CHANGING PERSPECTIVES: INCLUDING SPANISH IN THE EFL CLASSROOM

FUNDACIÓN UNIVERSIDAD DE LAS AMÉRICAS, PUEBLA

Escuela de Ciencias Sociales, Artes y Humanidades

Departamento de Lenguas

Tesis presentada por Marlene Proskawer Espinosa como requisito parcial para obtener el grado de Maestría en Lingüística Aplicada. Dirigida por Dr. Connie Rae Johnson y aceptada por el Departamento de Lenguas

Santa Catarina Mártir, Puebla, Primavera de 2008

Jurado Calificador

Presidente: *Dr. Lydia Giles*

Secretario y Director: *Dr. Connie Johnson*

Vocal: *Mtra. Ashley Withers*

ACKNOWLEDGEMENTS

ABSTRACT

The use of the learner's mother tongue in the second language classroom has been a matter of controversy for many years. Although each method/approach claims to have pedagogical foundations for the inclusion or exclusion of the mother tongue, recent research on this topic questions the foundations of those that exclude it and highlights the benefits of its inclusion in the English as a Foreign Language (EFL) classroom. Furthermore, due to current language policies in some countries (i.e. the English-Only movement in the United States), several authors have claimed that the inclusion of the learner's L1 is possible, purposeful, and effective in English as a Second Language (ESL) contexts as well.

Although recent research has tipped the balance towards the inclusion of the mother tongue in the L2 classroom, the strength of ongoing methodologies (i.e. the Direct Method) in EFL contexts such as Mexico has led coordinators, teachers, and students to see the use of the mother tongue in the EFL classroom still as taboo. However, despite the negative perspectives towards it, many EFL teachers and learners, especially at beginning levels, recur to the L1 for different purposes.

The present research shows the results of data obtained from 44 elementary and 55 advanced EFL students, six EFL teachers and four EFL coordinators at three major universities in the city of Puebla, Mexico gathered through class observations, interviews, and questionnaires. By looking for patterns among the participants and relating the findings of this study to those of previous research on the field, this research presents the most common purposes for which the mother tongue is used as well as the attitudes and beliefs that the participants have towards the use of Spanish in the EFL classroom.

This research aims to provide a guideline for EFL teachers about the effective uses that can be given to the mother tongue in the English classroom without running the risk of overusing it and to finally give the mother tongue its place as a useful resource for English Language Teaching.

TABLE OF CONTENTS

Page

Chapter I

Chapter II

Chapter III

Chapter IV

Chapter V

LIST OF APPENDIXES

Page

LIST OF TABLES

Page

LIST OF GRAPHS

Chapter I

1. Introduction

1.1 General Area of Research

According to Kelly (1969), the process of second language (L2) teaching and learning has existed for more than 2,500 years during which innumerable methods and approaches have appeared and disappeared with the sole purpose of reducing communication boundaries among speakers of diverse languages and learning from other cultures. Although L2 methodologies have been part of humankind for so long, it was until the late 18th century with the appearance of the Grammar Translation Method that a larger and more formal variety of approaches and methodologies was developed in this field. Some of them came into existence by "discrediting" their predecessors, as the Direct Method did with the Grammar Translation Method; others were created by reforming and extending successful predecessors, as the Total Physical Response (TPR) and the Natural Approach, which were based on the Direct Method.

The present research focuses on the most popular approaches and methods for second/foreign language (S/FL) teaching. A brief overview of these from the point of view of several authors will be presented, giving particular emphasis to the ELT methodology that explicitly stands for or against the use of the mother tongue (MT) in the S/FL classroom.

For the purposes of this research, the terms mother tongue (MT), first language (L1), and native language will be used interchangeably. English as a Foreign Language (EFL) will be defined as "the role of English in countries where it is taught as a subject in school but not used as a medium of instruction in education nor as a language of communication within the country" (Richards, Platt, and Platt,

1992:123) and English as a Second Language (ESL) will be considered as the teaching of English to speakers of other languages living in English-speaking countries.

1.2 Specific Area of Research

Through years of research and experimentation, the ideologies within S/FL teaching are still a matter of controversy. One of these ideologies has been the use of the learners' mother tongue (MT) in the S/FL classroom. Practically, every methodology/approach that has been created has adopted a point of view on this issue. Some stand firmly for the exclusion of the L1 from the L2 classroom (i.e. the Direct Method), while others advocate its inclusion (Community Language Learning (CLL)) or its restricted use (i.e. Communicative Language Teaching (CLT)).

Although each methodology/approach claims to have pedagogical foundations for the inclusion or exclusion of the MT, recent research on this topic (Atkinson, 1987; Kharma and Hajjaj, 1989; Kraemer, 2006; Stanley, 2002; Tang, 2002) questions the foundations of those that exclude it and highlights the benefits of its inclusion in the EFL classroom. Moreover, these authors provide specific situations (i.e. explaining new or difficult items, conveying meaning, and giving instructions, among others) in which the use of the learners' MT has been proven effective as an efficient teaching/learning tool in the L2 classroom.

Furthermore, due to current language policies in some countries (i.e. the English-Only movement in the United States), several authors (Auerbach, 1993; Balosa, 2007; Coelho, 2006; Harbord, 1992; Zemach, 2006) have claimed that the inclusion of the learners' L1s is possible, purposeful, and effective in ESL contexts as well.

1.3 Motivation / Justification for Research

Although recent research has tipped the balance towards the inclusion of the MT in the S/FL classroom, the strength of ongoing methodologies (i.e. the Direct Method) in English as a Foreign Language (EFL) contexts such as Mexico has led coordinators, teachers, and students to see the use of the MT (i.e. Spanish) in the EFL classroom still as taboo. However, despite the negative perspective(s) towards it, many EFL teachers and learners, especially at beginning levels, recur to it for different purposes.

This study originated from the researcher's own experience and observations while teaching EFL, the results obtained from a previous study where the researcher's colleagues were interviewed about their use of MT in the EFL classroom, and from an interest and the analysis of some language teaching textbooks that include the MT for specific purposes (i.e. giving instructions, teaching culture). Also the researcher's experience teaching Spanish as a Foreign Language (SFL) in an English-speaking country contributed to her interest on this issue, leading to the present research project.

The present study aims to research those purposes for which the MT is used in the L2 classroom, as well as the attitudes and beliefs that EFL coordinators, teachers, and students at three major universities in the city of Puebla, Mexico, have towards the use of Spanish in the EFL classroom in hopes of challenging the arguments for its exclusion.

By looking for patterns on the use of MT in the EFL classroom, analyzing the attitudes and beliefs of the participants, and relating the findings of this study to those of previous research on the area, this research intends to provide a guideline for EFL teachers about the "effective" uses that can be given to the MT in the L2 classroom

3

without running the risk of overusing it. Finally, by showing its usefulness as an effective teaching/learning tool that is naturally available, the present study aims to support the creation of materials such as vocabulary flashcards, readers, tests, and even textbooks for English teaching that include the learners' mother tongue, as there already are for German (i.e. *Vorsprung* by Lovik, Guy, and Chavez, 2002) and Spanish (i.e. *¡Arriba!* by Zayas-Bazán and Bacon, 2004).

1.4 Research Strategy and Outline of the Strategy

The paradigm adopted for this research is both qualitative and quantitative, since data was gathered through interviews, classroom observations, and questionnaires administered to the participants. The researcher made use of statistical analysis through constant triangulation among the data gathered from all the participants at the three different institutions. Finally, the participants in this study were random but purposefully selected based on their availability.

1.4.1 Assumptions

1.4.1.1 Methodological and Theoretical Assumptions

In relation to previous research on the topic and from the researcher's own experience and observations, for the purposes of this research it is assumed that:

1. EFL teachers and learners use MT (i.e. Spanish) in the classroom to a larger or lesser amount depending on the learners' proficiency level.

2. The more basic the learners' FL proficiency level, the more use of the MT.

3. The attitudes and beliefs of EFL coordinators and teachers are mainly negative towards the use of the MT in the EFL classroom. However, those of the learners are more positive, especially at beginning levels.

4. Using the MT in the EFL classroom benefits both teachers and learners when used appropriately and not overused.

5. The benefits of using the MT in the EFL classroom could apply to different aspects of learning (i.e. affective, cognitive, and attitudinal).

1.4.1.2 Data Sources

The participants for this research were EFL coordinators, teachers, and learners from three major universities in the city of Puebla, Mexico -- two private and one public. The participant learners were enrolled in either the lowest or the highest level of English offered at their institution and had been placed in their correspondent proficiency level through a placement test administered by their institution. As mentioned earlier, the participant EFL teachers and learners were random but purposefully selected based on their availability.

The participant EFL teachers and students were observed in one EFL class that was tape-recorded. The researcher took field notes on the classes observed. The coordinators and teachers were interviewed (see Appendixes A and B) and the interviews were tape-recorded. In addition, the EFL teachers were given a questionnaire (see Appendix C) about the possible situations in which they use/would use the MT in the EFL classroom. Finally, the EFL learners were also given a questionnaire (see Appendix D) with different situations in which they use/would use the MT in the EFL classroom.

1.4.1.3 Types of Analysis

Due to the nature of the instruments used for data collection, both qualitative and quantitative analyses were performed.

1.4.1.3.1 Qualitative Analysis

The first part of the qualitative analysis was performed on the recorded interviews with the participant EFL coordinators and teachers. The recordings were

transcribed and the analysis consisted of looking for patterns on the participants' attitudes and beliefs.

The second part of the qualitative analysis was performed on the classes observed, mainly focusing on the situations where the MT was used either by the teacher or the students and looking for patterns on its use. As mentioned earlier, there was constant triangulation among the participants of each institution, across institutions, across levels, as well as a constant reference to the findings of previous research on the topic.

1.4.1.3.2 Quantitative Analysis

The quantitative analysis consisted of using a computer program (Microsoft Excel ^{TM}) for obtaining the mean, media, mode, standard deviation, maximum, and minimum of the questionnaires administered to the participant teachers and students. With this information, a statistics computer program (GraphPad Instat 3 ^{TM}) was used to compare the data of the three universities and determine whether there was a significant difference among institutions and between levels. Finally, after percentages of the participants' responses were calculated, graphs and tables were designed to present the data.

1.4.2 Hypotheses / Questions

The questions that this research aims to answer are the following:

1. What are the attitudes and beliefs of EFL learners, teachers, and coordinators towards the use of the MT (i.e. Spanish) in the EFL classroom?

2. For what purposes do EFL teachers use the MT in the EFL classroom (i.e. giving instructions, teaching grammar, providing vocabulary translation, setting up pair/group work, classroom management)?

3. For what purposes do EFL learners use the MT in the EFL classroom (i.e. addressing the teacher, addressing their peers, asking for clarification, asking for word meaning)?

1.4.3 Possible Outcomes

1. EFL teachers and coordinators are expected to have negative attitudes and beliefs towards the use of the L1 in the L2 classroom due to the influence of the ongoing EFL methodologies being used, mainly the Direct Method.

2. EFL learners' attitudes and beliefs about the inclusion of the MT in the EFL classroom may be less negative than those of coordinators and teachers, especially at beginner levels where the MT may help learners clarify instructions, grammar topics, etc., and reduce anxiety feelings.

3. As previously stated, EFL teachers are expected to use the MT in the classroom for specific situations (i.e. giving instructions, explaining grammar, providing vocabulary translation (especially for abstract lexical items), classroom management, and setting up pair/group work, among others).

4. EFL learners are also expected to use the MT for specific purposes (i.e. addressing the teacher, addressing their peers, asking for clarification, asking for word meaning, and organizing pair/group work, among others).

5. It is expected that patterns will be found among EFL coordinators, teachers, and learners' attitudes, beliefs, and use of the MT in the EFL classroom at the three participant institutions.

6. Finally, it is expected that the findings of this research will be similar to those from previous research on the topic.

The following chapter will present findings of previous research on the use of the mother tongue in both EFL and ESL contexts. Arguments for and against its inclusion in the L2 classroom are presented, as well as some of the purposes for which the L1 is used and to what extent such use(s) could be beneficial or harmful for both teachers and learners.

Chapter III will explain in detail the methodology used for this research, that is, the profiles about the participant institutions and the participant EFL learners, teachers, and coordinators. The overall design of this study, as well as the sources used and the procedure for data collection are also presented in this chapter.

In Chapter IV the results from the collected data will be presented through tables and graphs. Statistical analysis will show whether there were any significant differences among the groups observed.

Finally, Chapter V will present the conclusions to which the researcher arrived based on the data analysis. Answers to the research questions presented in Chapter I will be given making constant reference to the expected outcomes, as well as the pedagogical implications of the findings and directions for further research.

Chapter II

2. Review of Literature

2.1 The Role of the L1 in L2 Teaching Methodologies

The controversy of whether or not to include the learners' L1 in the L2 classroom is perhaps as old as the process of language learning and teaching per se. When empires such as Rome became fascinated by other contemporary cultures and their products such as Greek rhetoric, an interest which would soon become a necessity emerged around the year 500 B.C. (Kelly, 1969) and continued developing through the years, giving place to several language teaching methodologies that became more sought after through time due to the increasing globalization. By either failure or success, some of these methodologies were proven useful and prevailed while others were eventually dismissed; each of them having its particular point of view towards the role of the MT in the L2 classroom.

The first section of this chapter aims to present a brief overview of the role of the MT throughout the history of second language teaching, making reference to the uses that it has been given and the L2 approaches and methods that have either included or excluded it from the L2 teaching/learning process. The following section makes reference to research in the field in which experts either support or refute the inclusion of the L1 in the ESL context. Finally, the last section presents research on the role of the MT in the EFL context -- the focus of this research project.

The last two sections include suggestions by the researchers about the specific uses that may be given to the MT as a useful teaching/learning tool, as well as the possible negative consequences of its overuse in the L2 classroom. The studies will be presented in chronological order in order to emphasize how long there

has been an advocacy towards the inclusion rather than the exclusion of the MT from the L2 classroom in both ESL and EFL contexts.

2.1.1 Including the L1 in the L2 Classroom

According to Kelly (1969), during the 25 centuries that language teaching has existed (500 B.C.-1969), three main issues have been taught for getting the language across: 1) meaning, 2) grammar, and 3) pronunciation. Interestingly, second/foreign language teaching at its beginning was not at war with the use of MT; quite the opposite, it made use of it as a teaching/learning tool. Kelly (1969) mentions that teaching meaning through native-language equivalents was another resource, along with gestures and objects, pictorial procedures, and, of course, explanations in the L2. This author further adds that the natural reaction when facing an unfamiliar word in the L1 is to find out what it means. This is more common when learning a foreign language, reason why both exact translation and paraphrasing in the learner's L1 are some of the oldest techniques for demonstrating word meaning, being traced as far back as the schools of the Roman Empire.

In what refers to exact translation, Kelly (1969) makes reference to the Akkadians (2500 B.C.), who seem to have been the first to use bilingual lexicography, being the Romans their counterpart in the West, giving birth to the first glossaries (i.e. Greek-Latin) and leading to the appearance of the full-scale dictionary during the Renaissance. According to the author, bilingual vocabularies became a normal aid in grammars and readers from the mid-seventeen century, but it was until the late eighteenth century that teachers started to use the bilingual dictionary as a regular teaching tool.

Furthermore, translation was seen by nineteenth-century teachers as the only sure method for transmitting meaning, which was eventually challenged by the

advocates of the Natural and Direct Methods; nevertheless, according to Kelly (1969) many of these Direct Method advocates saw translation as a valuable resource. One of them was Passy (cited in Kelly, 1969), who stated:

> As any hint of exaggeration must be avoided, I must add that it would not be good to reject, absolutely and systematically, all recourse to the mother tongue. In exceptional circumstances it could happen that one might be in too much of a hurry to use gestures and explanations in the foreign language (p. 25).

It is important to highlight how this author excuses the use of MT with being "in too much of a hurry to use gestures and explanations in the L2", rather than accepting that such strategies may be very time consuming and not achieve the goal of conveying meaning, especially when teaching abstract lexical items. In addition, the MT has also long been present in the teaching of grammar. Kelly (1969) mentions that by the end of the eighteenth century the grammar of foreign languages was introduced by analyzing the pupil's L1. An example of this was given by Rollin (cited in Kelly, 1969), rector of the Sorbonne, who in 1740 stated that there was general agreement in that the rules of Latin should be taught in French. Once again, it was the Direct Method advocates the ones who criticized this way of teaching, arguing that it was contrary to common sense.

Finally, Kharma and Hajjaj (1989) presented a brief overview of the most representative L2 methodologies that included the MT in the process of second language teaching and learning. Although methods such as the Audiolingual Approach (ALA) and Communicative Language Teaching (CLT) had a more tolerant view on the use of the MT, the authors only mention two L2 methods and approaches that implicitly included the L1: 1) the Grammar Translation Method, in which the MT

was used as the medium of instruction, to explain new items, and to compare the foreign language and the students' native language (Richards and Rodgers, cited in Kharma and Hajjaj, 1989), and 2) Community Language Learning (CLL), which, according to the authors was the only "modern" approach that emphasized the use of the mother tongue, at least in the first stages of learning.

2.1.2 Excluding the L1 from the L2 Classroom

According to Kharma and Hajjaj (1989), several approaches and methods were developed as a reaction to the Grammar Translation Method such as the Direct Method, Total Physical Response (TPR), the Silent Way, the Natural Approach and Suggestopedia, which advocated the exclusion of the mother tongue from second language teaching and learning. These methods and approaches had in common their advocacy for teaching the L2 by imitating the "natural" process that children follow when learning their L1.

According to Richards and Rodgers (cited in Kharma and Hajjaj, 1989), the advocates of the Direct Method argued that, as long as meaning was conveyed through techniques such as demonstration and action, there was no need to use the learner's mother tongue for teaching a foreign language. However, Palmer (cited in Kelly, 1969) considered this emphasis on the rejection of translation as "the fallacy of the Direct Method" (p. 26), which eventually became its trademark.

2.2 MT in ESL Contexts

As specified in Chapter I, ESL contexts are those in which non-native speakers of English learn this language in settings where it is an official language. Examples of this are migrants and exchange students, phenomena that continue increasing due to ongoing globalization. As a result, it is very common to find

multilingual classrooms in English-speaking countries where the ESL teachers deal with classrooms full of learners who speak different L1s.

Due to their complexity, many researchers have focused on these contexts, but only until recently the role of the MT has become a center of attention. Sood (1981), for example, approached the problem that learners of English in regional-medium schools (aged 12) in India had when choosing the appropriate form of the indefinite article in the target language. According to this author, there were two main possible causes for this problem; the teaching methodology used being the first.

Learners at this school level are taught that the indefinite article *a* should be used before nouns that start with a consonant and that the indefinite article *an* should be used before nouns that start with a vowel. In addition, they are only given examples where there is correlation between the initial orthographic symbol and its sound based on the English alphabet (i.e. *an* elephant, *a* book).

Therefore, the learners associate this rule to the letter, either consonant or vowel, with which the noun after the indefinite article starts, rather than the sound. Teachers do not make emphasis on the concept of sound, considering that the students will learn it at more advanced levels. However, this is not the case since Sood (1981) found that both pupils at school level (aged 14-18) and undergraduates (aged 18-20) continue to write *an useful book* and *a M.P.* instead of *a useful book* and *an M.P.* In addition, they also fail when presented with phrases such as *a one-rupee note.*

The second cause that Sood (1981) presents is the disparity that exists in the English language between an orthographic symbol and its sound, in addition to the fact that what is called a vowel in the orthographic system does not necessarily correspond to a vowel sound or a consonant letter to a consonant sound. Since there

is always a one-to-one correspondence between an orthographic symbol and its sound in Hindi and in other Indian languages, and in Urdu all vowel sounds begin, in writing, with the first letter of the Urdu alphabet, the author concluded that using the MT for teaching learners to choose the appropriate form of the indefinite article was the best solution.

Of course, many may argue that by modifying the teaching methodology used for presenting this topic, there is no need to bring the MT into the classroom. However, in Mexico (EFL context), the indefinite article is generally introduced to students at elementary school (aged 6-11) with the same methodology described by Sood (1981) because of failures in attempts to explain learners in the L2 why they have to say *an umbrella* but *a unicorn* and to explain to them the concept of sound, as well as the various sounds that a single orthographic symbol may have, leading to errors such as those mentioned by Sood at more advanced levels and error fossilization as a consequence.

Baynham (1983) concluded from a case study of an eighteen-year-old learner from Chile living in Britain that using MT materials and diverse translation activities from Spanish into English (i.e. literal translation, fair copy, summaries, discourse organization, free writing) and English into Spanish (i.e. read a passage in Spanish translated into English and answer comprehension questions in English, write a summary in English in his own words, translate a section of the text back into Spanish, compare his version with the original Spanish text), helped the learner to overcome a block in motivation, which, as a result, helped him succeed in his learning of the target language. According to the author, the materials used helped to transform an unmotivated student into one who produced quite complex writing tasks

in both English and Spanish and who made an effort to finish his assignments to the point of staying after class instead of taking the first excuse to stop work.

Baynham (1983) concluded that the use of bilingual methodology through activities such as summarizing and translating across languages improves the development of coherent discourse organization. In addition, this author suggests that, instead of expecting the mother tongue interference as the only result, the positive influences of such work should be analyzed.

Although translation is widely seen as taboo and immediately related to obsolete language teaching methodologies such as the Grammar Translation Method, researchers have proven its effectiveness in certain situations, as in this case of Baynham's work on second language literacy, Nation's work (1978) on the use of translation for teaching meaning, and Titford's work (1983) with advanced learners and the use of translation for building on what the learner already knows by leading him to find translations for himself. In addition, Edge (1986) describes a successful classroom procedure for translation classes and states:

> The teaching of translation has perhaps not benefited as much as it might have done from the developments in classroom procedure that have taken place in foreign-language teaching over the last decade. The thirty years' war (still going strong in many countries) against Grammar Translation as the basic method of language teaching seems to have made us see foreign language teaching (FLT) and translation as unconnected (p. 121).

Finally, Tudor (1987) proposes that the use of translation may be beneficial not only for ELT but also for ESP, as he showed in his study with a group of ESP learners in Germany.

Years later, with the emergence of the English Only movement Auerbach (1993) stated:

> U.S. ESL educators continue to uphold the notion that English is the only acceptable medium of communication within the confines of the ESL classroom. Although the exclusive use of English in teaching ESL has come to be seen as a natural and commonsense practice which can be justified on pedagogical grounds… it is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequities in the broader social order… the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound (p. 9).

Auerbach (1993) further criticizes the fact that many language teachers recur to extreme measures to avoid the use of the L1 in the classroom, such as "fining" the students. According to this author, "teachers devise elaborate games, signals, and penalty systems to ensure that students do not use their L1 and justify these practices with the claim that use of the L1 will impede progress in the acquisition of English" (p. 10) and even those who may oppose the English Only movement on a policy level insist on their students using only English for communicating in the ESL classroom.

Auerbach (1993) insists that movements such as the English Only are more political than pedagogically grounded, being the learners the most negatively affected, and presents a historical overview supporting her assumptions, as well as relevant evidence from both research and practice against this movement, which includes the work of many experts such as García (1991), Gillespie (1991), and others (see Auerbach, 1993) from whose work she concludes:

The result of monolingual ESL instruction for students with minimal L1

literacy and schooling is often that, whether or not they drop out, they

suffer severe consequences in terms of self-esteem; their sense of

powerlessness is reinforced either because they are de facto excluded

from the classroom or because their life experiences and language

resources are excluded. This, in turn, has consequences for their lives

outside the classroom, limiting job possibilities and perpetuating their

marginalization (p. 18).

Auerbach (1993) also provides evidence supporting the use of the native

language emphasizing the fact that practitioners, researchers, and learners have

consistently reported positive results when the native language has been used in the

ESL classroom, making reference to the work of D'Annunzio (1991), García (1991),

and others (see Auerbach, 1993). In addition, Auerbach (1993) suggests uses of the

L1 beyond beginning levels, claiming that the work of Brucker (1992), Collingham

(1988), and others (see Auerbach, 1993) provide evidence which again suggests that

the L1 may be a potential resource rather than an obstacle.

In reference to this, Piasecka (cited in Auerbach, 1993) states:

Teaching bilingually does not mean a return to the Grammar Translation

method, but rather a stand point which accepts that the thinking, feeling,

and artistic life of a person is very much rooted in their mother tongue. If

the communicative approach is to live up to its name, then there are many

occasions in which the original impulse to speak can only be found in the

mother tongue. At the initial stages of learning a new language, the

students' repertoire is limited to those few utterances already learnt and

they must constantly think before speaking. When having a conversation,

we often become fully aware of what we actually mean only after speaking. We need to speak in order to sort out our ideas, and when learning a new language, this is often best done through the mother tongue (p. 20).

In 2002, Karen Stanley, editor of the Teaching English as Second or Foreign Language Electronic Journal (TESL-EJ), edited a compilation of posts received between May 2000 and June 2001 discussing the use of the first language in second language instruction. From the 33 posts selected, 27 language teachers, master students, teacher trainers, directors, coordinators, and editors of both ESL and EFL contexts accepted the use of their students' L1 in the classroom, of course, with some limitations.

These language experts seemed to agree in many aspects such as the characteristics of the students that should be more allowed to use the L1 (i.e. beginner-level students, adults) and the situations for using it, that is, grammar explanations, vocabulary teaching (especially abstract lexical items), classroom management, introduction of the first lesson, and improving teacher-student rapport. Most of them also agreed that using the L1 in the classroom helps using class time more efficient and effectively and that there should be a balance between the use of both L1 and L2. Interestingly, some still mentioned the use of "penalization" when students use the L1 in the classroom, for example, bringing candy the next day.

In a more recent article, Coelho (2006) claimed that maintaining the first language is not a disadvantage in learning another but on the contrary, its continuous development provides many academic and social benefits to the learners while learning English. This author presents three main reasons to support community languages: 1) A strong foundation in the L1 supports the acquisition of English, 2)

continued development of the L1 contributes to academic success, and 3) students' languages support their sense of identity and help maintain effective communication within the family and the community. In addition, she proposes various ways in which the L1 can be implemented in the L2 classroom for the benefit of students, teachers, parents, and administrators.

Zemach (2006) further directly confronts the reasons for not allowing MT in the L2 classroom by stating:

> The arguments against letting students use their native language in class are many. It wastes time. It distracts other students. It excludes students who do not understand that language. It increases a teacher's paranoia (Are they talking about you?). It decreases the opportunities for those students to practice speaking and listening to English. Even in my earlier days, I recognized the value of sometimes using the native language to help teach English. It is a far more efficient use of class time to let a low-level student ask, 'How do you say *bengoshi* in English?' than to try to explain or mime *lawyer* (p. 16).

Zemach (2006), an experienced language teacher, comments on her own experience as an adult language learner of Arabic and her failure on learning this foreign language due to her teacher's "Arabic only" methodology. She acknowledges that "if two students in one class share a native language, they're probably going to use it at times – or at least wish they could" (p. 16).

Finally, Balosa (2007) suggests that using the students' first language in class helps them achieve the instructional goals, improves their self-image and motivation, and overcomes some of the limitations of the English-only instruction. From his own experience, the author presents three situations in which the use of the

L1 in the L2 classroom helped to promote the learners' self-esteem, make the input more comprehensible, and helped students to understand cultural concepts. He concludes "… judicious use of the students' L1 can build an atmosphere of confidence and friendship in the classroom… the students' self-image and motivation improve when they are no longer frustrated by not understanding classroom instruction presented in the target language only" (p. 1).

As it can be seen, in a multilingual context such as ESL, despite movements such as English Only, there seems to be an advocacy towards the inclusion of the MT in the L2 classroom, depending on the situation and keeping a healthy balance between the use of the L1 and the L2.

2.3 MT in EFL Contexts

In 1985, Lu (abstracted in *Language Teaching*, 1987) claimed that "it is impossible to ignore the mother tongue when teaching and learning a foreign language" (p. 42). According to this author, NS teachers of English using the Direct Method were less effective than NNS Chinese teachers of English and the best method to teach students was through presentation in the L1 and repetition in the L2.

In 1987, Atkinson stated:

The role of the mother tongue in monolingual classes is a topic which is often ignored in discussions of methodology and in teacher training… I contend that the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'post-communicative' approach to TEFL for adolescents and adults (p. 241).

Atkinson (1987) proposed a variety of activities using the learners' MT in the ESL classroom which he found useful when working over a period of ten months with

students in monolingual classes who had between 0 and 200 hours of English. Two decades ago, he claimed that it was "unfashionable" by that time to totally prohibit the use of the students' native language in the L2 classroom, but argued that there was very little attention given to its role in teacher training and that further research on its potential in the classroom was necessary. He presented four reasons to explain the lack of attention given to the role of the MT:

1. The association of translation with the Grammar Translation method.

2. A backwash effect whereby native speakers, who often enjoy a disproportionate degree of status in language-teaching institutions, have often themselves been trained in an environment where the trainer (also a native speaker and perhaps a monoglot) focuses mainly or exclusively on the relatively unrepresentative situation of a native speaker teaching a multilingual class in Britain or the USA.

3. The influence of Krashen and his associates whose theories have promoted the ideas that 'learning' (as opposed to 'acquisition') is of little value and that transfer has only a minor role to play.

4. The truism that you can only learn English by speaking English (p. 242).

As some general advantages of MT use, Atkinson (1987) mentioned the preference of learners for translation techniques as learning strategies (for which empirical evidence is needed), that it allows students to say what they really want to say (Bolitho, cited in Atkinson, 1987), and the efficiency of MT techniques in the amount of time needed to achieve a specific aim. This author also suggested the following uses for the MT: At early levels: Giving instructions, co-operation among learners, discussions of classroom methodology, presentation and reinforcement of

language; at all levels: eliciting language, checking comprehension, checking for sense, testing, and development of useful learning strategies.

In addition, he presented four possible problems that may arise if the MT is overused or there is an excessive dependency on it (see Appendix E). Atkinson (1987) concluded that the mother tongue could serve a variety of purposes at all levels in foreign language teaching and learning which are at present consistently undervalued. In his own words "to ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency" (p. 247). It is important to highlight the similarities between Atkinson's ideas and the present situation, twenty years later.

The prevalent use of MT is further documented in specific studies. In 1989, Kharma and Hajjaj provided empirical evidence with a field study in which Arabic-speaking teachers, supervisors, and students learning English were asked about their attitudes and actual use of the MT in the L2 classroom, as well as the situations and purposes for which they used it. Through class observations, interviews, and questionnaires, the authors found that 93% of the participant teachers and 95% of the participant students used the MT in the L2 classroom for various purposes.

According to Kharma and Hajjaj (1989), 71% of the participant teachers used it for explaining new or difficult items, 66% for grammatical points, and 63% for difficult questions. A smaller number used it for explaining instructions, reading the attendance list, advising late-comers, conducting part of the discussion, assigning homework, explaining reading passages, giving everyday instructions, explaining lesson procedures and greetings and leave-taking. 64% of the teachers allowed students to use the MT for explaining wrong behavior, 53% for asking about new items, 40% for expressing lack of comprehension, and to a lesser degree, for talking

with peers/groups, responding to daily instructions, greeting and taking-leave and inserting MT words in utterances. Finally, 67% of the participant students made use of the MT for asking for explanation, 61% for inserting MT words in utterances, and 52% for responding to instructions.

From these results, Kharma and Hajjaj (1989) arrived to the following conclusions:

1. The use of the mother tongue is mainly manifested in explaining difficult lexical items, grammatical points, or providing a context of situation for the "communicative" use of the second language.

2. Most teachers believe that the use of the mother tongue in fact facilitates second language teaching and learning.

3. Teachers use the mother tongue out of conviction, rather than in obedience to the authority of the textbook instructions or the suggestion of the supervisor.

4. Judging by what both teachers and students say, the latter feel that the use of the mother tongue is useful and they are pleased with that use (p. 230).

Although Kharma and Hajjaj's (1989) and other earlier research focused on the reasons and purposes of the use of MT, little research had been done on the amount of MT used in the FL classroom. In 1990, Duff and Polio approached this issue by investigating thirteen native-speaker (NS) teachers teaching "typologically unrelated" language courses at UCLA. Through classroom observations, student questionnaires, and teacher interviews, the authors found that there was a huge range across the amount of FL in teacher talk in the FL classroom, ranking from 10 to 100 percent, implying that, independently of the language taught, all teachers used

23

the L1 to a bigger or lesser extent in the L2 classroom. They also found that most students were satisfied with the amount of L1/L2 used by their teacher.

Although Duff and Polio (1990) did not make any generalizations, the authors concluded that some variables that may have played a role in determining the amount of L1/L2 use included: 1) language type; 2) departmental policy/guidelines; 3) lesson content; 4) materials; and 5) formal teacher training. It is important to highlight that Duff and Polio's (1990) participant teachers were all native speakers of English, implying that the use of MT in the L2 classroom is not subject to whether language teachers are native or non-native speakers. In addition, these authors propose some uses for MT in the L2 classroom which at the same time might help avoid its overuse (see Appendix E).

Finally, Kharma and Hajjaj (1989) suggest a "pragmatic approach" for the use of the mother tongue in the foreign language classroom in which the techniques used "serve a purpose, are usable by teachers, and are useful to learners" (p. 232). They further add that "such an approach should take into account the practical realities of the classroom and […] aim at systematizing and legalizing teaching practices based on informed and knowledgeable common sense, no matter what methodological philosophies may underlie them" (p. 232).

Harbord (1992) further adds three categories of MT strategies that he found in various parts of Europe in teacher training and through discussion with colleagues: 1) to facilitate teacher-student communication; 2) to facilitate teacher-student rapport (i.e. chatting in L1 before the start of the lesson to reduce student anxiety, telling jokes in L1); and 3) to facilitate learning of L2 (i.e. translation of single words or phrases in context).

Harbord (1992) concludes:

> Perhaps the most important point to be made in the discussion on the rights and wrongs of using the mother tongue in the classroom is that translation, and indeed use of the mother tongue generally, is not a device to be used to save time for 'more useful' activities, nor to make life easier for the teacher or the students. Instead, as Duff says, it should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition (p. 355).

More empirical evidence is provided by Tang (2002) who, through classroom observations, interviews, and a questionnaire, investigated 100 first-year English major students from China and 20 faculty members whose teaching experience ranged between one and 30 years. This author found that the L1 (Chinese) was used by the three randomly selected teachers observed to explain the meaning of words, complex ideas, and complex grammar points; that is, the MT had a supportive and facilitating role in the L2 classroom in those situations where the L2 (English) explanations did not work.

From the interviewed teachers in Tang's (2002) study (the same that were observed), teacher 1 used some L1 because it was more effective and less time-consuming, to explain parts of the text, or to give instructions; teacher 2 used it to compare the two languages and to discuss the meaning of some difficult, abstract words and the grammar and ideas expressed in long and complicated sentences; and teacher 3 used it to keep order in the classroom. The questionnaires data showed that a high percentage of the students (70%) and the teachers (72%) think

that the L1 should be used in the classroom. In addition, the vast majority of the students liked it when their teachers used some L1.

Furthermore, according to Tang's participant students, the L1 was mainly used to explain complex grammar points and to help define some new vocabulary items. It was most necessary to practice the use of some phrases and expressions and to explain difficult concepts or ideas. Students further added that using the L1 in EFL classes helped them to understand difficult concepts better, understand new vocabulary, feel less lost, understand jargon, and improve their translation ability. Finally, the author concluded from this study that in the EFL classes observed, the L1 played only a supportive role whereas the L2 remained as the chief medium of communication.

Kraemer (2006) further documents the use of the L1 in the L2 classroom in her qualitative study of five German teaching assistants (TAs): three native speakers of English, one native speaker of German, and one whose first language was neither English nor German. The author found that, independently of the TA's native language, they all used English to a bigger or lesser extent in the L2 classroom and that there were eight common functions for the use of the learners' MT among the participants: Activity explanation, classroom management/administrative vocabulary, cultural points, empathy/solidarity, grammar instruction, repetition or explanation to prevent/remedy lack of comprehension, talking to individual students, and translation.

From these, Kraemer (2006) concluded that the most common use of L1 was for classroom management and administrative vocabulary. The second most frequent function was the translation of individual words. Repetitions or explanations to prevent and remedy students' lack of comprehension ranked third place. In fourth place was the use of L1 to talk to individual students during individual, pair, or group

activities. Grammar instruction was fifth, but this may have been due to the fact that the German textbook used by the TAs explicitly required them not to teach grammar in class. Students were expected to read the grammar explanations (presented in the L1) at home and practice the structures in the classroom using the L2.

In reference to grammar explanations in L1, Kraemer (2006) cites one of her interviewed TAs, who comments:

> We test students on grammar and therefore we should teach grammar in class, offering explanations, rules, and examples. The only way students will really understand grammar is to teach it in their native language. The department says that grammar should be taught "deductively" using the target language for providing examples. The idea that students will learn it "deductively" is not supported by our current method of evaluation, which tests them on grammar in a less than communicative, contrived situation (p. 444).

It is important to mention that the grammar explanations, cultural information, and direction lines in the activities of the first three chapters of the German textbook used by the TAs and the students were in the L1 (English). For this reason, the TAs continued doing activity explanation in the L1 even when the book started presenting the instructions in the L2 after Chapter III. The seventh position was using the L1 for establishing empathy/solidarity with the students and the last function was teaching German history and culture, although only one TA used the L1 for this purpose. Kraemer (2006) also concluded that previous language teaching experience and teacher training reduced the amount of L1 used.

In conclusion, it is important to highlight how similar the findings are in terms of the possible benefits from the inclusion of the MT among research performed more

than 20 years ago and recent studies. As can be seen, there seems to be a pattern in the use of MT in both ESL and EFL contexts, independently of whether the teachers are English native or non-native speakers. A summary of the studies discussed in this chapter is presented in chronological order in terms of the reasons in favor of and against the use of the MT in the L2 classroom in Appendix E, and will later serve as a point of comparison for the findings of this research.

Evidence shows that, for over two decades, there has been an advocacy towards the inclusion of the L1 in the L2 classroom, which goes hand to hand with warnings of the negative consequences of its overuse. Based on this background, the next chapter will present the methodology followed in the present research in hopes of adding useful and current findings to this controversial topic.

Chapter III

3. Methodology

3.1 Overall Design

As mentioned earlier, this study makes use of both qualitative and quantitative paradigms for data collection and analysis with the purpose of answering the research questions restated below. The nature of the overall design emerged as a result of the researcher's own personal experiences in EFL and SFL in combination with research of previous studies mentioned in Chapter I.

The present research aims to answer three main questions:

1. What are the attitudes and beliefs of EFL learners, teachers, and coordinators towards the use of the MT (i.e. Spanish) in the EFL classroom?

2. For what purposes do EFL teachers use the MT in the EFL classroom (i.e. giving instructions, teaching grammar, providing vocabulary translation, setting up pair/group work, classroom management)?

3. For what purposes do EFL learners use the MT in the EFL classroom (i.e. addressing the teacher, addressing their peers, asking for clarification, asking for word meaning)?

3.2 Population and Sample Selection

Mexico is a country where EFL has grown rapidly during the last two decades, especially since the North American Free Trade Agreement (NAFTA) started. In addition, its proximity to an English-speaking country and the era of globalization that we are living has spread the teaching of EFL from private to public schools and rural areas.

Within this country, the city of Puebla provides certain characteristics that make it suitable for a big demand of EFL teaching and learning. For instance, it is a cosmopolitan city, near the country's capital (Mexico City), which, among other characteristics, is known for being a university city, hosting one of the biggest public and some of the best-rated private universities in the country. As a result, it hosts thousands of future professionals who are in need of learning English as a Foreign Language in order to increase their opportunities in the working field or to continue studying abroad. Foreseeing such need, most universities in Puebla do not allow undergraduates to leave school without certifying their English level of proficiency through standardized tests such as TOEFL, TOEIC, and others, making it mandatory for students to take a certain amount of language courses.

The sample selected for this study comes from three major universities in the city of Puebla, Mexico -- two private and one public. Although there was no particular reason for the amount of universities selected, these three institutions were chosen based on the similarity of their EFL teaching system and by the large amount of students enrolled in each one.

From each university two groups were selected: one basic English language class and one advanced English language class, being a total of six groups and their teachers the selected sample for this study. It is important to mention at this point that the researcher purposefully selected participant teachers who were non-native English speakers (NNS) in order to not introduce that variable in this study. In addition, the coordinators of EFL in each institution were also part of the study. From the four participant coordinators (there were two coordinators in one of the institutions), two were NS and two were NNS, a fact that was not considered a variable for this study.

3.2.1 Participants

3.2.1.1 Participant Universities

University 1

It is a private university which offers 23 undergraduate and 19 graduate programs where approximately 2,000 EFL students are enrolled every semester. It is mandatory for all undergraduate students to certify their English level of proficiency through a standardized test in order to graduate and, therefore, they are offered four language courses of a four-month period each to reach that level. The requirement for graduation at this university is a minimum of 500 points in the institutional TOEFL, 650 in the TOEIC, or an equivalent.

University 2

It is a private university that offers 52 undergraduate and 47 graduate programs. In what refers to EFL students, more than 1,500 students are enrolled in the different levels offered by the Department of Languages every semester; during the fall semester of 2007, 1603 students were enrolled in EFL courses. At this institution, it is also mandatory for all undergraduate students to certify their English level of proficiency in order to graduate by reaching the equivalence of 500 points in the institutional TOEFL. In order to achieve this, they are offered three university level language courses of a four-month period each. If students enter with an English proficiency level below 400 on the TOEFL, they are obliged to take from one to three (depending on their level) non accredited pre-university level courses also of four months each in order to reach at least a 400 score in TOEFL or equivalent and be able to enroll in the three accredited university level courses offered.

University 3

It is a public university which offers 62 undergraduate and 72 graduate programs. According to its 2007 admission process, it received approximately 11,135 students at the undergraduate level. Similar to the previous universities, English language courses are offered which correspond to required proficiency levels. However, students are not required to certify their English level of proficiency through a standardized test, but only to take four mandatory courses. Furthermore, in any term they have the option to present a "revalidation" test which may place them in a more advanced level or they can show a result of 500 points or more in the institutional TOEFL or an equivalent in order to exempt taking the courses.

The only exception for this is the faculty of languages, in which students are prepared for becoming future language professionals working in the areas of teaching or translation. Therefore, in order to graduate, students are required to achieve a minimum of 550 points in the institutional TOEFL. As a result, students have to take eight courses of four months each, unless they certify before or are placed in a more advanced level.

For its similarity to the two previous universities in what refers to EFL policies, it is the students at the faculty of languages of this university (approximately 300 students per year) that were selected as participants for the purposes of this study.

3.2.1.2 Participant Teachers

As previously stated, two NNS teachers of each university were observed and interviewed for the purposes of this research: one teaching at the first and one at the last level offered at their institution.

University 1

Teacher 1. Teaching at the basic level, this teacher has studied English for 17 years and taught it for 11 at different institutions and all levels. She has worked with children, teenagers, and university students. She has never either studied or lived in an English-speaking country and has a Bachelor's Degree in Foreign Language Teaching (FLT), as well as several diplomas in a) English Language Teaching (ELT), b) Philosophy for Children, c) In-Service Certificate in English Language Teaching (ICELT) from Cambridge University, and d) English for Specific Purposes (ESP).

Teacher 2. Teaching TOEFL preparation courses where students work on the necessary skills for accrediting the necessary TOEFL scores, this teacher has taught English for 32 years at all levels, going from basic to standardized test preparation courses such as the First Certificate, TOEFL, and TOEIC. She has a Bachelor's Degree in English language and a certificate of Proficiency in Teaching English. She also has not studied or lived in an English-speaking country and has worked with students from elementary, junior high, high school, and university. She studied French for three years and Hebrew for a few months.

University 2

Teacher 1. Working with students at the basic level, this teacher has a Bachelor's Degree in Modern Languages with a specialty in teaching. She has studied English officially for almost six years and lived in the United States of America for six months. She has been an EFL teacher for approximately seven years at different levels and institutions.

Teacher 2. Teaching at the most advanced level at his institution, this teacher studied English for 15 years while he lived in the United States and has taught it for

approximately eight years. He has worked with high school, undergraduate, and graduate students at private and public schools, teaching at all levels. He has a Bachelor and a Master's Degree in Teaching English as a Second Language and has also studied French, Italian, and Chinese.

University 3

Teacher 1. Working with students at the basic level, this teacher studied English for 36 years and did a Master's Degree in Applied Linguistics in English while he lived in England. He has taught English as a second language for 28 years at different levels and institutions in the city of Puebla, mainly at the participant university.

Teacher 2. Teaching at the advanced level, she studied English for approximately 10 years, has a major in Chemical Engineering and a Master's Degree in Educational Technology and Communication. She studied two diplomas in Vancouver during the two years she lived in Canada and has taught EFL for 10 years at all levels, but mostly advanced, to high school and university students.

3.2.1.3 Participant Coordinators

University 1

The coordinator of EFL at this university is a NNS who has been an EFL teacher for 14 years and a coordinator in two occasions, one for a year, and the current one for four years. She has a Bachelor's Degree in Modern Languages with a specialty in teaching and has worked in both, private and public institutions. She has never lived in another country and has studied French at a basic level.

University 2

There are two coordinators at this institution, one for the basic and one for the advanced levels.

Coordinator 1. The coordinator of the basic level at this university has been an EFL teacher for 31 years and a coordinator at different levels for the same length; two years in a private school and 29 at the participant university. She is a native speaker and has a Master's Degree in Education with a specialty in TESOL and a Doctoral Degree in Language Science. She has lived in the United States of America and taught English as a first language in that country.

Coordinator 2. The coordinator of the advanced level has been a language teacher for 30 years at the participant university and a coordinator for 11. She is a native speaker with a Master's Degree in Education with a specialty in TESOL and a Doctoral Degree in Rhetoric and Linguistics from a university in the United States of America. She has lived in that country and taught English and Spanish for five years while studying for her doctorate.

University 3

The coordinator of EFL of the faculty of languages at this university has studied English as a Foreign Language since 1981 and has a Bachelor's Degree in English Language Teaching from a university in London through a long-distance program. He has taught EFL since 1985, mainly at the participant university where he has been a coordinator for approximately two years.

3.2.1.4 Participant Students

The participant students of this research were students enrolled in one group either of an elementary or advanced level at their university during the fall semester of 2007. In total, data was gathered from 44 elementary and 55 advanced students, distributed in the following way.

University 1

Elementary students. There were 11 participant students in this group from which five were male and six female, ranging from ages 18 to 40 and EFL studies from between one and 15 years.

Advanced students. This group consisted of 19 students, 14 female and five male, between ages 19 and 24, who have studied English as a FL between three and 20 years.

University 2

Elementary students. There was a total of 14 students in this group, seven female and seven male, ranging from ages 17 to 22 and having studied EFL between one and eight years.

Advanced students. This was the largest group with 24 students, eight female and 16 male; their ages ranged between 17 and 23 years and they have studied English as L2 between three and 19 years.

University 3

Elementary students. There were 19 students in this group, from which 11 were female and eight male. They were between 18 and 23 years old and have studied EFL between one and nine years.

Advanced students. This group had 12 students, seven female and five male between ages 20 and 24 and with EFL studies ranging from three to 14 years.

3.3 Materials

There were five sources to gather the necessary data for this research project: 1) class observations and field notes, 2) a teacher's interview (see Appendix A), 3) a coordinator's interview (see Appendix B), 4) a teacher's questionnaire (see Appendix C), and 5) a student's questionnaire (see Appendix D). These five sources

were designed by the researcher taking as a model those used in similar studies (Kharma and Hajjaj, 1989; Kraemer, 2006; Tang, 2002). The instruments were designed with the aim that the data from one corroborated the data from the others (triangulation) in order to overcome any possible internal value constraints (LeCompte, Millroy, & Preissle, 1992).

All the instruments were piloted on a sample of students, teachers, and coordinators that shared similar characteristics with those of this study; these were not considered for the results and conclusions of this research.

3.3.1 Class Observations and Field Notes

As previously mentioned, six class observations were done for the purposes of this research; one for each participant group. The researcher adopted the role of a non-participant observer whose role was limited to taking field notes. The main goal of this ethnographic data collection method was to record the situations in which the MT was used either by the teacher or the students. The classes observed were also tape-recorded with previous authorization from the teacher and the institution, transcribed and further analyzed.

3.3.2 Teacher's Interview

The teacher's interview (see Appendix A) was designed to gather more meaningful and in-depth data from the participant EFL teachers and consisted of 20 questions which mainly focused on the following information:

- Teachers' language background. Basically, the teachers' experience teaching EFL, length of studying English, language learning experience, level of proficiency, teacher training.

- Teachers' teaching methodology. The method(s)/approach(es) they use, how they teach grammar and vocabulary, particularly abstract lexical items.

- Teachers' attitudes and beliefs towards the use of the MT in the EFL classroom. If they use it, when, for what purposes, if they allow their students to use it, when and for what purposes, role of penalization.

- External factors influencing the teachers' attitudes and beliefs. Their school's policies towards the use of Spanish in the EFL classroom, textbook and material used.

As previously stated, because of their nature, the interviews were semi-structured and the items were open-ended, subject to be modified depending on the information provided by the participants at the moment.

3.3.3 Coordinator's Interview

The coordinator's interview (see Appendix B) consisted of 10 questions, which mainly focused on the institution's policy on the use of Spanish (MT) in the EFL classroom, the specification of such policy to the teachers and students, whether there is a penalization for either teachers or students who use the L1, what training the teachers receive, if there is a specific teaching methodology to be followed, among others. The purpose of these interviews was to see how the institutions' policies may influence the use of MT in the L2 classroom in both teachers and learners.

3.3.4 Teacher's Questionnaire

It consisted of twenty items divided into two rating scales in order to avoid time-consuming instruments for the participants. The first part of the questionnaire (see Appendix C) consisted of three items that presented statements in first person

singular that required the EFL teachers to rank from the most (number 1) to the least important (number 8 or 10 depending on the item), a) situations in which they use or allow their students to use the MT in the EFL classroom and b) the reasons for its use. The second part of the questionnaire (items four to 20) asked the EFL teachers to read sentences and choose the appropriate number of a 5-point Likert scale going from "strongly agree" (number 1) to "strongly disagree" (number 5). All 20 items were designed based on previously mentioned theory and empirical evidence on the beliefs and attitudes of the frequency, reactions, situations and usefulness of L1 in the L2 classroom. In addition, some items were presented two or three times restated in different ways in order to ensure the validity and reliability of the participants' answers.

3.3.5 Student's Questionnaire

The student's questionnaire (see Appendix D) also contained 20 items and was also divided into two sections. The first four items from section one provided the students with situations in which they might use the MT in the EFL classroom, reasons for its use, when they would like their teacher to use it, and the amount of L1/L2 they would like to have in the EFL classroom. The remaining 16 items from the second part of the instrument also presented sentences they had to rank from 1 ("strongly agree") to 5 ("strongly disagree") on a Likert scale. As in the teacher's questionnaire, some items were presented twice or three times in a different wording in order to reduce the possibilities for random answers. Once again these sentences were designed based on premises and findings from theory and previous research on this topic.

3.4 Procedure

As previously stated, all the instruments were piloted before their actual administration on a sample that shared similar characteristics to the participant students, teachers, and coordinators, but whose data was not included in the results of the present research. This piloting was done in order to calculate the time of the interviews, check the order of the questions in order to guarantee the fluency of the interviews, ensure the information needed for this research was obtained, and make sure the questionnaires were understandable to the participants.

For the piloting, one teacher, one coordinator, one group of 20 students in elementary, and one group of 20 students in an advanced level were selected from an institution not related to the ones in this study. After the administration of the instruments, the participants were asked their opinion. Based on their suggestions, the format of both the student and the teacher's questionnaire was modified in order to make the items clearer for the respondents. Finally, the coordinator and teacher's interviews were expanded during the actual interviews when the researcher considered it necessary depending on the participants' answers in order to obtain more in depth information.

The next step in order to proceed with the present research was to get the necessary consents of the participant institutions to carry out the research at their facilities. Similarly, letters of consent were given to and signed by the participant EFL teachers and coordinators in which the participants were ensured that they would have total anonymity and that their data would be used only for the purposes of the present research.

None of the participants was informed of the specific purposes of this research until after the data collection in order to avoid biases; nevertheless, they

were given an accurate explanation of the process to follow and a general overview of what the present study was about. Therefore, the instruments were administered only after the class observations were done in order not to influence the participants' regular behavior in the L2 classroom.

The classes and teachers observed were subject to the institution's decisions, based on their availability. When the researcher was able to decide appropriate dates, the selection was done randomly.

Once the permissions were granted and the instruments piloted and modified accordingly, the process of data collection began. First, EFL classes were observed and tape-recorded. The researcher took field notes paying special attention to the situations where the MT was used in the classroom either by the teacher or the students. Secondly, 10 minutes before the observed class was over, the students' and teachers' questionnaires were administered by the researcher. Thirdly, after the observations, the teachers of the observed classes were individually interviewed based on their availability. Finally, the institutions' coordinators were also interviewed. All the interviews were tape-recorded with the consent of the participants and later transcribed.

Once the data was collected, the researcher proceeded to analyze it. As previously mentioned, because of the nature of the instruments, both qualitative and quantitative analyses were carried out. The class observations' recordings and the observer's field notes were analyzed qualitatively, transcribing all the fragments where the MT was used in the EFL classroom by both teachers and students. Constant triangulation was done among the participants' data obtained from the various sources of every institution and across institutions in order to ensure validity.

In addition, the findings were constantly analyzed with reference to those of previous similar research.

For the quantitative data, the central tendency measures (e.g. mean, median, mode) and the dispersion measures (e.g. range, standard deviation) from the teachers' and students' questionnaires data were analyzed using the computer software Microsoft Excel ^{TM}. To find out whether there were any significant correlations among the data, the statistical computer program GraphPad Instat 3 ^{TM} was used to perform two kinds of tests: The Kruskall-Wallis test for comparing the data from the three participant institutions and the Mann-Whitney test for comparing groups two by two.

From this information, percentages were calculated and graphs and tables were designed, which are presented in the following chapter. Once again, this analysis was done first by institution and then across institutions, so that the findings were reliable and generalizable.

Chapter IV

4. Results

As mentioned in section 3.2.1.4 of the previous chapter, this study gathered

data from 44 elementary and 55 advanced EFL students from the three universities

described in section 3.2.1.1. Table 1 shows the distribution of the participant students

per university and per level.

Table 1.
Distribution of Participant Students per University and Level

	Elementary Students	Advanced Students
University A	11	19
University B	14	24
University C	19	12
TOTAL	44	55

Graph 1 shows the distribution from the 44 elementary EFL students in terms

of gender, average age, and average length of EFL study. Graph 2 shows the same

information correspondent to the 55 advanced EFL participants.

Graph 1.
Elementary Students' Gender, Average Age, and Average of Years of EFL Study
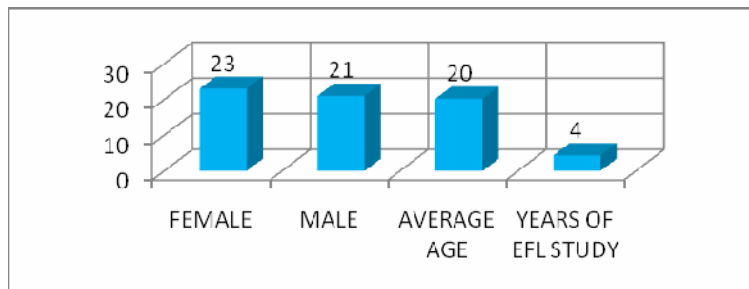
Graph 2.
Advanced Students' Gender, Average Age, and Average of Years of EFL Study
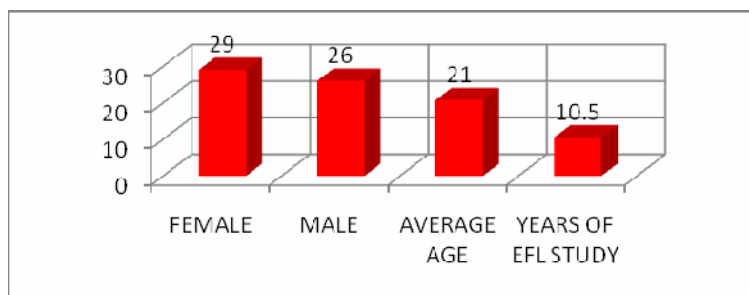
4.1 Quantitative Instruments Results

As stated in the previous chapter, two quantitative instruments were administered for the purposes of data collection: one questionnaire for the participant teachers and one for the participant students. Each instrument consisted of two sections and contained twenty items in Spanish, which were translated to English for the writing of this study.

4.1.1 Student's Questionnaire Results

The results of the student's questionnaire will be presented first. The first section of this instrument consisted of four statements in which the participant students had to choose the option or options that corresponded to their individual case. It is important to mention that several students selected more than one option and therefore, the total of the percentages' sum exceeds the amount of participants.

Graphs 3, 4, 5, and 6 show the results of the student questionnaire's first section in percentages, that is, how many students out of a hundred percent (44 elementary and 55 advanced) chose each option. In order to establish a better point of comparison, the results of both levels are presented together.

Graph 3.
Student's Questionnaire. Item 1: In English Class, I Use Spanish to…
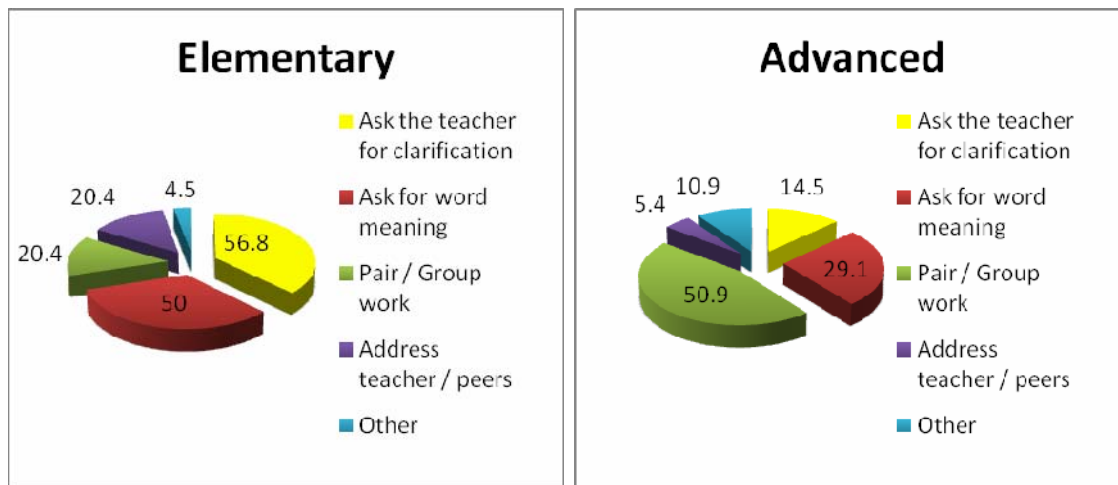
As it can be seen, the predominant option for elementary students was asking the teacher for clarification (56.8%) followed by asking for word meaning (50%), while pair/group work was the one selected by most advanced students (50.9%). The participants also had the option to write other purpose(s) for Spanish use in English class. The situations they added were: Talking to the teacher about absences and other administrative issues, saying what they have not learnt to say in English, participating, and asking their peers something they did not understand or missed.

Graph 4.
Student's Questionnaire. Item 2: I Would Like my English Teacher to Use Spanish to…
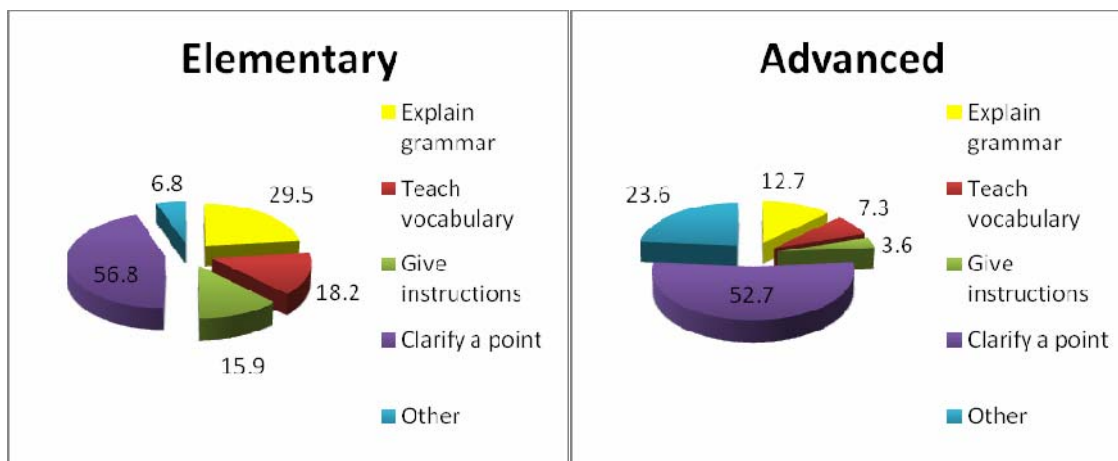
In Graph 4, it can be observed that the majority of both, elementary (56.8%) and advanced (52.7%) students would like their English teacher to use Spanish to clarify a point that was not understood. Similarly, in this item the participants had the option to mention for what other purpose(s) they would like their EFL teacher to use the MT. Interestingly, although an elementary participant wrote that for teaching complex words, three advanced students added in the option "other" that they would not like their teacher to use Spanish at all.

Graph 5.
Student's Questionnaire. Item 3: In my English Class I Would Like…
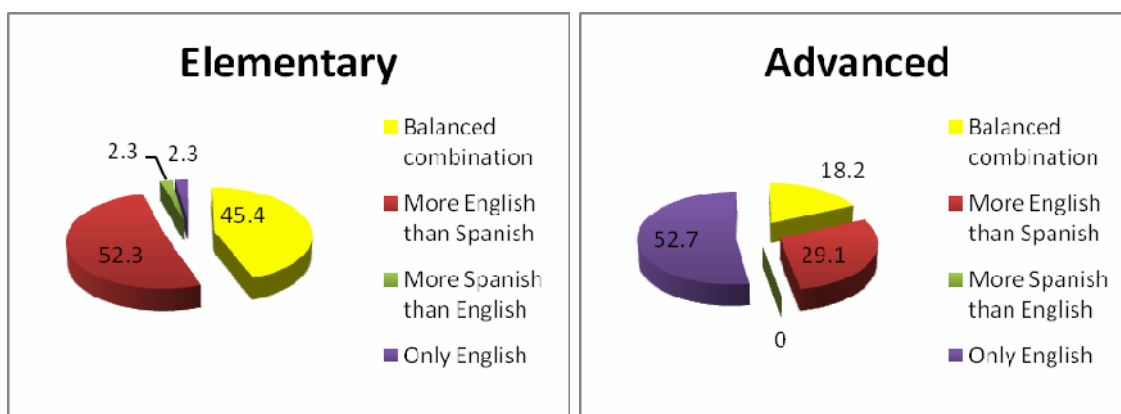
Graph 5 shows that most elementary students (52.3%) prefer having more English than Spanish in class, closely followed by a balanced combination of both languages (45.4%), which contrasts with almost the same percentage of advanced students (52.7%) who prefer only English in the classroom.

Graph 6.
Student's Questionnaire. Item 4: I Use Spanish in English Class Because of…
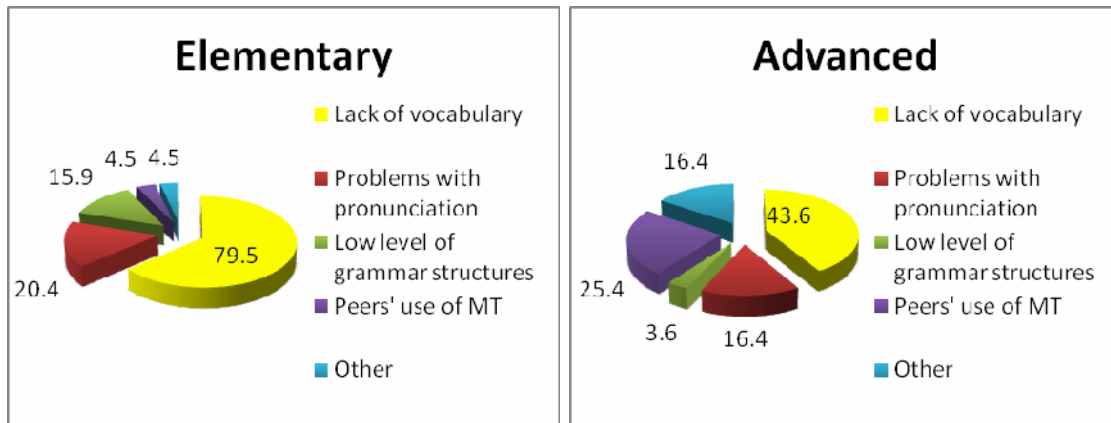
Graph 6 presents that the main reason for using MT in EFL class for both, elementary (79.5%) and advanced (43.6%) students, is the lack of vocabulary. As with the previous questions, other reasons that the participants mentioned were being ashamed of making mistakes or mispronouncing, not being able to express themselves in the L2, getting nervous when speaking in the L2, and some advanced students wrote they do not use Spanish in EFL class.

The second section of the students' questionnaire consisted of sixteen statements from which the participants had to choose the option they agreed with from a Likert scale going from 1 (totally agree) to 5 (totally disagree). As with the first section, the graphs of both levels are presented together for better comparison.

Graphs 7 to 22 present the percentage of students out of a hundred percent (44 in elementary and 55 in advanced level) that chose each option. Differences between the elementary and advanced level participants are more observable in this section. For the purposes of the interpretation, the percentage of participants who selected options 1 and 2 (totally agree and agree) will be considered together, as well as options 4 and 5 (disagree and totally disagree). The participants who selected option 3 of the Likert scale (neutral) will not be further mentioned.

Graph 7.
Student's Questionnaire. Item 5: The English Grammar Should be Taught in Spanish
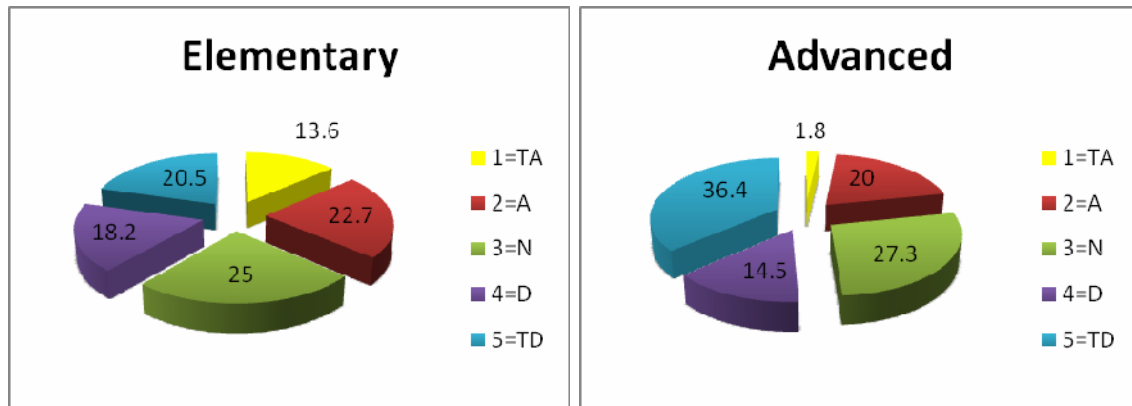
Graph 7 shows that 36.3% of the elementary level participants agree with the idea that the English grammar should be taught in Spanish, while only 21.8% of the advanced level students do.

Graph 8.
Student's Questionnaire. Item 6: The English Vocabulary Should be Taught in Spanish
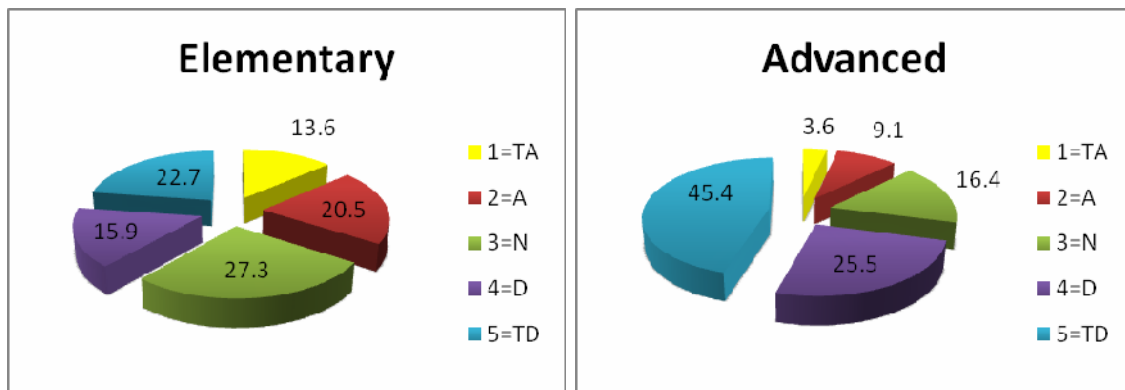
Similarly, in Graph 8 it can be seen that 34.1% elementary level students agree with the idea that the L2 vocabulary should be taught in the MT, while only 12.7% of the advanced level students feel this way.

Graph 9.
Student's Questionnaire. Item 7: Students Should be Allowed to Express Ourselves in Spanish any Moment We Need to
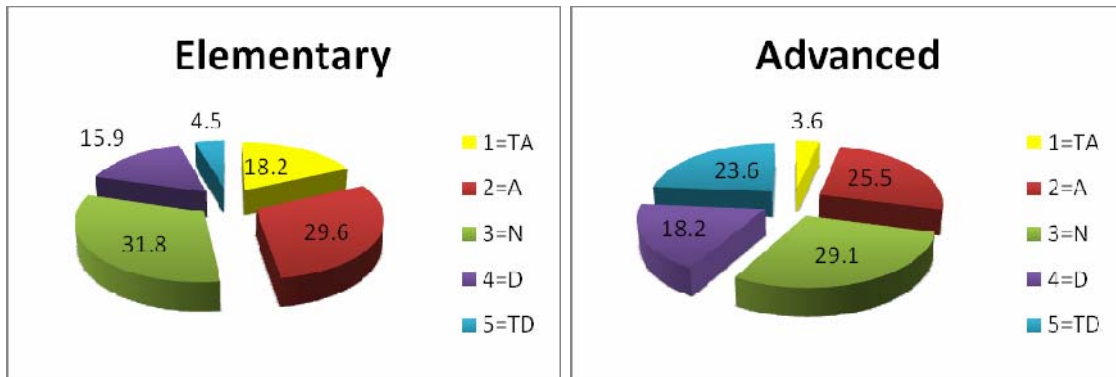
In Graph 9, it can be observed that 47.8% elementary level participants feel they should be allowed to express themselves in the MT whenever they need to, but only 29.1% of the advanced level students share this opinion.

Graphs 10 and 11 present the participants' opinion about the use of Spanish in the English classroom from both the students and the teacher.

Graph 10.
Student's Questionnaire. Item 8: Students Can Use Spanish in the English Class but the Teacher Cannot
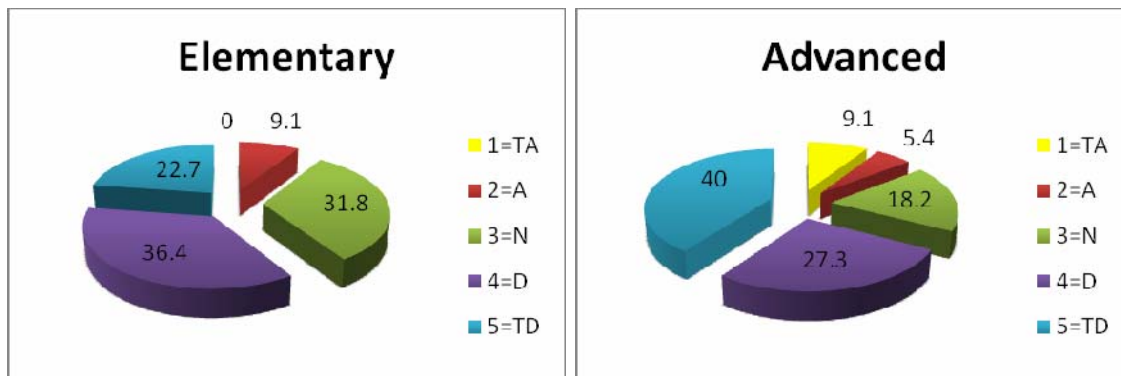
As it can be seen in Graph 10, both elementary (59.1%) and advanced (67.3%) level participants disagree with the idea that students can use Spanish in the English class but the teacher cannot. Similarly, Graph 11 shows that 65.9% elementary and 72.8% advanced level students also disagree with the idea that the teacher can use the MT in the EFL class but the students cannot.

Graph 11.
Student's Questionnaire. Item 9: The Teacher Can Use Spanish in the English Class but the Students Cannot
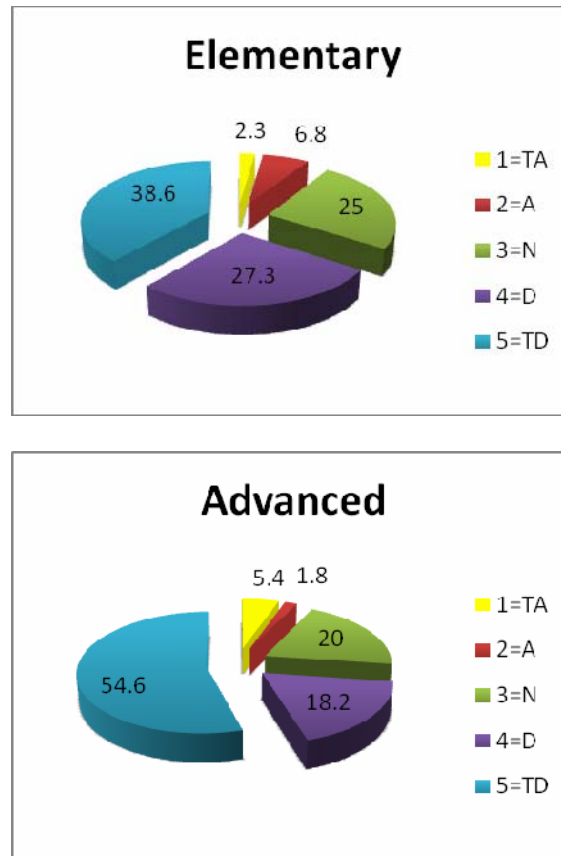
Interestingly, Graph 12 shows that 75% of the elementary and 65.5% of the advanced level participants agree with the idea that both the teacher and the students can use the MT in the EFL class if they consider it necessary.

Graph 12.
Student's Questionnaire. Item 10: Both the Teacher and the Students Can Use Spanish in the English Class if They Consider it Necessary

Elementary

4.5 ┌0

20.5
47.7
27.3

- 1=TA
- 2=A
- 3=N
- 4=D
- 5=TD

Advanced

10.9
3.6
27.3
20
38.2

- 1=TA
- 2=A
- 3=N
- 4=D
- 5=TD
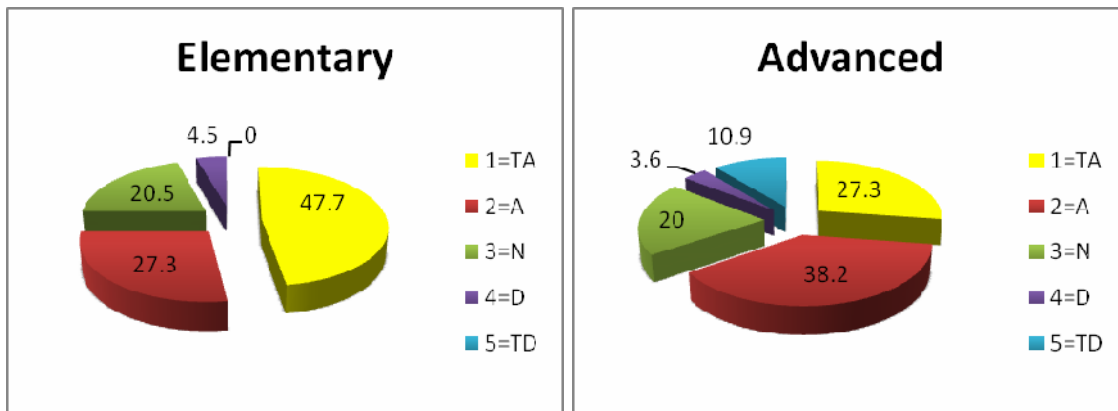
In relation to the previous item, Graph 13 shows that the idea that Spanish should be used in the English class only as "the last resource" is only shared by 43.2% elementary level participitants in contrast with 76.4% advanced level students who agree with this.

Graph 13.
Student's Questionnaire. Item 11: Spanish Should be Used in the English Class Only as "the Last Resource"

Elementary

9.1   15.9
22.7
27.3
25

- 1=TA
- 2=A
- 3=N
- 4=D
- 5=TD

Advanced

9.1   5.4
9.1
50.9
25.5

- 1=TA
- 2=A
- 3=N
- 4=D
- 5=TD
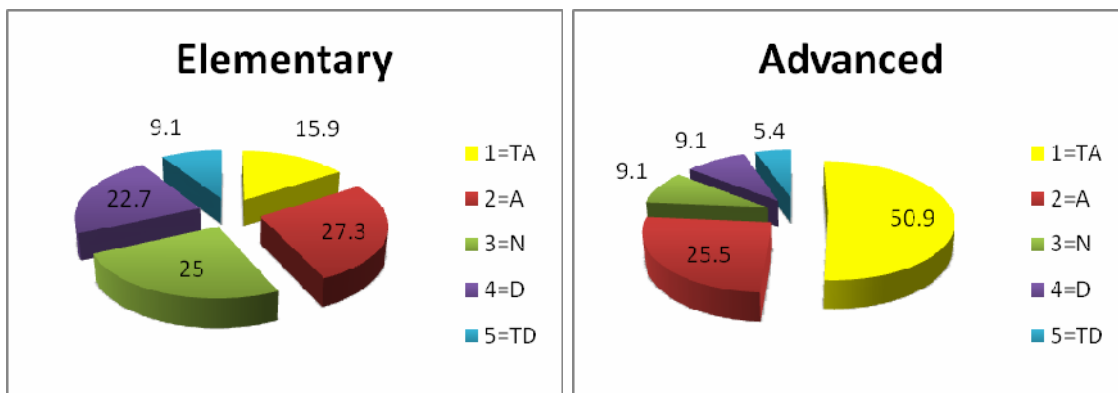
Related to the previous items and even more contrasting between the levels, Graph 14 presents that 72.7% elementary level students disagree with the idea that it is not necessary to use Spanish in the EFL class at all, while only 36.4% of the advanced level participants disagree with it.

Graph 14.

Student's Questionnaire. Item 12: It is not Necessary to Use Spanish in the English Class at all
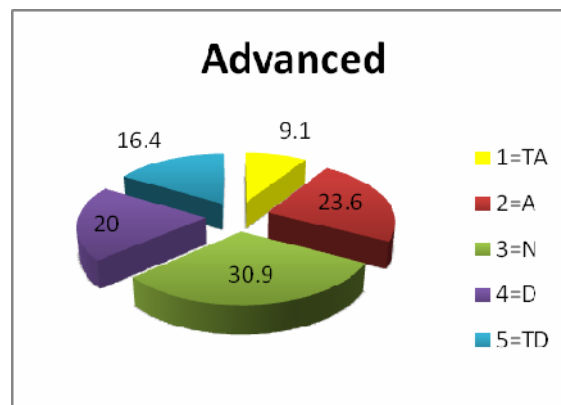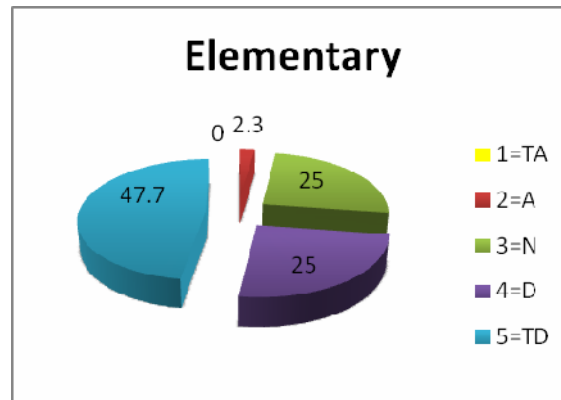
In what refers to penalization for using Spanish in the EFL class, Graph 15 shows that 77.3% elementary and 61.8% advanced level students disagree with this measure.

Graph 15.
Student's Questionnaire. Item 13: The Use of Spanish in the English Class Should be Penalized
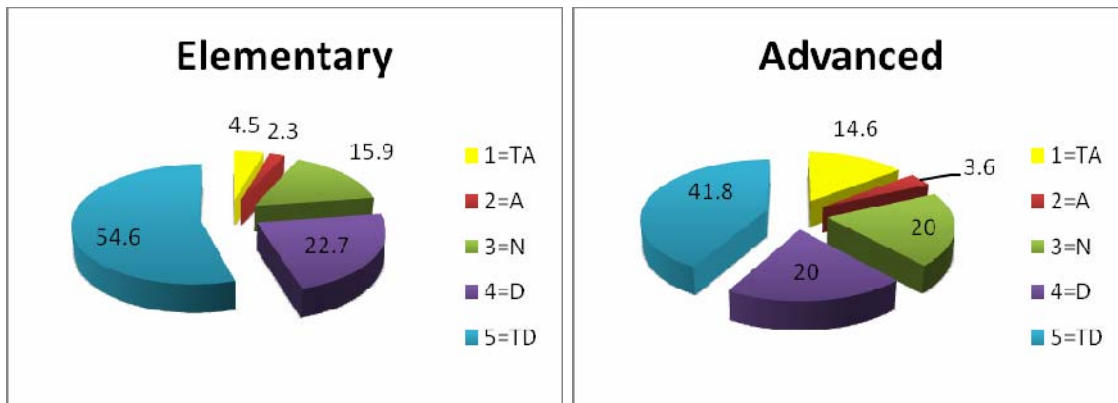
Opposite to the previous item, Graph 16 shows that 54.5% elementary and 49% advanced level participants believe that Spanish could be used as a means to teach English.

Graph 16.
Student's Questionnaire. Item 14: Spanish Could be Used as a Means to Teach English
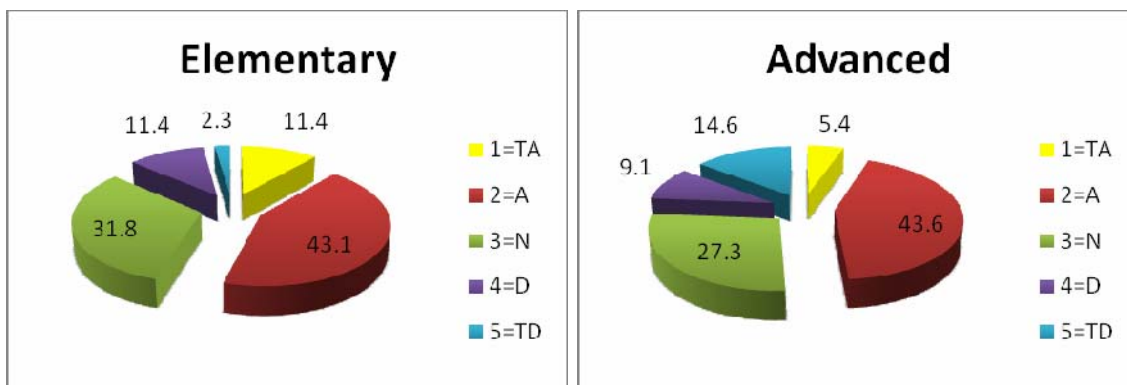
Graph 17 presents the participants' opinions on whether using Spanish in the English class benefits them. As it can be seen, 52.3% elementary level students feel it does, while only 23.6% advanced level participants share this opinion.

Graph 17.
Student's Questionnaire. Item 15: Using Spanish in the English Class Benefits me
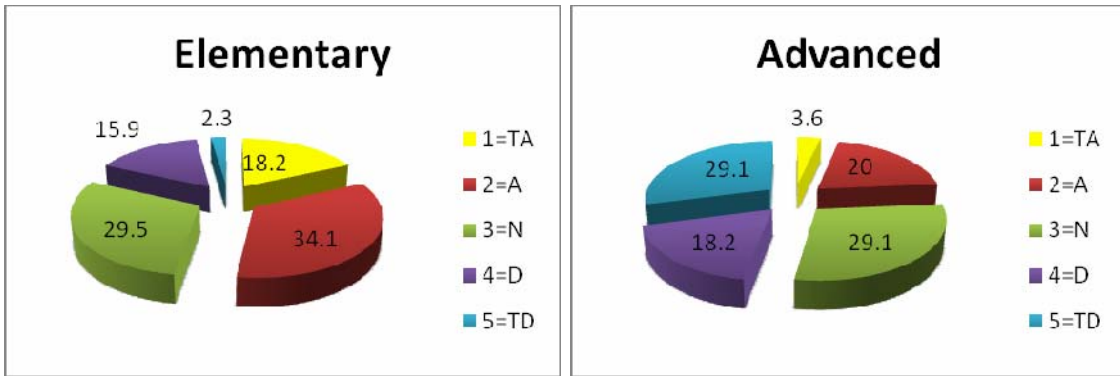
Similarly, Graphs 18, 19, and 20 asked the participants whether the teacher's use of Spanish in the EFL class helps them understand the L2 better, makes them feel more at ease, or more comfortable. In what refers to whether the teacher's use of Spanish helps them understand the L2 better, Graph 18 shows that 75% elementary and 47.2% advanced level students agree with this.

Graph 18.
Student's Questionnaire. Item 16: The Teacher's Use of Spanish in the English Class Helps me Understand the L2 Better
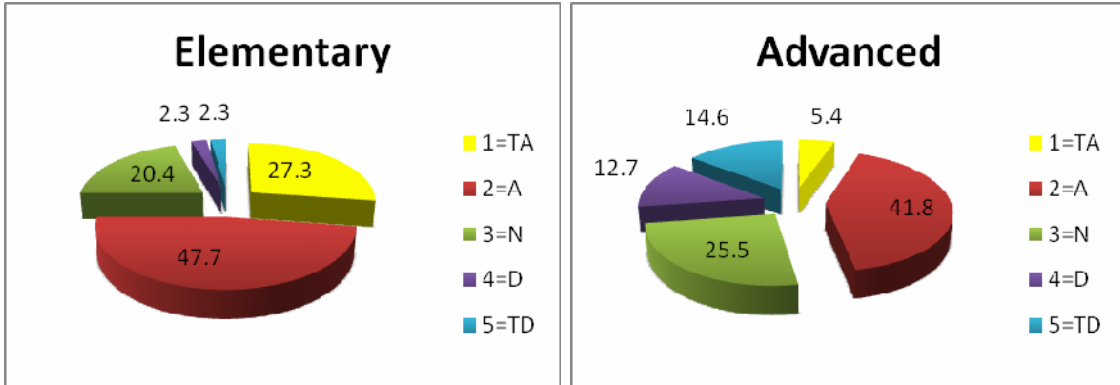
About reducing anxiety feelings by making them feel more at ease, Graph 19 presents that 61.3% elementary level participants do feel this way compared to 29.1% of the advanced level participants.

Graph 19.
Student's Questionnaire. Item 17: The Teacher's Use of Spanish in the English Class Makes me Feel at Ease
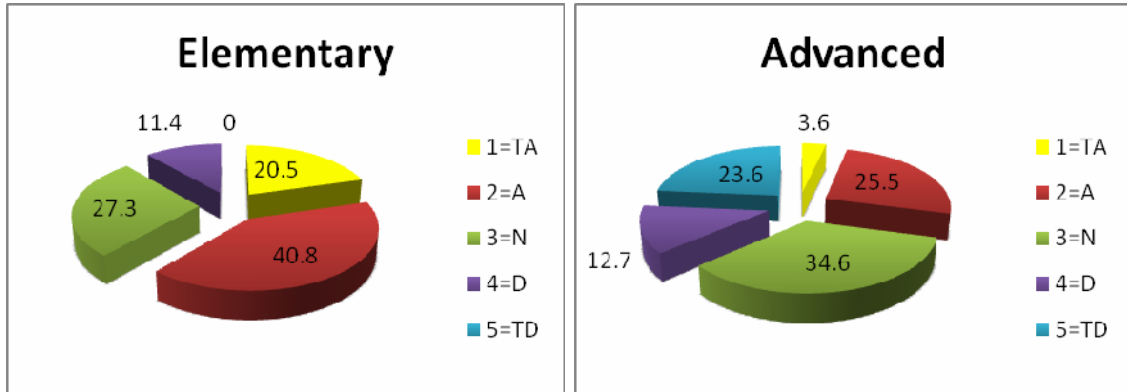
Similarly, Graph 20 shows that 52.2% elementary and 32.7% advanced level students feel more comfortable when the teacher uses the MT in the L2 class.

Graph 20.
Student's Questionnire. Item 18: The Teacher's Use of Spanish in the English Class Makes me Feel more Comfortable
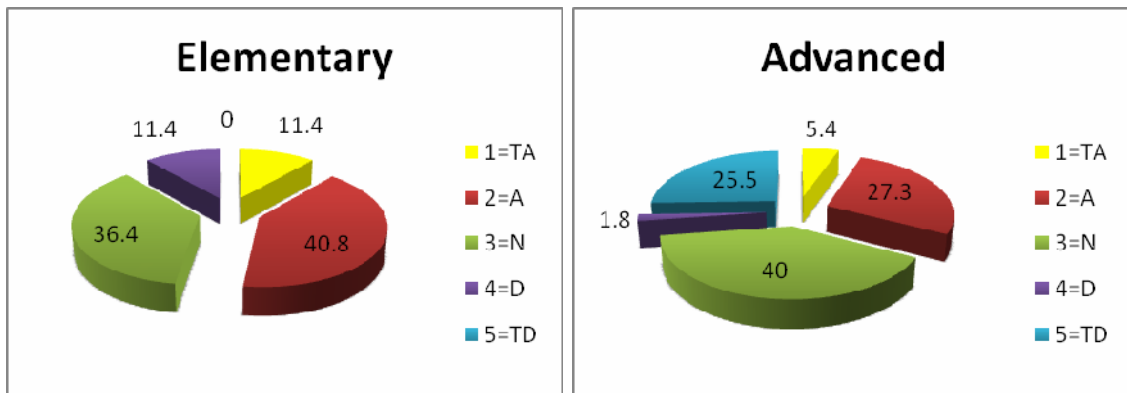
Item 19 contains a negative assesment by asking the participants whether they believe using Spanish in the English classes reduces the exposure they have to the L2. As it can be observed in Graph 21, 29.5% elementary and 38.1% advanced level students agree with this.

Graph 21.
Student's Questionnaire. Item 19: Using Spanish in the English Class Reduces the Exposure I Have to the L2
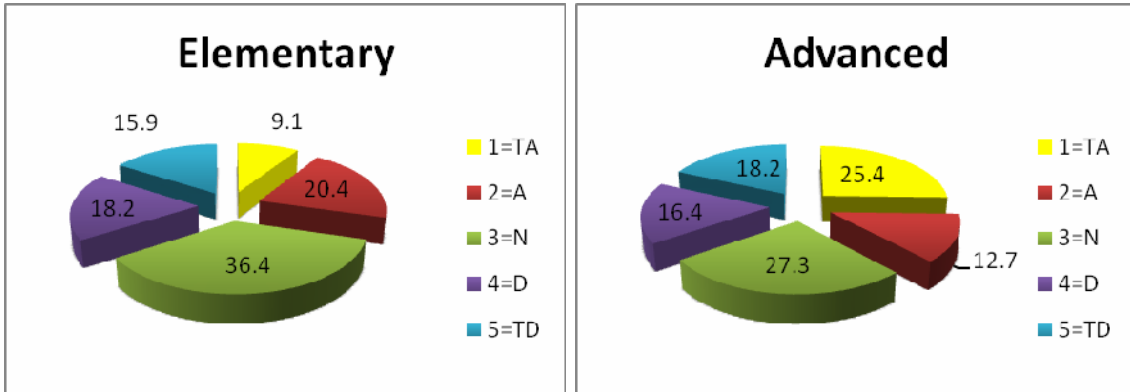
Finally, Item 20 represented in Graph 22 contains a positive assessment by asking the participants whether they agree with the idea that using Spanish in the English class saves time they can use to practice the L2 more. 31.8% elementary and 27.3% advanced level students answered they agreed with this.

Graph 22.
Student's Questionnaire. Item 20: Using Spanish in the English Class Saves Time I Can Use to Practice the L2 more
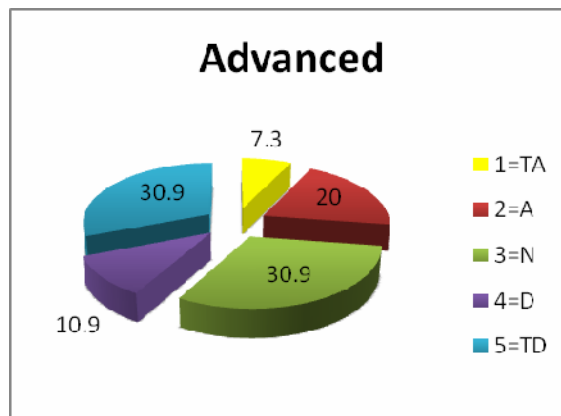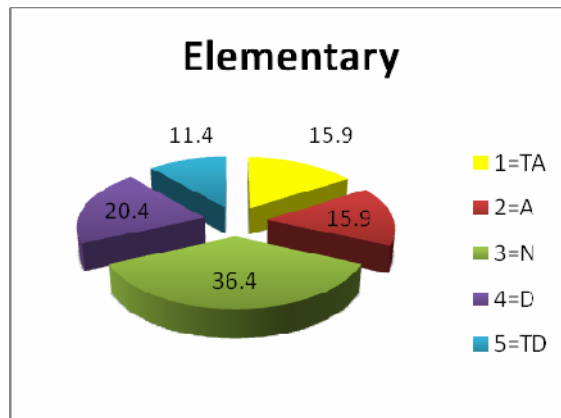
In order to analyze whether there was a significant difference of students' responses among institutions, the Kruskall-Wallis test was used. The procedure consisted of adding the points of the sixteen items in the second section of each student's questionnaire to obtain a score that would go from sixteen as a minimum (if all the answers were 1 or Totally Agree) to eighty as a maximum (if all the answers were 5 or Totally Disagree). Table 2 shows the results obtained. U1, U2, and U3 stand for University 1, 2, or 3 and letters E and A stand for Elementary and Advanced levels respectively. The amount of participant students per institution is in parentheses.

Table 2.
Student's Questionnaire Scores Among Participant Institutions per Level

Number of students	U1E (11)	U2E (14)	U3E (19)	U1A (19)	U2A (24)	U3A (12)
1	46	44	44	46	53	59
2	61	48	50	40	56	42
3	40	45	42	44	58	60
4	49	45	52	54	42	72
5	31	41	50	46	59	56
6	46	53	58	43	51	57
7	36	51	50	47	58	49
8	50	51	45	61	64	63
9	51	57	50	57	45	46
10	53	34	41	53	61	51
11	42	45	45	48	44	37
12		43	50	53	50	50
13		49	50	46	44	
14		51	50	61	56	
15			49	50	52	
16			49	42	67	
17			55	44	48	
18			52	45	46	
19			41	42	60	
20					49	
21					60	
22					56	
23					53	
24					60	

Once these scores were obtained, the three institutions were compared per level using the Kruskall-Wallis Test through the statistics computer software GraphPad InStat 3[TM]. In addition, there was a cross-comparison between institutions through the Dunn's Multiple Comparison Test. However, a deeper cross-comparison between universities and levels using the Mann-Whitney Test will be further presented. Table 3 shows the results obtained for both the Kruskall-Wallis and the Dunn's Multiple Comparison tests. The abbreviations on Tables 3 to 6 stand for not significant (ns), not quite significant (nqs), significant (s), very significant (vs), and extremely significant (es). These results will be discussed and interpreted in Chapter V.

Table 3.
Kruskall-Wallis and Dunn's Multiple Comparison Tests: Analysis of Significant Difference among Participant Institutions per Level

	ELEMENTARY			ADVANCED		
Kruskall-Wallis Test						
P Value	0.642	ns		0.059	nqs	
Kruskall-Wallis Statistic KW	0.8864			5.66		
	Number of points	Sum of ranks	Mean of ranks	Number of points	Sum of ranks	Mean of ranks
U1	11	222.5	20.227	19	398.5	20.974
U2	14	302	21.571	24	772	32.167
U3	19	465.5	24.5	12	369.5	30.792
Dunn's Multiple Comparison Test						
U1 vs U2	-1.344	ns	P>0.05	-11.193	ns	P>0.05
U1 vs U3	-4.273	ns	P>0.05	-9.818	ns	P>0.05
U2 vs U3	-2.929	ns	P>0.05	1.375	ns	P>0.05
	Median	Minimum	Maximum	Median	Minimum	Maximum
U1	46	31	61	46	40	61
U2	46.5	34	57	54.5	42	67
U3	50	41	58	53.5	37	72

As stated above, the results of the three universities were cross-compared by looking at two universities at a time through the Mann-Whitney Test also using the previously mentioned software. Table 4 shows the results obtained from the cross-comparison between the participant institutions at the elementary level and Table 5 at the advanced level.

Table 4.
Analysis of Significant Difference Through Cross-Comparison Between Participant Institutions in Elementary Level

Mann-Whitney Test						
	U1E vs U2E		U1E vs U3E		U2E vs U3E	
Two-tailed P value	0.8266	ns	0.3888	ns	0.5355	ns
Mann-Whitney U-statistic	72.5		84		115.5	
U'	81.5		125		150.5	
Sum of ranks in Column A	138.5		150		220.5	
Sum of ranks in Column B	186.5		315		340.5	
Parameter	Column A (U1E)	Column B (U2E)	Column A (U1E)	Column B (U3E)	Column A (U2E)	Column B (U3E)
Mean	45.909	46.929	45.909	48.579	46.929	48.579
Number of points	11	14	11	19	14	19
Std deviation	8.372	5.757	8.372	4.55	5.757	4.55
Std error	2.524	1.539	2.524	1.044	1.539	1.044
Minimum	31	34	31	41	34	41
Maximum	61	57	61	58	57	58
Median	46	46.5	46	50	46.5	50
Lower 95% CI	40.285	43.605	40.285	46.386	43.605	46.386
Upper 95% CI	51.533	50.252	51.533	50.772	50.252	50.772

Table 5.
Analysis of Significant Difference Through Cross-Comparison Between Participant Institutions in Advanced Level

Mann-Whitney Test						
	U1A vs U2A		U1A vs U3A		U2A vs U3A	
Two-tailed P value	0.0208	s	0.1232	ns	0.8799	ns

Mann-Whitney U-statistic	133		75.5		139	
U'	323		152.5		149	
Sum of ranks in Column A	323		265.5		449	
Sum of ranks in Column B	623		230.5		217	
Parameter	Column A (U1A)	Column B (U2A)	Column A (U1A)	Column B (U3A)	Column A (U2A)	Column B (U3A)
Mean	48.526	53.833	48.526	53.5	53.833	53.5
Number of points	19	24	19	12	24	12
Std deviation	6.319	6.838	6.319	9.644	6.838	9.644
Std error	1.45	1.396	1.45	2.784	1.396	2.784
Minimum	40	42	40	37	42	37
Maximum	61	67	61	72	67	72
Median	46	54.5	46	53.5	54.5	53.5
Lower 95% CI	45.481	50.946	45.481	47.373	50.946	47.373
Upper 95% CI	51.572	56.721	51.572	59.627	56.721	59.627

Finally, also using the Mann-Whitney test, participants of the three universities were compared between levels. Table 6 shows the results obtained.

Table 6.
Analysis of Significant Difference Between Levels per Institution

Mann-Whitney Test						
	U1E vs U1A		**U2E vs U2A**		**U3E vs U3A**	
Two-tailed P value	0.5181	ns	0.0062	vs	0.1091	ns
Mann-Whitney U-statistic	89		77		74	
U'	120		259		154	
Sum of ranks in Column A	155		182		264	
Sum of ranks in Column B	310		559		232	
Parameter	Column A (U1E)	Column B (U1A)	Column A (U2E)	Column B (U2A)	Column A (U3E)	Column B (U3A)
Mean	45.909	48.526	46.929	53.833	48.579	53.5
Number of points	11	19	14	24	19	12
Std deviation	8.372	6.319	5.757	6.838	4.55	9.644
Std error	2.524	1.45	1.539	1.396	1.044	2.784
Minimum	31	40	34	42	41	37

Maximum	61	61	57	67	58	72
Median	46	46	46.5	54.5	50	53.5
Lower 95% CI	40.285	45.481	43.605	50.946	46.386	47.373
Upper 95% CI	51.533	51.572	50.252	56.721	50.772	59.627

It is important to remember that these analyses were done on the sixteen items together and not item by item because the amount of participant students was not the same in each group. The possible reasons and implications of a significant or not significant difference between levels and institutions shall be further discussed in chapter V.

4.1.2 Teacher's Questionnaire Results

As mentioned in the previous chapter, six participant teachers, two of each institution and one of each level (elementary and advanced) were administered a questionnaire. Table 7 shows some general information about the participants.

Table 7.
Participant Teachers' General Information

	Level	Gender	Years of Experience
Teacher 1	Elementary	Female	11
Teacher 2	Advanced	Female	32
Teacher 3	Elementary	Female	7
Teacher 4	Advanced	Male	8
Teacher 5	Elementary	Male	28
Teacher 6	Advanced	Female	10

The first section of this instrument consisted of three statements in which the six participant teachers had to rank in order of importance (1 being the most important) the options provided. If an option was not applicable to their teaching environment, they had to write a zero (0). They also had the possibility to write other options.

Graph 23.
Teacher's Questionnaire. Item 1. In English Class, I Use Spanish to…
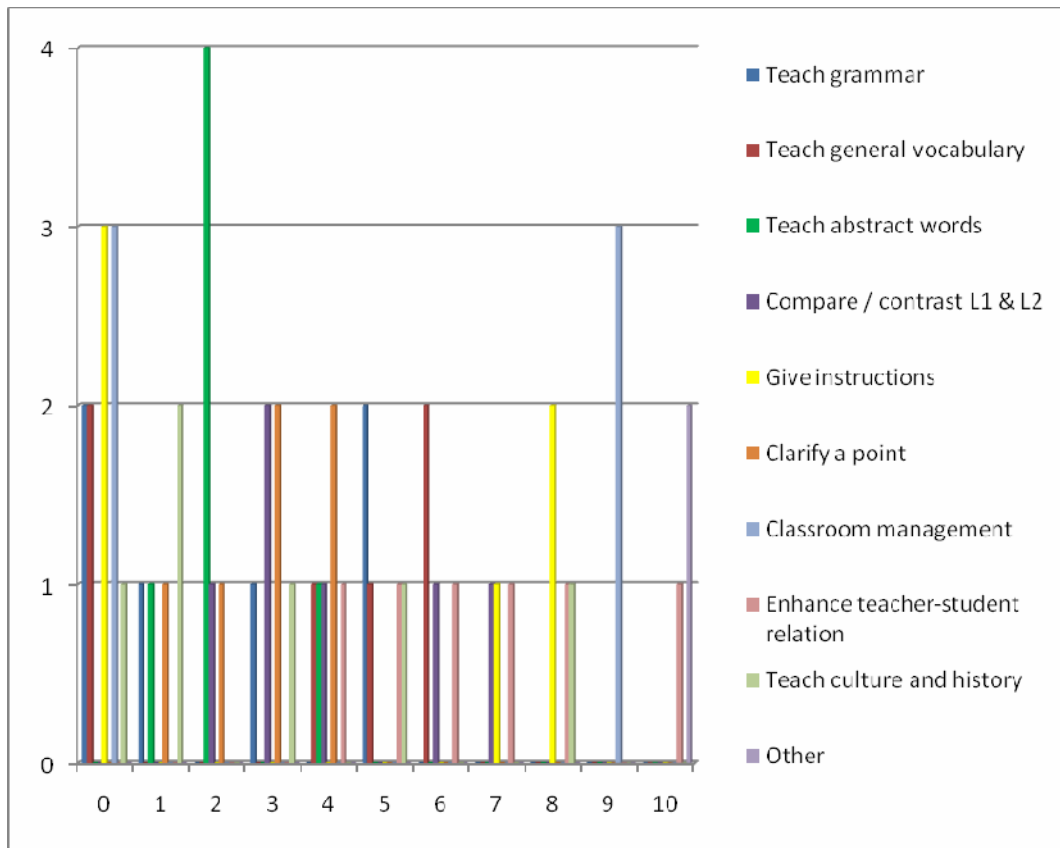
As it can be seen in Graph 23, two teachers selected using teaching culture and history as the most import reason for using the MT in English class. Four teachers selected teaching abstract words as the second most important reason. In position three, two teachers selected comparing/contrasting both languages and two other selected clarifying a point. In fourth place, two teachers also selected clarifying a point. Teaching grammar was ranked fifth by two other teachers. Two more

teachers selected teaching vocabulary in sixth place. Comparing/contrasting both languages, giving instructions, and enhancing the teacher-student relation were tied in number seven being selected by one teacher each. Giving instructions was ranked number eight by two more teachers. Three teachers selected classroom management as the ninth most important reason for using Spanish. Finally, two teachers ranked other option in number ten, mentioning they also use the MT to talk to students about administrative issues (e.g. absences) and to contrast cultural aspects of English and Spanish speaking countries.

Graph 24.
Teacher's Questionnaire. Item 2. In English Class, I Allow my Students to Use Spanish to…
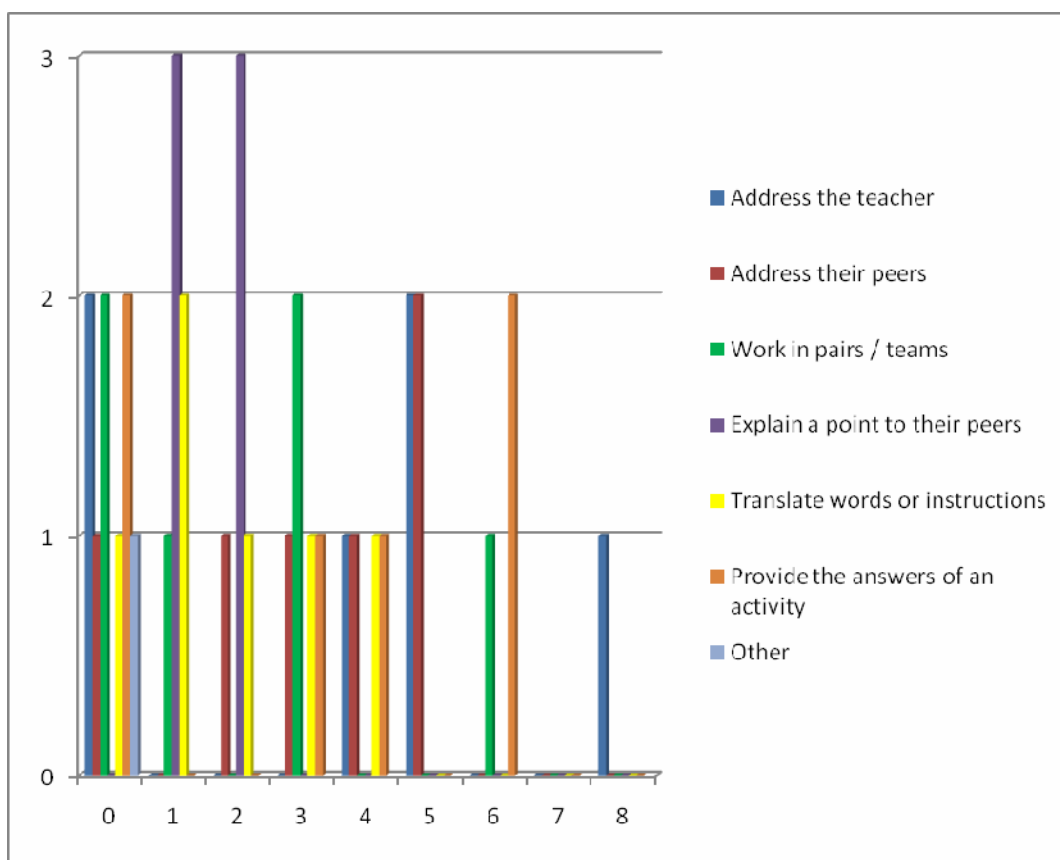
Graph 24 shows that explaining a point to their peers was ranked as the first and second most important reason for allowing students to use Spanish in the English class by three teachers in each position. Two teachers selected working in

pairs / teams as reason number three. In the fourth position, there is a tie between addressing the teacher, addressing their peers, translating words or instructions, and providing the answers of an activity by one teacher each. Addressing the teacher and addressing their peers were ranked number five by two teachers each. Providing the answers of an activity was ranked sixth by two teachers. Finally, one teacher selected addressing the teacher as the least important reason (number eight).

Graph 25.
Teacher's Questionnaire. Item 3. I Believe the Use of Spanish in the English Class Depends on…
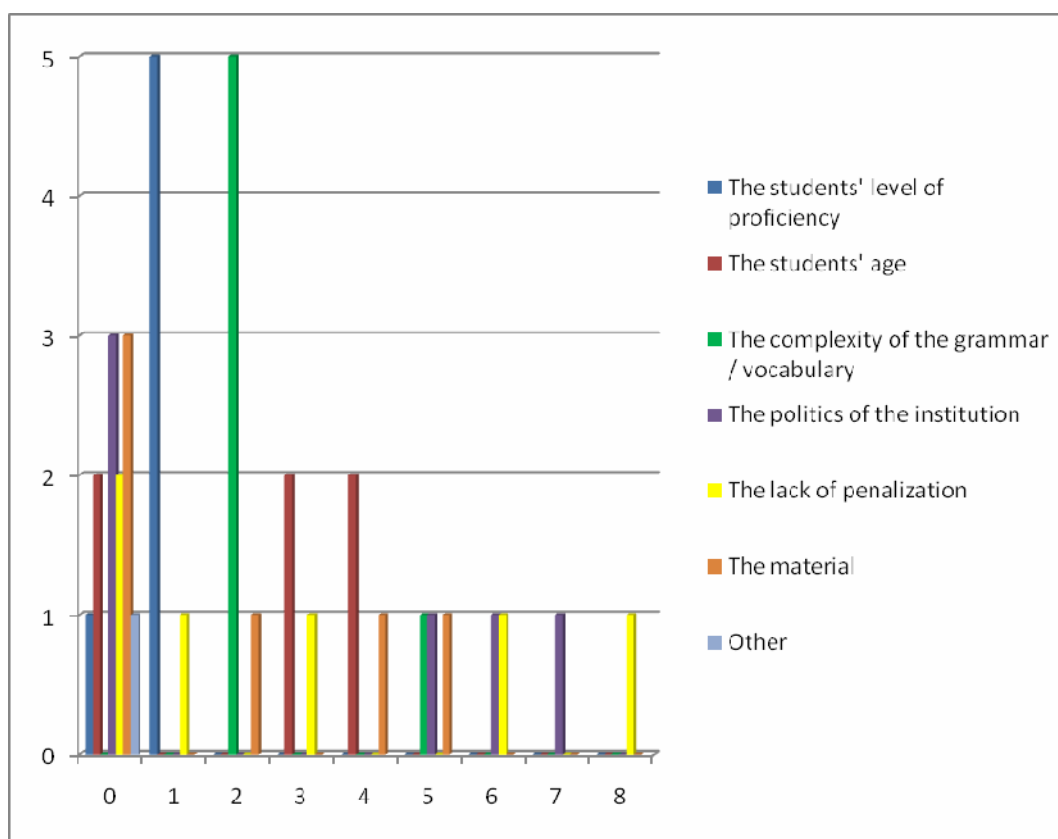
In Graph 25 it can be seen that five teachers agree that the students' level of proficiency is the main reason for using the MT in the EFL class. Five teachers again consider the complexity of the grammar/vocabulary as the second reason. Two teachers ranked the students' age as reason number three and two more as reason number four.

The complexity of the grammar/vocabulary, the policies of the institution, and the material were ranked number five by one teacher each. In number six there is also a tie between the policies of the institution and the lack of penalization by one teacher each. Finally, one teacher selected the policies of the institution as number seven and one more the lack of penalization as number eight.

The second section of the teacher's questionnaire consisted of seventeen items (numbers 4 to 20) in which the teachers had to select the option they agreed with from a Likert scale going from 1 (totally agree) to 5 (totally disagree). For the purposes of results analyses, options 1 and 2 (totally agree and agree) will be considered together, as well as options 4 and 5 (disagree and totally disagree). It is important to remember that option number 3 was for neutrality.

Graph 26.
Teacher's Questionnaire. Item 4. In English Class There Should be a Balance Between English and Spanish
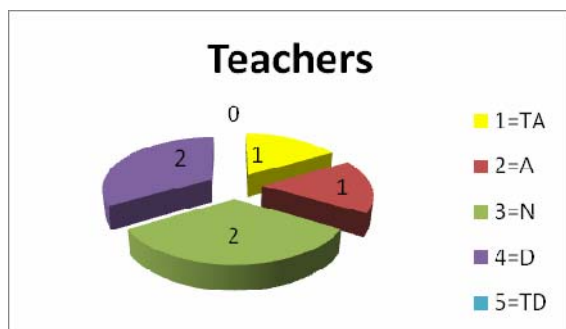
Graph 27.
Teacher's Questionnaire. Item 5. In English Class There Should be More Use of English than Spanish
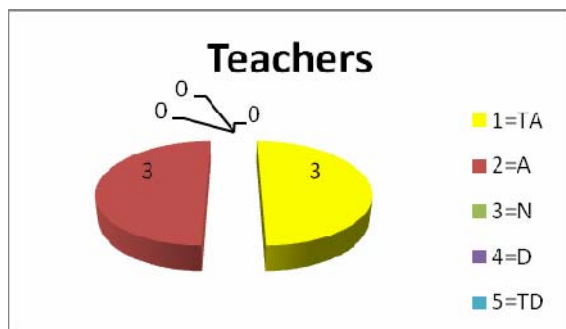
Graph 28.
Teacher's Questionnaire. Item 6. In English Class There Should be More Use of Spanish than English

Teachers

0   0   0

2

4

- 1=TA
- 2=A
- 3=N
- 4=D
- 5=TD
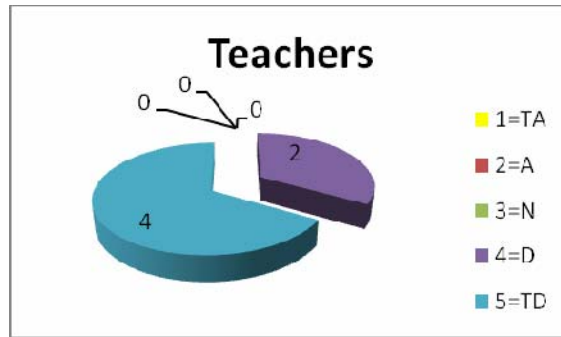
      Graphs 26, 27 and 28 present the teachers' opinions about the amount of MT and L2 that should be used in the EFL class. As in the previous section, the results are presented by the amount of teachers (how many out of six) who selected each option.

      As it can be seen in Graph 26, the opinions were divided since two teachers disagree with having a balance of the two languages in the EFL class, two teachers agree with this, and two teachers remained neutral. Furthermore, the six of them agree that there should be more use of L2 than L1, as shown in Graph 27, which is consistent with the results in Graph 28, where the six participant teachers disagree with the opposite idea that there should be more use of the MT than of the L2.

      Graph 29 shows that three teachers disagree with the idea that English grammar should be taught through the MT, while the other three remained neutral in their opinion. In addition, Item 8, represented in Graph 30, referred to the use of Spanish for teaching abstract words of the L2. Opposite to the previous item, three teachers agreed with this idea, one disagreed, and the other two remained neutral.

Graph 29.
Teacher's Questionnaire. Item 7. The English Grammar Should be Taught in Spanish

Graph 30.
Teacher's Questionnaire. Item 8. The Abstract Words of the English Language (e.g. However) Should be Taught in Spanish
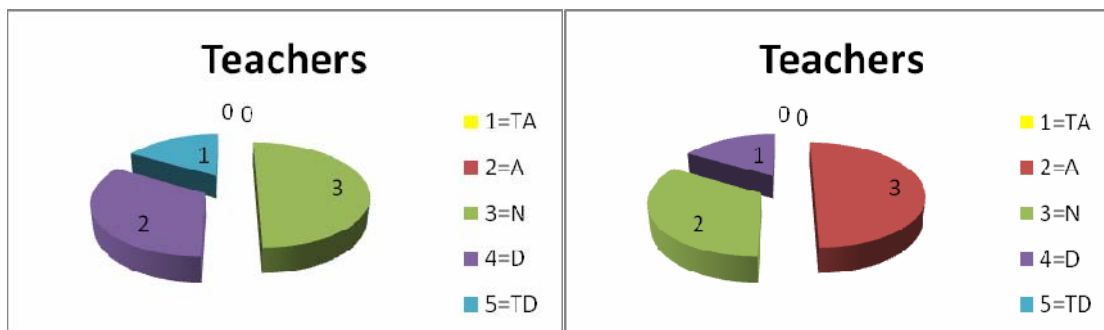
Items 9 to 14 asked the teachers' opinions about who should use Spanish in the English class. Graph 31 shows that five teachers disagree with the idea that students should be allowed to speak in Spanish any time they wish, while one remained neutral. In Graph 32, it can be seen that five teachers also disagree and only one agrees with the students using Spanish in class, but not the teacher.

Graph 31.
Teacher's Questionnaire. Item 9. Students Should be Allowed to Speak Spanish in the English Class any Time They Wish

Graph 32.
Teacher's Questionnaire. Item 10. The Students Can Use Spanish in the English Class but not the Teacher
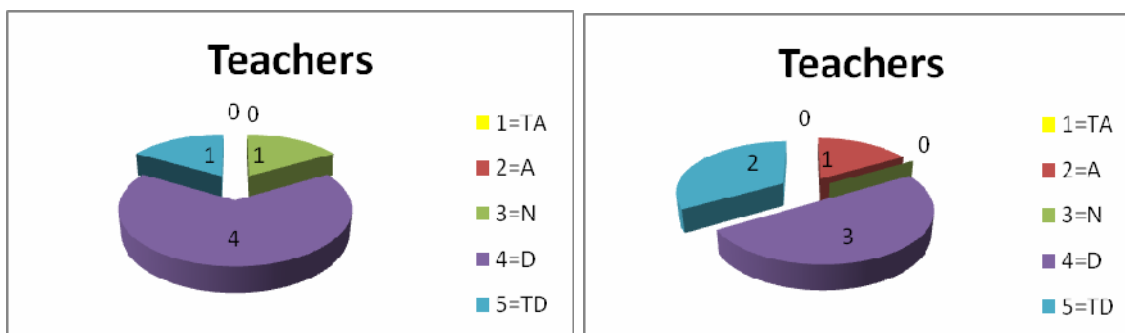
Similarly, Graph 33 shows that also five teachers disagree with the teacher using MT in the EFL class, but not the students. In contrast, Graph 34 shows that 5 teachers agree with the idea that both the teacher and the students can use Spanish in the English class if they consider it necessary. The remaining teacher was neutral.

Graph 33.
Teacher's Questionnaire. Item 11. The Teacher Can Use Spanish in the English Class but not the Students

Graph 34.
Teacher's Questionnaire. Item 12. Both the Students and the Teacher Can Use
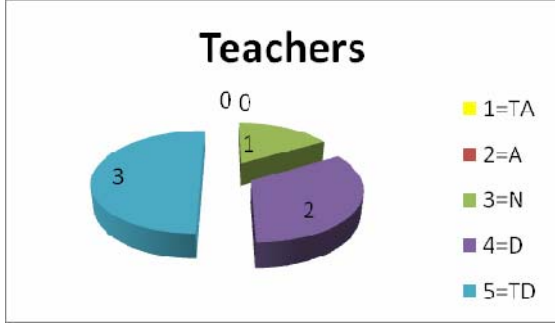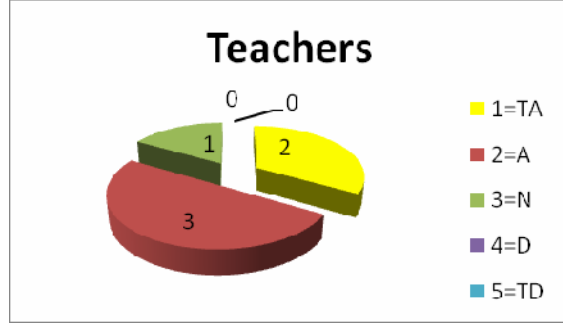
Graph 35 presents that the six teachers agreed that Spanish should be used in the English class only as "the last resource" but not totally excluded. Graph 36 shows that 4 teachers disagree with the idea that it is not necessary to use the MT in the L2 class at all, while only one teacher agreed with this and one remained neutral.

Graph 35. Teacher's Questionnaire. Item 13. Spanish Should be Used in the English Class Only as "the Last Resource"

Graph 36. Teacher's Questionnaire. Item 14. It is not Necessary to Use Spanish in the English Class at all
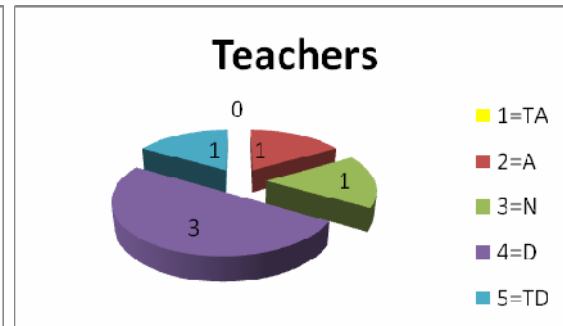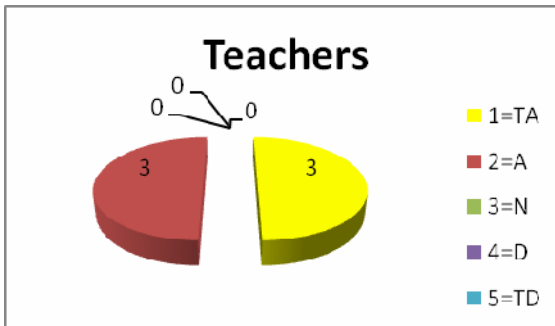
In addition, Graph 37 shows that 4 teachers disagree and two remained neutral about the idea that the use of Spanish in the English class should be penalized. Item 16 was the most divided in opinions since two teachers agreed, two disagreed, and two remained neutral about the idea that using the MT in the EFL class negatively affects the students' learning process, as can be seen in Graph 38.

Graph 37. Teacher's Questionnaire. Item 15. The Use of Spanish in the English Class Should be Penalized

Graph 38. Teacher's Questionnaire. Item 16. The Use of Spanish in the English Class

Negatively Affects the Students'
Learning Process
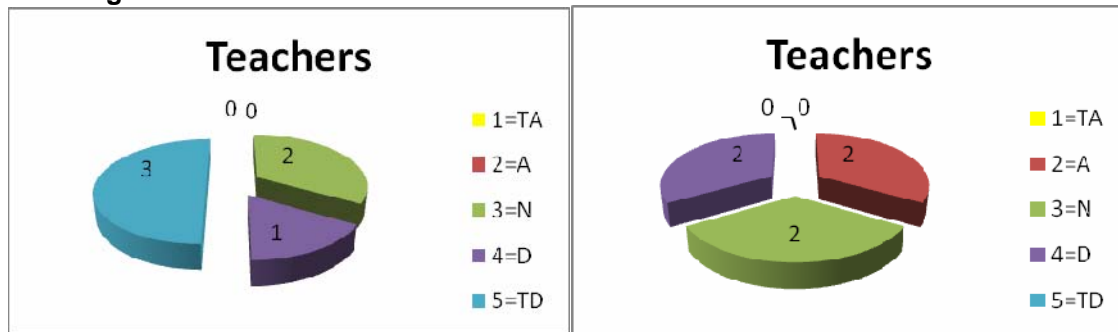
On the contrary, Item 17 was a bit more homogenous since four teachers agree, 1 disagrees, and 1 is neutral about the idea that Spanish could be used as a useful teaching tool in the EFL class. However, Graph 40 shows that 3 teachers disagree, two are neutral, and only one agrees with the assumption that using the MT in the L2 class is more beneficial than harmful for the students and the teacher.

Graph 39.
Teacher's Questionnaire. Item 17. Spanish Could be Used as a Useful Teaching Tool in the English Class

Graph 40.
Teacher's Questionnaire. Item 18. The Use of Spanish in the English Class is more Beneficial than Harmful for Both Students and Teachers
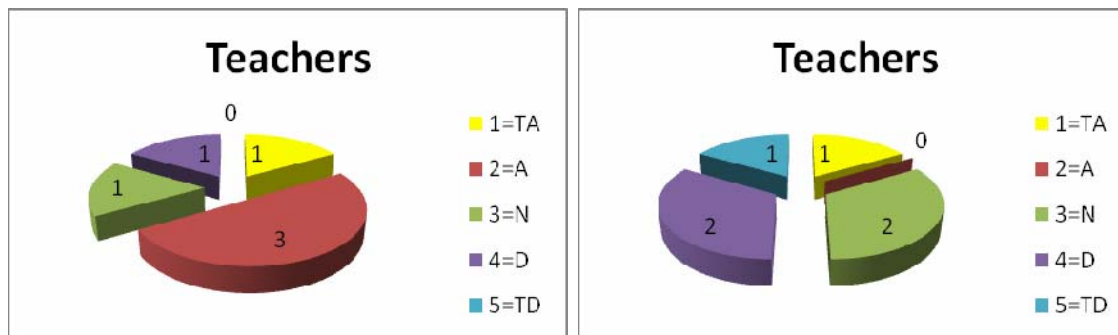
Furthermore, five teachers agree that using Spanish in the English class reduces the exposure that students have to the L2, while one remained neutral. Finally, three teachers agree that using the MT in the EFL class saves time students can use to practice the L2 more, while one teacher disagreed and one was neutral.

Graph 41.
Teacher's Questionnaire. Item 19. Using Spanish in the English Class

Reduces the Exposure that Students Have to the L2

Graph 42.
Teacher's Questionnaire. Item 20.
Using Spanish in the English Class

Saves Time Students Can Use to Practice the L2 More
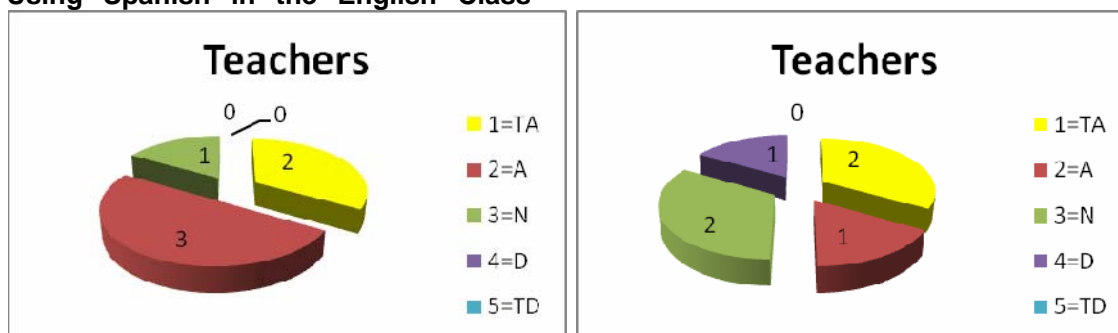
Due to the small amount of participant teachers, there was no analysis performed to determine whether there were any significant differences among the participants' opinions.

4.2 Qualitative Instruments Results

As explained in Chapter III, the qualitative instruments used in this research project were interviews to the participant teachers and coordinators along with class observations that were tape-recorded. The results of these instruments are presented through transcriptions of the most relevant items for the purposes of this study (see Appendixes F, G and H).

4.2.1 Teacher's Interview

As described in Chapter III, the teacher's interview consisted of twenty open questions from which the most relevant for the purposes of this research are transcribed and presented through tables (see Appendix F). Because all the participant teachers and the interviewer are non-native speakers (NNS), the researcher decided to perform the interview in Spanish. Information referent to names of institutions or any other information that may endanger the participants' anonymity was edited.

All in all it seems to be that the six interviewed teachers agree in their ideas about the use of the MT in the L2 classroom. As expected, the teachers said they try

to avoid the use of the learners' L1 as much as possible, probably due to departamental policies, the teacher training they have received, or their own L2 learning experiences. Nevertheless, all the teachers agreed that the MT is necessary when working with elementary level learners.

4.2.2 Coordinator's Interview

The coordinator's interview consisted of eighteen open questions that are also transcribed and presented through tables (see Appendix G), excepting those related to personal information (Items 1 to 3). Although two participant coordinators were English-native speakers, their proficiency level in Spanish is near native; therefore, the researcher decided to perform the interview in Spanish with their previous consent. Table 8 shows some general information about the four participant coordinators.

Table 8.
Participant Coordinators' General Information

	University	Gender	Spanish NS / NNS	Teacher Experience	Coordinator Experience
Coordinator 1	A	Female	NS	14 years	5 years
Coordinator 2	B	Female	NNS	31 years	31 years
Coordinator 3	B	Female	NNS	30 years	11 years
Coordinator 4	C	Male	NS	23 years	2 years

As with the teacher's interview results, information referent to names of institutions or any other information that may endanger the participants' anonymity was edited. Similarly to the teachers' answers, the interviewed coordinators agreed in that the MT is necessary at elementary levels and that it should be reduced to the same extent that learners gain profiency.

4.2.3 Class Observations

71

As mentioned in Chapter III, two classes were observed in each participant university (U1, U2, and U3), one of elementary (E) and one of advanced (A) level. These classes were tape-recorded and transcribed, focusing mainly on the situations where the mother tongue was used either by the teacher or by the students. Every time there was an interaction in the mother tongue, the observer timed it and classified it depending on the purpose for its use.

The results of each observation are presented through charts (see Appendix H), giving an example of each situation in which the mother tongue was used in that particular class indicating the time (minute of the class when it happened), participant of the interaction (Teacher (T) or student (S)), purpose of its use, transcribed example of the interaction, and amount of times that kind of interaction occurred.

After analyzing the results, conclusions were drawn in order to answer the three research questions approached in this study and presented in chapter I. Based on this, pedagogical implications will be presented to provide EFL teachers, coordinators, and students with information concerning the roles that may be given to the MT in the EFL classroom. Finally, suggestions for further research will be given, which might ultimately lead to the creation of more MT materials and textbooks to be used in EFL contexts.

Chapter V

5. Discussion and Conclusions

The present study aimed to research the purposes for which the mother tongue is used in the EFL classroom, as well as the attitudes and beliefs that EFL coordinators, teachers, and students have about such use. By analyzing the data from 44 elementary and 55 advanced EFL students, 6 EFL teachers and 4 EFL coordinators gathered through qualitative and quantitative instruments at three major universities in the city of Puebla, Mexico, this chapter presents the conclusions drawn from the results obtained.

As stated in Chapter I, this study aimed to answer the following research questions:

1. What are the attitudes and beliefs of EFL learners, teachers, and coordinators towards the use of the MT (i.e. Spanish) in the EFL classroom?

2. For what purposes do EFL teachers use the MT in the EFL classroom (i.e. giving instructions, teaching grammar, providing vocabulary translation, setting up pair/group work, classroom management)?

3. For what purposes do EFL learners use the MT in the EFL classroom (i.e. addressing the teacher, addressing their peers, asking for clarification, asking for word meaning)?

In addition, the possible expected outcomes of this research were the following:

1. EFL teachers and coordinators are expected to have negative attitudes and beliefs towards the use of the L1 in the L2 classroom due to the influence of the ongoing EFL methodologies being used, mainly the Direct Method.

2. EFL learners' attitudes and beliefs about the inclusion of the MT in the EFL classroom may be less negative than those of coordinators and teachers, especially at beginner levels where the MT may help learners clarify instructions, grammar topics, etc., as well as reduce anxiety feelings.

3. As previously stated, EFL teachers are expected to use the MT in the classroom for specific situations (i.e. giving instructions, explaining grammar, providing vocabulary translation (especially for abstract lexical items), classroom management, and setting up pair/group work, among others).

4. In addition, EFL learners are also expected to use the MT for specific purposes (i.e. addressing the teacher, addressing their peers, asking for clarification, asking for word meaning, and organizing pair/group work, among others).

5. It is expected that patterns will be found among EFL coordinators, teachers, and learners' attitudes, beliefs, and use of the MT in the EFL classroom at the three participant institutions.

6. Finally, it is expected that the findings of this research will be similar to those from previous research on the topic.

The following sections will provide the answers to the research questions above stated, making constant reference to the expected outcomes. In addition, the pedagogical implications of this research, its limitations, and directions for further research will be discussed.

5.1 Attitudes and Beliefs from the EFL Participants

As seen in Tables 3 to 6 of Chapter IV, there were no significant differences of student responses between levels or among the participant institutions, giving place to generalizations and reinforcing the validity and reliability of this study. The

only exception was a difference of 0.0208 between the advanced levels of universities 1 and 2, considered significant since P<0.05 (see Table 5).

This can be due to the fact that the advanced group of University 2 had the highest level of proficiency of all the observed groups and its teacher, although a non-native speaker, lived in the United States for many years and, according to the observed class and the answers from his interview, was the most reluctant to use the MT in the EFL classroom. On the contrary, the group of University 1 had a low level of proficiency in spite of being at the "advanced" level and, because in the class observation their teacher used the L2 most of the class (see Appendix H), students were not encouraged by any means to use the target language; that is, they were allowed to refer to both the teacher and their peers in the L1 the entire class.

Similarly, although being at the same university, there was a difference of 0.0062 between the elementary and advanced levels at University 2, considered very significant since P<0.01 (see Table 6). This can be explained by the above mentioned characteristics of the advanced group, as well as by the difference in both groups' proficiency level. In addition, let us remember that, even in the case that students take one EFL course after the other, there is a difference of four four-term courses between one level and the other. Therefore, it is understandable that the opinions of the advanced level students at University 2 differed from their elementary counterpart.

The fact that the results of the student's questionnaire shown in the previous chapter do not differ significantly from one another reinforces expected outcome 5 since patterns were found among the participants' attitudes, beliefs, and use of the MT in the EFL classroom that enable to answer research question 1.

In what refers to the attitudes and beliefs of EFL learners, teachers, and coordinators towards the use of the MT (i.e. Spanish) in the EFL classroom, the information provided in the interviews showed that the participant teachers and coordinators agreed the MT is necessary at beginner levels, although they all commented that such use should be restricted, limited only to specific purposes, and reduced at the same pace that students achieve a higher proficiency level (see question 9 in Appendix F and question 18 in Appendix G), reinforcing expected outcomes 1 and 2.

Although not statistically significant, it is noteworthy there was a difference in opinions between the elementary and advanced level learners in what refers to the use of the MT in the EFL classroom. As expected, beginner students are more in favor of such use while advanced learners tend to reject it more. This situation is understandable and, actually, ideal, since learners are precisely expected to reduce the use of the MT as they advance in their L2 learning process.

Similarly, teachers at elementary levels had a more positive tendency towards the use of the MT in the EFL classroom, while EFL teachers at the advanced levels, including coordinators, tended to diminish its importance. Finally, it is important to highlight that there is an observable correlation between how the participant teachers learnt the L2, or an L3 if applicable, and their teaching ideologies (see question 4 in Appendix F). Further research on this may provide important contributions on the topic.

5.2 Purposes for EFL Teachers and Learners' Use of MT in the L2 Classroom

Similar to other previous research (Kharma and Hajjaj's, 1989; Tang, 2002) in all the classes observed, both the teacher and the students used the mother tongue for different purposes. Moreover, some of these purposes were present in the

majority if not in all the groups. In addition, judging by the diverse uses given to the MT and the amount of times it was used for that purpose (see Apendixes I and J), it is also clear that the elementary level groups used the MT much more than the advanced groups, reinforcing possible outcomes 1 and 2.

A summary of the uses given to the MT by the students in the six groups observed is ordered from the most to the least repeated use in Appendix I. Similarly, Appendix J shows how many of the participant teachers used the MT in the EFL classroom for specific purposes, and the number of times the L1 was used for that purpose according to the observations.

In what refers to research questions 2 and 3, the results show that pair/group work, addressing peers, and addressing the teachers were the main purposes for which the participant students used the MT in the classroom, while providing meaning and establishing rapport were the most common uses for the participant teachers. These results confirm expected outcomes 3 and 4. It can also be seen that many of the uses given to the MT in this study are congruent with those of previous research in the area, reinforcing expected outcome 6. Appendix K shows how the results of this study are similar to some of the authors cited in Chapter II.

5.3 Pedagogical Implications

From the results obtained and their consistency with previous findings in the field, it can be concluded that the MT is definitely used in the EFL classroom by the participants involved in the teaching-learning process, that is, the teacher and the students. Such use of the MT undoubtedly depends on the proficiency level of the learners, implying that the more basic it is, the more use of the MT and vice versa. Furthermore, as indicated, a pattern was found on the situations for which the MT is

used by the participant EFL students and teachers of this study that is also consistent with the findings of previous research.

However, there were cases in which the researcher noticed there was an overuse of the L1, particularly, and as the data from the class observations shows, when the learners addressed their peers and teachers. This means that it is in the production of the language, more specifically in the speaking skill, that the students tend to overuse the MT. There seems to be an agreement between teachers and learners that this tendency is social in nature since most learners use the MT because their peers do. In addition, they use the L1 to talk to each other due to insecurities in their performance in the L2, fearing they will be criticized either for not speaking "correctly" or, on the contrary, for doing it very well, leading their peers to consider them "presumptuous".

As a possible solution to this problem, it is the researcher's opinion that there should be a stronger motivation from both, teacher and peers, for a student to feel comfortable with his/her performance when speaking in the L2. This motivation could be either intrinsic, by telling students since the beginning of their L2 education how important it is to start using the L2 and that it is part of their learning process to make mistakes, or extrinsic, by assigning a grade or giving awards or extra points to learners each time they participate in the L2, independently of whether they make any mistakes.

However, it is important to reinforce that the means used for increasing the students' motivation should always be positive; that is, penalization for using the MT in the EFL classroom should be avoided since it does not promote motivation in the students but, on the contrary, it may considerably affect their affective factor towards the L2. Moreover, it is the researcher's opinion based on her experience as an EFL

teacher that forbidding the use of the MT in the EFL classroom through penalization or other negative strategies not only does not make students use the L2 but alienates them by taking away their most reliable means of communication.

Recasting and other tools for error correction while a student is speaking are advisable as long as the learner does not feel exposed or embarrassed, and all kinds of peer judgements should be avoided since the beginning. In order to avoid peers' negative criticism, each student could be assigned a "speaking peer" who will be constantly giving feedback on his/her pronunciation, grammar use, word choice, fluency, and other aspects related to the speaking skill. Pairing students with a higher proficiency level with those whose level is a bit lower could be a good idea to improve the latter's skill. Once again, students should be encouraged to speak in the L2 but never forced, and they should feel free to use the MT when necessary, that is, when they do not know how to express what they want to say in the L2 or when they start feeling frustrated for not achieving a successful communication.

Meta-cognitive skills in general (i.e. goal setting, monitoring, and evaluation) are also a useful tool for improving learners' confidence in using the target language. Students could be encouraged to tape-record themselves during a class and analyze their weaknesses so that they can work on them. This can also help them to be conscious of how much they use the target language and how much the MT, so that they make a bigger effort to use the L2. The teacher should also keep a record of each student's participation in the L2 and give them continuous feedback on what their weak points are.

In addition, increasing the students' vocabulary is fundamental for them to feel more confident in producing the L2. Giving them basic expressions or what is referred to as "chunks" of language (i.e. how do you say...?) since the beginning of

their L2 education and encouraging them to use such classroom vocabulary is a good strategy. Similarly, students should be taught how to use the dictionary effectively, so that they can move on from a bilingual to a monolingual dictionary as soon as their level allows them.

Another means for increasing learners' confidence in speaking in the L2 could be producing a piece of writing first that, after being corrected by a peer or by the teacher, they can read aloud. In this way, they can be sure they will not have any grammar mistakes which will allow them to concentrate only on their pronunciation and fluency, which will be easier with the help of a correct punctuation. All in all, teachers should focus more on the speaking skill and design activities that encourage students to use the L2 since the beginning of the course such as oral presentations, debates, and others that help students lose their fear of actually using the target language.

It is a big responsibility for the teacher to keep control of the use of the MT in the EFL classroom since there is always a risk of overusing it. In the researcher's opinion, the teacher should use the MT whenever s/he feels there is a lack of understanding in the students and should allow them to use it if, as previously stated, they cannot express themselves in the target language. However, it is advisable that both teacher and students make an effort to communicate first in the L2 and then switch to the MT if necessary.

This does not mean, as many authors and teachers suggest, that the MT should be used only as "the last resource" because this would imply that other strategies that have been proven unsuccessful, such as mimics, drawings, flashcards, etc., would be used before recurring to the MT, affecting the rhythm of the class, wasting time, and frustrating both teacher and students by not achieving their

goal. The MT should be seen as a shortcut when the L2 is ineffective for the purposes of successful communication and comprehension.

5.4 Limitations

The main limitation of this study was the amount of participants it consisted of since, as explained, only 99 EFL students provided data from three universities whose amount of EFL students is considerably large; therefore, the sample size used for this research is not representative enough as for making bigger generalizations than the ones already presented. In addition, not all the groups were distributed in the same way; having the same amount of participant students in each observed group would have been better for the purposes of comparisons between levels and among institutions. Another limitation was that, although piloted, the instruments used for data collection were designed and administered by the researcher, compromising complete objectivity to a certain extent. Finally, although the data collection process was carried out in the most similar way in all the institutions, only one observation of each group was done. It is the researcher's opinion that at least two observations should have been done in order to ensure that the participants' behaviour was consistent and not influenced by external factors such as the participants' mood, the schedule, the topic of the class, or other.

5.5 Further Research

Replication of this research with a larger sample would be important in order to claim further validity and reliability of the results obtained, as well as to provide more generalizable results. Changing the variables such as the ongoing semester, amount and schedule of the observed classes, and amount of participants would also serve this purpose. In addition, an expansion to other institutions that share similar characteristics with the participants of this study would strengthen the current

findings, especially if such expansion includes the major universities within the city, state, or area. Even more, similar research on groups that have native speaker teachers would be an important point of comparison for this study.

In Chapter I, it was stated that, besides providing a guideline for EFL teachers about the "effective" uses that can be given to the MT in the L2 classroom, this study aimed to support the creation of materials that included the mother tongue as a tool for EFL teaching. Appendixes L to W are examples of SFL and EFL materials that already include activities, instructions, vocabulary, culture explanations, and teaching tips in the L1.

Appendixes L to S are taken from the book *¡Arriba!* (Zayas-Bazán and Bacon, 2004) used to teach Spanish to beginner English-speaking students. Appendixes L to Q are from the annotated instructor's edition and Appendixes R and S are from the student's workbook. Appendix L shows that the teaching tips and activity suggestions are given to the teacher in the MT (English). Similarly, unknown vocabulary is given to the students through direct translation as footnotes or in lists (Appendix M) and instructions (Appendix N) and culture explanations (Appendix O) are also given to the learners in the MT. This occurs until Chapter 5 (out of 15), where instructions and culture explanations are already given in the L2 (Spanish) (see Appendixes P and Q), but vocabulary lists still have direct translation from the L2 to the MT. Furthermore, the instructions in the student's workbook from Chapters 1 to 15 are all in the MT (Appendixes R and S). This book is meant to be used during three periods of four months each at university level so that, by the time they finish it, students have a lower-intermediate level of Spanish.

In the case of textbooks used in Mexico for EFL teaching, Appendixes T and U show workbook activities from the series *Can Do* (Downie, Gray, and Jiménez,

2006) used with junior-high school students at four different levels. Each level is worked in a school year, preparing students to finish level four with an equivalent level to the basics of the common European framework. The practice book of each level consists of 14 units and from level 1 (Appendix T) to level 4 (Appendix U) each unit contains a "language biography" activity where learners have to translate words and expressions from the L2 (English) to the MT (Spanish).

Finally, the series *Catch* (Zannata, 2004) used to teach English to Spanish-speaking students, in its six levels for elementary school children, designed a teacher's edition where instructions and activity suggestions are given to the teacher in Spanish (see Appendixes V and W).

These are some examples of textbooks that make use of the learners' mother tongue to teach the L2 and, although open to discussion, it is the researcher's opinion that further research should be performed on the effectiveness of such materials in order to develop more and expand to the creation of other such as flashcards, board games, and classroom activities that include the learners' MT once, and as stated from the beginning of this study, the mother tongue is granted its place as an already available, natural, and effective resource for English language teaching.

REFERENCES

Atkinson, D. (1987). The mother tongue in the classroom: a neglected resource? *English Language Teaching Journal*, 41(4), 241- 247

Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32

Balosa, D. (2007). *Three examples of better English learning through the L1.* Retrieved March 2007. Available at http://tesol.org/s_tesol/secetdoc.asp?

Baynham, M. (1983). Mother tongue materials and second language literacy. *English Language Teaching Journal*, 37(4), 312-318

Coelho, E. (2006). Sharing space with English. *Essential Teacher*, 3(1), 28-31

Downie, M., Gray, D. & Jiménez, J. M. (2006). *Can Do 1.* Madrid: Santillana Educación, S. L. / Richmond Publishing.

Downie, M., Gray, D. & Jiménez, J. M. (2006). *Can Do 4.* Madrid: Santillana Educación, S. L. / Richmond Publishing.

Duff, P. & Polio, C. (1990). How much foreign language is there in the foreign language classroom? *The Modern Language Journal*, 74, 154-166

Edge, J. (1986). Acquisition disappears in adultery: interaction in the translation class. *English Language Teaching Journal*, 40(2), 121-124

Harbord, J. (1992). The use of the mother tongue in the classroom. *English Language Teaching Journal*, 46(4), 350-355

Kelly, L. G. (1969). *25 Centuries of Language Teaching*. MA: Newbury House

Kharma, N. & Hajjaj, A. (1989). Use of the mother tongue in the ESL classroom. *International Review of Applied Linguistics in Language Teaching*, 27(3), 223-235

Kraemer, A. (2006). Teachers' use of English in communicative German language classrooms: A qualitative analysis. *Foreign Language Annals*, 39(3), 435-450

LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The Handbook of Qualitative Research in Education.* CA: Academic Press

Lovik, T., Guy, J., & Chavez, M. (2002). *Vorsprung: An Introduction to the German Language and Culture for Communication.* MA: Houghton Mifflin

Lu, L. D. (1985). A foreign language must be taught through the mother tongue. Abstracted in *Language Teaching* (1987), 20(1), 42

Nation, I. S. P. (1978). Translation and the teaching of meaning: Some techniques. *English Language Teaching Journal*, 32(3), 171-175

Richards, J. C., Platt, J., & Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman

Sood, S. C. (1981). Use of the mother-tongue in teaching learners to choose the appropriate form of the indefinite article. *English Language Teaching Journal*, 35(2), 172-174

Stanley, K. (2002). *Using the first language in second language instruction: If, when, why and how much?* Retrieved February 2007. Available at http://www.tesl-ej.org/ej20/fl.html

Tang, J. (2002). *Using L1 in the English classroom*. Retrieved February 2007. Available at http://exchanges.state.gov/forum/vols/vol40/no1/p36.htm

Titford, C. (1983). Translation for advanced learners. *English Language Teaching Journal*, 37(1), 52-57

Tudor, I. (1987). Using translation in ESP. *English Language Teaching Journal*, 41(4), 268-273

Zannata, T. (2004). *Catch 3.* Madrid: Santillana Educación, S. L. / Richmond Publishing.

Zayas-Bazán, E. & Bacon, S. M. (2004). *¡Arriba! Comunicación y Cultura. Annotated Instructor's Edition.* (4th Ed.). NJ: Pearson Education

Zayas-Bazán, E. & Bacon, S. M. (2005). *¡Arriba! Comunicación y Cultura. Workbook.* NJ: Pearson Education

Zemach, D. (2006). English only? *Essential Teacher*, 3(2), 16-17

Appendix A
Teacher's Interview Questions

1. ¿Cuántos años ha estudiado inglés como segundo idioma?
2. ¿Ha estudiado o vivido en algún país de habla inglesa?
3. ¿Cuál considera que sea su nivel de inglés?
4. Por favor platíqueme un poco de cómo aprendió inglés (i.e. los métodos utilizados por sus profesores) y cuál era la ideología de sus profesores con respecto al uso de español en la clase de inglés.
5. ¿Cuántos años ha enseñado inglés como segundo idioma?
6. ¿Qué entrenamiento ha recibido como profesor(a) de inglés?
7. ¿En qué niveles ha enseñado inglés como segundo idioma?
8. ¿En qué tipo de escuelas ha enseñado inglés como segundo idioma (i.e. públicas, privadas, institutos de inglés, etc.?
9. ¿Cuál es su punto de vista acerca del uso de español en la clase de inglés?
10. En el entrenamiento que ha recibido, ¿qué referencia(s) se ha(n) hecho conforme al uso de español en la clase de inglés?
11. ¿Usted usa o ha usado español en la clase de inglés? ¿En qué nivel(es) y para qué propósito(s)?
12. ¿Le permite a sus alumnos utilizar español en la clase de inglés? ¿En qué nivel(es) y para qué propósito(s)?
13. ¿Utiliza usted alguna medida para evitar que sus alumnos usen español en la clase de inglés? ¿Cuál(es)? ¿Es/son efectiva(s)?
14. ¿Por qué razones cree usted que sus alumnos recurren al español en la clase de inglés?
15. ¿Cuál es la política de su escuela con respecto al uso del español en la clase de inglés?
16. ¿El libro de texto que usa para enseñar inglés utiliza o hace referencia de alguna manera al español?
17. ¿Qué opina usted del uso del diccionario en clase? En su opinión, ¿es mejor utilizar un diccionario bilingüe o monolingüe? ¿Por qué?
18. ¿Qué métodos utiliza usted para enseñar vocabulario a sus alumnos? ¿Cómo les enseña palabras abstractas (i.e. 'however')?
19. ¿Qué métodos utiliza usted para enseñar gramática a sus alumnos?
20. ¿Ha estudiado usted otro(s) idioma(s) además del inglés? ¿Cuál(es), por cuánto tiempo y con qué metodología? ¿En alguno de ellos se hizo uso del español como herramienta de aprendizaje?

Appendix B
Coordinator's Interview Questions

1. ¿Hay alguna metodología específica para la enseñanza de inglés en esta institución?
2. ¿Cuáles son los objetivos a alcanzar en esta institución en lo que se refiere a la enseñanza/aprendizaje del idioma inglés?
3. ¿Existen algunos requerimientos básicos para la selección de profesorado de esta institución?
4. ¿Cuál es la política de la institución con respecto al uso de español en la clase de inglés tanto para profesores como para alumnos?
5. ¿Están tanto el profesorado como el alumnado informados de las políticas que rigen el uso de español en la clase de inglés? ¿A través de qué medio (i.e. reglamento)?
6. ¿Existe algún tipo de penalización para los profesores si utilizan español en la clase de inglés?
7. ¿Existe algún tipo de penalización para los alumnos si utilizan español en la clase de inglés?
8. ¿Está permitido utilizar diccionarios bilingües, traductores, o algún otro tipo de material que haga uso del español en clase de inglés? ¿Por qué?
9. ¿Se hacen observaciones a los profesores en sus clases? ¿Cada cuánto y con qué propósitos?
10. ¿Se le da algún tipo de entrenamiento a los profesores de inglés? ¿De qué tipo y qué tan seguido?

Appendix C
Teacher's Questionnaire

Nombre: _____ Sexo: _____

Tiempo enseñando inglés: _____

Por favor conteste las siguientes preguntas. Si necesita más espacio del provisto favor de utilizar la parte de atrás del cuestionario. Se guardará estricta confidencialidad de sus respuestas y la información obtenida se utilizará únicamente para los propósitos del presente estudio. Mil gracias por su apoyo.

I. Favor de numerar en orden de importancia (siendo 1 el más importante) las siguientes opciones. Si alguna opción no aplica favor de escribir 0.

1. En clase de inglés, recurro al español para:
    a. Enseñar gramática   _____
    b. Enseñar vocabulario en general   _____
    c. Enseñar palabras abstractas (i.e. 'however')   _____
    d. Comparar / contrastar ambos idiomas   _____
    e. Dar instrucciones   _____
    f. Clarificar algún punto que no se entendió   _____
    g. Mantener orden en la clase   _____
    h. Promover la buena relación estudiante-maestro   _____
    i. Enseñar cultura e historia de ese país   _____
    j. Otro (favor de mencionarlo)   _____

    _____

2. En clase de inglés, permito que mis alumnos recurran al español para:
    a. Dirigirse a mí   _____
    b. Dirigirse a sus compañeros   _____
    c. Trabajar en pareja / equipo   _____
    d. Explicar algún punto a sus compañeros   _____
    e. Traducir palabras o instrucciones   _____
    f. Proveer respuestas a algún ejercicio   _____
    g. Otro (favor de mencionarlo)   _____

    _____

3. Creo que el uso de español en clase de inglés depende de:
    a. El nivel de inglés de mis alumnos   _____
    b. La edad de mis alumnos   _____
    c. La complejidad del tema gramatical / vocabulario   _____
    d. La política de uso de español de la institución   _____
    e. La falta de penalización por usar español en clase   _____
    f. El material utilizado en clase   _____
    g. Otro (favor de mencionarlo)   _____

    _____

II. Favor de encerrar la opción correcta dentro de la escala provista.

1= totalmente de acuerdo **2=** de acuerdo **3=** ni de acuerdo ni en desacuerdo **4=** en desacuerdo **5=** totalmente en desacuerdo	

1. En la clase de inglés debe haber un balance en el uso de inglés y español	1 2 3 4 5
2. En la clase de inglés debe haber un mayor uso de inglés que de español	1 2 3 4 5
3. En la clase de inglés debe haber un mayor uso de español que de inglés	1 2 3 4 5
4. La gramática del idioma inglés debe enseñarse en español	1 2 3 4 5
5. Las palabras abstractas del idioma inglés (i.e. 'however') deben enseñarse en español	1 2 3 4 5
6. Se les debe permitir a los alumnos expresarse en español en cualquier momento que lo deseen	1 2 3 4 5
7. Los alumnos pueden usar español en clase de inglés pero no el profesor	1 2 3 4 5
8. El profesor puede usar español en la clase de inglés pero no los alumnos	1 2 3 4 5
9. Tanto el profesor como los alumnos pueden usar español en la clase de inglés si lo consideran necesario	1 2 3 4 5
10. El español debe ser utilizado en la clase de inglés como último recurso	1 2 3 4 5
11. No es necesario utilizar español en la clase de inglés en lo absoluto	1 2 3 4 5
12. El uso de español en la clase de inglés debe ser penalizado	1 2 3 4 5
13. El uso de español en la clase de inglés perjudica el aprendizaje de los alumnos	1 2 3 4 5

14. El español puede ser utilizado como una herramienta de enseñanza útil en la clase de inglés	1 2 3 4 5
15. Utilizar español en la clase de inglés es más benéfico que perjudicial tanto para alumnos como para profesores	1 2 3 4 5
16. Utilizar español reduce la exposición de los alumnos al idioma inglés	1 2 3 4 5
17. Utilizar español en la clase de inglés ahorra tiempo que se puede aprovechar para que los alumnos practiquen más	1 2 3 4 5

GRACIAS POR SU TIEMPO

Appendix D
Student's Questionnaire

Edad: _____ Sexo: _____
Grupo: _____ Nivel: _____
Años estudiando inglés: _____

Por favor contesta las siguientes preguntas. Si necesitas más espacio del provisto favor de utilizar la parte de atrás del cuestionario. Se guardará estricta confidencialidad de tus respuestas y la información obtenida se utilizará únicamente para los propósitos del presente estudio. Mil gracias por tu apoyo.

I. Por favor encierra la opción o las opciones que correspondan.

1. En la clase de inglés, utilizo español para:
    a. Pedir al profesor que me clarifique algo que no entiendo
    b. Preguntar por el significado de alguna palabra
    c. Trabajar en pareja o en grupo con mis compañeros
    d. Dirigirme en general al profesor o a mis compañeros
    e. Otro (por favor menciona cuál)

    _____

2. Me gustaría que mi profesor de inglés utilizara español para:
    a. Explicar gramática
    b. Enseñar vocabulario
    c. Dar instrucciones
    d. Clarificar los puntos que no entiendo
    e. Otro (por favor menciona cuál)

    _____

3. Me gustaría que en la clase de inglés hubiera:
    a. Una combinación balanceada de inglés y español
    b. Más inglés que español
    c. Más español que inglés
    d. Únicamente inglés

4. Utilizo español en clase porque:
    a. Me falta vocabulario para expresarme en inglés
    b. No me siento a gusto con mi pronunciación en inglés
    c. Mi nivel de gramática no me permite expresarme en inglés
    d. Mis compañeros también utilizan español
    e. Otro (por favor menciona cuál)

    _____

II. Por favor encierra el número que corresponda a tu respuesta.

1= totalmente de acuerdo **2=** de acuerdo **3=** ni de acuerdo ni en desacuerdo **4=** en desacuerdo **5=** totalmente en desacuerdo	

1. La gramática del idioma inglés debe enseñarse en español	1 2 3 4 5
2. El vocabulario del idioma inglés debe enseñarse en español	1 2 3 4 5
3. Se nos debe permitir a los alumnos expresarnos en español en cualquier momento que lo necesitemos	1 2 3 4 5
4. Los alumnos podemos usar español en clase de inglés pero no el profesor	1 2 3 4 5
5. El profesor puede usar español en la clase de inglés pero no los alumnos	1 2 3 4 5
6. Tanto el profesor como los alumnos pueden usar español en la clase de inglés si lo consideran necesario	1 2 3 4 5
7. El español debe ser utilizado en la clase de inglés como último recurso	1 2 3 4 5
8. No es necesario utilizar español en la clase de inglés en lo absoluto	1 2 3 4 5
9. El uso de español en la clase de inglés debe ser penalizado	1 2 3 4 5
10. El español puede ser utilizado como un medio para enseñar inglés	1 2 3 4 5
11. Utilizar español en la clase de inglés me beneficia	1 2 3 4 5
12. Que el profesor utilice español en la clase de inglés me ayuda a entender mejor el idioma	1 2 3 4 5
13. Que el profesor utilice español en la clase de inglés me hace sentir más relajado(a)	1 2 3 4 5
14. Que el profesor utilice español en la clase de inglés me hace sentir más a gusto	1 2 3 4 5

15. Utilizar español reduce la exposición que tengo al idioma inglés	1 2 3 4 5
16. Utilizar español en la clase de inglés ahorra tiempo que puedo aprovechar para practicar más el inglés	1 2 3 4 5

GRACIAS POR TU TIEMPO

Appendix E
Summary of Authors' Opinions in Favor of and Against the Use of L1 in the L2 Classroom

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Kelly (1969)	For teaching meaning	Exact translation and paraphrasing in the pupil's own language	
Rollin (cited in Kelly, 1969)	For teaching grammar	Explanation in MT	Direct Methodists argued explanations in MT were contrary to common sense (Kelly, 1969)
Nation (1978)	For teaching meaning	Translation	
Sood (1981)	For teaching learners to choose the appropriate form of the indefinite article	Using the sounds and orthographic symbols of the MT	
Baynham (1983)	For overcoming a block in motivation	Diverse translation activities from Spanish into English and English into Spanish	
	For developing coherent discourse organization	Use of bilingual methodology	
Titford (1983)	For building on what the *advanced* learner already knows by leading him to find translations for himself	Translation	
Lu (1985)	For presentation	Presentation in the L1 and repetition in the L2	

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Edge (1986)	As a successful classroom procedure	Translation	
Atkinson (1987)	For developing a 'post-communicative' approach to TEFL for adolescents and adults For eliciting language, checking comprehension, giving instructions, co-operation among learners, discussions of classroom methodology, presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies	The mother tongue as a classroom resource	The teacher and/or the students begin to feel that they have not "really" understood any item of language until it has been translated The teacher and/or the students fail to observe distinctions between equivalence of form, semantic, and pragmatic features, and thus oversimplify to the point of using inaccurate translation 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 Students fail to realize that during many activities in the classroom it is crucial that they use only English

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Tudor (1987)	For English for Specific Purposes	Translation	
Kharma and Hajjaj (1989)	*In the early stage*, as a "framing function, at the beginning and end of the lesson, chatting with ss, establishing contact and a relaxed atmosphere in which the core of the lesson is embedded" (Aston, cited in Kharma and Hajjaj, 1989:231) For providing context for presentation and practice where otherwise the use of second language would be time consuming For providing explanation for certain new items (e.g. abstract words) or complicated grammatical structures For drawing comparisons between the structure of the L2 and that of the mother tongue		As soon as a few phrases and expressions have been learnt by the students, e.g. greetings, routine expressions, it is advisable to start with these as a means of "warming up" for the new activity

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Kharma and Hajjaj (1989) (cont.)	As comprehension checks where the sole purpose of reading/listening exercise is purely comprehension As partial checking of students' out-of-the-classroom reading, e.g. supplementary of free reading For explaining some of the second language cultural aspects which would otherwise be difficult for the students to understand or appreciate As parallel activity In code-switching as a technique of language learning (cf Cloze tests)	Translation	
Richards and Rodgers (cited in Kharma and Hajjaj, 1989)	For explaining new items and to enable comparisons to be made between the foreign language and the students' native language	Grammar Translation Method	Proponents of the Direct Method argued that an FL can be taught without the use of the learner's MT if meaning is conveyed directly through action and demonstration

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Harbord (1992)	For facilitating teacher-student communication For facilitating teacher-student rapport For facilitating learning of L2	 Chatting in L1 before the start of the lesson to reduce student anxiety, telling jokes in L1 Translation of single words or phrases *in context* (Duff, cited in Harbord, 1992:355)	
Stanley (2002) Ed.	For grammar explanations; vocabulary teaching (especially abstract lexical items); classroom management; introduction of the first lesson; and improving teacher-student rapport	Use of the L1 (beginner-level students, adults)	
Tang (2002)	For explaining the meaning of words, complex ideas, and complex grammar points For explaining parts of the text or to give instructions, as well as to compare the two languages		

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Tang (2002) (cont.)	For discussing the meaning of some difficult, abstract words and the grammar and ideas expressed in long and complicated sentences and to keep order in the classroom For students to explain complex grammar points and to help define some new vocabulary items For students to practice the use of some phrases and expressions and to explain difficult concepts or ideas For helping students understand difficult concepts better, understand new vocabulary, feel less lost, understand jargon, and improve their translation ability		
Coelho (2006)	For supporting the acquisition of L2 For contributing to academic success	A strong foundation in the L1 Continued development of L1	

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Coelho (2006) (cont.)	For supporting their sense of identity and help maintain effective communication within the family and the community	Students' native languages	
Kraemer (2006)	For classroom management and administrative vocabulary For translation of individual words For preventing and remedying students' lack of comprehension For talking to individual students during individual, pair, or group activities For grammar instruction For establishing empathy/solidarity with the students For teaching history and culture	Repetitions or explanations in the L1 Grammar explanations presented in the L1	

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Zemach (2006)	For helping teach English; for a far more efficient use of class time	Using the native language	It excludes students who do not understand that language. It increases a teacher's paranoia (Are they talking about you?). It decreases the opportunities for those students to practice speaking and listening to English
Balosa (2007)	For helping students achieve the instructional goals, improve their self-image and motivation, and "overcome some of the limitations of the English-only instruction"	Using the students' first language in class	

Appendix F
Teacher's Interview Answers

Question 4. Por favor platíqueme un poco de cómo aprendió inglés (p. e. los métodos utilizados por sus profesores) y cuál era la ideología de sus profesores con respecto al uso de español en la clase de inglés.	
Teacher 1 Basic Level University 1	La enseñanza a la que fui expuesta fue muy tradicional, de igual manera mi forma de aprender sigue siendo en muchas ocasiones del mismo modo… Y pues el uso del español en clase fue muy drástico en algunos casos como en el tercer, quinto, sexto semestres de la uni los profesores fueron extranjeros, por lo tanto no hacían uso del español en lo absoluto. En el resto de los semestres los profesores usaban el español de manera moderada en el primer semestre, pero en el segundo y cuarto de manera exagerada.
Teacher 2 Advanced Level University 1	En la escuela el método fue de traducir todo, y enfocarse a gramática. Toda la clase era en español. En comercio y en la licenciatura todas las clases eran en inglés y se impartían materias en inglés principalmente.
Teacher 3 Basic Level University 2	Eh, bueno, durante todo lo que fue secundaria los profesores lo que hacían era darnos el libro, decir: "¿Sabes qué? Utiliza tu diccionario y traduce", eso fue durante el transcurso de la secundaria. Ya en la preparatoria yo vi que los profesores se interesaban más por explicarnos las estructuras, darnos un poquito más de vocabulario, decirnos cómo podíamos empezar a hablar, tal vez no era demasiado, no se enfocaban demasiado en que nosotros pudiéramos hablar el idioma sino que aprendiéramos estructuras pero bueno, ya era un poquito más que en la secundaria. Y ya cuando entré a la universidad pasé por diferentes métodos, cada profesor tiene su estilo de enseñanza y métodos que utilizan, entonces durante la carrera hubo muchísimos pero la mayoría se enfocaba en lo que era el Communicative Approach. Muchos tenían interés en que nosotros aprendiéramos bien lo que era la estructura del idioma porque obviamente pues teníamos que enseñarlo en el futuro pero también abarcaban todas las habilidades. Sí, sí, sí, sí lo utilizaban, sobre todo al inicio. Lo que se pretendía era que durante toda la clase tanto el maestro como los alumnos habláramos inglés o la lengua meta que estábamos estudiando pero sobre todo en los niveles básicos yo creo que es indispensable y muchos de los profesores también nos lo comentaron que no se puede dar una clase al cien por ciento en inglés si los alumnos todavía no tienen el nivel para poder entenderlo, entonces se tiene que hacer uso de la lengua madre para, pues para explicar algunos conceptos o estructuras.

Teacher 4 **Advanced** **Level** **University 2**	Aprendí inglés en un sistema de inmersión completa. Los métodos fueron muy comunicativos. Muy poco español o ninguno se hablaba en la clase.
Teacher 5 **Basic Level** **University 3**	Bien, bueno, tendríamos que hacer historia de las metodologías de ese tiempo, a mí me tocó todavía el audiovisual y el audiolingual. Cuando estábamos saliendo de los sesenta estaba terminando el "Grammar", el "Grammar Method", empezaron los años audiovisuales y audiolinguales pero lo que más me ayudó fue el contacto con los hablantes nativos de intercambios, la necesidad de comunicar a como pudiese y de esta forma fui adquiriendo experiencia y al mismo tiempo me fue dando confianza para ir a empezar comunicando y con el tiempo fui adquiriendo experiencia a través de la enseñanza, el contacto, leyendo, en convenciones. Mis primeros profesores de lengua yo recuerdo que no eran tan estrictos en cuanto a ese uso porque era una maestra que era casada con un norteamericano hablaba el inglés en forma natural y también el español, ella era de Oaxaca, entonces pues no había mucha restricción. Hace más de treinta y cinco años pues realmente los maestros no ponían mucha atención al uso de la lengua materna.
Teacher 6 **Advanced** **Level** **University 3**	Eso sí fue un poquito problemático porque al inicio fue un método muy tradicional de estar detrás de un libro, repitiendo lo que decía el profesor, escribiendo y traduciendo mil cosas haciendo, como que, bueno, como que complicando el proceso, ahora lo veo así. Cuando tenía un nivel no muy bueno me costaba mucho trabajo, me aventuré a meterme a cursos con nativos hablantes entonces pues ahí las técnicas eran otras, la metodología era otra y pues yo me tuve que hacer viva. Pero fue un gran reto que creo que me envolvió en la lengua como instrumento, no como objetivo; o sea, fueron seminarios y temas de mil temas que te hacen entrar ¿Cómo? Presionándote, pero ya no tras el librito, repitiendo, o sea, fue un contraste muy fuerte pero al inicio fue totalmente tradicional. Creo que en eso se basa que ahora trato de evitar eso al máximo porque en carne propia viví que pues los métodos tradicionales para aprender una segunda lengua no son del todo... Sí son útiles, en algunos aspectos, pero pues no basarse en ellos.

Question 9.
¿Cuál es su punto de vista acerca del uso de español en la clase de inglés?

Teacher 1 **Basic Level** **University 1**	Necesario en los niveles básicos al inicio del curso y un recurso de ayuda en la segunda mitad del curso para definir conceptos o ideas complejas. En el caso de los niveles intermedios se puede omitir su uso casi en un cien por ciento.
Teacher 2 **Advanced** **Level** **University 1**	Cuando explico gramática uso el español porque a menos que la persona sea bilingüe, el proceso cognitivo de análisis y aprendizaje sucede en el primer idioma. Por lo tanto es mejor para el alumno comprender los aspectos estructurales en su propio idioma.
Teacher 3 **Basic Level** **University 2**	Yo creo que es una herramienta que se debe de utilizar porque, cuando los alumnos no tienen el nivel para poder entender una explicación completamente en la lengua que se está aprendiendo, ellos se sienten muy frustrados, o sea, ellos experimentan ciertos sentimientos de frustración, hasta de tristeza de no poder entender y de que creen que van a reprobar. Si no logran entender qué es lo que les está explicando el maestro, pues ellos se sienten muy mal, por eso es que yo creo al inicio, cuando se empieza un curso, se les debe de dar las bases para que ellos puedan entender por ejemplo instrucciones en inglés y poco a poco se les va quitando el uso del español pero digamos que debe ser un poquito gradual para que no se sientan mal.
Teacher 4 **Advanced** **Level** **University 2**	Uso de la lengua materna, español en México, puede ser de mucha ayuda para el aprendiz de idioma. Su uso debe ser restringido exclusivamente a técnicas justificadas que promueven aprendizaje, de lo contrario, retrasa el proceso de adquisición de la lengua.
Teacher 5 **Basic Level** **University 3**	Para nuestros niveles básicos yo no creo en la enseñanza monolingüe, es muy importante que al alumno se le vaya creando confianza y se le vaya haciendo el "scaffolding" en cuanto a cómo aprender una lengua. Poco a poco se le va retirando la lengua, hasta el momento en que el alumno ya se vuelve independiente y entiende instrucciones, entiende órdenes, entiende formas de comunicación y eso es gradual, no se debe, yo creo que no se debe empezar hablando inglés en la primera clase porque al alumno solamente se le crea frustración y hace que el alumno se desmotive. Ya en niveles más avanzados ya es diferente porque entonces ahí ya es la segunda lengua ya es muy importante y por lo tanto la mayor parte, solamente cuando exista un concepto muy complejo no nos gastemos, no perdamos tiempo, no hagamos mucho esfuerzo, digamos la palabra directa en la lengua materna.
Teacher 6 **Advanced** **Level** **University 3**	Por lo mismo que te platiqué, que he estado un poquito más enfocada a los niveles avanzados, pues creo que no hace mucha falta a ese nivel. Considero que sí es bueno, sí es útil ya en caso extremo de que no se logre comprender pero siempre he sido de

	la idea que ya que el alumno tiene cierto pues… manejo de vocabulario y tal vez hasta cultural de una lengua, creo que evitar tu lengua materna en ese espacio de dos horas que tengas diario pues es óptimo para que ahora sí comience el alumno a estructurar y a llevar ese proceso de aprendizaje ya en una lengua no recurriendo a la materna como base de traducción, como apoyo para todo o como el medio de comunicarse entre compañeros o dirigirse al maestro, o sea, siento que eso pues no, no beneficia ya mucho cuando llevas un nivel avanzado.

Question 10.	
En el entrenamiento que ha recibido, ¿qué referencia(s) se ha(n) hecho conforme al uso de español en la clase de inglés?	
Teacher 1 Basic Level University 1	Muy poca, creo que ninguna.
Teacher 2 Advanced Level University 1	Después del método de gramática y de traducción vino una reacción en los lingüistas de enfatizar que no se usara la lengua materna para nada. Pero actualmente se considera que su uso debe ser a discreción del maestro cuando considere que ahorra tiempo o obtiene mejores resultados.
Teacher 3 Basic Level University 2	Sobre todo en las instituciones que son, que se dedican específicamente a lo que es la enseñanza del idioma inglés hacen mucho énfasis en que el profesor debe de evitar el uso del español dentro del aula pero obviamente también haciendo referencia a que eso sobre todo de los niveles intermedio o avanzado, en los niveles básicos sí se permitía, pero preferentemente evitarlo.
Teacher 4 Advanced Level University 2	A veces se justifica su uso en la clase
Teacher 5 Basic Level University 3	Ha variado a través de los años.
Teacher 6 Advanced Level University 3	Pues… la misma. O sea, es curioso porque, por ejemplo, volvemos a lo mismo. Ya en niveles avanzados pues mi comentario siempre ha sido que no es necesario. Sin embargo, por ejemplo, a través de mi tesis de maestría yo desarrollé un sitio en internet para la práctica del idioma y los niveles básicos sí tienen apoyo en lengua materna, ahí sí creo fielmente que es pues una base para llevar este proceso poco a poco y depende mucho del estilo de aprendizaje de cada aprendiz, pero mi punto de vista siempre ha sido pues que bueno no hace mucha falta echar mano del español.

Question 11. ¿Usted usa o ha usado español en la clase de inglés? ¿En qué nivel(es) y para qué propósito(s)?	
Teacher 1 Basic Level University 1	En los niveles básicos (uno y dos) lo dosifico de más a menos a lo largo del curso. Sin embargo hay un diez o quince por ciento de los alumnos que no alcanza a desarrollar o fortalecer sus habilidades lo suficiente para poder tener una clase con el ochenta o noventa por ciento de la sesión en inglés. En cuanto a los niveles más avanzados en situaciones muy complicadas hago uso del diccionario con los alumnos.
Teacher 2 Advanced Level University 1	Sí, especialmente en los niveles básicos y con menos frecuencia en los intermedios y avanzados para explicar reglas gramaticales, contrastar las estructuras inglesas con las de español y con vocabulario difícil de definir.
Teacher 3 Basic Level University 2	Bueno, como comentaba, en niveles básicos sí, sí se utiliza el o he utilizado el español por ejemplo para al dar instrucciones. De repente las instrucciones son un poquito largas: "Haz esto, escribe esto con las palabras que están dentro del recuadro", entonces de repente tienen, se ocupan algunos términos que ellos todavía no conocen, entonces doy la instrucción en inglés y si yo veo que yo noto que los estudiantes se quedan así como que "No sé qué hacer", "No, no entendí bien qué fue lo que dijo", entonces aclaro y ya para eso sí utilizo el español o por ejemplo para vocabulario en el que no se puede mostrar por ejemplo con imágenes entonces sí recurro un poco al español, donde no puedo dar el significado en inglés y que ellos me puedan entender. En niveles avanzados en ocasiones sí, sí se llega, bueno, he llegado a utilizar el español sobre todo para conceptos muy, muy abstractos o, no sé, estructuras que realmente necesitan una explicación porque no se parecen en nada al español entonces de repente sí como que "No, es que no, definitivamente, o sea, no le entiendo, ¿Por qué esto?, ¿Por qué aquello?" Hay ocasiones en las que sí incluso en niveles avanzados he llegado a utilizar el español.
Teacher 4 Advanced Level University 2	Sólo con estudiantes principiantes. El uso de español disminuye conforme el estudiante avanza. Muy poco o nulo español con más avanzados.
Teacher 5 Basic Level University 3	Depende del nivel, de las circunstancias, de la población, del objetivo, de los materiales, de la metodología que se vaya a usar.
Teacher 6 Advanced Level University 3	Siempre hay algunas palabrillas un poco abstractas que bueno es un poco difícil de introducir al alumno de manera directa con ciertas explicaciones, cuestiones culturales o en casos extremos que haya algún punto gramatical, alguna estructura que sea compleja sí he recurrido directo así al español "A ver, miren esto es así por esto y esta reglita gramatical nos indica que esto y

	generalmente hacemos así" y sí, o sea, me ha funcionado ¿Por qué? Porque esa es la tendencia que muchos alumnos tienen a escudarse, no a escudarse, a sentir cierto apoyo en la lengua materna.

Question 12. ¿Les permite a sus alumnos utilizar español en la clase de inglés? ¿En qué nivel(es) y para qué propósito(s)?	
Teacher 1 Basic Level University 1	En los básicos es necesario que ellos usen su lengua materna pero de igual modo los elementos lingüísticos que se utilizan en clase como pedir un favor, una explicación, pedir permiso, expresar ideas que tengan relación con lo aprendido en clase son sólo atendidos si el alumno hace uso del idioma inglés.
Teacher 2 Advanced Level University 1	Sí, aunque me debo esforzar para que ellos lo usen más. Considero más importante que ellos no usen español que el maestro, ya que al usar el idioma pasivo lo convierten en activo.
Teacher 3 Basic Level University 2	Eh… por ejemplo en el nivel básico sí les permito utilizar el español para aclarar dudas, por ejemplo, pero promuevo mucho que ellos se inicien a lo que es hablar el idioma y para eso pues les doy vocabulario, les doy estructuras, cómo preguntar, incluso cuando ellos quieren preguntar del significado de alguna palabra, ellos ya saben cuál es la pregunta en inglés que deben hacer para obtener ese resultado; muchos no lo hacen, entonces hay que estar pues, pidiéndoles que hablen en inglés, ellos ya saben la estructura, que chequen en su libreta, sobre todo es en el nivel básico.
Teacher 4 Advanced Level University 2	No lo permito, pero tampoco lo puedo prohibir ya que es el idioma materno. Sería atentar contra el derecho humano a usar su lengua materna. Sin embargo, animo a los aprehendientes a utilizar la segunda lengua para propósitos de comunicación.
Teacher 5 Basic Level University 3	Como lo vuelvo a decir, depende de los niveles, normalmente los de niveles avanzados ya no es muy permitido, los niveles básicos cuando quieren indicar un concepto o cuando no conocen la palabra y normalmente los alumnos lo hacen, es algo muy natural entre los alumnos que se comuniquen en español dentro de la clase y después lo comunican en inglés.
Teacher 6 Advanced Level University 3	Que yo se los permita abiertamente no. Que sí llego a escuchar que de repente lo hacen al saludarse o al contarse alguna anécdota del día anterior, sí lo escucho. Generalmente no estoy encima de ellos prohibiéndoles el uso de la lengua materna, se me hace un poco fastidioso, pero sí los invito a que pues nos pongamos en sintonía. Incluso no falta aquél que insiste o trata y no sé, sigue con la misma intención de poder usar el idioma. Tampoco sin presiones, no es una regla.

Question 13.	
¿Utiliza usted alguna medida para evitar que sus alumnos usen español en la clase de inglés? ¿Cuál(es)? ¿Es/son efectiva(s)?	
Teacher 1 Basic Level University 1	No, pero he estado pensando en otorgarles diez fichas a cada alumno al inicio de cada sesión a fin de que representen la calificación de ese día, en cuanto el alumno haga uso del español para comunicar o solicitar algo que ya se ha aprendido en clase, éste debe regresar una ficha al profesor, de igual manera si durante un lapso de diez minutos aproximadamente no hace uso del idioma inglés, el alumno deberá regresar una ficha.
Teacher 2 Advanced Level University 1	No.
Teacher 3 Basic Level University 2	Eh… sobre todo yo siento que es más la motivación que ellos tengan para utilizar el inglés. Por ejemplo, en universidades donde ellos están por una calificación lo que yo hago es por medio de puntos. Si durante toda la clase ellos estuvieron participando y todas sus participaciones fueron en inglés y dieron aportaciones pues positivas y correctas durante la clase, yo les doy puntos que esos se van acumulando ya para que al final de su calificación ellos puedan aumentar, o sea, les pueda ayudar un poquito; no tanto de castigos o penalización sino para poder ayudarlos, entonces ellos se sienten mejor y yo he visto que da muy buenos resultados cuando ellos ven que su esfuerzo tiene una recompensa que en este caso pues por ejemplo yo elaboro fichitas ¿sí? Que ellos saben que se van a convertir en puntos, entonces ellos reaccionan bastante bien a estos estímulos.
Teacher 4 Advanced Level University 2	No evito el uso de español en la clase. Sin embargo, no suelo responder a estudiantes que interactúan conmigo en español, dentro o fuera del salón de clase. En un contexto de inglés como lengua extranjera es muy artificial lograr auténtica comunicación en inglés entre los estudiantes.
Teacher 5 Basic Level University 3	No.
Teacher 6 Advanced Level University 3	A veces jugando les digo: "Y el que hable español trae el desayuno", pero bueno, no pasa de ser una broma, no es una imposición, es una invitación.

Question 14. ¿Por qué razones cree usted que sus alumnos recurren al español en la clase de inglés?	
Teacher 1 Basic Level University 1	Pues los cometarios que ellos mismos hacen son miedo a burlas de los demás por errores en pronunciación, organización e ideas, falta de vocabulario, etcétera.
Teacher 2 Advanced Level University 1	Por pena, flojera y en algunos casos porque no quieren.
Teacher 3 Basic Level University 2	Eh… para empezar yo creo que el mayor motivo es porque hay ocasiones en las que no saben cómo expresarse en inglés, yo creo que esa sería la más importante; otra, ya saben cómo hacerlo pero sienten que sus compañeros van a pensar así como que "Ay, se cree mucho" o "Quiere presumir de que ya sabe cómo decirlo en inglés", a veces siento que también esa es una forma, no sé, como de… que les impide el poder expresarse en inglés, a veces ya lo saben decir pero por pena o por no quedar mal con sus compañeros no lo dicen.
Teacher 4 Advanced Level University 2	Porque es la herramienta que tienen a la mano para comunicar. Es natural que el ser humano recurra a su primera lengua como medio para expresar lo que para ellos es importante.
Teacher 5 Basic Level University 3	Es algo natural, es algo innato, el ser humano normalmente tiende a buscar seguridad y qué seguridad más que hablar en clase en español, además cada uno tiene diferentes estilos de comunicación, de aprendizaje y de conocimiento, niveles de conocimiento, por lo tanto cada uno va recurriendo de acuerdo a lo que se le haga más productivo, más fácil y más económico.
Teacher 6 Advanced Level University 3	Pues yo creo que es una cuestión muy personal. Yo creo que es cuestión del estilo de aprendizaje de cada quien, de las estrategias de aprendizaje que cada quien tenga y una estrategia muy, muy común es el uso de la lengua materna pues en ese marco tradicional ¿no? De la traducción.

Question 15. ¿Cuál es la política de su escuela con respecto al uso del español en la clase de inglés?	
Teacher 1 Basic Level University 1	En cuanto al profesor, éste debe hacer uso del inglés al cien por ciento en clase.
Teacher 2 Advanced Level University 1	El uso de la lengua meta es obligatorio.

Teacher 3 **Basic Level** **University 2**	Bueno, de hecho a mí me mencionaron que lo mejor era tratar de dar toda la clase en inglés, o sea, utilizar la mayor parte de tiempo posible en el idioma que se está enseñando pero que si en algún momento yo creía conveniente utilizar el español no había problema, obviamente tratar de motivar a los estudiantes que también ellos se inicien a comunicarse en inglés.
Teacher 4 **Advanced** **Level** **University 2**	Se anima al estudiante a usar el segundo idioma, mas no se prohíbe el uso de español. Sin embargo, el instructor está obligado a utilizar el segundo idioma como medio de comunicación.
Teacher 5 **Basic Level** **University 3**	Son una institución con libertad de cátedra, por lo tanto no existen restricciones en cuanto a la forma de enseñanza del inglés, cada quien es libre de usar la lengua como quiera, de enseñar la lengua como quiera…
Teacher 6 **Advanced** **Level** **University 3**	Hay libertad de cátedra.

Question 16. **¿El libro de texto que usa para enseñar inglés utiliza o hace referencia de alguna manera al español?**	
Teacher 1 **Basic Level** **University 1**	En el cuaderno de trabajo hay un ejercicio al final de algunas unidades donde se debe escribir la idea en español de algunas frases en inglés. Es lo único.
Teacher 2 **Advanced** **Level** **University 1**	No
Teacher 3 **Basic Level** **University 2**	No, ninguna
Teacher 4 **Advanced** **Level** **University 2**	No, de ninguna manera. El libro de texto no está diseñado para estudiantes de habla hispana.
Teacher 5 **Basic Level** **University 3**	Ninguna, a excepción de los ejemplos que alguna vez tienen que ver con México o Latinoamérica, pero nunca hacen ninguna referencia.
Teacher 6 **Advanced** **Level** **University 3**	No.

Question 17. ¿Qué opina usted del uso del diccionario en clase? En su opinión, ¿es mejor utilizar un diccionario bilingüe o monolingüe? ¿Por qué?	
Teacher 1 Basic Level University 1	Nuevamente, el nivel de los alumnos es muy importante, en niveles básicos un diccionario bilingüe es muy útil así como uno monolingüe en niveles intermedios. Pero creo que lo más relevante de usar un diccionario en clase es saber cómo usarlo. Los alumnos la mayoría de las ocasiones usan la primera palabra o abreviación que aparece en seguida de la palabra que buscan. Lo que significa que no tienen la remota idea de qué es un verbo, sustantivo, adjetivo, adverbio, y ya ni decir de sinónimos, antónimos, etcétera.
Teacher 2 Advanced Level University 1	Es vital que aprendan a usar los diccionarios bilingües, monolingües, así como los Thesaurus y los de Phrasal Verbs. Nadie puede depender de tener una persona que le esté dando el significado de las palabras que no sabe. Aunque también deben aprender a deducir el significado por contexto.
Teacher 3 Basic Level University 2	Bueno actualmente como yo estoy dando únicamente los niveles básicos pues sí es necesario ¿no? Que tengan un diccionario bilingüe porque monolingüe definitivamente no lo entenderían entonces sí se les pide como material el uso del diccionario precisamente porque todavía les falta muchísimo vocabulario entonces hay cosas que sí necesitan checar en el diccionario.
Teacher 4 Advanced Level University 2	El uso del diccionario es efectivo siempre y cuando el estudiante sepa utilizarlo como herramienta de aprendizaje. En cuanto a la modalidad bilingüe o monolingüe, el uso depende en el nivel del estudiante. No veo la razón por la cual el estudiante avanzado tiene que apoyar en un diccionario bilingüe.
Teacher 5 Basic Level University 3	Una vez más, depende de los niveles. El diccionario en clase se tiene que aprender a usar. Hay que enseñarle a los muchachos cómo usar el diccionario para que de esta manera puedan sacarle el más alto provecho. Ya a niveles más avanzados sí es necesario un diccionario monolingüe porque los muchachos ya tienen el nivel, el conocimiento, aplican estrategias de diferencia, de vocabulario y es más recomendable tener un diccionario monolingüe en niveles de un año y medio de aprendizaje para arriba.
Teacher 6 Advanced Level University 3	Bueno, no se me hace mala idea utilizar un diccionario porque sí se me hace más conflicto el que siempre existen alumnos que se están sosteniendo en la baranda de "¿Qué es esto? What do you mean?" Entonces se me hace bueno para aquéllos que lo necesitan sin que rompan la fluidez de la clase que bueno, puedan tener un apoyo en un diccionario monolingüe porque pues… obviamente a través de ello pues están ahí siguiendo pues el ritmo del idioma sin necesidad de regresar a la lengua materna.

Question 18. ¿Qué métodos utiliza usted para enseñar vocabulario a sus alumnos? ¿Cómo les enseña palabras abstractas (p. e. "however")?	
Teacher 1 Basic Level University 1	Recurro primero a que identifiquen palabras simples como cognados o sinónimos que son usados de manera coloquial y después hago referencia a las palabras que quiero que aprendan indicando que su uso es más formal o les doy ejemplos con frases que ellos podrían utilizar de manera más cotidiana.
Teacher 2 Advanced Level University 1	A través de textos de lectura, ejercicios específicos para desarrollar el vocabulario y juegos. Para palabras difíciles uso español.
Teacher 3 Basic Level University 2	Hay ocasiones que se puede entender el significado de la palabra por el contexto, entonces por ejemplo si se les da una oración, una oración completa donde ellos tengan una base para saber cuál es el significado de esa palabra entonces ya no es necesario traducirla o, no sé, por ejemplo en niveles intermedios, se les puede dar una explicación de qué significa esa palabra en inglés, sin necesidad de utilizar el español ellos ya entienden que, cuál es el significado.
Teacher 4 Advanced Level University 2	Procuro darles muchos ejemplos en inglés. Recurro a su conocimiento general. Muchas ilustraciones. No tengo que recurrir al español necesariamente.
Teacher 5 Basic Level University 3	Normalmente se debe, todo vocabulario se debe de ubicar dentro de un contexto, nunca tener oraciones aisladas porque se cae en la adicción total. Fuera de un contexto la palabra puede tener diferentes significados y aparte de eso no es relevante y se vuelve "meaningful". Debe de tener algo que te interese, que lo apliques y de esta manera el conocimiento se vuelve más apropiado para este tipo de palabras en diferentes contextos, diferentes situaciones y diferentes significados.
Teacher 6 Advanced Level University 3	La verdad es que no estoy casada con ningún método, a veces es una combinación. Yo no creo que haya un método específico, todo depende de muchas cosas, incluso del día que llegues y la cara que tengan tus alumnos. Yo siento que no es tanto lo espontáneo pero sí la adaptación a las dificultades del mismo día. Yo nunca he tenido la tendencia a ser mecanizada, incluso si planeas algo pero llegas y ves las circunstancias, tienes que hacer un cambio, tienes que hacer algo más dinámico o más lento de acuerdo a lo que estás viendo. No puedes ir por acá con un método que tal vez tus alumnos no están entendiendo, no puedes concluir una actividad si no estás viendo una respuesta, entonces no te puedo decir "Ah pues utilizo este y este", a veces es una combinación que pues no distingue ni uno, pero trato de apegarme a las necesidades del grupo.

Question 19.	
¿Qué métodos utiliza usted para enseñar gramática a sus alumnos?	
Teacher 1 Basic Level University 1	Repetición a través de substitución, ordenamiento de preguntas con fichas, modelando frases, respuestas, diálogos, etcétera.
Teacher 2 Advanced Level University 1	Estructuras modelo que ilustran las reglas o patrones estructurales y de esos modelos se van deduciendo las mismas. Después practican con ejercicios y al final producen sus propios ejemplos, preferentemente apegados a la realidad.
Teacher 3 Basic Level University 2	Pues, por mi experiencia como alumna y como profesora me he dado cuenta que los alumnos siempre necesitan tener digamos una base y ya de esa base pueden ellos partir a hacer diferentes oraciones, entonces yo lo que hago es darles las estructuras bien delimitadas para que ellos vayan reconociendo cuáles son las partes de la oración y cuáles son sus funciones y entonces así ellos tienen ya una idea más clara de qué es lo que deben hacer. Para enseñar gramática no necesariamente hablo en español o utilizo el español, hay muchas cosas que se pueden entender porque son poco claros entonces se entienden fácilmente incluso en los niveles básicos.
Teacher 4 Advanced Level University 2	Los métodos varían desde inductivos a deductivos, dependiendo en el contexto de enseñanza y el tipo de estudiante. Proporciono muchos ejemplos. Algunas veces utilizo un método contrastivo que remarque la diferencia en significado entre la primera y segunda lengua.
Teacher 5 Basic Level University 3	Ambas, la abierta y la cubierta. En ocasiones es necesario usar la abierta porque siendo más explícito el alumno lo va a entender mejor, me ha dado resultado a través de los años pero eso normalmente se da después de que ellos ya infirieron la regla, la explicación tiene que ser antes cuando no tenemos algún tipo de estructura parecida en el español y me ha dado resultado y ha funcionado muy bien.
Teacher 6 Advanced Level University 3	Ahí para la gramática yo sí soy un poco visual, yo sí soy un poquito de estructuras. Utilizo el pizarrón con una definición, claro y sencillo "Esto se llama así, esto se usa así y vamos a practicarlo ¿no?", pero siempre trato de dar una introducción. Ahí el método varía, lo que sea necesario pero que utilicen la estructura.

Question 20.
¿Ha estudiado usted otro(s) idioma(s) además del inglés? ¿Cuál(es), por cuánto tiempo y con qué metodología? ¿En alguno de ellos se hizo uso del español como herramienta de aprendizaje?

Teacher 1 Basic Level University 1	Ninguno.
Teacher 2 Advanced Level University 1	Sí. Francés y hebreo. Francés tres años y hebreo solo unos meses. La metodología es parecida a la que uso. En caso de hebreo es difícil, porque primero tengo que aprender los símbolos para cada letra. En ambos se usa español como herramienta de aprendizaje.
Teacher 3 Basic Level University 2	Sí, el francés y el alemán. Bueno, en lo que fue el idioma francés lo estudié durante la licenciatura, fueron cuatro semestres que llevé y ahí, la metodología como eran profesoras extranjeras, eran profesoras francesas, la metodología que ellas traían era el método directo, el método natural, o sea, ellas llegaron desde el nivel básico hablando francés, o sea, ellas jamás nos hablaron en español y pues eso fue durante los tres primeros semestres y ya en el último semestre ya fue una profesora mexicana y ella sí incluso cuando nosotros ya estábamos en un nivel intermedio, ya para pasar a nivel avanzado, ocupaba el español. Entonces sí fueron un poquito diferentes pero empezamos con el método directo. Pues de hecho yo hubiera preferido que en el nivel básico se hubiera utilizado el español porque hubo muchísimas cosas que no se entendían, o sea, había entre los compañeros mucho sentimiento así de como frustración porque no podíamos entender realmente qué era lo que nos estaba explicando, no nos decía absolutamente nada de vocabulario ni estructuras, nada nos explicaba en español y bueno, ya en el nivel avanzado donde sí utilizó el español siento que no era tan necesario, entonces ahí digamos que podíamos haber seguido con la clase completamente en francés y no hubiera habido ningún problema. Pues siento que hubiera sido más fácil entenderlo sin tener que recurrir a otras fuentes porque bueno, todo mundo tenía que ir a ver el libro y había muchos libros que sí traían por ejemplo la traducción en español, entonces era tratar de buscar un refuerzo y en base a eso fue como pudimos sacar los cursos adelante porque si no yo creo que no, definitivamente con la explicación que nos daba no hubiéramos pasado el curso. En cuestión del alemán, ahí si fue una metodología mucho, muchísimo más, muy diferente porque como es una estructura tan diferente al español, la metodología que utilizaba la profesora era más enfocada a lo que era la gramática, o sea, primero explicarnos bien detalladamente cómo eran las estructuras y qué significaba cada una de las palabras y qué función tenía dentro de la oración para que nosotros

	pudiéramos entenderla porque hay muchas cosas en alemán que no existen en el español o que nosotros no lo vemos de esa forma. La explicación era en español, sí ahí si era pues yo creo que el setenta por ciento de la clase era en español los dos primeros cursos. Era mexicana pero ella había radicado en Alemania cerca de diez años.
Teacher 4 Advanced Level University 2	He estudiado francés, italiano, y chino. En cualquiera, el uso de español fue nulo. En todo caso, se utilizó inglés como medio para expresar algún significado.
Teacher 5 Basic Level University 3	Estudié dos años francés hace más de treinta años. Alemán solamente un semestre y nada más. La metodología era la audiovisual y la audiolingual, en esa época la escuela francesa estaba muy de moda con el audiolingual. En ocasiones sí usaban español, no muy seguido, pero sí lo usaban los profesores que eran nativos hablantes del español.
Teacher 6 Advanced Level University 3	Francés año y medio. La metodología era tradicional: El vocabulario, a traducir, las definiciones…

Question 4. **En su institución actual, ¿Cómo son ubicados los alumnos en su nivel y grupo?**

Coordinator 1 University 1	Examen de admisión & ubicación. Asignación de grupos de acuerdo al nivel demostrado. Las coordinaciones de las diferentes licenciaturas diseñan el módulo inicial, materias para alumnos de nuevo ingreso. A partir del segundo periodo académico, los alumnos organizan sus propios horarios.
Coordinator 2 University 2	Están ubicados por medio de una prueba de ubicación que tienen todos de nuevo ingreso que tomar antes de que entran o empiezan su instrucción. Hay un día cuando le damos el examen o lo de (control escolar) le da el examen y después, si pierde el examen, nosotros seguimos dándoles chance a tomar el examen los primeros dos semanas para poder también ubicar los que no tenían chance a estar ubicados y está todo a base de puntaje de TOEFL.
Coordinator 3 University 2	Toman un examen de ubicación, entonces basado en los resultados está programado del 010 hasta el nivel 300. Entonces, los que fueron ubicados según su calificación en el examen de ubicación ya se tienen que inscribir en 201. También si hacen el TOEFL oficial nada más, ya no se permite institucional, si sacan entre un cuatrocientos, cuatrocientos sesenta a un quinientos o menos de quinientos tienen que estar en 201. Se supone que los alumnos tienen que salir con un nivel quinientos más o menos.
Coordinator 4 University 3	Propiamente este mecanismo está a cargo del maestro (omitido) quien es el coordinador del centro de acreditación y evaluación de lenguas, algo así, y él les aplica… Para empezar, les solicita que presente algún documento que acredite que tengan cierto nivel o que tengan ciertos estudios; posteriormente, los muchachos presentan un examen electrónico en un software académico en la computadora y finalmente él les hace una entrevista para finalmente ubicarlos en qué nivel están, esto en cuanto al área de (licenciatura). En el área de centro de lenguas, centro de lenguas tienen un examen diseñado ex profeso por el área de ellos en el que, en función de los resultados que el candidato presente, ellos le dicen a qué curso debe de dirigirse para iniciar formalmente acá con nosotros en la facultad y, en el área de extensión, también tienen un examen ex profeso, uno en particular para niños porque también se trabaja niños, otro en particular para adolescentes y otro para adultos. Digamos en mi caso, si bien es cierto que no trabajo en el centro de lenguas, por lo menos tengo ese conocimiento; en extensión sí me toca también participar de los exámenes de ubicación y, en mi caso, el examen de ubicación

	tiene un área de gramática, un área de comprensión auditiva y adicionalmente yo les hago una entrevista así como para confirmar en qué nivel debieran quedar los alumnos, esto porque, en particular el examen de comprensión auditiva, como es un examen que les puede dar el cincuenta por ciento de factibilidad a los estudiantes de tener una respuesta correcta, ellos pueden jugar al "de tin, marín, de do, pingüé" ¿no? y yo la utilizo esa entrevista para poder ubicarlos en su nivel y según yo y mi mala cabeza, en función y en experiencia en el área, puedo decir cuando un alumno está a nivel principiante, en básico, intermedio, etcétera ¿no? Pero es por la misma función de que conozco los diferentes cursos.

Question 5.	
¿Es obligatorio para los alumnos tomar cursos de inglés? Si es así, ¿por cuántos semestres?	
Coordinator 1 University 1	Sí, es obligatorio certificar una lengua extranjera como requisito de ingreso. De no lograrlo, el alumno debe hacer los cursos necesarios para certificar como límite en el quinto período académico. Estos lineamientos se encuentran establecidos en una comunicación oficial de la institución.
Coordinator 2 University 2	Absolutamente. Tres semestres en casi todos sus cursos o carreras, creo que hay uno o dos que quieren cuatro cursos de lengua pero recuerda que básico uno que es mi coordinación es pre-universitario, no es nivel universitario, entonces es para preparar los alumnos con puntajes muy bajos y cuando terminen tienen que terminar el tercer nivel de pre-universitario tienen supuestamente un nivel de más o menos cuatrocientos. Cuando lleguen a tener nivel de pre-universitario tres que es aproximadamente nivel cuatrocientos en puntaje TOEFL normal institucional en papel ya pueden entrar que son clases universitarios y esos son los que cuentan y tienen que tomar tres cursos. Si toman el de ubicación y se ubican arriba del último nivel obligatorio pueden coger otro idioma.
Coordinator 3 University 2	Sí, tienen que tomar, mucho depende la carrera, la mayoría piden tres cursos y hay otros como administración internacional que pide cuatro creo, hotelería pide cuatro y así depende, pero la mayoría piden tres y son obligatorios.
Coordinator 4 University 3	Los que entran a (licenciatura) hasta la fecha no; sin embargo, dentro de los lineamientos de nuestro nuevo plan de estudios que comenzaría a tener vigor a partir de agosto, ya estamos planteando que los alumnos sí deban de iniciar sus estudios formales de licenciatura ya teniendo un nivel por lo menos de lo que sería un A-1 en lo que es el marco común Europeo o un equivalente a nivel básico, o sea ya que lo acrediten para que con

	nosotros iniciaran a partir digamos de un nivel pre-intermedio oficial.

Question 6. ¿Qué pasa con los alumnos que traen inglés certificado o que lo certifican el primer semestre?	
Coordinator 1 University 1	Existe un reglamento, comunicación oficial, que especifica los documentos externos válidos en la universidad para exentar lengua extranjera. Las diferentes coordinaciones de licenciatura validan la opción para certificar otra lengua, no precisamente inglés. De presentar alguno de los documentos válido, se cubre el requisito de ingreso y se exenta. Es opcional tomar una tercera lengua.
Coordinator 2 University 2	Pueden tomar otro idioma.
Coordinator 3 University 2	Sólo puedes traer el TOEFL institucional; entonces, si tiene quinientos o más, ya puede tomar otro idioma o puede continuar con niveles más altos de inglés que ya son un poquito más de contenido, ya no es gramática. Ya en el 201 se ve un poco más de escritura, ya tienen que saber cómo escribir un párrafo que, aunque suena básico, no saben escribir ni siquiera una oración, menos un párrafo introductorio y ya de ahí un ensayo; entonces, siento que esto les ayuda muchísimo para subir en su idioma, en el idioma; entonces, ya cuando saben un poquito más, porque el enfoque es académico, no tiene por qué destituir la escritura académica dentro del curso, entonces ya pueden continuar con otro.
Coordinator 4 University 3	Igual el maestro (omitido) simplemente toma sus datos como referencia y le ayuda por decir a él a facilitar un tanto la ubicación de ellos pero no es algo así como que fuera algo directo ¿no? Que en función de que traen un documento que certifique pasan directamente a determinado curso de English, a determinado nivel de los de lengua meta. De hecho, pues que yo sepa sí hay por ahí uno que otro candidato que presenta algún examen de TOEFL pero que lo presentó, no sé, precisamente hace año y medio, hace dos años pero, vaya, él es el que se encarga de ver finalmente la parte administrativa y el manejo de esos datos.

Question 7. ¿Cuáles son los objetivos a alcanzar en esta institución en lo que se refiere a la enseñanza/aprendizaje del idioma inglés?	
Coordinator 1 University 1	En términos generales, alcanzar el nivel B2 del Marco de Referencia Europeo. Este nivel refiere a un usuario con desempeño independiente en lo académico, lo laboral y lo social. Se establecen dichos objetivos a partir de los programas que tienen como base el Marco de Referencia Europeo.
Coordinator 2 University 2	Bueno, en 1999 cuando estuvimos haciendo un cambio curricular, nos visitó el rector y nos dijo que quería que el cambio que estuvimos haciendo que todos los alumnos pudieran llegar a nivel quinientos de TOEFL cuando terminen sus tres cursos de inglés y nosotros pensamos que era imposible si empiezan en básico uno y por eso tuvimos que hacer los tres cursos pre-universitarios y, ya cuando empiezan con sus universitarios, ya tienen un buen nivel de inglés intermedio por lo menos, intermedio fuerte y sus cursos que toman los lleven los dos primeros son intermedios para llegar a uno avanzado bajo, es la última que sí supuestamente con ese curso llegan a nivel quinientos del TOEFL. Entonces el objetivo de la universidad es tener estudiantes bilingües o casi, depende de la definición bilingüe ¿no? Pero que están preparados para estudiar cursos en inglés en Estados Unidos y Canadá o Inglaterra en sus carreras, de intercambios.
Coordinator 3 University 2	Pues el enfoque ese definitivamente es académico, entonces digamos que la meta es que sepan comprender sus libros de sus carreras porque en muchas ocasiones los libros vienen en inglés y también hemos notado que uno de los aspectos en que les ayuda muchísimo es que empiezan a poner todo junto, todo lo que han estado aprendiendo ya lo están aplicando ya en su escritura, hay muchos errores todavía y todo pero aún así se ve un progreso digamos dentro del alumno.
Coordinator 4 University 3	Aquí las opiniones incluso dentro de los maestros que estamos en el área de lengua meta también varían. Hay los que van porque los alumnos deban desarrollar habilidades académicas y hay los que consideran que los alumnos debieran desarrollar las habilidades de un idioma porque nuestro curso se llama lengua meta; entonces, como lengua meta hay los que sostienen que les debiéramos trabajar y desarrollar las diferentes habilidades y sub-habilidades con los alumnos porque ese es nuestro objetivo, lengua meta, pero hay los que dicen no, es que como lengua meta debemos de canalizarlos hacia la parte académica y entonces hay los que dicen no, debemos desarrollar por decir academic writing o academic speaking y hay los que dicen no, es que también deben desarrollar habilidades digamos generales porque de momento tienen que escribir que una carta, que tienen que escribir algún otro tipo de documentos que no necesariamente sean académicos

	¿no? O sea, las opiniones también ahí varían. Creo que nuestra planta docente en el área de licenciatura es pues un tanto rica en ese sentido pero esa misma riqueza es sí conflictiva muchas veces porque es un obstáculo en ocasiones para podernos permitir llegar a acuerdos.

Question 8.
¿Existen algunos requerimientos básicos para la selección de profesorado de esta institución? ¿Cuáles son y quién los delimita?

Coordinator 1 University 1	Certificación de dominio de idioma, certificación de enseñanza de lengua extranjera, grado mínimo de licenciatura en la enseñanza de lenguas y/o áreas afines, experiencia previa. Los delimita la dirección del centro de lenguas a través de un comunicado oficial, es decir, reglamento interno.
Coordinator 2 University 2	Sí, tienen que tener una maestría y con especialidad en la enseñanza del idioma que van a enseñar. La excepción sí se da pre-universitario porque cuando empezamos, bueno, como la (universidad) está revalidado por (asociación) de Estados Unidos, su requisito es maestría en el área pero eso se da para niveles universitarios, ellos no obligan nada para pre-universitarios, queremos que tengan maestría pero si no tienen y tienen años de experiencia pueden enseñar inglés pre-universitario con licenciatura y experiencia.
Coordinator 3 University 2	Nosotros los entrevistamos, nos tienen que traer su currículum, su diploma, checamos años de experiencia y usualmente nos ha resultado así.
Coordinator 4 University 3	Pues, me temo que no, en algún momento hubo… hubo un momento en que se formó una comisión para seleccionar a los candidatos a dar clase en el área de extensión pero eso fue durante un período nada más, de ahí no se ha vuelto a hacer un examen así propiamente dicho de decir "Vamos a ver si este maestro candidato a trabajar con nosotros tiene las habilidades, capacidad, etcétera para trabajar", realmente no, no existe, no estoy muy de acuerdo con ello pero no existe.

Question 9.
¿Se sigue alguna metodología específica para la enseñanza de inglés en su institución? ¿Cuál y por qué motivo dicha metodología?

Coordinator 1 University 1	Los docentes tienen la libertad para implementar su metodología en tanto sea eficaz para el logro de los objetivos establecidos. Ésta debe implicar la exposición directa al uso de la lengua, incluir planeación grupal e individual, promover participación e interacción, desarrollar habilidades tanto receptivas como productivas, fomentar la autonomía, incluir evaluación tanto

	cualitativa como cuantitativa, etcétera.
Coordinator 2 University 2	Metodología específica pues podemos decir que lo más general es comunicativo, los libros que usamos tienen enfoque léxico (lexical).
Coordinator 3 University 2	No. Ninguna. Sí pedimos que sea en la lengua meta y pedimos que traten de seguir el libro. Nosotros creamos el syllabus; en el syllabus se les dice los profesores tienen libertad de cátedra y se les dice que nada más tienen que cubrir tal, tal, tal y tal en cualquier tipo de metodología.
Coordinator 4 University 3	Pues la metodología, si existe, existe sólo en el papel, existe sólo en los documentos de acuerdos de la discusión que se lleva en academia porque propiamente en las reuniones que tenemos digamos se llega a acuerdos que finalmente cada quien hace lo que gusta; entonces, si algún maestro no está de acuerdo con lo que se acordó, simplemente sigue su estilo, así que no, no existe.

Question 10. **¿Cómo se selecciona el material (p. e. libro de texto) con el que se impartirán las clases? ¿Qué criterios se siguen para dicha selección?**	
Coordinator 1 University 1	La selección se hace básicamente a partir de las necesidades que implican los programas. En general los criterios contemplan, además de los programas, los objetivos, el desarrollo de habilidades, la variedad de ejercicios y actividades, hasta el formato, la disponibilidad y los costos.
Coordinator 2 University 2	Enfoque léxico y comunicativo que trae mucho "task", "task-based". Pues, comunicativo es lo que está, lo más popular desde 1980, entonces ha cambiado mucho; nosotros vamos cambiando con ello también, entonces todos los libros de texto, los mejores, están a base de método comunicativo con la teoría del lenguaje que nosotros adoptamos es el uso del lenguaje, el uso comunicativo, oral, escrito o en lectura. Léxico porque hemos dado cuenta que el método léxico los estudiantes falta mucho entender los "chunks" del idioma y cómo van usando en la conversación o en la escritura y les hace un poco más fácil una vez que te entienden que si usan la palabra "according" tienen que usar "according to" y alguien ¿verdad? Entonces eso llega a sí ha funcionado bien.
Coordinator 3 University 2	Hacemos una búsqueda, usamos unas formas en que enfocan todas las cuatro habilidades y se ve, escritura por ejemplo, qué tipo de escritura, no sé qué, no sé qué, por ejemplo apenas cambiamos el libro de 201 hace un año, todos los profesores que dan curso en esta clase, a todos los profesores de tiempo completo se les dio todos los libros que teníamos que eran unos cinco o seis y los evaluábamos, entonces teníamos que decir sí es el nivel del alumno, es muy básico, es muy avanzado, muy no sé

	qué, todo, todo, todo, todo; entonces, por ejemplo, hubo uno que nos encantó pero era muy difícil y por fin, después de una búsqueda y viendo todo ya se decide por ese libro, se piloteó el libro y ya se decidió en ese libro y hemos estado con ese libro, parece que fue una muy buena decisión, pero sí no es nada más "Este me gusta por la portada o lo que sea", sino un análisis serio.
Coordinator 4 University 3	Propiamente es en función de, igual, de la riqueza de formas de pensar y de trabajar de los maestros de la academia.

Question 11.
¿Cuál es la política de su institución con respecto al uso de español en la clase de inglés tanto para profesores como para alumnos?

Coordinator 1 University 1	Uso mínimo indispensable de acuerdo al nivel de los cursos.
Coordinator 2 University 2	Bueno, eso decidimos hace diez años más o menos, en pre-universitario decidimos que en el nivel básico que es 010 que el profesor puede empezar la clase usando vamos a decir un veinticinco a treinta por ciento de español para instrucciones, para darles la política por ejemplo de lo que… por ejemplo, no pueden tener más que ocho faltas, cuando después diez minutos se hace una falta, ese tipo de cosas sí tenemos que decirles en español porque es básico, no entienden; si no entienden instrucciones, pueden darles español, si no tienen equivalencia de una palabra, la definición la dan en español, pues por lo menos yo les digo a mis maestros que pueden usar veinticinco a treinta por ciento en el primer mes pero cuando terminen el semestre debería ya no usar más que, creo que dije quince a veinte por ciento español. Cuando entren a pre-universitario dos empiecen con quince a veinte por ciento en español, terminen con cinco por ciento español y entrando en tercer curso pre-universitario será empezando con cinco a diez por ciento, depende del grupo, y terminar de usar puro inglés. Now, esas son reglas que nosotros como coordinadores pusimos pero a checar que lo están haciendo o no, no, es muy difícil, muy difícil, no tengo tiempo a ir a observar clases pero sí tienen permiso de usar español.
Coordinator 3 University 2	En el nivel avanzado del 201 no usamos y por ejemplo los alumnos siempre me dicen algo en español y yo les digo "English, in English" y no les hago caso. Sólo cuando ya se ve que hay una falta de comunicación total entonces sí ya puede que diga una cosa pero, por ejemplo, mi clase, toda mi clase es en inglés y entonces yo sé que todos los que dan en ese nivel lo hacen en inglés. Los anteriores, por ejemplo los muy básicos, sí necesitan español y sería muy injusto que sea todo en inglés, entonces también hay que tomar en cuenta los niveles.

Coordinator 4 University 3	No existe una política al respecto. Propiamente cada maestro en ese sentido sigue nuevamente lo que considera pertinente, habrá los que utilicen un poco más de español, que sí los hay, habrá los que tratamos de utilizar español lo menos posible, en fin, nuevamente libertad de cátedra.

Question 12. **¿Están tanto el profesorado como el alumnado informados de las políticas que rigen el uso de español en la clase de inglés? ¿A través de qué medio (p. e. reglamento)?**	
Coordinator 1 University 1	Sí, reglamento interno.
Coordinator 2 University 2	No, no, es para la maestra a juzgar usando bajo sus propios criterios cómo va a impedirlo. Yo sé que en niveles universitarios hay este gran problema, la maestra habla inglés, los estudiantes contestan en español, ya muchos me han dicho eso y es muy difícil que nosotros obligamos, tratamos a obligar pero en cincuenta minutos cómo vas a obligar y gastar tiempo en la clase obligando con un alumno cuando tienes veintidós en la clase.
Coordinator 3 University 2	Sí, tenemos un reglamento para profesores de tiempo parcial donde se les indica que tienen que hablar el idioma que están enseñando dentro de la clase si es francés, si es alemán, si es inglés, lo que sea y sí está dentro del reglamento y sí están enterados.
Coordinator 4 University 3	No existe una política al respecto.

Question 13. **¿Existe algún tipo de penalización para los profesores si utilizan español en la clase de inglés? Si es así, ¿Cuál y por qué razón?**	
Coordinator 1 University 1	No existe penalización como tal. Se les requiere de manera individual para observaciones y retroalimentación.
Coordinator 2 University 2	Los maestros no deberían estar usando español pero en nivel universitario no es decir que no lo hacen y en asesorías tal vez también lo hacen, cuando el alumno no entiende le pregunta en español en asesorías y he visto que los maestros sí contestan en español en asesorías.
Coordinator 3 University 2	No. Sentimos que muchos son muy profesionales, de hecho muchos de los profesores son de nuestra maestría o tienen maestría en el área entonces saben lo que están haciendo. Si tenemos quejas lo que nosotros queremos hacer es, no nada más a los que se les tiene quejas sino también a los muy buenos profesores, todos ¿no? Todos los profesores observación, sería una manera de ver cómo trabajan en clase.

Coordinator 4 University 3	En lo absoluto, no.

Question 14.
¿Existe algún tipo de penalización para los alumnos si utilizan español en la clase de inglés? Si es así, ¿Cuál y por qué razón?

Coordinator 1 University 1	Es el mismo caso que para los profesores.
Coordinator 2 University 2	No.
Coordinator 3 University 2	No porque por ejemplo conmigo, como insisto, porque por ejemplo les digo "English" entonces ellos dicen "Spanish", entonces yo digo "English" y ellos dicen "Spanish, please", "English" entonces ahí muere, tienen que usar inglés y entonces, por ejemplo entonces conmigo; no sé qué hacen los otros profesores, de lo que yo he visto es que sí hablan en inglés sus alumnos cuando he pasado por ahí a dejar un mensaje o lo que sea y los alumnos hablan en inglés.
Coordinator 4 University 3	En lo absoluto, no.

Question 15.
¿Está permitido utilizar diccionarios bilingües, traductores, o algún otro tipo de material que haga uso del español en clase de inglés? ¿Por qué?

Coordinator 1 University 1	Sí. Uso mínimo indispensable de acuerdo al nivel de los cursos.
Coordinator 2 University 2	En pre-universitario uno sí, en él se les dice que tienen que comprar tal libro con tal workbook y un diccionario bilingüe inglés-español, lo pueden usar para sus composiciones porque también el examen final tienen que escribir una composición y los dejamos para esa composición a sacar su diccionario bilingüe.
Coordinator 3 University 2	No está prohibido, no lo promuevo, pero si lo quieren utilizar lo pueden utilizar porque para mí ya cuando, digamos, ya se han graduado de la universidad y están trabajando, tienen acceso a esos recursos; entonces, no veo la razón de por qué prohibirlo nada más por hacerlo artificial, entonces sí. Lo que no me gusta es una dependencia total a ese recurso, entonces ahí sí no me gusta y por eso en los exámenes no permitimos nada de ese tipo de recurso.
Coordinator 4 University 3	Sí, hay maestros nuevamente que en función de que no hay una política restrictiva, una política que rija el uso del español o que restrinja el uso del mismo, no pues los maestros pueden pedir diccionarios bilingües, monolingües, traductores. Habrá maestros que incluso todavía en lengua meta ocho les permita a sus

	alumnos que traigan diccionario bilingüe ¿no?, Entonces ahí es nuevamente dependiendo del maestro.

Question 16.	
¿Se hacen observaciones a los profesores en sus clases? ¿Cada cuánto y con qué propósitos? ¿Quién las realiza y qué retroalimentación se da a los profesores?	
Coordinator 1 University 1	Sí. Es un procedimiento regular, una a tres veces por semestre. Se busca mantener calidad académica del proceso de enseñanza-aprendizaje. La persona responsable de la sección de inglés retroalimenta en base a un formato de observación.
Coordinator 2 University 2	Desgraciadamente no hay tiempo porque yo no tengo una coordinación, yo tengo tres coordinaciones, entonces será muy difícil que yo como coordinadora. Que queremos hacer que son los propios maestros a observar maestros, eso sí queremos, pero es difícil porque trabajan en diferentes horas y diferentes escuelas, no, no hay observaciones.
Coordinator 3 University 2	No. Nos gustaría tener esa regularidad como mencionas pero el problema es falta de tiempo porque serían los coordinadores los que los tendrían que… puede que el profesor tendría que observar al coordinador, por ejemplo, dando clase. Hay muchas maneras de hacerlo pero no hemos tenido tiempo para hacerlo, estamos muy, muy apresurados de tiempo.
Coordinator 4 University 3	No, es hasta como un tanto invasión a su intimidad académica y tampoco existe esa cultura entre nosotros de permitirnos ser observados para mejorar ¿no? Dentro de nuestro programa de licenciatura por ejemplo incluso hay una materia, hay materias no sé como investigación en el aula, como MELE uno, MELE dos, práctica supervisada reflexiva, o sea, diferentes materias que requieren de los alumnos que observen clases y esos alumnos en ocasiones llegan a algunos salones de clase de los de lengua meta pidiendo la oportunidad de poder observar clases de algún maestro y llegan a tener objeción para poder estar presentes ¿no? Yo dentro de lo particular no, jamás he tenido objeción, el que nada sabe nada teme.

Question 17.	
¿Se les da algún tipo de entrenamiento a los profesores de inglés? ¿De qué tipo y qué tan seguido?	
Coordinator 1 University 1	Sí. Un taller, cuando menos, de formación docente por semestre de acuerdo a las necesidades detectadas en las observaciones del período.
Coordinator 2 University 2	Tratamos, tuvimos… Como cambiamos, este semestre cambiamos material y el compañía del material, (compañía), nos prometió a

	darnos un taller pero hasta ahorita no han venido y nos dijeron que sí pero no han puesto una fecha cuando podamos hacerlo, entonces es una cosa. Otra cosa es que sí tenemos junta antes de que empiecen clases, yo con los profesores hablamos sobre yo les doy material, les doy copias extra, les digo pues tal cosa está todo en (copiadora) o está también en internet en el centro de aprendizaje de lenguas; si gustan, ya pueden sacar sus copias sus alumnos, platicamos de las políticas del departamento y de ese nivel.
Coordinator 3 University 2	No, nosotros los entrevistamos, nos tienen que traer su currículum, su diploma, checamos años de experiencia y usualmente nos ha resultado así. Las personas que han venido a trabajar con nosotros han sido muy serios, muy trabajadores. Hemos tenido por ejemplo profesores que no hablan español; entonces, es excelente para y nosotros los ponemos en cursos como este de 201 porque no les queda otra más que tener que hablar en inglés al alumno y van aprendiendo poquito a poquito digamos pero aún así tiene que seguir.
Coordinator 4 University 3	Pues sí hay algunos talleres que se preparan ex profeso para, no sé, planeación, para diseño de reactivos como te decía, para etcétera. Desgraciadamente hay maestros, la mayoría ya sabes, de nuestra licenciatura en lenguas modernas, que se sienten como que ya después de haber estudiado su licenciatura son omnipotentes y que ya saben todo y en consecuencia pocos asisten a los talleres que se programan. He tenido conflicto de que luego en reuniones de academia me piden "Oye, ¿Qué la editorial no nos va a dar un curso para prepararnos? Y que no se qué algo de actualización", pido a las editoriales que nos programen los cursos, se les programan los talleres, se publica la convocatoria y no llegan, o sea, tienen, te digo, la mala forma y la mala manera de pensar de que parece que consideran que ya lo saben todo y desde mi particular punto de vista creo que no debiera ser así ¿no? Creo que todos seguimos aprendiendo, yo en lo particular así me considero pero pues no todos tenemos ese modo de ser.

Question 18. **Finalmente, independientemente de la política de su institución, ¿Cuál es su opinión personal con respecto al uso de español en la clase de inglés o de un segundo idioma? ¿Podría mencionar alguna experiencia?**

Coordinator 1 University 1	Debiera reducirse gradualmente en base al progreso de niveles básicos, intermedios y avanzados. El uso de la lengua materna promueve inseguridad en el proceso de aprendizaje. Experiencia recurrente: preguntas de vocabulario.
Coordinator 2 University 2	Depende del nivel porque si es nivel uno que coordino yo de pre-universitario sí, está indispensable, porque tenemos estudiantes

	llegando que supuestamente han sabido inglés en secundaria ¿verdad? Pero no tenían nada de inglés en secundaria, entonces llegan en ceros. Tenemos otros que llegan que han tomado inglés y pero no pueden tener, no tienen buen nivel de nada, no pueden comunicar en inglés, entonces sí es indispensable. Si estoy enseñando un nivel, de vamos a decir el último nivel obligatorio 201, depende de la situación. Nunca he enseñado ese nivel por eso es difícil a decir pero he enseñado niveles altos cuando era necesario a ver, a decir algo en español, la cosa es que no podemos garantizar que el alumno va a tomar inglés cada semestre y el estudiante que empieza en 010 pre-universitario uno y termina dos y tres y luego va a niveles universitarios muy probable que no ha tomado inglés muy consecutivamente cada semestre, entonces llegan y tienen muchos hoyos y a veces tienes que hablarles y explicarles, especialmente con los que llegan y no han tomado inglés por tres o cuatro semestres y te dicen "Pero voy a graduar, este es mi último semestre". A veces uno tiene que usarlo, no quiero, como dije no enseño ese nivel pero sí yo he visto que sí tienen que hacerlo de vez en cuando, siempre no, lo mejor es no.
Coordinator 3 University 2	Como había mencionado, si es un nivel básico sí es necesario el español porque se rompe mucho la comunicación, mientras más va avanzando es mucho menos lo que debería de usarse en la clase, por ejemplo en mi nivel yo no uso español. Dos o tres instancias en que lo he usado ha sido porque no me entendieron, francamente no me entendieron, hasta el mejor alumno no me entendió digamos y es alguna indicación de alguna tarea o más que nada un escrito que tienen que hacer relacionado a un ensayo, entonces como eso es un poco más complicado y como no han tenido la experiencia en estar trabajando y además es diferente del español al inglés cómo escribir, entonces puede que dé una oración pero muy raras veces, es muy raro eso, rarísimo, rarísimo, rarísimo, donde sí más he usado es cuando los regaño después del examen de medio semestre; este semestre no lo tuve que usar pero les digo, hasta yo les digo a los alumnos "Voy a usar español hoy, entonces y créanme que ustedes no quieren que yo use español, procuro nunca tener que hacer esto pero cuando hablo en español es porque de veras" y entonces ya les digo "No estudiaron o no entendieron, no vinieron a verme, no le dedicaron el tiempo, un día antes del examen no era el tiempo de venir a ver qué gente ya tiene problemas y qué pasó durante todo el semestre…", les digo ese tipo de cosas y eso es lo único que les diría en español.
Coordinator 4 University 3	Dentro de lo personal restrinjo mucho el uso del español con mis alumnos, incluso jugamos a que aquél que utiliza español o dice algo en español es multado, es multado económicamente y eso lo

| | utilizamos para que al final del curso con ese dinero que se recolecta se va guardando un registro de con cuánto va cooperando cada uno de los alumnos y al final del curso se hace un balance de cuánto se juntó y se utiliza para que los muchachos tengan su convivio ¿no? Hay ocasiones en que durante el semestre por decir hay algún evento en el que los alumnos puedan participar, no sé, se me ocurre en este semestre pasado hubo una kermesse, los alumnos participaron en una actividad, juntaron cierta cantidad de dinero, ese dinero se guardó, se unió a lo que habían juntado por estar hablando, por decir algo, en español en clase y ya, tuvieron su convivio, no tuvieron que desembolsar más nada y es como un ahorrito que les voy haciendo para ellos y al mismo tiempo la intención final es minimizar el uso del idioma, del español, pero generalmente sólo lo ocupo cuando veo que ya expliqué algo por segunda, incluso a lo mejor por tercera vez y veo ojos cuadrados y entonces es cuando decido regresarme a un poquito de español ¿no? Yo incluso el español lo ocupo para algún chascarrillo que por lo mismo de nuestra cultura pues no puede decirse en inglés ¿no? Sino que deba ser en nuestro español pero eso es propiamente con el objeto de mantener un ambiente más amigable en clase ¿no? Pero no como que sea el vehículo para la construcción de la clase, no, es simplemente como un recurso adicional. |

Appendix H
Timing, Purposes, and Examples of MT Use in Participant Universities

University 1 Elementary Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'05	Student (S)	Pair / group work	"A ver, ¿Quién empieza?"	5
'08	S	Addressing the teacher	"Oiga teacher"	11
'11	S	Providing answers	"Sería…"	6
'15	S	Expressing doubts	"Teacher, a esto no le entiendo"	4
'19	S	Asking for clarification	"Este… ¿Lo digo?"	2
'23	S	Administrative issues (late arrival)	"Teacher, ¿Puedo pasar?"	2
'24	S	Apologizing	"Ah, sí, perdón" (A student apologizes when making a mistake and the teacher recasts)	1
'25	S	Providing word meaning	"Barrer" (Sweep)	3
'26	Teacher (T)	Providing meaning	"¿Con qué frecuencia?" (How often?)	6
'31	S	Asking for translation	"How do you say 'treinta'?"	2
'32	S	Expressing uncertainty	"No sé cómo contestar, a ver si le atino. Sería entonces…"	1
'39	S	Addressing peers	"Oye"	3
'45	S	Establishing rapport	"¿Qué hiciste ayer?	2
1'00	T	Establishing rapport	"Más primero" (Teacher repeats a student's expression)	1
1'03	S	Making requests	"¿Le puede regresar tantito?" (A student asks the teacher to rewind the CD)	1
1'25	S	Activity checking	¿Qué tienes en la uno?	1
1'25	T	Explaining		2

Minute			grammar		
1'30	T	Clarifying a point	"Tienen que completar el diálogo"	2

University 1 Advanced Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'04	S	Pair / group work	"¿Qué tenemos que hacer?"	9
'07	S	Administrative issues (late arrival)	"¿Puedo pasar?"	2
'08	S	Addressing peers	"¿Qué onda?"	8
'25	T	Providing meaning	"Más aún" (furthermore)	6
'28	T	Clarifying a point	"No, aquí tienes que completar lo que te piden"	3
'52	S	Addressing the teacher	"Oiga miss…"	1
1'11	T	Establishing rapport	"Ya me amolé si no me sé las demás"	4
1'16	T	Giving instructions	"Miss, ¿Por qué no podemos usar diccionarios en el examen? Ahora van a usar diccionarios"	1
1'30	T	Encouraging students	"Está bien, acuérdense que una de las estrategias que vimos para el examen es 'guessing', así que si aprenden a adivinar ya la hicieron"	1
1'31	T	Activity checking	"¿De primera intención la contestaste bien?	1
1'31	T	Making reference to previous topic/class/material	"¿Te acuerdas de nuestras hojas?"	1

University 2 Elementary Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'15	S	Pair / group work	"Pásate para acá"	4
'17	T	Providing meaning	"Esa palabra ya la vimos. Fridge, refrigerador"	10
'20	S	Addressing the teacher	"Por eso, voy para allá" (A student changes places for doing pair work)	7
'20	S	Asking for clarification	"¿'Will' es pasado?"	4
'29	S	Refusing to participate	"No, no quiero" (when teacher asks the student to translate)	1
'30	T	Administrative issues (late arrival)	"¿Por qué hasta ahorita?"	2
'30	S	Administrative issues (late arrival)	"Es que tuve que ir a ver a mi hermano"	2
'30	T	Explaining grammar		1
'31	S	Establishing rapport	"Teacher, cámbieme de equipo"	2
'33	S	Addressing peers	"¿Tienes clase?"	4
'41	T	Classroom management	"A ver, ya"	1
'45	T	Asking for clarification	"¿Yo no tomo carne?	3
'46	T	Giving instructions	"Take out your notebooks, libretas"	2
'59	T	Activity checking	"¿Ya las dos?"	1
1'09	T	Class closure	"A ver, por favor estudien"	1

University 2 Advanced Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'14	S	Pair / group work	"Tú empieza"	5
'14	S	Addressing peers	"Tienes que escoger un objeto"	2
'15	T	Providing meaning	"Principles, principios"	1

University 3 Elementary Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'25	T	Making reference to previous topic/class/material	"Idiomatic Future. Acuérdense ¿Cómo se daba?"	1
'27	S	Pair / group work	"A ver…"	2
'30	S	Asking for clarification	"Profe, ¿La tres es 'She's going to has?'"	2
'31	T	Establishing rapport	"Si no luego 'Ay, no puedo hablar'"	16
'35	S	Establishing rapport	"Porque hay un letrerito que dice 'La piratería no es mala porque está hecha en México y lo hecho en México está bien hecho'"	1
'37	T	Providing meaning	"The mass, la misa"	3
'39	S	Asking for translation	"Profe, ¿Cómo se dice 'Para recibir la cartilla ya liberada'?"	1
'44	T	Giving instructions	"Vamos a ver los ejercicios de la página noventa y cuatro"	5
'45	T	Activity checking	"¿Cuál sería más peligroso, el uno o el seis?"	2
1'00	S	Asking for word meaning	"Profe, ¿Qué es 'shed'?"	2
1'00	T	Culture	"Okay, esto es cultural,	4

		explanation	pongan atención"	
1'09	S	Addressing peers	"¿Y tú?"	1
1'17	T	Asking for translation	"¿Cómo dirían 'Kilómetros por hora'?"	2
1'30	T	Clarifying a point	"'What is like?' Es '¿Cómo es o cómo está? También pueden decir '¿Cómo es tu hermano? What's your brother like?'"	1
1'41	T	Class closure	"La próxima semana vamos a repasar para el examen"	1

University 3 Advanced Level				
Minute	**Participant of interaction**	**Purpose**	**Example**	**Times the interaction occurred**
'37	S	Addressing peers	"¿Tú ya lo leíste?"	2
1'32	S	Checking correct use of words	"I have seen that in cartoons ¿Caricaturas?"	1
1'42	S	Borrowing	"Because the 'cadáver' of the woman"	2
1'49	S	Asking for word meaning	"And 'atropellar'?"	1

Appendix I
Uses Given by the Participant Students to the MT in the EFL Classes Observed at the Three Participant Institutions

Use	Number of times the students used the MT for this purpose
Pair / group work	25
Addressing peers	20
Addressing the teacher	19
Asking for clarification	8
Administrative issues (late arrival)	6
Providing answers	6
Establishing rapport	5
Expressing doubts	4
Asking for translation	3
Asking for word meaning	3
Providing word meaning	3
Activity checking	1
Apologizing	1
Borrowing	1
Checking correct use of words	1
Expressing uncertainty	1
Making requests	1
Refusing to participate	1

Appendix J
Uses Given by the Participant Teachers to the MT in the EFL Classes Observed at the Three Participant Institutions

Use	Number of teachers who used the MT for this purpose	Number of times the teachers used the MT for this purpose
Providing meaning	5	26
Establishing rapport	3	21
Giving instructions	3	8
Clarifying a point	3	6
Activity checking	3	4
Culture explanation	1	4
Explaining grammar	2	3
Asking for translation	1	2
Class closure	2	2
Making reference to previous topic/class/material	2	2
Asking for clarification	1	1
Classroom management	1	1
Encouraging students	1	1

Appendix K
Previous Research Findings this Study is Congruent with

Author	Reasons for using MT in the L2 classroom
Kelly (1969)	For teaching meaning
Rollin (cited in Kelly, 1969)	For teaching grammar
Nation (1978)	For teaching meaning
Lu (1985)	For presentation
Atkinson (1987)	For eliciting language, checking comprehension, giving instructions, co-operation among learners, discussions of classroom methodology, presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies
Kharma and Hajjaj (1989)	*In the early stage*, as a "framing function, at the beginning and end of the lesson, chatting with students, establishing contact and a relaxed atmosphere in which the core of the lesson is embedded" (Aston, cited in Kharma and Hajjaj, 1989: 231) For providing context for presentation and practice where otherwise the use of second language would be time consuming For providing explanation for certain new items (e.g. abstract words) or complicated grammatical structures For drawing comparisons between the structure of the second language and that of the mother tongue As comprehension checks where the sole purpose of reading/listening exercise is purely comprehension As partial checking of students' out-of-the-classroom reading, e.g. supplementary of free reading

Appendix K (cont.)

Author	Reasons for using MT in the L2 classroom
Kharma and Hajjaj (1989) (cont.)	For explaining some of the second language cultural aspects which would otherwise be difficult for the students to understand or appreciate As a parallel activity In code-switching as a technique of language learning (cf Cloze tests)
Richards and Rodgers (cited in Kharma and Hajjaj, 1989)	For explaining new items and to enable comparisons to be made between the foreign language and the students' native language
Harbord (1992)	For facilitating teacher-student communication For facilitating teacher-student rapport For facilitating learning of L2
Stanley (2002) Ed.	For grammar explanations; vocabulary teaching (especially abstract lexical items); classroom management; introduction of the first lesson; and improving teacher-student rapport
Tang (2002)	For explaining the meaning of words, complex ideas, and complex grammar points For explaining parts of the text or to give instructions, as well as to compare the two languages For discussing the meaning of some difficult, abstract words and the grammar and ideas expressed in long and complicated sentences and to keep order in the classroom For students to explain complex grammar points and to help define some new vocabulary items

Appendix K (cont.)

Author	Reasons for using MT in the L2 classroom
Tang (2002) (cont.)	For students to practice the use of some phrases and expressions and to explain difficult concepts or ideas For helping students understand difficult concepts better, understand new vocabulary, feel less lost, understand jargon, and improve their translation ability
Coelho (2006)	For supporting the acquisition of English through a strong foundation in the L1 For contributing to academic success through continued development of the L1
Kraemer (2006)	For classroom management and administrative vocabulary For translation of individual words For preventing and remedying students' lack of comprehension For talking to individual students during individual, pair, or group activities For grammar instruction For establishing empathy/solidarity with the students For teaching history and culture
Zemach (2006)	For helping teach English; for a far more efficient use of class time
Balosa (2007)	For helping students achieve the instructional goals, improve their self-image and motivation, and "overcome some of the limitations of the English-only instruction"

Appendix L
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2004:4)

PRIMERA PARTE

¡Así es la vida!¹

Saludos y despedidas

En la cola²

Elena:	¡Buenos días! ¿Cómo te llamas?
Juan Carlos:	¡Hola! Me llamo Juan Carlos Fernández. ¿Y tú?
Elena:	Soy Elena Acosta. Mucho gusto.
Juan Carlos:	El gusto es mío.

En clase

Prof. López:	Hola, buenas tardes. ¿Cómo se llama usted?
María Luisa:	Me llamo María Luisa Gómez.
Prof. López:	Mucho gusto. Soy la profesora López.
María Luisa:	Encantada.

En el pasillo³

Jorge:	Hola, Rosa. ¿Qué tal? ¿Cómo estás?
Rosa:	Muy bien, Jorge, ¿y tú?
Jorge:	Eh...regular...

En la biblioteca⁴

José Manuel:	Buenas noches, señora Peñalver, ¿cómo está?
Sra. Peñalver:	Bastante bien, José Manuel. ¿Y tú? ¿Cómo estás?
José Manuel:	No muy bien.
Sra. Peñalver:	¿De verdad? Lo siento, José Manuel.

En el parque

Eduardo:	¡Hasta mañana, Raúl!
Raúl:	¡Adiós, Eduardo!

---

¹That's life!
²line, queue
³hallway
⁴library

4

Appendix M
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2004:5)

¡Así lo decimos!¹ Vocabulario

Saludos (Greetings)

Otros saludos	Other greetings
¿Qué pasa?	What's happening? What's up? (inf.)
¿Qué tal?	What's up? How's it going? (inf.)
¿Cómo está usted?	How are you? (form.)
¿Cómo estás?	How are you? (inf.)

Respuestas	Answers
Bastante bien.	Pretty well.
De nada.	You're welcome.
¿De verdad?	Really?
Lo siento.	I'm sorry.
(Muy) Bien, gracias.	Fine (Great), thank you.
(Muy) Mal.	(Very) Bad.
Más o menos.	So, so.
(Muchas) Gracias.	Thanks (a lot).
Regular.	So, so.
¿Y tú/usted?	And you? (inf./form.)

Otras despedidas	Other farewells
Hasta luego.	See you later.
Hasta pronto.	See you soon.

Otras presentaciones	Other introductions
¿Cómo se llama usted?	What's your name? (form.)
¿Cómo te llamas?	What's your name? (inf.)
Me llamo...	My name is...
Mi nombre es...	
Soy...	I am...
Encantado/a.	Delighted.
El gusto es mío.	The pleasure is mine.
Igualmente.	Likewise.

Otros títulos	Other titles
el/la profesor/a	professor
el señor (Sr.)	Mr.
la señora (Sra.)	Mrs.
la señorita (Srta.)	Miss

Otras palabras y expresiones	Other words and expressions
con	with
mi/mis	my
o	or
tu/tus	your (inf.)
y	and

Vínculos

Use the following instructional resources to practice *saludos y presentaciones.*
- Companion Website: Chapter 1, Review, Activity: Rev 1-1
- IRCD: pp. 5 and 6

Teaching tips

Use this vocabulary as a reference section and to vary your minidialogs with students. Have students stand up, introduce themselves, and create their own short dialogs. The activities in this section progress from receptive to productive, with the last ones the most open ended. Build student confidence by building slowly toward the more creative activities. The pronunciation sections in the text provide some basic rules and practice, but most of the explanations and practice are in the lab program.

¹That's how we say it!

5

139

Appendix N
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2004:6)

Audioscript for 1–2

1. María:	Buenos días, Jorge. ¿Qué tal? ¿Cómo estás?
	Juan:	Muy bien, María, ¿y tú?
	María:	Bastante bien.
2. Prof. Sánchez:	Hola. ¿Cómo se llama usted?
	Juana González:	Mi nombre es Juana González.
	Prof. Sánchez:	Mucho gusto. Soy el profesor Sánchez.
	Juana González:	Encantada.
3. Adriana:	¡Hola! ¿Cómo te llamas?
	Marimar:	¡Hola! Me llamo Marimar Fernández.
	Adriana:	Soy Adriana Escobar. Mucho gusto.
	Marimar:	El gusto es mío.
4. Marianela:	Buenas noches, señora Ruiz. ¿Cómo le va?
	Sra. Ruiz:	Bastante bien, Marianela. ¿Cómo estás?
	Marianela:	No muy bien.
	Sra. Ruiz:	¿De verdad? ¿Qué pasa, Marianela?
5. José:	Hasta luego, Roberto.
	Roberto:	Adiós, José.

Expansion for 1–2. Have students repeat the activity, assuming that the same people meet again one month later.

Additional activity for 1–2. Have students imagine that they are librarians. Ask them how they would greet the following people. 1. Prof. Raimundo Menocal, 3:00 P.M. 2. Srta. Martínez, 9:15 P.M. 3. Sra. Pérez, 9:00 A.M. 4. José Antonio, 10:00 A.M. 5. Mrs. Sheldon, 5:00 P.M. 6. Prof. Alberto Fernández, 8:00 P.M. 7. Lauren, 8:00 A.M. 8. Sr. García, 11:30 A.M.

Suggestion for 1–3. Have students role play their conversations in class. Encourage them to be dramatic and creative. Students may wish to vote on the best-executed performance.

Aplicación

1-1 ¿Qué tal? If you heard the statements or questions on the left, how would you respond? Choose from the list of options on the right.

MODELO: Adiós.
Hasta luego.

1. Hola, ¿qué tal?
2. Gracias.
3. ¿Cómo se llama usted?
4. Mucho gusto.
5. ¿Cómo estás?
6. Buenas tardes, Tomás.
7. Adiós.
8. Estoy muy mal.

a. __3__ Me llamo Pedro Guillén.
b. __1__ Muy bien, ¿y tú?
c. __6__ Buenas tardes, profesora.
d. __7__ Hasta mañana.
e. __8__ Lo siento.
f. __2__ De nada.
g. __4__ Igualmente.
h. __5__ Estoy regular.

1-2 ¿Quiénes son? (*Who are they?*) Listen to the short conversations on your *¡Arriba!* audio program or as read by your instructor. Write the number of each conversation next to the corresponding situation below.

__5__ two friends saying good-bye

__2__ a teacher and student introducing themselves

__4__ a young person greeting an older person

__1__ two friends greeting each other

__3__ two students introducing themselves

1-3 ¡Hola! The following people are meeting for the first time. What would they say to each other?

MODELO: PROF. SOLAR: *Buenas tardes. Soy el profesor Solar.*
ESTER: *Buenas tardes, profesor Solar. Soy Ester Muñoz.*
PROF. SOLAR: *Mucho gusto.*
ESTER: *Igualmente.*

el profesor Solar, Ester Muñoz

la Sra. Aldo, la Sra. García

Patricia, Marcos

Eduardo, Manuel

Appendix O
**Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán &
Bacon, 2004:17)**

Comparaciones

El mundo hispano

1-23 En tu experiencia. How many countries can you name whose official language is English? Can you think of differences in accents or in expressions that people use in regions of the U.S., and other English-speaking countries? As you read about the Spanish-speaking world, think about how geography influences language and culture.

There are over 375 million Spanish speakers in the world today. Spanish is the official language of Spain, Mexico, much of Central and South America, and much of the Caribbean. Spanish is spoken in some Asian countries, such as the Philippines, and by a portion of the population in Equatorial Guinea and Morocco in Africa. The U.S. has over 37 million people who are of Hispanic heritage (which is 13% of its population!). With some 22 million people who speak Spanish at home, the U.S. is the fifth largest Spanish-speaking country in the world. Today, only Spain, Mexico, Argentina, and Colombia have more Spanish speakers than the U.S. By the year 2010, one in every four U.S. citizens will be Hispanic.

The enormous diversity among Spanish speakers results in differences in pronunciation and vocabulary, similar to differences in expressions and accents in English. Different neighbors and ethnic groups influenced the words and accents of each country. Below are some examples.

❷ **1-24 En tu opinión.** Take turns telling each other in which country you are, based on what you need.

MODELO: E1: *Necesito un coche.*
E2: *Estás en España.*

	Spain	Colombia	Mexico	Argentina
car	coche	carro	carro	auto
apartment	piso	apartamento	departamento	departamento
bus	autobús	bus	camión	ómnibus
sandwich	bocadillo	sándwich	sándwich, torta	sándwich, bocadillo

Vínculos
* Companion Website: Chapter 1, Web Resources, *Comparaciones: El mundo hispano*

Teaching tips
In the first few chapters, the *Comparaciones* are in English to allow students to gain confidence in reading to learn more about the Spanish-speaking world. Use the *En tu experiencia* as a warm-up or advance organizer to help them anticipate what the reading is about. *En tu opinión* is a pair or small group activity where students comment on what they have read.

Warm-up for *Comparaciones*. Have students try to list as many Spanish-speaking countries as they can think of in three minutes. Then review the list in class and check for correct responses. Have students work together using the map in the book to locate the countries they mentioned, including Equatorial Guinea, an African Spanish-speaking country.

17

141

Appendix P
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2004:156)

Aplicación

Answers to 5-1. 2. Es una fiesta de cumpleaños. 3. Quiere la ayuda de sus hijos. 4. Antonio tiene que sacudir el polvo de los muebles y pasar la aspiradora. 5. Rosa necesita revisar el refrigerador.

5-1 En casa de la familia Pérez Zamora. Responde si es **cierto** o **falso**, segú la información de **¡Así es la vida!** Corrige las frases falsas.

MODELO: La familia Pérez Zamora vive en San José.
Falso. Vive en Ciudad Panamá.

1. Hay tres hijos en la familia.   cierto
2. Esta noche tienen una fiesta de aniversario de bodas.   falso
3. La Sra. Pérez hace todo el trabajo sola.   falso
4. Antonio no tiene que ayudar porque es su cumpleaños.   falso
5. No es necesario ir al mercado porque el refrigerador está lleno (*full*) de comida.   falso
6. Van a servir mucha comida y también pastel.   cierto

5-2 ¡Emparejar! ¿Dónde lo encuentras?

MODELO: el coche
El coche está en el garaje.

b	1. la lámpara	a.	el comedor
d	2. el sofá	b.	la mesa
e	3. la ropa	c.	el jardín
g	4. la cama	d.	la sala
c	5. las flores	e.	la cómoda
h	6. la ducha	f.	el garaje
a	7. la mesa y las sillas	g.	el dormitorio
f	8. la bicicleta	h.	el baño

5-3 ¿Qué asocias con...? Túrnense para decir qué asocian con las siguientes cosas.

MODELO: la ropa
lavar, la lavadora, secar, la secadora, planchar, la plancha, la cómoda, etcétera

1. la comida
2. el dormitorio
3. el estéreo
4. la terraza

5-4 ¿Quién lo hace en tu casa? Di quién hace estos quehaceres en tu casa.

MODELO: lavar los platos
Mi hermano los lava.

1. pasar la aspiradora
2. hacer las compras
3. sacudir el polvo de los muebles
4. barrer la cocina
5. sacar la basura
6. hacer las camas
7. lavar la ropa
8. preparar la cena

◎ STUDY TIPS

Vez

The noun **vez** is used in several adverbial expressions.

|	
a veces	*sometimes; at times*
de vez en cuando	*from time to time*
dos (tres, cuatro...) veces (a la semana)	*two (three, four...) times (per week)*
otra vez	*again*
una vez	*one time; once*

Appendix Q
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2004:166)

Comparaciones

El ecoturismo en Costa Rica

5-26 En tu experiencia. ¿Hay organizaciones en tu país que se dedican a preservar el medio ambiente (*environmnent*)? ¿En qué lugares es popular hacer ecoturismo? ¿Qué diferencias hay entre el turismo y el ecoturismo para ti? ¿Te interesa la naturaleza? ¿Por qué?
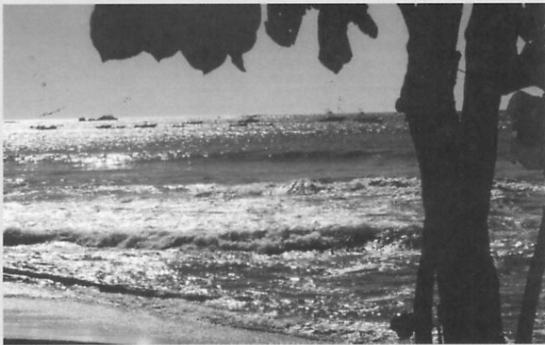
Costa Rica es el país centroamericano que más se preocupa de su ecología. El Ministerio de Recursos Naturales respalda (*backs up*) desde 1988 el programa de CAPE (*Children's Alliance for the Protection of the Environment*) en el que todos los veranos niños voluntarios limpian de basura las playas de las costas atlántica y pacífica de la nación. Además una comisión nacional de limpieza también incluye las ciudades y parques de muchas comunidades de la costa.

Las flora y la fauna de Costa Rica han convertido (*have turned*) a este país en uno de los favoritos de los ecoturistas del mundo. Todos los años decenas de miles de turistas visitan sus parques nacionales. Algunos de estos parques aceptan voluntarios por períodos de dos meses, y cientos de turistas trabajan construyendo senderos (*trails*) o haciendo investigación sobre la riqueza de la flora y la fauna de este país. En Costa Rica los ecoturistas tienen la oportunidad de ver parte de las 850 variedades de pájaros (*birds*), 35.000 variedades de insectos, entre ellas 3.000 clases de mariposas (*butterflies*), 150 variedades de reptiles y ranas (*frogs*) y 10.000 especies de plantas, entre las cuales hay 1.200 variedades de orquídeas.

Teaching tips
Have students look at the photos and make statements about what they see. Have them scan the reading to find out this information: *¿qué?*, *¿dónde?*, *¿quiénes?*, *¿cuántos?*, and *¿por qué?* Discuss *En tu experiencia* and the content of the reading as a whole class; assign *En su opinión* as a small group activity. Ask groups to recap what they learn.

Vínculos
- Companion Website: Chapter 5, Web Resources, *Comparaciones: El ecoturismo en Costa Rica*

5-27 En su opinión. Lean las siguientes oraciones y túrnense para expresar y anotar sus opiniones.

1. ¡Ni modo! No estoy de acuerdo.
2. No es probable.
3. No tengo opinión.
4. Es posible.
5. Estoy completamente de acuerdo.

a. Cuando voy de vacaciones, me gusta levantarme temprano.	1	2	3	4	5
b. Me gusta el ecoturismo.	1	2	3	4	5
c. Prefiero ir donde hay mucha gente.	1	2	3	4	5
d. No es importante ducharme todos los días cuando estoy de vacaciones.	1	2	3	4	5
e. Me gusta ir de camping.	1	2	3	4	5

166

143

Appendix R
Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán & Bacon, 2005:1)

Nombre: _____   Fecha: _____

1   Hola, ¿qué tal?

Workbook

PRIMERA PARTE

¡Así es la vida!

1-1 Saludos y despedidas. Reread the conversations in **¡Así es la vida!** on page 4 of your textbook and indicate whether each statement is true (**C: cierto**) or false (**F: falso**).

En la cola

C   F   1. El chico se llama Jorge Hernández.

C   F   2. La chica se llama Elena Acosta.

En clase

C   F   3. La estudiante se llama María Luisa Gómez.

C   F   4. La profesora se llama profesora Gómez.

En el pasillo

C   F   5. Jorge está muy bien.

C   F   6. Rosa está muy mal.

En la biblioteca

C   F   7. José Manuel no está muy bien.

C   F   8. La señora Peñalver está bastante bien.

Appendix S
**Example of SFL Material that Makes Use of the MT (English) (Zayas-Bazán &
Bacon, 2005:447)**

Nombre: _____ Fecha: _____

15 ¿Te gusta la política?

Workbook

PRIMERA PARTE

¡Así es la vida!

15-1 ¿Recuerdas? Reread the interview in **¡Así es la vida!** on page 502 of your textbook, and choose the correct answer for each question.

1. ¿Qué ocurrió en diciembre de 1987?

    a. se acabaron las guerras en América Central

    b. Óscar Arias recibió el Premio Nóbel de la Paz

    c. Óscar Arias fundó la Fundación Arias para la Paz y el Progreso Humano

2. ¿Cómo continúa su labor humanitaria el doctor Arias?

    a. con entrevistas   b. con visitas a varios países   c. con la Fundación Arias

3. ¿Cuál es el proyecto más importante para el doctor Arias?

    a. conocer a otros Premios Nóbel de la Paz

    b. controlar el tráfico de armas a países en desarrollo

    c. ganar el Premio Nóbel otra vez

4. ¿Para qué hizo el doctor Arias un llamamiento a otros Premios Nóbel de la Paz?

    a. para apoyar un acuerdo internacional

    b. para que conocieran América Central

    c. para hablar de sus premios

5. ¿Cuál el es el objetivo del acuerdo?

    a. la paz mundial   b. el control del hambre   c. el control del comercio de armas

Appendix T
Example of EFL Material that Makes Use of the MT (Downie, Gray, & Jiménez, 2006:95)

Language Biography

My words: Write these words in your language.

verbs

bake a cake _____
feel like _____
go skiing _____
miss _____
leave _____
miss somebody _____
smile _____
solve _____
throw away things _____
turn up the volume _____
wait _____

more words

candy _____
cough _____
energy _____
haircut _____
homework _____
intentions _____
jigsaw puzzle _____
plans _____
sad _____
semester _____
trip _____

city transport

traffic _____
accident _____
driver _____
bus _____
taxi _____
miss the bus _____

families

aunt _____
uncle _____
mom _____
dad _____

My phrases: Write these phrases in your language.

What are you going to do on Monday? _____
I'm going to go to the dentist. _____
Are you going to get a haircut on Tuesday? _____
That's a good idea! _____
I'm going to miss you! _____
Are you going to write to us? _____
I had a great time! _____
Have a good trip! _____

My progress: I can ...

plan a perfect weekend.
find out about vacation plans.
choose presents.
write a thank you letter.

I need help to learn this.
I need more practice with this.
I can do this.
I can easily do this.

Appendix U
Example of EFL Material that Makes Use of the MT (Downie, Gray, & Jiménez, 2006b:95)

Language Biography   Unit 14

Dictionary skills: words with more than one meaning

1 Use your dictionary to match the meanings of *right*, *pretty* and *top*.

a He has *right*-wing views about most issues. __5__
b How many *right* answers did you get? _____
c I think he is the *right* person for the job. _____
d It isn't *right* to kill animals to make coats. _____
e Turn *right* at the traffic lights. _____

1 correct
2 morally acceptable
3 opposite of left
4 suitable
5 conservative

f She was wearing a *pretty* hat. _____
g He did *pretty* well on the exam. _____

1 quite, to a large degree
2 pleasant to look at

h *Top* soccer players earn enormous salaries. _____
i They reached the *top* after climbing for a week. _____
j She wore a silk *top* and a colorful skirt. _____
k Have you seen the *top* of this jar? _____

1 a piece of clothing worn by women
2 a lid
3 best, successful
4 a summit

My phrases: Write these phrases in your language.

How's life? _____
How's he feeling? _____
What's wrong? _____
Why don't you do the same? _____
Mick! Over here! _____
Don't leave studying to the last moment. _____
Short but frequent is better than long and few. _____

My extra contact with English: Circle *yes* or *no* and write the details.

		details
homework	yes/no	_____
video or DVD	yes/no	_____
songs	yes/no	_____
books or magazines	yes/no	_____
web sites	yes/no	_____
write/read e-mails	yes/no	_____
chat online	yes/no	_____
native speaker	yes/no	_____
other	yes/no	_____

My progress: I can ...

make a language poster.
write a test.
read advice about studying.
help other people.
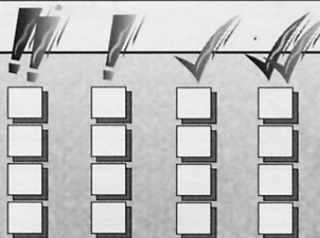
I need help to learn this.
I need more practice with this.
I can do this.
I can easily do this.

Appendix V
Example of EFL Material that Makes Use of the MT (Spanish) (Zannata, 2004:M4)

How are you today? 1

Objetivo
Saludar y presentarse.

Lenguaje
What's your name? My name's Tony.
I'm Ana.
Hello./Hi.

Vocabulario
Repaso
Cat, dog, flower, tree.

Calentamiento
- Salude a los alumnos y deles una calurosa bienvenida al nuevo ciclo escolar.
- Indique a los alumnos que se pongan de pie.
- Explique que usted va a realizar distintas acciones y a decir al mismo tiempo *Do this!* o *Do that!* y que ellos deben imitar las acciones sólo cuando usted diga *Do this!*
- Ensaye el juego una vez. Por ejemplo, levante las manos y diga *Do this!*, y luego ponga sus manos sobre sus hombros y diga *Do that!* En ambos casos, verifique que los alumnos responden de la manera apropiada.
- Vuelva a explicar el juego en beneficio de los alumnos que se hayan equivocado.

Actividad introductoria
Materiales: Pelota suave.
- Escriba las siguientes oraciones en el pizarrón: *What's your name? My name's _____.*
- Pida a la clase que las lea.
- Preséntese, lance la pelota a un alumno y pregúntele su nombre.
  M: *My name's Betty. What's your name?*
  A1: *My name's Gina.*
- Indique al alumno que lance la pelota a otro alumno y que le pregunte su nombre.
- Repita el procedimiento hasta que todos los alumnos hayan participado.

1 Listen, point and say. 🔊1
- Muestre la página 4 del *Student's book.*
- Pida a los alumnos que identifiquen diferentes elementos de la ilustración.
  A1: *It's a bike.*
- Ponga la Grabación 1 y pida que señalen los textos en sus libros.

Grabación 1
Ver *Student's book,* página 4.

- Divida la clase en dos grupos.
- Pida a un grupo que diga la parte de *Tony* y al otro que diga la parte de *Ana.*
- Indique a los grupos que intercambien los papeles.
- Divida la clase en parejas.
- Pida a los alumnos que repitan el diálogo y que luego intercambien los papeles.

■ Look and find.
- Muestre la página 4 del *Student's book.*
- Dibuje un gato en el pizarrón poco a poco y pida a los alumnos que adivinen qué es:
  M: *What is it?*
  A: *It's a cat!*
- Repita el procedimiento con *dog, tree* y *flower.*
- Muestre la página 4 del *Student's book.*
- Señale el gato y pida a los alumnos que lo identifiquen.
- Pida que encuentren al gato en la ilustración del ejercicio 1 y que lo encierren en un círculo.
- Repita el procedimiento con los dibujos restantes. Si el elemento aparece más de una vez, pida que encierren uno sólo en un círculo.

Ejercicio complementario
Materiales: Crayolas.
- Escriba las siguientes palabras en el pizarrón: *dog, cat, tree, flower.*
- Indique a los alumnos que las copien en sus cuadernos y que hagan los dibujos correspondientes al lado de las palabras.

CATCH!

Unit 1 How are you today? M4

Appendix W
Example of EFL Material that Makes Use of the MT (Spanish) (Zannata, 2004:M5)

Calentamiento
- Divida la clase en dos equipos.
- Divida el pizarrón en dos partes.
- Pida a un alumno de cada equipo que se sitúe al fondo del salón.
- Diga una oración corta y pida a los dos alumnos que corran a escribirla en su sección del pizarrón.
  M: *What's your name?*
- Otorgue un punto al equipo del primero que la escriba correctamente.
- Repita el procedimiento hasta que todos los alumnos hayan participado.

2 Trace, complete and draw.
- Muestre la página 5 del *Student's book*.
- Indique a los alumnos que tracen las letras punteadas y que completen la oración con su propio nombre.
- Pida que se dibujen a sí mismos en el portarretratos.
- Indique a distintos alumnos que pasen al frente a mostrar sus dibujos y leer la oración.
  A1: *My name's Bob.*

3 Complete and match.
- Muestre la página 5 del *Student's book*.
- Señale la primera palabra y pregunte qué letra le falta.
  M: *What's missing?*
  A: *A.*
- Indique a los alumnos que completen la palabra y que la unan con el dibujo correspondiente mediante una línea.
- Pida que completen la actividad de manera individual.

Ejercicio complementario
Materiales: 4 tarjetas.
- Escriba una de las siguientes palabras en cada tarjeta: *cat, dog, flower, tree.*
- Ponga las tarjetas cara abajo en una mesa.
- Divida la clase en dos equipos.
- Indique a un alumno que pase al frente y que tome una tarjeta.
- Pida que lea la palabra en voz baja, que cuente el número de letras que la componen y que indique al mismo número de integrantes de su equipo que pase al frente.
- Indique al alumno que susurre la palabra a sus compañeros y pida que estos se pongan uno al lado del otro y que formen las letras con sus cuerpos para componer la palabra.
- Pida al resto del equipo que adivine la palabra. Si la adivinan, otórgueles un punto; y si no la adivinan, pida al primer alumno que vuelva a poner la tarjeta en la mesa, cara abajo.
- Repita el procedimiento, alternando la participación de los equipos, hasta que adivinen todas las palabras.

Actividad optativa
- Repase el alfabeto con los alumnos, por ejemplo, cantando *The Alphabet Song* con ellos.
- Deletree todas las palabras que desee practicar, incluyendo palabras estudiadas en el curso anterior, y pida a los alumnos que las digan.
  M: *C-a-t.*
  A: *Cat.*
  M: *C-r-a-y-o-n.*
  A: *Crayon.*
- Invierta el procedimiento: diga palabras y pida a diferentes alumnos que las deletreen.
  M: *English.*
  A1: *E-n-g-l-i-s-h.*

Activity book, página 9.
1 Decode.
Los alumnos escriben las letras de acuerdo con el código. *Respuestas:* Hello! How are you? I'm fine. My name's Tony. What's your name?
Write a message in code.
Los alumnos escriben su propio mensaje en clave.