

Translation and L1 usage during Grammar Teaching

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Abstract

This paper examines the role of the mother tongue during grammar teaching in classrooms, it is just an overview of the literature knowing that grammar teaching has its roots and is the majority of the time associated with the Grammar-Translation method. The history of grammar teaching has evolved hugely and even though L1 was banned from grammar classes, associated with the Grammar-Translation method, new studies show that L1 is a huge asset in the hand of teachers and students.

Keywords: Grammar, L1, translation, teaching.

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I. Introduction

The use of L1 during English language teaching remains an issue that needs further elaboration. Historically the use of the mother tongue in classrooms was considered a negative impact on students, however, recent studies show that L1 has its benefits if used in suitable proportions. The use of the first language during English classes is a phenomenon that exists all over the world. English classes may not be the appropriate place for the Albanian language to be used, however, it is a place where L1 can be observed and reveal the results. According to Meyer (2008) every time feasible, the L2 should be used to its fullest potential. The L2's main responsibility is to make the L2 and the learning environment understandable in order to decrease emotional filters. The L2 helps students connect L2 ideas to L1 concepts through the use of foreign words, translating exercises, and code flipping in narrative exercises.

Due to misunderstandings between individuals or groups who advocate, or do not, the use of the mother tongue during grammar teaching, but mostly in general, different approaches arose; monolingual approach and bilingual approach. Monolinguals are against the use of the mother tongue in classrooms since they do not see any benefit from it. Bilinguals advocate the use of the mother tongue in classrooms and have provided many theories of benefits that the mother tongue can bring. This study will delve deeper into the question of whether or not students' second language acquisition is hampered or helped by teachers and students using their first language when teaching grammar. This initiative primarily examines how students' proficiency in their first language affects their success in learning English.

English in the 21st century is considered to be a global language and its importance is rising day by day, in each of the countries fits in the range of subject schools and due to this a lot of dilemmas arise on which is the best way to teach it. Another dilemma is the inclusion or absence of L1 while teaching a foreign language, English. From personal experience and by collecting the opinions of a lot of colleagues, the use of L1 in the classroom is always followed by a question mark. Teachers use L1 by fearing the damage that can cause to students' fluency and accuracy. Since grammar is just a way of showing students how language can function, it also fits in the group of unsolved dilemmas of whether to use or not L1 while dealing with it. The use of the mother tongue is obviously necessary to extract the content of the target language by interpreting the target language into the mother tongue in the setting of EFL, where instructional grammar has historically been controlled by a grammar-translation method. For example, according to Larsen-Freeman (2000), in such a method, learners are required to learn about grammar rules and vocabulary of the target language. Grammar is taught using a deductive approach, in which learners are first given the grammar rules and examples, instructed to memorize them and then asked to apply the principles to more examples. For these reasons and many more, the following parts of this study will shed light on these dilemmas and will give teachers the answers that are looking for.

1.1. Mother tongue in English classes

Nowadays, English is considered one of the most powerful communication tools worldwide. As an important part of globalization, of course, all of its areas have been investigated, including the EFL teaching and learning process. One area of EFL that got the attention of researchers is the implementation of L1 in L2 classes. Researchers continue to come up with versions that either oppose or support the idea of L1 in EFL classes. The usage of L1 in EFL calluses is a very fragile issue and very commented as well, is commented to the extent that approaches have appeared for this purpose; the Monolingual approach and Bilingual approach.

Monolinguals are researchers that object to the use of L1 in L2 classes. They believe that L1 will deprive

students of learning L2 and being able to communicate in it. L2 is the only way to learn a foreign or second language, by plentiful exposure to the language. In reality, according to Jadallah and Hasan (2011), it has long been believed that learning English should only be done in English and not by using L1, which must be discouraged in the classroom. Many ELT experts even question how students who are always using their L1 can properly understand target language dialogues. They further continue that:

In fact, the proponents of this approach suggest more than one reason for their attitude. First, using L1 may become a habit resorted to whenever any difficulties arise. Other than that, this use might be misleading sometimes owing to differences existing between the L1 and the FL. They add that when L1 is used, errors might emerge owing to negative L1 transfer. As an example, difficulties for Arab learners may be related sometimes to the different syntactic structures of sentences in Arabic and English. While Arabic has a V-S-O sentence structure, English generally follows the S-V-O pattern. (Jadallah, et.al, 2011, p.3)

Monolingual researchers oppose the idea of using L1 in the classroom since there is no role, at least not beneficial a one, that L1 can play in EFL classes, and that L1 will only deprive students of becoming fluent and accurate speakers of English. On the opposite, there are also a lot of researchers that consider L1 in L2 classes very beneficial and vital. Comparing research on monolingual and bilingual orthodoxy, monolingual arguments are not as convincing and sufficient on why L1 should be avoided or even banned (Jadallah & Hasan, 2011).

Contrarily, the bilingual approach encourages the use of the mother tongue in language instruction, and many scholars and experts in this field believe that it is absurd to eliminate the mother tongue from the teaching of other languages. Aurbuch (1998) highlights the following uses for the mother tongue in the classroom: linguistic analysis, class administration, presenting grammatical rules, providing instructions or prompts, clarifying mistakes, and assessing for understanding (cited in Sharma, 2006, p. 81). Similarly, Mukattash (2003), states that it has been discovered that incorporating L1 into EFL instruction makes the process of learning easier, systematizes understanding of EFL structures and elements, and ultimately promotes effective learning.

2. A historical view of the issue

Considering the historical background of the teaching process of EFL, we can see that the prevalence of the Grammar Translation method and its lack of results in fluency and accuracy led to the bad reputation of L1 in L2 classes. Students' demands for oral proficiency over reading and writing led to changes in language education throughout history, which also had an impact on the fundamentals of language and language acquisition (Richard and Rodgers, 2001). Questions that are nowadays unresolved or have different perspectives are those that in the past were not even thought. Learning language nowadays, as well as throughout history, is and has always been a major concern that started from teaching Latin and continued with other languages.

Latin was the language of education and all other significant sectors 500 years ago, as opposed to English, which is now the most widely studied language in the world. However, as a result of a change in the political climate in Europe in the sixteenth century, French, Italian, and English gained importance. As a result, Latin lost its influence and became less useful as a living language and more of a school subject, and its purpose for study changed. The study of classical Latin—the language in which numerous well-known works were written—and an examination of its grammar and rhetoric altered the course of language instruction and became popular from the seventeenth through the nineteenth centuries. A grammar school in England of the sixteenth, seventeenth, and eighteenth centuries was a rough patch for entered students (Richards & Rogers, 2001). Students received a strict initiation to Latin grammar, which was introduced by memorization of grammar principles, examination of plurals and conjugations, practicing creating sample sentences, and occasionally the use of interaction with textbooks that contained two texts, one in the native language and the other one in the target language (Kelly, 1969; Howatt, 1984).

There were time-to-time attempts to make curriculum reforms but was a dead-end road, the only time when reforms were made, even though not immediately, was after the drop of Latin from the pedestal of languages and modern languages showed on the scene of curriculum European schools; in the beginning, the stream of grammar teaching continued even with other languages (Richards & Rogers, 2001):

.... they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and statements for translation. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication. (p. 4)

Even in the nineteenth century, this was the standard way of teaching language, even textbook compilers' goals were to codify the foreign language into a pile of grammar rules for students to memorize. There was little, if any, time scheduled for oral exercises while written exercises prevailed. This was known as Grammar Translation Method.

2.1 Grammar Translation Method

The Grammar Translation method was an offspring of German scholarship and was known as Prussian Method, Classical Method, and other different names. Dependent on W.H.D Rouse, Grammar Translation method is "... to know everything about something, rather than the thing itself" (as cited in Kelly, 1969, p.53). Reading literature in the target language is the main objective of this course because it is believed that doing so will help students advance intellectually. Additionally, it was believed that by studying the grammar of the target language, students would begin to understand the structure of their native tongue more, which would ultimately be advantageous from two angles. (Larsen- Freeman, 2000). The translation is another important part of this method, if one could translate from one language to another was considered to be a successful language learner. The Grammar Translation method is about learning a detailed analysis of the target language grammar, followed by the application of this knowledge in translating sentences from the native language to the target language and vice versa. So, reading and writing are given the majority of attention as language skills, and little attention to speaking and listening; pronunciation receives very little, if any, attention. Communicating in the target language is not the goal of the teachers. The main areas of language to be emphasized are vocabulary and grammar, vocabulary is based on reading texts, translating words, and memorizing words from bilingual lists. Reported language is thought to be inferior to literary language. An extensive list of vocabulary and their translations, as well as several translation exercises, can be found in a standard Grammar Translation work. One need for the Grammar Translation approach is accuracy in translation. Both the teacher and the student have extremely formal and tight responsibilities. The instructor is in charge in the classroom, and the students follow what they say in order to learn what they know. The feelings of students are not dealt with in this method. The teacher decides whether the answer is correct or not, if the answer is incorrect then other students, selected by the teacher, provide the right answer, or the teacher himself/herself does. There is an immediate correction from the teacher's side. Grammar is taught deductively, that is giving students the rule of generalization and asking them to memorize and after that to be able to apply it in other exercises. Exercises, in most cases, included the translation of sentences and words. This is also how students have been evaluated, by translating from their native language to the target language and vice versa, also answering questions that included the culture of the target language and grammar rules (Larsen- Freeman, 2000). "Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form, it continues to be widely used in some parts of the world today" (Richards & Rogers ,2001, p. 6). Grammar Translation for students meant a tedious experience of memorizing rules and at the end of the day has little, if any, advocates.

2.2 Language teaching innovations of the nineteenth century

In the mid-1970s, the need for communication was increased in Europe for the purpose of communication between modern languages. This was the reason that Grammar Translation started to lose its glory. To support communication several linguistic specialists started to think of ways to change the educational system of that time. Even public education started to fail and specialists like C. Marsel, T. Prendergast, and F. Gouin came up with several reforms. Besides the fact that these reforms did not have a lasting impact, they had historical ideas that created a downturn in the language teaching process all over the world.

C. Marsel (1793-1896) proposed to look closely at the way children learn the language and refer to it while teaching language. He proposed reading as the main skill to be taught since meaning is the primary thing in language learning for him. T. Prendergast (1806-1886), to my knowledge, was the first specialist that recorded the observation " that children use contextual and situational cues to interpret utterances and that they use memorized phrases and `routines` in speaking" (Richard & Rodgers ,2001, p. 7). He advocated that learners should be presented with only the basic structural patterns, and was also the first to present a structural syllabus. F. Gouin also by observing children's use of language believed that facilitating language teaching by using gestures and actions to convey the meaning of utterances is the best way to teach language (as cited in Richard & Rodgers, 2001).

However, these scholars were not at the right time and place when they presented their ideas since they wrote at a time when mediums of affirmation like professional associations, journals, or conferences. Their proposals did not win popular acceptance or attention. If not so long-lasting for the writers themselves, it was a step in changing the educational system. By the end of the nineteenth-century teachers and writers began to write about new approaches to language learning and teaching. Several informing forms like pamphlets, books, speeches, and articles made it possible to spread the pedagogical reforms and this is known as Reform Movement.

3. Benefits of using L1

The implication of L1 during a second language class it is a continuous debate that has a long history behind it. The exclusion of L1 from L2 classes is considered by bilinguals to be a punishment for students since different researchers give examples of how good can L1 affect students and the teaching-learning process in general.

Students learn a foreign language exactly in the same way they learn their mother tongue and usage of L1 in the teaching-learning process increases the comprehensibility and motivation to learn an L2 (Cook, 2001; Tang, 2002; Wells, 1999). According to Morahan (2010) using L1 in class spares teachers from explaining things over and over again and losing time. Tang (2002) also argues that teachers can use L1 to give instructions, explain meanings of the words, explain ideas, explain grammar points, etc.

L1 gives students the opportunity to express what they do not know in L2. ``By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn`` (Morahan, 2010, p.2). L1 can be used by students in different cases and for different purposes. Can be used in the social talk, a group or pair work, with the purpose of communicating, and can be used in private talk i.e. thinking out loud.

Before students start to learn a new language they already have a background on what language is, and this is made possible by their native language. Language always gave people the opportunity to express themselves and meanwhile educate and build more on what they already know. Butzkamm (2007) supporting the use of L1 in classrooms distinguishes between five steps on how a native language will serve a foreign language, even if these steps are very basic:

1. Students from their mother tongue know what language is and what it serves, in a word they grasped the symbolic function of language
2. They know how to communicate
3. They know that they need their voice to communicate
4. They know how to distinguish grammar, even if intuitively, and know about many language points
5. They know how to read and write.

Based on this mother tongue might be considered the greatest asset that students can bring to a foreign language class.

Also, Morahan (2010) has a list of how students can use L1 while talking:

- ask each other clarifying questions
- express frustrations concerning their lack of understanding
- clarify the meaning of words in L2
- find new words in L2 which correspond to already-known words in L1
- use language to process complex concepts
- build shared meaning while evaluating written tasks through shared discussion (p.3).

Cook (2001) and Tang (2002) agree that L1 is a facilitator for teachers and students and except for the other benefits mentioned one of them is translation. They claim that L1 improves translation accuracy and finding cognates and similarities has a huge impact on students. It builds an interlinked knowledge between L1 and L2, a sort of connection in the student's mind.

Krashen's fourth hypothesis (1982), in a way, also supports the bilingual orthodoxy since in order to acquire knowledge one needs to understand it first. Comprehensible input is the main factor in acquiring and learning things, and unfamiliar material will confuse students. Krashen (1982, p. 20-21) presents it as ``i+1`` where ``i`` is the information that is already known to students and ``1`` as the challenging material, the one that is unfamiliar.

The use of L1 in the classroom is a huge factor when it comes to cultural identity. Students whose teacher is from the same nationality and speak the same language are more concentrated to learn a new language (Schweers, 1999). They relate to the teacher emotionally when seeing that he knows and appreciates the culture of the student's country and mother tongue as part of it. A teacher also in these cases presents a good model for students, a model that they successfully learned English; a vivid piece of motivation.

A great deal of L1 can also fit during classroom management. Students are aware of what is required from them and also L1 in some cases imparts a more powerful meaning. For instance, saying *Pushoni* is more powerful than saying *be quiet*. Another usage of L1 is during comprehension check students feel very useful and in a way prepares them for the tasks.

When it comes to learning a second language, age is another very important factor that will affect that language's progress. Young students are more flexible in getting things and also more risk taker when it comes to using language in real communication. However, young adults or older students in most cases are not willing to take that risk. The fear of failure and the anxiety that they are not going to be able to master that language will lead them to an enclosure of knowledge. Nation (2003) cited in Meyer (2008) claims that ``...using the L2 can be a source of embarrassment, particularly for shy learners and those who feel they are not very proficient in the L2`` (p.151). He also suggests that permitting students to ask clarification questions will increase the amount of L2 in class and lower anxiety and discouragement.

Another important factor is also the way students acquire and learn the language. Students around the world have different learning styles and according to them, they create their own learning strategies and ways how they easily will capture and learn things. Lightbrown and Spanda (1999) state that the involvement of L1 during the

learning and teaching experience creates a kind of belief in students. In the future, these students, depending on the way they have learned things, will think that that is the best way to present information. Here L1 is included because according to Atkinson (1987, p. 244), translation is one of the most preferred strategies to learn an L2 and some elements of effective instruction will be new to some pupils and first distasteful to them. Kids have a right to express their opinions on this as plainly as possible, and it is in the best interests of everyone involved for the teacher to be aware of how the students are responding to events in the class. Due to this, it is ideal to have early strategy sessions in a combination of the two languages or solely in the individuals' mother tongue.

This opinion is also approved by Harbord (1992) claiming: if a teacher is unable or unwilling to explain a new strategy to pupils in the L1, it may significantly lower student motivation.

Language anxiety is highly common in L2 classes all over the world. Students feel in the trap and are not able to express what they know in L2. According to Meyer (2008), there are three components that anxiety can be broken down. The first component is related to the learner's disability to express ideas and thoughts adequately, the second component is about the social impact and the fear of failure and humiliation, and the third and final component is about evaluation, the fear of failure during evaluation. ``Allowing the use of the first language in the classroom will mitigate all three components`` (p.5). The use of L2 gives students the opportunity to overcome all these problems and enables them to communicate their thoughts and be socially acceptable. Also, Meyer (2008) mentions that L1 is a comforting tool for students who are facing this language for the first time and that will help students feel comfortable and welcomed. L1 can be a very intimidating place for students, they may feel at trap when coming to express themselves and their knowledge and L1 serves as a rescuer and anxiety reliever in these cases.

A research study conducted by Laura Naka (2014), at the University of Gjakova, preschool program, on the benefits of mother tongue in English classes, showed that Albanian students are very comfortable using L1 during English language teaching and learning:

Based on my experience as a teacher, often when new unfamiliar words appear, if synonyms are not helping the students to find out the meaning of that word, then they eventually lose their patience and they require a translation in L1 from their teacher. This also happens during grammar teaching when usually we need to compare first language grammar with FL grammar or when they need an extra explanation on a given assignment. Even when they are aware that they are following L2 class and are required to use L1 as little as they can, they still feel the need to communicate in L1, even with a single word. This shows that the use of the mother tongue technique, called Code-Switching, is an unavoidable method used in the EFL lectures.
(p. 3)

She also claims that regardless of the level of students' proficiency in the target language, L1 provides them with a positive and comfortable atmosphere that motivates them to further learning and that teachers should serve students' needs.

There are a lot of answers and perspectives to the question of what is the role of the mother tongue in a second language classroom. According to Meyer (2008) dependent on what the scope of the teaching is and the intention of the learners ``the amount of L1 use and how it is employed should vary with the classroom environment. The L1 provides scaffolding that should be gradually dismantled as the students progress. Not enough effective filters may be raised, too much, and progress is slowed. The L2 should be used as much as possible. Maximizing L2 use should be the goal in every classroom`` (p.1).

3.1 Disadvantages of using L1 in the classroom

Among the advantages of using L1, there are also disadvantages to using it. Researchers have given their opinions on what and how L1 affects negatively the process of learning a second language. When teachers overuse L1 in the classroom, especially when the teacher is the only language model and primary source of the target language pupils do not benefit (Turnbull, 2001). Rolin-Ianziti & Vrshey (2008) continue that when students do not use L2 extensively, their confidence in using it starts to decrease and they remain passive in this area

Among these researchers, Atkinson (1987, p. 246) stressed the following problems of overusing L1:

1. The teacher and/or the students begin to feel that they have not fully understood any item of language until it has been translated.
2. The teacher and /or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom, it is essential that they use only English (cited in Kavari, 2014, p. 4).

Moreover, Mayer (2008) in his article about the pedagogical implications of L1 use in a second language

classroom also claims that when dealing with differences and similarities between languages the positive part, also has its negative part. Language transfer from the original language is particularly dangerous while learning a second language. The only linguistic system that the learner may draw upon in these early phases, before becoming familiar with the second language's system, is their original tongue (Brown, 2000).

Furthermore, Mayer (2008) continues that similarities between languages can be extremely advantageous, especially if they share concepts and cognates, but except that students should be very careful of false cognates. Different languages have different cognates and concepts. Some of them are cognates related and some of them are conceptually related. Teachers need to be aware of the fact that students may confuse things, especially when it comes to those languages which are close to their target language.

3.2 The balance between L1 and L2

The use of L1 in the classroom environment during L2 classes remains an issue, a tough one, and many approaches advocate or oppose it. However, looking at students' needs, teachers need to create an environment for students to feel comfortable and that they belong there. To do this, both, monolingual and bilingual teachers should compromise for students' sake and balance the use of L1 in the classroom. Since all the students come from foreign language classes with a background of language, or mother tongue, they will translate in class whether the teacher wants or not (Harmer, p. 2010). On the other hand, in an L2 class, L2 should be used. Teachers need to keep in mind to use L2, English in our case, as much as possible to fulfill the needs of students and achieve the goal of learning a second language which is being able to communicate it:

Where students and teacher share the same L1 it would be foolish to deny its existence and potential value. Once we have given instructions for an activity, for example, we can ask students to repeat instructions back to us in L1- and this will tell us whether they have understood what they have to do. When we have complicated instructions to explain, we may want to do this in the L1, and where students need individual help of encouragement, the use of L1 may have very beneficial effect. (Harmer, 2010, p. 39).

In previous chapters, the use of L1 in L2 classes was made clear and based on a lot of research in many cases the use of L1 in class might result in benefits. However, to tell about the amount, appropriate amount, of L1 that can be used in L2 classes we need to consider a variety of factors. Since not all the students are the same, not all the classes and teachers are all the same. There is no rule that can suit all the students or teachers and for this very purpose by looking at the circumstances, the teacher will have to measure the amount of L1 that can be used during classes.

The factors that every teacher needs to take into consideration when using L1 in class are the backgrounds of students, the methodology of implementation, the phases of lessons, and the level of students (Atkinson, 1993).

However, Morahan (2010) also states that L1 should be used only to a normal extent and for clarification purposes even after the teacher made several attempts and for clarification purposes, and shouldn't be the primary mode of communication, but when a balance is achieved L1 may be a great help for L2.

3.3 Ways of making students use the target language

There are cases, except for the performance of teachers, that students use L1 all the time in class. They do not feel comfortable enough to use L2, and according to Harmer (2010, p. 179), there are some ways to make students use L2. The first one is communication- explaining to students how L1 over usage will affect their fluency; moreover, this interferes with Harmer's second solution, claiming that L1 should not be totally banned and students should be aware of that; the third way is to not respond to too much interaction in the native language and only show curiosity to students who speak the English language, and last but not least, teachers should create an English environment.

3.4 Teaching grammar

Teaching grammar might be the most challenging step that teachers deal with throughout their professional experience. Scrivener (2005) in his book about teaching learning claims that "before teaching a grammatical item, it is essential that you understand it well" (p.206), from this it is understood that teachers need to understand the core of grammar or a grammatical item that they particularly deal with before they present it to students. Furthermore, Scrivener (2005) in his book continues to explain that even after many years of practice and experience teachers can find themselves checking grammar books, and dictionaries and taking a few notes. Therefore, teaching grammar is an endless journey that seeks continuous effort.

In the past, teaching grammar included giving plentiful rules to remember and learn by heart, however, only knowing the rule of generalization of a grammatical item does not mean that you know how to use that item in a real setting, or even something about that item. Scrivener (2005) further states that grammar might for someone

be synonymous with a book full of explanations and rules which tell about verbs, adverbs, and other grammatical items. That is one part of grammar, but not the core of what teaching grammar means.

Grammar books in general give explanations on exercises and activities, on how a grammar item works and its function, but not necessarily teachers should. Throughout the years teachers have struggled and experimented to find the best way to teach grammar. There are different theories based on what people think is the best way to teach grammar. This may come from the fact that teachers sometimes base and compare their teaching ability with their learning ability, but not necessarily what worked for them as learners have to work for everybody. In my opinion, teachers should take into consideration that not all students are the same, they have different learning styles and as teachers, we have to suit methods that will correspond to all learning styles and all the students in general. According to Scrivener (2005) grammar

instead of being a dry record of facts and rules, the information in your hand is a living resource that allows you to communicate and be understood. For this reason, learning rules in grammar books by heart is probably not 'learning grammar'. Similarly reciting grammar rules by heart may not be 'understanding grammar'. Even doing tests and exercises may not necessarily be 'learning grammar'. (p. 253)

Thornbury (2005), in his book, *Uncovering Grammar*, suggests that we could gain other perspectives of grammar if we start thinking of it except as a noun, and as a verb as well. Based on this teaching grammar is not just about providing information, but also about the active skill of using language. Also, Scrivener (2005) advocates Thornbury saying that ``it's probably this of ``verby`` kind of grammar that we most need to help our learners work with in class`` (p.153).

There are a lot of questions related to grammar that different researchers give different perspectives and explanations. How can students use grammar better? How can people use language competently, fluently and accurately? Are practice activities helpful? Is memorizing the rules of generalization the best way to learn grammar? Should L1 be included when dealing with grammar, and a lot of other dilemmas?

Researchers all over the world reflected on this kind of issue. Scrivener (2005) in his book *Learning Teaching* justified his opinion of which is the best way to teach grammar. Based on Scrivener students need to have enough exposure to language; they need to be able to notice and understand different grammatical items; they need to use the knowledge about grammatical items in a real setting and also need to remember things that they have learned.

Table 1. *How language items are learned*

To learn a language item learners need to:	It follows that, in class, you probably need to:
<ul style="list-style-type: none"> • be exposed to a lot of languages while reading/listening 	<ul style="list-style-type: none"> • include lots of reading and listening activities. These should include realistic texts a little above the apparent current language level of learners so that learners are exposed to a lot of comprehensible new language.
<ul style="list-style-type: none"> • notice specific items when they are being used, in texts (e.g. in stories, in conversations, etc.) 	<ul style="list-style-type: none"> • provide texts, exercises and techniques that help learners notice specific items. Texts specifically written for learners (e.g. containing multiple examples of a target item).
<ul style="list-style-type: none"> • understand the form, meaning and use of an item. Form refers to how the pieces fit together, the endings, etc. Use refers to the typical situations, conversations, contexts in which it might be used. 	<ul style="list-style-type: none"> • be informed about form, meaning and use of language. • focus learners' attention on form, meaning and use by means of exercises, explanations, drills, games, questions, etc.
<ul style="list-style-type: none"> • try things out in a safe environment with limited other linguistic demands. • have opportunities to practise new language, to 'get their mouths around' new items. 	<ul style="list-style-type: none"> • give many opportunities to practise things in activities that call only for restricted language when they speak and write, with encouragement and feedback.
<ul style="list-style-type: none"> • use the new language when speaking and writing to communicate in different contexts. 	<ul style="list-style-type: none"> • offer speaking and writing tasks that allow learners to make use of all the language they know.
<ul style="list-style-type: none"> • remember items. 	<ul style="list-style-type: none"> • pay attention to how learners record items; • return to items again and again with revision tasks.

Retrieved from Scrivener (2005, p.254).

Scrivener (2005) also argues that the practice of ``activities are arguably the most important part of any grammar lesson. Although teachers often spend a lot of time on `input` stages-for example, in giving explanations- the real learning experience is when learners try to use the language themselves`` (p.255).

The overall study sheds light on the usage of L1 during grammar teaching and resulted in maximizing English language usage, however, L1, the Albanian language in this case, should not be banned for the abovementioned reasons.

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