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**The use of L1 in L2 vocabulary
teaching to produce better results on
English tests**

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Preface

One of the biggest challenges that I have been confronted with over the past years as a language teacher at the Scholen Gemeenschap Bonaire, are the methods used to teach a second language (L2) or a foreign language (FL). The method used for English is designed for students in a native language speaking environment and it teaches English from L2 to L2 or from FL to FL. The method thus lacks the ability to use the students' native language (L1) to teach them a second or foreign language. Therefore, my goal in this study is to see how I might involve the students' native language more in L2 language teaching and to see whether this might produce better results on English vocabulary tests.

Over the past two years I have been supported and inspired by a number of people. My family has been a great support for the last two years and without their help and encouragement, I would not have been able to finish this Master's program.

I would like to thank Ariadna Timp, who has been by my side for the past two years. We have been through a lot together and without her support I would not be at this point. She is the best colleague and classmate one could wish for.

I would also like to thank Mrs. Ange Jessurun for setting up this course and giving me the opportunity to obtain my Master's degree.

Finally, I am grateful to my supervisor, Prof. N. Faraclas, whose expertise and generous guidance made it possible for me to work on my Master thesis. It was a pleasure working with him.

Rita Vitalini
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Abstract

The literature on foreign language teaching generally supports the idea that L1 to L2/FL methods produce better results in vocabulary acquisition than do L2/FL to L2/FL methods. The present study explores whether the use of Papiamentu as L1 in L2/FL vocabulary learning in English produces better results on vocabulary tests than the present L2/FL to L2/FL method used at a secondary school on the island Bonaire. In order to determine which approach would produce better results, a cohort of senior students was divided into two groups, group A and group B. During the first three weeks, group A was provided with an L1 translation and group B was only taught in English. During the second three weeks, the groups were switched, with group A being taught only in English and group B provided with an L1 translation. In addition to test results, the data collected for this study include the answers provided anonymously by students on a questionnaire designed to elicit students' opinion about the current L2/FL to L2/FL method used at the school for vocabulary learning in comparison with the use of a L1 to L2/FL method. The results also show that students in the L1 to L2/FL experiment group retained more lexical items, they accessed the lexical items with greater ease and they recalled them for a longer period.

Key concepts:

L1 or first language or mother tongue

L2 or second language

Vocabulary

Foreign language

Language learning

Language acquisition

Chapter 1 Introduction

This thesis originated from my fascination with teaching methods for second languages and foreign languages in secondary schools and it was written as a final project for the Master in Education program. The module called *Teaching and Learning Vocabulary in L2*, taught by Professor Nick Faraclas also inspired me to choose this topic. Much has been written on this subject and this thesis aims to explore this field and contribute to more effective language teaching in secondary schools on Bonaire.

Bonaire is a multilingual community and the most widely spoken language is the creole language Papiamentu, with approximately 74.7% of the population using it as their home language. The other home languages spoken on Bonaire are Dutch with 8.8%, Spanish with 11.8 %, English with 2.8% and other languages with 1.8%. This multilingual situation is also reflected in our schools. Bonaire has one school for secondary and higher education, which has four departments at different locations. At the VMBO institution for secondary vocational education, the students mostly speak Papiamentu to communicate with one another and with the teachers. This indicates that the students have built up a lot of vocabulary in their first language (L1), which could be used to learn any other language.

Although, the students love English and come in contact with it on daily basis, they do not speak it due to lack of vocabulary. The method used to teach English at the school is a second language (L2) /foreign language (FL) to L2/ FL method and this often makes it difficult for students to learn English and to improve their results on English vocabulary tests. I believe that the students' L1 can support L2 vocabulary teaching and learning. According to Grace (1998) the mother tongue or L1 is a useful tool for L2/FL vocabulary teaching and learning.

In order to test the idea that the use of students' L1 in L2 vocabulary teaching and learning can produce better results in English tests, this thesis makes use of three research methods: desktop research, the vocabulary tests and a questionnaire. The desktop research looks into previous studies conducted on this topic and what scientists say about the use of L1 in L2 vocabulary teaching and learning. The vocabulary test conducted assessed the student's performance on different language skills. Finally, the questionnaire was included to find out how the students experienced L2/FL vocabulary teaching and learning through L2/FL to L2/FL and L1 to L2/FL.

This study was conducted in Bonaire at Scholengemeenschap Bonaire. The Scholengemeenschap Bonaire, also known as the SGB, is the only school for secondary education on the island and it has four departments on different locations. VMBO stands for Voortgezet Middelbaar Beroeps Onderwijs, it is a school for Secondary Vocational Education. It is an education system in which the students get more theory the first 2 years and the last 2 years they have training practice and exams. With this diploma the students can continue in a specific sector at the MBO (Middelbaar Beroeps Onderwijs) = Secondary Vocational Education. At the VMBO department of the SGB the students mostly speak Papiamentu at school with friends and in the classes. Unlike the HAVO- VWO department where speaking English among each other is popular, at the VMBO this is not the case. Although the students do come in contact on a daily basis with English via social media and other mediums such as music and television they still communicate in Papiamentu. This indicates that the students have already built up some vocabulary in their L1, which could be used as a basis to learn any other language.

The **context** of Bonaire can be described as follows: Bonaire is an island that has undergone a large shift in 2010. During this period Bonaire left the former Netherlands Antilles, and joined Saba and Statia in having a special bond with the Netherlands. At first these islands were referred to as the BES-islands, but they are currently referred to as the Caribbean Netherlands. Bonaire is a "Openbaar Lichaam", with a specific kind of relation with the Central Government of The Netherlands, not to be

compared with the “gemeentes” in the Netherlands. This is the reason why the “Openbare lichamen” receive a different treatment from the Dutch Government in many areas. Bonaire also has a multilingual community but the majority of the population speak Papiamentu. Although Dutch is a language spoken by the minority of the population living on Bonaire, it is still the language of instruction at the SGB.

The **goal** for this study was to assess and find out whether the use of L1 in L2/FL vocabulary teaching and learning produces better results on English tests. If the mother tongue is effective in helping students to get better results for vocabulary in L2/FL English classes (as is the hypothesis), this might positively impact the students to learn English or any other language. The specific goal of students getting better results for the vocabulary test L1 to L2/FL is to use this information to adjust my teaching and involve the students L1 more in my L2/FL language classes, but also to recommend the schoolboard to allow more of the students L1 in the language classes.

Hypotheses and Research questions

The hypotheses tested in this study are as follows:

Hypothesis 1: The use of students’ mother tongue is effective in improving vocabulary learning in an English L2/FL classroom.

Hypothesis 2: L1 to L2/FL teaching will produce better results on English vocabulary tests than L2/FL to L2/FL teaching.

Main research question: Does the use of students’ L1 in L2/FL language teaching produce better results on English vocabulary tests than L2 to L2 language teaching?

The **sub-questions** are as follows:

1 Are the L2/FL to L2/FL methods currently used on the island to teach English the best ones for the Bonairean context?

2 Does the use of L1 have a positive effect on passive vocabulary skills vs active vocabulary skills in L2/FL?

3 Does the use of L1 have a positive effect on the learning of superficial word knowledge vs deeper word knowledge in L2/FL?

4 How can the use of L1 help students learn L2/FL vocabulary?

Methodology in short

For this study a quantitative research was carried out with a cohort of VMBO students divided in to two groups. The students of the same level partook in the research project over a period of 6 weeks. Each week 10 words were introduced to both groups and the total number of words was 60 in the last week. During the 6 weeks the methodology remained the same for both groups, with only the language of instruction changing. During the first 3 weeks Group A received L1 to L2/FL instructions while group B was given L2/FL-L2/FL instructions. In the following 3 weeks the language of instruction was changed and group A followed an L2/FL to L2/FL approach, while group B followed an L1 to L2/FL approach.

Test 1: The student were provided with a vocabulary list and a text for reading comprehension. The vocabulary list was in English and the translation was also in English. The list was discussed with the students and the language of instruction was English. Both passive and active skills were tested in the first 3 weeks.

Test 2: The students were also provided with a vocabulary list and a text for reading comprehension. This list was in Papiamentu and English. The list was also discussed with the students and the languages of instruction were Papiamentu and English. Both passive and active skills were tested in the second 3 weeks.

The **data** was **collected** by the use of three research methods: a desktop research, a vocabulary test and a questionnaire, which the students completed during class. For sub-question 1 the questionnaire was relevant because it not only provided insight into how the students experience the current English method, but it also answered this question. The remaining sub questions 2 through 4 were answered

by means of the desktop research and the tests conducted over a period of six weeks. The data collected was analyzed and presented through charts.

Acknowledgement as researcher

I'm a student at the University of Curacao and I'm originally from Suriname but I currently live on Bonaire. I finished the teacher training program in 2004 in Suriname and I worked as a primary schoolteacher for several years. My family and I moved to Bonaire in 2010. After finishing my Bachelor in English Education on Bonaire in 2016, I started with the Master program and I'm currently working on obtaining my degree in Masters of Education in English. I started working on Bonaire at the Community School Bonaire (SGB) in 2010 and shortly after the island underwent a large shifts. During the past several years I have learned the local language "Papiamentu" and I understand and speak it well. It helps me to communicate with both students and parents.

To teach my students English vocabulary I sometimes use Papiamentu to help them. The method used for English is a L2 to L2 method and it does not take in the students' L1. Therefore teaching a second or foreign language is not easy especially when the instruction language is not the students mother tongue. This makes it more difficult for students to translate the words from second language to first language and back from first language to the second language. I believe that I could use Papiamentu effectively to help the students enhance their English vocabulary.

Ethical considerations were given throughout the research project with regard to access of confidential information of the participants. The participants were approached during the regular lessons and they were informed about the research project. In order to guarantee anonymity, the participants were asked to complete the personal details field in the questionnaire with male or female. To ensure in this study that confidentiality is truly protected no names were used in the charts, nor in the written analysis of the results. The participants were namely referred to as Group A and Group B. Group A being the experimental group in the first three weeks with L1 translation, while Group B was the control group with no L1 input.

Chapter 2 Literature review

2.0 Vocabulary defined

The word vocabulary itself has a broad definition, from a list of words and their meanings to all of the words used in a language, by a group or individual. The study of vocabulary deals not only with the total number of words in a language, but also with the subset of those words one must know to communicate effectively with others. Zimmerman (1998) states that vocabulary is central to a language and therefore essential to language learning. For the purpose of this study, I will consider vocabulary as the total number of words that are needed to communicate one's ideas, feelings and intentions.

2.1 Importance of vocabulary in language learning

Teaching vocabulary is one of the most important ways of developing student's L2/FL knowledge. It is therefore one of the crucial elements in second and foreign language learning and it plays a major role in acquiring a language. Although vocabulary has been somewhat neglected in the recent past as an important knowledge area in language learning, researchers have been increasingly turning their attention to it. e.g. (Nation, 1990).

Knowledge of vocabulary is seen as an important means to learn a second language because a small vocabulary impedes effective communication. Schmitt (2000) points out the importance of vocabulary acquisition, observing that lexical knowledge is central to communicative competence and to the acquisition of a second language. The relationship between vocabulary knowledge and language use can be seen as complementary because vocabulary knowledge provides the means for language use and, vice versa, language use stimulates increase of vocabulary knowledge. (Nation, 2001).

The importance of vocabulary is evident in all communicative contexts, both formal and informal. Students with the most vocabulary are the ones who are best able to acquire more vocabulary. Nation (1999) concludes that acquisition of vocabulary is of crucial importance for successful second language use, arguing that acquisition of vocabulary plays an important role in the formation of complete spoken and written text. For both second language learners and foreign language learners, learning vocabulary items plays a vital role in all four language skill areas, listening, speaking, reading and writing. Rivers and Nunan (1991), emphasize that acquisition of an adequate vocabulary is the key for successful second language use because, without a comprehensive vocabulary, one is unable to apply what one may have learned for effective and meaningful communication.

Huckin (1995), contends that research has shown that second language learners rely heavily on vocabulary knowledge and the lack of that knowledge is the major obstacle for second language learners to overcome. Other researchers contend that vocabulary is one of the most important, if not the most important, element in learning a second or foreign language, because there is not much value in being able to produce grammatical sentences if one does not have the extensive vocabulary that is needed to express oneself.

Using the basic pedagogical principle of going from the known to the unknown, Cummins argues that the optimal way to build academic competence in a second or a foreign language is to utilize students' academic competence in their first language. In other words, academic competence in a first language should precede academic competence in a second or foreign language. (Cummins, 2000)

2.2 Language acquisition vs. Language learning

Krashen (1983) proposes a distinction between naturalistic informal language acquisition on the one hand and formal language learning on the other. Compared to other areas of language teaching and language learning, the lexicon and vocabulary have received limited attention by researchers, especially since the rise of Chomskyan mentalist linguistics and mentalist pedagogy in the 1960's which rejected the focus on the formal structured sequencing and drilling of the behaviorist pedagogy that preceded it. Recently, scholarly interest in vocabulary learning has increased, as evidenced by the ongoing debates between those who advocate the acquisitional approach of Krashen (1983) and those who argue for a more balanced approach that includes formal learning of words, such as Nation (1990).

Krashen de-emphasized formal learning and formal sequencing in his work. According to Krashen, second or foreign language vocabulary teaching should be acquisition like and taught in an informal way. He argued that students learn a second or foreign language best when they learn it naturally, just as they learned their L1. He stated that formal language teaching in second or foreign language classes is fairly useless and ineffective. He recommended instead that second or foreign language students follow the same natural process they did when learning their L1.

Nation, on the other hand, recommended a very different approach. Although he recognized the importance of natural acquisition, he also stressed the importance of formal and sequenced learning of vocabulary. In addition, he argued that while an acquisitional approach is important, it is not enough to ensure that second or foreign language students acquire sufficient vocabulary in the target language. According to Nation, vocabulary teaching and learning should follow a certain sequence, but within that structure students should be allowed to learn naturally as well.

Nation highlighted the importance of formal and sequential teaching of vocabulary to second and foreign language learners by contrasting ways in which vocabulary is typically acquired in an L1 with the vocabulary learning needs of L2/FL learners. According to Nation, native speakers acquire words in their L1 at the rate of about 3 per day or 1000 words over 365 days. For most L2/FL learners is this far too slow, as it would require too much time before they acquire sufficient L2/FL vocabulary. Therefore, he argues that high frequency words in L2/FL must be taught formally and strategically until learners gain a mastery of enough words in L2/FL to allow them to acquire more words naturally from listening and reading.

2.3 Use of L1 in second and foreign language vocabulary learning

While as a general policy it is important to have strong strands of L2/FL meaning-focused use and fluency development in L2/ FL classes, research shows that the first language can play a useful role in L2/FL classes as well (Nation, 2001). The fact that L2/FL learners are already equipped with an L1, and thus have developed conceptual and semantic systems linked to that L1, suggests that L2/FL vocabulary learning could be enhanced by providing as many opportunities as possible for the mapping of new L2/FL vocabulary onto already existing conceptual frameworks in the L1. When students are exposed to a second language they have already learned how to categorize the world from their L1 experience, thus, L2/FL vocabulary items are likely to be associated to L1 representations (Takač, 2008).

Studies in second and foreign language teaching show that there generally appears to be limited preference for inter-lingual methods, where significant use is made of L1 in the classroom. There appears to be a bias instead for intra-lingual methods, which involve teaching the target language through the target language itself. This tendency seems to ignore

research which shows that use of the mother tongue in language L2/FL classes can be a useful tool to support both second and foreign language learning in an efficient way.

Duff (1989) argues that translation involving the mother tongue has largely been ignored as a method for L2/FL practice and improvement. Krashen (1982) even considers the first language to be a barrier for L2/FL learners and the major cause of learner's problems with a new language. Translation has been viewed as an unsuitable practice for L2/FL learning, with some arguing that L2/FL learners need to have acquired a considerable level of proficiency in L2/FL before they can perform translation tasks effectively.

Although many have a negative view on the use of an L1 in L2/FL learning, the positive role of the mother tongue has also been acknowledged as it has been demonstrated to be a rich resource which, if used correctly, can assist L2/FL language teaching and learning (Cook, 2003). According to Cameron (2001) when new words are encountered, students need support to work out their meaning and translation strategies involving L1 may help in this process. In several studies, researchers have provided evidence that indicates that the L1 is active during L2/FL lexical processing in beginners as well as more advanced language learners (Sunderman and Kroll, 2006).

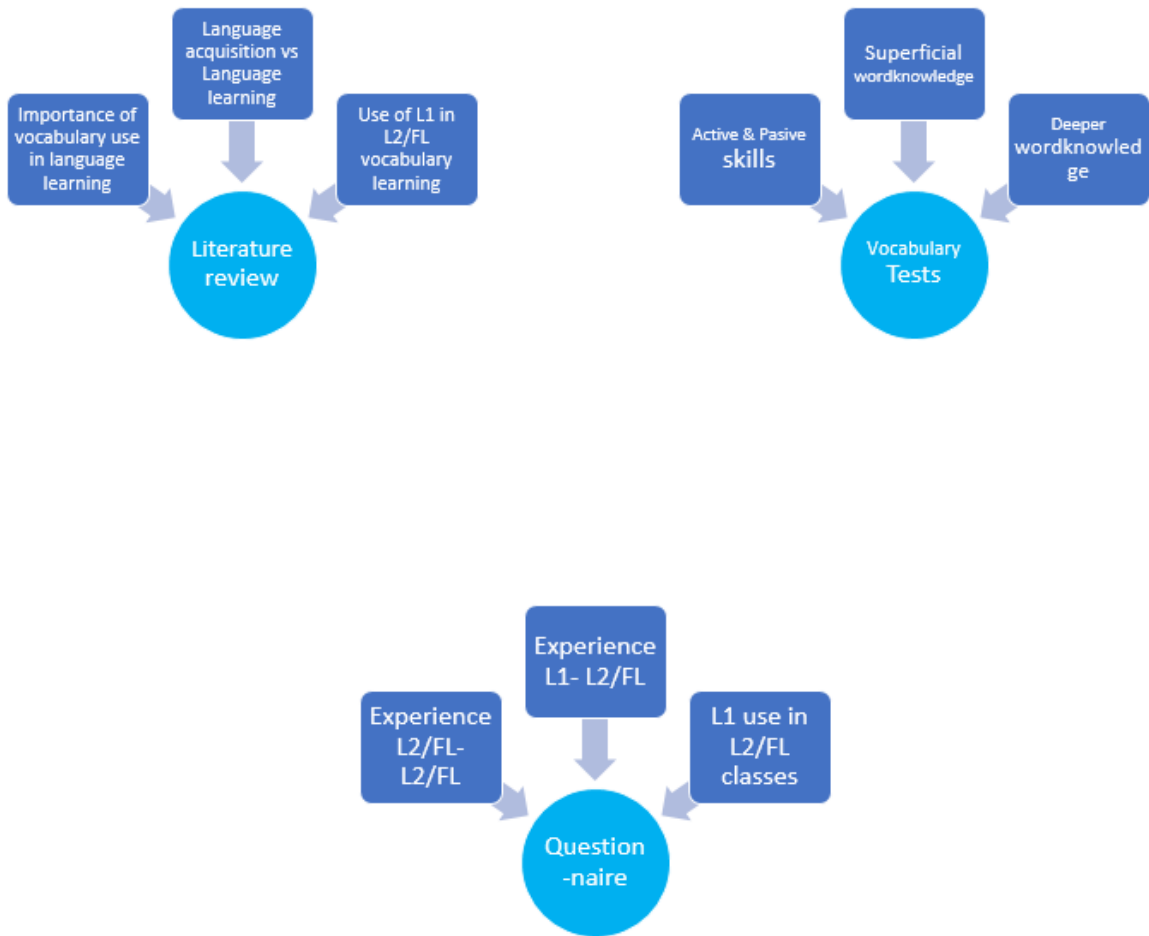
In studies exploring whether the use of the L1 in teaching facilitates L2/FL learners' understanding of the meaning of new words, Lui (2009) claims that a bilingual teaching method facilitates learners' vocabulary acquisition. In his study with first-year undergraduate non-English majors at the University of Science in China, Lui provided evidence to support his claim. In this study, he provided both the experimental and the control group with 60 words taken from a text and asked them to write a Chinese translation for the words they already knew. Then the participants were asked to read the text. Afterwards, the participants were given a brief explanation of the essay so as to facilitate their comprehension. In

addition, the words included in the first test were discussed with the participants. During this process, the experimental group was given an explanation of the words both in L2 and in L1 whereas the control group was only given an explanation in the L2. The results in Lui's experiment clearly showed that the group given instructions and meanings both in L2 and L1 performed better than the control group which only received instructions and explanation in the L2.

In another study, involving native speakers of Dutch learning Italian, Lotto and de Groot (1998) compared word-association and picture-association methods. The results in this study indicated that providing students with L1-L2 word pairs yielded better L2/FL vocabulary learning outcomes than picture or L2-L2 pairs. A similar study was conducted by Grace (1998), the findings of which indicate that translation involving L1 resulted in L2/FL learners retaining more words. In this case translation was recommended as an optimal method for L2/FL beginners since it provided an opportunity for learners to double check the meaning of words in both and L2/FL.

Using the L1 to discuss L2/FL activities is a very useful way to get students actively engaged with the concepts involved in a given task, especially when it includes a lot of the L2/FL vocabulary which could be used completing the task. Discussing an L2/FL task in the L1 not only helps learners to get on top of the content, but it also helps them gain control of relevant L2/FL vocabulary in an L1 context. There is a useful role for the L1 in helping learners gain the lexical knowledge needed to reach higher levels of L2/FL performance. All in all, research in this area shows that the L1 is a useful tool for L2/FL vocabulary teaching and learning.

2.4 Theoretical Framework



Chapter 3 Methodology

As indicated in the introduction, the goal of the present study was to find out whether the use of L1 in teaching vocabulary helps L2/ FL learners achieve better results on an English vocabulary test. To do this, an experimental group of students was taught vocabulary lessons which include the L1 translations of a set of selected lexical items while a control group was taught the same vocabulary lessons with no L1 input.

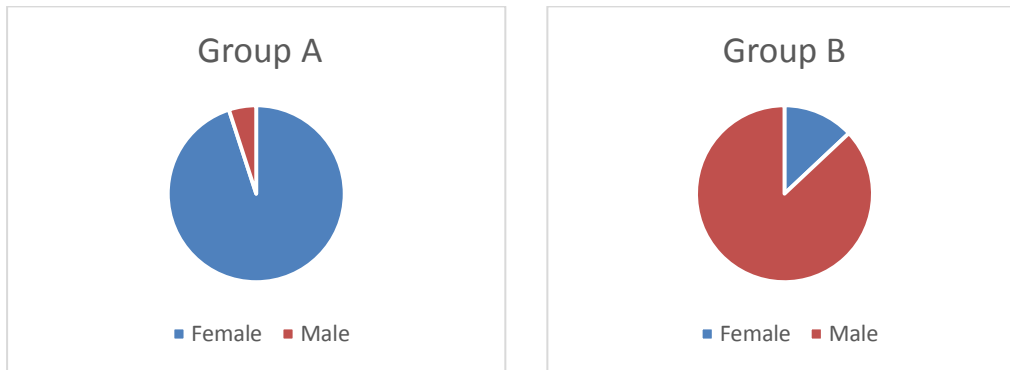
3.1 Participants

A total of 33 students from the “Scholen Gemeenschap Bonaire” (SGB) secondary school participated in the study. The students were all aged between 14 and 16 years during the study. From the total number of participants, all were included in the sample and all partook in the tests administered.

The students were divided into groups, distinguished by the use of different languages of instruction, whereas the other aspects of practice in relation to vocabulary teaching remained the same. During the first three weeks group A was only taught in English while group B was provided with an L1 translation. During the second three weeks, the groups were switched, with group A being provided with an L1 translation and group B being taught only in English.

As indicated in figure 1 below, group A consisted of 18 participants (1 male and 17 female) and group B included 15 participants (13 male and 2 female). Although the ratio of male to female students was quite different in the two groups, this should not have had any effects on the results, since both groups were exposed to both procedures.

Figure 1. Gender



As shown in Figure 2, the great majority of the students in both groups were born on Bonaire, while a minority were not born on Bonaire; that is 15% in group A and 13% in group B. Nevertheless, all the immigrants selected for the study had been enrolled in Bonairean schools for at least seven years or more. In addition, they were well adapted to the classroom as a group and all of them could speak and understand Papiamentu at a very high level of fluency. The main country of origin for the migrants in both groups was Venezuela.

Figure 2. Place of birth.



As indicated in Figure 3, the vast majority of the students in both groups said that they spoke the local language Papiamentu at home. While Spanish was reported to be the second most

spoken language at home, the official language Dutch was not reported to be spoken at home by these students. 85% of the students in group A and 94% of the students in group B reported speaking Papiamentu at home, Spanish was reported to be spoken by 10% of the students in group A and by 6% of the students in group B. One student in group A reported speaking Haitian Creole at home.

Figure 3. Main language spoken at home



With regard to the students' educational background, all of them had attended Dutch based primary schools for seven years or more and they had continued the same kind of Dutch based program in their secondary school. They all started formal English instruction in school when they were about eleven or twelve years old in grade 8. From that age onward they have been exposed to two hours of English as L2/FL per week. None of the students reported receiving any other formal instruction in English.

3.2 Material, Design, and Procedure

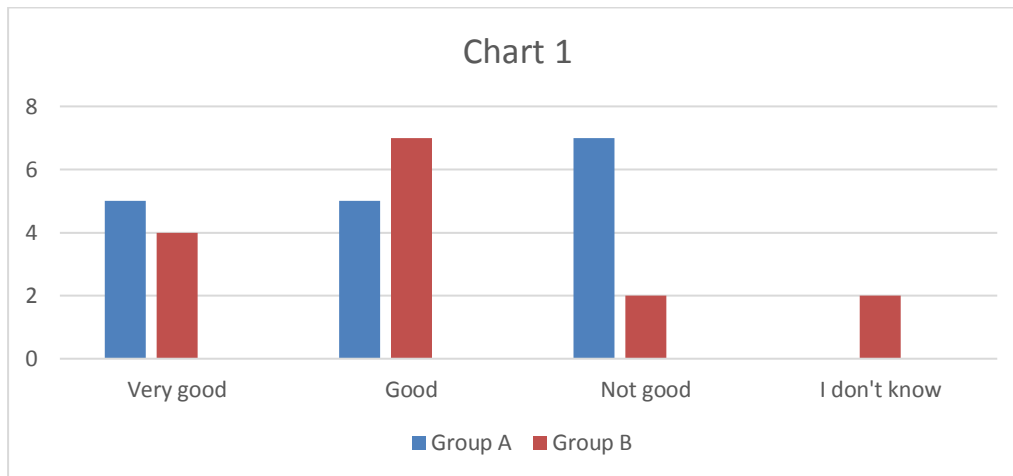
The experiment was designed to find out whether the use of the L1 in vocabulary teaching helps the students to achieve better results than L2/ FL to L2/ FL vocabulary teaching. From each text a total of 30 words were selected to be explicitly taught. The total number of words introduced was therefore 60 words.

The two English L2/ FL classes partook in the experiment over a period of 6 weeks. Each week I introduced 10 of the total 60 selected words in English to each class. During the 6 weeks the methodology stayed the same for both groups, with only the language of instruction varying. This means that both classes received the same instructions, exercises, and words, except that during the first 3 weeks group A followed an L1 to L2/FL approach while group B followed an L2/ FL to L2/FL approach. During the following 3 weeks, I changed the language of instruction in the classes, that is group A followed an L2/FL to L2/FL approach, while group B followed an L1 to L2/FL approach. [The research method selected to collect the data was based on an experimental method. With an experimental method you collect data from subjects in order to test the hypothesis \(Verhoeven, 2011\) According to Verhoeven \(2011\) in an experimental method, you are looking for the effect of a certain situation, stimulus or factor on an expected outcome. It was expected that group A with L1 instructions would have better results than group B with L2/FL instructions.](#) The students of both groups were provided with an English vocabulary list with definitions and a text with questions used to measure passive and active competence in reading and writing English. Testing both passive and active competence helps to determine not only the extent to which the students are processing superficial word knowledge but also deeper word knowledge. For one group, the language of instruction was English only, with both the vocabulary items and their definitions being in English, while for the other group the vocabulary was in English but the definitions were in Papiamentu and there were two languages of instruction: English and Papiamentu.

Chapter 4 Results

4.1 Results from the Questionnaire

Chart 1. Answers to question 3a: How did you experience learning the words in English?

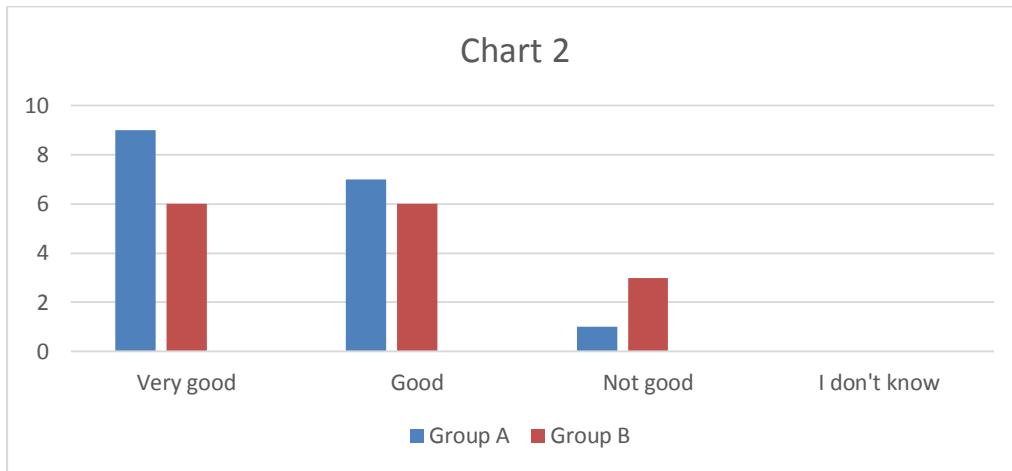


As shown in Chart 1, 28.1% of the students had a very positive experience learning the words in an L2/FL to L2/FL approach. 37.5% had generally positive experience and 28.1% had a negative experience with 6.3% answering “I don’t know”.

Answers to question 3b: Explain why?

Despite the fact that students in both groups reported having difficulty studying the words using an L2/FL to L2/FL approach, some said that they liked learning the words in English. The students having difficulty reported that they were unfamiliar with the words and did not know all the words in the definitions in English. Many also said that they themselves ended up translating the words and the story into Papiamentu. They also indicated that learning the words in English was made difficult because of their limited knowledge of English. On the other hand, some students reported that they learned some new words from the English definitions themselves.

Chart 2. Answers to question 4a: How did you experience learning the words in Papiamentu?

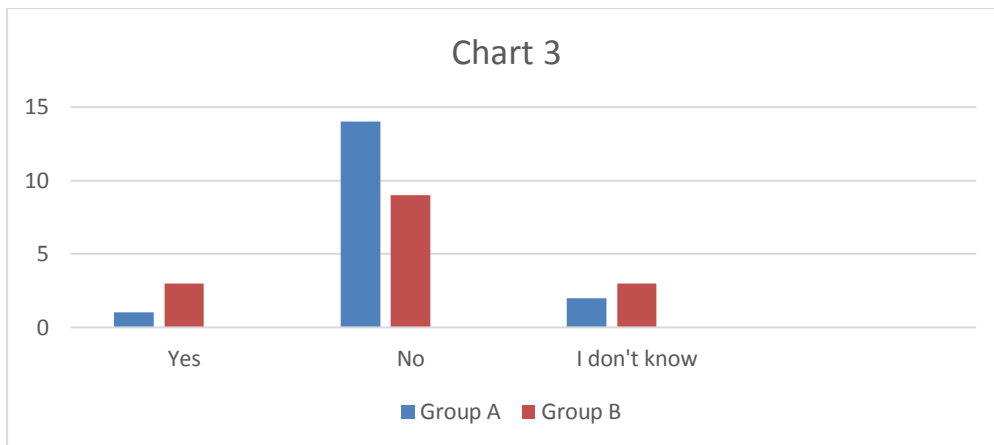


As shown in Chart 2, 46.9% of the students had a very positive experience learning the words using an L1 to L2/FL approach, 40.6% had a generally positive experience, and 12.5% had a negative experience, with none answering: “I don’t know”.

Answers to question 4b: Explain why?

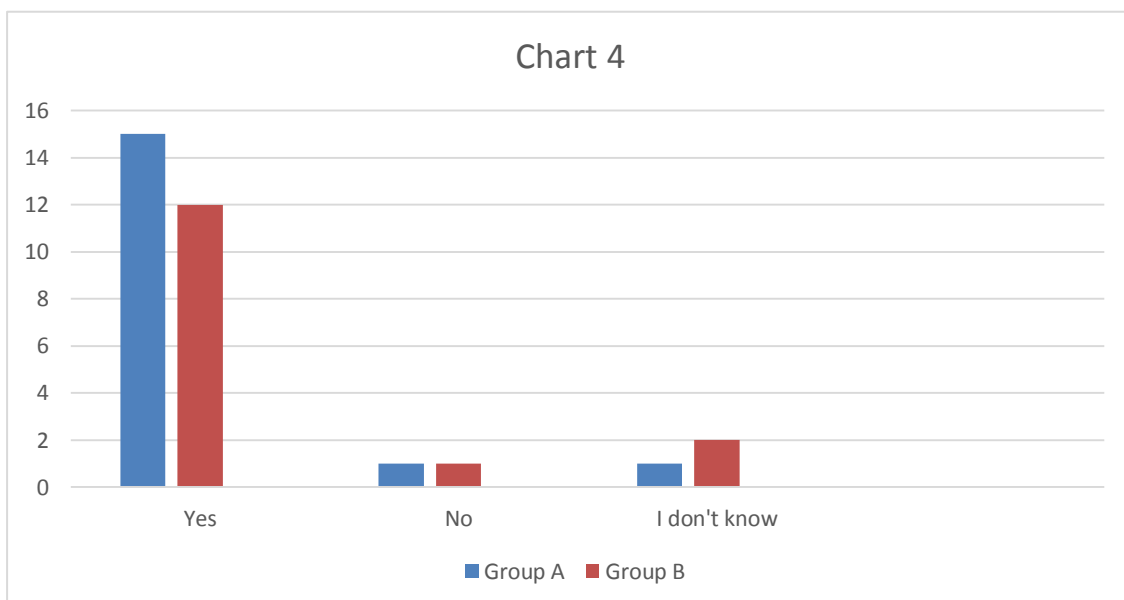
In this case most students in both groups pointed out that they already speak and understand Papiamentu well and that Papiamentu made it easier for them to understand and learn the words. They mentioned that they learned the words faster because they had the Papiamentu translations. Two students, however, reported that Papiamentu did not help them because they already knew the words on the list in English before the lesson.

Chart 3. Answers to question 5: Do you think that English should only be taught in English?



As shown in Chart 3, the great majority (71.9%) of students in both groups thought that English should not be taught in English only. A minority of 12.5% (1 student in group A and 3 students in group B) felt that English should be taught in English only and 15.6% of the students answered “I don’t know”.

Chart 4. Answers to question 6: Do you think that English teachers should use Papiamentu to teach English?



As indicated in Chart 4, the vast majority (84.3%) of the students felt that Papiamentu should be used to teach English, while 6.3% of the students said that Papiamentu should not be used to teach English with 9.4% answering: “I don’t know”.

4.2 Results on the Vocabulary Tests

The results for group A and group B on the reading comprehension test (Test A) and the vocabulary use in sentences test (Test B) were tabulated and the scores obtained after the L2/FL- L2/FL lessons were compared to the scores obtained after the L1-L2/FL lessons. Test A (reading comprehension) and Test B (vocabulary use in sentences) were scored at a maximum of 10 points and a minimum of 1 point. Following the marking conventions with which the students were familiar at the school, all scores starting at 5.5 and higher were considered *Voldoende* (sufficient) and all scores starting at 5.4 and lower were considered *Onvoldoende* (insufficient).

Chart 5. Reading comprehension test results

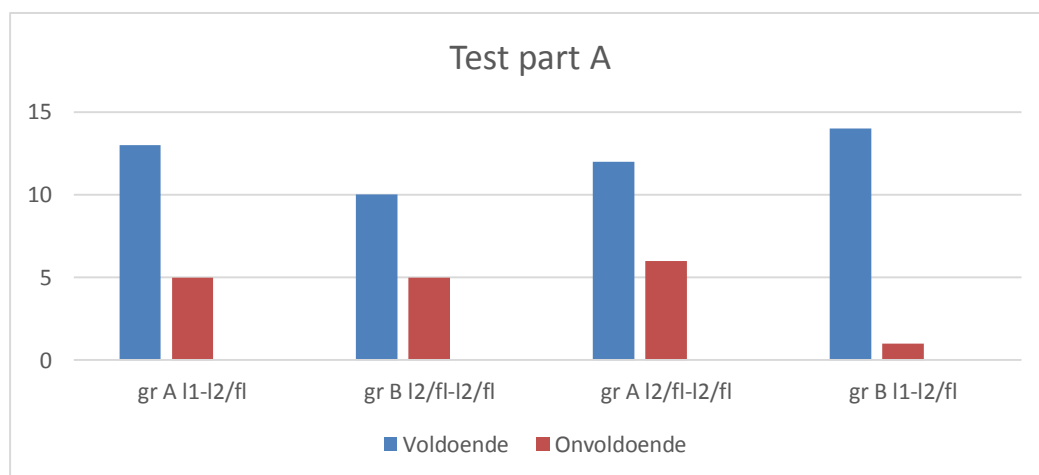


Chart 5 above shows that on the reading comprehension test, after the first three weeks of L1-L2/FL lessons, group A had 73% sufficient scores, while after the first three weeks of L2/FL-L2/FL lessons, group B had 67% sufficient scores. After the next three weeks of L1-L2/FL lessons, group B had 94% sufficient scores, while after the next three weeks of L2/FL-L2/FL lessons, group A had 64% sufficient scores. Thus, when they received English only L2/FL-L2/FL instruction, both Group A and group B scored less than the corresponding experimental L1-L2/FL which received Papiamentu and English instruction covering the same material.

Chart 6. Test results of vocabulary use in sentences

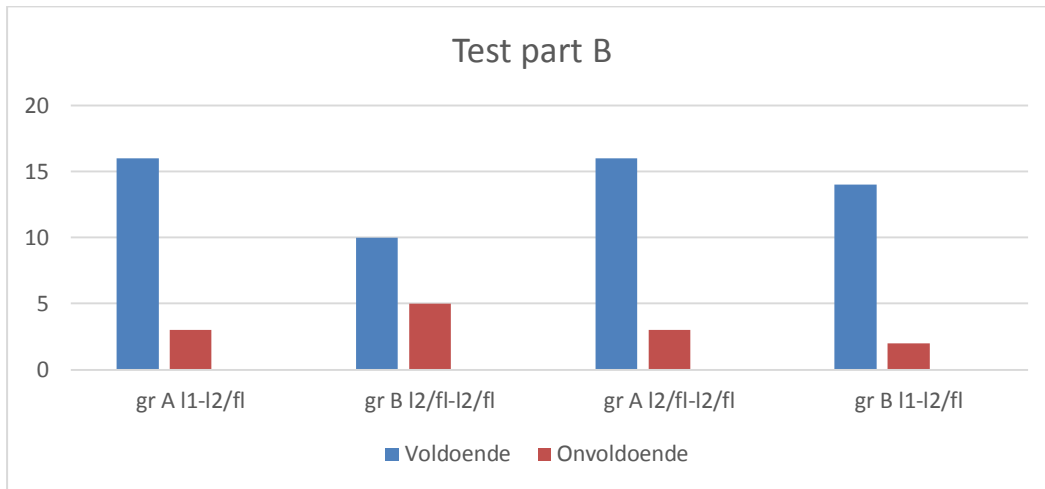


Chart 6 above shows that on the vocabulary use in sentences test, after the first three weeks of L1-L2/FL lessons, group A had 88% sufficient scores, while after the first three weeks of L2/FL-L2/FL lessons, group B had 67% sufficient scores. After the next three weeks of L1-L2/FL lessons, group B had 94% sufficient scores, while after the next three weeks of L2/FL-L2/FL lessons, group A had 88% sufficient scores. Thus, once again, when they received English only L2/FL-L2/FL instruction, both Group A and group B scored less than the corresponding experimental L1-L2/FL which received Papiamentu and English instruction covering the same material.

Chart 7. Skills and knowledge test results: Group A L1-L2/FL approach

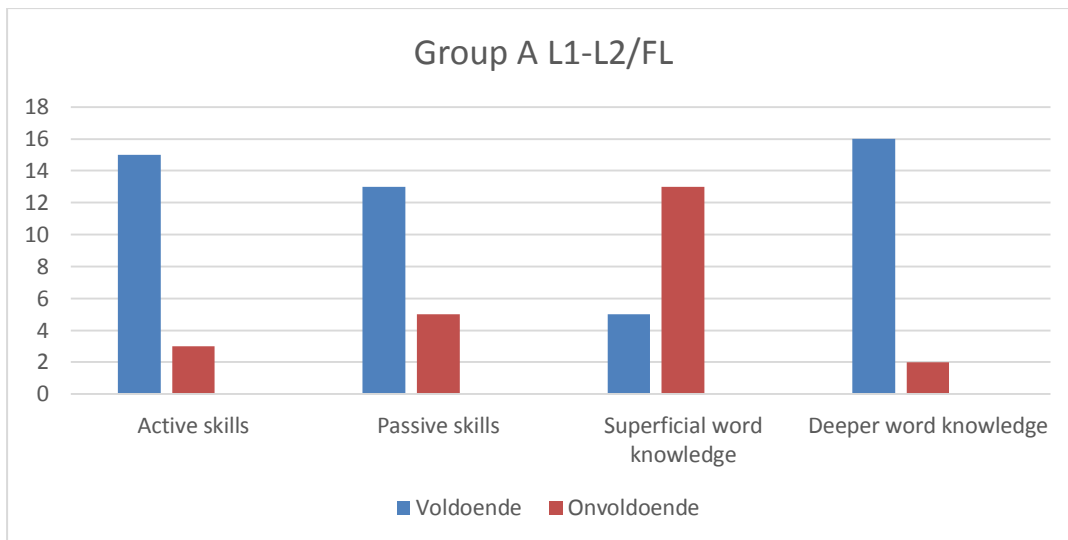


Chart 7 above shows that on the skills and knowledge test, after the first three weeks of L1-L2/FL lessons, group A had 83% sufficient scores for the active skills and 72% sufficient scores for passive skills. This chart also shows that group A had some difficulties with superficial word knowledge and therefore they had 28% sufficient scores, but they scored 89% sufficient for deeper word knowledge.

Chart 8. Skills and knowledge tests: Group A L2/FL- L2/FL approach

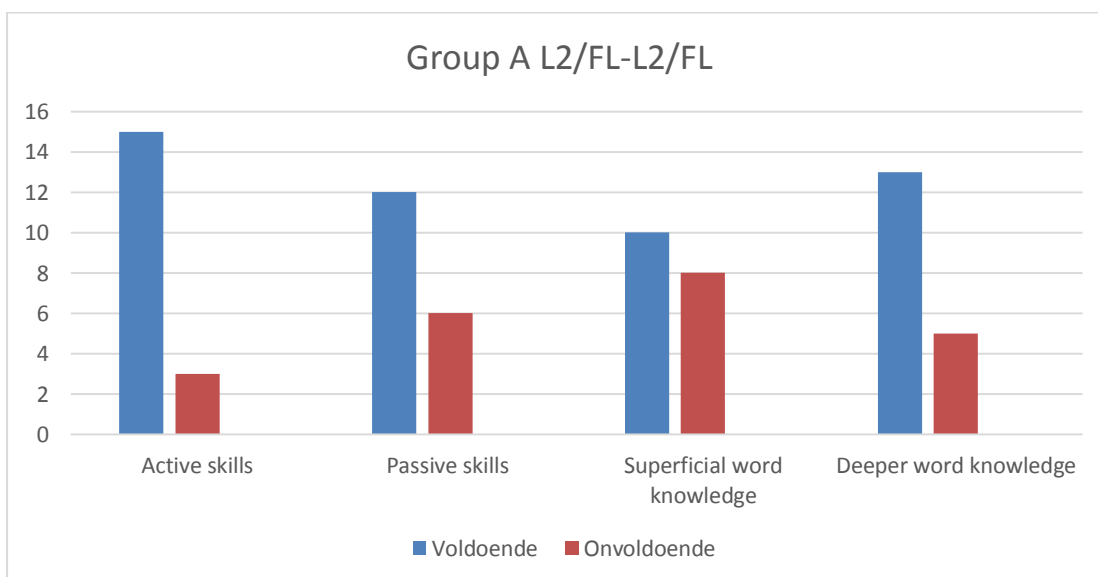


Chart 8 above shows that on the skills and knowledge test, after the next three weeks of L2/FL- L2/FL lessons, group A had 83% sufficient scores for the active skills and 67% sufficient scores for passive skills. Group A had 56% sufficient scores for superficial word knowledge and 72% sufficient scores for deeper word knowledge.

Chart 9. Skills and knowledge tests: Group B L1-L2/FL approach

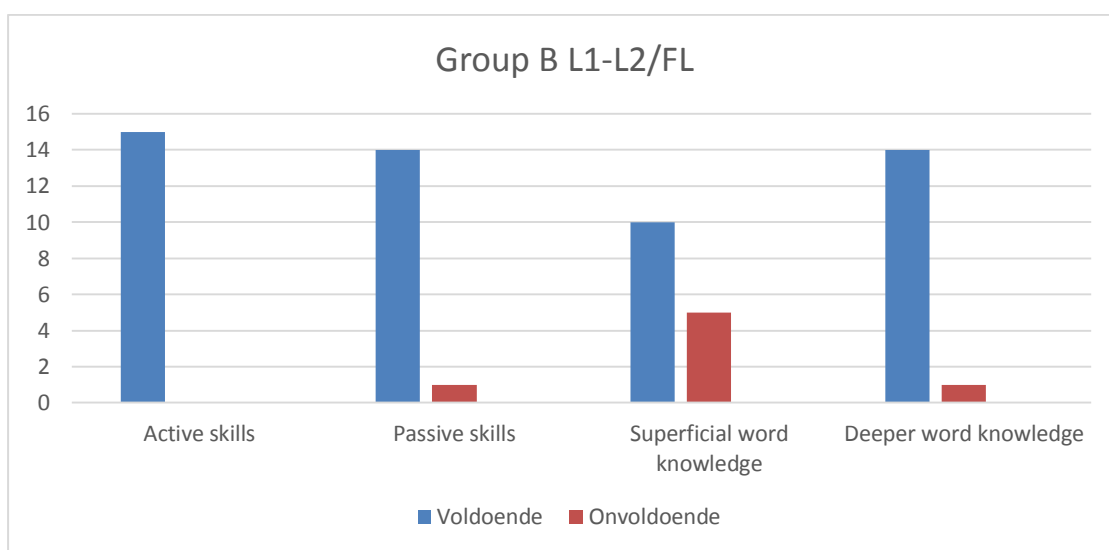


Chart 9 above shows that on the skills and knowledge test, after the first three weeks of L1-L2/FL lessons, group B had 100% sufficient scores for the active skills and 93% sufficient scores for passive skills. Group B had 67% sufficient scores for superficial word knowledge and 93% sufficient scores for deeper word knowledge.

Chart 10. Skills and knowledge tests: Group B L2/FL-L2/FL approach

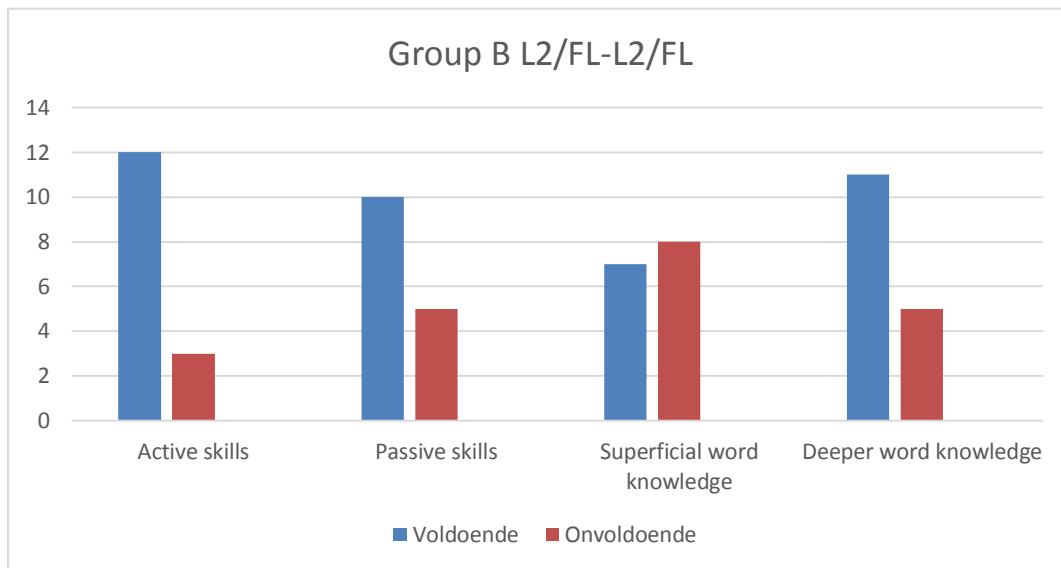


Chart 10 above shows that on the skills and knowledge test, after the next three weeks of L2/FL- L2/FL lessons, group B had 80% sufficient scores for the active skills and 67% sufficient scores for passive skills. This chart also shows that group B had 47% sufficient scores for superficial word knowledge and 73% sufficient scores for deeper word knowledge.

A comparison of Charts 7 and 10 indicates that for the vocabulary covered in Weeks 1 to 3, the performance of the L1-L2/FL students in Group A was generally similar to that of the L2/FL-L2/FL students in Group B: 83% vs. 80% sufficient for active skills; 72% vs. 67% for passive skills; 28% vs. 40% sufficient for superficial word knowledge; and 89% vs. 73% sufficient for deeper word knowledge. There did, however, seem to be an advantage to the L1-L2/FL approach for deeper word knowledge, and an advantage to the L2/FL-L2/FL approach for more superficial word knowledge. A comparison of Charts 8 and 9 indicates that for the vocabulary covered in Weeks 4 to 6, the performance of the L1-L2/FL students in Group B was generally superior to that of the L2/FL-L2/FL students in Group A: 100% vs. 83% sufficient for active skills; 93% vs. 67% for passive skills; 67% vs. 56% sufficient for superficial word knowledge; and 93% vs. 72% sufficient for deeper word knowledge.

Chapter 5 Conclusion, Discussion and recommendations

The results obtained in this study generally confirmed both of my hypotheses and provided the predicted answers to my research questions:

Hypothesis 1: *The use of students' mother tongue is effective in improving vocabulary learning in an English L2/FL classroom.* This hypothesis was generally confirmed: Students' learning experiences with the L1-L2/FL approach was reported by them to be much more positive than with the L2/FL-L2/FL approach, and the scores achieved by each group after being taught using an L1-L2/FL approach were more often than not higher than those of the group which had been taught the exact same lessons using an L2/FL –L2/FL approach.

Hypothesis 2: *L1 to L2/FL teaching will produce better results on English vocabulary tests than L2/FL-L2/FL teaching.* This hypothesis was also confirmed: The scores achieved by each group after being taught using an L1-L2/FL approach were more often than not higher than those of the group which had been taught the exact same lessons using an L2/FL-L2/FL approach.

Main research question: *Does the use of students' L1 in L2/FL language teaching produce better results on English tests than L2 to L2 language teaching?* This question was answered affirmatively by the results: The scores achieved by each group after being taught using an L1-L2/FL approach were more often than not higher than those of the group which had been taught the exact same lesson using an L2/FL-L2/FL approach.

Sub-questions:

1 *Are the L2/FL-L2/FL methods currently used on the island to teach English the best ones for the Bonairean context?* The results of this study indicate that the L2/FL-L2/FL methods currently used on Bonaire to teach English are not the best one for the students of the island, with the students expressing a clear preference for an L1-L2/FL approach and performing generally better using an L1-L2/FL approach.

2 *Does the use of L1 have positive effects on passive skills vs active vocabulary skills in L2/FL?* The answer to this question is generally that the use of L1 has a positive effect on the learning of passive and active vocabulary skills. While the results obtained during Weeks 1 to 3 indicate a slight advantage in the areas of active and passive skills for the L1-L2/FL approach, the results from Weeks 4 to 6 indicate a clearer advantage for the L1-L2/FL approach.

3 *Does the use of L1 have a positive effect on the learning of superficial word knowledge vs deeper word knowledge in L2/FL?* The answer to this question is generally that the use of L1 has a positive effect on the learning of deeper word knowledge. The results obtained during Weeks 1 to 3 and Weeks 4 to 6 indicate a clear advantage for the L1-L2/FL approach in this area. In the area of superficial word knowledge, however, the results were mixed. In Weeks 1 to 3, the results for the L2/FL-L2/FL group were better than those obtained by the L1-L2/FL group. In Weeks 4 to 6, however, the performance of the L1-L2/FL group was better than that of the L2/FL-L2/FL group in superficial word knowledge

4 *How can the use of L1 help students learn L2/FL vocabulary?* The results of this study indicate that L1 can help students learn L2/FL vocabulary in two main ways: 1) affectively, by providing students with a more positive learning experience; and 2)

cognitively, by offering students more learning pathways to enhance their performance on tests designed to measure their mastery of L2 vocabulary.

Discussion

Possible reasons for the high levels of sufficient scores for the experimental group (Group A) when compared to the control group (Group B) could be related to the L1 instructions provided during the first 3 weeks. The tests conducted in the second 3 weeks when the control group (group B) received L1 instructions also show a high level sufficient scores. Both, the experimental group and the control group performed significantly better when provided with L1 instructions. It has been shown in literature that students' L1 or first language can play a useful role in L2/FL classes (Nation, 2001; Takač, 2008). According to Nation (2001) the fact that L2/FL learners are already equipped with an L1, and thus have developed conceptual and semantic systems linked to that L1, suggests that L2/FL vocabulary learning could be enhanced by providing as many opportunities as possible for the mapping of new L2/FL vocabulary onto already existing conceptual frameworks in the L1.

The students expressed high levels of satisfaction with the L1 instruction classes. In this case most students in both groups pointed out that they already speak and understand Papiamentu and the L1 instruction made it easier for them to learn the words in L2/FL. This shows that L1 instructions influences the students to consider L2/FL learning more positively. This finding is supported by the literature, which states that the mother tongue or L1 is a rich resource which, if used correctly, can assist L2/FL language teaching and learning (Cook, 2003; Nation, 2001)

Based on the findings of this study, we put forward the following recommendations in order to improve second and foreign language learning in Bonairean schools:

Micro-level: Students should be allowed to use their L1 not only for translation purposes but also to help them to better learn their L2/FL lessons. My recommendation on this level is that teachers should provide students with L1 translations as much as possible in L2/FL classes in order for them to understand the subject contents better and perform better on tests.

Mezzo-level: The Schoolboards should allow teachers to use methods that are designed to teach L2/FL as a second or foreign language, and not as if it were a first language.

-I also recommend that the Schoolboard should allow and stimulate teachers to use L1 in L2/FL teaching in their classes and provide workshops for teachers in which related themes or topics are discussed and practical tools are given on how to go about using L1 in their classes.

Macro-level: Curriculum developers should acknowledge the local language on Bonaire and look for ways to implement this in L2/ FL subjects. Although the instruction language on the island is Dutch, teachers have the need to use L1 instructions in their lessons. My recommendation on this level is that curriculum developers should involve teachers in order to work on feasible plans for L1 instruction in education on Bonaire.

Strengths and limitations

Obviously one of the strengths of the project was the amount of support I received from colleagues. Another strong point was the fact that I work in the education field and because of this I had easy access to the participants which partook in my research project. Therefore, I was able to approach them personally during school hours, which allowed me to have more contact with the participants.

On the other hand, I was a worried about my own curriculum that had to be completed and because of this I was bound to a tight schedule. Despite a small delay due to Cito tests I managed to complete the project successfully.

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Appendix

Tests 1 Part A: Reading comprehension “The Aged Mother”

Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy. Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

Just at sundown, when his day’s work was ended, he took a quantity of unwhitened rice which was the principal food for the poor, and he cooked it, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water. Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-crossed by many paths made by the hunters and woodcutters. In some places, he was lost and confused, but he did not give up. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare summit of what is known as Obatsuyama, the mountain of the “abandoning of the aged”.

The eyes of the old mother were not so dim but that they noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain’s many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from brush as they passed, she quietly dropped a handful every few steps of the way so that as they climbed, the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. At last the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.

The trembling mother’s voice was full of unselfish love as she gave her last injunction. “Let

not thy eyes be blinded, my son.” She said. “The mountain road is full of dangers. Look carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down”. The son’s surprised eyes looked back over the path, then at the poor old, shriveled hands all scratched and soiled by their work of love. His heart broke within and bowing to the ground, he cried aloud: “Oh, Honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!”

Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.

The entire province trembled with dread. The order must be obeyed yet who in all Shining could make a rope of ashes? One night, in great distress, the son whispered the news to his hidden mother. “Wait!” she said. “I will think. I will think” On the second day she told him what to do. “Make a rope of twisted straw,” she said. “Then stretch it upon a row of flat stones and burn it on a windless night.” He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of ashes.

The governor was pleased at the wit of the youth and praised him greatly, but he demanded to know where he had obtained his wisdom. “Alas! Alas!” cried the farmer, “the truth must be told!” and with deep bows he related his story. The governor listened and then meditated in silence. Finally he lifted his head. “Shining needs more than strength of youth,” he said gravely. “Ah, that I should have forgotten the well-known saying, “with the crown of snow, there cometh wisdom!” That very hour the cruel law was abolished, and that custom drifted so far into the past that only legends remain.

Questions “The Aged Mother”

1 The mother of the farmer was aged. What does that mean?

- A she was old and blind
- B she was old and sick
- C she was old and helpless
- D she was old but could take care of herself

2 His aged and widowed mother. What does widowed mean?

- A she was married quite a few times
- B she was never married
- C she was still married
- D she was married but her husband died

3 What was the name of the farmer’s village?

.....

4 The governor of this village was despotic. What does this mean?

- A he was very sensitive
- B he was insensitive
- C he had his heart at the right place for his people
- D he loved all old people in his village

5 What is a proclamation?

- A an important letter from the governor
- B an important announcement from the governor
- C an important email from the governor
- D an important story from the governor

6 The governor sent out a cruel proclamation. Why was the proclamation cruel?

.....

7 Why did the order of the proclamation fill the farmer’s heart with sorrow?

- A because he hated his mother
- B because he didn’t take care of his mother
- C because he wanted her to leave
- D because he loved his mother very much

8 No one in the village ever thought twice about obeying the mandate of the governor. Why do you think that the people had to obey the governor?

.....

9 What was considered at that time as the kindest mode of death?

- A leaving aged people at home to die
- B leaving aged people at the hospital to die
- C leaving aged people at the farm to die
- D leaving aged people at the mountain top to die

10 The principal food for the poor people in the village was.....

- A bananas
- B potatoes
- C corn
- D rice

11 Why was it a painful journey for the farmer?

- A because he had to lift his mother up
- B because his mother was so heavy
- C because he really wanted to bring her to the mountain top
- D because he didn't want to bring her to the mountain top

12 What did the farmer prepare for his mother?

- A potatoes and milk
- B rice and milk
- C rice and water
- D potatoes and water

13 What does Obatsuyama mean?

.....

14 What did the old mother do to make sure that her son would get back home safely?

- A she dotted the way back with tiny piles of twigs
- B she dotted the way back with tiny piles of flowers
- C she dotted the way back with huge piles of twigs
- D she dotted the way back with huge piles of flowers

15 What is another word for **summit**?

- A the middle
- B the destination
- C the beginning
- D the mountain

16 What are synonyms for **weary**?

- A tired and sad
- B tired and unhappy
- C tired and happy
- D tired and exhausted

17 The farmer said farewell to his aged mother with an aching heart?

An **aching** heart is a heart full of.....

- A happiness
- B hope
- C pain
- D hate

18 The farmer's heart broke within and bowing down to the ground, he cried aloud: "Oh Honorable mother, your kindness breaks my heart" !

Why did he cry aloud?

.....

19 Where did the farmer hide his mother?

- A in a big tree in the garden
- B in a walled closet for food
- C in a walled closet for clothing
- D in a big bag of rice

20 The governor wanted to see that the aged people were dead.

What kind of proof did he want to see?

- A a rope of flesh
- B a rope of ashes
- C a rope of fruit
- D a rope of flowers

21 The governor demanded to know where the farmer had obtained his wisdom.

What is the Dutch word for **wisdom**?

- A rijkdom
- B liefde
- C wijsheid
- D gekkigheid

22 The governor decided to **abolish** the cruel law.

What is the Dutch word for abolish?

- A invoeren
- B inzetten
- C afmaken
- D afschaffen

23 The story has aending.

- A sad
- B cruel
- C bad
- D happy

Vocabulary List: The Aged Mother

	English	English	Papiamentu
1	Tremble	shake involuntarily, typically as a result of anxiety, excitement, or frailty.	Tembla
2	Widow	a woman who has lost her husband by death and has not remarried.	Viuda
3	Peaceful	free from disturbance; tranquil.	Trankil
4	Aged	having lived or existed for a long time; old.	Edat avansá
5	Frequent	occurring or done on many occasions, in many cases, or in quick succession.	Frekuente
6	Warrior	a brave or experienced soldier or fighter.	Geriero
7	Cruel	causing pain or suffering	Kruel
8	Proclamation	a public or official announcement, especially one dealing with a matter of great importance	Proklamashon
9	Unreasonable	not guided by or based on good sense.	Sin rasoná
10	Hopeless	feeling or causing despair about something	Sin speransa
11	Custom	a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.	Kustumber
12	Uncommon	out of the ordinary; unusual.	No usual
13	Prepare	make (something) ready for use or consideration	Prepará
14	Reverence	deep respect for someone or something	Referensia
15	Consider	think carefully about (something), typically before making a decision.	Konsiderá
16	Honorable	used as a title indicating eminence or distinction, given especially to judges and certain high officials	Honarabel
17	Obtain	get, acquire, or secure (something)	Optené
18	Meditated	think deeply or focus one's mind for a period of time	Meditá
19	Principal	first in order of importance; main.	Prinsipal
20	Wisdom	having experience, knowledge, good judgment, being wise.	Sabiduria
21	Praise	express warm approval or admiration	Alabá

22	Discover	find (something or someone) unexpectedly or in the course of a search.	Diskubrí
23	Confused	(of a person) unable to think clearly	Konfundí
24	Helpless	unable to defend oneself or to act without help.	Indefenso
25	Mandate	an official order or commission to do something.	Mandato
26	Obeys	comply with a command, direction, or request of (a person or a law); submit to the authority of.	Obedesé
27	Anxious	experiencing worry, unease, or nervousness, typically about something with an uncertain outcome.	Ansioso
28	Release	allow or enable to escape from confinement; set free.	Laga den libertat
29	Abolish	formally put an end to (a system, practice, or institution).	Abolí
30	Reckless	(of a person or their actions) without thinking or caring about the consequences of an action.	Sin kunes

Tests 1 Part B: Exercises Vocabulary list “The aged mother”

Exercise 1 Write 5 sentences with the words in the box.

Wisdom -- prepare -- principal – widow -- cruel

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Exercise 2 Fill in the blanks with words from the vocabulary list

- 1 I alwaysmy father, because he is the best dad in the world.
- 2 Isabel is.....with excitement, her cousins are coming over for the weekend.
- 3 There arechanges in the school policy, which is a good thing.
- 4 The king would go out surrounded by a legion of
- 5 The students on Bonaire have the opportunity to.....an advanced degree in Europe.
- 6 The audience was full of.....for the Grammy award organization.
- 7 A campaign by the prisoner’s mother resulted in his
- 8 Around 1860 slavery was.....in the Caribbean region.

Exercise 3 Write a short story with 10 words taken from the vocabulary list.

Anxious- obey- helpless- discover- confuse- consider- meditate- custom- peaceful- aged

-
-
-
-
-
-
-

Tests 2 Part A: Reading comprehension “First lady Melania Trump”

Melania Trump is the current First Lady of the United States, but how much do we know about her? Besides being the first non-native First Lady since the presidency of Quincy Adams and the first First Lady ever to pose nude in a magazine, what other substantial things can we say about her? In the following paragraphs, let us delve into her life a bit more.

She was born on April 26th, 1970, in Novo Mesto, Slovenia, which was then part of communist Yugoslavia. Her father was a car dealer and her mother designed clothing for children. She did not grow up in extravagance, but a rather humble home, with a younger sister. Melania seems to have a knack for modeling, as she was already doing catwalks at the age of five, encouraged by her mother.

At the age of 16, she was professionally modeling in Milan with an agency, and Germanized her name to Melania Knauss. She was attending the University of Ljubljana for studying architecture, but dropped out after one year of attendance due to becoming a professional model. Though she modeled in Milan and Paris most of the time, she eventually moved to New York in 1996. It was in New York that she got steady work, and where she got her stardom. She began to appear in *Vanity Fair*, *GQ*, and *Sports Illustrated Swimsuit Issue*, among other publications.

At a New York fashion party in 1998, she met her future husband, and now President of the United States, Donald Trump. Despite her rejecting his advances at first, Melania started to date the President and eventually announced their engagement in 2004. In 2005, she married Donald Trump, with many celebrities in attendance, including Hillary Clinton and Bill Clinton. Within one year of their marriage, Melania gave birth to Barron William Trump, and in 2006, she became a full-fledged U.S. citizen (White House).

Between this time and her ascendance as the First Lady, she launched her own jewelry line, and also a skincare line. Though busy with parenting and her business, she also appeared in an Aflac commercial, hosted *The View*, and was on the reality show *Celebrity Apprentice*.

After a contentious and controversial bid for the presidency by her husband in 2016, she became the First Lady on November 8, 2017. As First Lady, in her first 100 days, she has acted as a hostess to the spouses of foreign leaders six times, hosted many social events, attended small meetings with social cause organizations, and gone to impromptu meetings with children in hospitals and care centers. She is not a person who seeks out attention, and is not actively trying to be in the public eye as a First Lady (USA Today).

To add more to our knowledge of the First Lady, we have the following intriguing facts about her. She can speak in five languages, which include Slovenian, English, French, Serbian, and German. Melania was appointed as “Honorary Chairwoman for the Martha Graham Dance Company in April 2005, is an active member of the Police Athletic League which honored her with Woman of The Year 2006, has been an Honorary Chairwoman for The Boy’s Club of New York for five consecutive years, and in 2005 The American Red Cross awarded her with the role of Goodwill Ambassador which she proudly served in for four years. In April of 2008, she was asked by Love Our Children USA and NASDAQ to participate in the Fifth Annual National Love Our Children Day and the beginning of

National Child Abuse Prevention month by ringing the closing bell at NASDAQ. In 2010, Melania was the Chairwoman for The American Heart Association which raised \$1.7 Million for research. Melania's philanthropic interests represent her humanitarian side, and she remains an indefatigable and dedicated New Yorker" (White House). Though citizens usually think she does not have leadership experience, the above information clearly shows that she does.

Melania Trump is an anomaly as a First Lady. Besides being the significant other of one of the most controversial presidents in U.S. history, she is quite unusual herself. Being the second non-native born First Lady, the only First Lady to pose nude, and being a First Lady that does not vie for attention, have all brought much focus on her, whether she likes it or not.

Questions “First lady Melania Trump”

- 1 First lady Melania Trump was
 - A an actor
 - B a singer
 - C a model
 - D an author

- 2 What is the Dutch word for nude?
 - A gekleed
 - B bedekt
 - C half gekleed
 - D naakt

- 3 She was the First lady ever to pose nude in a magazine.
 - A fifth
 - B third
 - C second
 - D first

- 4 The First lady was born in.....
 - A New York
 - B Novo Mesto
 - C New Orleans
 - D New Zeeland

- 5 “Melania seems to have a **knack** for modeling” What is another word for knack?
 - A Talent or skills
 - B Untalented
 - C Unskilled
 - D Unnatural

- 6 The First lady comes from a **humble** home. This means her family was
 - A Rich
 - B Unprivileged
 - C Privileged
 - D Well-off

- 7 Melania started modeling
 - A in Milan
 - B when she met Donald Trump
 - C at a very young age
 - D after she got married to Donald Trump

8 She became a famous and talented performer in the modeling world in.....

- A Milan
- B Paris
- C Novo Mesto
- D New York

9 Melania was **encouraged** by her mother at a young age to model. What is the opposite of encourage?

- A hearten
- B inspire
- C stimulate
- D dispirit

10 The First lady Melania and her husband had their first born in.....

- A 2005
- B 2000
- C 2006
- D 2004

11 Besides being the First lady, Melania Trump is also a.....

- A a business woman and a mother
- B a business woman and a house wife
- C a business woman and a caretaker
- D a business woman and model

12 In her first 100 days as a First lady she acted as a hostess in many social event. She also went to **impromptu** meetings with children.

The word impromptu means.....

- A scripted
- B prepared
- C unprepared
- D rehearsed

13 2006 is a very important year in Melania's live, because.....

- A She became the First lady of the USA
- B She became a mother
- C She became a business woman
- D She became a model

14 The word **indefatigable** is used to describe the First lady's humanitarian side. What is a synonym for indefatigable?

- A tireless
- B wearied
- C tiring
- D resting

15 The First lady speaks five languages. Which language is her mother tongue?

- A English
- B Slovenian
- C French
- D German

16 "Melania Trump is an **anomaly** as a First lady". What does the word anomaly mean?

- A Does not fit in what is standard
- B Fits perfectly in what is standard
- C Is not abnormal from what is standard
- D Is normal and excepted within the standard

Vocabulary List: “First lady Melania Trump”

	English	English	Papiamentu
1	Current	belonging to the present time; happening or being used or done now	Aktual
2	Appoint	assign a job or role to (someone).	Apuntá
3	Contentious	causing or likely to cause an argument; controversial.	Kontroversial
4	Delve	reach inside a receptacle and search for something.	Profundisá
5	Citizen	a legally recognized subject or national of a state or commonwealth, either native or naturalized.	Suidadano
6	Experienced	having knowledge or skill in a particular field, especially a profession or job, gained over a period of time.	Eksperensia
7	Humble	having or showing a modest or low estimate of one's own importance.	Humilde
8	Dedicate	devote (time, effort, or oneself) to a particular task or purpose.	Dediká
9	Duty	a moral or legal obligation; a responsibility.	Tarea of obligashon
10	Seem	give the impression or sensation of being something or having a particular quality.	Mustra
11	Encourage	give support, confidence, or hope to (someone).	Enkurashá
12	Represent	be entitled or appointed to act or speak for (someone), especially in an official setting.	Representá
13	Attend	be present at (an event, meeting, or function).	Atendé
14	Familiar	well known from long or close association.	Familiar
15	Proud	feeling deep pleasure or satisfaction as a result of one's own achievements, qualities, or possessions or those of someone with whom one is closely associated.	Orguyoso
16	Appear	come into sight; become visible or noticeable.	Aparesé
17	Issue	an important topic or problem for debate or discussion.	Kuestion
18	Rejection	the dismissing or refusing of a proposal, idea.	Rechaso
19	Announce	make a public and typically formal declaration about a fact, occurrence, or intention.	Anunsio

20	Include	make part of a whole or set.	Inkluí
21	Engagement	a formal agreement to get married.	Komprometé
22	Advance	done, sent, or supplied beforehand.	Avanse
23	Ascendance	occupation of a position of dominant power or influence.	Asendé
24	Launched	start or set in motion (an activity or enterprise).	Lansa
25	Reality	the world or the state of things as they actually exist.	Realidat
26	Foreign	strange and unfamiliar.	estranhero
27	Hostess	a woman who receives or entertains guests.	Anfitrion
28	Attention	the action of dealing with or taking special care of someone or something.	Atenshon
29	Controversial	giving rise or likely to give rise to public disagreement.	Kontroversial
30	Knowledge	facts, information, and skills acquired by a person through experience or education.	Konosementu

Tests 2 Part B: Exercises vocabulary list “First lady Melania Trump”

Exercise 1 Write 5 sentences with the words in the box.

Experience—citizen—dedicate—encourage-- attend

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Exercise 2 Fill in the blanks with words from the vocabulary list

- 1 She will beto the school board this month.
- 2 The old lady.....in her pocket in search of a coin.
- 3 He was.....about his stature as one of rock history’s most influential guitarists.
- 4 The baseball club decided tothe offer of the counterparty.
- 5 We gotduring our final year in college and a year later we got married.
- 6 I suppose this all feels pretty.....to you, since you’re here for the first time.
- 7 My mother really did a great job at my engagement party. She was the perfect.....
- 8 Ex- president Barak Obamaa new campaign against drinking and driving.

Exercise 3 Write a short story with 10 words taken from the vocabulary list.

knowledge- attention- include- announce- issue- appear- proud- represent- seems- duty

-
-
-
-
-
-
-

The evaluation questionnaire for the experiment L2 to L2 and L1 to L2

Name: male female

1 Where were you born?.....

2 What language (s) do you speak at home?.....

3a How was your experience learning the words in English?

Very good

Good

Not good

I don't know

3b Explain why?

.....
.....
.....

4a How was your experience learning the words in Papiamentu?

Very good

Good

Not good

I don't know

4b Explain why?

.....
.....
.....

5 Do you think that English should only be taught in English?

Yes

No

I don't know

6 Do you think that English teachers should use Papiamentu to teach English?

Yes

No

I don't know

*Thank you for your time and cooperation.
Masha danki pa bo tempu i koperashon.*

The evaluation questionnaire for the experiment L2 to L2 and L1 to L2

Number: 0 masculino 0 femenino

1 Na unda bo a nase?

2 Kua idioma (nan) bo ta papia na kas?

3a Kon bo a experienciá pa siña e palabranan na Inglis?

0 Hopi bon

0 Bon

0 Menos bon

0 Mi no sa

3b Slika dikon?

.....

4a Kon bo a experienciá pa siña e palabranan na Papiamentu?

0 Hopi bon

0 Bon

0 Menos bon

0 Mi no sa

4b Slika dikon?

.....

5 Bo ta di opinion ku bo mester haña / papia solamente Inglis den lesnan di Inglis?

0 Si

0 No

0 Mi no sa

6 Bo ta di opinion ku dosentenan di Inglis mester uza Papiamentu den lesnan di Inglis?

0 Si

0 No

0 Mi no sa

*Thank you for your time and cooperation.
 Masha danki pa bo tempu i koperashon.*