The use of mother tongue in the teaching of a second language had fallen into disfavour for some time in the recent past. However, a gradual revival of interest in its use has been evident from the early 80's. This is in fact, a result of a new perspective on second language acquisition which stresses the facilitative role of the first language and shifts its focus to the learners, and the variables they bring to the learning task. Learning strategies are one of these variables and transfer of L1 knowledge has been recognized as one of the preferred learning strategies. However, empirical research supporting the use of mother tongue in ESL is conspicuous by its absence. The present work has sought to provide both theoretical and empirical evidence for the same.

As a source of the most comprehensive treatment of learning strategy background literature, O'Malley and Chamot (1990) have been referred to extensively throughout the work; and I express my indebtedness to them for this, and also for the fact that have I chosen to build my revised taxonomy on the basis of their classification scheme; agreeing with, and adopting too, their cognitive psychology approach to learning strategies.
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