

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

**FACTORS THAT INDUCE THE USE OF SPANISH (L1) IN SPEAKING
ACTIVITIES WHILE LEARNING ENGLISH (L2) IN BASIC ENGLISH I
COURSES IN SEMESTER I, 2015**

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AND ENGLISH

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I. INTRODUCTION

In this present research project the statement that will be developed and studied is "Factors that induce the use of Spanish (L1) in speaking activities while learning English (L2) in Basic English I courses in the Foreign Language Department in the semester I, 2015 of the University of El Salvador".

This research study comprehends a mixed method approach since it will include both qualitative and quantitative approaches. The practitioners selected both approaches in order to give a better support to the data gathered and also to obtain more information for this project.

The practitioners made use of different instruments to obtain the data. The instruments selected for this project are: Survey, Non Participant Observation and Presence and Absence Checklist.

Another section in this research project is related to the data collection made by using the instruments mentioned previously. The data will be statistical analyzed by sharing percentages of responses to the different items.

Finally, in this research project the expected results or potential findings of the research are included.

II. HISTORICAL FRAMEWORK

While searching at previous works related with the research topic, there are varied opinions, because over the years there have been diverse approaches and methods that have changed the points of view in regards of the use of the mother tongue and the moment of learning a foreign language.

The thesis "ADVANTAGES OF MOTHER TONGUE IN ENGLISH LANGUAGE" by Laura Naka (2004), presented in the 2nd International Conference on Research and Education "Challenge Toward Future" at University of Shkodra, in Shkodra, Albania. This was the starting point for our research, because it mentioned the factors that induce the use of the Mother Tongue, in the learning process of an L2 for both, students and teachers, it mentioned the Code Switching as an advantage:

"In general, regardless their ability about target language and how much time students dedicate in learning the target language, students need to practice different strategies which motivate them toward

achieving the goal of learning. According to many researchers, Teachers' Code-Switching must necessarily be applied, but in a sufficient extent, in the right place and time, especially in cases students necessities."

III. DESCRIPTION OF THE PROBLEM

English has become the most used language around the world for many aspects related to economy, studies and commerce. As a result, many people is interested in learning English and decided to study the major in Modern Languages; nevertheless, studying this major means not only to learn the language as a hobby, but to learn it as a master in four skills: Speaking, Writing, Listening and Reading. Emphasizing in: grammar, phonetic, morphology, syntax and cultural aspects.

Even though students should be involved totally in English from the beginning of the courses, Spanish is constantly used in basic level although some teachers from the Foreign Language Department consider that students prior to study the major should have an average knowledge of English, in order to make the learning process easier and look for perfection. However, the reality in the basic courses is that the English level tends to vary from student to student. This means that some students have an advance or intermediate level of English and other students do not have any knowledge of English. Therefore, teachers

struggle to enhance the goals to achieve in Basic English I since some students have issues to understand the topics they translate immediately the misunderstood information to their mother tongue in this case Spanish, and as a results teachers are forced to use it as well.

That said, this phenomenon is considered to be a big obstacle for students in the major and decided to address our project, to list the factors that induce to use Spanish in English classes in both cases, teachers and students. But since there are several factors that can produce this phenomenon the practitioners will focus on the factors that are considered as the main ones affecting in the phenomenon. For instance the factors chosen are: giving instructions to students, checking comprehension, unknown vocabulary presented in classes and finally, grammar explanation is given.

Besides that, in this research students and teachers will be involved to obtain different perspectives. The research will analyze in both sides, since is necessary to know not only the factors which induce students to use their mother tongue but also the factors that induce teachers to use it.

The research will focus on first semester students since according to the information previously found in different documents, thesis and articles; in this level students are more attached to their mother tongue.

IV. OBJECTIVES

General objective:

- To give an overview to the use of mother tongue when learning a second language in basic courses.

Specific objectives:

- To determine the main reason why teachers use Spanish in classes.
- To determine the main reason why students use Spanish in classes.
- To identify the most remarkable benefits and drawbacks of using Spanish in English classes.

V. RESEARCH QUESTIONS

General question:

❖ Which is the impact of Spanish usage in the process of learning English in basic courses at the foreign language department?

Specific question:

❖ Which is the main reason why teacher use Spanish in classes?

❖ Which is the main reason why students use Spanish in classes?

❖ What are the most remarkable benefits and drawbacks of using Spanish in English classes?

VI. JUSTIFICATION

The main purpose of this research project is to measure how the mother tongue can impact students while learning English at the Foreign Language Department of the University of El Salvador.

This research will be relevant since the data gathered in this research work will determine if is necessary to involve the first language into the language learning, in this case English, to get a better development of the language learning. This research work will contribute to students, teacher and everyone who wants to know the benefits or negative effects of using Spanish in English classes.

Besides that, the data collected can be used as reference to implement an efficient methodology to apply in classes to students with similar characteristics.

Moreover, this research can promote in students to investigate the influence that their mother tongue would have when learning English. So that, students will be able to either use or not their mother tongue as a tool or technique to learn English.

VII. DELIMITATION OF THE PROBLEM

"Factors that induce the use of Spanish (L1) in speaking activities while learning English (L2) in Basic English courses in the Foreign Language Department in the semester I, 2015 of the University of El Salvador"

Time:	Semester I
Place:	University of El Salvador
Space:	Foreign Langue Department
Scope:	Basic English

VIII. THEORETICAL FRAMEWORK

Definition of terms

Mother tongue is defined as the language which a group of people considered to inhabitants of an area acquired in the early years and which eventually becomes their natural instrument of thoughts and communication (you may wish to re-consider other definition of language, Awoniyi 1987). Mother tongue is the first language that a person learns. In terms of that view, the person is defined as a native speaker of the first language, although one may also be a native speaker of more than one language if all of the languages were learned without formal education, such as through cultural immersion before puberty. Often a child learns the basic of the language (s) from family.

Language Acquisition is very similar to the process children first and second languages. It requires meaningful interaction in the target language, natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of

rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden and Bellugi, 973), but caretakers and native speakers can modify their utterances and dressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Snow and Ferguson, 1977).

Mother tongue and translation in English Language Teaching

It is necessary to discriminate the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers Native teachers exposure to the L2 as possible during classroom time, and any usage of L or translation is a waste of time. In the past, most methods in L2 language pedagogy dictated that L1 should be prohibited in the classroom. Communicative approaches to language learning in the 1970s and 1980s considered the use of the L1 as undesirable. However, recently the attitude to mother and translation in language classes has undergone a positive change. Translation is sometimes referred to as fifth language skill alongside the other four basic skills of listening, writing, speaking and reading.

How is the impact of mother tongue in second language learning?

The Mother tongue has a role for teaching language. The positive results of the experiment according to Carless, (2008:331) mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions (it is claimed that students working in groups do not have to speak English all the time. Use of mother relates to learner identity. Negative impact of the mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms. Why do students use the mother tongue in class? According to J. Harmer (2001:131), a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. So, mother tongue can influence in second language acquisition while first language was.

Importance of the Mother tongue

Since we can only acquire a language once, (W Butzkamm - Language learning journal, 2003 - Taylor & Francis), every time we decide to learn a foreign language, as student we attempt to compare the features with the mother tongue, also because the mother tongue is the reflect of each student culture, habits and individual identity.

For that reason the native language has a huge impact, because is the connection between the new words and the background built through personal experiences, since there is already have a previous knowledge of the mother tongue in which we know the function of the features, at the moment of learning a foreign language the teacher does not have to explain with detail what the function is because the student knows about it from his/her mother tongue, but yes it will need explanation of specific details that every single language has. Accordingly, it seems to be an increasing conviction that the first language (L1) has a facilitating role in second language learning (Schweer, C 1999). As an example the adjectives, the function is the same in English and in Spanish, describe the

noun, so in this case the students are aware the function that and adjective has but not the order in which is use, because in English to describe something the adjectives is placed prior the noun and in the case of Spanish the adjective goes after the noun, example: "The Blue Car" and in Spanish "El Carro Azul".

Hence, makes the learning of English more easily due to the part of the speech of both languages is the same because in both exist the nouns, adjectives, adverbs, verbs, etc. and they work in a similar way and also for the plurals that works in the same as Spanish that add and "S" at the end of most of the words. For that reason, some learner think that the idea of abandoning the native tongue is too stressful, since the mother tongue give them a sense of security in the experience of learning a foreign language, allowing to express themselves. Auerbach (1993).

Also, is consider that as much as possible that the students know and understand about their mother tongue, the better development in the target language they will have. Due to the previous knowledge that they have in their mother tongue is reflected in the good way of speaking, using the proper word in the correct order. However, is more important,

besides the proper order of words, is the knowledge of vocabulary, due to both share the same Latin influence and have some cognates which means share some words that has the same meaning as example sofa, angel, bar, etc. A cause of that the mother tongue opens the door, not only to its own grammar, but to all grammars, as much as it awakens the potential for universal grammar that lies within all of us. This foreknowledge is the result of interactions between a first language and the fundamental linguistic endowment.

For this reason, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language (Language Learning Journal 2003). As an example if a student has developed good reading skills in his/her mother tongue, he or she is likely to be able to apply these skills when reading English. (One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored).

Moreover, if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened. And the

learners constantly wanted to check the exact meanings of the occurring terms in their native language by consulting bilingual dictionaries or asking for teacher's explanations.

The need of translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time, recently the attitude to mother tongue and translation in language classes has undergone a positive change. Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing. But this need of translation is more useful in the basic or beginning levels in which the students start to know and immerse in the use of a new language.

Interference of the mother tongue

Mother tongue is the first language the individual learns when they are a child (Cambridge, pp.420.) On the contrary, foreign language is the language belonging to a country which is not your own (Cambridge, pp.263.) Both of them have their own features in structural factors such as

syntax, the grammatical arrangement of words and morphology in general terms (Cambridge, pp. 647), the use of verbal inflections such as modes, tenses, numbers, subject verb agreement, etc. (Ameri & Asareh, 2010.)

Diverse arguments have been emphasized of not using students' mother tongue (L1) in the EFL classroom. These arguments mention that students have not a clear benefit when teachers over-rely on using their students' mother tongue, particularly when the EFL teacher is the only linguistic model and main source of Foreign Language input. Classroom situations can create various experiences for students' such as real-life situations (McDonald, 1993); if the teacher uses the Mother Tongue to a great extent, students may lose the chance to benefit from these situations. And the learning process will be slower due to the fact that students will adjust to the teaching mode in which they always receive an explanation of what they are learning in the mother tongue, and they are only memorizing what they are learning because they link it with the mother tongue, once the teacher starts using the Mother Tongue is difficult to avoid that student do not use it in the class. And for that same reason at the moment of producing orally, they think first what they want

to express in their mother tongue; and in some cases inevitably and unconsciously, due to their mother tongue; and then they translate in to the target language. And this is because in some cases the grammar structures do not coincide between the Mother Tongue and the Foreign Language. Dawson (2010) admits that teachers try to prevent their students from using L1 in the classroom, but they can't prevent students from using L1 in their brains; because brain space is filled with their mother tongue that has formed the neural networks of their brains and their knowledge in L1. But even though it is not possible to change the way the brain works when it is created an excessive dependency on the student's mother tongue could have consequences in the loose of ability to naturally communicate in English, because they will feel that the only way that they are able to comprehend something it will be only if the teacher translate the information or they use their mother tongue even when they are capable to express the same idea in English (Harbord, 1992).

According to Noor (1994), transfer can be negative "when it impedes the learning or has a negative influence over the FL" due to the differences in skills. For example, Odlin (1989, pp. 27) stated that

“transfer resides in the influence of similarities and differences between the mother tongue and the foreign language that has been previously acquired”. In some cases students tend to over generalize the grammatical rules in this way they cover the structure of sentences that they did not know in the FL; as a result of the differences in syntactic and morphological structure such as the addition of non-necessary prepositions, and the wrong use of personal pronouns, verb and number agreements, within the students’ word-for-word translation as an attempt to communicate themselves in an FL. Similarly, Alonso (1997) conducted a study in order to discover the main types of interference mistakes that beginner Spanish students made when learning English as foreign language. The author found that the phonetic, orthographic, syntactic, morphological and semantic features between the FL and the MT were problematic issues for the Spanish students, due to most mistakes being caused by transference of structures from the Spanish to the English language. Consequently, the author concluded that participating students generalized the grammatical rules of the mother tongue to cover the features in the Foreign Language that they did not know or they were not sure about.

Different researchers believe that there are several reasons or factors that induce the user of the mother tongue in the learning process of a foreign language, because in some cases as request by the student and in some other cases due to simplify time or to secure that the student understands the lesson. According to students of University of Gjakova, they did a research in which they investigated about the situations and influences that require the use of mother tongue in the EFL classrooms. And these are:

Class Management: This influence is in specific related to the teacher, because is the role that the teacher plays in order the create a comfortable environment for all the student in order that they feel confident to use the second language doing different activities for a success learning process which can be individual or group work always follow the steps of each student to verify their development and to encourage them to use the target language.

Check Comprehension: In this case usually took place after the teacher provided all the explanations about the lesson and the student did not understand the explanation and at the moment of developing

activities are not able to produce anything and could produce a demotivation in the learning of a foreign language.

Giving Instructions: For this influence is a bit of both parts first from the teacher that is the one that will provide the directions of an activity or take that the students will need to produce, the teacher has to be as clearly as possible in order that the students understand and that will be the key of the success of an activity because the student will be able to do the teachers request.

Grammar Explanation: This influence is considered one of the most complicated to avoid the use of the mother tongue because for both teachers and students tend to compare grammar patterns of the mother tongue. And usually at the moment of the explanation the teachers teach grammar in L2-L1-L2 sequence.

Unknown Vocabulary: In this influence, actually in the mother tongue there is a lot of influences from the target language in the environment of the students due to the use of international words acquire from other countries and languages. There is another amount of words

that probably the student believe that they understand the word, according to the translation that they did but since the words have different cultural meaning, this incite that the teacher tries to explain the word with synonyms and when even with synonyms they still have doubts about the words.

IX. TYPE OF STUDY

The main aim of this thesis project is to list the different factors that can induce on using Spanish in English classes, in the Basic English courses, in this way the most suitable type of study is descriptive.

Since the type of study in this project is descriptive, participants will be observed and analyzed in their natural environment without any manipulation neither in students nor teachers' behavior while using Spanish in classes. Moreover, the interaction within the practitioners' group and teachers-students; was limited and extremely to sight and list or break down the factors noticed in each observation session.

X. RESEARCH DESIGN

For this study, a non- experimental research will be done as the bases for the research. Non- experimental research is very useful for the study since the information, situations, circumstances or experiences of the participants, are not manipulated by the research group. The main purpose is to observe the phenomenon in their natural environment. Moreover, the information obtained in this research study was gathered from students who are experiencing the phenomenon.

Furthermore, the research work is non- experimental, the investigation was addressed with a cross-sectional research type. In other words, the data was gathered from repeated observation sessions that took place over a period of time. Since the purpose is to describe variables and to analyze the incident in this period of time, the practitioners observed two times per week the sample selected, in this case two courses from the Basic English I of Modern Language Major in the current year 2015.

Simultaneously, surveys were administered to students and teachers from Basic English I, to obtain the information from the participants' perspective.

Subsequently, the data obtained from the survey and observation sessions was statistically analyzed by providing percentages of frequency items.

XI. POPULATION AND SAMPLE

Population

The total population involved in our research Project are students from Basic courses, (240 students), that are signed up in these 8 courses in the Modern Language major, French and English specialty area at the Foreign Language Department of the University of El Salvador, during the semester I in 2015. This population was selected by a non-random sampling method.

Sample:

84 Students, which is the 30% of the population in this case two courses, based in the **Convenience Sampling** which is non-random sampling method since the sample was chosen by the time and accessibility to the researcher practitioners. Moreover, the practitioners

applied the **Quota Method** which consist on determining percentages in order to have figurative sample.

To select the sample was used the following statistic formula:

$$(240 \text{ Student}) = 100\% \text{ of the Population}$$

$$X = 30\%$$

Total = 72 Students = 2 courses of English Basic I

XII. DATA GATHERING PROCESS

In order to obtain essential information about the phenomenon: Spanish use in English classes; it was also necessary to apply observation sessions and administer some questionnaires to teachers and students involved, these two steps were extremely necessary to sight this important information.

As first step, the practitioners administered specific questionnaires made especially to each individual's role involved in the phenomenon. In other words teachers and students had different questionnaires to compare their points of view about the phenomenon but with different aspects and characteristics of the role they play in the teaching - learning process. These questionnaires were administered on week at the beginning of the investigation.

Subsequently, the practitioners made two observation sessions per week, a total of 8 observation sessions per group. For these observation sessions we selected two different groups: group 06 and group 12 in semester I 2015. In order to gather the information for the sessions the practitioners created a checklist and took notes about different aspects that could help the investigation.

A. Research Techniques:

The techniques used in this project were directive and indirective, being the directive one the survey and the indirective the observation and check list.

➤ ***Survey:***

The technique that was taken as the point of departure for starting the research is the survey which gathered essential information to analyze the phenomenon of this research Project. The survey was administered at the beginning of the research to teachers and students in Basic English courses, in semester I 2015.

➤ ***Non Participant Observation:***

in this study the non-participant observation was selected since students and teachers were observed and analyzed in their natural environment without any manipulation, due to the main purpose of using this technique is to support the information gathered in the survey administered previously or in the contrary to obtain the real factors involved in the phenomenon.

B. Research Instruments

The instruments that were used in this research study were:

➤ ***An adapted questionnaire:***

The questionnaires used were taken from previous research instruments. The questionnaires were especially adapted to sight the point of view of the students and teachers involved so that they have different aspect to measure. The questionnaire for students consists of eight questions to be administered and nine questions for teachers.

➤ **Checklist :**

Two checklists were created especially to each actor involved. The checklists used were self-elaborated checklist. One checklist was designed for the student which was made up of 12 items to measure their behavior while using Spanish in classes. Another checklist was self-elaborated as well for teachers which contains 9 items.

➤ **Pilot test:**

In order to test the data gathering and identify potential troubles in the surveys, a pilot test was carried out. This was administered randomly with 5 students from a basic Intensive English course, in the second week of April. This pilot test was created in order to validate the different items presented in the survey, and to make sure that all these items are clear and to improve some of the items if it was necessary.

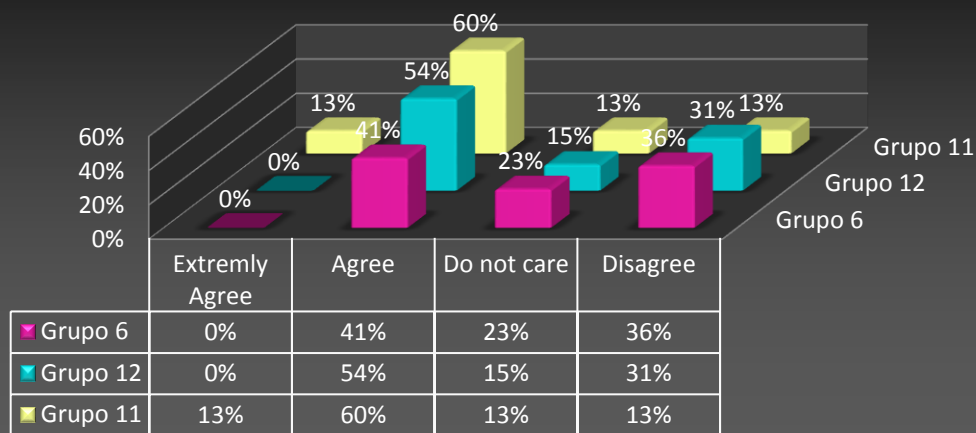
XIII. DATA COLLECTION AND INTERPRETATION

In order to collect an essential data for the investigation was necessary to collect information from the individuals who are facing the phenomenon; "Basic English courses in the Foreign Language Department in 2015". At the beginning of the investigation, the practitioners' group administrated a questionnaire to teachers and students, in this way the investigation group would have both perspectives about the use of Spanish in English classes. Moreover, the practitioners made 8 observation sessions per group, the observation was addressed to both, teachers and students, so that the investigation group would compare the information obtained in the questionnaires and the behavior they are able to observe.

Graphs analysis and interpretation for each question answered and the analysis for the checklist and observation sessions made are the next section.

STUDENTS' SURVEY DATA COLLECTION AND ANALYSIS

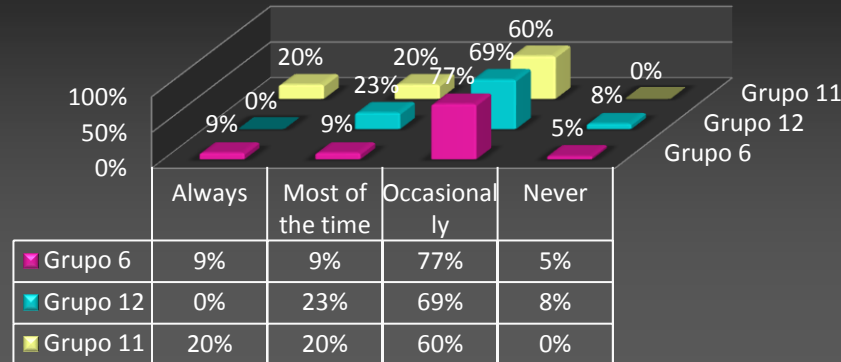
1. Do you consider the use of Spanish in classes, necessary to learn English?



Question 1: Do you consider the use of Spanish in classes, necessary to learn English?

According to the Student's Survey the 13% of students in group 11 considered Extremely Agree the use of Spanish in class during the learning process of English, 60% of the students agreed with the usage, 23% of students do not care if they use it or not the Spanish and a 13% of students completely disagreed of the use of Spanish in an English class. On the other hand, in group 12, 54% of the students reflected that they agreed of using Spanish, 15% of the students did not care if they use only English and 31% of the students disagreed of using Spanish. In contrast, group 6, 41% of the students agreed that is necessary the use of Spanish in a English class, 23% of the students did not care if they is necessary or not the use of Spanish, and a 13% of the students, totally disagreed of the use Spanish in the English class.

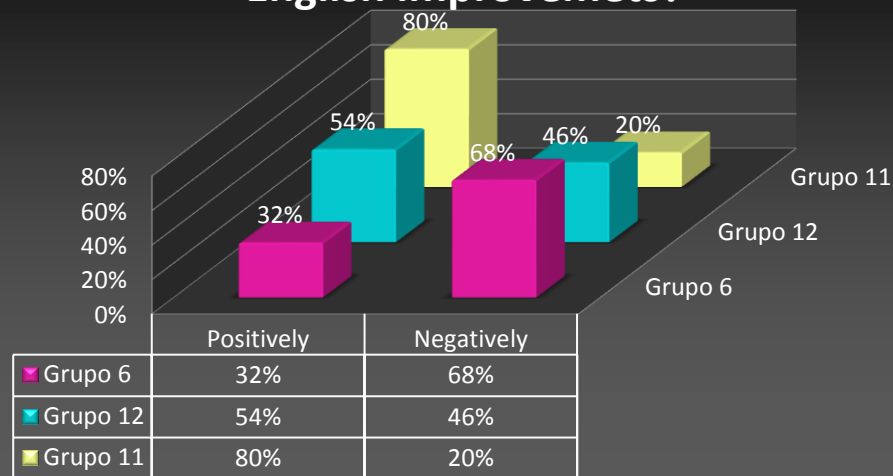
2. Are you comfortable with the use of Spanish in English classes?



Question 2: Are you comfortable with the use of Spanish in English classes?

According to the Student's Survey, the 9% of the students in group 6, were always comfortable with the use of Spanish in the English class, other 9% of the students were most of the time comfortable with the use of Spanish, and additional 77% of the students, were occasionally comfortable with the use of Spanish in the English class, and an extra 5% of students, they never felt comfortable to use Spanish in the English class. On the other hand, in group 12, a 23% of the student, most of the time they were comfortable using Spanish in the English class. Other 69% of the students occasionally were comfortable of the use of Spanish in the English class. And an additional an 8% of the students, were never comfortable with the use of Spanish. Oppositely, in the group 11, 20% of the students were always comfortable to use Spanish in during the English class. Other 20% of the students were most of the time feeling comfortable of using Spanish in the class and an extra 60% of the students, occasionally were comfortable with the use of Spanish in the English class.

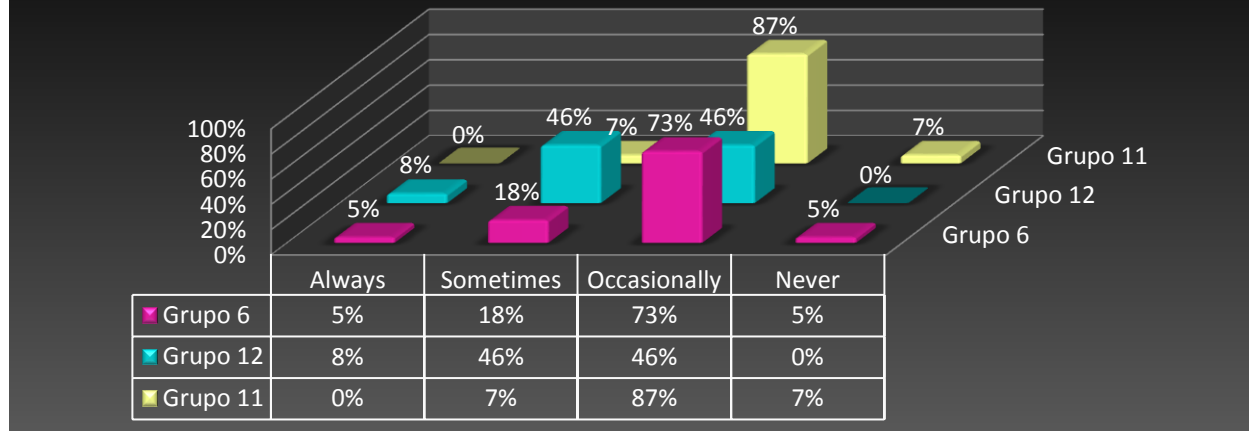
3. How does using Spanish in class impacts your English improvements?



Question3: How does using Spanish in class impacts your English improvements?

According to the Student's Survey, the 32% of the students in the group 6, considered a positively impact the use of Spanish for the English improvements, and a 68% of the students pondered that has a negatively impact. On the other hand, the 54% of the students in group 12, reflected that they had a positively impact in the use of Spanish and helps in the English improvements, and a 46% of the students, believed that has a negatively impact on their English improvements. In contrast, the 80% of the students in group 11, they contemplated that the Use of Spanish in the class impacts positively in their English improvements, and a 20% of the students, regards that the use of Spanish impacts in a negatively way in the English improvement.

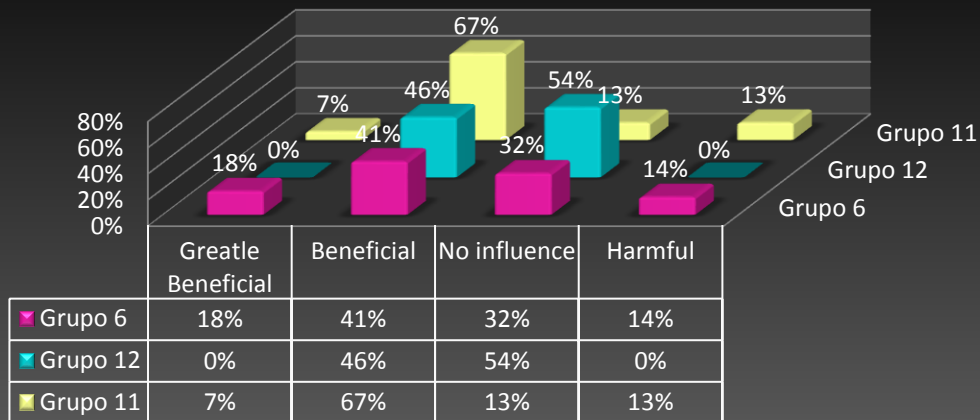
4. How often the teacher use Spanish in the classroom?



Question 4: How often the teacher use Spanish in the classroom?

According to the Student's Survey, the 5% of the students in group 6 mentioned that their teacher use Spanish in the classroom; other 18% of the students, told that that their teacher sometimes use Spanish in the classroom. On the other hand, the 73% of the students remarked that their teacher occasionally uses the Spanish during the class and a 5% of the students commentated that their teacher never use Spanish in the class. Oppositely 8% of the students in group 12, mentioned that their teacher use Spanish in the classroom; other 46% of the students, told that that their teacher sometimes use Spanish in the classroom. Instead, the 46% of the students remarked that their teacher occasionally uses the Spanish during the class. In contrast, the 7% of the students in group 11, told that that their teacher sometimes use Spanish in the classroom. Besides, the 87% of the students remarked that their teacher occasionally uses the Spanish during the class and a 7% of the students commentated that their teacher never use Spanish in the class.

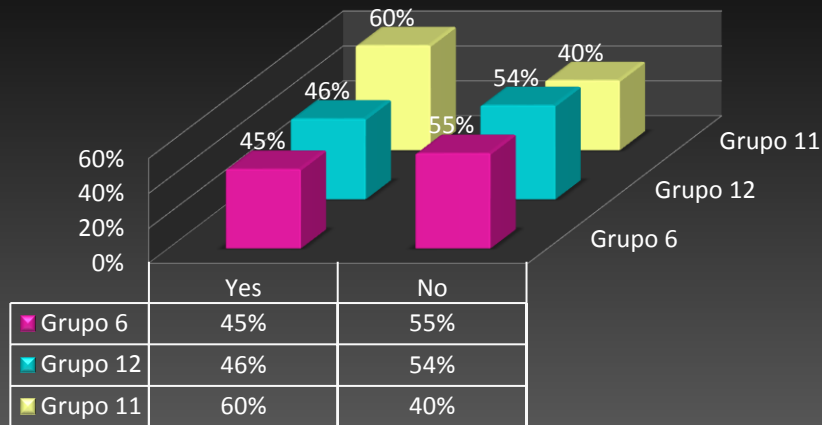
5. How does Spanish influence in the English classes?



Question 5: How does Spanish influence in the English classes?

According to the Student's Survey, the 18% of the students in group 6, considered greatly beneficial the use of Spanish during the English classes; 41% of the students believed that the influence of Spanish is beneficial in the English class. Other 32% of the students, pondered that the use of Spanish during the English class has no influence, and a 14% of the students reflected that the influence of the Spanish the in the English classes is harmful. On the other hand, the 46% of the students in group 6, believed that the influence of Spanish is beneficial in the English class. Other 54% of the students pondered that the use of Spanish during the English class has no influence. In contrast, the 7% of the students in group 6, considered greatly beneficial the use of Spanish during the English classes; 67% of the students believed that the influence of Spanish is beneficial in the English class. Other 13% of the students, pondered that the use of Spanish during the English class has no influence, and a 13% of the students reflected that the influence of the Spanish the in the English classes is harmful.

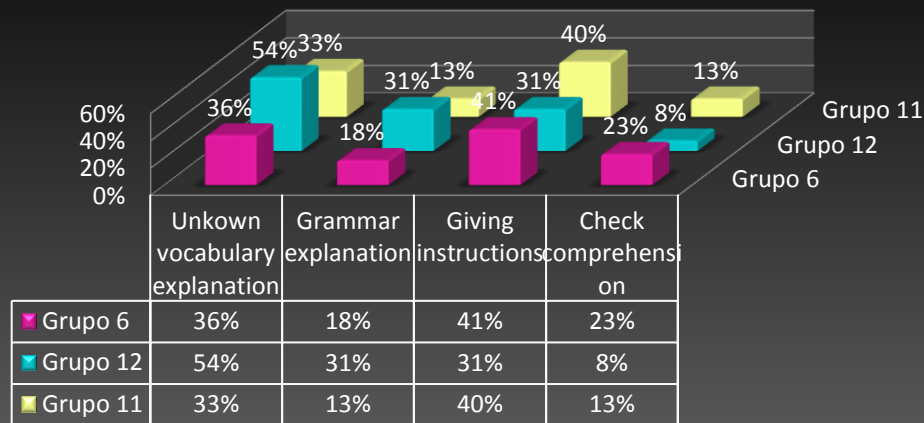
6. Are you benefitted if your teacher speaks Spanish in classes?



Question 6: Are you benefitted if your teacher speaks Spanish in classes?

According to the Student's Survey, the 45% of the students in the group 6, considered that they are benefitted if their teacher speaks Spanish in the class, and a 55% of the students pondered that they are not benefitted if the teacher speaks Spanish in the English class. On the other hand, the 46% of the students in group 12, reflected that they are benefitted if their teacher speaks Spanish in the class, and a 54% of the students, believed that they are not benefitted if the teacher speaks Spanish in the English class. In contrast, the 60% of the students in group 11, they contemplated that they were benefitted if their teacher speaks Spanish in the class, and a 40% of the students, regards that they were not benefitted if the teacher speaks Spanish in the English class.

7. When is more beneficial that the teacher speaks Spanish?

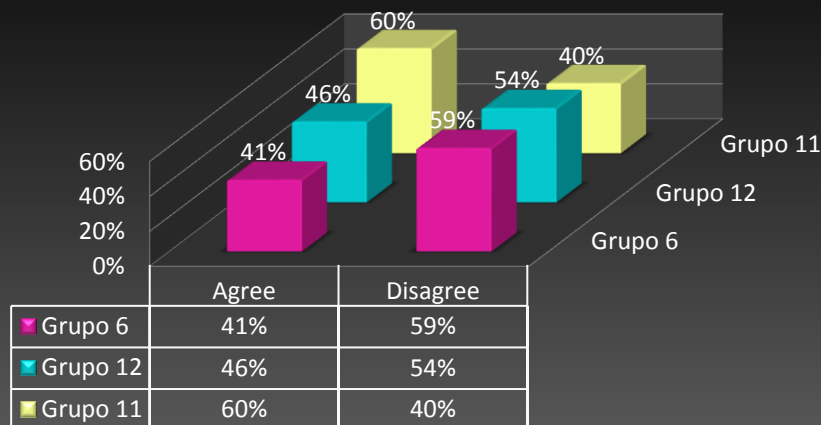


Question 6: When is more beneficial that the teacher speaks Spanish?

According to the Student's Survey, the 36% of the students in group 6, preferred that teachers speaks Spanish for unknown vocabulary explanation, other 16% of the students considered more beneficial the use of Spanish in grammar explanation, an extra 41% of the students chosen more beneficial the use of Spanish while giving instructions, and an additional 23% of the students reflected that is more beneficial that the teacher speaks Spanish in check comprehension. On the other hand, a 54% of the students in group 12, preferred that teachers speaks Spanish for unknown vocabulary explanation, other 31% of the students considered more beneficial the use of Spanish in grammar explanation, an extra 31% of the students chosen more beneficial the use of Spanish while giving instructions, and an additional 8% of the students reflected that is more beneficial that the teacher speaks Spanish in check comprehension. In contrasts, a 33% of the students in group 11,

preferred that teachers speaks Spanish for unknown vocabulary explanation, other 13% of the students considered more beneficial the use of Spanish in grammar explanation, an extra 40% of the students chosen more beneficial the use of Spanish while giving instructions, and an additional 13% of the students reflected that is more beneficial that the teacher speaks Spanish in check comprehension.

8. Using Spanish and English in the class increases the chances of passing the exams?

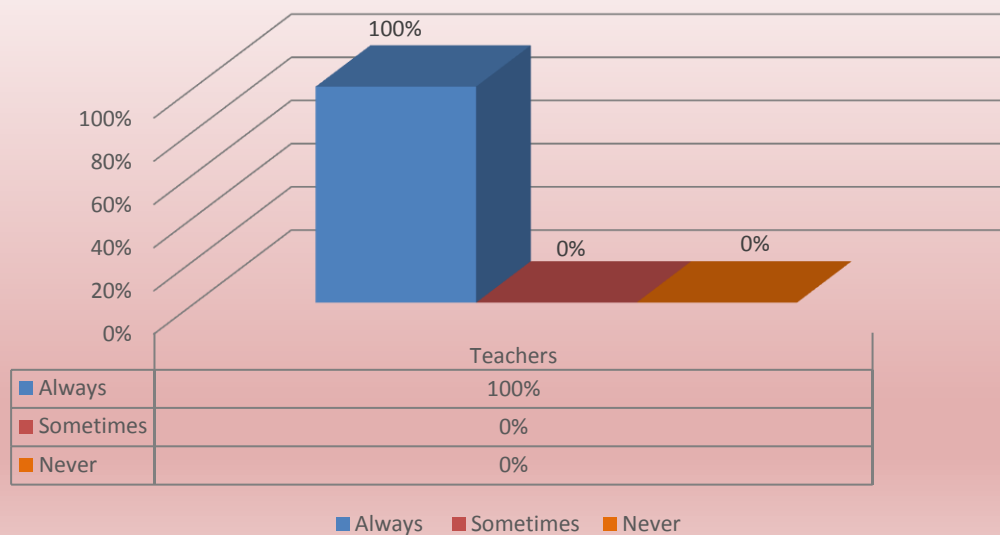


Question 8: Using Spanish and English in the class increases the chances of passing the exams?

According to the Student's Survey, the 41% of the students in the group 6, agreed that their chances of passing the exams increases when the teacher use Spanish and English in the class, and a 59% of the students, pondered disagree that they chances of passing the exams increases when the teacher use Spanish and English in the class. On the other hand, the 46% of the students in group 12, agreed that their chances of passing the exams increases when the teacher use Spanish and English in the class, and a 54% of the students disagreed that they chances of passing the exams increases when the teacher use Spanish and English in the class. In contrast, the 60% of the students in group 11, they contemplated agreement that their chances of passing the exams increases when the teacher use Spanish and English in the class, and a 40% of the students disagreed that they chances of passing the exams increases when the teacher use Spanish and English in the class.

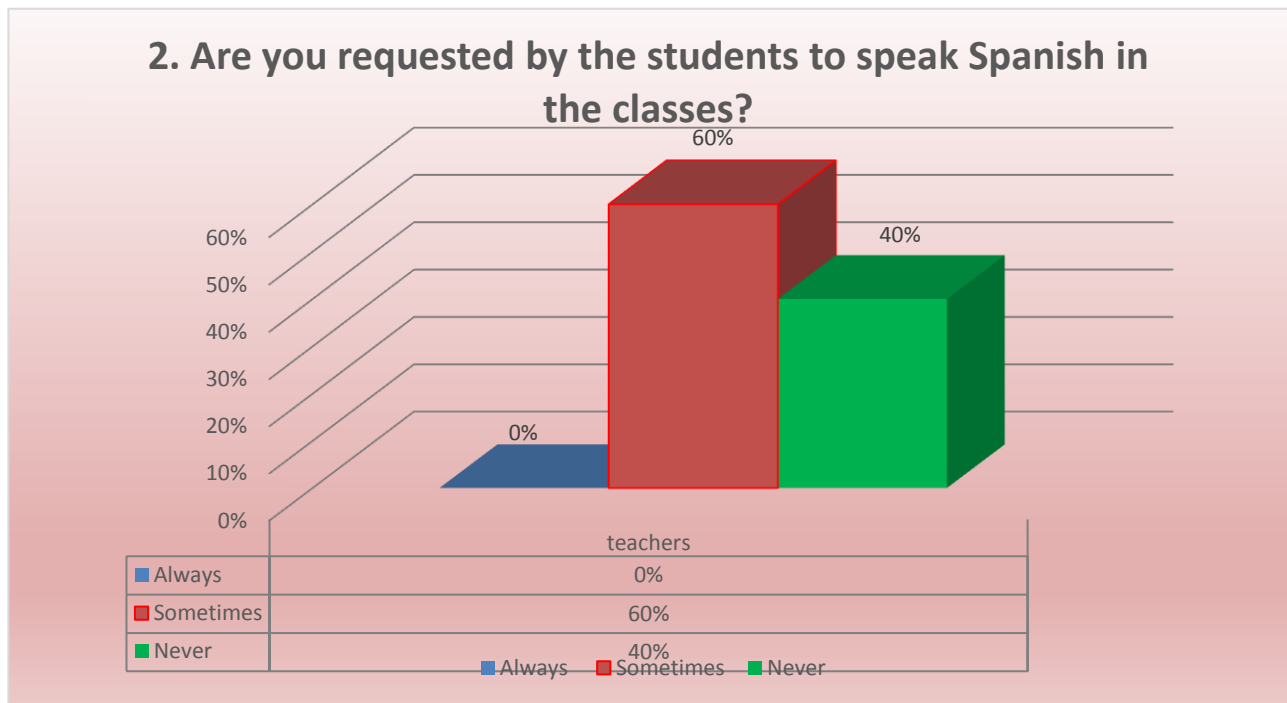
TEACHERS' SURVEY DATA COLLECTION AND ANALYSIS

1. Are you conscious you are using Spanish in classes ?



Question 1: **Are you conscious you are using Spanish in classes?**

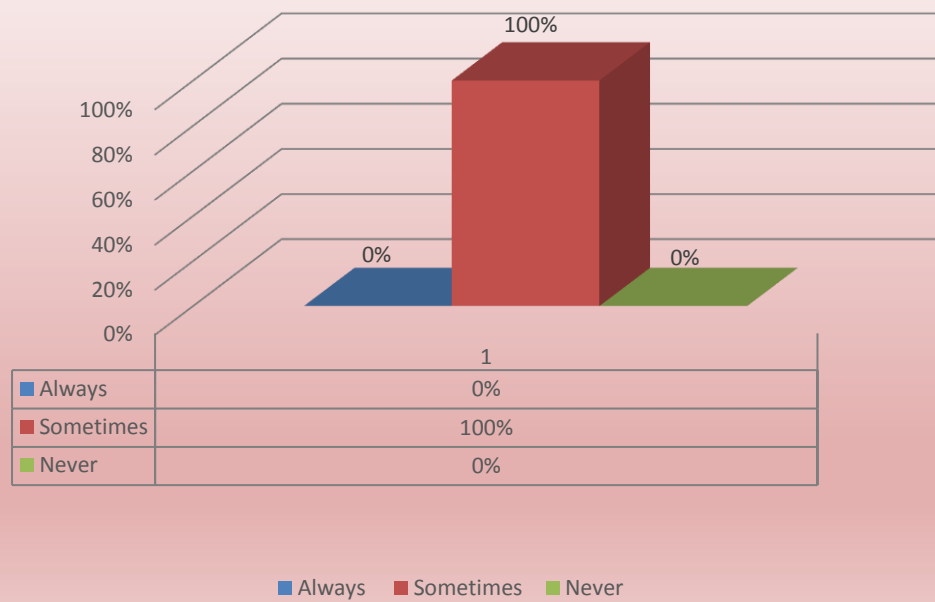
According to data collected in the questionnaires administered to teachers on May, 100% of teachers were conscious while using Spanish in classes.



Question 2: Are you requested by the students to speak Spanish in classes?

According to data collected in the questionnaires administered to teachers on May, 60% of teachers from basic levels were *sometimes* requested to speak in Spanish in classes and 40 % were *never* request to do so.

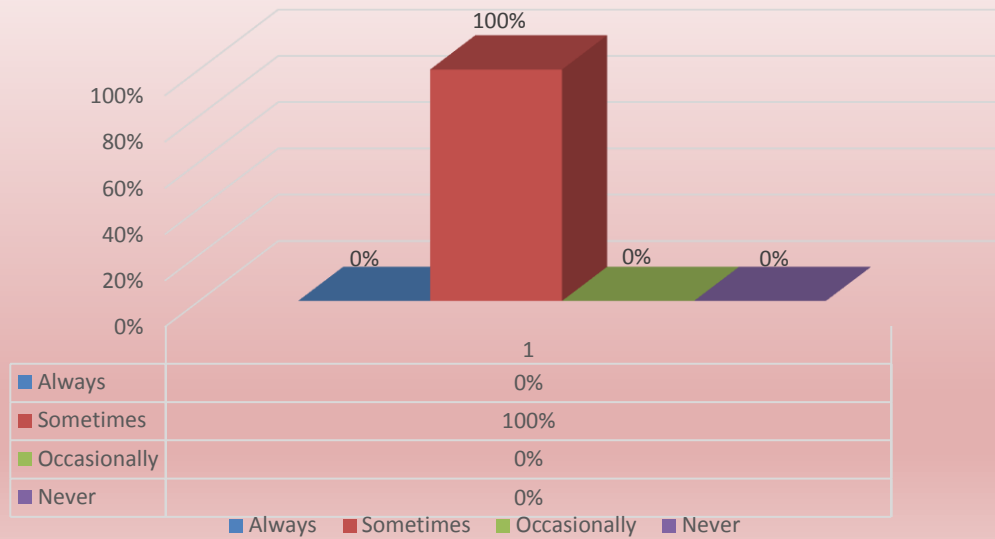
3. How often do you use Spanish in the classes?



Question 3: **How often do you use Spanish in the classes?**

According to data collected in the questionnaires administered to teachers on May, 100% answered that they *sometimes* used Spanish in classes.

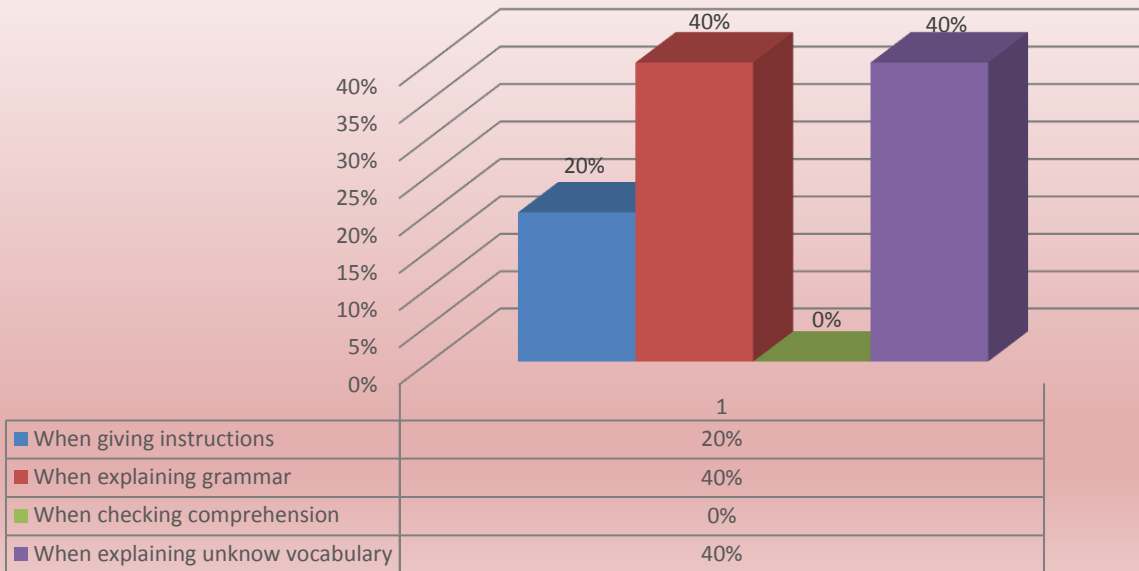
4. How often do students use Spanish in classes?



Question 4: How often do students use Spanish in classes?

According to data collected in the questionnaires administered to teachers on May, 100% of teachers perceived that students in basic courses *sometimes* used Spanish in English classes.

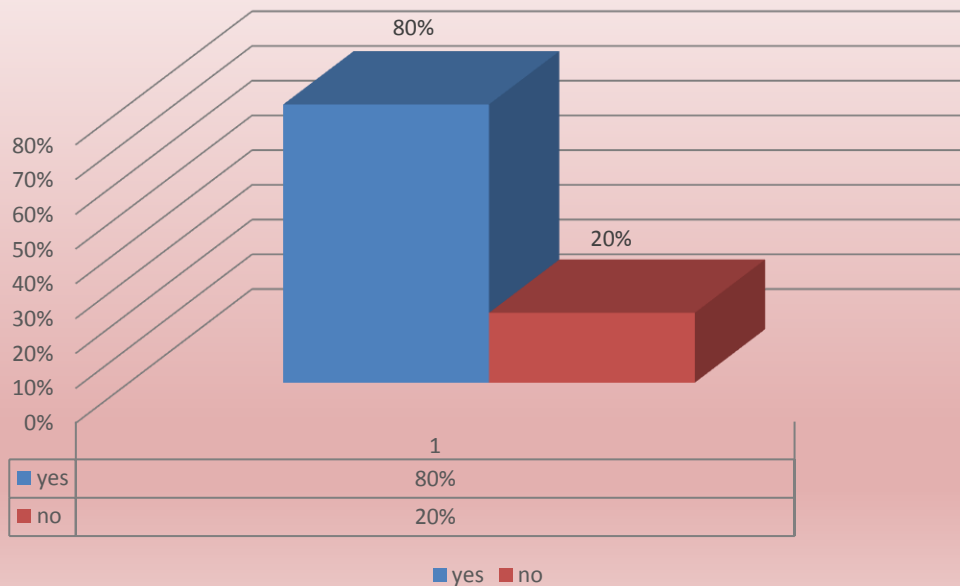
5. At what moment of the class do you use Spanish?



Question 5: **At what moment of the class do you use Spanish?**

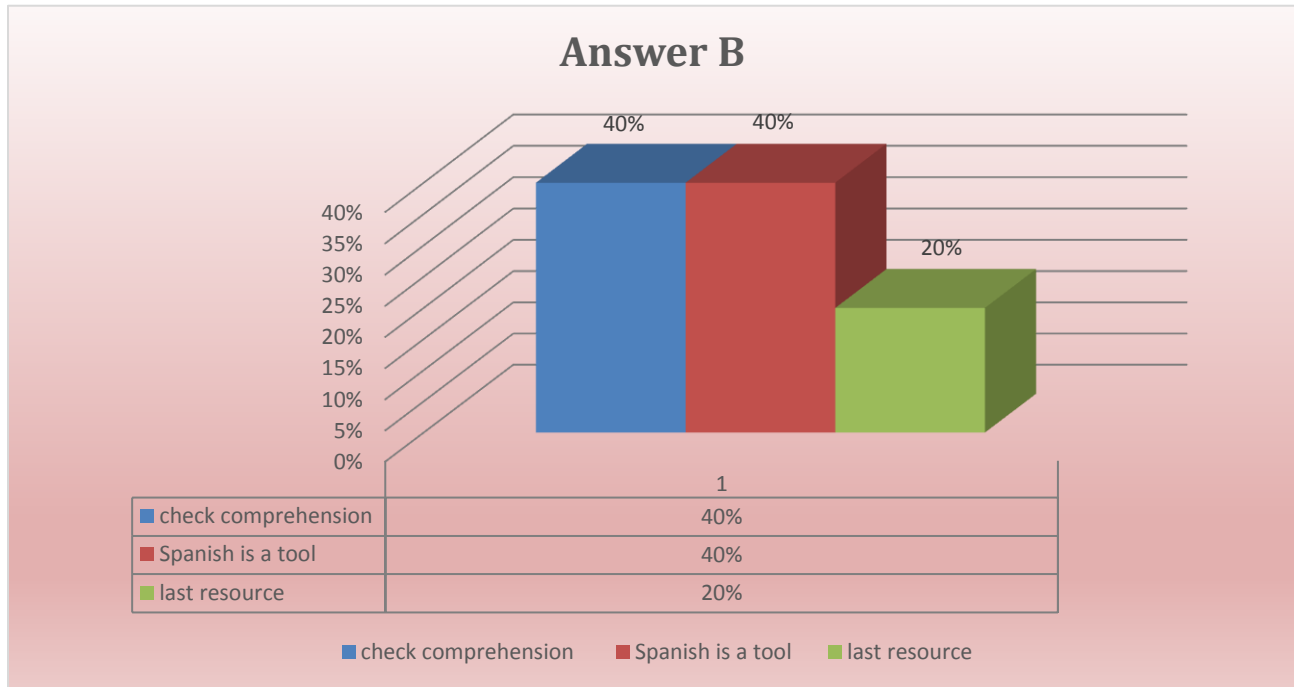
According to data collected in the questionnaires administered to teachers on May, 40% answered they use Spanish when explaining grammar, 40% when explaining unknown vocabulary and 20% when giving instructions.

6. Do you think Spanish in the class is an efficient strategy on teaching English?



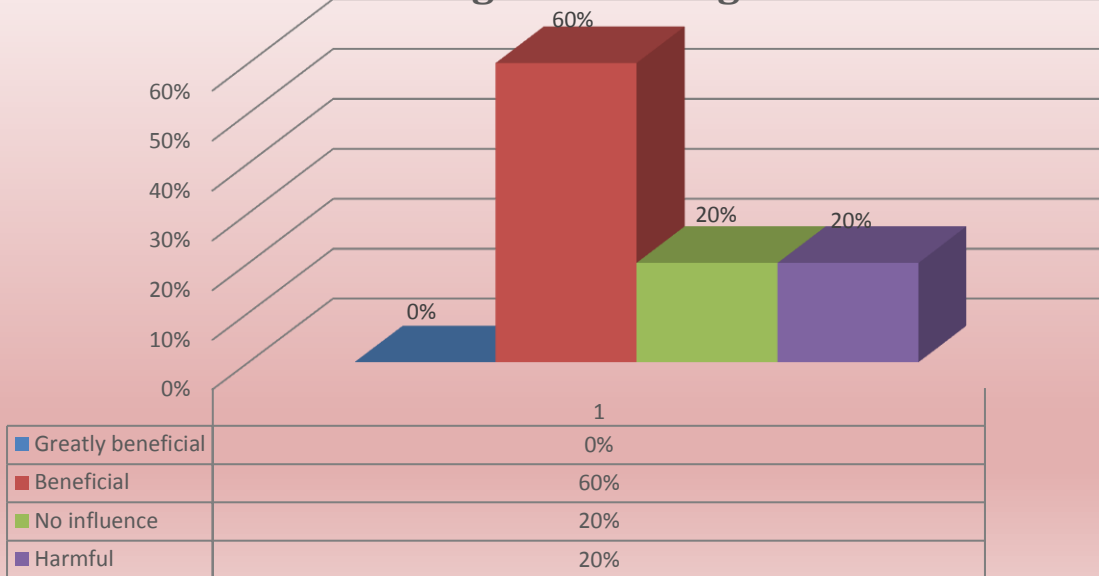
Question 6: Do you think Spanish in the class is an efficient strategy on teaching English?

According to data collected in the questionnaires administered to teachers on May, In question 6 the data collected shows that 80% of teacher selected *yes* as an answer and 20% selected *no* as an answer for question 6.



In question 6 practitioners requested to basic level teachers, an opened question in this part they were requested to answer why do they consider or not the use of Spanish as a strategy in classes; 40% answered that is a tool in classes, 40% answered they use Spanish to check students' comprehension and 20% answered that Spanish is a last resource.

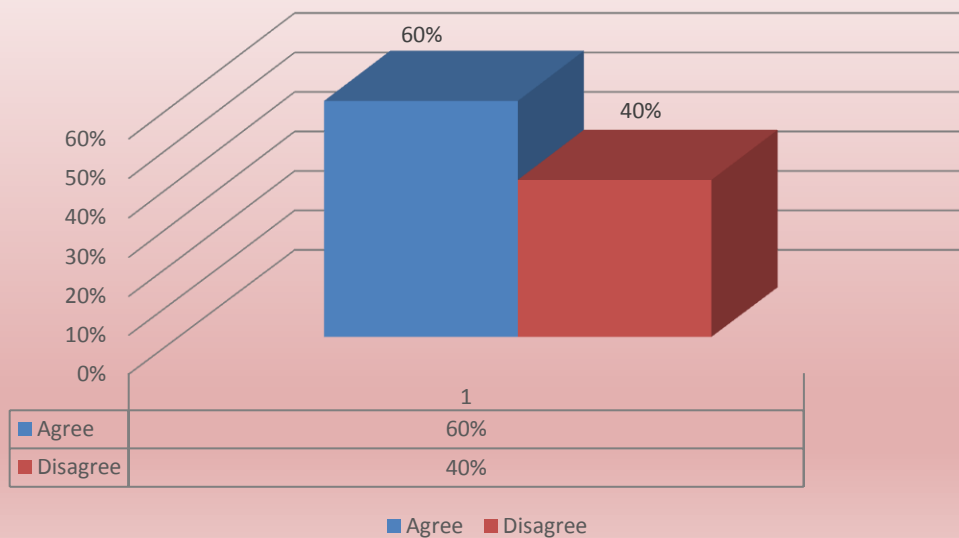
7. How does using Spanish in classes influences in the English learning?



Question 7: How does using Spanish in classes influences in the English learning?

According to data collected in the questionnaires administered to teachers on May, 60% answered the use of Spanish as beneficial, 20% answered Spanish does not influence and 20 % of teachers answered that Spanish is harmful in English classes.

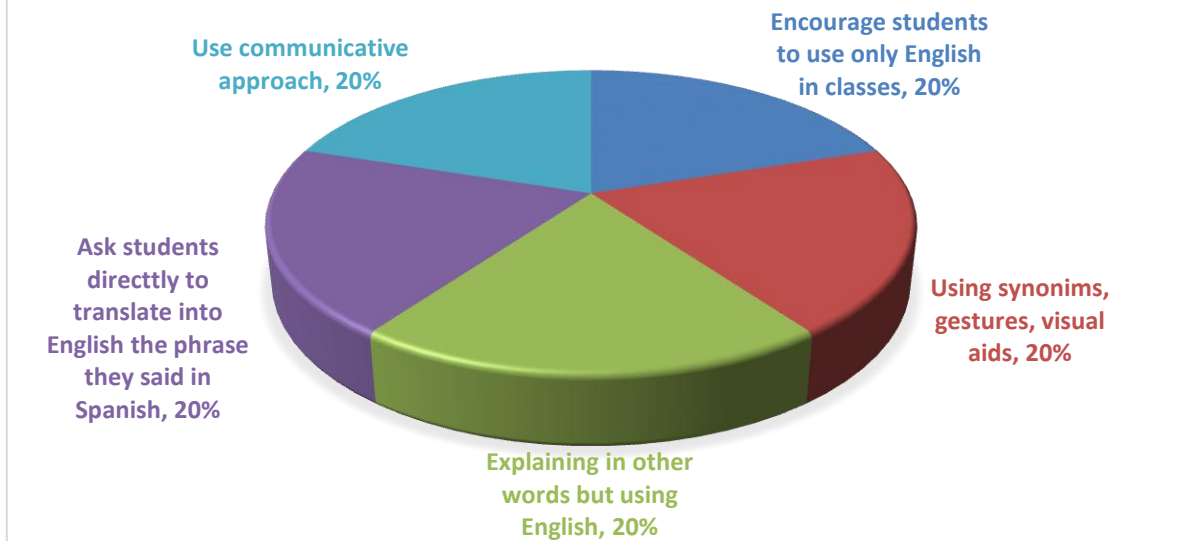
8. Using Spanish in the classes help students' English learning progress?



Question 8: Using Spanish in the classes help students' English progress?

According to data collected in the questionnaires administered to teachers on May, 60% of teachers selected *agree* that using Spanish can help students to progress in their English level and 40% *disagreed* that using Spanish in English classes can help students in basic I courses to progress in their English learning.

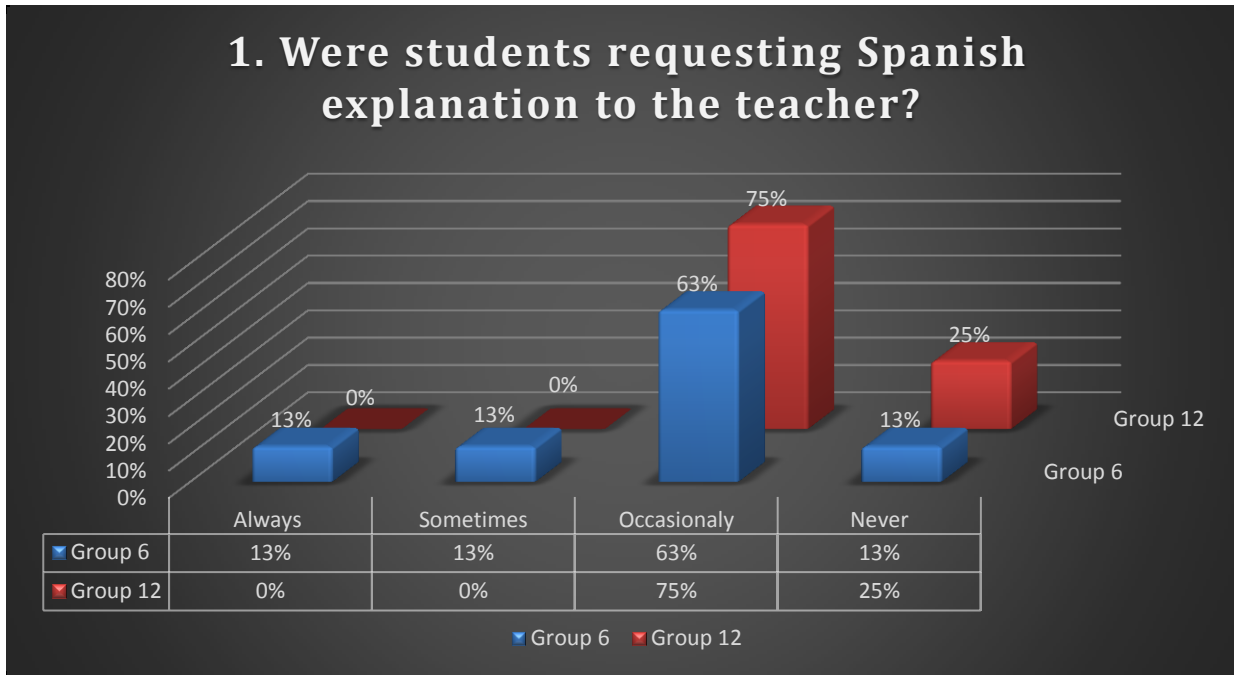
9. WHAT DO YOU DO IN ORDER TO AVOID THE USE OF SPANISH IN CLASSES?



Question 9: **What do you do in order to avoid the use of Spanish in classes?**

According to data collected in the questionnaires administered to teachers on May, 20% of teachers answered they use communicative approach to avoid Spanish in classes, 20% of teachers answered they encourage students to use only English in classes, 20% of teachers answered they use synonyms, gestures or visual aids, 20% of teachers avoided Spanish explaining in other words but always using English and 20% of teachers asked students directly to translate into English the phrase said in Spanish.

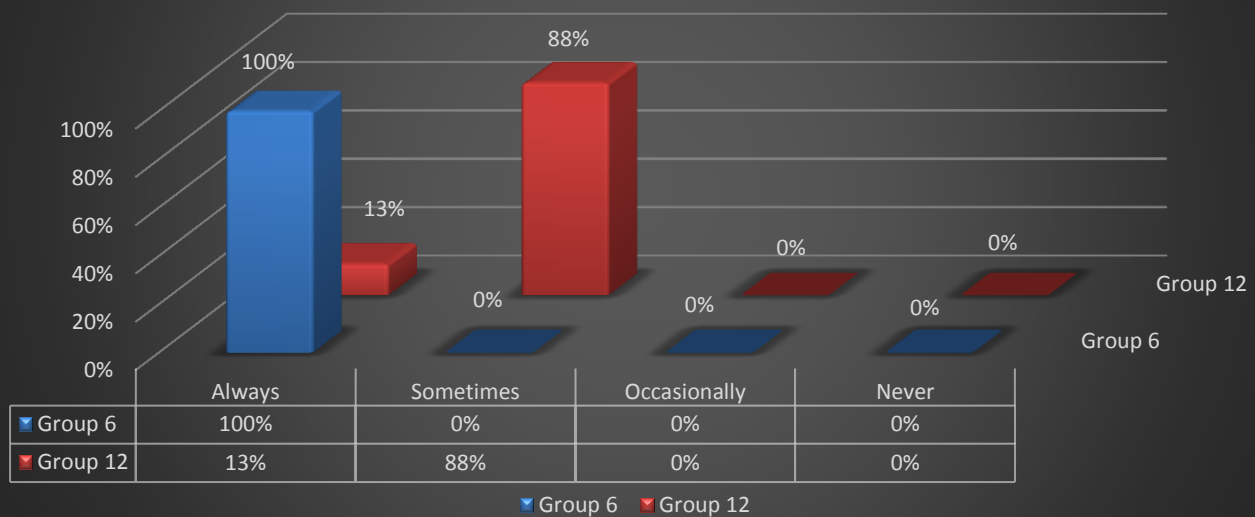
STUDENTS' CHECKLIST DATA COLLECTION AND ANALYSIS



Question 1: Were students requesting Spanish explanation to the teacher?

According to data collected in the observation from May to July, 13% of students in group 6 always requested a Spanish explanation to the teacher, other 13% of the students observed, sometimes requested an explanation in Spanish; 63% of students occasionally required an explanation in Spanish, and 13% of students never requested a Spanish explanation in classes. On the other hand, in group 12; 75% of students *occasionally* requested the explanation into Spanish and the 25% of students never requested to the teacher an explanation into Spanish.

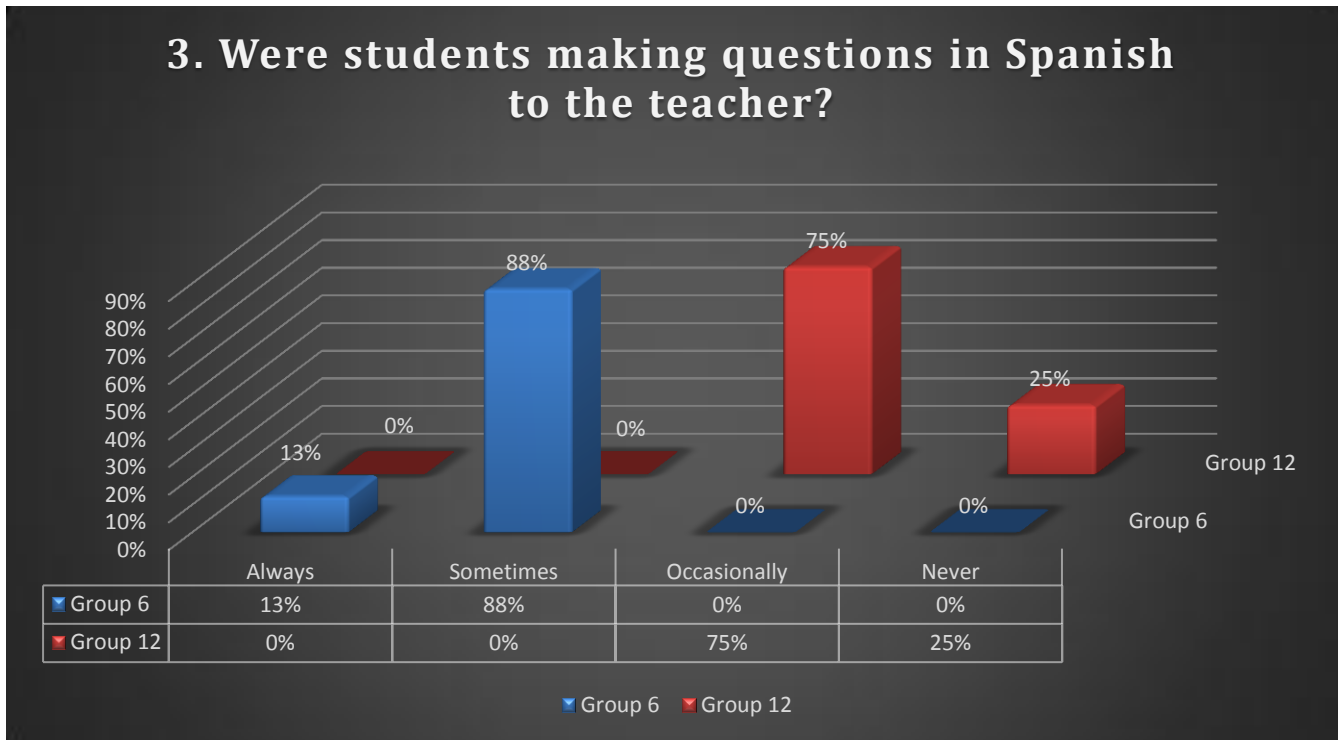
2. Were students speaking Spanish with their partners during the class?



Question 2: Were students speaking Spanish with their partners during the class?

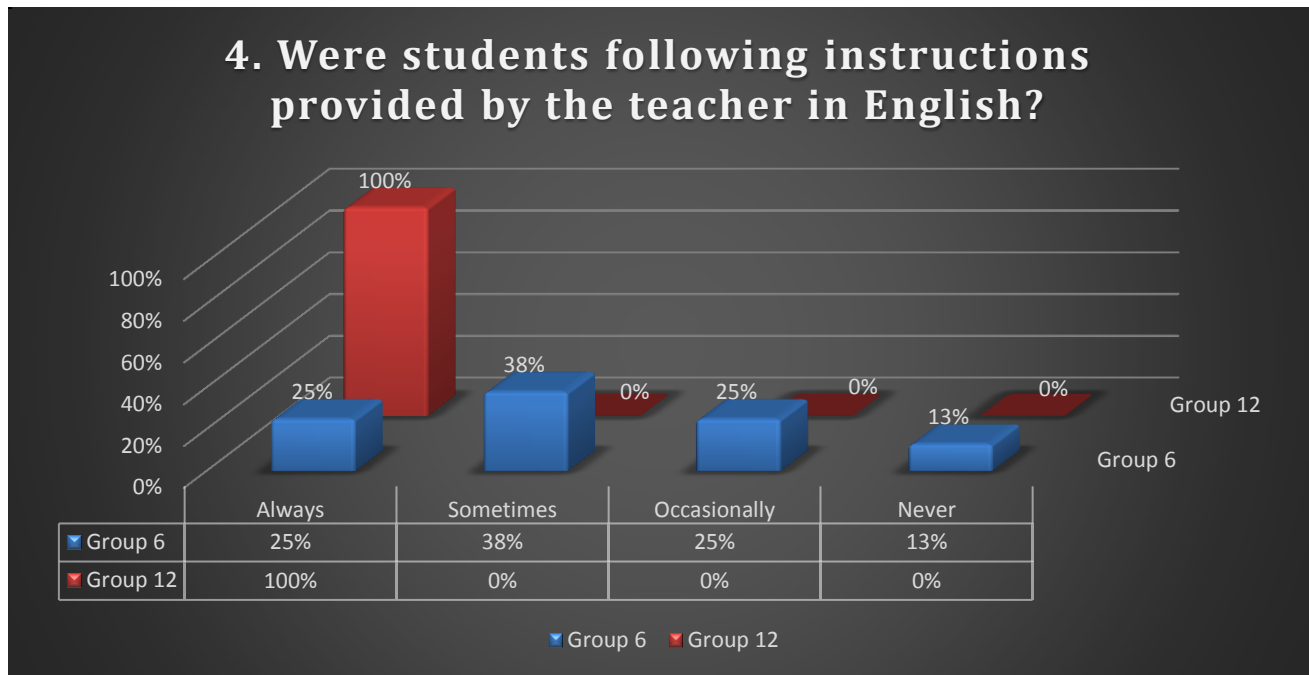
According to data collected in the observation from May to July, 100% of students in group 6 always spoke Spanish with their partners in classes. On the other hand, in group 12; 13% of students always used Spanish while speaking with their partners and 88% *sometimes* used Spanish in classes to communicate with their classmates.

3. Were students making questions in Spanish to the teacher?



Question 3: Were students requesting Spanish explanation to the teacher?

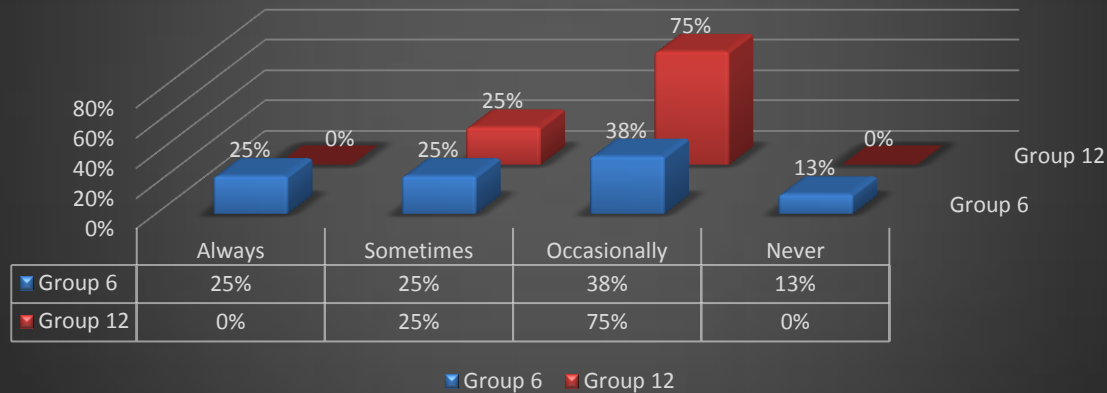
According to data collected in the observation from May to July, 13% of students in group 6 always requested a Spanish explanation to the teacher, other 13% of the students observed, sometimes requested an explanation in Spanish; 63% of students occasionally required an explanation in Spanish, and 13% of students never requested a Spanish explanation in classes. On the other hand, in group 12; 75% of students requested occasionally the explanation in Spanish and the 25% of students never requested to the teacher an explanation in Spanish.



Question 4: Were students following instructions provided by the teacher in English?

According to data collected in the observation from May to July, 25% of students in group 6 always followed English instructions correctly, 38% of the students sometimes followed instructions given by the teacher in English correctly; 25% of students occasionally followed instructions in English, and 13% of students never followed all instructions correctly. On the other hand, in group 12, 100% of students followed instructions given by the teacher in classes.

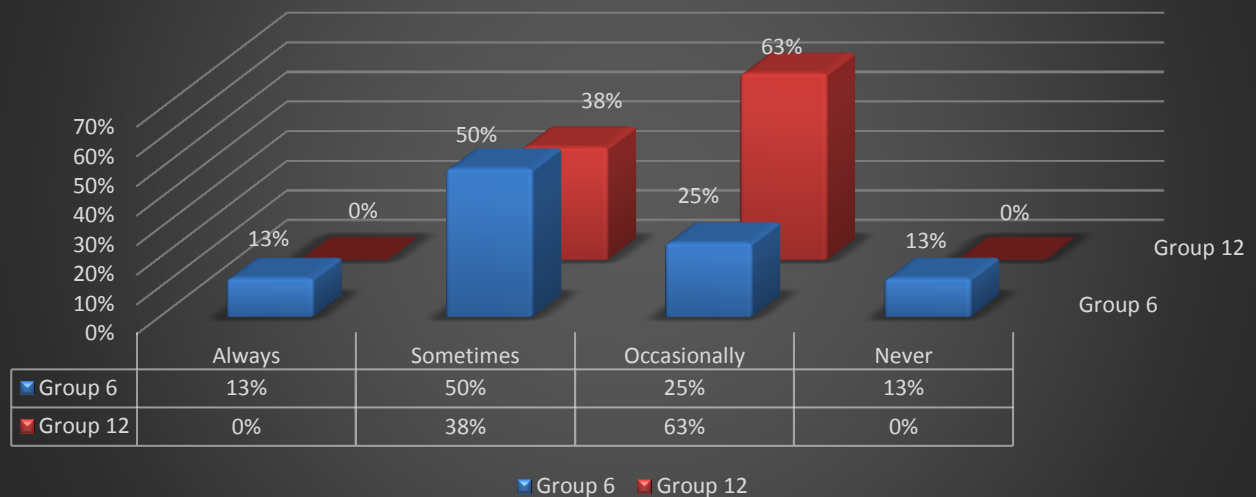
5. For unknown words, students researched an answer in Spanish or inferred the meaning?



Question 5: For unknown words, students researched an answer in Spanish or inferred the meaning?

According to data collected in the observation from May to July, 25% of students in group 6 always researched or translated the unknown word to Spanish, other 25% of the students observed, sometimes translated the unknown vocabulary in Spanish; 38% of students occasionally translated in Spanish the unknown vocabulary, and 13% of students never translated the new words in Spanish. On the other hand, in group 12; 25% of students sometimes tended to guess the meaning of the words in Spanish and the 75% of students occasionally tended to translate in Spanish the new or unknown vocabulary.

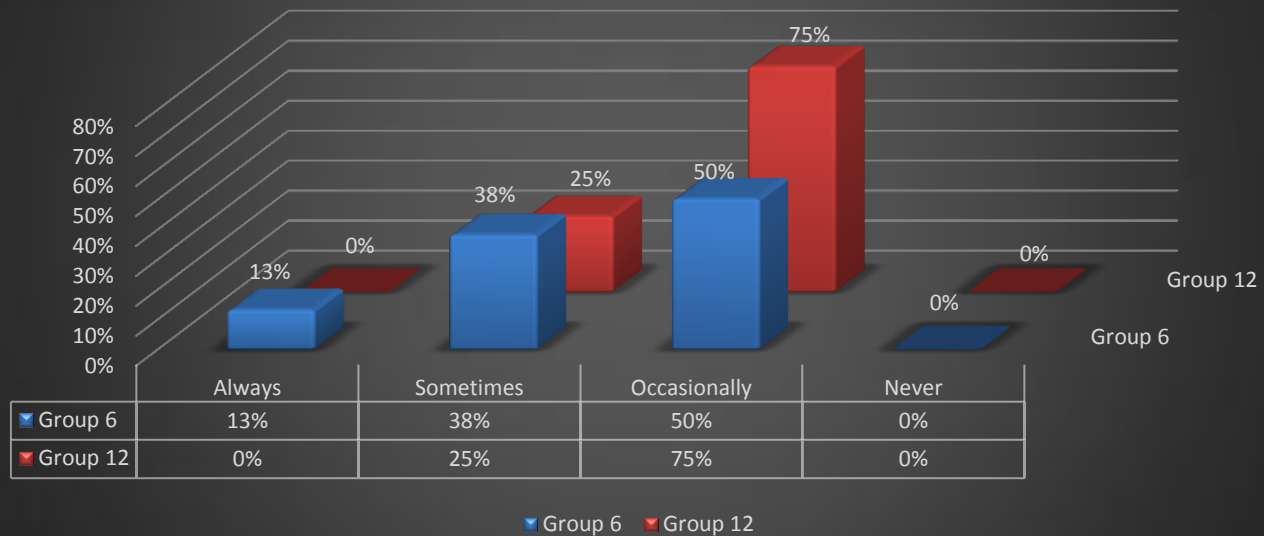
6. If students asked a classmate for help she/he responded in English?



Question 6: If students asked a classmate for help she/he responded in English

According to data collected in the observation from May to July, in group 6; 13% of students always tended to use English while helping their partners , other 50% of the students, sometimes used English to help their classmates; 25% of students occasionally used English helping their partners , and 13% of students never used English to help their classmates in classes. In contrast, in group 12; 38% of students sometimes used English to help their classmates and 63% of students occasionally use English while helping their classmates.

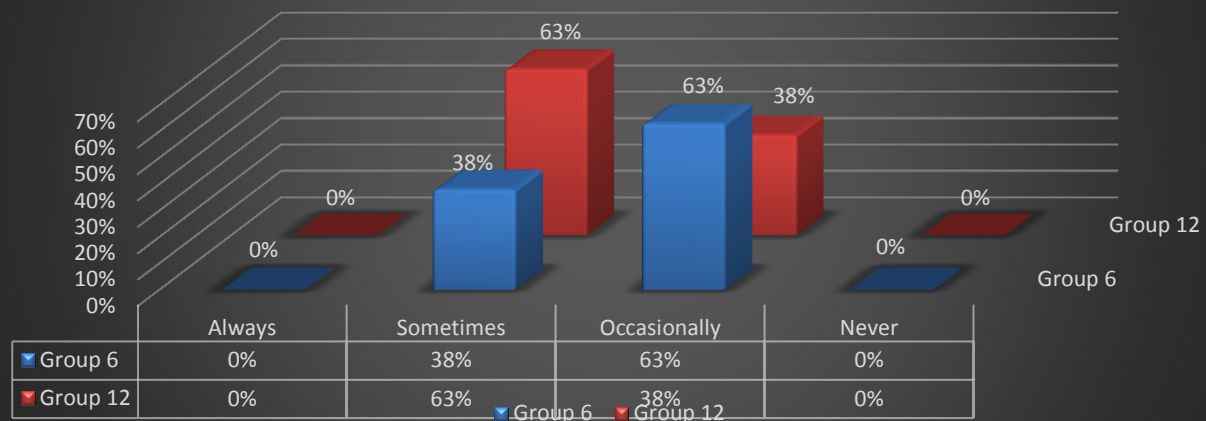
7. If students asked a classmate for help she/he responded in Spanish?



Question 7: If students asked a classmate for help she/he responded in Spanish?

According to data collected in the observation from May to July, in group 6; 13% of students always helped their partners using Spanish, other 38% of the students, sometimes used Spanish to help their classmates; 50% of students occasionally used Spanish while helping their partners In contrast, in group 12; 25% of students sometimes used Spanish to help their classmates and 75% of students occasionally used Spanish while helping their classmates.

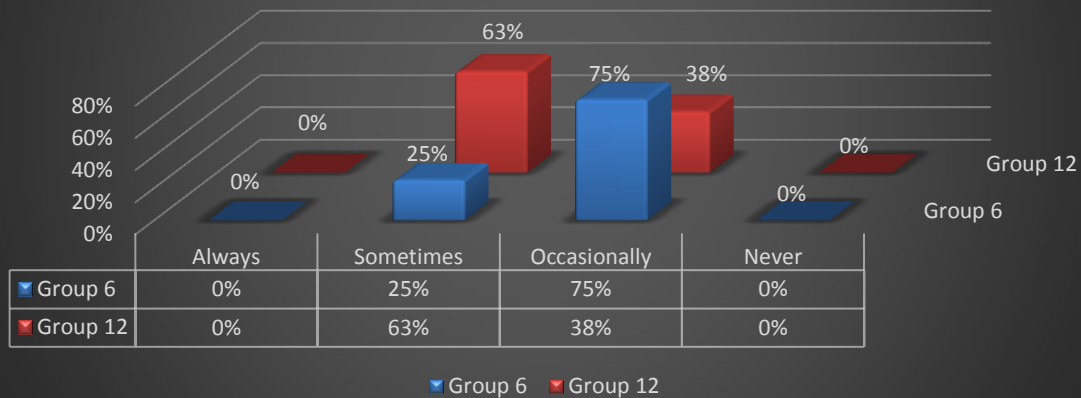
8. Were students able to be understood in English while providing personal opinion?



Question 8 : Were students able to be understood in English while providing personal opinion?

According to data collected in the observation from May to July, in group 6; 38% of students *sometimes* were able to be understood by their teacher and classmates while given personal opinion about a specific topic, and 63% of the students *occasionally* were able to be understood while providing personal opinions; .In contrast, in group 12; 63% of students *sometimes* were able to be understood by the class and 38% of students *occasionally* were able to be understood in the class while given their personal opinions in classes.

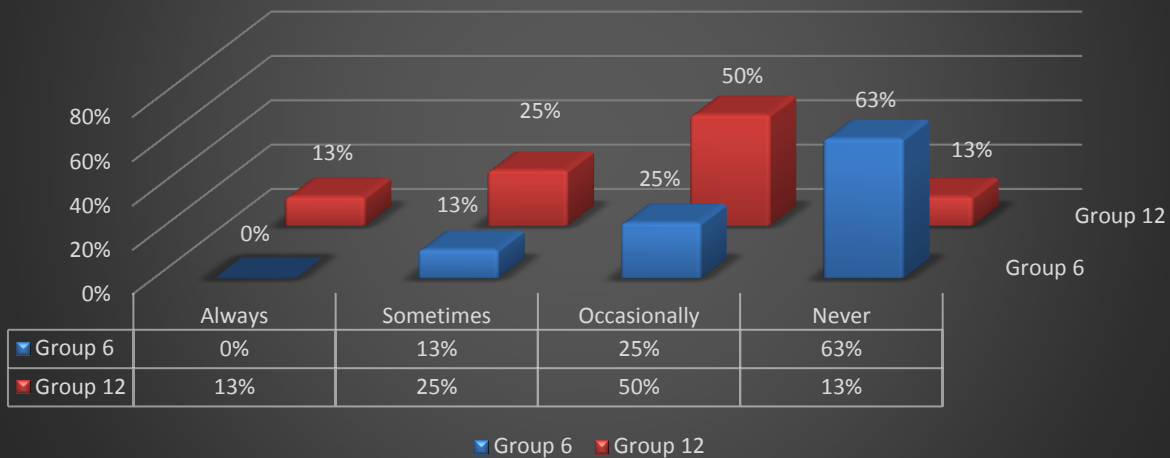
9. When students were not able to be understood in English did they switch to Spanish?



Question 9: When students were not able to be understood in English did they switch to Spanish?

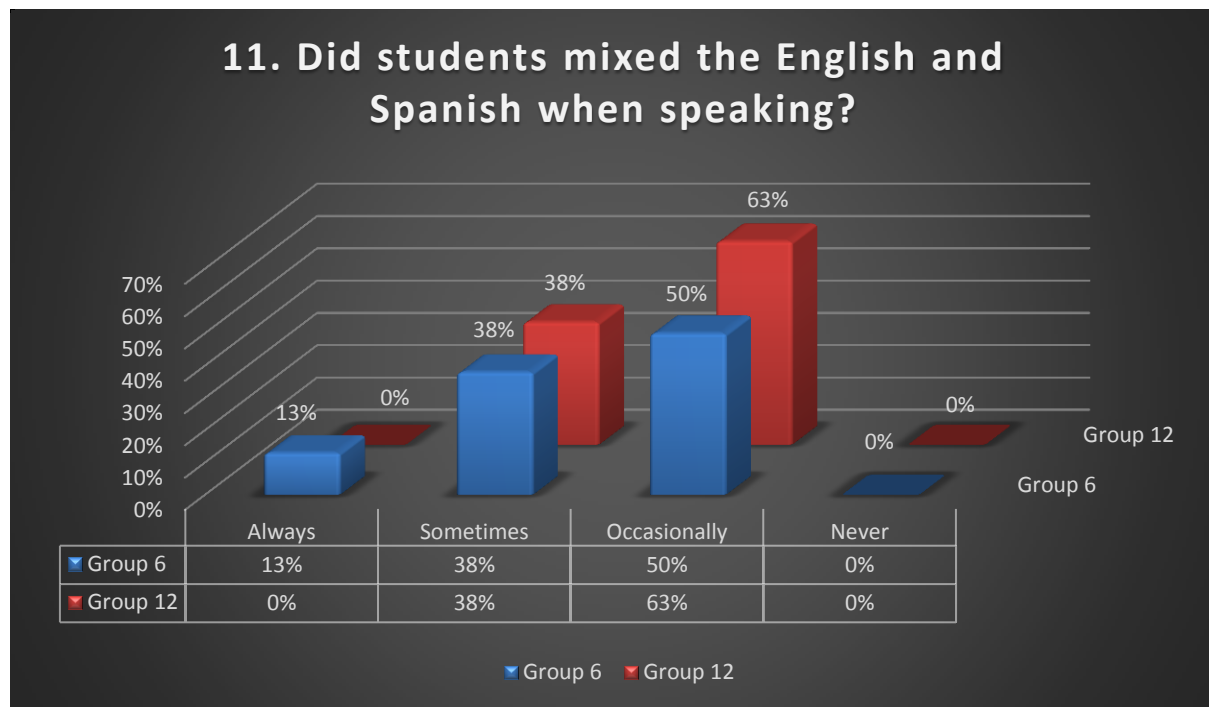
According to data collected in the observation from May to July, in group 6; 38% of students *sometimes* were able to be understood by their teacher and classmates while given personal opinion about a specific topic, and 63% of the students *occasionally* were able to be understood while providing personal opinions; .In contrast, in group 12; 63% of students *sometimes* were able to be understood by the class and 38% of students *occasionally* were able to be understood in the class while given their personal opinions in classes.

10. Did students think up new words similar to Spanish when trying to explain a situation in English?



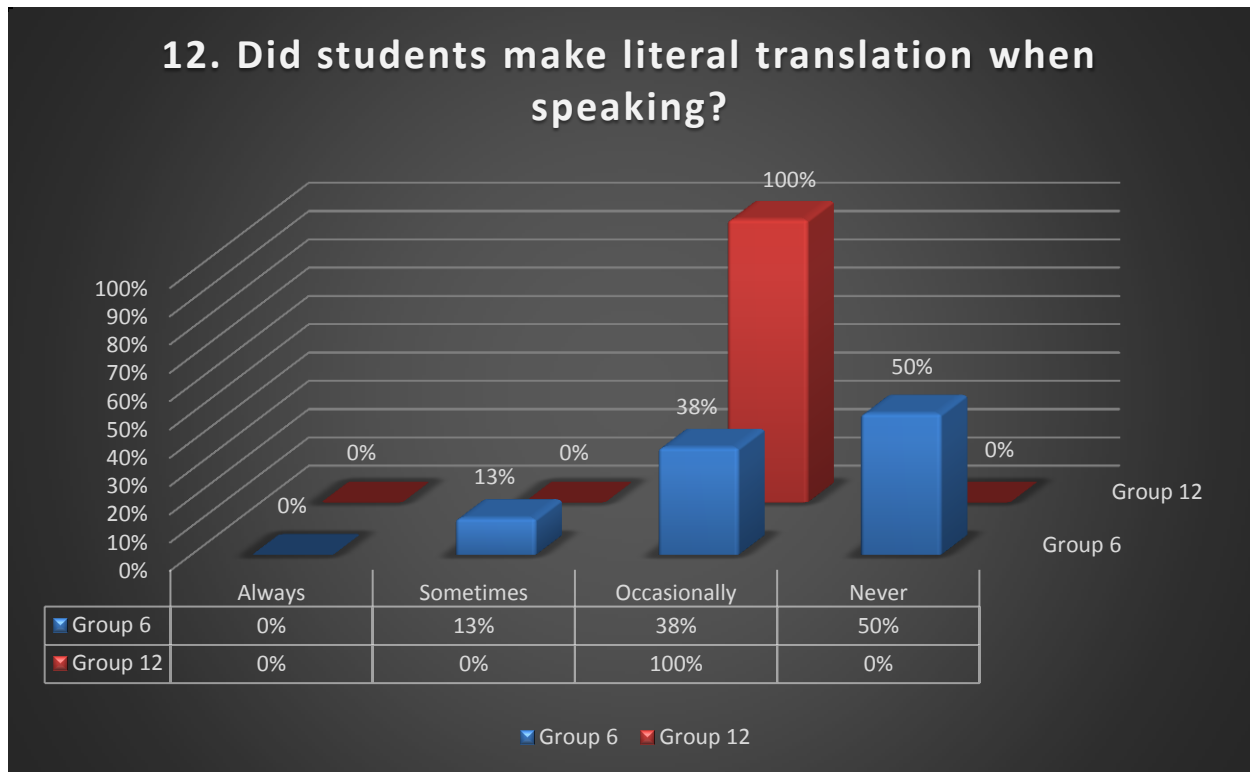
Question 10: Did students think up new words similar to students when trying to explain a situation in English?

According to data collected in the observation from May to July, that in group 6; 13% of students *sometimes* tended to make up words similar to Spanish while explaining a situation in English; 25% of the students *occasionally* used similar words similar to Spanish to explain their own ideas and 63% of students observed *never* tended to use words similar to Spanish to explain a situation ; .In contrast, in group 12; 13% of students *always* tended to use words similar to Spanish when explaining a situation; 25% *sometimes* tended do so; 50% of students *occasionally* tended to have false cognates of words and 13% of students *never* in group 12 tended to have false cognates it means to use similar words to their native tongue to explain in English situations they faced.



Question 11: Did students mixed the English and Spanish when speaking?

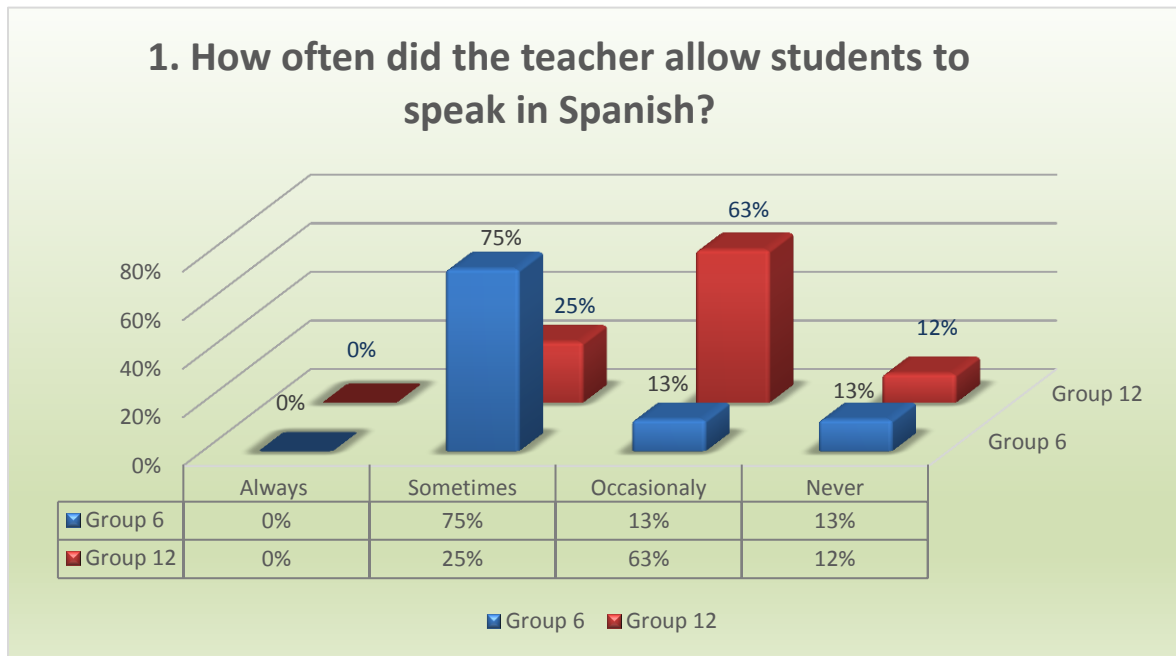
According to data collected in the observation from May to July in group 6; 13% of students *always* mixed English and Spanish when speaking; 38% *sometimes* tended to mix both languages while speaking in classes, 50% *occasionally* mixed English and Spanish in classes. In contrast; in group 12 practitioners identified that 38% of students *sometimes* tended to mixed their native language with English when speaking and 63% *occasionally* tended to use Spanish and English when speaking in classes



Question 12: Did students make literal translation when speaking?

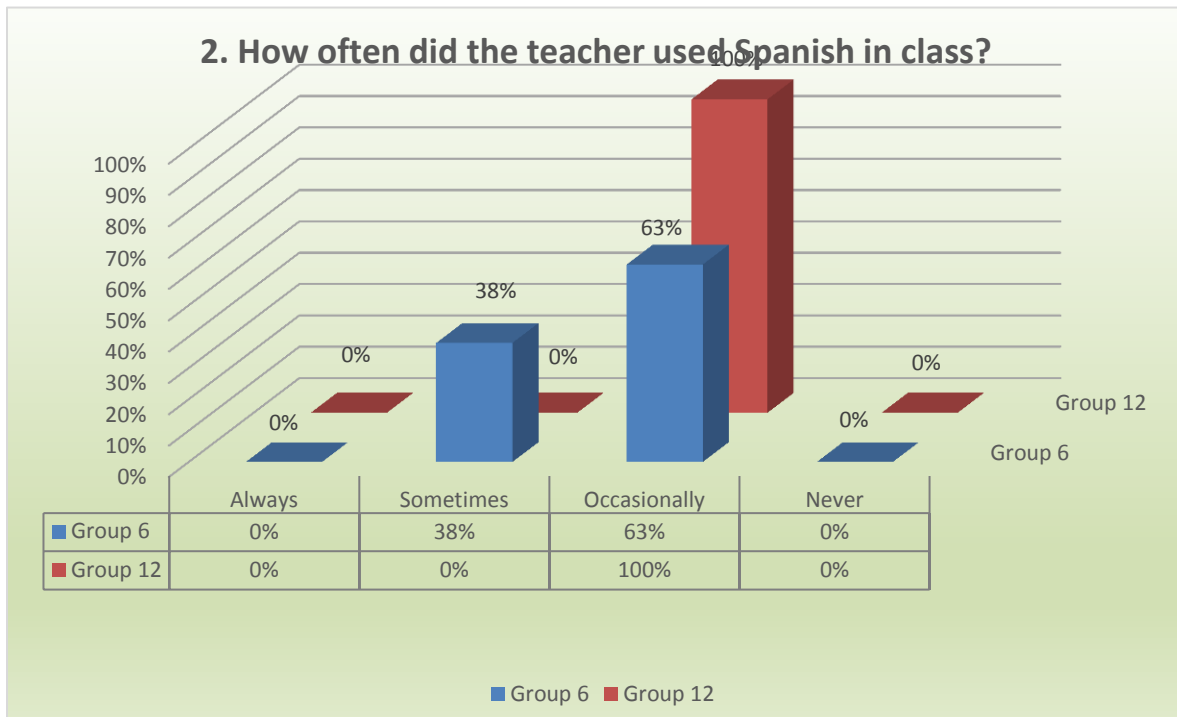
According to data collected in the observation from May to July, in group 6, 13% of students *sometimes* translated literally when speaking English, 38% of students *occasionally* tended literally to translate while speaking English, and 50 % *never* tended to translate literally from Spanish into English when speaking English. In contrast in group 12; 100% of students *occasionally* tended to translate into English while speaking.

TEACHERS' CHECKLIST DATA COLLECTION AND ANALYSIS



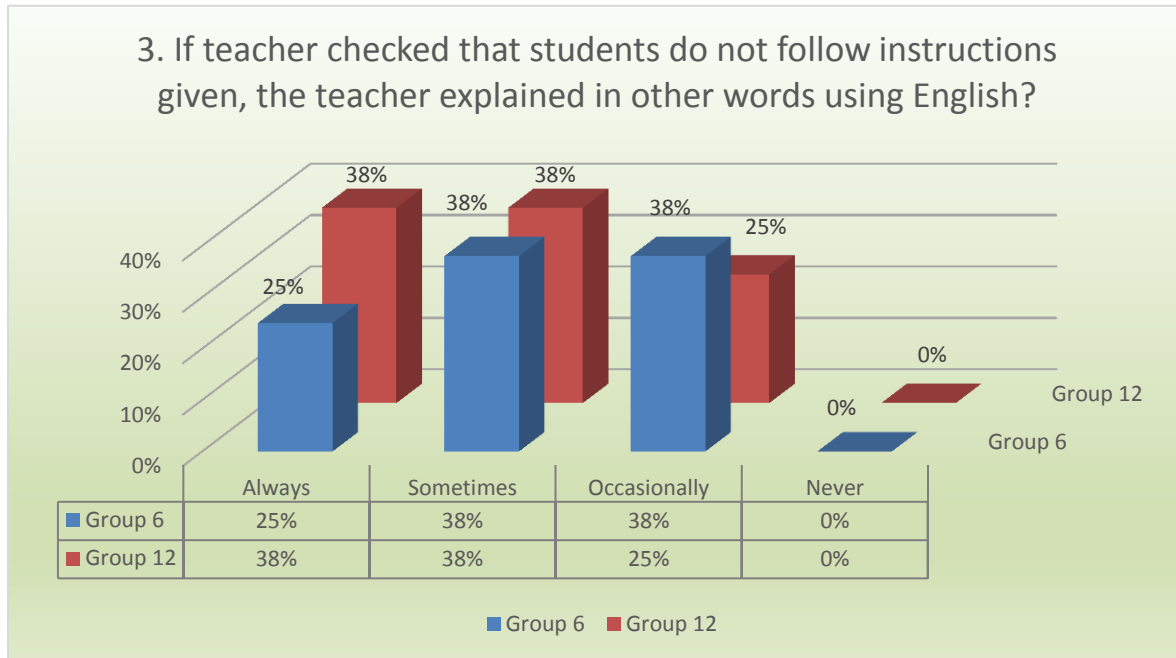
Question 1: How often did the teacher allow students to speak in Spanish?

According to data collected in the observation from May to July, the teacher in group 6, 75% of the time observed, *sometimes* allowed students to speak in Spanish; other 13% of time observed, *occasionally* allowed students to use Spanish in classes. And 13% of the time observed, *never* allowed students to speak Spanish in the class. On the other hand, the teacher in group 12; 25% of the time observed, *sometimes* allowed students to use Spanish; other 63% of the time observed, *occasionally* allowed students to speak Spanish in classes and 12% of the time observed, *never* allowed students to use Spanish in the class.



Question 2: How often did the teacher used Spanish in class?

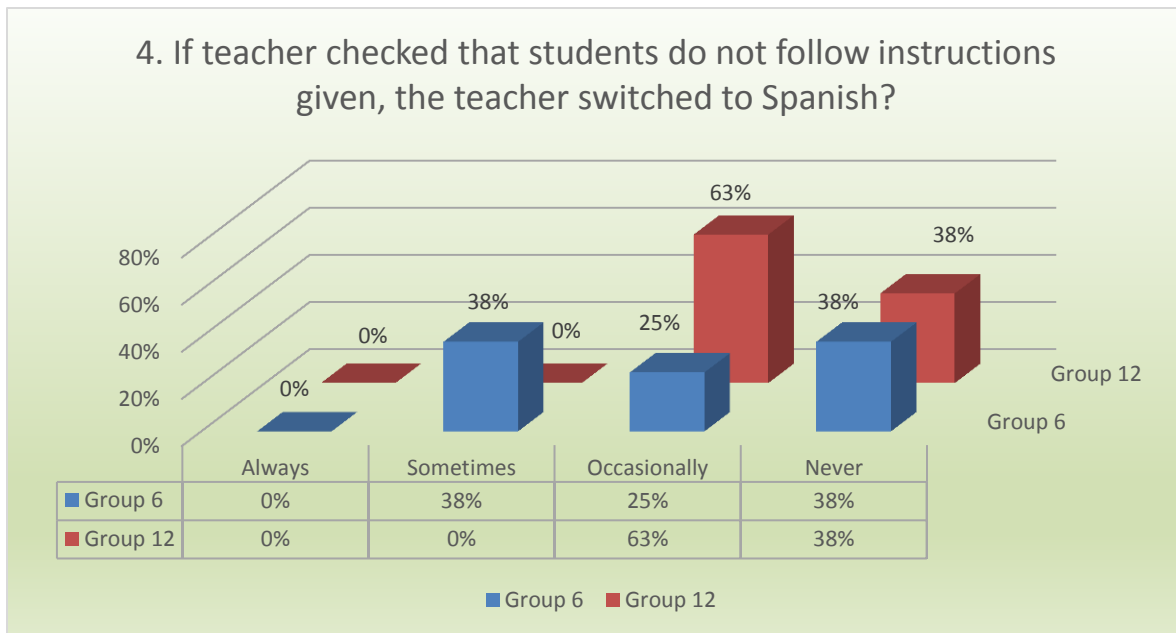
According to data collected in the observation from May to July, the teacher in group 6, 38% of the time observed, *sometimes* used Spanish in the class; other 63% of time observed, *occasionally* the teacher used Spanish in classes. On the other hand, the teacher in group 12; 100% of the time observed, *occasionally* used Spanish in classes.



Question 3: If teacher checked that students do not follow instructions given, the teacher explained in other words using English?

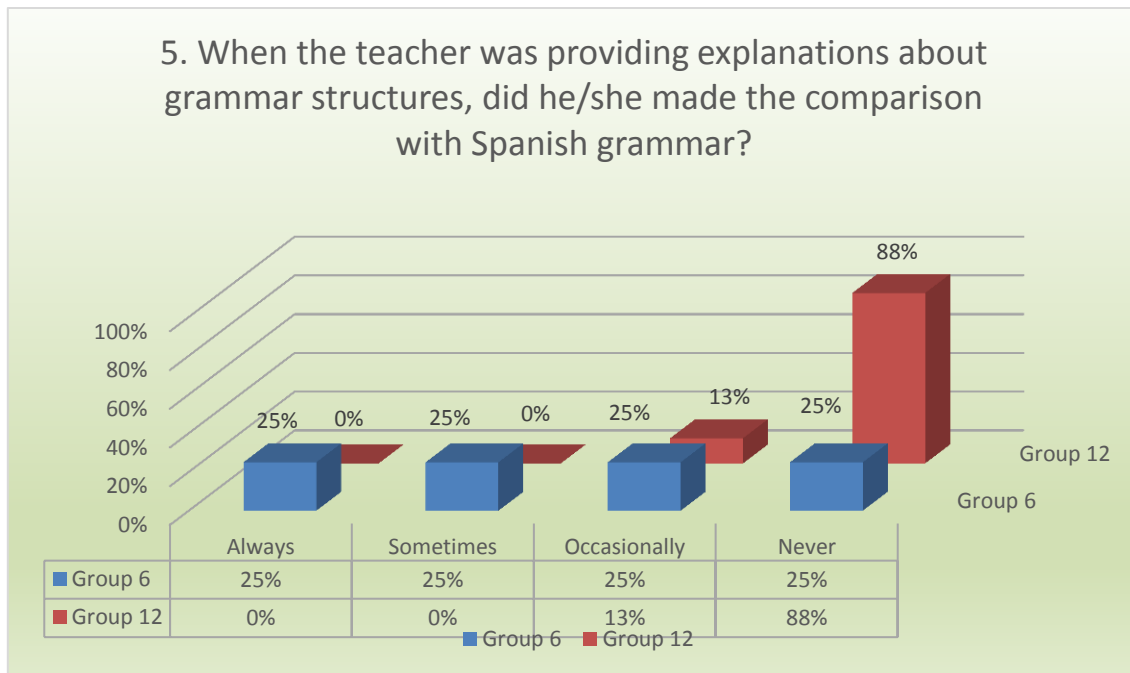
According to data collected in the observation from May to July, the teacher in group 6, 25% of the time observed, *always* the teacher explained in other words using English when the students do not follow the instructions given; an additional 38% of the time observed, *sometimes* the teacher used English when the students do not follow the instructions given; *other 13% of time observed, occasionally* used other words to explain when the students do not follow instructions given. On the other hand, the teacher in group 12; 38% of the time observed, *always* the teacher explained in other words using English when the students do not follow the instructions given; other 38% of the time observed, *sometimes* the teacher used English when the students do not follow the instructions

given and 25% of the time observed, *occasionally* used other words to explain when the students do not follow instructions given.



Question 4: If teacher checked that students do not follow instructions given, the teacher switched to Spanish?

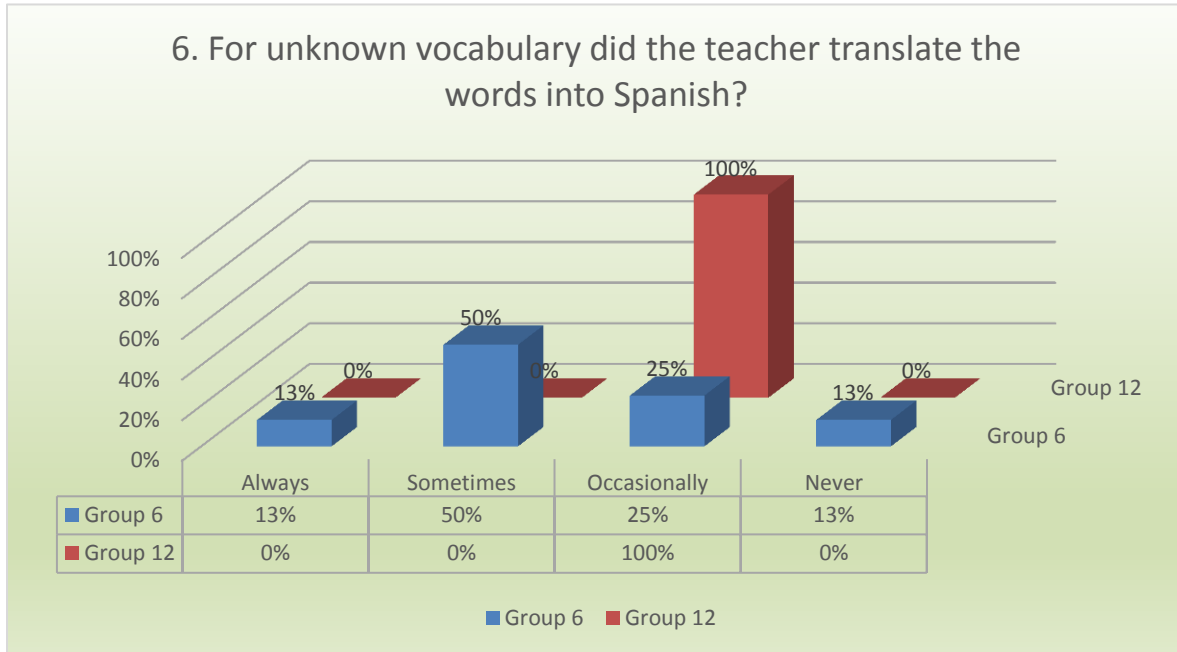
According to data collected in the observation from May to July, the teacher in group 6, 38% of the time observed, *sometimes* the teacher switches to Spanish when check the students do not follow the instructions given; other 25% of time observed, *occasionally* the teacher switched to Spanish when students do not follow instructions given. And 38% of the time observed, *never* switched to Spanish when the students do not follow instructions given. On the other hand, the teacher in group 12; 63% of the time observed, *occasionally* the teacher switched to Spanish when students do not follow instructions given and 38% of the time observed, *never* switched to Spanish when the students do not follow instructions given.



Question 5: When the teacher was providing explanations about grammar structures, did he/she made the comparison with Spanish grammar?

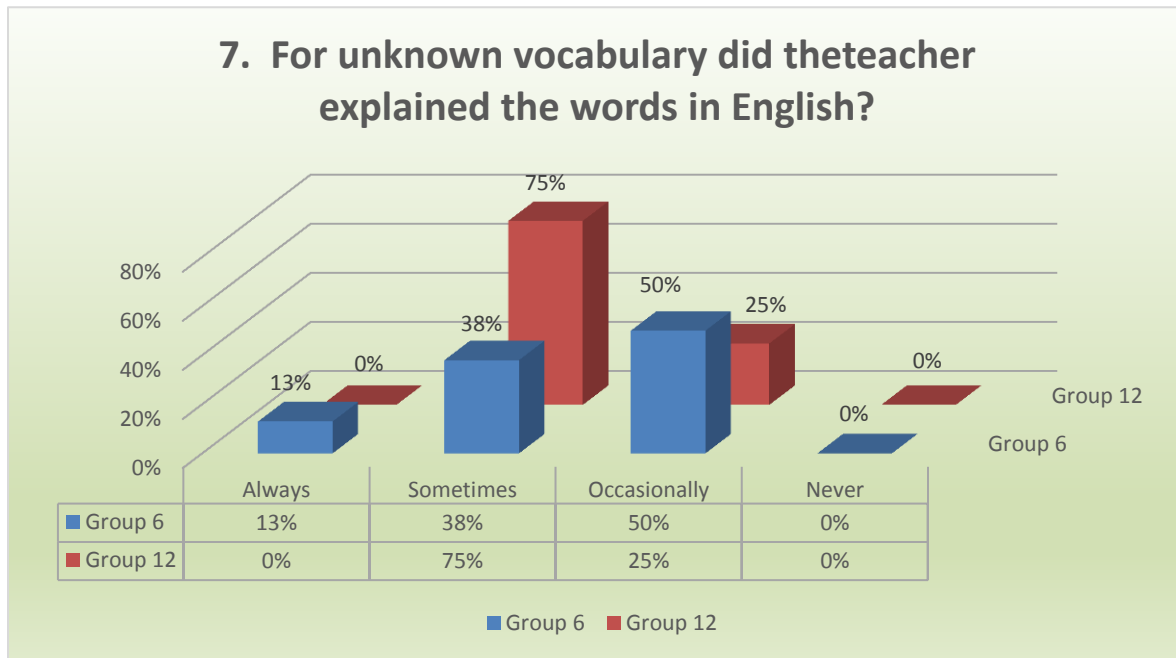
According to data collected in the observation from May to July, the teacher in group 6, 25% of the time observed, *always* the teacher at the moment of provided grammar explanation made a comparison with Spanish grammar, and additional 25% of the time observed, *sometimes* compared the Spanish grammar with the English grammar structures while providing an explanation; other 25% of time observed, *occasionally* when the teacher was providing grammar explanation made a comparison with Spanish grammar; And 25% of the time observed, *never* made a comparison between English grammar and Spanish grammar when was providing explanations. On the other hand, the teacher in group 12, 13% of time observed, *occasionally* when the teacher was providing

grammar explanation made a comparison with Spanish grammar; And 88% of the time observed, *never* made a comparison between English grammar and Spanish grammar when was providing explanations.



Question 6: For unknown vocabulary did the teacher translate the words into Spanish?

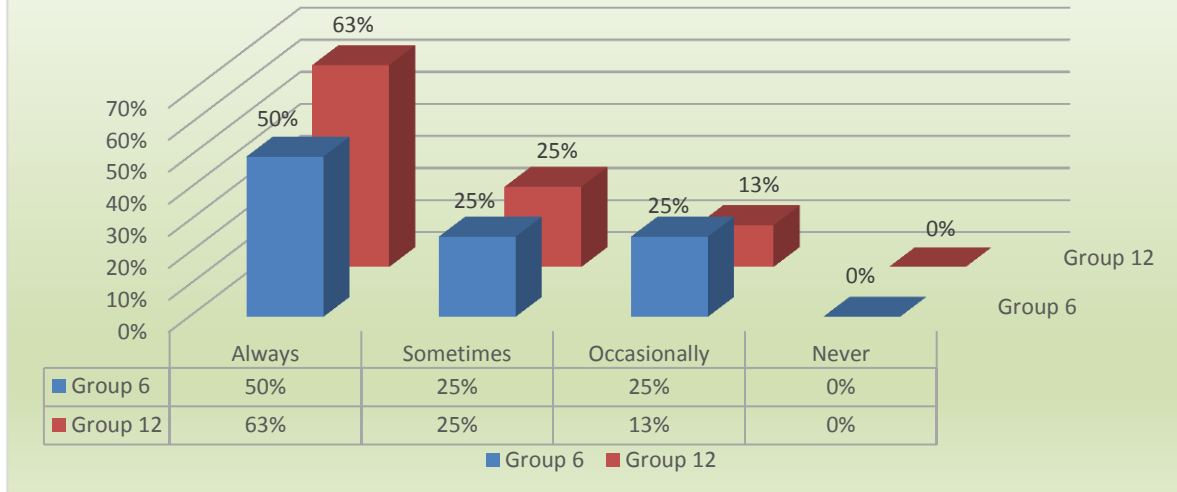
According to data collected in the observation from May to July, the teacher in group 6, 13% of the time observed, *always* the teacher translated the unknown vocabulary into Spanish, an additional 50% of the time observed, *sometimes* for unknown vocabulary the teacher translated the word into Spanish; other 25% of time observed, *occasionally* the teacher translated into Spanish the unknown words. And 13% of the time observed, *never* translate unknown words into Spanish. On the other hand, the teacher in group 12; 100% of the time observed, *occasionally* the teacher translated into Spanish the unknown words.



Question 7: For unknown vocabulary did the teacher explained the words in English?

According to data collected in the observation from May to July, the teacher in group 6, 13% of the time observed *always* the teacher explained in other words the unknown vocabulary, an additional 38% of the time observed, *sometimes* for unknown vocabulary the teacher explained this using English; Other 50% of time observed, *occasionally* the teacher explained using English for unknown vocabulary. On the other hand, the teacher in group 12; 75% of the time observed, *sometimes* for unknown vocabulary the teacher explained this using English; Other 25% of time observed, *occasionally* the teacher explained using English for unknown vocabulary.

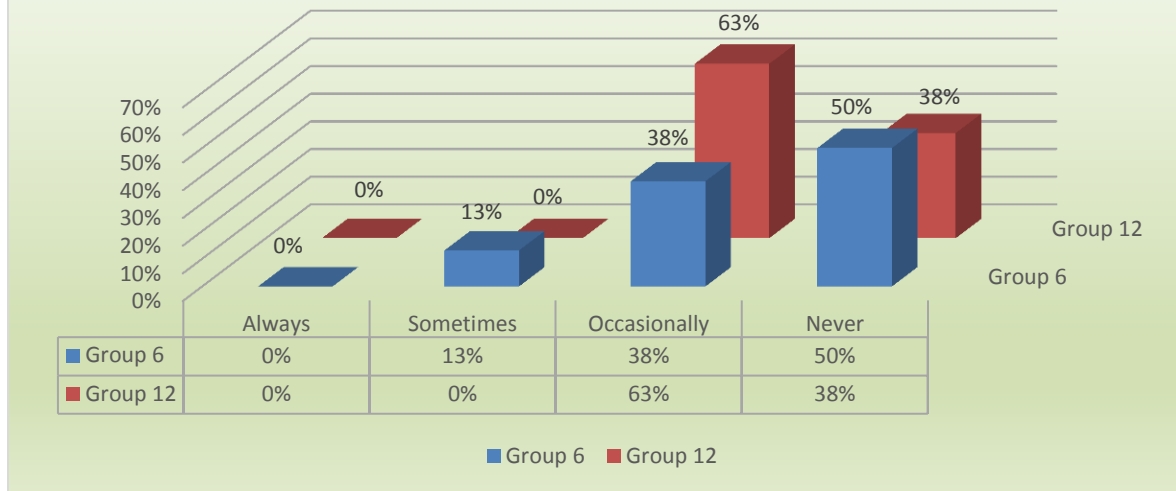
8. If students asked the teacher in Spanish did he /she answered in English?



Question 8: If students asked the teacher in Spanish did he /she answered in English?

According to data collected in the observation from May to July, the teacher in group 6; 50% of the time observed, *always* the teacher answered in English when the students asked in Spanish; an additional 25% of the time observed, *sometimes* if the students asked in Spanish the teacher answered in English; other 25% of time observed, *occasionally* answered in English if the students asked in Spanish. On the other hand, the teacher in group 12; 63% of the time observed, *always* the teacher answered in English when the students asked in Spanish; an additional 25% of the time observed, *sometimes* if the students asked in Spanish the teacher answered in English; other 13% of time observed, *occasionally* answered in English if the students asked in Spanish.

9. If students asked the teacher in Spanish did he /she answered in Spanish?



Question 9: If students asked the teacher in Spanish did he /she answered in Spanish?

According to data collected in the observation from May to July, the teacher in group 6, 13% of the time observed, *sometimes* the teacher answered in Spanish when the students asked in Spanish also; other 38% of time observed, *occasionally* if the student asked in Spanish, the teacher answered in Spanish too. And 50% of the time observed, *never* the teacher answered in Spanish when the students asked in Spanish. On the other hand, the teacher in group 12; 63% of time observed, *occasionally* if the student asked in Spanish, the teacher answered in Spanish too. And 38% of the time observed, *never* the teacher answered in Spanish when the students asked in Spanish.

OBSERVATION ANALYSIS FOR GROUP 6

During the process of the observation to the students and teacher of Basic English in their classes in 7 sessions in a period of time of 2 month, the students showed some ups and downs for the use of Spanish in the English class throughout the entire learning/teaching course.

Their development all through the class depends on the topic they were learning in that specific day, because in some cases it was easier for the students to understand the topic or the activities related to that. At the beginning was a little more difficult to the students to understand the topic because their previous knowledge is limited and they asked for more explanation to the teacher but in Spanish.

However when it was in regards of the grammar explanation, the students have more difficulties to understand and the teacher tried to use examples or explain the same thing with different vocabulary but in the first observations the teacher was force to use some words in Spanish in order that all the students understood the lesson. Also in the first days of

the observation when the students had to provide their personal ideas; since they didn't feel comfortable; they or prefer not to speak or use simple sentences or ended up making their participation in Spanish.

Nevertheless, at the time the teacher provide some instructions for an activity that will be developed in the class or a task for the next class, occasionally they request to the teacher to provide extra information about that explanation but in Spanish, and in some of the cases the teacher agrees because even though providing synonyms or even mimics they still don't understand, and when some of them understood the word with the extra explanation in English provided by the teacher, the students automatically translate the word for the other students that didn't understand.

Besides that, something that always happened during the complete observation was that when the teacher requests the students to work in pairs or small groups, they constantly speak in Spanish among themselves, in few times when the teacher realize and listen that the students were speaking Spanish, the teacher request to use only English,

but as soon as possible the teacher turns around, they return to speak Spanish.

Other thing observed was that during the class if they started to talk about something not related to the topic or anything from the English class the students speak Spanish and in some situations also the teacher starts speaking Spanish with them.

By the end of the whole process of observation the students were a little bit more confident with themselves about expressing their own opinions in English, as an example they did an activity in which they had to present to their partners and to the teacher they talent and all of them were able not only to present what they could do but also to perform it at the same time. They still have some issues in regards of the grammar structures, but they are trying to use more and more English in the class but when is related to work with their partners they continue speaking in Spanish between them.

OBSERVATION'S ANALYSIS FOR GROUP 12

Throughout the observation conducted in group 12, practitioners were able to identify some factors that influenced not only students but also teachers to use their native tongue (Spanish) in classes. The observation sessions were made from May 12th to June 4th in 2015.

One factor that was unusual to observe was, the use of Spanish while telling jokes, teacher usually used Spanish for joking in order to create a relaxed environment in classes. Also, teacher tried to use Spanish as a last resource. That means when students were not able to understand teacher's explanation after several English explanation, using synonyms or explaining with details; this phenomenon occurred most of the time when teacher explained grammar structures or unknown vocabulary.

Since most of the activities applied in classes were oral, teacher tried to implement updated events or topics like: wars at Syria and oil spill in California; so that, students were able to speak easily about the topic and express their own opinions. A positive aspect observed was that students were confident to participate and express their ideas.

At the end of the course after four observations session in group twelve practitioners were able to perceive a progress in students' English level, since students were able to speak about different topics using the structures and vocabulary studied in the course.

XIV. FINDINGS

A. Research questions' findings

General Research Question

Which is the impact of Spanish usage in the process of learning English in basic courses at the foreign language department?

	Findings:
▪	The use of Spanish in the process of learning English is negatively affecting the students' development in the target language.

Specific Research Questions:

Which is the main reason why teachers use Spanish in classes?

	Findings:
▪	Giving instructions to students.
▪	Checking comprehension.
▪	Grammar explanation.
▪	Unknown vocabulary explanation.

Which is the main reason why students use Spanish in classes?

▪	Asking an explanation.
▪	Unknown vocabulary.
▪	Grammar structures comparison.

What is the most remarkable benefit or drawback of using Spanish in English classes?

Benefits	Drawbacks
For students:	For students:
It's used to reconfirm information they understood.	Students get used to use Spanish instead of use English.
For teachers	For teachers
Spanish is used to check if students clearly understood the content.	Teachers are not directly affected by the use of Spanish, but as teachers they are responsible of the learning process in each student to become a great professional in the language.

B. Most outstanding findings

I. All of the teachers are aware that the use of Spanish in the class and specific in a Basic English class is harmful for the learning process of the students, but when they don't have other alternative to communicate or make that all the student understand the content of the class, they are in the necessity of use Spanish in order to be sure that all the student comprehend. This could help the teacher to save time at the moment of the explanations since all the students understand everything, at the same time but this also accommodate the students, that always that they do not understand something about the class or about the language in general, they will look for someone that translate the information in order that they clear all their doubts.

II. Also we find out that students said that they do not like that teacher use Spanish in the class or even to speak with their classmates, but we realize that they do not do anything about it to avoid the use of Spanish in the class, on the contrary at the very first moment that they have the opportunity to speak with the classmates they always use Spanish.

III. One of the more important finding was that students believe that, the major is like English free courses in which they only go to the

IV. class twice a week and only practice the language in the class and only the more basic topics, just only for have the more simple conversation and they forget that this is a major in which they have to involve as much as they can in the language because at the end of it they will have to be master in the language due to they will become teacher or communication specialist.

XV. CONCLUSION

In this research work the practitioners team exposed different insights about the use of Spanish in English classes and how can it negatively and positively affect on students oral expression in the target language, in this case English; in the Foreign Language Department, it means the factors that can induce and the use of Spanish in classes. In this research work, the transfer from the process of thinking in the mother tongue to translate the idea into English the target language, was analysis from three different points of view: students' point of view, teachers' point of view and the practitioners' point of view. Throughout this analysis made, the practitioners concluded that there are different needs for using the native language in classes; even using it can affect negatively the process of learning in long terms. Moreover, the mother tongue usage affected the main goal of the course which was helping students to overcome in the target to have the ability to express themselves and use the language in basic situations instead, students had difficulties or lack of knowledge as mispronunciation or in cases wrong syntactical statements. On the other hand, the practitioners found the advantage of using the mother tongue which was to facilitate the acquisition of vocabulary or grammar structures by comparing the native and the foreign language. Previous studies found that "learners brought into the form and meaning the MT through over generalizing the grammatical rules, to cover the

structure of sentences that they did not know in the FL" (Bhela, 1999; Alonso, 1997; Al-Baldawi & Saidat, 2011; Enisa, 2011). Throughout the research this theory was found, in the sense that the students that participated in the observation sessions, constructed their own grammar or phonetical rules in the target language taking as a principle the structures belonging or rules from the mother tongue, mainly in the situations requiring improvisation, more than in the situations requiring previous preparation.

XVI. RECOMMENDATIONS

Recommendations for students in Basic English I in the Foreign Language Department, about the use of Spanish in English classes:

- Students should know that as more exposure with the target language they have, they would have more fluency when speaking.
- Each language has its own features so that, the language should be learnt itself without any comparison even the native language they have.
- For unknown vocabulary is more useful to have a complete idea in the target language about the word and how can it work in contexts.
- Students need to acknowledge that learning a target language includes variety of aspects to learn, for example, new vocabulary, grammar structures, and so on. In order to learn it and have good proficiency is necessary to practice and use exclusively the language we are learning to have as much time as possible to use it.
- Pupils should know the factors that can induce them to use Spanish in their English classes, so that they can attempt to avoid them.

- Students should not be afraid to make mistakes at the moment of providing personal opinions, because is part of the learning process.
- Students should dedicate more time to improve their language skills, practicing the target language not only in classes, but also outside the classroom. Moreover, student would look for different options to gain their self-study habits as: surfing in the internet, reading books, listen to music in the target languages, etc. In this way students would become a master in the language.

Recommendations for teachers in Basic English I in the Foreign Language Department, about the use of Spanish in English classes:

- Teachers should be aware about the advantages and disadvantages of using Spanish in Basic English classes.
- Teachers should know how to manage the situation in order to avoid the use of Spanish in classes.
- Teachers should avoid to answer in Spanish even though students ask them in Spanish.
- Teachers should acknowledge that each language has its own features, including grammar structures, so that teachers ought to provide students more examples instead of comparing to Spanish grammar.

- Teachers should use synonyms or mimics to explain a word, phrase unknown by the students; instead of immediately translate it into Spanish.
- Teachers should use less complex words or mimics to provide instructions when students are not able to understand.
- Teachers should encourage students and themselves, to use different technology devises in order to master each aspect of the target language (in this case English), and not to use Spanish to improve it.

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ANNEXES

Teachers' questionnaire sample

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FOREIGN LANGUAGES DEPARTMENT

Objective: To determine the main factors that induces the use of Spanish in English classes.

Instructions: Read the question bellow, and mark the option box that better fits you answer, according to your personal criteria for each question presented.

1. Are you conscious while you use Spanish in classes?

- Always
- Sometimes
- Never

2. Are you requested by the students to speak Spanish in the classes?

- Always
- Sometimes
- Never

3. How often do you use Spanish in the classes?

- Always
- Sometimes
- Never

4. How often do Students use Spanish in classes?

- Always
- Sometimes
- Occasionally
- Never

5. At what moment of the class do you have to use Spanish?

- When giving instructions
- When explaining grammar
- When checking comprehension
- When explaining unknown vocabulary

6. Do you think using Spanish in the class is an efficient strategy on teaching English?

- Yes
- No

Why?

7. How does using Spanish in classes influences in the English learning?

- Greatly beneficial
- Beneficial
- No influence
- Harmful

8. Using Spanish in the classes helps students' English leaning progress?

- Agree
- Disagree

9. What do you do in order to avoid the use of Spanish in classes?

Students' questionnaire sample

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



Objective: to determine the main factors that induces the use of Spanish in English classes.

Instructions: Read the question bellow, and check in the box next to the possible answer, according to your personal criteria for each question presented.

1.- Do you consider the use of Spanish in classes, necessary to learn English?

- Extremely agree Agree Do not care Disagree

2.- Are you comfortable with the use of Spanish in English classes?

- Always Most of the time Occasionally Never

3.- How does using Spanish in class impacts your English improvements?

- Positively Negatively

4.- How often the teacher use Spanish in the classroom?

- Always Sometimes Occasionally never

5.- How does Spanish influence in the English classes?

- Greatly Beneficial No influence Harmful
- Beneficial

6.- Are you benefitted if your teacher speaks Spanish in classes?

Yes

No

7. When is more beneficial that the teacher speak Spanish?

Unknown vocabulary explanation

Giving instructions

Grammar explanation

Check comprehension

8.- using Spanish and English in the class increases the chances of passing the exams?

Agree

Disagree

Teachers' observation checklist sample

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 FOREIGN LANGUAGES DEPARTMENT



Checklist for the observation process.

Course: _____ date _____

teacher's name: _____

Respond to each statement using the following scale:

1= always 2= sometimes 3= occasionally 4= never

Items	1	2	3	4
How often does the teacher allow students to speak in Spanish?				
How often does the teacher use Spanish in classes?				
If teacher check that sts do not follow instructions given, the teacher explain in other words using English				
If teacher check that sts do not follow instructions given, the Teacher switches to Spanish				
When the teacher is providing explanations about grammar structures, does he/she make the comparison with Spanish grammar?				
For unknown vocabulary does teacher translate the word into Spanish				
For unknown vocabulary does teacher explain the word in English.				
If a student ask the teacher in Spanish he /she answers in English				
If a student ask the teacher in Spanish he /she answers in Spanish				

Students' observation checklist sample

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



Checklist for the Observation Process

Course: _____ Date: _____

Teacher's Name: _____

Items	Always	Sometimes	Occasionally	Never
1. Are students requesting a Spanish explanation to the teacher?				
2. Are students speaking Spanish with their partners during the class?				
3. Are students making question in Spanish to the teacher?				
4. Are students following instructions provided by the teacher in English?				
5. For unknown words, students research an answer in Spanish or translate?				
6. If the students attend for help to his/ her partner this one respond in English				
7. If the students attend for help to his/ her partner this one respond in Spanish				
8. Are students able to be understood in English while providing personal opinion?				
9. When students are not able to be understood in English, do they switch to Spanish?				
10. Do students think up new words similar to Spanish when trying to explain a situation in English?				
11. Do students mixed the English and Spanish when speaking?				
12. Do students make literal translation when speaking?				