, здоровался с классом на русском. Все, что он говорил не по теме урока было на русском.

Ведущий: Какое было соотношение русского и немецкого?

Участник I: Я бы сказал он говорил больше по-русски, больше объяснял правила по-русски, чем по-немецки. Просто давал развернутые объяснения почему так строиться предложение и так далее. Это действительно сложно вспомнить. Это было много лет назад.

Ведущий: Сколько лет вашему ребенку?

Участник I: Ему 14 лет.

Ведущий: Какой у вашего ребенка пол?

Участник I: Мужской.

Ведущий: На каких языках говорит ваш ребенок?

Участник I: Мой ребенок говорит по-русски, немного по-английски, а также мой ребенок много времени проводит со своим лучшим другом из Эстонии. Так что он немного знает эстонский.

Ведущий: Он изучает в данный момент какие-либо другие языки?

Участник I: Он активно изучает английский язык. Но он не изучает никаких других языков, кроме этого.

Ведущий: Как долго ваш ребенок изучает английский язык?

Участник I: Он изучает английский в школе. Он начал изучение английского языка в школе. хороший вопрос. Сколько это было лет назад? Прошло 8 лет с тех пор, как он начал.

Ведущий: Каков уровень владения английским у вашего ребенка?

Участник I: Я не уверен насчет точного уровня. Но у него все хорошо для его возраста. за последний тест он получил четверку. Если сказать сколько он получил с 1 го до 10, это будет около 6 или 5 с половиной.

Ведущий: В какой школе / учреждении ваш ребенок изучает английский язык?

Участник I: Это государственная средняя школа.

Ведущий: Он изучал английский язык каким-либо другим способом (с частным репетитором, на языковых курсах, самостоятельно)?

Участник I: Нет, с репетитором не изучал. У его мамы очень хороший английский. Поэтому она часто помогает ему с домашним заданием.

Ведущий: Используется ли русский язык на уроках английского языка в школе вашего ребенка?

Участник I: Да. Я думаю, что он использует русский как я использовал немецкий в школе. Но точно не знаю. Судя по тому, что я видел, они много переводят письменно с русского на английский.

Ведущий: Какой язык используется чаще, английский или русский?

Участник I: Я никогда его об этом не спрашивал. Так что не знаю.

Ведущий: Вы помогаете своему ребенку с домашним заданием по английскому?

Участник I: Нет. Его мама помогает ему с домашними заданиями.

Ведущий: Говорит ли она по-русски, когда помогает ему с домашним заданием?

Участник I: Она довольно много говорит по-русски, чтобы объяснять разные темы. И мой сын говорит с ней по-русски.

Ведущий: Нравится ли вашему ребенку, когда при изучении английского используется русский язык?

Участник I: Я думаю да. Ему нравятся понятные объяснения, потому что, когда он пытается что-то понять на английском, его мозг уже и так напряжен. Так что если ему приходится ломать голову над дополнительными объяснениями о непонятках, которые возникли у него на английском языке, - это уже слишком. Поэтому жена всегда

использует русский язык, когда помогает ему с его домашкой. Я думаю, что он предпочитает использовать русский язык и в школе тоже.

Ведущий: Как вы относитесь к тому, что ваш ребенок использует русский язык в классе английского языка?

Участник I: К тому, что мой ребенок использует русский язык на уроке английского языка?

Ведущий: Да, верно

Думаю, ничего страшного. Я думаю, что очень важно, чтобы ребенок мог правильно реагировать на любые возникающие у него вопросы. В любом случае, языки - это непросто. А проблемы, с которыми сталкивается мой ребенок, - тоже сложные. Чтобы получить объяснения, ему нужно четко сформулировать свои мысли и спросить учителя. Он должен делать это на своем родном языке, чтобы учитель получил полное представление о том, что мой сын недопонял.

Ведущий: Как вы относитесь к тому, что учитель вашего ребенка использует русский язык на уроке английского языка?

Участник I: Я думаю, что учитель должен использовать русский язык по той причине, которую я назвал раньше. Общение между учителем и учеником должно быть всегда четким и понятным. И еще я считаю, что нельзя научить ребенка, пока не будешь с ним на одном уровне. Нужно сначала спуститься до уровня ребенка. Я понятно объясняю?

Ведущий: Да, все понятно. Как часто следует использовать русский язык на уроках английского языка и почему?

Участник I: Думаю, сколько нужно, столько пусть используют. Когда вам нужно объяснять темы для четкого понимания. Так часто, как необходимо.

Ведущий: В каких упражнениях/ ситуациях вашему ребенку следует использовать русский язык на уроке английского языка?

Участник I: Странный вопрос. Ну, в принципе да, во всех упражнениях, где это необходимо ... Ну, у меня это было так, Нам давали задание и мы должны были его выучить. И к концу урока мы либо усвоили материал, либо нет. Мы следовали определенному плану урока. Я не совсем понял вопрос.

Ведущий: Я имею в виду, когда учитель составляет план обучения, он рассматривает упражнения, которые будут на уроке, например, это может быть просмотр фильма с русскими субтитрами или задание на перевод.

Участник I: Ну вообще, я не учитель английского языка. Но я думаю, что обязательно начинать нужно с того, что ребенок и так умеет, а именно с русского языка. И использовать те знания русского языка, которые есть у ребенка, для изучения английского языка. Учитель может показать ребенку сходства между русским и английским и сказать «Вот как мы говорим это по-русски, а вот так они говорят по-английски». Видите сходства? Так что я думаю надо использовать русский, когда это уместно.

Ведущий: В каких занятиях / ситуациях учитель вашего ребенка должен использовать русский язык на уроке английского языка?

Участник I: Я думаю, что ответ тот же, что и на прошлый вопрос. Я доверяю учителю в этом плане. Учителю это надо доверить. Ну не знаю. Учителю виднее. Он же учитель. Вот я ему и доверяю.

Ведущий: Какие из следующих занятий вы считаете полезными для изучения английского языка вашего ребенка и почему?

Ведущий: Полезно ли использование двуязычных словарей на уроках английского языка?

Участник I: Да. Скорее всего да. Это учит ребенка искать ответы самостоятельно. Вместо того, чтобы спрашивать учителя, всегда лучше обратиться к первоначальному источнику информации, где учитель и сам получает свои знания.

Кроме того, мой сын очень легко забывает слова, и поэтому ему нужно использовать словари, чтобы вспоминать перевод слов. С одноязычными словарями сложнее. Если он читает отрывок на английском языке и использует одноязычный словарь, ему придется читать много объяснений, которые даже не относятся к тому, что он изучает на этом уроке. Так какой смысл его сбивать с толку и путать? Знаете, нужно делать все последовательно. Он пытается решить одну проблему. Давайте дадим ему решить эту одну проблему. Иначе ему придется решать еще три проблемы, прежде чем он сможет решить эту. Это его утомит.

Ведущий: полезно ли сравнивать грамматику английского и русского языков на уроках английского языка?

Участник I: Да, проводить паралели всегда хорошо. Что-то вроде того, что я говорил раньше. Начните с того, что вы уже знаете. Начните с того, что вы уже знаете, а потом находите общее. Так что, если он знает правила, регулирующие русский язык, он может видеть, что похоже, а что отличается. Нужно отталкиваться от ассоциаций. Думаю, если мы сможем продемонстрировать различия и сходства между похожим и различным, это поможет. Но Я не учитель, поэтому я не уверен.

Ведущий: Полезен ли просмотр англоязычных видео с русскими субтитрами на уроках английского языка?

Участник I: Ну, я смотрю много англоязычных фильмов с субтитрами, и мне кажется, что это не улучшило мой язык. Я знаю как звучит английский язык. Но это не помогает мне говорить на нем, потому что я сосредоточен на русских субтитрах. И если я прилагаю сознательные усилия, чтобы послушать английскую речь, я не обращаю внимания на субтитры, потому что я на них не могу сосредоточиться.

Ведущий: Хорошо. Полезно ли выполнение устного перевода с английского на русский и с русского на английский на занятиях по английскому языку?

Участник I: Да, по той же причине, что я упомянул раньше. Сравнения полезны. Суть перевода - сравнение. Перевод хорош еще и тем, что он помогает проверять знания. Хотя он, в теории, ничему ребенка не учит, он проверяет его знания. Но из этого тоже можно сделать выводы и чему-то научиться.

Ведущий: Полезны ли письменные переводы с английского на русский и с русского на английский на уроках английского языка?

Участник I: Это почти то же самое. Я думаю.

Ведущий: Полезно ли сравнивать английскую и русскую звуковую систему на уроках английского языка?

Участник I: Любые сравнения полезны.

Ведущий: Полезно ли готовиться к заданиям и занятиям на русском языке перед переходом на английский на уроках английского?

Участник I: Немного запутанный вопрос.

Ведущий: Например, если учитель объясняет, как выполнять упражнение на русском языке, прежде чем он приступит к упражнению, а затем возвращается к английскому языку.

Участник I: Ну, вы должны убедиться, что ребенок понимает задание. И чтобы правильно объяснить задание, лучше объяснять его по-русски.

Ведущий: Как русский язык влияет на мотивацию вашего ребенка изучать английский язык?

Участник I: Если в какой-то день ему сложно, он идет на урок и там мало родного и знакомого, ему будет сложно. Русская речь знакомая. Услышав русский язык, он снова почувствует себя уверено. В школе он часто нервничает. Так что лучше ему использовать русский.

Ведущий: Как русский язык влияет на уверенность вашего ребенка в общении с учителем во время урока?

Участник I: Да. сильно. Как я уже сказал, он должен понимать свою проблему. Он должен уметь сформулировать как можно понятнее. Потому что, если у него есть проблема это уже сложно. А если у него есть проблема и он не может объяснить эту проблему на английском, это еще сложнее. Да. Это уже слишком для него.

Ведущий: Есть ли у вас какие-либо предпочтения относительно родного языка учителя вашего ребенка? Если да, то какого учителя вы бы выбрали и почему:

- А) анлий преподаватель, который также владеет русским языком;
- Б) русский преподаватель, который также владеет английским языком;
- В) английский преподаватель, не говорящий по-русски.

Участник I: Ой. это трудно. Мне кажется, что у детей младшего возраста должны быть русские преподаватели, которые также хорошо владеют английским, и я чувствую, что, как только мой ребенок достигнет высокого уровня английского, я изменю свой ответ и скажу, что он должен учиться от носителя английского языка, который также хорошо владеет английским языком. Я имею ввиду русским. На уровне Ивана, лучше русский

преподватель, который также отлично владеет английским, потому что они изучают основы. Английский у них базовый, но русский, который они используют на уроке сложный. Учитель должен уметь читать между строк, когда ребенок пытается сформулировать возникшую проблему. Учитель должен знать, какой вопрос задать ученику, чтобы помочь ему объяснить свою проблему.

Ведущий: Вы предпочитаете, чтобы ваш ребенок пользовался учебниками исключительно на английском языке или учебниками с русским языком? Почему?

Участник I: Учебники с русским языком по той же причине. Потому что это позволяет Ивану отдохнуть между упражнениями.

Ведущий: Интервью подходит к концу. Хотели бы вы задать мне какие-либо вопросы или сказать что-нибудь еще, что мы не обсуждали?

Участник I: Спасибо. Это было здорово.

Ведущий: Большое спасибо за уделенное время, I. Я действительно ценю твою помощь.

Appendix 4. The English translation of interview transcript with Participant I

Interviewer: Hello, I. How has your day been?

Participant I: Not bad. It's been a decent day.

Interviewer: Thank you for taking time to participate in my study.

My name is [student's name]. I am an MA student in Teaching English to Speakers of Other Languages (TESOL) at the [university], and I am currently working on my dissertation research. The research is about parents' perspectives on the use of Russian in the teaching English as a foreign language to 9-14-year-old children.

In your participant consent form, you have agreed for this interview to be audio recorded by ticking the relevant box. Are you still okay with it being audio-recorded?

Participant I: Yes, no problem.

Interviewer: Your identity and information will be kept strictly confidential, except as required by law. Being in this study is completely voluntary, and you do not have to take part. Are you still happy to take part in it?

Participant I: Yes, of course.

Interviewer: You are free to stop the interview at any time. You may also refuse to answer any questions that you do not wish to answer during the interview. You can withdraw from the study up to two weeks after the interview.

Interviewer: Are you ready to begin?

Participant I: Yes.

Interviewer: How old are you?

Participant I: 45.

Interviewer: How many languages do you speak?

Participant I: Three. Russian is my first language. I have limited English and German.

Interviewer: What is your English proficiency level? from 1 to 10

Participant I: Three.

Interviewer: Have you learned English or any other foreign languages before?

Participant I: Yea. I learned English and German.

Interviewer: How did you learn them ?

Participant I: I learned English with duolingo. And I learned German at secondary school classes.

Interviewer: Lovely.

Interviewer: What is the type of school/institution where you learned or are learning English or German?

Participant I: Hmmm. In German classes we had a teacher standing in front of the class. We did a lot of repeating, pronunciation, reading things from the blackboard and there would be semi regular tests of reading and speaking.

Interviewer: And how about duolingo, how did you learn English on duolingo.

Participant I: It was a while ago. Let me remember. If I remember it correctly, it begins with teaching you the pronunciation of the English alphabet and learning the sounds and the shapes and it records your, your voice. So you can speak and it detects how accurately you spoke. So it was really useful. And there there are phrases and words, but mainly you learn by just saying things into the microphone and it gives you a thumbs up or a thumbs down.

Interviewer: Have you ever learned English in any other way (with a private tutor, at language courses, by yourself)?

Participant I: No, I only learned it with duolingo.

Interviewer: Was Russian used in your German learning process?

Participant I: In my German classes the teacher would introduce the topics, say hello to the class. Anything that she said that wasn't strictly to do with learning the content of that day was delivered in Russian.

Interviewer: What was the Russian to German ratio was?

Participant I: I would say more Russian, more explaining things. Just giving lengthy explanations as to what's going on, why it is. It's hard really to remember. It was many years ago.

Interviewer: How old is your child?

Participant I: He is 14 years old.

Interviewer: What is your child's sex?

Participant I: Male.

Interviewer: What languages does your child speak?

Participant I: My child speaks Russian, some English and also my child spend a lot of time with his best friend who is from Estonia. So he knows a bit of Estonian.

Interviewer: And is he learning any other languages at the moment

Participant I: He is actively learning English. But he is not learning any other languages apart from it.

Interviewer: How long has your child been learning English?

Participant I: He learns English through school. So he started learning English. That's a good question. How many years has it been? It's been 8 years since he started.

Interviewer: What is your child's English proficiency level?

Participant I: I'm not sure about the exact level. But he is doing okay for his age. He's doing alright. He got a B in his most recent test. With 10 being fluent. He is about 6 or 5 and a half.

Interviewer: What is the type of school/institution where your child learns English?

Participant I: It's a state secondary school.

Interviewer: Have they ever learned English in any other way (with a private tutor, at language courses, by yourself)?

Participant I: Not with a tutor. His mum's English is really good. So she often helps him with his homework.

Interviewer: Is Russian used in English classes at your child's school and with the tutor?

Participant I: Yes, It is. I'm assuming it's used in the same way that Russian was used in my German classes at school. But I don't know for sure. From what I've seen, they do written Russian-English translation a lot.

Interviewer: Which language is used more frequently, English or Russian?

Participant I: I never asked him that. So I don't know.

Interviewer: Do you help your child with their English homework?

Participant I: Not really. His mum helps him with his homeworks.

Interviewer: Does she use Russian when she helps him with his homework?

Participant I: She uses quite a lot of Russian to explain things. And my son speaks Russian to her.

Interviewer: Does your child like it when Russian is used while learning English?

Participant I: Hmm... I think so. He likes clear explanation because if he is struggling to work something through in English. His brain is already taxed by that. So then to have to then puzzle through my English language explanation through my wifes explanation of the problem that he has in English is too much. So she always uses Russian when she is helping him with his problem. I would assume that he prefered using some Russian at school too.

Interviewer: How do you feel about your child using Russian in the English language classroom?"

Participant I: My child using Russian in the English language classroom? Of course, I think it's okay. I actually think it's really important that the child can properly acticulate any issues he is having. In whatever circumstances languages are not easy and the problems that my child is

having are not easy. In order to get the support he'd need to articulate himself clearly to the teacher. He needs to do in his native language so that the teacher get the full understanding of where he is at.

Interviewer: How do you feel about your child's teacher using Russian in the English language classroom?

Participant I: I feel like the teacher should use Russian again for the reason I mentioned before. Communication needs to be clear between the teacher and the student at all times. Because I believe that you can't teach a child unless you can get to their level. You need to teach from the level of the child first. Yea. If that makes sense.

Interviewer: Yes, it makes sense.

Interviewer: How often should Russian be used in the English language classroom and why?

Participant I: I think, as often as it needs to. As often as you need to explain things and they need to be clearly understood. Hmm how often. Yea, as often as it needs to.

Interviewer: In what activities/situations should your child use Russian in the English language classroom?

Participant I: I'm confused by the question. I mean, yea like, in all the activities where it's necessary ... Okay, the way it worked for me was, you were set the thing that you needed to learn. And by the end of the class you have either learned it or you haven't. It was structured. I'm confused by the question...

I mean when the teacher makes a teaching plan, they consider activities they will have, it can be watching a film with Russian subtitles or a translation activity for example.. I mean I'm not an English teacher. But surely, you should start with what the child can do, which is speak Russian. And use that knowledge that a child has in Russian and point to where Russian and English are similar. We learn by association. So I just think whenever it is appropriate, really.

Interviewer: In what activities/situations should your child's teacher use Russian in the English language classroom?

Participant I: I think it's the same answer, you know. I also just defer, I defer. I don't know. They are teachers. I just trust them to know.

Interviewer: Which of the following activities do you consider beneficial for your child's English learning and why?

Is use of bilingual dictionaries useful in English language classes?

Participant I: Yea. Most probably. It teaches the child to just look things up by himself. Rather than being taught it's always good to go to the source of the information. That's where the teacher gets their knowledge as well.

Plus, He forgets words very easily and that's why he needs to use dictionaries to remind himself. It's harder with monolingual dictionaries. If he is reading a passage in English and he uses a monolingual dictionary he will have to read a lot of explanations that are not a part of what he is learning that day. So what's the point of confusing him and pushing him? You know, just pace him. My son is trying to deal with one problem. Let's just let that problem be the one rather than then he has got to solve three more problems before he can even solve that one. It's tiring.

Interviewer: Is comparing English and Russian grammar useful in English language classes?

Participant I: Yea, Comparing is always good. Kind of to do with what i said before. Start from what you already know. You just start with what you know and then you generalise. So if he knows the rules that govern Russian he can see what is the same and what is different. We learn by association. So if we can demonstrates differences and similarities between familiar and unfamiliar it helps I think. I'm not a teacher, so I'm not sure.

Interviewer: Is watching English-language videos with Russian subtitles useful in English language classes?

Participant I: Well, I watch a lot of English film with subtitles and I dont feel like my language has improved by it. I know the vague sound of English. But it doesn't help me speak it because I'm focused on the Russian element. And if I'm making a conscious effort to listen to the English part of it I would be oblivious to the subtitles anyway because I wouldn't focus on them.

Interviewer: Okay. Is doing spoken translation activities from English into Russian and from Russian into English useful in English language classes?

Participant I: Yea, for the same reason, It's still comparing. Translation is all about comparing. Translation is really good as well because it is like a test. Even though it doesn't technically teach a child anything it tests their knowledge. And they can learn a lot by being tested.

Interviewer: Is doing written translation activities from English into Russian and from Russian into English useful in English language classes?

Participant I: It's pretty much the same thing. I think.

Interviewer: Is comparing English and Russian sound system useful in English language classes?

Participant I: Any analogies are useful.

Interviewer: Is preparing for tasks and activities in Russian before switching to English useful in English language classes?

Participant I: I'm a little confused with the question.

Interviewer: For example, if a teacher explains how to do the exercise in Russian before they begin the exercise and then goes back to English.

Participant I: Well, you have to make sure that he understands the task. And in order to explain the task properly it's better to explain it in Russian.

Interviewer: What effect does Russian use have on your child's motivation to learn English?

Participant I: If on a day he is struggling, he goes into a class and has nothing familiar to him it's hard. Russian is familiar... Hearing Russian makes him feel less anxious. He is a little anxious at school. So it's better to use Russian.

Interviewer: What effect does Russian use on have on your child's confidence to communicate with the teacher during the lesson?

Participant I: Yea. A lot. It's like I said before, he has got to be able to understand his problem. He has to be able to articulate the best he can. Because if he has a problem to not only have a problem but also to have to explain that problem in English is just yea, it just seems a bit much.

Interviewer: Do you have any preferences about your child's teacher's first language? If yes, what teacher would you choose and why:

A) a speaker of English as a first language who is also proficient in Russian;

B) a speaker of Russian as a first language who is also proficient in English;

C) a speaker of English as a first language who does not speak Russian.

Participant I: Oh, it's difficult. I kind of feel like younger children should have people who speak Russian as the first language and that are also proficient in English and I feel like once my child understands English to a good level i would change my answer and I would say that they should learn from a speaker of English as a first language who is also proficient in English. I mean in Russian. At the level Ivan is right now. Speaker of Russian who is also proficient in English because they are doing basics but basics you know. The English is basic but Russian that may be needed in the classroom may be complex. The teacher needs to be able to read between the lines when the child is trying articulate the issue that they are having. The teacher needs to know what question to ask the student to help them explain their problem.

Interviewer: Do you prefer your child to use textbooks that are purely English or textbooks that involve Russian?

Participant I: Textbooks that involve Russian for pretty much the same reason. Because it gives my son a rest between exercises.

Interviewer: The interview is coming to an end. Would you like to ask me any questions or say anything else that we have not discussed?

Participant I: Thank you. It was great.

Interviewer: Thank you very much for your time, I. I really appreciate your help.