
Effectiveness of Substantial Usage of First Language (L1) in an ESL Classroom to Teach Reported Speech Structures of English

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Abstract - It is controversial to state the essentiality of the First Language (L1) usage in an ESL Classroom. Therefore, the study attempts to demonstrate the level of effectiveness to use First Language (L1) substantially in an ESL classroom to teach reported speech structures of English language. The proponents of sole usage of Second Language (L2) illustrate opportunities of a maximum exposure of L2. The opponents of sole usage of Second Language (L2) argue that good and reliable materials, trained teachers, and sound teaching methods are prominent as same as the exposure. According to some linguists, L1 can be effectively and positively utilized in an ESL classroom, while providing the real models in L2. Double Group Experimental Design is used for data collection of this study. A number of 120 first year students following a Higher National Diploma in English at the Advanced Technological Institute, Tangalle are selected randomly and divided into two groups. Participants are provided with a pretest and results are recorded accordingly. Both groups are taught in English (L2) and twenty hours are allocated in five sessions and each session continues for four hours. The Controlled Group is briefed the lesson in English (L2) while the Experimental Group in Sinhala (L1) for 20 minutes at the end of each session. The same test is continued as the post-test and marks are compared. Further participant observation and an informal post study discussion is conducted to assemble the feedback. The study exemplifies the findings through the data analysis which support to elaborate that the substantial usage of First Language is more effective than the sole usage of Second Language in an ESL classroom.

Keywords: Substantial Usage, First Language, Reported Speech Structures