

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



**“THE ROLE AND EFFECTS OF USING THE STUDENTS’ NATIVE LANGUAGE IN THE
EARLY STAGES OF LEARNING A FOREIGN LANGUAGE ON STUDENTS ENROLLED
IN THE INTENSIVE INTERMEDIATE ENGLISH I COURSES AT THE FOREIGN
LANGUAGE DEPARTMENT IN THE UNIVERSITY OF EL SALVADOR IN THE YEAR
2015”**

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**FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING**

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INTRODUCTION

Ever since, one decides to become an education professional, there is a commitment for working in pro of the education of those who have trusted us with our guidance towards the learning of foreign languages. It is then, our responsibility to take an active role in the improvement of the quality of education that is provided. Being in a non-English speaking environment, it is our creativity, and determination the one that leads us to help others learn the language. However, we often let ourselves be led by the ideas of those professionals that teach in different environments. Take for example, in the United States, most students come from many different cultural backgrounds including language and traditions. Therefore, instructors must adapt to such conditions. In El Salvador, on the other hand, the use of the students' common language is often neglected by teachers in order to copy the style of more developed countries, ignoring the fact that we live in a different environment. This is why, this research report, the role and effect of using the students' native language in the early stages of their learning of English is re-examined in detail. As well as, its effects on students' learning of the target language.

I. RESEARCH TOPIC

“The role and effects of using the students’ native language in the early stages of learning a foreign language on students enrolled in the Intensive Intermediate English I courses at the Foreign Language Department in the University of El Salvador in the year 2015”

II. STATEMENT OF THE PROBLEM

A. Historical framework

The controversy around the teachers’ usage of the mother tongue in the foreign language teaching: Empirical and theoretical knowledge advocates that the mother tongue should be incorporated by teachers in foreign language classrooms. Findings in researches made on different countries demonstrate that teachers’ overall attitude towards the use of the mother tongue in foreign language classrooms is positive; they reported using the mother tongue for teaching purposes and a small number of use for classroom management purposes. Such findings were useful to language education policy-makers in designing more formal guidelines to help foreign language teachers to use the mother tongue judiciously. And the researches offer a model for an efficient use of the mother tongue in foreign language classrooms. Pedagogically, it is inappropriate to use the mother tongue in teaching a foreign language. Although most of the students speak the foreign language at different levels and are exposed to it on the Internet and Television, the foreign language is rarely heard or spoken on the streets. For over 120 years, the prevailing attitude in foreign language teaching has been anti-mother tongue and discouraging of the use of students’ mother tongue in language teaching.

The main principle of mother language teaching was monolingual or intra-lingual, rather than cross-lingual. The prevailing method of instruction was the Direct Method, which did

not encourage the use of comparative analysis between the mother tongue and the foreign language. Translation had pejorative overtones in teaching and was often avoided. Only more recently have researchers concluded that “translation provides an easy avenue to enhance linguistic awareness”. They recognized the importance of a comparative analysis between the mother tongue and the foreign language and that foreign language does not aim at substituting for the mother tongue. This paradigm shift to the Linguistic Interdependence Hypothesis has occurred recently and indicates a welcoming attitude to teacher usage of students’ mother tongue in teaching. However, in practice, the “judicious and principled use” of mother tongue remains an unresolved issue; teachers often feel guilty for straying from the path of teaching using only the foreign language and feel the use of the mother tongue is professionally inappropriate.

B. Description of the problem

Despite its undeniable presence, the students from Intermediate English I from the Foreign Language Department have been limited not to use their native language even in very early stages of their learning process suppressing and denying then many benefits that using their native language could have. When using only the target language, teachers leave a lot of room for misunderstanding for new EFL students since much of the language they use has not yet been studied by the students. It makes them feel uncomfortable and they are usually reluctant to participate in class, and often have problems following directions.

C. Research questions

- A. What are some observable benefits that using native language in the Intensive Intermediate English I from the Foreign Language Department during actual teaching time has?
- B. How does a student's native language influence their learning in the target language?
- C. In what situations of actual instruction should the native language be used in the Intermediate English I from the foreign Language Department?
- D. Is the casual use of native language by both instructors and learners more beneficial than full target language instruction?

D. Objectives

General Objective

- To state what the benefits of using the native language during instructions are for the students in the Intensive Intermediate English I in the University of El Salvador in the early stages of the target language.

Specific Objectives

- To establish the relationship between using the students 'native language in the Intensive Intermediate English I during early stages of their learning and their affective filter.
- To determine in which circumstances during actual teaching/learning using the native language of the students is beneficial for their learning in the target language in the Intensive Intermediate English I.

E. Justification/rationale

This project was carried out with the purpose of establishing the benefits and effects that using the student's native language has in the process of learning a foreign language, that is why it was decided to develop the study with the Intensive Intermediate English I, year 2015 from the Foreign Language Department; they were in the appropriate level for this study. The interest for studying this topic came from the experience in the language teaching/learning field having been students of the language itself and having studied to be education professionals. The truth is that using the native language is an undeniable phenomenon that is very common with those in the early stages of learning a foreign language, as it is the case of the students of the Intensive Intermediate English I courses from the University of El Salvador. In a country like the United States, using the students' native languages is an extremely challenging task, since having many diverse cultural backgrounds; the students and the teacher sometimes do not share a language. Nevertheless, El Salvador is a country where the majority, if not entirely, of the population uses Spanish at a daily basis and has little influence of other languages. Therefore, it seems to us that not taking advantage of such can be more detrimental than actually using the students' native language to enhance their learning of the target language, English in this case. This investigation exposed if using the students' native language during some teaching circumstances reduced the students' affective filter and comprehension by helping them to be more confident and enthusiastic to participate in their learning process. All that has been mentioned above has served as motivation for our team to go deeper into this topic, and so contribute to the development and reflection of the teaching performance to improve student's learning, which will later transfer into better opportunities for themselves to succeed in the globalized society we live in.

F. Delimitation of the problem

The limits of the research are established having as a sample six of the groups from the Intense Intermediate English I from the Foreign Language Department of the year 2015, the groups are: from 10:00 a.m. – 12:00 p.m. having as a teacher to BA Ludwig Cornejo, with 30 students registered from the major BA in English: Teaching option; from 1:00 p.m. – 3:00 p.m. having as a teacher to BA Julia Zarceño, with 30 students registered from the major BA in Modern Languages; from 1:00 p.m. – 3:00 p.m. having as a teacher to BA Eliseo Quintanilla, with 30 students registered from the major BA in Modern Languages; from 1:00 p.m. – 3:00 p.m. having as a teacher to BA Miguel Angel Mata, with 30 students registered from the major BA in Modern Languages; from 10:00 a.m. – 12:00 p.m. having as a teacher to BA Miguel Carranza, with 30 students registered from the major BA in Modern Languages; and finally from 5:00 p.m. – 7:00 p.m. having as a teacher to BA Ludwig Cornejo, with 30 students registered from the major BA in Modern Languages.

III. THEORETICAL FRAMEWORK

- THE FACILITATING ROLE OF L1 IN ESL CLASSES BY ÇAĞRI TUĞRUL MART

Abstract

It has been widely advocated that insistence on English-only policy and the complete prohibition of L1 would maximize the effect of learning L2 but recent studies demonstrate that the appropriate use of L1 has a facilitating role in L2 classroom. This study attempts to demonstrate that the use of L1 in ESL classes does not hinder foreign language learning.

Introduction

The widespread belief until the last two or three decades was students' maximum exposure to the foreign language but recently there has been growing interest in the use of L1 in ESL classes. Although some theories (Krashen, 1985) claim that foreign language learning can be achieved in a learning environment where the target language is spoken, a considerable amount of attention has been given to the use of L1 in L2 learning and teaching. If the use of L1 will promote language learning and will lead to efficiency, it should not be neglected, as Cook (2001, p. 402) puts forward, "open a door that has been firmly shut in language teaching for over 100 years".

The Advantages of L1 in ESL Classes

"Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued" (Atkinson, 1987, p.247).

The use of L1 (first language) in ESL classes has been debated for many years. There have been many arguments about the use of L1 whether it hinders or facilitates L2 (second language) learning. There is a widespread assumption that the use of L1 is not utilized in L2

learning; therefore, should be used as little as possible. A benefit of using L1 in ESL classes is students see differences between their mother tongue and second language. Prohibiting the use of students' mother tongue in the classroom will not give them the opportunity to make a comparison between L1 and L2. Furthermore, avoidance of L1 is a barrier to learners' sense of security in second language learning. Bolitho (1983) is of the opinion that the use of the native language permits the students to say what they really want to say in the target language. Willis is against banning the use of L1 but he points out that students should be engaged in learning activities in the target language. "Don't ban mother-tongue use but encourage attempts to use the target language" (Willis, 1996, p.130). Stern argues that it is impossible to keep L1 and L2 apart and concludes that: "the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language" (1992, p. 282). The lack of comprehension will prevent learners from achievement; therefore, L1 should be used when it is needed. As Weschler puts, "Use English where possible and L1 where necessary" (1997, p.5). Schweers (1999) suggests that teachers should integrate L1 into L2 classes to improve classroom dynamics, and states: "starting with L1 provides a sense of security and validates the learner's lived experiences, allowing them to express themselves". Nunan and Lamb (1996) stated that it is impossible to prohibit the use of L1 especially at lower. Cook (2001, p.413) suggests some factors in using the native language positively in second language teaching: *efficiency*, if the use of L1 will be more effective in L2 learning; *learning*,

if the use of L1 will contribute to L2 learning; *naturalness*, if students will feel more comfortable and confident when L1 is used in some cases, *external relevance*, if the use of both languages will help students to learn L2 effectively then the use of L1 cannot be ignored. Similarly, Harmer (2001, p.135) suggests some points that we can make in the use of L1.

a) Acknowledge the L1: It is widely accepted that the use of L1 in L2 learning is important and should not be avoided.

b) Use appropriate L1, L2 activities: Through using L1 grammar and vocabulary activities can be effectively done in the classroom.

c) Differentiate between levels: As they work more in L2, their need for L1 will get less, but they may still need translation which is considered as the fifth skill.

d) Agree clear guidelines: Students need to know when the use of L1 is beneficial

e) Use encouragement and persuasion: Students may need encouragement to speak in L2.

Cook (2001, p. 418) suggests some uses of the mother tongue as:

- To provide a short-cut for giving instructions and explanations where the cost of the L2 is too great.
- To build up interlinked L1 and L2 knowledge in the students' minds
- To carry out learning tasks through collaborative dialogue with fellow students
- To develop L2 activities such as code-switching for later real-life use

To ensure that students fully understand what to do, instructions should be given in L1 and the use of L1 is beneficial to convey meaning and explain grammar. Furthermore, it is useful for students if they use L1 while comparing their answers in groups which will lead them to an understanding of L2 better.

In particular, in some cases where learning and teaching difficulties arise, in learning vocabulary fast and comprehension of difficult concepts both the teacher and the students need to use the L1. Therefore, the use of mother tongue in foreign language teaching cannot be avoided. Tang (2002, p.37) identifies the uses for L1: classroom management, language analysis, presenting rules that govern grammar, discussing cross cultural issues, giving instructions or prompts, and checking for comprehension. "in order to prevent the misunderstanding of the meaning of the new word, teachers should provide clear, simple, and brief explanations of meaning, especially in the learners' first language" (Bouangeune,2009:189). Using L1 in L2 classes facilitates both teaching and learning, aids understanding of ESL structures and inspires meaningful learning.

Villamil and de Guerrero (1996) in their study have demonstrated the benefits of using mother tongue in foreign language and they concluded as: "the L1 was an essential tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding their action through the task, and maintaining dialogue" (p.60).

The Disadvantages of L1 in ESL Classes

When used appropriately, the use of L1 in L2 learning can be beneficial. It is noteworthy that the excessive use of the first language should be avoided. The use of L1 in foreign language teaching cannot be seen an easy option. Harmer (2001) states that the overuse of L1 restricts the students' exposure to the target language. The use of L1 to a great extent in second language learning will be a hindrance to achievement in the target language. Too much dependence on the mother tongue in ESL classes may have some disadvantages:

- 1) Unless it has been translated into their native language teachers or students feel that the language items will not be understood.

2) The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation (Atkinson, 1987, p. 246).

3) Although students have the ability to express what they mean in the target language, they will speak to the teacher in their native language.

4) Students will fail to realize the importance of the second language.

Students need to encounter the target language if they want to learn it; therefore, they are to be convinced that their communicative needs are met through speaking in the target language. As Willis puts “Explain to students that if they want to communicate in the target language they need to practice” (Willis, 1996, p. 49). The speaking performance of students develops through using the target language. As Macaro writes: “Only through the learner using L2 can she/he achieve strategic communicative competence” (Macaro, 2001, p. 183). Speaking is a crucial part of foreign language learning and speaking activities are effective if they are presented in the target language. Unless they interact in the target language, students’ speaking performance will not develop. Speaking activities give students an opportunity to advance their speaking skills; therefore, they will aid learning more if they are carried out in the target language.

The use of L1 has been considered as detrimental in ESL classes; on the contrary, mother tongue plays a crucial and facilitative tool in foreign learning process. The benefit of using L1 in foreign language learning has been recognized by many researchers. It should be noted that L1 remains a natural resource in L2 learning. The teacher is whether native or non-native speaker, the learner is whether beginner or advanced level, the use of L1 is whether allowed or banned, the use of L1 in ESL classes cannot be avoided.

Transfer

Dulay, Burt and Krashen (1982) suggest that there are two possible ways of describing the term 'interference'. One is from a psychological perspective, which suggests that there is influence from old habits when new ones are being learned. The second is from a sociolinguistic perspective which describes the language interactions which occur when two language communities are in contact. Three such examples are borrowing, codeswitching and fossilization.

Borrowing essentially means the incorporation of linguistic material from one language into another, for example, the borrowing of thousands of words from old French into Anglo-Saxon after the Norman conquest of 1066. Such words maintain their general sound pattern but alter the phonetic and phonological system of the new language. 'Integrated borrowing', according to Dulay and Burt (1974b), occurs when the new word in question is fully incorporated into the learner's IL. 'Communicative borrowing' on the other hand, reflects a communicative strategy which helps to get over the deficiencies of the L2. The learner falls back on structures or patterns from the L1 in order to get a message across. Persistent errors (e.g. wrongly incorporated errors, covert errors) could lead to fossilization where a learner, uncorrected for the reasons mentioned above, but still able to successfully get their message understood, has no socio functional need to alter their IL and so it fossilizes in that

state. A more behaviourist interpretation of interference was mentioned earlier; two types were suggested:

1. Positive transfer
2. Negative transfer

Both of these types refer to the automatic and subconscious use of old behaviour in new learning situations. Specifically, semantic and syntactic transfer of this nature reflects the most commonly understood uses of the term.

'Transfer' is also used by educational psychologists to refer to the use of past knowledge and experience in a new situation, e.g. a literate SLL does not have to learn that written symbols represent the spoken form of the new language. Similarly, concepts such as deixis are already acquired when a learner comes to learn a second language.

Dulay and Burt (1974), after studying 513 errors produced by Spanish children learning English, concluded that overall, less than 5% of the total errors were exclusively attributable to interference.

Abbreviations

L1 - Native or first language

L2 - Target or second language

L3 - A third or other learned language

FLA - First language acquisition

SLA - Second language acquisition

FLL - First language learner

SLL - Second language learner

IL - Interlanguage

CA - Contrastive analysis

EA - Erroranalysis

SOV - Subject-Object-Verb language

SVO - Subject-Verb-Object language

CLI - Cross Linguistic Influence

- The affective filter hypothesis

The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. The concept of an Affective Filter was proposed by Dulay and Burt (1977), and is consistent with the theoretical work done in the area of affective variables and second language acquisition, as well as the hypotheses previously covered in this chapter.

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1981). Most of those studied can be placed into one of these three categories:

- (1) Motivation. Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative"¹³
- (2) Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.
- (3) Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976).

The Affective Filter hypothesis, represented in Fig. 2.2, claims that the effect of affect is "outside" the language acquisition device proper. The filter hypothesis explains why it is possible for an acquirer to obtain a great deal of comprehensible input, and yet stop short (and sometimes well short) of the native speaker level (or "fossilize"; Selinker, 1972).

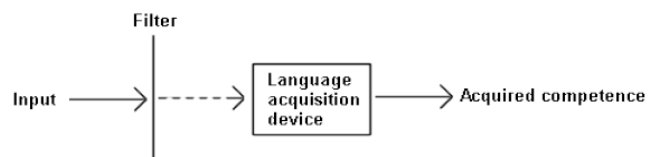


Fig 2.2. Operation of the "affective filter".

The "affective filter", posited by Dulay and Burt (1977), acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes (see text) are hypothesized to have "low" affective filters. Classrooms that encourage low filters are those that promote low anxiety among students, that keep students "off the defensive" (Stevick, 1976).

When this occurs, it is due to the affective filter.

This picture does not diminish, in any way, the importance of affective variables in pedagogy. The Affective Filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter. As discussed in Chapter V, several methods focus on just this (e.g. Counseling-Learning and Suggestopedia). The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. Of course, many teachers have felt this way about their task for years, at least until they were told otherwise by the expert.

IV. TYPE OF STUDY

This study is exploratory since there is little research on the use of native language itself in other countries such as the United States, and the U.K not to mention the wide field still unexplored in our country, and other countries where people share a common language.

V. HYPOTHESES

A. Hypotheses

- Using the students' native language in some actual teaching circumstances is highly beneficial for students.
- Using the students' native language in early stages of their learning process reduces the students affective filter thus their learning process is enhanced.
- The strategic use of native language in input (listening, reading) for the students enhances their output skills (speaking, writing) in the target language.

B. Conceptual definition of variables

Benefits: benefits are the advantages, privileges, rights, etc., that a person or thing etc., has in any situation.

Students: (Oxford dictionary) A student is a person formally engaged in learning, especially one enrolled in a school or college.

Native language: (Richard Nordquist Grammar & Composition Expert) It is the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives.

Teaching circumstances: Key moments that teacher uses to provide a deeper explanation in order to clarify any students' doubt.

Highly beneficial: (Oxford dictionary) It is producing good or helpful results or effects.

Early stages: The process of bringing learning into existence or use of the language for the first time.

Students' affective filter: (ESL Glossary) This is an imaginary wall that is placed between a learner and language input. If the filter is on, the learner is blocking out input. The filter turns on when anxiety is high, self-esteem is low, or motivation is low.

Learning process: (Oxford dictionary) The acquisition of knowledge or skills through study, experience, or being taught

Strategic use: (Merriam-Webster) Of or relating to a general plan that is created to achieve a goal. Usually over a long period of time. Useful or important in achieving a plan or strategy.

Input skill: (Antimoom) When you read and listen to correct English sentences, they stay in your memory. You can then build similar sentences yourself. The more input you get the more sentences you can imitate and the better you get at producing your own sentences.

Output skills: (Oxford dictionary) It is the product of learning or how students demonstrate what they have learned. Teachers use output to determine what students "know" or have learned about a topic.

Target language: (dictionary by Farlex) The language into which a text written in another language is to be translated. A language that a non-native speaker is in process of learning.

A. Operational definition of variables

Benefits: the privileges, rights or advantages that the students enrolled in the Intermediate Intensive English I from the Foreign Language Department will have in this research.

VI. RESEARCH DESIGN

The study is non-experimental since there was not manipulation of any variables.

VII. POPULATION AND SAMPLE

A. Population

This research project aimed to study the students enrolled in the “Intermediate Intensive English I courses” at the Foreign Language Department in The University of El Salvador in the year 2015. It is of great importance to highlight that all the students from the Intermediate Intensive English I courses were involved in the research. This with the purpose of obtaining as much data as possible and know the perspective of the students and teachers about the use of the mother tongue in the classroom. That is why the research focuses on students from the Intermediate Intensive English I; they are the ones starting this process and we want to know the kind of problems they face.

B. Sample

This research is a non-probabilistic sampling, therefore, no sampling techniques will be required since the complete population will be included.

VIII. DATA GATHERING PROCESS

A. Research instruments

This research project involved 4 instruments. 1) A survey which was intentionally designed for the Intermediate Intensive English I students from the Foreign Language Department. In addition, this instrument is written in Spanish in order to avoid language barriers during its completion. The students from Intermediate Intensive English I were surveyed. 2) A teacher interview which was designed to discuss the topic in depth with the teacher in charge of Intermediate English levels at the Foreign Language Department. The goal was to gather as much information as possible from the instructors’ experiences. 3) An Observation Chart which was used to gather information about L1 usage from actual teaching moments in the half of the population. 4) True/False cognate and writing tests

which were administered for Intermediate Intensive English Levels where observation took place.

B. Data gathering plan

The research project “The role and effects of using the students’ native language in the early stages of learning a foreign language on students enrolled in the Intensive Intermediate English I courses at the Foreign Language Department in the University of El Salvador in the year 2015” is targeted at the students enrolled in the Intermediate Intensive English I course from the Foreign Language Department. The research process was divided in four different stages, class observation, teachers’ interviews, survey questionnaires, and True/False cognate and writing test. The data gathering process began during class observation. Each research team member was in charge of one or two Intermediate groups. Observing and analyzing teachers’ usage will be carried out in two groups; one group where teacher accepts to use L1 as a tool to clarify students’ doubts and the other group where teacher does not use L1. We did class observation first in order to know the way how the teacher teaches the class and look at the students’ attitudes. Subsequently, data was collected by means of interviews to teachers of the Intermediate courses. In this regard, teachers in charge of the Intermediate groups were interviewed by the research team using a survey questionnaire, and a voice recording device. It is important because we got the perspective of the teachers about using the modern tongue in the classroom. Therefore, surveys were administered to all students during scheduled time. The survey was comprised of 37 questions. Students answered each item based on their own opinion and insight about the use of L2 in classrooms. Finally, True/False cognate and writing tests were administrated to identify the influence of L1 and L2 over students’ vocabulary. They had enough time to answer the instrument, this was one of the most important parts, because

we as researchers had to know what the students think about this issue; and then, the research team collected the sample.

IX. DATA ANALYSIS

A. Statistical procedures

To analyze data, the SPSS software— one of the mainstream data analysis package used for research and education, was used. After we collected the data, the research team analyzed each item. Consequently, the information was tabulated and represented on bar graphs.

B. Data analysis plan

QUANTITATIVE ANALYSIS

A. Data Base

This research project had two data bases in SPSS. The first one corresponds to the information that was gathered from the survey that was administered to students. The second one corresponds to the test results. As a total, 55 students participated in the test.

QUALITATIVE ANALYSIS

CLASS OBSERVATION

In this research, observation was conducted as a means of obtaining real information on the use of the student's native language in actual teaching. . Three groups from Intermediate 1 courses belonging to the Modern Language and option teaching in the Foreign Language Department was strategically chosen and observed for a total of 16 class hours, two weeks,

each. The first class, in which the tutor was referred as instructor 1, was specifically chosen since he openly admitted using Spanish in the class. The second one, instructor 2, was specifically chosen because he does not use Spanish in the class.

TEACHER INTERVIEWS

All six Intermediate 1 instructors were interviewed with the purpose of obtaining data regarding the experience in the use of Spanish for Foreign Language Teaching. The most important remarks were summarized in graphics.

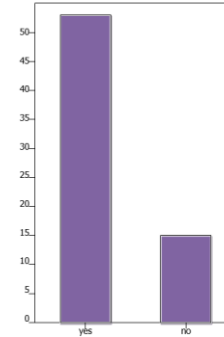
QUANTITATIVE ANALYSIS

**Sourced A: Analysis of the survey administered to the students that were observed.
GRAPH'S ANALYSIS**

TABLE 1

Does an explanation of English grammar in Spanish help you learning the language better?

Data	Frequency	Frequency %
Yes	53	77.94
No	15	22.06
Total	68	100

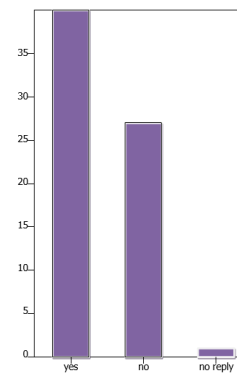


Based on the result of this question, the 77.94% students expressed that when a professor explained the grammar section using the Spanish language, they understood better, the 22.06% of the population answered no, because they are no agree that the professor used the Spanish when he explained grammar. These results show a huge tendency of student who have seen benefits in using Spanish in order to learn about English grammar.

TABLE 2

Does an explanation of English vocabulary in Spanish help you learning the language better?

Data	Frequency	Frequency %
Yes	40	58.82
No	27	39.71
No replay	1	1.43
Total	68	100

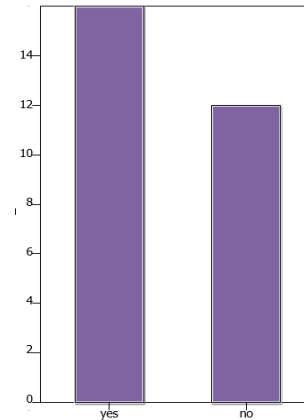


This graph shows that 58.82% of respondents said that an explanation of English vocabulary in Spanish help them learn the language better, 39.71% of respondents said that an explanation of English vocabulary in Spanish do not help them learn the language better, and 1.43% of respondents did not reply. It mean that an explanation of English vocabulary in Spanish help them learn the language better.

TABLE 3

Is it appropriate that the teacher uses Spanish to provide instructions during class?

Data	Frequency	Frequency%
yes	16	57.14
no	12	42.86
total	28	100

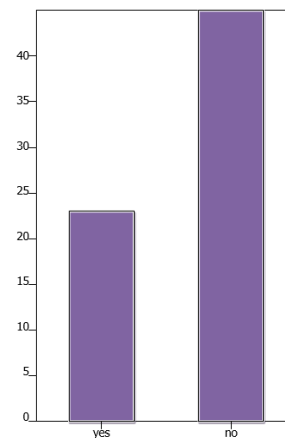


A 57.14% of respondents think that it is appropriate for teachers to provide instructions in Spanish, and a 42.86% of respondents think that it is not appropriate for teachers to provide instructions in Spanish. It means that most of respondents think that it is appropriate for teachers to provide instructions in Spanish.

TABLE 4

Is it appropriate that the teacher gives instructions for exams in Spanish?

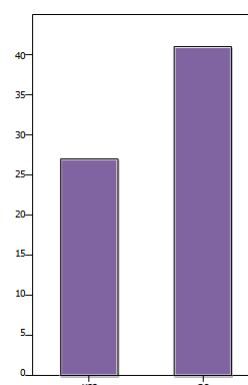
Data	Frequency	Frequency %
yes	23	33.82
no	45	66.18
Total	68	100



Based on the results, most of the students of the English Teaching major expressed that instructions for exams have not to be delivered in English only. It is interesting to note that 33.82% of the population agreed on this fact while 66.18% eagerly stated quite the opposite. This clearly shows the marked tendency even among students of rejecting the native language –Spanish, in foreign language classes. Presumably, students are already familiar with the notion of being completely exposed to English to better shape their skills

TABLE 5**Does your teacher provide feedback outside class in Spanish?**

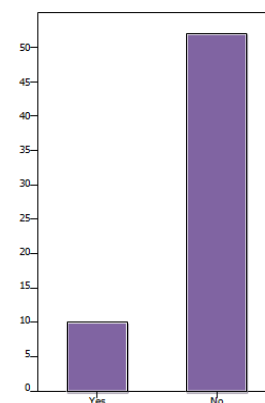
Data	Frequency	Frequency%
Yes	27	39.71
No	43	60.29
Total	70	100



Providing feedback outside class is quite important. Many teachers use the native language to address certain aspects not covered during actual instructions. Nevertheless, students of Intermediate English I at the University of El Salvador admitted that their professors do not provide feedback outside class in Spanish. In fact, the 60.29% of the student's responses demonstrate it. Nonetheless, the 39.71% stated that their professors do provide feedback outside class in Spanish. These results show most of the professors do not provide feedback outside class in Spanish.

TABLE 6**Do you think using Spanish helps you write English better?**

Data	Frequency	Frequency%
Yes	10	16.13
No	52	83.87
Total	74	100

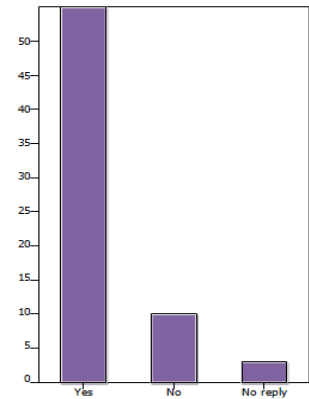


The dispersed results of this question show that using Spanish does not help students write better in English. Actually, it is properly inferred that the vast majority -83.87% of the interviewed students claimed that using Spanish could hinder their development of writing skills and proficiency. Yet, the 16.13% admitted that using Spanish helps them write better. Based on these results most of the students responded that using their mother tongue does not help them in their writing skill.

TABLE 7

Do you think true cognates helps you understanding English better?

Data	Frequency	Frequency %
Yes	55	80.88
No	10	14.71
No preply	5	4.41
Total	70	100

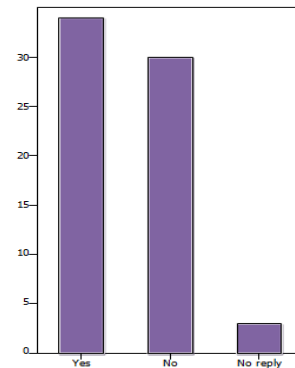


Based on the students' responses to the question above, it can be concluded that true cognates do help students understand English better. The 80.88% of the population claimed that words that have similar spelling and meaning help them achieved a better understanding of the English language lexicon. Otherwise, the 14.71% of the surveyed students stated quite the opposite while the only 4.41% did not provide an answer. These results show that the majority of the students agree that true cognates help them to understand English better.

TABLE 8

Do you think false cognates interfere with your understanding of English?

Data	Frequency	Frequency %
Yes	34	50.75
No	30	44.78
No reply	6	4.48
Total	70	100

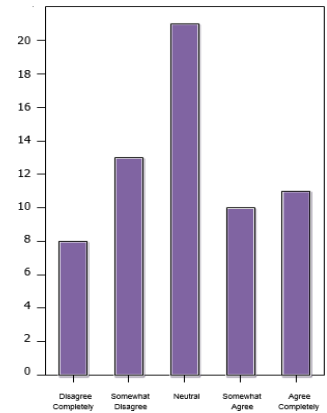


In this graphic, we can observe that 50.75%% of the students expressed finding false cognate troublesome regarding their understanding of English, leaving 44.78% of the students who said this is not issue, and 4.48% who preferred not reply. We can conclude, then, that the majority found false cognate to be an important difficulty that might lead to misunderstanding.

TABLE 9

Is it easier to understand instructions in Spanish than in English?

Data	Frequency	Frequency %
Disagree completely	8	12.70
Somewhat disagree	13	20.63
Neutral	21	33.33
Somewhat agree	10	15.87
Agree completely	11	17.46
Total	74	100

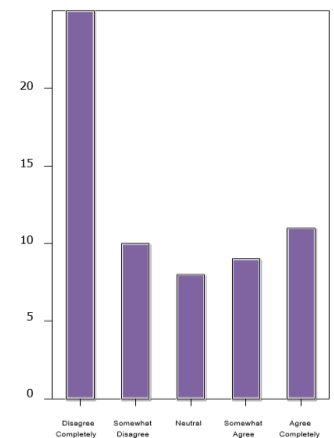


In this graph, we can observe that when it comes to instructions there is a big portion of the students who decided to take a neutral stance. Since more than 33.33% of them chose that option. Also, we can see that 12.70% of them agreed with the statement completely, and 20.63% agreed somewhat. However, 17.46% disagreed completely and partially. Their opinions are very divided since it is reflected that for students is easier to understand instructions in Spanish that in English.

TABLE 10

I'd participate more in class if I had the chance to use Spanish.

Data	Frequency	Frequency %
Disagree completely	25	39.68
Somewhat disagree	10	15.87
Neutral	8	12.70
Somewhat agree	9	14.29
Agree completely	11	17.46
Total	74	100

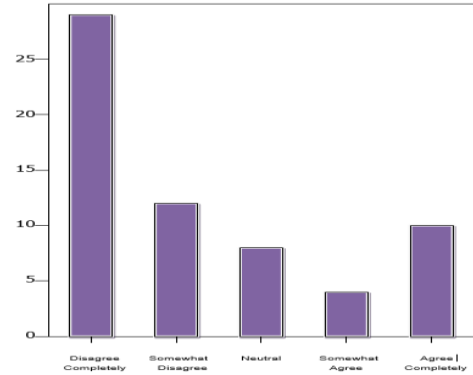


In this graph, we can observe a clear tendency towards Spanish not being a factor when it comes to participation in the classroom. Only 17% expressed to complete agree or somewhat agree with the statement and 13% took a neutral stance.

TABLE 11

I feel that my performance in Intermediate English I will improve if the teacher used Spanish in the class.

Data	Frequency	Frequency %
Disagree completely	29	46.03
Somewhat disagree	12	19.05
Neutral	8	12.70
Somewhat agree	4	6.35
Agree completely	10	15.87
Total	74	100

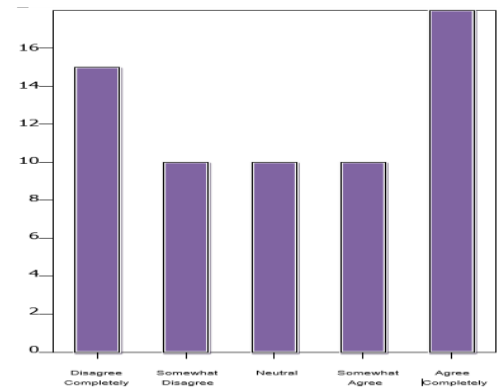


In this graph, we can observe a clear tendency of disagreeing with the statement, 46% of the students said Spanish would not make them improve their performance in the class 19% disagreed partially, and 13% were neutral. Only a total of 16% agreed completely, 6% were somewhat agree, and 3% decided not to reply.

TABLE 12

I'd feel more motivated to express my doubts in the class if I could use Spanish during class.

Data	Frequency	Frequency %
Disagree completely	15	23.81
Somewhat disagree	10	15.87
Neutral	10	15.87
Somewhat agree	10	15.87
Agree completely	18	28.57
Total	74	100

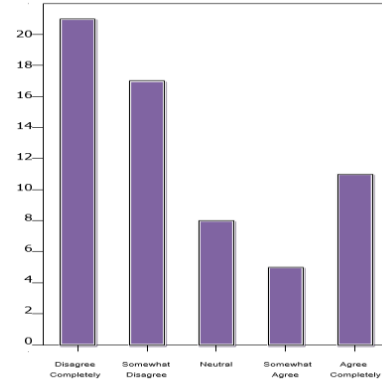


In this graph, we can observe that 24% of the students expressed that they would not feel more comfortable if they could express their doubts in Spanish 16% percent disagreed partially, and took a neutral stance as well. However, we also can observe that 16% agreed partially, and 29% agreed completely. Even though there is a slight tendency to disagree, there is still a considerate part of the population that agrees. And 3% did not reply.

TABLE 13

I'd be eager to study English if my teacher used Spanish to explain some topics.

Data	Frequency	Frequency %
Disagree completely	21	33.87
Somewhat disagree	17	27.42
Neutral	8	12.90
Somewhat agree	5	8.06
Agree completely	11	17.74
Total	74	100.00

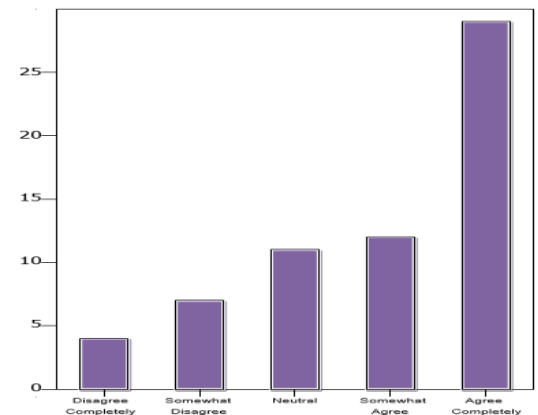


In this graph we can observe a clear tendency towards disagreeing with this statement. 34% of the students said they would not be more eager to study English if my teacher used Spanish to explain some things 27% disagreed partially, and 13% took a neutral stance. Only 8% and 18% said they agreed partially and agreed completely respectively. 3% decided not to reply to this question.

TABLE 14

I'd feel more confident to speak and write in English after checking the meaning of some words in Spanish.

Data	Frequency	Frequency %
Disagree completely	4	6.35
Somewhat disagree	7	11.11
Neutral	11	17.46
Somewhat agree	12	19.05
Agree completely	29	46.03
Total	63	100

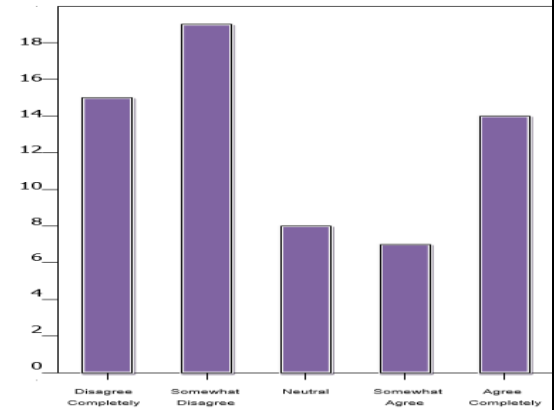


In an interesting twist, the majority of students expressed they would feel more comfortable if they had the chance to confirm what something in Spanish is, and then use it in English 46% of them agreed completely, 17% agreed partially, and 19% took a neutral stance. Only 16% percent of them disagreed partially and completely

TABLE 15

I'd feel more motivated to study if I know I can ask questions in Spanish.

Data	Frequency	Frequency %
Disagree completely	15	23.81
Somewhat disagree	19	30.16
Neutral	8	12.70
Somewhat agree	7	11.11
Agree completely	14	22.22
Total	74	100

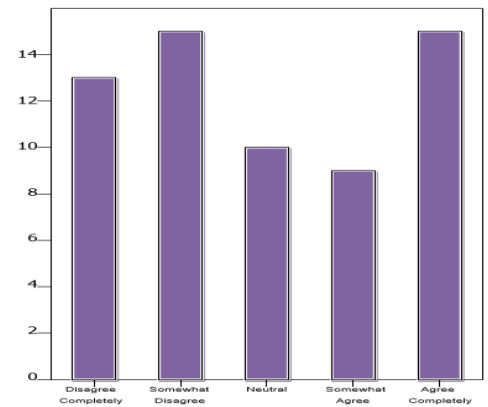


In this graph, we can observe that, even though, there is a higher tendency towards disagreeing, there is still an important amount of students who agree with the statement (22%) and another that agrees partially (11%). 12% were neutral, and 30% disagreed partially and 24% completely in both cases. And 3% did not reply.

TABLE 16

I feel more relaxed when I make mistakes if I know I can clarify my doubts using Spanish.

Data	Frequency	Frequency %
Disagree completely	13	20.97
Somewhat disagree	15	24.19
Neutral	10	16.13
Somewhat agree	9	14.52
Agree completely	15	24.19
Total	74	100



In this graph, we can observe a slight tendency to disagree partially with 24% of the students. 20% disagreed completely, and 16% took a neutral stance. Only 14% agreed partially, but 24% agreed completely, which again leaves the students a little divided regarding their opinions even with the slight tendency towards disagreeing. And 4% did not reply.

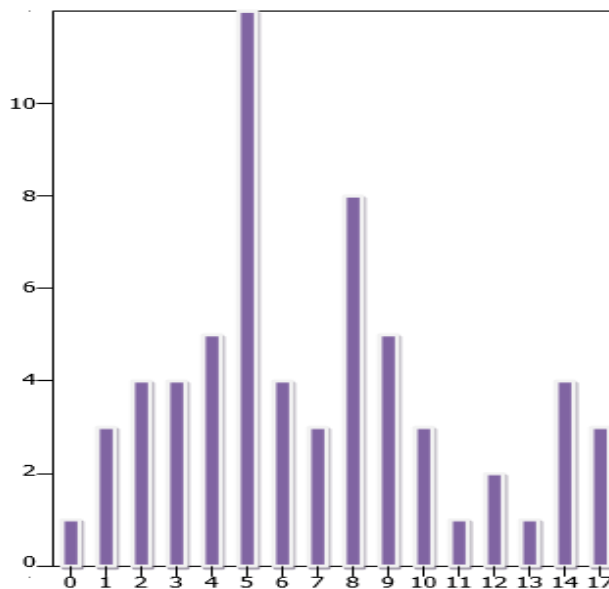
Sourced B: Analysis of the survey administered to the students were not observed

Analysis of the groups that were not observed

The research project was aimed to study the role and effects of using the student's native language in the early stages of learning a foreign language on the students enrolled in the Intermediate Intensive English I at the Foreign Language Department in the University of El Salvador in the year 2015. The six selected groups were chosen according to teacher profiles and schedules, firstly for them to fit into the characteristics the observation was pointed. Three of the six groups involved in the research participated answering just a survey and the results obtained show not remarkable differences among the six classes. Their opinion is divided on when and why professor makes use of students' native language. Half of the students said they feel more motivated to express their doubts, check the meaning of new vocabulary and grammar explanation in Spanish, comprehension is the point in which students focused to provide their opinions in questions related to understanding. But related to speaking and writing skills, students were in disagreement when their tutor makes use of their mother tongue because they would not be eager to study English and their performance in Intermediate English I will not improve if the teacher used Spanish in the class. On this part is notable that students centered on production, they dislike when professors make use of Spanish in activities in the class, not explanation but fulfilling such doings.

Sourced C: Analysis of the cognate test
2. Cognates used in the written test

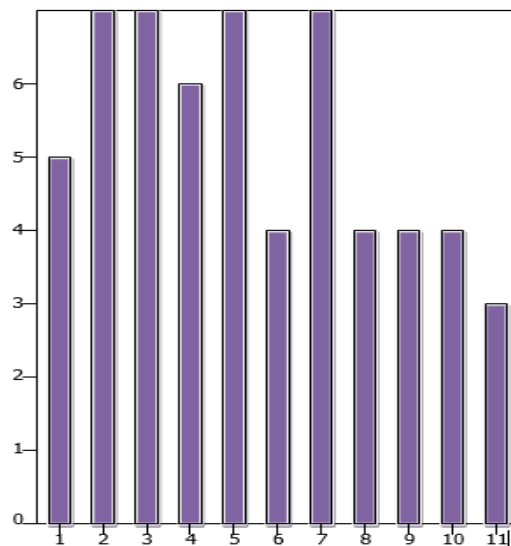
Data	Frequency	Frequency %
0	1	1.59%
1	3	4.76%
2	4	6.35%
3	4	6.35%
4	5	7.49%
5	12	19.05%
6	4	6.35%
7	3	4.76%
8	8	12.70%
9	5	7.94%
10	3	4.76%
11	1	1.59%
12	2	3.17%
13	1	1.59%
14	4	6.35%
17	3	4.76%
TOTAL=	63	100%



Among 63 students used 483 cognates which 384 were used in a appropriate way and 99 were not used in the proper way. It means that for the students is necessary the use of them in order to write a short paragraph for expressing their ideas and for expressing their experiences.

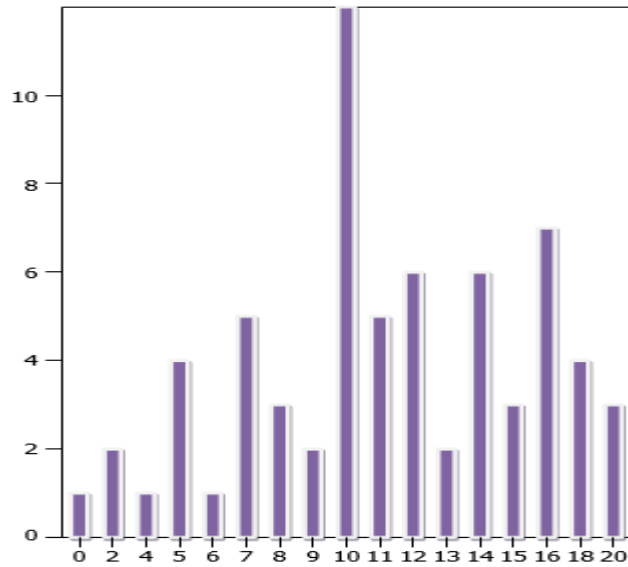
5. Spanish likes

Data	Frequency	Frequency%
0	1	1.59%
1	3	4.76%
2	4	6.35%
3	4	6.35%
4	5	7.49%
5	12	19.05%
6	4	6.35%
7	3	4.76%
8	8	12.70%
9	5	7.94%
10	3	4.76%
11	1	1.59%
12	2	3.17%
13	1	1.59%
14	4	6.35%
17	3	4.76%
TOTAL=	63	100%



In this graph 63 students took a written test and it is observed that just one student, meaning the 1.54% did not use Spanish like, therefore 62 students used Spanish like, being the 98.46% that used at least one Spanish like expression. As a conclusion students need to make use of Spanish like expressions to express their ideas.

1. Cognates tests scores



In this graph it is observed the quantity of cognates that the 63 students from the 3 groups scored, just 1 student got all the answers wrong. The mode is 12 it means that 12 students got 10 right answers it is the 17.91%, moreover in the cognate test only 3 students got a perfect score. Even that those words are very similar in both languages (English, Spanish) the students got confused in the meaning, the students and the teachers have to be careful when using cognates.

QUALITATIVE ANALYSIS

A. Source D: Class observation analysis

This research was conducted as means of obtaining real information on the use of the student's native language in actual teaching. Three Intermediate English I courses belonging to the Foreign Language Department were strategically chosen and observed for a total of 24 class hours.

Activity: Writing process

Instructor	Spanish use
Instructor 1	<ul style="list-style-type: none">- Firstly significa primeramente, hardly ever significa casi nunca.- La tierra es redonda, eso es un fact.- El fuego quema, es un hecho o no.- Saben lo que es un hecho. Los mareros son malos, eso es un hecho.- Si es un niño santo, eso es opinión.
Instructor 2	<ul style="list-style-type: none">- Did not use
Instructor 3	<ul style="list-style-type: none">- Did not use

According to the observation class in the writing process just instructor 1 used Spanish to introduce some topics. For students the information presented was clearer, so they were interested in the activities and reacted in a positive way.

Activity: vocabulary explanation

instructor	Spanish use
Instructor 1	<ul style="list-style-type: none">- Cama-bed, bedroom- dormitorio
Instructor 2	<ul style="list-style-type: none">- Did not use
Instructor 3	<ul style="list-style-type: none">- Did not use

Instructor 1 made use of Spanish just to be clear when explaining an activity. By using these two expressions in students' native language was enough for them to fulfill the practice in a successful way.

Activity: homework assignment

Instructor	Spanish use
Instructor 1	- Recuerden que para mañana no tienen que colorear.
Instructor 2	- Did not use
Instructor 3	- Did not use

In this chart it is observed that just the instructor 1 used Spanish when assigning a homework for the students, the teacher used it because at the beginning the students seem no to understand the instructions of the homework, after the teacher used it the students were clear about it.

Activity: feedbacks

Instructor	Spanish use
Instructor 1	- Did not use
Instructor2	- El profesor les explico a los estudiantes en qué áreas del examen habían fallado.
Instructor3	- Did not use

This chart shows that just the instructor 2 used Spanish in order to provide feedback about a test the students made, he corrected mistakes that the students made in the exam, at the end the students clarified doubts.

B. Source F: Teachers interview analysis

All six Intermediate I instructors were interviewed with the purpose of obtaining data regarding the experience in the use of Spanish for Foreign Language Teaching. Their most important remarks are summarized in the following graphics.

Instructors	
<ul style="list-style-type: none">• Instructor 1• 2 years of experience• (Group 11)	<ul style="list-style-type: none">• Instructor 2• 21 years of experience• (Group 04)
<ul style="list-style-type: none">• Instructor 3• 3 years of experience• (Group 12)	<ul style="list-style-type: none">• Instructor 4• 11 years of experience• (Group 06)
<ul style="list-style-type: none">• Instructor 5• 20 years of experience• (Group 07)	<ul style="list-style-type: none">• Instructor 6• 20 years of experience• (Group 09)

According to your experience, what is the role of the students' native language in their learning of English?

<ul style="list-style-type: none"> • Instructor 1 • "It is a really important one as it shows the real environment and culture of a language. A- Positively mostly all the time and depending on the kind of reinforcement, motivation, etc. B- First example is when you elicit information about American places to go they usually get enthusiastic about the culture of USA. Second example is when you bring real material from native cultures. It is always alluring to students". 	<ul style="list-style-type: none"> • Instructor 2 • "The students use that as background knowledge. For example, in English there are many words that are very similar to Spanish, which is their mother tongue, in this case, those are the cognates. They need to be careful though. There are false cognates, too. "
<ul style="list-style-type: none"> • Instructor 3 • "It depends on what level we are talking about, if we talk basic or introductory level, it shouldn't affect that much, on the other hand it might benefit students, but if it is at the basic level, but if it is an intermediate or advanced and you use students' native language then you will affect their learning negatively." 	<ul style="list-style-type: none"> • Instructor 4 • "It may be positive if it is used as a tool whenever it is necessary. It may be negative if it interferes in the case of false cognate use or the punctuation of words."
<ul style="list-style-type: none"> • Instructor 5 • Negatively, it interferes with the target language. 	<ul style="list-style-type: none"> • Instructor 6 • Negatively, it interferes with the target language.

According with professor's opinions the 50% are in favor of the use of the native language in the earlier stages of the student's learning process, because it motivates the students to participate more, also it is positive for them when the native language is used as learning tool. Meanwhile the other 50% of the professors were against of the use of the student's modern tongue in classes because it can interfere with the target language.

How often do you use the students' native language in class? Why or why not?	
<ul style="list-style-type: none"> • Instructor 1 • "I use Spanish in class when I see that my students' maybe don't understand what I tell them, and it is important. Or if there is something that has not been understood, I use Spanish, so they will understand better. . " 	<ul style="list-style-type: none"> • Instructor 2 • "The class is in English only. Not 100% percent maybe but in most classes, we speak 100% English, but once in a while, maybe there has been a percentage of 90%. "
<ul style="list-style-type: none"> • Instructor 3 • "Probably between 5 or 10%. Why? Just to make sure students understand the vocabulary or students understand my explanations in order to spend more time later, like explaining things again, because I know that they have some lack, sometimes it happens with the present perfect and simple past tense, students don't get the present perfect and in Spanish is easier, I prefer to confirm with them.." 	<ul style="list-style-type: none"> • Instructor 4 • "I use Spanish whenever is necessary to clarify the meaning of special words if there are no other resources or strategies or the punctuation of words."
<ul style="list-style-type: none"> • Instructor 5 • "At intermediate level, I almost never use the native language. In class, students have to practice English not Spanish" 	<ul style="list-style-type: none"> • Instructor 6 • "At intermediate level, I almost never use the native language. In class, students have to practice English not Spanish"

The result of this question shows that 100% of the professor's answered that they almost never used the native language in classes just in some teaching circumstances when students did not understand some special words or grammar explanations.

<p>What teaching circumstances could be performed in the students' native language? Why such?</p>	
<ul style="list-style-type: none"> • Instructor 1 • "Grammar explanations, vocabulary presentations, and whenever the students seem not to understand something." 	<ul style="list-style-type: none"> • Instructor 2 • "Only if extremely necessary."
<ul style="list-style-type: none"> • Instructor 3 • Instructions, guidelines for some tests, maybe the teaching of some grammar points, explanation of rules, maybe some humor sometimes, I might use that. 	<ul style="list-style-type: none"> • Instructor 4 • "I use Spanish whenever is necessary to clarify the meaning of special words if there are no other resources or strategies or the punctuation of words."
<ul style="list-style-type: none"> • Instructor 5 • "An oral task in a conversation on a place as a museum. In there, students try to find how interesting is going to a museum, especially in USA. If students do not get it, teachers models for students the example to follow. They possibly lose confidence, and consequently they will not learn. That is when teachers must be reluctant to not let them speak in that language, maybe you can allow students to use some words to translate and elicit information, but mostly all the time native language is an obligation for them to speak in and out class". 	<ul style="list-style-type: none"> • Instructor 6 • "An oral task in a conversation on a place as a museum. In there, students try to find how interesting is going to a museum, especially in USA. If students do not get it, teachers models for students the example to follow. They possibly lose confidence, and consequently they will not learn. That is when teachers must be reluctant to not let them speak in that language, maybe you can allow students to use some words to translate and elicit information, but mostly all the time native language is an obligation for them to speak in and out class".

According with the professor's opinions the students native language may be used in some circumstances like grammar explanation, vocabulary presentations, instructions, oral tasks etc. it is used when the students seem no to understand details about a topic, word etc.

What are some advantages and disadvantages of using the students' native language during teaching?

<ul style="list-style-type: none"> • Instructor 1 • "I know don't if we can call them advantages or disadvantages. Maybe the advantage is that they understand what you want to tell them, but the problem is that you say no. I shouldn't explain this in Spanish, you don't feel fine. You can only as a last resource. ." 	<ul style="list-style-type: none"> • Instructor 2 • "I think you wouldn't find so many advantages because the focus is to learn the target language. But they do feel more comfortable when they do not know a lot of vocabulary, when they speaking is not that good. Maybe, in that case, it could be an advantage for them, but not for their learning process. Disadvantages yes because the students are not later used to speaking the language.
<ul style="list-style-type: none"> • Instructor 3 • "You can see if students have understood an explanation for example, you can see that students understood an example, you can see that right. "Do advantages outnumber disadvantages? Or not?" And maybe in basic levels probably no, if you are using Spanish to much in intermediate or advanced you are not doing a service cause you are not using English. It is good that get used to or familiar to the English to listening to English but not all of them are at the same level, I have vary students that are advanced probably but there are some others that should be repeating, they should have failed. 	<ul style="list-style-type: none"> • Instructor 4 • "The students 'speaking skills (or others) may be affected. They are not going to develop the level of competence required."
<ul style="list-style-type: none"> • Instructor 5 • Using Spanish interfere with the target language. 	<ul style="list-style-type: none"> • Instructor 6 • Using Spanish interfere with the target language.

There is a common agreement in here, there are more advantages than disadvantages, the only positive point brought out by instructor is to make themselves clear when students did

not understand something. The disadvantages are clearly exposed by them. First you as facilitator fell not good when using student's native language.

Is the use of students' native language related to their motivation? If so how?	
<ul style="list-style-type: none"> • Instructor 1 • "I don't know. If they use their mother language in the class. I don't think it is because they are not motivated. It is because they want to be understood, but I have seen students who are very good students but when they run into a word they do not understand. Then, they ask for clarification even in Spanish, but if it is in English, it is better of course. 	<ul style="list-style-type: none"> • Instructor 2 • "I don't think so. Maybe in some cases they will use Spanish. But I don't think they will feel more motivated. If they are kind of anxious, you can have them play some games, and lower their levels of anxiety. The less anxious they are, the more they would learn I know that they would be kind of anxious listening to a language that is not theirs all the time, but, if they have been practicing since basic English, they shouldn't feel that anxious, and I don't think it is a good idea to have them use much Spanish in the class."
<ul style="list-style-type: none"> • Instructor 3 • "Yeah, probably it is, because students don't see the benefits, the importance, they don't see motivation to the recommendations of the teachers that they should be using the English, they don't see that. If you don't have the motivation they won't see it. 	<ul style="list-style-type: none"> • Instructor 4 • "It depends on the students expectations of one particular class. In most cases, is students' objectives are not accomplishment, they are going to be demotivated."
<ul style="list-style-type: none"> • Instructor 5 • "Students should be motivated to use the target language their target language not their native language". 	<ul style="list-style-type: none"> • Instructor 6 • "Students should be motivated to use the target language their target language not their native language".

All the professors agreed that the use of student's native language is not related to their motivation, the students use it because they do not get the ideas or they do not understand the meaning of a word. When a student is motivated try to use the English more than the native language.

<p>Would it be better if teachers consciously use the students' native language in early stages instead of using English only? Why or why not?</p>	
<ul style="list-style-type: none"> • Instructor 1 • No reply 	<ul style="list-style-type: none"> • Instructor 2 • "The goal is learning English, so I don't think so."
<ul style="list-style-type: none"> • Instructor 3 • "I met this American colleague, she disagreed, she said "we should be English only and students can learn this way", it is probably true but in the states where they are exposed to a lot of English everywhere, everyday, and there are different cultures, but they would have to use a neutral language, but here it might be different, but can still use but we don't use it. I started to read an opinion that says that we should expose students to read to see if they have understood the grammar and some expressions, you can use Spanish, but don't over use it, go beyond that, if you listen to it frequently, your scores may be so bad, and students are like lazy or they don't want to push themselves to use the English language, that could be one point." 	<ul style="list-style-type: none"> • Instructor 4 • "The best thing is to use the target language from the beginning if the aim is to develop students' competence in the different skills. It is ok to use native language as a tool (take advantage) in order to occasionally give instructions to basic students."
<ul style="list-style-type: none"> • Instructor 5 • I don't consider that it would be useful and it will make learning even more challenging. 	<ul style="list-style-type: none"> • Instructor 6 • I don't consider that it would be useful and it will make learning even more challenging.

It is clearly stated that it would not be beneficial for the students to be exposed by their teacher to Spanish. Reaching the goal would take more time than expected and it would not help students to develop the English skills. Spanish is a learning tool available to teachers that has to be used just when it is really necessary.

X. FINDINGS

A. HYPOTHESIS TEST

1. Using the student's native language in some actual teaching circumstances is highly beneficial for students.

Yes, our research shows that even though not all students feel comfortable when their instructors use English all the time, 78% expressed having improved their English when being explained grammar in Spanish. Besides that, after observing classes, and interviewing teachers with 20 or more years of experience, they all expressed that they have used Spanish when explaining grammar, providing feedback after test, or during the class, and when checking if students have understood instructions mainly. On the other hand, there were activities in which using English must be emphasized since there are other resources such as visuals, and background knowledge to communicate the meaning of vocabulary items specially. Not to mention that, all instructors agreed that the class should always be taught in English, and Spanish should be used only if necessary, and strategically. Regarding that, the most common level of speech used in Spanish was at the word level with 10% of presence. The use of phrases was 45%, and the use of extended speech was 15%, which means instructors are using words to have the students understand meaning when encountering a word that is unknown, and very little extended explanations, which are usually used during the grammar explanation section of the class.

Furthermore, attention needs to be drawn to the test results since even when one class had open, free use of Spanish, and the other did not, the students still performed similarly in the

test getting almost the same scores. In fact, there was a slight improvement of performance in group 09 (Instructor 2's class who uses Spanish in the class in only extreme cases.)

2. Using the student's native language in early stages of their learning reduces the students affective filter thus their learning process is enhanced.

Observation and teacher interviews showed that the reasons why students are stressed are not necessarily related to the use of Spanish in the class. In fact, during observation, in group 04, 06, and 09, some students showed signs of anxiety when their teacher used Spanish. The 46.3%% expressed not to like it when the teacher uses too much Spanish. Besides that, 40% expressed they would not feel more motivated if the teacher allowed them, or use Spanish with them. 65% also expressed they would not participate in class more often because of the same reason. Nevertheless, when being asked, about meaning confirmation, 60% agreed they do feel more comfortable when being given the chance to confirm the meaning of words, or structures in Spanish. Finally, even though 45% expressed whether the instructor uses Spanish does not affect how relaxed they feel in the class, there was another 38% that expressed the opposite, and deserve to be paid attention. Finally, observation showed that using Spanish for bonding or making jokes in the class provokes laughter in the class which makes them feel more relaxed and this avoid the students to suffer anxiety and they feel confident to participate in class.

3. The strategic use of native language in input (listening, reading) for the students enhances their output skills (speaking, reading) in the target language

No, results showed that even when the students were exposed to Spanish-free instruction, and the opposite, they still are able to express their ideas and participate in the class. They also expressed so with 84% of students saying Spanish does not make their writing better, and 70 % said it does not make their speaking abilities better. It means that even if the teacher uses Spanish or not the students always tried to participate in class.

B. ANSWERS TO RESEARCH QUESTIONS

- **What are some observable benefits that using native language during actual teaching time has?**
 - Some students feel more relaxed, and confident when confirming the meaning of words in Spanish.
 - It saves time when it comes to explaining abstract concepts that are hard to get when being explained in English only. Similarly, it saves time, and allows the students to be confident when grammar is unclear.
 - It helps instructors check comprehension after giving instructions.
 - It helps teachers make some points they want to be clear when giving feedback especially after tests, and regarding the completion of homework assignments.

- **How does a student's native language influence their learning in the target language?** It can influence positively or negatively. When writing, and speaking, it could help when there are true cognates, but influence negatively when it comes to false ones. besides that, when not being clarified, students tend to use their Spanish background to construct sentences in English, which results in Spanish like expressions that are not conventional in the use of English. Also, the students' learning can be affected negatively when they become overly dependent on the use of Spanish for clarification, and it could affect their fluency if they are constantly translating what they listen to into Spanish so they can process the information, and come up with a response.

- **In what situations of actual instruction should the native language be used?** It can be used for teaching difficult grammar instructions, explaining of abstract vocabulary, bonding with students, thus making them feel more relaxed, checking comprehension,

providing feedback after tests, and whenever the students seem to be struggling with the language, and other resources such as visuals, and reliability have been unsuccessful.

- **Is the casual use of native language by both, instructors and learners, more beneficial than full target language instruction?** Yes, 78% expressed having improved their English when being explained grammar in Spanish. When used strategically, in an environment with a common native language, using it saves time, effort, and frustration for teachers and students to make themselves understood. As they students move on, and learn more about the target language, they should rely on their native languages less and less though.

C. MOST OUTSTANDING FINDINGS

- Using Spanish strategically in the early stages of learning does help the students understand English better. By strategically, it means that it should be used for grammar explanations, or any extreme cases such as explaining abstract vocabulary.
- All instructors claimed to have used Spanish with lower level classes, which reinforces the idea that more investigation should be conducted in order to uncover more information on the use of the students' native language in a country where most people speak the same language If not all of them.

- Regardless of the use of the student's native language or not in class, they showed similar native language interference in vocabulary, and just a slight difference when using Spanish-like expressions. This means that the use of the students' native language is undeniable, and should, therefore, be used to their advantage instead of being neglected in the early stages of learning.
- Even though some students do feel comfortable when being given the opportunity to use their native languages in actual teaching, there are still some of them who would rather not have that since they are more skillful with the language. For people with a slower learning speed, using Spanish provides confidence, and motivation to continue learning.

XI. CONCLUSIONS

Based on the literature review, and data analysis results, the research team concludes that, when used properly, Spanish is beneficial to foreign language learning processes.

Here are some important remarks:

- Using the students' native language during grammar explanations, especially reduces the students' affective filter and enhances comprehension by helping them to be more confident and enthusiastic to participate in their learning process. Besides that, Spanish can be used in situations where instructions are unclear, or the use of false cognates interferes with communication. On the other hand, using such language to teach vocabulary is not only unnecessary but also disliked by students.
- It is absolutely undeniable the fact that teachers cannot keep the native language apart from students' learning. Regarding the teachers conscious use of Spanish in actual teaching moments or not, the students have shown to have similar interference of Spanish. The presence of their native language is undeniable, and should, therefore, be used to the students' advantage. In a country where everybody uses different languages for communication like the United States, it would be impossible to think about this. However, El Salvador does have a common native language, which can make learning faster, and more effective when used properly.
- Using Spanish enhances comprehension, and helps some students to build confidence. However, overusing it when it comes to output skills (speaking and writing) it has either no effect or influences their language production negatively.

XII. RECOMMENDATIONS

For Teachers in charge of Basic English Levels

- ✓ Teachers in foreign language classrooms should not prohibit the use of the students' native language to beginner students completely. On the contrary, they have to use it as a tool to foster the target language acquisition of their students.

- ✓ Teachers should use students' mother tongue only in certain situations, for example, when they explain the grammar structures, or when they present the new vocabulary because there are many words, concepts, or expressions that can be difficult for students to understand.

- ✓ Teacher should conduct more research in order to study the effects of the use of the students' native language in their speech, and other implications in foreign language education in El Salvador where the entire population speaks Spanish daily.

For Students

- ✓ Students in the foreign language classrooms should avoid overusing their mother tongue in classes because it is going to affect their second language acquisition.

- ✓ Students have to be responsible of their own learning, so that, they have to use the L1 only in certain situations when they do not understand something.

- ✓ Students should avoid using their mother tongue to translate everything their teachers say in the classroom. This practice could become a habit and this will interfere with their fluency in their target language.

XIII. LIMITATIONS

I. Time availability from us and from the teachers in charge of the English Intermediate Groups

Time was one of the greatest limitations we faced during the process of the research, initially by our schedules of classes and jobs. We took just 3 groups of the English Intermediate from the BA in English Teaching, because of the time and schedules as well we took 3 groups from BA in Modern Languages for the same reason. Once the sample was defined, we looked for the teachers in charge of those groups, finding them and explaining them our research and the purpose of it was “the easiest” part, then we faced their busy agendas and that also other thesis groups have approached them to ask them for their cooperation, making the scheduling of our activities more complicated. The research started and we planned the dates we would observe the classes and administer our instruments, we also found setbacks beyond our planning, for example observation was re-scheduled a couple of times because the TA was teaching the class in those days.

II. Lack of attendance of students to the classes on the dates of collecting data

The information we got of the number of students enrolled in each group and the number of them present in the classes observed was different as well as when administering the instruments. Fortunately, there was not a big difference. When administering the instruments, in some groups at the beginning of the class while in others at the end, we faced the inconvenience that some of the students arrived late to the classroom and teachers were specific when providing us with the instruction of making participant just to

the students present in the classroom and not to the ones arriving when the activity had already started, on the other hand when administering the instruments at the end of the class, some of the students were impatient for leaving the classroom either because they had another class or because they simply wanted to leave.

TIME TABLE 2016

N°	Activity	JANUARY					FEBRUARY					MARCH					APRIL					MAYO				JUNIO				JULIO				AGOSTO				SEPTIEMBRE				
		Weeks					Weeks					Weeks					Weeks					Weeks				Weeks				Weeks				Weeks								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5
22.				X	X	X	X	X	X	X	X																															
23.	Data analysis plan			X	X	X	X	X	X	X	X																															
24.	Elaboration of final research report					X	X	X	X	X	X	X	X																													
25.	Annexes								X	X	X	X	X		x																											
26.	Presentation of research findings																	X	X	X	X	X	X																			
27.	Pre defense of the final report																							X																		
28.	Correction of the final report																							X	X	X	X	X			X	X										
29.	Final defense of the final report																																					X				