

IN WHICH LANGUAGE DO NON-NATIVE ADVANCED ENGLISH LEARNERS THINK: THE FIRST OR SECOND?

A dissertation submitted in partial fulfilment of the requirements of
Kingston University for the degree of
MA Education (English Language Teaching)

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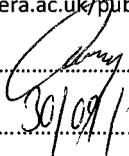
September 2013

Declaration

I confirm that this dissertation is solely my own work and that sources used have been explicitly identified and referenced.

I also confirm that I have read the BERA (2011) *Ethical Guidelines for Educational Research* and have adhered to its recommended protocol and procedures in all aspects of the work carried out in relation to this assignment.

<http://www.bera.ac.uk/publications/guidelines/>

Signature


Date
30/09/2013

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Table of Contents

Abstract	iv
1. Introduction: What is This Study about?	- 1 -
2. The Background about Inner Speech and Language Switching	- 3 -
2.1 Language of Thought/Thinking in a Language, Language for Thought/Thinking about a Language and Mental Translation	- 4 -
2.2 Defining Inner Speech and Its Functions	- 5 -
2.3 The Reasons and Function of Language Switching	- 7 -
3. Research Design, Methods and Methodology	- 11 -
3.1 The Research Approach and Methodology	- 11 -
3.2 Profiles of Participants	- 12 -
3.3 Pilot Study	- 13 -
3.4 Consent Form	- 13 -
3.5 Research Tools	- 14 -
3.5.1 Online Questionnaire	- 14 -
3.5.2 Speaking and Writing Tasks	- 15 -
3.5.3 Interviews	- 16 -
4. Results and Discussion	- 17 -
4.1 The Factors Which May Affect the Language of Thought: Performers' Language Level, Exposure to L2 and Education Background.....	- 18 -
4.2 Inner Speech.....	- 22 -
4.2.1 Mental Rehearsal	- 24 -
4.2.2 The Functions of L2 Inner Speech.....	- 25 -
4.2.3 L1 and L2 Dependency in L2 Inner Speech	- 33 -
4.3 Language Switching.....	- 34 -
4.3.1 Why Do L2 Learners Switch to L1 or Need Mental Translation for Language Production?	- 35 -
4.3.2 L2 Speaking and Writing Difficulties as a Reason of Switching	- 35 -
4.3.3 Topic and Interlocutor as Reasons of Switching	- 37 -
4.3.4 Learners' Unconscious Preferences for Language of Thought	- 39 -
4.3.5 Learners' Conscious Preferences for Language for Thought	- 41 -
4.3.6 L1' Effect on L2 Speaking and Writing	- 42 -
5. The Shortcomings and Limitations of the Research	- 44 -

6. Pedagogical Importance and the Justification for the Research	- 46 -
7. Conclusion	- 48 -
8. Implications for further research	- 50 -
9. References.....	-51-
Appendix I : Consent Form	- 51 -
Appendix II: Online Questionnaire.....	- 71 -
Appendix III: Tasks Questions	- 78 -
Appendix IV: Interview Questions.....	- 78 -
Appendix V: IELTS Score Assessment Table	- 81 -
Appendix VI : An Example of Writing Tasks Performed.....	Hata! Yer işareti tanımlanmamış.

Tables and Charts

Table 1- The Language Used in Residence.....	-20-
Table 2 - The length of the Residency in an English Speaking Country.....	-20-
Table 3- Education Background of the Participants.....	-21-
Table 4- The Extent of L2 Inner Speech Experience in the Past and Present.....	-22-
Table 5- Mental Rehearsal.....	-24-
Table 6- The Mnemonic Function of L2 Inner Speech.....	-26-
Table 7- The Instructional Function of L2 Inner Speech.....	-27-
Table 8- The Preparatory Function of Inner Speech.....	-28-
Table 9- The Evaluative Function of Inner Speech.....	-30-
Table 10- Dialogic Function of Inner Speech.....	-32-
Table 11- The Reliance on L1 in L2 Inner Speech.....	-34-
Table 12- Unplanned Choice of Language of Thought.....	-39-
Chart 1- The native languages (L1) of the participants.....	-13-
Chart 2- IELTS Scores of the Participants.....	-19-
Chart 3- Present and Past Contact with L2.....	-19-

Abstract

This study examined a controversial issue in language teaching: whether non-native advanced learners think in the first or second language to be more efficient language users. This project sought to understand how language learners thought and operated in the first (L1) or second language (L2) for L2 activities. Based upon the learners' perspectives, it discussed different perceptions towards mental translation, language switching and L2 inner speech.

In relation to speaking and writing tasks, the research examined the effect of L1 and L2 thinking on L2 production. The data was collected through online questionnaires and interviews.

The findings revealed learners' attitudes that thinking through L2 is promoted in L2 learning. On the other hand, L1 was needed as much as L2 on an advanced level. Even though learners did not have a positive attitude towards thinking in L1, they made use of it as an aid in an L2 context. This study is worthwhile to raise consciousness and encourage both L1 and L2 thinking to benefit both languages depending on the learning contexts.

1. Introduction: What is This Study about?

Learners consciously or unconsciously choose L1 or L2 to communicate their ideas while performing second language tasks. However, thinking through not the native but the target language has been assumed to improve learners' ability in language learning and learners have been encouraged to use it as the language of thought (Nida, 1957; Knutson, 2006). It is assumed that native-likeness can be achieved through thinking in that language rather than a mental translation. Even though this assumption has been a core principle to

learning methods of English Language Teaching such as Total Physical Response, Natural Approach and Silent Way, there has not been a substantial amount of studies done to support this idea (Cohen, 1998). As Wang and Shih (2011) pose, although many educators believe that thinking in L2 might be beneficial for developing language skills; research evidence is required to support its importance pedagogically.

Proficiency in a language does not increase the possibility of thinking through the target language in every situation. Studies like Kern's (1994) and Wang & Wen's (2002), showed that even proficient and advanced learners switched to their native languages when they needed and that switching played a positive role for their performances. On the other hand, native language thinking has been accepted as the only best way of learning in some studies (Stern, 1983). So, are learners really supposed to think in the target language to be proficient?

The lack of study in this area and personal interest prompted me to investigate this topic. The aim of this study is attempting to fill this gap and search the role of native and second language thinking for L2 production process. The current study was designed to display if advanced students used either one or both languages to produce in L2. It examined the consideration about language switching and mental translation which were devoted by the learners rather than the researchers' point of view. This research looked for answering the following questions.

The research aimed to investigate whether non-native advanced English learners thought in English or not. If so, it examined the factors which affected their languages of thought. To what extent did they use L1 for L2 comprehension and under which conditions did they switch to L1? Finally, it asked subjects' ideas about whether it was always beneficial to

think in the first or second language and which was more advantageous for non-native advanced English learners while performing L2 tasks.

Inner speech is related with both language production and reception (Vocate, 1994, cited in de Guerrero, 2005). However, language of thought was examined through productive skills, writing and speaking. As Swain (1992, cited in Cohen, 1998) indicated, speaking and writing shape and reshape cognition. These two skills necessitate the thinking process and help learners to function their language ability in L2 more than receptive skills.

Through these skills, the importance of L1 and L2 use in language learning may be realised by both the performers and educators in the present and future. Therefore, I researched the thinking processes and the language of thought through them. This dissertation emerged from L1 and L2 conflict over L2 learning and attempts to assess both positive and negative aspects of them on L2 learning process via investigating inner speech and language switching manners together in the following sections.

2. The Background about Inner Speech and Language Switching

Inner speech and language switching are two main issues on which the study was based on. Therefore, this section is going to cover the role of inner speech with its functions and explain the reasons of language switching through previous studies. Before focusing on them, the ambiguous terms need to be clarified to avoid any misunderstanding for the possible reader: language of thought/thinking in a language, language for thought/thinking about a language and mental translation.

2.1 Language of Thought/Thinking in a Language, Language for Thought/Thinking about a Language and Mental Translation

Lantolf and Appel (1994) indicate that rehearsal and planning what to say in a target language are different from thinking in a language but related to thinking about it.

Thinking in a foreign language does not mean generating ready-made thought into L2 words but creating ideas through L2 which is more complicated. In this study, to understand in which language the participants thought, their language of thought was questioned by an inner speech medium owing to its close association with thought and thinking processes (Vygotsky, 1986). Vygotsky explained the link between inner speech and thinking in that thinking was not either alike or independent from inner speech.

However, learners give structure to their thoughts through the language of inner speech.

Frawley (1997) differentiated 'language of thought' and 'language for thought'. Through language of thought, thinking is conducted whereas language for thought is selected through rehearsing and planning. 'Language for thought' could be explained as thinking about the language. In this situation, consciousness is at the foreground and performers choose which language they will use. On the other hand, learners choose the language without planning and intending while thinking in it. As advanced L2 speakers and writers, the participants would choose English as a language of thought or language for thought.

Therefore, their inner speech was examined to clarify the both situations.

In this study, mental translation was referred as a process in which L1 was used as a base to understand and perform L2 tasks (Chamot, 1987). It did not mean the direct translation from L1 to L2 or vice versa. As a learning strategy, mental translation has an important place for second language acquisition. It is described by Knutson (2006) as a reformulation in L2 of thoughts primarily embodied in L1 in learners' mind. Mental translation is a way

of benefiting native language to comprehend and produce target language (O' Malley *et. al.*, 1985). Learners make use of mental translation especially when knowledge of a topic area is in L1. However, it may slow down and divert learners' attention from proper L2 use (Goh, 2002, cited in Wang and Shih, 2011). This controversy in the literature about L1 use will be referred to in the next sections.

2.2 Defining Inner Speech and Its Functions

Language is used for both communication and thinking. While thinking for the self, thought and speech occur simultaneously. If thought and speech are internal, thought are referred to as verbal thought and speech becomes private speech (Vygotsky, 1986). Speech and thought come together through the mechanism of inner speech (de Guerrero, 2005, pp. 26). This speech occurs in the mind and is used for private purposes. It was referred as 'mental draft', 'inner dialogue', 'wordless communication' by Vygotsky (1986) and defined as a speech which arises when individuals think about something, plan, solve a problem, read silently or write by Sokolov (1972, pp. 1).

The speech which is firstly used for communication in childhood gains another function, thinking being one, and is gradually used as private speech (Vygotsky, 1986). It takes place during the process from thought to external speech or vice versa. It uses language in thinking process. When the private speech turns to inner speech, this non-verbalized speech becomes 'close to pure thought' (McCafferty, 1994, p. 422). Vygotsky (1986) explains inner speech as a preparation for external speech and problem solving tool. Rohrer (1987, cited in de Guerrero, 2005) assumes that inner speech is the language of the mind which is used for many different aims.

Inner speech is used as a common strategy among second language learners. It may have a variety of functions: evaluative such as 'self-correction' and assessing how individuals use

L2, dialogic such as 'practising imaginary conversations' (de Guerrero, 2005, p.24). The learners may learn pronunciation of L2 items by imitating native speakers or their teachers, new vocabulary by using them in sentences and grammar rules by applying them to utterances. Hereby, they may teach themselves through an instruction function of L2.

Mental rehearsal has another important function in L2 inner speech studies. It is a widely experienced inner activity and defined as a repetition of words, letters or other language utterances to remember, plan or learn them (de Guerrero, 2005). Rehearsal may be conscious to keep what is rehearsed in the mind or unconscious when a word or phrase appears unexpectedly in a language performer's mind.

The reminding action can be referred as a mnemonic function of inner speech. This function for retrieval and storage of language utterances was studied and found by lots of researchers who were cited by de Guerrero (1994) such as Bransford (1979), Donahoe and Wessells (1980), Lindsay and Norman (1977) that input was turned to inner speech before being stored in the long-term memory. It comes up again during mental retrieval from long to short-term memory and throughout speaking and writing.

According to Vygotsky (1986), inner speech is utilised to cope with difficulties which are encountered during mental operations. Moreover, he assumed that inner speech, being a medium of cognitive plan, cooperates in writing and speaking during the preparation process, which displays its preparatory function.

As Cohen (1998) and Cook (1992, cited in de Guerrero, 2005) assumed, L1 already existed in L2 learners' mind and used as a medium for thought. Therefore, L1 and L2 are inevitably ingrained. De Guerrero (2005) argued that like L2, 'L1 in private speech is used for a variety of self-and task-regulatory purposes: self-encouragement, release of emotions, self-evaluation, searching for words, translating, self-directing questions and reasoning'

(pp.194). Therefore, in this study both L1 and L2 use was examined during L2 productions which required L1 or L2 or both of them as the mediums of thought.

Language of thought may depend on lots of factors such as learners' proficiency level, language tasks and context (de Guerrero, 2005). The study found out that the context of learning influenced learners' language performances. Inner speech is described as 'din in the head' and involuntary rehearsal of L2 utterances in the time of exposure with them by Barber (1980). Bedford's (1985) study showed that regardless of the proficiency level, all learners experience the 'Din in the Head' as long as they are learning the language.

However, the rate of experiences becomes less prevalent by the increase in proficiency levels. The involuntary rehearsal is seen as more common after the contact with the input in L2. Learners' individual differences such as age and language aptitude do not affect its occurrence.

2.3 The Reasons and Function of Language Switching

Woodall (2002) described language switching as 'non-instructed, spontaneous and private' use of L1 (p. 8). It was referred to as private speech by Vygotsky (1978) and a mental process by McCafferty (1994) and Swain & Lapkin (1998) to deal with the confronted problems throughout L2 performances. Lots of studies like Woodall's (2002), Zamel's (1983), Cumming's (1990, cited in Wang, 2003), and Cohen & Brooks-Carson's (2001) revealed that L2 learners switched to L1 and used it strategically while composing in L2.

Wang (2003) suggests that the language switching rate varies among high and low proficiency learners depending on data coding of switching. He assumes that if language switching is assessed only as engagement with L1 during L2 performances, low level learners switch to L1 more often than high level ones. Low proficiency language learners are expected to resort to their inner speech more than advanced learners due to difficulties

they have in expressing themselves in L2 (McCafferty, 1994). On the other hand, if language switching is evaluated as ‘problem-solving behaviour prompted by an L2 utterance’, it is seen that high proficiency learners use L1 more than low level ones (McCafferty, 1994, pp. 366). When learners reach to a proficient level, mental translation and rehearsal as inner speech action do not decline but their utility changes (Wang and Shih, 2011). Low level learners generally switch to compensate for their lack of L2 language knowledge while high level learners switch to facilitate idea generation, organization and monitoring. Interestingly, Lado (1979)’s research displays an unusual result that more proficient English learners are more likely to use mental translation and it may support them as a source of learning. They have already had a base of L2 language and can learn better by comparing differences between L1 and L2 (Titford, 1985, cited in Liao, 2006). Kern’s research (1994) indicates that both high and low level students use L1 for different aims. Even though my participants generally switched to plan the discourse and set the goals of texts, high and low proficiency learners switch to L1 to confirm whether they could give the meaning which is intended in L1, in L2 performances. Correspondingly, both high and low proficiency learners switched to L1 to comment on their texts which can be explained by both the dialogic function of L1 inner speech and mental rehearsal.

The general reasons of language switching were categorised under three headings as ‘idea generation, lexical searching and metacomments’ by Wang (2003, p. 360). Although Macaro (2005, pp.81) suggested that learners would not need switching in longer time because their ‘language store’ would be enlarged, Wang’s findings showed that the high proficiency learners switched for lexical searching more so than low proficiency ones. On the other hand, low proficiency learners switched to L1 for self-evaluation more than high proficiency ones. In terms of lexical searching, the participants of that study switched to L1

for two reasons; the first was to generate synonyms of L2 usages in L1 to translate; the second was to remember similar vocabularies or phrases then to check whether the meaning was appropriate for the L2 context or not. They somehow employed switching as a strategy to confirm the appropriateness of vocabulary they used. Even though it helped them to paraphrase their intended lexical meaning, the grammatical structures of their texts deteriorated.

Language difficulty is another reason of switching. In Centeno-Cortes and Jimenez's (2004, cited in de Guerrero, 2005) study, even advanced L2 learners fall back on their L1 for challenging language tasks. Even though they are high proficient learners, their L1 enables them to 'work through complicated ideas' more than their L2 (Lay, 1988, cited in Cohen, 1998). As highlighted in Brooks (1993)'s study by Cohen (1998, pp. 176), the quality of writing which is composed in L1 may be better than the one directly written in L2 in this type of situations. Language switching may be used as a strategy to 'lighten the cognitive load of memory' (Macaro, 2005).

Cohen's survey (1998) shows that L1 usage helps language competence in writing and speaking, supports comprehension and decreases uncertainty by rehearsing in L1. Besides, Kern's study shows that mental translation shows a positive effect on learning as a basis for understanding. Thinking in L1 helps to remove ambiguity and to clarify understanding (Senel, 2010). Wang and Shih (2011) inform that inaccuracy rate decreases while learners think in L1 and prepare their speech through L1 mental rehearsal. Translated words can be easily stored in the memory and again easy to remember by chunk learning. Learners feel more secure themselves using translation.

On the other hand, L1 can be seen as an 'unwelcome guest', a source of negative transfer in second language learning (Kern, 1994; Knutson, 2006). Switching to L1 may be

detrimental in terms of independent L2 function development (Cohen, 1998). The learners, who depend on mental translation too much, cannot generate meaning through L2. They may depend on L1 more than they need to. It is accepted that the dependence on continuous mental translation may lead to unproductivity and L1 thinking may invade L2 thinking (Muciaccia, 2012). The learners, who use too much mental translation, cannot make noteworthy progress. Thinking in a language which learners do not still have mastery, may cause difficulties by slowing their thinking process and decreasing their motivation for learning.

To conclude, the studies showed somewhat contradictory results toward L1/L2 use and language switching. Even though there has not been enough study, L1 use and mental translation may be supportive in developing learners' language competence in speaking and writing when they are used strategically. At the same time, the inner speech and thinking in L2 may affect their learning positively. I reviewed inner speech as 'inner dialogue', which operates to solve problems faced throughout external speech. The roles of its functions were assessed in the following sections by online questionnaire to illuminate the extent to which advanced participants consulted inner speech while performing L2. I went over language switching, which was explained as changing language use from L1 to L2 or vice versa either consciously or unconsciously. I used tasks to get participants into L2 performances, throughout which they would choose a language of thought and probably experience language switching. Finally, interviews were conducted to investigate which language would be more beneficial in which situations, which could elucidate the conditions led to language switching.

3. Research Design, Methods and Methodology

3.1 The Research Approach and Methodology

The research adopted an interpretive paradigm, which is interested in people and their behaviours, perceptions and ideas (Thomas, 2009). Thus, individual performances and experiences could be analysed which provided more revealing results than studies with large groups.

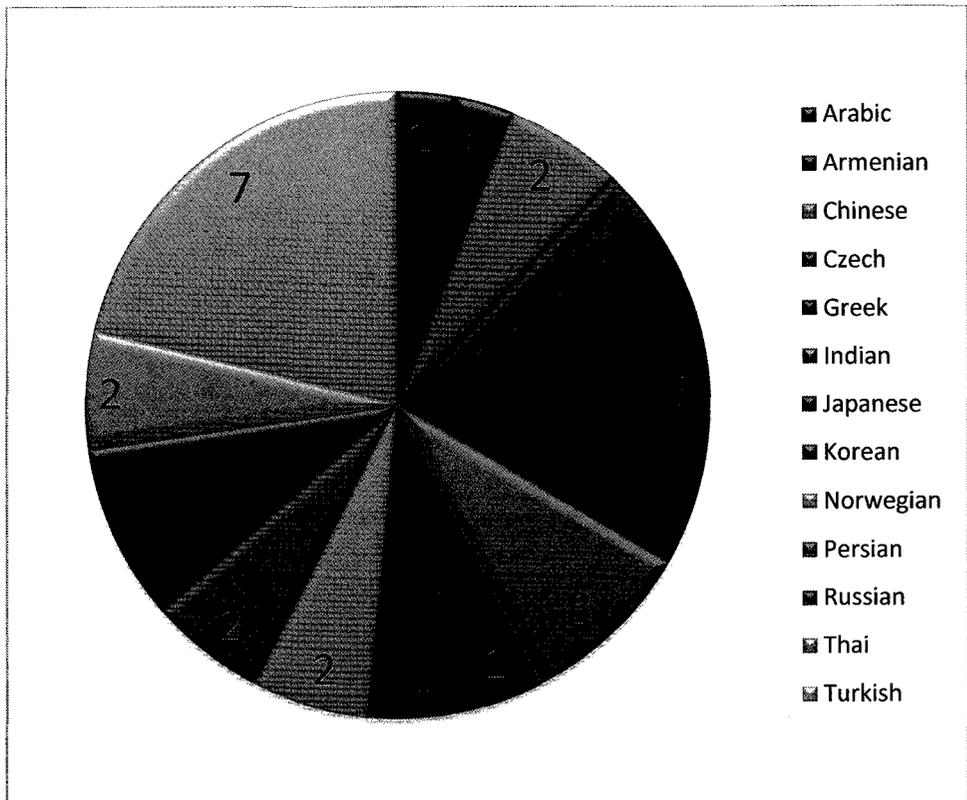
This is a case study which concerns about a small group's behaviours. The case study, which intends to examine circumstances in depth in their natural settings (Punch, 2009), provided possible descriptions on how and why particular linguistic manners developed in the participant group. In order to understand better how language of thought in L1 and L2 affected L2 learning, the subjects' language behaviours rather than performances were inspected.

The study used a mixed method design to collect data with speaking and writing tasks, questionnaire and interview means. The charts and tables, which refer to quantitative techniques, were drawn on to show L2 inner speech's extent, whereas qualitative research approaches were employed to find out individual perceptions about language switching (Punch, 2009). The use of diverse mediums facilitated the validation of the data (Seliger and Shohamy, 1989).

3.2 Profiles of Participants

The research subjects are non-native speakers and advanced learners of English. English is a second language (L2) for all of them. For consistency, the participants were chosen from the same university. They received at least an overall Band 6.5 or more in IELTS (International English Language Testing System) exam and their language and education levels were assessed by the similar criteria to be accepted to the current programs they were attending in this university. It is said that thinking through the target language depends on to what extent the learner has command of the language and increases with proficiency (Knutson, 2006). Therefore, advanced students were chosen to investigate this issue by applying purposive sampling, which views study subjects as ‘typical of whole’ (Davies, 2007, pp.57). 33 participants (n=30 for the questionnaire, n=15 for interview) in this study came from different Master’s departments of the university and were all taking courses in English for academic purposes at the time of the study. They were mostly recruited from English Language Teaching course (n=10) who had already studied second language acquisition and been acquainted with the research field. The mean age of the participants is 26. Twenty-two out of thirty participants are female and eleven are male. The participants come from thirteen several countries and speak thirteen native languages (Chart 1).

Chart 1- The native languages (L1) of the participants



3.3 Pilot Study

The researcher initially made a pilot study with one of the participants to check if the interview questions and questionnaire would be sensible and clear; and to prevent any possible misconceptions. According to the feedback, a few questions were revised. Task time and word limits were determined and consequently how long it generally took to complete them was found out through pilot study.

3.4 Consent Form

A form was provided to the participants to inform general objectives of the research and the ethical issues (Appendix I). They were required to sign this form to confirm their voluntary participation. The researcher's and the supervisor's contact details were offered.

in case they would not be clear about the study and have some points required clarification. They were informed to be free to refuse participation at any time.

3. 5 Research Tools

3.5.1 Online Questionnaire

According to Bell (2010), the researchers can get needed data easily and can analyse it without a problem via a well-designed questionnaire. Furthermore, a questionnaire is a widely used tool in inner speech studies such as Bedford's (1985). Therefore, de Guerrero's (1999) questionnaire was adapted according to the current study's objectives to have an appropriate tool in terms of validity and reliability. For that reason, a few questions were modified and new ones were added in relation to the research (Appendix II). The definitions, which took place at the beginning of de Guerrero's questionnaire (2005), were used as well to avoid any misunderstanding or confusion in the respondents' mind.

With the use of a questionnaire, it was aimed to uncover in which languages the participants thought. General questions about the participants' language behaviours may be unreliable. Learners may be inclined to overvalue or undervalue their L2 attitudes (Cohen, 1998). For this reason, specific questions were asked to disclose how their inner speech functioned under different circumstances. In the first part of the questionnaire, nine questions were used to get background information about the participants such as their education background and the length of their stay in any English speaking country to determine what kind of contact with English they had. In the second part, the questions concerning their planned and unplanned choice for language of thought were inquired. It was comprised of twenty-one questions, with three of them broken into composite parts.

The questionnaire combined different formats which were yes/no questions, closed-ended questions with 'Always/Sometimes/Rarely/Never' rating scales and open-ended questions to inquire the extent of inner speech and its functions in semi-structured form. Thus, the respondents were allowed to add any extra information or detail in case they would like to add to their experiences. On the other hand, the questions did not compel them to give certain responses to be objective in this way and were sent online to be economical and save time (Albayrak, 2000).

3.5.2 Speaking and Writing Tasks

Speaking and writing tasks were the second medium of gathering data in this study. They were used as activities to employ follow-up interviews. It was aimed to make the participants aware about how they wrote and spoke in L2 through the tasks. The subjects were fifteen Master's students. Ten out of fifteen performers were females, five were males. Language tasks were conducted in silent places to facilitate for the subjects' concentration. This was a naturalistic observation, not a controlled and manipulated one. The objective was to observe and record the behaviours in a natural setting. Therefore, they were allowed to use a dictionary in case they needed to. They were informed that their errors would not be assessed but only their writing and speaking behaviours. They were told to retain the text for the writing task if it was private for them. Task questions were chosen from previously asked questions in existing IELTS speaking and writing tests (Appendix III) to have a reliable and valid test procedure.

The participants were asked to talk about the given topic for 5 to 10 minutes. The time was allocated to plan their speech. For the writing task, they were required to write approximately 200 words in 20 minutes. The subjects were observed while they were writing to detect if they encountered difficulties and paused to remember any utterance.

After they completed tasks, their general writing and speaking productions were discussed in consideration of their task performances. The tasks reminded the subjects of their L2 behaviours while writing and speaking and so helped to reply interview questions.

3.5.3 Interviews

A semi-structured interview, modelled on Cohen's (1998, pp. 212), is the last source of data for the study (Appendix IV). As de Guerrero (2005) indicated, using only a questionnaire to self-assess such an elusive occurrence like inner speech would limit the study to a great extent (pp. 20). Therefore, semi-structured interviews were adapted to obtain the interviewees' views and experiences more in-depth than other types of tools. The participants were interviewed immediately after the language tasks to facilitate remembering what they experienced as inner speech. The factors, which may cause language switching, were investigated via the interview method. They were asked what they considered about the impact of L1 and L2 thinking of their performance in the language task. Interviews have great significance in terms of adaptability and flexibility in qualitative researches (Bell, 2010). Therefore, this method helped me to explain what I was exactly looking for and clear up the ambiguity in the subject's mind. Foster (1996) indicates that taking notes will not be enough while performing the interview. Thus, the interviews were recorded on voice recorders, which enabled me to listen to interviews several times to analyse. They were conducted face to face and lasted from an hour to ninety minutes.

At the beginning of the interview, the meanings of inner speech and mental rehearsal were reminded to the respondents on the questionnaire's sheet to boost the perception of questions. The pros and cons of both L1 and L2 were questioned for their own

development process. Informal conditions were created to decrease the interview stress. It motivated and encouraged people to share their ideas (Punch, 2009). During interviews, probes were used and supplementary follow up questions were asked to the respondents to be clear in terms of reliability and to get the desired information. Transcription is a necessary process of recording interview data into text to analyse (King and Horrocks, 2010). Hence, at the last stage, all interviews were typed out.

4. Results and Discussion

The revised versions of de Guerrero's (1999) and Cohen's (1998) questionnaires and interview questions were used together to collect data. A 5- point Likert scale, which had been used before by Bedford (1985), de Guerrero (1987) and Lantolf (1997, cited in de Guerrero, 2005), was used for the questionnaire responses. Inner speech and language switching experiences vary to an extent depending on performers, so this scale enabled the participants and did not compel them for certain answers. The responses were analysed under the same categories used by de Guerrero (2005) such as mental rehearsal, mnemonic, instructional, preparatory, evaluative and dialogic functions of inner speech. Content analysis was performed on the qualitative data of open-ended questionnaire and interview questions.

Themes, which would be analysed, were determined according to the targets of the questions and refined with sub-themes after interviews. As King and Horrocks (2010, pp. 149) said, the repetition of some issues, which took place during interviews, played a significant role in identifying themes to analyse. The qualitative data were analysed according to the frequencies of these issues occurred during interviews. This is called

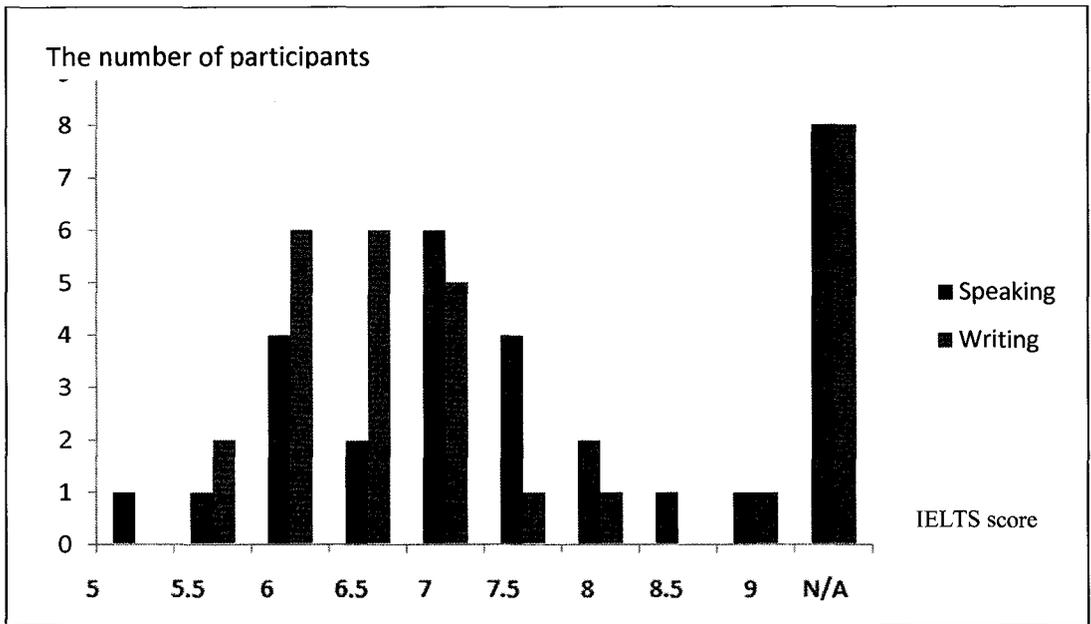
content analysis by Grbich (2013), and was used to code the interview data looking at both common and different ideas which were declared by the interviewees.

Certain statements cannot be made about learner control over language formation (Burt and Delay, 1978). Therefore, as in Woodall's (2002) study, more qualitative data was used to uncover possible reasons for participants' language behaviours. The responses of some related questionnaire and interview questions were assessed together to illustrate inner speech and language switching functions. In this section, the findings of the questionnaire and interview were examined under three main titles: (1) the factors which may possibly affect the language of thought, (2) inner speech and its functions, and (3) language switching.

4.1 The Factors Which May Affect the Language of Thought: Performers' Language Level, Exposure to L2 and Education Background

The first part of the questionnaire sought the general information about the participants, which may be efficient on language choice. Their IELTS scores were questioned to find out their proficiency in terms of language production, which was assumed to be advanced at the beginning of the study (Chart 2). The obtained scores asserted their being 'good' and 'competent' users by the IELTS organization (2013, Appendix V).

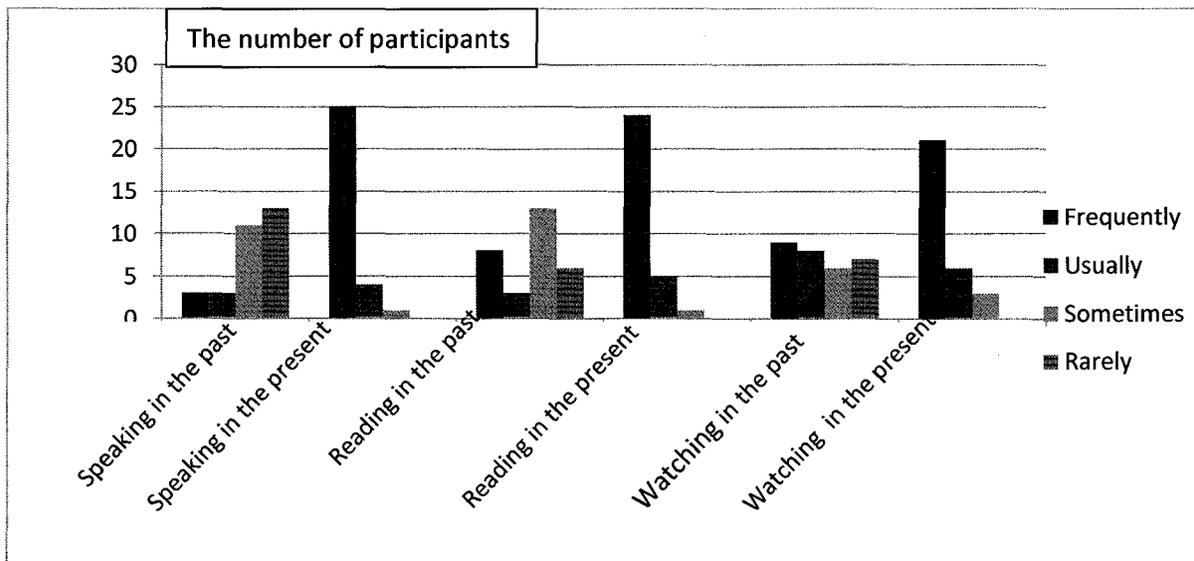
Chart 2- IELTS Scores of the Participants



Another item questioned the amount of the participants' exposure to L2 in the present and the past (Appendix II Part II Q19). The question tried to examine the relation between L2 inner speech experience (Appendix II, Part II Q1-2) and the increase of contact with L2.

Chart 3 demonstrates current enhanced interaction with L2.

Chart 3- Present and Past Contact with L2



Moreover, the language which they used in their residences and the length of residency in an English-speaking country were also inquired to evaluate their exposure to L2.

Table 1- The Language Used in Residence

Question	L1	L2	Both	Total
6. Which language is spoken in your residence?	5	8	17	30

It appears that twenty-five participants have been exposed to L2 continuously in their residences since they came to UK.

Table 2 -The length of the Residency in an English Speaking Country

Question	9 Months	1-2 Years	More than 2 years
7. Have you lived in places where English is spoken as the first language? How long?	17	9	4

The majority of participants had resided for nine months in the UK since the start of their studies. All four participants, who had stayed in an English speaking country from two to seventeen years, were interviewed as well and reported to think in English. However, only five out of seventeen participants, who had already been living in London for nine months, pointed out to be able to think in English and have L2 inner speech.

It could be said that there is a close relationship between L2 inner speech occurrence and L2 exposure. As much as they practiced and contacted with L2, they could think in English more (Chart 3 and Table 4). One participant reported on the importance of contact:

I think thinking in English comes with the practice. If you do not have any opportunity to speak your mother tongue, you will get used to think in it. I could

not speak English when I first came to UK. After half and one year, I managed to think. He struggled to expose myself to English purposely.

Another one indicated that “I came to London for four years during summer periods to improve my English. It has helped a lot and I do not have any difficulties in expressing myself now”. As Tomlinson (2001) indicated during their stay, they were not exposed to only planned and formal speech as in classroom situations, but unplanned and spontaneous situations as well. It may be the reason why all participants, who stated to stay in UK for a considerably longer time, could think in L2 while other respondents who stayed only nine months, could not.

The participants were asked how long they had been studying English with its intensity to examine the education effect on their language of thought (Table 3).

Table 3- Education Background of the Participants

Intensity of Education	1-4 Years	5-8 Years	9-12 Years	More than 12 Years
Intensive (Every day)	-	2	2	9
Non-intensive (Once or twice every week)	-	3	2	10

The results indicate that there is no relation between the length of English learning and the ability of thinking in English. Whilst one respondent, who categorised herself to be studying English for ‘5-8 years’, did think in L2, the other, who studied ‘more than 12 years’, could not. As Macaro (2005) mentioned, the large amount of exposure to L2 input does not mean a medium of acquisition. The intensity of education was not influential enough in their thinking in L2. Six out of twelve participants, who indicated to think in English, had been taking intensive English education. However, these six participants had

studied L2 in English schools or an English speaking country. During interviews, they stated that the context they had been in helped them to think in English rather than education intensity. The quality of exposure, which could not be supplied by formal classroom instructions, was more important than the quantity of exposure (Dickson, 1992). This could be the reason why my results revealed a weak relation between education and language of thought.

4.2. Inner Speech

The first and second items in the questionnaire examined whether the participants had had inner speech in L2 and the differences between the past and present experiences. The aim was to inquire about the frequency of inner speech since the participants had moved to the UK to study (Table 4).

Table 4- The Extent of L2 Inner Speech Experience in the Past and Present

Questions	Never	Almost Never	Sometimes	Often	Always
1. Did you ever have inner speech in English?	-	2	16	6	6
2. Do you still experience inner speech in English?	-	2	12	11	5
Total	-	4	28	17	11

Inner speech in L2 is a common occurrence for the majority of subjects. According to the findings, the participants experience inner speech currently a little more often than they had in the past. There may be three factors to cause this alteration: exposure to L2 (discussed in Chapter 4.1), context and proficiency level.

The context of learning has a huge effect on determining their language of thought. Three Indian participants reported to be able to think in L2 even though they did not study English intensively and long-term. They were taught every subject in English, so they knew to use English in every context. As Dawaele (2010) presumed, when L2 is used in 'large range of context', acquisition rate increases and it enables thinking more often in L2 (pp. 58). They stated that everybody mixed Hindi and English for daily conversations and there were lots of new words which originated from the English language. They do not have any alternative Hindi vocabulary for these new words. Therefore, they could think easily in L2. Another participant pointed out that she was able to think in English since she resided in London. The remainder of participants reported to switch to L1 if they were asked about their native culture. One individual explained that his mind was used to his mother tongue and everything was connected with it, and that was the reason why he switched to L1 while performing L2. As Cohen (1998) indicated, they contacted with L1 or L2 in certain contexts and could not reprocess them in the other.

When it comes to proficiency level, they were already advanced learners when they came to UK (Chart 2). Krashen (1976) suggests that the exposure amount to L2 raises the proficiency level. For this reason, it may be assumed that there has been an increase in their speaking and writing ability since their arrival. As supported by Bedford's findings (1985), in my study the inner speech rate did not decrease by greater proficiency although Lantolf (1997) suggested it would. Cohen (1998) suggested that reaching a certain proficiency level would increase the likelihood to think in L2. As mentioned in the literature review (Section 2.2), it could be said that inner speech increased in parallel to their proficiency level, not significantly, but slightly (de Guerrero, 1987).

4.2.1 Mental Rehearsal

As highlighted in the literature review, mental rehearsal is an inner speech activity and supplies a significant way to investigate inner speech development in L2 (de Guerrero, 2005, pp. 24). That is the reason why it will be examined earlier than inner speech functions. Mental rehearsal of L2, associated with repetition, self-correction and advance preparation, is generally used by learners as a learning strategy to gain new language items and to aid memory to keep and remember them (de Guerrero, 2005). The findings show that the majority of the participants generally experience it to assist their learning (Table 5). Sevilla (1996) indicated that rehearsal results from increasing exposure to comprehensible L2 input. As mentioned in the literature review, 'Din in the head' will be at work during language acquisition. This may be a possible explanation for affirmative answers.

Table 5- Mental Rehearsal

Questions	Never	Almost Never	Sometimes	Often	Always
3. Do you repeat words you want to learn?	1	8	12	3	6
4. Do you try to imitate the pronunciation of words you have learned?	1	4	9	8	8
5. Do you try to make sentences with certain words?	1	7	9	10	3
6. Do you try to recall words you have learned?	–	2	13	8	7
Total	3	21	43	29	24

Turning to the interview, WQ¹ 3 was also asked to examine whether and why the participants paused to rehearse throughout writing. Interview reports suggested that individual needs played a significant role while rehearsing. One third of the participants paused to rehearse vocabulary meanings. On the other hand, one interviewee repeated the pronunciation of words in her mind. However, nearly all participants expressed the need of mental rehearsal to find the exact words in L2 which they were looking for. Almost all participants indicated that vocabulary was the most difficult aspect for L2 performances, which may explain their need to rehearse. Mental rehearsal gave learners the chance to practice and gave self-assurance to externalise L2 confidently, which is a vital factor to necessitate it (de Guerrero, 2005). Consequently, mental rehearsal in L2 facilitated L2 learning in different ways and extents depending on the performers' necessities. It still occurred as long as learners were in the process of acquisition (Krashen, 1983). Several functions of inner speech, as it occurs through mental rehearsal of L2, were examined in the following part (de Guerrero, 2005).

4.2.2 The Functions of L2 Inner Speech

Five functions of inner speech were observed in this section: mnemonic, instructional, preparatory, and evaluative. Mnemonic function, which was reported as a prompting act of inner speech in the literature review, were tested by Question 3 and 6 to find out how advanced learners use their inner speech to retrieve L2 from their memory. The participants gave affirmative answers to these questions, which indicates that even if occasionally, the majority use L2 this function of L2 inner speech as a strategy which provides the permanence of second language utterances for them (Table 6).

¹ Writing Task Question

Table 6- The Mnemonic Function of L2 Inner Speech

Questions	Never	Almost Never	Sometime s	Often	Always
3. Do you repeat words you want to learn?	–	9	12	3	6
6. Do you try to recall words you have learned?	–	2	13	8	7
Total	–	10	25	11	13

In de Guerrero's study (2005), the use of mnemonic function to recall or repeat some utterances was not common among advanced learners. She commented that advanced learners' increased knowledge was in correlation with the decreased need for remembering language items, which may explain why the majority chose 'sometimes' rather than 'often' or 'always'. However, as Service (1992) argued, through repetition an association between form and meaning could be established and it would facilitate learning. This could describe why some participants still used it and chose 'always'.

Inner speech is a significant facilitator during the self-instructional process (de Guerrero, 2005). Three questions were asked to understand how learners use inner speech to teach L2 utterances to themselves (Table 7).

Table 7- The Instructional Function of L2 Inner Speech

Questions	Never	Almost Never	Sometimes	Often	Always
4. Do you try to imitate the pronunciation of words you have learned?	1	5	10	7	7
5. Do you try to make sentences with certain words?	1	7	9	10	3
12. Do you try to apply the grammar rules you have learned to your inner speech in English?	–	6	10	8	6
Total	2	18	29	25	16

The results displayed that advanced students still engage in inner speech as a self-instruction medium. This was unexpected because advanced students had been assumed to master L2 pronunciation, vocabulary and grammar. The large number of the respondents chose ‘sometimes’ and ‘often’, which seems to appear that they intentionally internalize L2 by these self-taught methods. Imitation has a great significance in the adoption of a new language, which takes place when a learner imitates personally and deliberately (Lantolf and Yanez, 2003, cited in de Guerrero, 2005). Interestingly, it seems possible that regardless of their language level, they might still need to develop their language skills through imitation and consult to self-instructions.

Preparing a text and speech, which may require rehearsing and practice, plays a significant role for L2 productions. Table 8 illustrates the extent to which the respondents applied L2 inner speech throughout preparation process. The majority employed this function to prepare L2 products. On the other hand, planning, practice and reviewing had been remarked as L1 inner speech functions (Sokolov, 1972; Vygotsky, 1986). As the study

found out, some participants could have needed L1 inner speech instead of L2 for the preparation process and chosen ‘never’ or ‘almost never’ for this reason.

Table 8-The Preparatory Function of Inner Speech

Questions	Never	Almost Never	Sometimes	Often	Always
7. If you have to talk to someone in English or you have an oral presentation, do you mentally rehearse what you are going to say?	2	3	9	5	11
8. If you have to write in English, do you rehearse first in your mind what you are going to write?	2	5	15	6	2
9. Do you ever think how you would say or write in English, even if you are not going to use it?	4	5	14	4	3
Total	10	13	38	15	16

The interviewees also reported to consult L2 to plan their L2 productions. For writing and speaking tasks, they were asked whether they had prepared their texts and speech and in which language they needed to do this in (Appendix IV, WQ and SQ²). As Cohen (1998) indicated, the type of tasks affected the extent and choice of language. Surprisingly, the results demonstrate that none of the participants planned their text and speech; they directly wrote and spoke in English. Even though the questionnaire did not specify it, interviews demonstrated that they did not need to plan texts and speeches in L2 for informal situations but just formal ones, because formal circumstances were more challenging for all performers. Formal situations necessitate planning while spontaneous

² Speaking Task Question

ones do not. The difficulty level of the tasks affected their planning behaviour to a great extent. They reported that these topics, which were asked to perform speaking and writing tasks (Appendix III), were not challenging owing to their familiarity. If an unfamiliar topic not known was asked, they would need to plan what to write and speak. Appel's findings (1986) show that task difficulty results in an increase of inner speech use, not only for non-native but also native speakers' performances. Similarly, the participants made use of preparatory function of L1, not L2. They prepared themselves to perform in L2 and planned what to say through switching to L1 when facing difficulties in expressing their ideas in L2. In these situations, preparatory function of L1 inner speech was activated.

Even though proficiency level did not appear to change this performance strategy, it influenced the amount of inner speech used (Cumming, 1990). The results show similarity with de Guerrero's (2005) study and Cumming's study that preparatory function has an importance for learners, but like other functions, its rate descends in advanced level and 'sometimes' becomes the median. Consequently, inner speech in either L1 or L2 was reported to assist writing and speaking planning. It may be said that the preparatory function of inner speech in both L1 and L2 enhance their performances in L2.

Learners can use their inner speech to assess how they and other performers use L2 orally and correct their errors, especially pronunciation and grammar, which was tested by four items (Table 9). Frawley and Lantolf (1985) studied with Spanish and English learners in terms of self-regulation. Learners, who were living in the United States, did not need self-regulation as much as the other group living in Spain because of their exposure to real-life contexts. Spanish learners, who just learned the language in the classroom, could not use L2 in a natural way and develop their self-regulation. In contrast to these findings and

contrary to expectations, the participants of this study, who had studied in UK, still needed to evaluate their production. They chose the ‘often’ option for all questions indicating frequent use of evaluative function. As Cumming (1990) indicated, L1 could play an important role in decision making for L2 performances and Knutson’s (2006) study suggested that all level learners could require L1 for different aims like evaluating or practicing L2. It may explain why some of them chose ‘never’ and ‘almost never’.

Table 9-The Evaluative Function of Inner Speech

Questions	Never	Almost Never	Sometimes	Often	Always
10. Do you try to correct the pronunciation of words in your mind in L2?	2	5	8	10	5
11. Do you try to correct grammar errors when you mentally rehearse in English?	–	4	10	11	5
13. When you hear other people speaking English, do you mentally evaluate how those people use the language?	3	–	9	9	9
14. When the English teacher asks a question in class, do you answer it in your mind even though you are not called to answer?	–	3	10	10	7
Total	5	12	37	40	26

The interview reports also reveal that they assessed their English performance but under various conditions. The interviewees were asked whether they monitored their speaking and writing behaviours for both the tasks and general situations as self- assessment (Appendix IV, WQ8 and SQ2). The language which they used while monitoring was

questioned to understand functions of L1 and L2 inner speech for evaluation. The answers show differences according to speaking and writing behaviours. The interviewees checked their written performances more often than oral performances through L2. As Biber (1991) suggested, writing has a more organized and planned characteristic than speech, which might have led the participants to check it.

The interviewees usually did not control how they would structure their sentences for informal speech. Although four out of fifteen interviewees said 'never' to assessing speech performances, the others generally indicated that they monitored themselves for formal situations in advance and in L2. One of the participants indicated that before speaking, she always monitored her speech in L2. Two interviewees stated that they monitored and assessed the exact language utterances at which they were not good enough. Even if they did not aim to assess their performances after speaking, they realised unintentionally when they used a language item wrongly or an utterance sounded improper. Although Swain (1998) supposes that learners use L1 to monitor the appropriateness of language use, my participants reported to correct their errors after evaluating them in L2.

It is interesting to note that even though two participants said not to monitor their writing, the corrections which they made on their texts while carrying out the writing task show that they checked what they wrote (Appendix VI). This discrepancy may be due to their unawareness in terms of evaluation which impeded detecting their language of thought. Consequently, evaluative behaviours change depending on the performer, the range of tasks and their formality as mentioned above. It could be said that both L1 and L2 inner speech was preferred for its evaluative role and enhanced performers' learning.

The inner conversation, which may occur between the self and other imaginary interlocutors, was tested by two items to examine the extent of intra- and interpersonal talk

experienced in L2 (Table 10). According to de Guerrero (2005), this is one of the most common functions of inner speech. Even though it was not one of the most preferred L2 function in this study, the participants reported applying it on some occasions.

Table 10-Dialogic Function of Inner Speech

Questions	Never	Almost Never	Sometimes	Often	Always
15. Do you imagine dialogues or conversations with other people in English?	2	9	9	8	2
16. Do you talk to yourself in English?	5	5	13	3	4
Total	7	14	22	11	6

Self-talk can be used to control emotions or encourage oneself for L2 production (Honeycutt *et al.*, 1989). One participant said that “When I am alone and very sad, I do not speak with other people, but either talk to myself or write my diary in English. Since I started to write it in English, it has helped to my thinking process in L2”. L2 learners may use self-talk loudly or rehearse silently as a strategy to assess their performances. These two factors may be the reasons of affirmative answers.

Imaginary conversation use was also given as an example by almost half of the interviewees when they were asked whether they planned their speech (Appendix IV, SQ6). They reported that it contributed to their communication skills in L2 which is in accordance with Honeycutt *et al.*’s (1989) results. They generally debated with themselves about grammar rules and ways of pronunciation at which they were not good enough and could find an opportunity to rehearse them before performing out (de Guerrero, 2005). It appears that self-debate helps them to decide which utterance is more appropriate for the

context and how they sound while repeating themselves. Three participants thought that it was advantageous to have a self-debate in English because the context was English in form and it could aid to choose more suitable items. These assumptions may explain why the participants applied dialogic function.

During interviews, the subjects were asked if they had any self-debate or self-talk before the selection when they were not sure about an L2 utterance (Appendix IV, SQ1). Two of the interviewees reported not to have any self-debate/self-talk. One of them said that meaning was more important to her than accuracy. Therefore, she did not need to make any decision but employed the first utterances which came to her mind. This can be explained by Bhela's (1999) findings that main purpose of L2 learning may be to communicate information for some learners, so meaning will be the backbone of speaking. Another subject informed that she did not generally experience self-debate before her speech. She learned every L2 item in English context in the first place, so did not need to debate about them. These two factors may clarify why some participants chose 'never' and 'almost never'.

To conclude, it can be said that dialogic function of L2 inner speech is used to support communication skills and recover language deficiencies by rehearsing. Using this function in L2 rather than L1 assists more appropriate language use in terms of context. However, the learners might not give importance to it, if meaning has the priority over complexity and accuracy for their performances.

4.2.3 L1 and L2 Dependency in L2 Inner Speech

Even though my participants used their L1 inner speech, relying on it is not necessary for their L2 language production. L1 may be used as a tool for understanding a concept in L2,

while L2 may be seen as a means during translation in and from L1. The item measured to what extent L2 advanced learners depended on their L1 as they engage in L2 inner speech (Table 11).

Table 11- The Reliance on L1 in L2 Inner Speech

Question	Never	Almost Never	Sometimes	Often	Always
17. Is your inner speech made of your native language?	2	4	6	14	4

Ushakova (1994) suggested that L1 was always assumed to have a great effect on L2 inner speech, especially semantically. The results of questionnaire and interviews demonstrated that proficiency levels did not change this aspect but its extent. Even though more proficient learners may have L2 inner speech more than other levels (Lantolf, 1997), advanced learners still consult to their L1 under difficult circumstances. Learners exploited L1 structures to form L2 ones, which indicated a direct interference of L1 on L2 (Bhela, 1999, p. 28). Even if proficiency in a language increases inner speech rate, it does not ensure the ability of thinking only in that language (Cohen, 1998). This could clarify the reason of mixed L1 and L2 inner speech.

4.3. Language Switching

In this section, possible reasons and requirements of language switching and mental translation were discussed. L2 difficulties, L1 role and the effect of topic and interlocutor were covered to determine aspects and extents of switching. Both planned and unplanned choices of language of thought were examined through open-ended questionnaires and interview questions.

4.3.1 Why Do L2 Learners Switch to L1 or Need Mental Translation for Language Production?

Interview results show that there is a cycle for the participants' L2 thinking processes. First of all, they try to think in English when they experience any difficulties in L2. If they cannot cope with language problems and need to replace the item, which interrupts the production, thinking in English will be more advantageous and effective than L1 to find proper usages in terms of L2 context. One of the interviewees did not understand the terms which were related to a specific field (such as engineering), so he translated them to L1 to understand and especially to memorise and apply to L2 in future. Another interviewee needed mental translation to clarify her understanding if she looked for an unknown vocabulary. As Cohen (1998) indicated, they preferred to use L2 at the first opportunity to be 'idiomatically accurate' (pp.170). If thinking in L2 does not help, they switch to L1 and receive support of their mother tongue. After learners find an exact equivalent of what they are looking for or its synonyms in L1, they translate it mentally and switch to L2 again, which may be explained as a switch to negotiate meaning and 'compensate' for a lack of linguistic knowledge (Macaro, 2005, pp. 67). Having defined the general reason of switching, I will move on to cover participants' knowledge gap in the next chapter.

4.3.2 L2 Speaking and Writing Difficulties as a Reason of Switching

Lay (1988, cited in Cohen, 1998) suggested that learners switched to L1 when they found it difficult to perform in L2. Therefore, the most difficult aspects of L2 speaking and writing were questioned to find out the influence of L2 knowledge on switching (Appendix IV, WQ10 and SQ7). The participants generally had difficulty in making meaning and presenting ideas appropriate for an L2 context. Even though Zamel (1983) suggested that the advanced participants in his study did not have the language-related difficulties through

'their good syntactic control', the two major aspects of L2 were determined by questionnaires as causing difficulties to my participants (pp. 179). The lack of L2 vocabulary knowledge is the most challenging aspect for advanced learners. One individual said that "the lexis, finding the exact word I am looking for, vocabulary is the most difficult aspect of speaking for me". This is followed by grammar. One of them explained the reason that applying new L2 rules was difficult as he had already learned to perform this in his L1. Differences between L1 and L2 sentence structure are another vital effect of a deficiency in grammatical knowledge. Ross (2000, cited in Kavaliauskiene, 2009) assumed that learners would transfer from their L1 less often if they learned the differences between L1 and L2. Contrary to this, three learners in this study suggested that they wrote too many complicated and long sentences due to their native languages' influence. Though they were aware of the reason, they could not express what they wanted to say in a direct and simple way. They learned how to write in their own languages, so consequently they used the same style in L2 writing. Slobin (1996) suggested that learners were trained to pay attention to certain language items by their native languages. When they tried to learn a new language, it was considerably difficult to restructure what they learned.

For both speaking and writing tasks, the participants were asked how to manage with difficulties in speech and text production (Appendix IV, WQ9 and SQ3). They indicated to rephrase, use synonyms or paraphrase. When this did not work, they remarked to apply to bi/monolingual dictionaries. While three of the participants appeared to give up using these items when they encountered difficulties, two of them waited for the interlocutor to react or find out what they aimed to say while speaking. Another participant stated that when she was in trouble to express herself, she reverted to her native language. Kern (1994)

indicated that high proficient learners preferred to perform directly in L2 but switched to L1 'as a last resort' (p. 453).

To sum up, notwithstanding their proficiency level, L2 inadequacy may be said to be the most influential factor for the participants. They switched to L1 to remedy these drawbacks. In addition to language difficulties, the influence of topic, interlocutor and context, which were other reported reasons of switching to L1, will be discussed in the following sections.

4. 3. 3 Topic and Interlocutor as Reasons of Switching

As mentioned in the previous chapter, the effect of topic, interlocutor and context on switching was examined (Appendix IV, WQ5 and SQ5). Even if most participants pointed out that formal and specific issues such as political or economic reasons made them switch more to L1, the answers varied depending on the respondents. One individual said that if she had not had any interest in a topic and had not known how to explain a subject in L2, she could not have thought in English and switched to L1. On the other hand, four out of fifteen interviewees said that they could think in L2 for formal topics regardless of the difficulty they would have due to lack of their vocabulary knowledge. They could cope with this by sacrificing the complexity. Consequently, it may be said that some learners replace problematic language items with other L2 utterances intentionally to be able to think in L2.

Lay (1982, cited in Qi, 1998) claimed that topics related with L1 culture is another important effect for switching. The participants switched to L1 more often when the task topics were more culture and language specific. However, some participants did not need

to use L1 for the tasks even though the topics were related with their earlier experience in native culture. This could be explained by the difficulty level of topic that this did not require L1 use for L2 production. If the topics are retrievable and easily translatable like tasks of this study, they can think in L2 because L2 is prominent language (Friedlander, 1990).

Friedlander's (1990) findings assumed that regardless of topic, L1 uses assisted retrieval of certain topic information more than L2 (pp. 117). However, the interview report revealed that their language of thought was still topic-related about their majors. All interviewees informed that they did not know how to think about their studies in L1 when topic effect on their language of thought and switching rate was asked (Appendix IV, SQ5). They unconsciously switched and needed to explain their majors in L2, which is supported by Zuengler's results (1993, cited in Cohen and Allison, 2001) as well. According to his study, thinking in L2 for certain domains does not depend on the proficiency level. The learners become more experienced in the domains they study or have interest, and this familiarity with the topic makes them think and talk in L2 easily even if their proficiency levels are not high. Friedlander (1990) assumed that 'the language related to acquisition of a topic area' helps most for composing (pp. 123).

The interlocutor is another important factor for the respondents in terms of switching. They stated that they switched usually to L2 when they considered the people with whom they spoke English. Odlin (1989) and Qi's (1998) studies also support this result that switching may take place between interlocutors who share the same two languages. As Dewaele (2010) suggested, they reported to switch to L1 when interlocutor and her/his mastered language were known. On the other hand, the study revealed that if the interviewees did not feel comfortable with the interlocutor or s/he was not familiar with them, they reported

to make more errors and switch to L1 more often. Sometimes talking with native speakers put them under too much stress and caused their switching to L1 to relieve it.

4.3.4 Learners' Unconscious Preferences for Language of Thought

Table 12 shows the questions which examine the internal uses of L1 and L2. The learners, who needed to switch, were assumed to not be able to think in L2 (Macaro, 2005). The results demonstrated that the participants mostly could not think in L2 for these unplanned situations.

Table 12- Unplanned Choice of Language of Thought

20. Can you explain which language you use for the following situation? To what extent?	L1	L2	Both	N/A
-Self organization: making appointments and shopping list, personal reminders, to-do lists	9	14	7	-
-Mental calculation (e.g. for shopping)	19	7	4	-
-Unconscious uses: talking to oneself (self-talk)	11	3	16	-
-Praying	20	2	3	5
-Display of emotions: feeling bad, happy, tired, frustrated, angry (swear)	12	3	15	-
-Dreaming	14	4	12	-
Total	85	33	57	5

L1 is seen to have dominance over L2 regarding internal functions of language of thought. The unplanned use of L1 takes priority first in praying then in mental calculation like in

Cohen's study (1998). He explained this result that internal language environment was not L2 oriented as it was expected from advanced learners.

In 1992, Frenck-Mestre and Vaid explained that number words may be 'organized in a lexicon specific to numerical symbols' (Cohen, 1998, pp. 206). In this situation, language could not be effective. Even though it was categorised under unplanned choice of language of thought, one participant stated that he could not calculate and count in L2, so switched to L1 on purpose.

As similar to Cook's (1998, cited in de Guerrero, 2005) research results, the participants used L1 rather than L2 to express their feelings such as sadness, happiness, sickness, anger, tiredness in this study. The vocabularies to express these emotions may exist in both language, but learners generally have the weakness of expressing emotional concepts in L2 due to 'non-equivalence of emotional concept' in L2 (Dewaele, 2010, pp. 210). Moreover, one of the interviewees stated that "I do not want to watch TV series in English when I am tired or sleepy. I generally download Greek subtitles to do it". She did not want to struggle with performing L2 when she was tired, which would be more challenging. It is assumed that non-natives should not be expected to think more extensively in L2 to cope with challenging situations (Saville-Troika, 1988 cited in Cohen, 1998). Even though they were advanced learners, they generally switched to L1 unconsciously for these unplanned situations.

21. (a) Have you ever find yourself thinking in English without intending to? Describe the situation. (Appendix II, Part II)

Ten participants gave a negative response to this question. Exposure to L1 for a long time was reported to cause unconscious switching. Generally they stated to think in English after long hours of contact. One of them said that "It happens after using it so much and

repeatedly for example after giving the lessons the whole day, after a working day. Brain does not switch to my native language but continue to use English after intensive use”. This finding corroborates the suggestions of Barber (1980) and Krashen (1983) that after being exposed to L2 input, L2 words unexpectedly arise in learners’ mind. Another participant said to switch to English when the things she thought about were related to host culture and context. She indicated that “You need to expose to language long time. You need to come and settle down. Time, context and practice make you think in English. You cannot go back to your country and think in English”. Two more participants also switched to English for reasons of context. One of them has stayed in London for long time, so could not help switching and thinking in L2. This is spontaneous and they regarded this situation like a habit.

4.3.5. Learners’ Conscious Preferences for Language for Thought

21. (b) Do you then purposely switch your thought to L1 or L2? If so, why?

(Appendix II, Part II)

Eighteen participants answered the question negatively. The interview reports indicated that the participants generally switched unconsciously. This could be explained by Cohen’s (1998) findings that learners usually could not control and choose L1 as language of thought, except a few circumstances like rehearsal or ‘decoding a given sentence’ to form complex ideas (pp. 167), which were also reported by the participants as reasons of planned switch to L2. One of the subjects reported that “Normally I don’t, but when I switch to L1, it is because of either a) English does not have a perfectly fitting word to describe how I feel or b) the efforts I have to organize complex ideas in English, which interrupts natural flow of my thoughts”. It could be said that the lack of L2 knowledge necessitated this participant to switch in this situation. The second reason could be task

difficulty. As mentioned earlier in the literature review (Section 2.3), cognitively demanding tasks could lead L2 performers to both unconsciously and consciously seek help from L1.

4.3.6 L1' Effect on L2 Speaking and Writing

Finally, the influences of L1 on L2 writing and speaking performances were asked (Appendix IV, WQ10 and SQ4). Many respondents supposed that if they thought in L1 while performing L2, it would hinder them to use appropriate utterances of L2 context. One of them reported that "I think I need to follow English way to write. For example, Korean way of academic writing is completely different so it will have a negative effect if I think in Korean while writing in English". Thinking in L2 is always advantageous in terms of context-vocabulary match. One participant said that thinking through L2 assisted her writing performance. Therefore, she would remember each language items and how to use them exactly in a natural way. The finding echoes with Muciaccia (2012)'s research in that L2 logic takes control and does not allow L1 involvement while thinking in L2. Thus, occurrence of some errors resulting from L1 use may be avoided (Brown, 2001).

Thinking through L1 may prevent thinking fluently in English and be a restraint on L2 thinking (Liao, 2006). Shaping ideas in L1 and then transmitting them to English by looking for proper collocations and vocabulary took a considerable amount of time, so this was assumed as time consuming by both one of the participants and some native teachers in Kavaliauskiene's study (2009). Switching between L1 and L2 during speaking distracted this participant's speech. She described it as an obstruction for production. Even though the participants needed mental translation in certain situations like in this example, some of them thought that it had a negative effect on their production by making them

slow down. Although Ross (2000, cited in Kavaliauskiene, 2009) suggested that mental translation enhanced ‘accuracy, clarity, flexibility’, these participants considered mental translation and switching as a double work and waste of time. Another respondent told if she could not think in English, it would sound inappropriate and cause grammatical errors. One of the subjects stated that “Sometimes I apply the same way of writing which I use in L1. I express my ideas by the same words translating from L1 to L2. Therefore, some utterances do not make any sense”. There is a similarity between both this and Kobayashi and Rinnert (1992)’s finding that the participants prefer to write directly in L2 rather than L1 because they want to think in L2. L1 may impede into L2 and learners may start to search for ‘one-to one’ meaning for each utterance (Liao, 2006, p. 209), which results in literary translation and oversimplification of intended meaning (Knutson, 2006).

On the other hand, two of the interviewees said that thinking in L1 would help not to structure but to develop ideas. They thought that thinking in native language facilitated the thinking process more than L2. De Guerrero (2005) cites numerous authors (Huh, 2002; Upton & Lee-Thompson, 2001), who indicate that no matter which level students are on, L1 may be used as a medium to make meaning. The performer can think more logically, comprehensibly and in more detail through L1. They may express themselves better in L1 because their vocabulary knowledge is richer in L1 than in L2. One interviewee told that L1 helped her to remember the word’s meanings, so she used L1 as a strategy in terms of vocabulary for L2 writing.

Consequently, L1’s effect continues on L2 performance. Even though more proficient learners are assumed to be less dependent on L2 (Cohen, 1998, pp. 211), this study found a contrasting result. Seliger (1980, cited in Cohen and Olshtain, 1993)) classified non-native speakers according to two general patterns; the planners and the correctors. Either way,

both approaches rely on switching from L1 to L2 and vice versa. L1 is not always inhibitor and learners could resort to L1 structures to profit (Faerch and Kasper, 1983; Bialystok, 1990). Thinking about different concepts in a second language puts 'extra load on memory and conception' (Kern, 1994, pp. 451). L1 supports learners to cope with these difficulties.

Although they emphasised on both positive and negative transfer and proposed contradictory ideas, it seems that they took advantage of both L1 and L2 inner speech. L2 inner speech was benefited due to its supportive role in learning. It facilitated appropriateness, fluency and complexity of L2 items. Even though the factors such as formality and difficulty of task, learning context, exposure to language and learning objectives altered its rate of experience and functions' extent, L2 inner speech maintained its importance for advanced participants.

5. The Shortcomings and Limitations of the Research

Inner speech is a complex phenomenon which does not have only linguistic but psychological and biological facets as well (de Guerrero, 2005). In this study, it was researched in language education terms. However, it should be explored from all perspectives to be understood completely. According to Cohen (1987) and de Guerrero (2005), cognitive processing may be inaccessible and uncompleted to observe. For that reason, inner speech studies depend on verbal reports which could be unreliable.

Researchers may not access mental processes and participants may inform researchers not completely but partially about them. The study was also based on the memory and subjective self-reports which limited the data in terms of generalisation. The participants stated that they could not remember exactly all events occurred in terms of switching and inner speech. Moreover, the study could not be conducted in a non-research situation in

which the participants may have displayed different language behaviour from the ones observed. For that reason, diaries were planned as a research tool to get spontaneous data at the beginning of the study. Yet, it was time-consuming and the participants were reluctant to keep it.

The subjectivity of the questionnaire and interview is a considerable restriction in terms of reliability. Participants may exaggerate their answer but researchers need to record whatever they say as reply (Wallace, 1998), which was observed in this study. One of the participants said that she could think in English. However, there was a contradiction between that statement and her replies to interview questions. Another respondent assumed to think in English as well. Nonetheless, the participant was made aware of the distinction before the interview that thinking in English is different from thinking about English as mentioned in the literature review (Section 2.1).

Intrusiveness is another disadvantage of these methods. Wallace (1998) explains that although questionnaires are advantageous as being less expensive than other methods to manage, and a large volume of participants can receive them at the same time, respondents generally do not enjoy filling questionnaires. They know the study is not related to them and they will not get immediate feedback. This problem was also frequent in this study and the subjects waited more than one month to return questionnaires. The participants did not want to read the explanations included at the beginning of the questionnaire which clarify inner speech and mental rehearsal and later tried to contact with me to ask their meanings. Even though the participants filled the open questions of the questionnaire, they refrained from describing the extent and generally replied as 'Yes' or 'No'. Therefore, they were not informative enough. If similar study is done again, open-ended questions may be asked earlier than closed ones when the participants are fresh and enthusiastic to reply questions.

The discrepancies in participants' answers are other drawbacks of the questionnaire. Even though some participants chose 'always' or 'often' options for many questions which were related with different functions of L2 inner speech, during interviews nearly all of the respondents said that they had not used L2 inner speech as a strategy or supporter for L2 learning. They were not aware of how they use it. One of the subjects chose 'always' for all questions categorised under mnemonic, preparatory and dialogic functions but reported 'never' to use L2 inner speech to take advantage of it as an assistant.

The interviews were less welcomed by the participants than the questionnaire. They were worried about the privacy, time and how the results would be used. It was made clear that the researcher taped them to remember their reports without any other intention. In interviews, interviewees may give the answer which will please the interviewer to finish it earlier (Seliger and Shohamy, 1989). In this study, the researcher did not expect a certain answer from the subjects but questioned their different language behaviours, which presumably did not affect the objectivity. However, they were asked to explain their mental processes in L2 which limited their ability of expression. Finally, this case study's results, which are unique to this particular participant group, cannot be valid for all non-native advanced English learners and other languages as L2 (Wallace, 1998), which restricts the study regarding its generalisability.

6. Pedagogical Importance and the Justification for the Research

This study disclosed worthwhile results for L2 teaching. Firstly, it may be concluded that L2 should be used in an inventive and active way. Leontiev (1981) supposed that by means of content-based instruction, L2 can be used not only for communication but also 'engagement of thought, perception and imagination (pp. 65)'. Secondly, teaching methods

should be adapted to stimulate cognitive skills through L2 besides communicative skills. Problem-solving language tasks should engage learners in thinking through L2. A problem in L2 may be presented to the learner to produce the solution in L2. Asking students to think in L2 may not be possible without internalization of L2. They would translate preformed ideas in L1 to L2 in this situation. They might utilize the L1, which is 'their essential tool for thought', for challenging situations (de Guerrero, 2005, pp. 204). Therefore, it is ineffective and disadvantageous to prevent L1 use and interfere their thinking process.

The participants were asked if they have ever been admonished/advised by their teacher to think through the target language (Appendix II, Part II). 11 participants had been told to think in English by their teachers to stop translating from the first language. One of them was advised to think in English which would enable her to start using L2 in daily life and feel confident with this new language. However, the teachers did not explain how the learners could prompt themselves to think in English. As a third and final point, making learners aware of L2 inner speech may increase intended L2 use (de Guerrero, 2005). Repetition may help internalization of L2 when it is used for communication. Repetition facilitates keeping L2 utterances in the memory. Therefore, it can be promoted by teachers as a strategy to improve L2 inner speech development. Moreover, teachers may avoid assigning L1 related topics if they want to prevent L1 use and inner speech (Friedlander, 1990).

On the contrary, language switching can be beneficial in terms of planning and generating ideas (Friedlander, 1990). According to Atkinson (1987) and as discussed in the literature review (Section 2.3), L1 use may be advantageous in terms of comprehension check, and consequently time saving. Although, Communicative Language Teaching approach espouses the view that thinking in the target language is the best way of learning it rather

than translating, advanced learners may realize L1-L2 differences by switching between them and consequently develop an L2 aptitude (Liao, 2006). Therefore, it may be integrated with L2 teaching methods as a learning strategy. Learners and teachers could be admonished to use L1 as a good resource for L2 teaching.

Most of the participants informed that questionnaire and interview questions made them think about their language behaviours of which they had not been aware before. The study may make L2 teachers acknowledge the facilitating role of L1 and L2 inner speech in terms of language production as well. However, L1 and L2 should be balanced to avoid counter-productivity in L2 production. The strategies to choose the language of thought may be generated. Further research about composition processes and speaking behaviours may contribute to new teaching phases and evaluating new methods.

7. Conclusion

As highlighted in the introduction, this research stemmed from L1-L2 conflict in the literature, and L2 teaching and learning environments. The study examined inner speech, mental translation and language switching through L2 productive skills to find a compromise. Although they are conjunct phenomena, they have not been examined together until this research. The first part explored productive aspects of L2 inner speech and its functions through questionnaire, and the second part sought to understand why and how language switching was essential in language production by means of tasks and interviews.

This dissertation investigated the significance of inner speech in L2 language learning. De Guerrero (1999) asserts that as much as proficiency develops in L2, inner speech is used less to ‘analyse, plan, monitor but more to conduct verbal task and think in general’ (pp.

48). However, L2 use still protects its importance for advanced participants. Although the majority of participants stated to not be able to think in L2, the minority chose 'never' and 'almost never' for its functions, which displays to what extent they benefited from it. Being an advanced learner does not terminate acquisition. As long as they are exposed to L2, they will continue their acquisition and will benefit L2 speech with its function.

This paper has given accounts of thinking in L2 and reasons of language switching. Even though the participants preferred to think in L2, the results of both this and Cohen's study (1998) lead to the conclusion that most advanced learners inevitably choose L1 as language of thought and switch between L1 and L2. Therefore, L1 use is necessary even though it is undesirable (Macaro, 2005) for language production.

Educators generally believe that 'predominant' language should be L2 in L2 production but they do not support exclusion of L1 (Macaro, 2005). L1 use can be helpful for the following situations: (1) to enhance semantic clusters by chunk learning, (2) to assist generating ideas, (3) to make input recognisable, (4) to clarify understanding of L2 language items and rules (Cohen, 2005, 185).

Thinking in L1 or thinking in L2 generates different results for language production. While thinking in L1 enhances content and organization, thinking in L2 facilitates the accuracy and appropriateness of the production (Cohen & Brooks-Carson, 2001). L1 use usually facilitates understanding but not acquisition. Therefore, L1 may be important if used at an appropriate time and situation (Atkinson, 1987). It should be supported to improve for these certain points at not only low level proficiency but also advanced levels.

Notwithstanding the drawbacks explained above, this study contributed to the literature through enhancing perception of terms such as inner speech and language switching which are open to various interpretations. Contrary to my expectations, the findings displayed that

more than half of the advanced participants could not think in English. The study revealed a noteworthy result that L2 thinking necessitates a longer term than anticipated to reach this performance level and L1 is consulted to meet the deficiency during this process.

8. Implications for further research

This research may provide bases for future research. In further studies, inner speech use could be assessed in terms of receptive skills which might provide additional insights regarding language switching and L1/L2 role in L2 learning. Further research might investigate why L2 advanced learners have difficulty in reformulating already learnt L1 structures in L2 and if it could be possible to train learners to restructure them without negative transfer from L1. Very little data was found in the literature to explain in detail why L1 was generally chosen as a language of thought for unplanned and internal language use such as praying and dreaming (Table 12). There is a need for more studies to investigate these experiences. Consequently, it may be valuable to explore how L2 inner speech can be developed and how learners can foster their thinking in L2 to increase its effect on L2 learning.

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Appendix I: Consent Form



CONSENT FORM

Date:

Participant No _____

IN WHICH LANGUAGE DO NON-NATIVE ADVANCED ENGLISH LEARNERS THINK WHILE: THE FIRST OR SECOND?

Thank you for participating in this study.

The purpose of the study is to investigate learning and performing attitudes of advanced English learners and discover which one, thinking through L1 or L2, or both of them lead to better result in performances. To find out which factors affect learners' switching and language choice for tasks, 30 participants are asked to complete one questionnaire; 15 participants are asked one speaking and one writing task. The participants, who perform tasks, will be interviewed about them and the interviews will be recorded.

I would like to remind you that all information you supply during the research will be held in confidence and, unless you specifically indicate your consent, your name will not appear in any report or publication of the research. Your data will be safely stored in a locked facility and only the researcher will have access to this information. The records will only

be reviewed by the researcher who will transcribe and analyze them. They will then be destroyed.

Your participation in the study is completely voluntary and you may refuse to stop participating at any time. Your decision not to volunteer will not influence the nature of your relationship with the university either now, or in the future. If you have questions about the research in general or about your role in the study, please feel free to contact with Hilal Budak via contact detail which is given below.

I, (.....), consent to participate in this study, conducted by *Hilal Budak*. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature _____ **Date** _____

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2E

Appendix II: Online Questionnaire

The purpose of this questionnaire is to explore the "inner speech" that students of English as a second language experience as they are mentally rehearsing in English. The following definitions will help you understand the questionnaire better: Inner speech is any type of language in English that occurs in your mind and that is not vocalized (spoken). Inner speech may include sounds, words, phrases, sentences, dialogues, and even conversations in English.

Mental rehearsal is a voluntary or involuntary activity by means of which non-native speakers practice in their minds the language they have learned, heard, or read, or the language they will have to use in a future oral or written activity. When mentally rehearsing, the students may simply be recalling, repeating, or imitating words in the second language. Sometimes, mental rehearsal is more creative, as, for example, when the students imagine dialogues, plan what they are going to say or write, mentally self correct, evaluate other students' language, or engage in conversations with themselves. If you do not recognize these definitions, or you have never mentally rehearsed in English, do not worry. Answer the questions, anyway: your answers will be equally valuable.

The questionnaire has two parts. Part I will help the researcher determine what kind of contact with English you have had. Part II has questions on inner speech and mental rehearsal of the English language. The questionnaire includes both open-ended and close-ended questions. Try to answer as truthfully and precisely as possible and do not leave questions unanswered. You will have to write your name. This is only to enable the researcher to identify some students that may participate in a second phase of the study. The results of this questionnaire will only be used for research purposes. Please keep in mind that questions concern about inner speech in L2 not L1.

Thank you very much for cooperating with this study.

Part I

1. Student name:

2. Gender: Female ... Male...

3. Date of birth:

4. Place of birth:

5. a) How long have you been learning English? 1-4 years.... 5-8 years.... 9-12 years..... More than 12 years....

b) How often have you learnt English during this period?

Intensive (Every day).... Non- intensive (One or twice every week)....

Other (Please specify).....

6. Which language is spoken in your residence?

7. Have you lived in places where English is spoken as the first language?

Yes.... No..... How long?

8. Have you ever taken IELTS/TOEFL? Yes.... No.....

Score: Writing.....Speaking.....

9. Is your native language cognate with English or not? To what extent (e.g. word order, phonology, vocabulary)?

Part II

Instructions: Choose the alternative that you prefer and put a tick (✓) or cross (×) on the answer sheet

	A	B	C	D	E
	Never	Almost Never	Sometimes	Often	Alwa
1. Did you ever have inner speech in English?	-	2	16	6	6
2. Do you still experience inner speech in English?	-	2	12	11	5
When you mentally rehearse,					
3. Do you repeat words you want to learn?	1	8	12	3	6
4. Do you try to imitate the pronunciation of words you have learned?	1	4	9	8	8
5. Do you try to make sentences with certain English words?	1	7	9	10	3
6. Do you try to recall words you have learned?	-	2	13	8	7
7. If you have to talk to someone in English or you have an oral presentation, do you mentally rehearse what you are going to say?	2	3	9	5	11
8. If you have to write in English, do you rehearse first in your mind what you are going to write?	2	5	15	6	2
9. Do you ever think how you would say or write in English, even if you are not going to use it?	4	5	14	4	3

10. Do you try to correct the pronunciation of words in your mind in L2?	2	5	8	10	5
11. Do you try to correct grammar errors when you mentally rehearse in English?	-	4	10	11	5
12. Do you try to apply the grammar rules you have learned to your inner speech in English?	-	6	10	8	6
13. When you hear other people speaking English, do you mentally evaluate how those people use the language?	3	-	9	9	9
14. When the English teacher asks a question in class, do you answer it in your mind even though you are not called to answer?	-	3	10	10	7
15. Do you imagine dialogues or conversations with other people in English?	2	9	9	8	2
16. Do you talk to yourself in English?	5	5	13	3	4
17. Is your inner speech made of your native language?	2	4	6	14	4

18. Use of English in the past and currently:

(a) Use for speaking English with English speakers

In the past: frequently.....usually.....sometimes.....rarely.....

Currently: frequently.....usually.....sometimes.....rarely.....

(b) Reading in English: magazines, literature, academic texts

In the past: frequently.....usually.....sometimes.....rarely.....

Currently: frequently.....usually.....sometimes.....rarely.....

(c) Watching films in English without translation

In the past: frequently.....usually.....sometimes.....rarely...

Currently: frequently.....usually.....sometimes.....rarely....

19. Can you explain which language you use for the following situation? To what extent?

(Please write the factors too which affect these behaviours.)

-Self organization (making appointments and shopping list, personal reminders, to-do lists):

-Mental calculation (e.g. for shopping):

-Unconscious uses (talking to oneself, self-talk):

-Praying:

-Display of emotions (feeling bad, happy, tired, frustrated or angry):

-Dreaming:

20. (a) Have you ever find yourself thinking in English without intending to? Describe the situation.

(b) Do you then purposely switch your thought to L1 or L2? If so, why?

21. During your L2 learning experiences, have you ever been admonished/advised by your teacher to think through the target language? Describe.

Appendix III: Tasks Questions

Writing Task: What is one of the most unforgettable events in your life? (Please write approximately 200 words maximum in 20 minutes)

Speaking Tasks: What has been a turning point in your life? (Please talk about it from 5 to 10 minutes)

Appendix IV: Interview Questions

Interview Questions after Writing Task

- 1) Did you plan your text? In L1 or L2? Do you generally plan?
- 2) Why did you make each change on your paper?
- 3) What were you thinking during each pause?
- 4) Did you switch to L1? If yes, why do you think you did?
- 5) Does the topic of writing affect your language of thought and planning? If I asked you another topic like political or economic issues would you be able to think in L1/L2?
- 6) Does thinking through the target language (English) or native language assist you while performing a writing task? To what extent and how? Please describe.
- 7) Do you translate mentally from your native language to English? How often?
- 8) Do you check/control your text while/after writing? If yes, in which language?
- 9) When you get stuck and can't say what I want to say, how do you cope with the situation?
- 10) Does your native language play a role when you write in English? (take into consideration your thinking process and writing behaviours) If so, which kind of role does it play?
- 11) What are the most difficult aspects of writing for you as a non-native advanced learner?

Interview Questions after Speaking Task

- 1) Do you have a self-debate before selection when you are not sure about the utterance? (e.g. get a ride/give a lift/Do you have any room in the car? Or in/on/at the train) If yes, in which language?

- 2) Do you monitor yourself about how to structure the sentences correctly (verb tenses and other aspects) before/after speaking L2? If yes, in which language?
- 3) How do you cope with difficulties when you get stuck, some utterances are difficult to remember/use or you do not know how to use them? What do you do generally when you have difficulty in expressing yourself?
- 4) a) Does thinking through your native language help or hinder your production while speaking? Why?
- b) Does thinking through your target language help or hinder your production while speaking? Why?
- 5) What makes you switch from L1 to L2 or vice versa? Setting? Topic? Interlocutor? Context?
- If you are asked to explain an event to an English speaker person, which happened in L1 context (related with your country, culture etc.), are you able to think about it in L2 to describe before speaking?
- 6) Did you plan your speech for this task? Have you ever planned conversations in your mind in L2 in advance? Did it contribute to your success in communication?
- 7) What are the most difficult aspects of speaking in English?

Appendix V: IELTS Score Assessment Table

Band 9: Expert user: has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8: Very good user: has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7: Good user: has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6: Competent user: has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5: Modest user: has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4: Limited user: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3: Extremely limited user: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2: Intermittent user: no real communication is possible except for the most basic information using isolated words or short formulæ in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1: Non-user: essentially has no ability to use the language beyond possibly a few isolated words.

Appendix VI : An Example of Writing Tasks Performed