

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



RESEARCH PROJECT PROFILE FOR THE GRADUATION WORK TO OBTAIN THE
DEGREE OF “LICENCIATURA EN LENGUAS MODERNAS, ESPECIALIDAD EN
FRANCÉS E INGLÉS

**THE POSITIVE ACADEMIC EFFECTS OF MOTHER TONGUE IN THE AREA
OF GRAMMAR IN THE SECOND LANGUAGE ACQUISITION PROCESS OF
STUDENTS FROM THE FIRST YEAR OF THE B.A. IN MODERN LANGUAGES:
SPECIALIZATION IN FRENCH AND ENGLISH AT THE UNIVERSITY OF EL
SALVADOR DURING THE YEAR 2018.**

PRESENTED BY:

Evelyn Carolina Martinez Flores MF08056

Mirna Carolina Mendoza Martínez MM11203

Nelcy Karina Villanueva Aguilar AG11059

ADVISOR:

LIC. BALMORE LIPE

SAN SALVADOR, MARCH 13TH, 2019

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

MsC. Roger Armando Arias Alvarado
RECTOR:

Dr. Manuel de Jesús Joya Abrego
ACADEMIC VICERECTOR:

Ing. Nelson Bernabé Granados
ADMINISTRATIVE VICE RRECTOR

Lic. Cristobal Hernán Ríos Benítez
SECRETARY GENERAL

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

Lic. José Vicente Cuchillas Melara
DEAN

Lic. Edgar Nicolás Ayala
VICE-DEAN

MsD. Hector Daniel Carballo Diaz
SECRETARY

AUTHORITHIES OF THE FOREIGN LANGUAGE DEPARTMRNT

Lic. José Ricardo Gamero Ortiz
HEAD OF DEPARTMENT

Lic. Mauricio Salvador Contreras
COORDINATOR OF GRADUATION PROCESS

ADVISOR:

LIC. BALMORE LIPE

ACKNOWLEDGEMENTS

God, thank you for giving me the opportunity to finish this process in my life, for allowing me to have the chance to study a major and learn many things during this process. God, thank you for loving me and giving me parents that always encouraged and support me to go ahead. Thank you so much for loving me and being there for me.

Mom and dad, thank you for every hug, encouragement's word, scolding, kiss, love, and support for me. You are a great blessing in my life. You inspired me to learn as much as possible, being brave and responsible at every moment because you helped me when I faced difficult times and it was hard to continue. Thank you so much for loving me.

Research group, Carolina and Nelcy, thank you for allowing me to work with you, for helping and understand me. Thank you so much for your comprehension.

Teachers, thank you for your patience, your passion to teach and help during this process. This would have not been possible if you were not there to help us, to push us to work hard and to believe in our potential. Even, if sometimes we do not believe in ourselves. Thank you so much for your help Lic. Balmore Lipe.

“Do not fear, for I have redeemed you; I have summoned you by name; you are mine. When you pass through the waters, I will be with you; and when you pass through the rivers, they will not sweep over you. When you walk through the fire, you will not be burned; the flames will not set you ablaze. For I am the LORD your God, the Holy One of Israel, your Savior” Isaiah 43: 1-3.

Evelyn Carolina Martínez Flores.

First of all, thanks to my God for allowing me to be where I am. He has been good with me since he has never left me alone along my studies and now thanks to him I am about to conclude one of the most important moments in my life.

Thanks to my mother and to my father that have been with me all the time encouraging me and giving me the best of them so that I could give the best of me too. Thanks to all my family since they are my inspiration to be a better person each day, fighting for my goals and aims.

Thanks to all the teachers that taught me up to this point. Thank you so much for having sowed a grain of knowledge along my life, for your tireless effort to share with us all you have learnt.

Thanks to my entire research group, for letting me be part of this team, for having worked so hard. Thank you so much for all the shared support between us and for the great job that we did together. Thank you so much to our advisor Lic. Balmore Lipe who helped us out a lot, without his support we would have not been able to complete our investigation.

Nelcy Karina Villanueva Aguilar

Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and He will make straight your paths. Proverbs 3:5-6

I thank God for having allowed me to successfully complete my university career and for having accompanied and enlightened me throughout the process, for his infinite mercy and the abundant blessings He have poured out on me.

To my husband José Franco Ventura, who has been the pillar that has been holding me in my difficulties and challenges, for all that support, love and patience that he has always shown me and because he has never left me alone and taught me the true value of brotherhood and friendship.

To my parents, who forged in my values and attitudes that have helped me face the difficulties of life and have been the ones who have inspired me to never give up and to get ahead by overcoming the challenges that have been presented to me throughout my career.

To my daughter Irene Carolina, for representing hope and giving me the strength to reach my goals and for accompanying me in this stage of my life.

To my thesis team Evelyn Martinez and Nelcy Villanueva; Thank you for having accepted me, for your patience, understanding, and respect; the union and the support allowed us to successfully complete this research work.

To my thesis advisor, Balmore Lipe, who guided me with his knowledge throughout the research.

Finally, I thank all the people who in one way or another showed their affection and supported me to move forward.

Mirna Carolina Mendoza Martinez

Table of Contents

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR.....	II
ACKNOWLEDGEMENTS	III
ABSTRACT.....	VII
I. STATEMENT OF THE PROBLEM.....	8
1.1 DELIMITATION.....	8
1.2 RESEARCH PROBLEM.....	9
1.3 OBJECTIVES	10
1.3.1 General Objective.....	10
1.3.2 Specific Objectives.....	10
1.4 JUSTIFICATION.....	11
II. LITERATURE REVIEW	13
2.1 RESEARCH ANTECEDENTS	13
2.2 THEORETICAL FRAMEWORK	15
2.2.1 Second language acquisition theories:	16
2.2.2 Grammar in relation to Second Language Acquisition processes:.....	25
2.3 HYPOTHESIS	31
III. METHODOLOGY.....	33
3.1 TYPE AND CLASS OF RESEARCH.....	33
3.3 POPULATION.....	355
3.4 SAMPLE.....	35
3.5 SAMPLING TECHNIQUE	35
3.6 TECHNIQUES AND RESEARCH INSTRUMENTS	36
3.6.1 RESEARCH TECHNIQUES.....	36
3.6.2 RESEARCH INSTRUMENTS.....	37
3.7 INFORMATION ANALYSIS PLAN.....	39
IV. PRESENTATION OF RESULTS / ANALYSIS OF DATA	41
4.1 Presentation of Results / Analysis of Data.....	41
V. CONCLUSIONS.....	53
VI. RECOMMENDATIONS.....	54
6.1 LIMITATIONS.....	56
VII. BIBLIOGRAPHY	57
VIII. ANNEXES	60

ABSTRACT

The purpose of this research was to determine that the use of the mother tongue has positive effects over the Second Language Acquisition. First, the statement of the problem is presented which is a brief description of the phenomena that was analyzed by the research group. In the following section the objectives to achieve are presented; meaning the goals intended to be attained at the end of the investigation. As a justification, the investigation group presents the main reasons why the development of this graduation work is important and what its contributions to the students and teachers from the Foreign Language Department would be. The investigation was supported by different theories conducted by some linguists and researchers and all this information was part of the literature that was previously studied and that was available in regards the investigation topic. As the hypothesis, it was established that “The use of mother tongue as an academic tool has positive effects in the grammar accuracy level of students” which was then tested through some technics and instruments such as a writing assessment(paragraph), diagnostic test(exam) and observation (Check list). Those instruments were implemented to a total of fifty-four students and to two teachers who were taken as a sample from a population enrolled in the semester II, 2018 of the first year of the B.A. in Modern Languages: Specialization in French and English, taking the subject Intermediate Intensive English I. The research group studied and analyzed all the details and the results that they found from the collected, and then presented on tables, graphics of bars and pie in Excel. The last sections present the recommendations according to the conclusions, the bibliography; the sources research work used to support the investigation and the annexes. Key words: Second Language Acquisition (SLA)(L2), Mother Tongue (L1), English, positive academic effects, University of El Salvador, Foreign Language Department.

I. STATEMENT OF THE PROBLEM

1.1 DELIMITATION

Nowadays, learning a second language in El Salvador is taking more and more relevance. For example, English in the professional area of people is essential. A lot of people find in English a very important tool to continue growing in their professional life; in the country, English provides many opportunities not only in the teaching area but also in other areas such as call centers, and companies that require people to speak the language so that they are part of the staff. In fact, English offers all the necessary elements for a person to have better and faster opportunities to get a job. As well, there is also a great relevance of English in the academic growth. If a person studies English he/she has more opportunities to apply for a scholarship out of the country and to study other majors. Moreover, English increases the satisfaction of people because it provides them the opportunity to travel to different countries and to know different cultures. As we can see, learning English for professional, personal or academic reasons is becoming more and more necessary because the professional and academic demands are significantly growing in our country, and it is taking more and more relevance.

Because of the importance that English language is taking in our Salvadorian society, Learning English accurately has become more and more necessary. Nowadays, there is a great competition where only those who can use or express the language in a correct way can take advantage of the opportunities offered by this second language. Institutions have arisen from this same need of accuracy of the language, institutions such as academies that focus on teaching English in an appropriate way. In fact, there are already academies that are focusing on teaching English for specific purposes to be able to prepare people for specific areas such as call centers, tourism, etc. Likewise, our university offers the possibility of learning a second language with the objective of creating a profile of an academic professional. Besides that, this university prepares the student in a more comprehensive way. It prepares the student to develop all of his productive and receptive abilities of the English language and it also prepares them within other important sub-skills such as grammar, pronunciation and others.

It is important to know the grammatical structure of the language, and the University of El Salvador offers two Bachelors in which the grammar is one of the strongest areas the students develop the most. Those bachelors are: Bachelor in Modern Languages: specialization in French and English, and Bachelor of Arts in English with Emphasis in Teaching. The two of them provide the students the acquisition of English as a second language and one of them the acquisition of French as a third language. During the last term of the year, students are attending the different English subjects for the semesters II, IV, VI, VIII, X from the fifth years, meaning a total of 10 out of 22 English subjects. During this instruction, grammar is one of the most important sub skills that teachers teach with the purpose to prepare the students in an accurate way. The Foreign Language Department of the UES prepares students to manage the language as accurate as possible.

1.2 RESEARCH PROBLEM

As mentioned before; Grammar, as sub-ability in the process of English's learning, plays a fundamental role, especially if we consider the high competition that exists at the labor and academic market, where speaking English is not enough, but rather it has to be spoken in a correct way. Because of the importance of this sub-ability in the teaching process, it emerges the necessity to know how teaching Grammar can be improved more and more to obtain better results at the end of the teaching-learning process. Therefore, the need to study an alternative approach for Grammar that can improve the teaching methodology used now in the classrooms arises. Even though, the University of El Salvador is considered one of the best academic institutions in this area, it is necessary to investigate more to improve how to teach grammar because there is always a space to look for more alternatives and improve the teaching-learning process.

It is necessary to consider the alternative of "the mother tongue" as an important element to improve the effects of grammar in students that are learning English as a second language. As a result, our subject arises, "The positive academic effects of mother tongue in the area of grammar over the second language acquisition in the students of Intermediate Intensive English I of the first year of the B. A. in Modern Languages: specialization in French and English at the University of El Salvador During the year 2018."

Therefore, it is crucial to do a research about what are the benefits of the mother tongue if it is used in the area of grammar over the second language acquisition process in the students of Intermediate Intensive English I of the first year of the B. A. in Modern Languages: specialization in French and English at the University of El Salvador During the year 2018?

1.3 OBJECTIVES

1.3.1 General Objective

To demonstrate the positive academic effects of mother tongue over the second language acquisition in the area of grammar in students of the B.A. in Modern Languages: specialization in French and English of the first year.

1.3.2 Specific Objectives

- To expose the students of Intermediate Intensive English I of the first year of the B.A. in Modern Languages: specialization in French and English to mother tongue.
- To observe teachers using mother tongue, and the student's reactions of being exposed to it.
- To examine the students of Intermediate Intensive English I of the first year of the B.A. in Modern Languages: specialization in French and English before and after the process of acquisition of English by using or not mother tongue as a tool.

1.4 JUSTIFICATION

The L1 role during the process of learning has been a topic of controversy and in most of the cases; this controversy has been related to the grammar learning process. Debates arise to determine if it is adequate to allow the use of the L1 when a student needs further aid on his L2 learning process. However, as stated earlier, the L1 may be considered as a tool, which can improve the L2 learning process. Moreover, some linguists in the SLA process are in agreement with the conception that "L1 should be used in the language classroom in particular with students who are not proficient in the target language" (Swain & Lapkin, 2000, Tang, 2002, Mattioli 2004). This means that mother tongue may be required and it cannot be put aside. In addition, for Dr. Wolfgang Butzkamm "exclude mother tongue links would deprive us of our richest source" for building associations with words we already know. Besides that, the foreign language learner must build upon existing skills and knowledge acquired in and through the mother tongue". So, according to him, the most essential ally to foreign language may have would be the results of using mother tongue to achieve the students' SLA process. Moreover, he argues: "the Language teachers especially those whose students speak a common language should remember a simple truth: knowing and judiciously using your students' native language can make you better teachers"

Nowadays, most of the universities and schools do not use the mother tongue to teach, because it is believed to be a delay in the process of acquiring a second language. However, Dr. Wolfgang Butzkamm states: "Using the mother tongue, we have learned to think, to communicate and to acquire an intuitive understanding of grammar." He adds, mother tongue's grammar has opened the way to foreign grammar in as much as they have prepared the learner to expect and understand underlying basic concepts such as possession, number, agent, instrument, cause, condition etc., no matter through what linguistic means they are expressed in a given language. Furthermore, he argues, "mother tongue aids make it easier to conduct whole lessons in the foreign language." According to him, using such aids enables "learners to gain in confidence and, paradoxically, become less dependent on their mother tongue." Even if teachers avoid and forbid the use of the mother tongue in the classroom, the connection and links between both languages will always exist in the

learners' minds (Cohen, as cited in Horst et. al, 2010). Thus, in the early stages of second language acquisition, learners process the new language, making connections with their mother tongue. The links between both languages can make learning contexts even richer (Horst et al. 2010). In addition, the research called "Use of the mother tongue in the foreign language teaching" made it at the University of La Habana, Cuba, (Yance, Rodriguez & Leiva, 2010), had demonstrated the L1 has played a significant role in English class; because it has been a way to enrich intercultural aspects, to give instructions, to explain errors, and to verify the student's comprehension. Nevertheless, the foreign language department at the University of El Salvador does not use the mother tongue as tool for improving the students' second language learning process. In fact, the mother tongue is avoided and yet grammar is one of the strongest points of those that stand out in the development of the learning of a second language.

Thus, the realization of this research is important because of different reasons. In first place we can state that a research of this type helps to understand or have a better idea of the effects of L1 used as a tool to instruct students in the area of grammar while they are developing a second language. This research's importance relies as well in the expectation of finding new approaches, strategies or techniques that could lead to an improvement in the methodology that has been used over the years. An alternate way of teaching could be found or could be taken into consideration to take advantage of L1 as a resource for improving the L2 learning process. The information obtained about the usage of the mother tongue on the students of Intermediate Intensive English 1, semester II, 2018 is crucial to demonstrate the effects of the use of the L1 in the students' English learning process. The information provided by this research could allow teachers to understand in a better way how the students assimilate the bases of the language and at the same time it could help them to take advantage of this new tool to get better proficiency results or levels at the end of the courses. With the use of the L1, students' performance can be improved, and they can be motivated to put extra effort in the learning of the second language. As a result, advantage can be taken from the students' efficiency to guarantee a meaningful development of second language acquisition. With this research, study programs can be modified in order to make the students learning process more effective. In addition, this research can be essential for the Foreign Languages Department because the research can

benefit both students and teachers. Teachers and students can use the L1 to ensure the grammatical rules knowledge of the second language. Since, grammar is a fundamental point in learning a second language, the mother tongue also forms a fundamental part in the conscious area of Second Language Acquisition.

II. LITERATURE REVIEW

2.1 RESEARCH ANTECEDENTS

The acquisition of a second language has not been characterized by the use of the mother tongue to improve the assimilation of an L2. Even though there are some investigations that suggest that using L1 over L2 has not been beneficial, others state that using it in a correct way the L1 over the L2 has incredible results.

Perez, Torres & Navarro (2010) in their bibliographical research called “The use of the Mother Tongue (L1) in Foreign Languages Classes”, which was carried out at the University of El Salvador, has shown that it is important to use the mother tongue to acquire a second language. This research was supported by theories of researchers such as Schweers (1999) who states, “Among the number of professionals in the field of second language acquisition, there appears to be an increasing conviction that the first language has a necessary and facilitating role in the foreign language classrooms”. Therefore, their research provides the notion that using the mother tongue in the students represents many advantages such as: having an effective environment in the classroom, where the students can feel self-confident reducing in that way the anxiety, as well as facilitating the grammar understanding in which the teacher can use the L1 to explain complex structures that are not easy to assimilate and require the use of the L1 to understand them. Also, using the L1 enhances the motivation of the students to acquire a second language.

Their research emphasizes the use of mother tongue as a strategy to improve the process of learning and teaching a second language. It points that the use of techniques such as: the use of translation, collocations, the use of various languages, and native and non-native

teachers are important to acquire a second language. They emphasize that the mother tongue has important benefits at the moment of teaching or learning an L2.

Firstly, the use of the mother tongue creates a low anxiety environment; the use of it creates a friendly classroom environment where the students feel self-confident with their learning process. Thus, the use of the L1 has to be meaningful, which means to use it just when it is necessary. Secondly, to use the mother tongue enhances motivation. The students who are forced to use only the target language are easy to get frustrated because when they do not find the correct words to transmit the message, they tend to make use of the mother tongue. Moreover, when this one is forbidden the student tends to give up, and the motivation of learning disappears. Another benefit mentioned is that the use of the mother tongue creates a better affective relationship between teacher and students. The communication between them is more effective because they share the same not only the native language but also the cultural background, and when there is a word the students do not understand, they feel confident to ask the teacher without being afraid of being punished. The next benefit mentioned is that the use of the mother tongue facilitates comprehension. The students feel comfortable when they understand what the teacher is saying or doing. To use the mother tongue is crucial in complex structure of grammar where the student is vulnerable to make mistakes; using the mother tongue gives them more security about their knowledge. One more benefit is that by using mother tongue, teacher and students can save time and confusion. The students are able to use the L1 to clarify their doubts letting them to invest the time in acquiring a new word. Finally, the use of the mother tongue helps the student to be conscious about the difference and similarities between the target language and the mother tongue. The students who are exposed to both languages are conscious that the second language is not the same to the mother tongue, but also that it shares similarities that they can follow through their learning process.

The authors conclude their bibliographical research making emphasis on the statement that the mother tongue does not obstruct the learning of a second language. Actually, it can facilitate it; furthermore, the teacher has to find both the correct way and the moment to use the mother tongue in their classes.

Another research, Yance, Rodriguez & Leiva (2010) in their article called “Use of the mother tongue in the foreign language teaching” written at the University of La Habana, Cuba, exposed some experiences of teachers who have been teaching English using the mother tongue of the students as a tool to learn the second language. This article exposed the experience of Auerbach (1993) who recognized that the mother tongue had a positive role in an English class, because the mother tongue can be used in the following situations: to do linguistic analysis, to give grammatical rules, to make discussion of intercultural aspects, to give instructions, to explain errors, and to verify the student’s comprehension. For her: “To start a class using the mother tongue provides an environment of security that validates the students’ experiences, allowing them to express their-selves freely.” As well, she stated the following: “The sense of our identity as individuals is inexplicably linked to the mother tongue. So, if the student of a second language is encouraged to ignore their native language they may feel their identity in danger.” For her, to use the L1 is important to teach a second language because the languages need each other to be learned. As well, this article mentions the author William Schweers, Jr, who teaches English at the University of Puerto Rico, he carried out an investigation that was focused on the use the mother tongue in English classes. Its objective was to prove if the use of the mother tongue was beneficial to the students. As a result, he could demonstrate that most of the students think that the L1 has to be used in the class. He proved as well that teachers used the L1 in a moderate way, just when it was necessary. The result of this investigation demonstrated that English classes need, to a certain point, the use of L1 to understand and comprehend the second or target language.

2.2 THEORETICAL FRAMEWORK

The use of the mother tongue at the moment of teaching and acquiring a second language has been a subject of discussion since the moment that the different teaching methodologies appeared. The different methods that teachers use are varied; even though, there are different points of views about using or not the mother tongue in the classroom. In order to know more about the acquisition of a second language this investigation uses some theories that help to understand the acquisition of a language. It is important to say that

there are different theories that are both against and for in the use of the mother tongue. Certainly, there is no theory that demonstrates the correct acquisition of a second language, each of them contribute to have an idea of how the acquisition of L2 has to be. The following theories are exposed in order to understand the subject that has been studied.

2.2.1 Second language acquisition theories:

Several theories of Second Language Acquisition (SLA) have been proposed in order to explain aspects of the language acquisition process. In this sense, the main objective of any SLA theory is to try to explain language acquisition by learners with a variety of characteristics in diverse contexts (Lightbown & Spada, 2006). To that end, in order to prove/achieve this objective, many theories have arisen under different perspective; some of the most important ones include Behaviorism, which is represented by Skinner, sets imitation and habit formation as the basis of language learning (Lightbown & Spada, 2006). We can also mention The Universal Grammar, which sees acquisition of language as a genetically endowed process (Chomsky, 1972). Cognitivist theories claim that language learning does not differ from any other sort of knowledge (Myles, 2002); and the Sociocultural Perspective which assumes language learning arises from social interaction (Vygotsky, 1962).

2.2.1.1 Behaviorism:

The Behaviorist theory was developed during the 1940s and the 1970s, especially in North America. According to this theory, the learning process is possible because of imitation, practice, reinforcement and habit formation (Lightbown & Spada, 2006). In this sense, the repetition of patterns takes an important role in the acquisition of structures. It is expected that learners learn the sentence patterns by heart through classroom activities based on mimicry and memorization.

One of the most important accounts within this theory is the one proposed by Skinner in 1957 who believes the learning process is developed by the process of forming behavioral habits, which are stimulus, response, and reinforcement. In the learning process, the stimulus is the language to which the learner is exposed. In other words, the student interacts with the target language. The response is the production of the students after being exposed to the target language and the reinforcement can be presented in a way of praising on behalf of the teacher in order to demonstrate the admiration of the student's effort. For him, the mastery of a foreign language consists in learning a set of new linguistic habits of the foreign language forming part of the linguistic habits corresponding to the mother tongue, previously acquired. These new habits are created through the repetition and practice of linguistic models corresponding to the target language. Until these models have been overlearned, the student can produce them automatically, without stopping to think about them.

From his point of view, language was learned through verbal operands that are controlled by the situation, which includes the social context, the individual's history and the complex stimuli in the actual situation. One type of operant is the mand (equivalent to a command) that is reinforced by someone carrying it out. Another operant is the tact (equivalent to a declarative) which is reinforced by social approval (Cook, 2008b). However, Chomsky (1959) argues that Skinner does not acknowledge how they process input information. In that regard, this theory fails to explain why children still make mistakes in the first stages of acquisition of the language even though they have been receiving the correct input.

An additional concept related to this theory is the Contrastive Analysis Hypothesis (CAH). According to this concept, learners of a second language would start the acquisition process using the habits formed in their L1 and, eventually, these habits would interfere with the new ones needed for the L2. However, it is assumed that learners may be reluctant to transfer or apply their previous knowledge to the L2. This use of L1 properties in the L2 should be a process of identifying similarities, thus making connections between the two languages, rather than a process of mere transference (Myles, 2002).

2.2.1.2 Universal Grammar:

Noam Chomsky proposed the Universal Grammar (UG) in 1980, and it arose from the innate perspective. Innate holds that the mind is born with ideas, in other words with knowledge. This perspective applied to the UG theory suggests that the “UG permits all children to acquire the language of their environment during a critical period of their development” (Lightbown & Spada, 2006, p. 35). Even though the UG accounts primarily for the acquisition of the mother tongue, other linguists considered Chomsky’s proposal as a good attempt to explain SLA. However, there are linguists who argue that this theory is not appropriate for learners who have passed the critical period. Nevertheless, the UG seems to be suitable to account for the fact that “learners eventually know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to” (Lightbown & Spada, 2006, p.35).

There are two models concerning the acquisition of an L2 through the UG theory: the Direct Access Model, On the one hand, it is assumed that in the former model the UG is totally available in L2 learning. Although this is not completely true, because the result of the L2 acquisition seldom completely resembles the L1 acquisition (Cook, 2008b). In the Indirect Access Model, on the other hand, the UG is available but only through the first language. That is to say, learners are not able to use the resources of the UG directly, but they can still use their UG-related knowledge of the L1 (Cook, 2008b).

Additionally, a proposal that is related to the UG is Krashen’s Monitor Model. This is a model of SLA developed by Stephen Krashen in the early 1970s, which was based on Chomsky's theory (Lightbown & Spada, 2006). The Monitor Model is described in terms of five hypotheses.

The first hypothesis of the Monitor Model is the Acquisition-Learning Hypothesis. According to Krashen, there are two different ways to perform a second language. He proposes the acquisition, which is the product of a subconscious process very similar to the process children undergo when they acquire their first language. This requires meaningful interaction in the target language, natural communication in which speakers are

concentrated not in the form of their utterances, but in the communicative act. The second way to perform a second language proposed by Krashen is the “learning”. This is the product of formal instruction and it involves a conscious process, which results in conscious knowledge about the language, for example knowledge of grammar rules.

The second hypothesis of the Monitor Model is the Monitor Hypothesis. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition form is the utterance initiator, while the learning form performs the role of the monitor or the editor. Besides that, the monitor acts in a planning, editing and correcting function when three specific conditions are met. That is, when the student who is learning a second language has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. Krashen believes the role of the monitor is or should be minor; the monitor has to be used only when there are errors with the purpose to get a better speech.

The third hypothesis of the monitor model is the Input Hypothesis. It is only concerned with acquisition and not learning. According to this hypothesis, the learner improves and progresses when he/she receives second language input that is one step beyond his/her current stage of linguistic competence. Moreover, input can be defined as the target language that the learner would not be able to produce, but can still understand. So, the teacher uses different tools such as: visual aids, pictures, audios, textbook, etc. to successfully convey the learning experience.

The next hypothesis of the Monitor Model is the Natural Order. It is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a natural order, which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. Krashen; however, points out that the implication of the natural order hypothesis is not that a language program should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The last hypothesis of the Monitor Model is the Affective Filter. It represents Krashen believes that a number of affective variables play a facilitative, but non-causal, role in Second Language Acquisition. These variables include motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it obstructs language acquisition. On the other hand, Krashen believes that positive affect is necessary but not sufficient on its own for acquisition to take place.

According to Krashen these five hypotheses have close relation with the learner at the moment of acquiring a second language and each of them has an important role in the student's performance.

2.2.1.3 Cognitivism:

Cognitivism claims that language learning is not completely different from other activities that involve the process of learning, thus, it is the result of the creation of networks and associations that take place in the human brain (Myles, 2002). According to this theory, language learning relies heavily on internal processes and associations. Cognitivist includes three main perspectives: the Information Processing Model, Connectionism, and the Competition Model. These theories are related to the mental aspect of learning.

The first perspective is the Information Processing Model. It was proposed by Barry McLaughlin in 1983 suggests, "Learning starts from controlled processes, which gradually become automatic over time" (Cook, 2008b, p. 221). An example of this is the experience of driving. At the beginning, people fear to make mistakes and they are constantly aware of every move they make, but as time goes by, driving becomes an automatic activity. Under this perspective, Lightbown and Spada (2006) also points out the idea that learners go

through stepping stones before achieving fluency in their speech, shifting from declarative to procedural knowledge. Because of this process, proficient speakers can pay attention to the overall meaning of their utterances instead of the forms. In this manner, cognitive psychologists argue that through experience and practice, information that was once new can become easier to process, and thus, it can be quickly accessed to the point of becoming automatized. Therefore, the teaching implications related to this theory are related to the use of exercises to develop appropriate strengths of response in students, as well as trying to maximize practice by students in the classroom (Cook, 2008b). The way in which knowledge develops is fundamental: what starts as declarative knowledge (that) becomes procedural knowledge (how) through practice and cognitive effort.

The second perspective is Connectionism, which attributes more importance to the environment than any other aspect when it comes to learning. Connectionists such as David E. Rumelhart and James L. McClelland see learning as “. . . establishing the strengths between the vast numbers of connections in the mind” (Rumelhart & McClelland, 1986, as cited in Cook (2008b). Similarly, Lightbown and Spada (2006) point out “learners gradually build up their knowledge of language through exposure to the thousands of instances of the linguistic features” (p. 41). In this manner, less importance is given to declarative knowledge, but higher importance is given to the level of exposure in which learners are involved. Thus, it supposes that through the systematic exposure to different linguistic contexts, learners may develop the ability to create a network of connections between relevant elements. This is quite related to vocabulary teaching, considering the fact that learners need to expand the word knowledge of lexical items in different contexts.

The last perspective is the Competition Model. It was proposed by Brian MacWhinney and Elizabeth Bates in 1982, assumes that language has four main components: word order, vocabulary, word forms, and intonation. Considering that the amount of space the mind has is limited, these four aspects compete with each other for the same space. The results of this competition favor one or other of these aspects in different languages. For instance, English puts more emphasis on word order rather than morphology. On the contrary, Chinese has a more complicated tone system and has no variation in morphology (Cook, 2008b).

In a similar manner, Lightbown and Spada (2006) indicate, “through exposure to thousands of examples of language associated with particular meanings, learners come to understand how to use the cues with which a language signals specific functions” (p. 42). This means that, in the process of SLA, learners have to be aware of the fact that the language(s) that they are learning may differ from their mother tongue in terms of the most relevant components. Therefore, learners should focus on the relevant cues of the L2 that they are learning; for example, syntax in English lessons must be a priority if the learner’s mother tongue does not have a very rigid word order (Spanish, for instance).

In general, the Cognitivist perspective seems to be related to the behaviorist tradition which claims that language learning comes from outside rather than from inside the mind, that is to say, input from others, and from interaction and correction. Along these lines, these models identify learning as the strengthening of associations, as well as the automatic practices. Therefore, the main teaching implications of these three Cognitivist models are related to the emphasis on practice as a key activity in the L2 learning process. According to Cognitivist theories, learners are a central part in the acquisition process since the responsibility of practicing and learning patterns rests upon them. Additionally, the role of interaction, feedback, and input are also very important in this theory since they increase the speed of development of SLA (Myles, 2002).

2.2.1.4 Sociocultural Theory:

The Sociocultural theory, originally conceived by Lev S. Vygotsky, assumes that language development emerges because of social interactions. This proposal tries to account for the ways in which learners can gain access to new knowledge about the language when they have support from an interlocutor. Therefore, the main belief of this theory is that language learning is essentially a social mediation between the learner and someone else, where socially acquired knowledge becomes internalized (Cook, 2008b).

Under this perspective, Vygotsky argues that “people gain control of and reorganize their cognitive processes during mediation as knowledge is internalized during social

activity” (Lightbown & Spada, 2006, p. 47). This emphasizes the importance of promoting conversations among students and the mental processes involved during the interaction with another interlocutor. In brief, sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity, and then they are eventually acquired.

The main belief of this theory is that the human mind is mediated; this essentially means that the human mind employs language in order to regulate, or mediate people’s relationships with themselves and the world around them (Lantolf, 2001). On that regard, language serves as the mediator between the world and the mind, reshaping biological perception into cultural perceptions and concepts. An example of mediation in SLA is the concept of private speech, in which language is used to regulate mental functioning (Lantolf & Thorne, 2006). According to Lantolf (2001), Vygotsky visualized the human mind as a system capable of higher order thinking, which is culturally shaped. This means that there is an interface between a symbolic artifact, which is language, and thinking; some of these processes include learning, intentional attention and memory, logical thinking, and problem solving, among others. All these activities are important in SLA because they are essential mental capacities that will lead to the successful acquisition of an L2.

Taking into account the idea that, under the Sociocultural Perspective, learning is both a cognitive and a social process, it is worth mentioning the relationship between thinking and speaking. Lantolf (2001) points out that despite the fact that these concepts are neither a single unit nor a completely independent, they are closely related: speaking is the public realization of what once was a private thought. Therefore, these two aspects are necessary for a complete understanding of human mental capacities, and as a consequence, the learning process itself.

According to the Sociocultural Perspective, it is essential for learners to interact with other individuals in order to develop L2 acquisition. In this model, learning occurs when a learner interacts with an interlocutor in the Zone of Proximal Development (ZPD). Lantolf (2001) explains that this is a metaphor used by Vygotsky, in order to show the difference between learners performing on their own and what they accomplish when there is assistance from cultural artifacts or someone else. Thus, this is a situation in which a

learner is able to perform at a higher level of proficiency, because there is support from the interlocutor. Taking this into account, the ZPD constitutes an indicative of what learners can eventually achieve on their own with the assistance of others (Lantolf & Thorne, 2007). In this sense, the importance of the ZPD lays on the fact that speakers co-construct knowledge together, and in this way, learning occurs through social interaction.

Within all the aspects mentioned above, the social aspect of language arises as the most important one in relation to the acquisition of an L2. Regarding this feature, there are two important models which will be reviewed: the Socio-Educational and the Acculturation Models. These social models tackle language learning from a perspective that had not been examined before. In this sense, they acknowledge that learning takes place in a society and take into account multilingual situations.

2.2.1.4.1 The Socio-Educational Model:

Robert C. Gardner (1985) proposed the Socio-Educational Model, and it explains how two important aspects determine the learner's success, which is motivation and ability. According to Gardner, integration and attitudes lead to motivation, while motivation and aptitude lead to success. The crucial factors of this model include how learners think of the speakers of an L2, and how highly they value the L2 learning in the classroom (Cook, 2008b). Thus, the attitudes towards the language play a fundamental role in the acquisition process.

2.2.1.4.2 The Acculturation Model:

John Schumman (1978) proposed the Acculturation Model. He suggests that the most important element to consider is the interaction between two different groups. Hence, the relationship between L2 learners and the speakers of the target language arises as a crucial interplay of acquisition. In this case, successful learning means acculturation, that is to say, becoming part of the target language community. Schumman also proposes the concept of enculturation. It is used to define circumstances in which it is desirable to speak an L2 within one's own culture.

Making a summary of the theories proposed, each one states different manners of how acquisition takes place. While the behaviorism theory states that learning comes from imitation, practice reinforcement and habit formation, the universal grammar theory emphasizes that human brings an innate capacity that helps to acquire a second language in a specific period. In addition, the Cognitivist Theory believes the learning process is the result of the creation of networks and associations that take place in the human brain, and finally, the Sociocultural Theory assumes that language emerges because of social interaction.

The different theories proposed help to understand the acquisition of a second language. It is important to know that not all the theories are complete, in other words, theories are just a guide. Each of them has a lack, which makes them impossible to be completed for explaining the acquisition of a second language. Those theories cover all the areas that refers to the acquisition of a new language, So in order to understand more about how specifically grammar takes place in relation to second language acquisition process we are going to go a little bit deeper.

2.2.2 Grammar in relation to Second Language Acquisition processes:

Taking into account authors such as: Van Patten (1993), Ellis (1994), Skehan (1996a, 1996b) and others, five stages of the learning process will be identified with the purpose to arrive at the essential of grammar in teaching. Those stages are input, intake, acquisition, access, and output. These ones will be explained in the paragraphs bellow.

2.2.2.1 Input:

Input is the ‘potentially processible language data which are made available, by chance or by design, to the language learner’ (Sharwood Smith, 1993:167). It is an essential component of Second Language Acquisition, simply because learners use it ‘in order to construct a mental representation of the grammar that they are acquiring’ (VanPatten, 1996:13).

Input refers to language sources that are used in order to begin with the language learning process; sources such as textbooks, visual aids, teacher-made materials, etc. All those help as input in the languages classes. Habitually, teaching materials were prepared with the idea of determining the learner's acquisition of the target language. Some theorists believe that it is not necessary a grammar syllabus, arguing that grammar needs can be dealt in a secondary way. Furthermore, Krashen (1985) argues that exposure to comprehensible target language input, which it is being able to understand the essence of what is being said or presented, is in itself sufficient to generate acquisition. Even though, other theorists would accept the use of any form of linguistic syllabus, because it can provide a way of simplifying the input. Grammatical simplification is essential at the moment of providing input in appropriate level of difficulty.

The input stage in language learning tries to focus learners' attention on a particular linguistic feature of the input, which is also known as "input enhancement". Sharwood Smith (1991), who defines it, suggested this term as "the process by which language input becomes salient to learners" (118). In other words, input enhancement could be an approach to second language teaching, and it refers to a deliberate attempt to make the target form in this input enhanced by visually altering its appearance in the text. He suggests many techniques which may be used in order to make input salient, such as color coding, boldfacing, using error flags, stress, 'intonation and gestures', as well as pointing out and explaining construction using metalinguistic terminology. For example, grammatical English morphemes (third person's singular "s") could be bolded, or underlined. Using one or all of these techniques could draw learners' attention to the target language form. This kind of input enhancement is known as "Visual or Textual Enhancement."

Furthermore, he provides additional information concerning various input enhancement techniques concerning the degrees of 'explicitness and elaboration', which are necessary to letting learners access grammatical input. Explicitness refers to the learning and detail of the 'Attention-Drawing Mechanism', with the degrees of explicitness being highly or less explicit. On one hand, highly explicit involves a rule explanation; on the other hand, the less explicit might be in the form of seeing the target feature highlighted

without giving further information. Elaboration refers to the depth and amount of time that is engaged in applying the enhancement technique, for example ‘the facial gesture’.

As well, Smith (1981) proposed the term ‘Consciousness Raising’ (C-R), which refers to increasing or raising learners’ conscious awareness of particular linguistic structures, altered by input; hence, ‘all input is intake’. It is important to say, these elements to providing a grammatical focus at the input are not sufficient to occur the learning, however there are needs to facilitate the next stage, which is intake.

2.2.2.2 Intake

Van pattern (1993) defines intake as “that subset of input that is comprehended and attended to in some way. It contains the linguistic “data” that are made available for acquisition.” Some portion of the input data is assumed to remain in long-term memory and form the data on which the processes of language acquisition are engaged.

Intake has the potential to be ‘internalized’; it happens through exposure to input. In other words, the process in terms of second language acquisition is involved in converting input to intake. This intake is held in working memory and has the potential to be internalized. When this happens, the developing linguistic system will then begin to accommodate a new linguist form. Moreover, once a new form has been accommodated, the developing system changes and is restructured (VanPatten, 1996).

In order to make input become intake it is also important to know the concept of “noticing” which is when learners become consciously aware of how their ‘interlanguage form’ differs from the target language. It is argued by various researchers that learners should pay attention to input and have ‘momentary episodes’ of noticing (‘an occurrence of momentary focal attention directed toward the input’) in order for learning to take place. In this case, learning must be conscious in order to ensure the momentary subjective experience of noticing it. Furthermore, Schmidt (1994) points out that learners may consciously notice a target feature in the input, and if it is noticed, it might become intake. In other words, when learners consciously notice or attend to input and make ‘form-

meaning connections', this input will likely become intake. Besides that, Schmidt (1994:17) mentions that noticing is a necessary and 'sufficient condition' for the changing of input to become intake for learning.

In order to obtain intake, learners firstly need to be exposed to input, which is the very first condition for acquisition. In addition, the success of intake depends on Learner-Internal and Learner-External factors. So in a summarize way we can identify some factors that affect how items (grammatical items) pass from input to intake. Those ones are Complexity: which refers to the appropriate level of difficulty the learner is exposed to the target language; saliency: the learner must notice the different feature or linguistic form of the l2; frequency: the linguistic form must be experienced with sufficient frequency; and need: the new form must fulfill a communicative need.

2.2.2.3 Acquisition

It refers to the processes by which the learner incorporates a new learning item into his or her developing system or interlanguage. The Second Language Acquisition has demonstrated that learning is not a mirror image of teaching. Learners do not pass from a state of not knowing a particular target structure to a state of knowing and using it accurately. In order to do that, a number of processes seem to be involved, and those ones are the following: noticing, discovering rules, accommodation and restructuring, and experimentation.

Noticing: learners need to recognize differences between the forms they use and the target form, Schmidt and Frota (1986) found that the new forms a learner incorporates into his speech are those he had noticed in the speech people addressed to him. It is important to say that not all acquisition is caused by conscious awareness of linguistic features; the unconscious discovery of rules also seems to be involved. In other words, learners must pay attention to the forms or structures that receive in the input stage.

- Discovering rules: according to the theory of UG, learning implies the identification of the grammatical variables, which operate in the target language, and which account for the specific linguistic characteristic of that language.

- Accommodation and restructuring: Van Patten (1993, p. 436) describe the processes as “those that mediate the incorporation of intake into the developing system. Since the internalization of intake is not a simple accumulation of discrete bits of data have to fit in in some way and sometimes the accommodation of a particular set of data causes changes in the rest of the system.
- Experimentation: much of the learners’ output in the target language is due to the result of experimentation as the learner form hypotheses about the target language and tests them out.

2.2.2.4 Access

It refers to the learner’s ability to draw upon his or her interlanguage system during communication. Interlanguage in the learning of a second language is when the speaker produces a linguistic system of transition, a system that results from the combination of his mother tongue with the second language he learns. The context in which the learner uses the language may affect the level to which he or she is successful in calling up aspects of the acquired system. “Access involves making use of the developing system to create output.” (Van Patten, 1993. p. 436). Skehan (1996a, p. 47) refers to this process as fluency, which concerns the learners’ capacity to mobilize an interlanguage system to communicate meaning in real time. Access must be totally, partially or not at all successful, depending on task demand previous experienced (practice) and others factors (Van Patten, 1993, p. 436). In other words, it may be much easier in some circumstances for the learners to use aspects of the acquired system than in others.

2.2.2.5 Output

Finally, output refers to the production of the target language, to use what is being learned in writing and speaking because it the most important step for observing if the students are acquiring language. The students have to use the knowledge in a coherent, appropriate and precise way, but it is necessary to push students to use the language. In other words, Output is the language a learner produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output is essential in L2 acquisition.

For her, the best way to evaluate the extent of someone's knowledge is explaining a concept to someone (i.e. teaching) or in the case of language learning, to transmit a simple idea, consequently, the learner can modify a previous utterance/expression or he can try to use other form that he had not used before. She stated that output might stimulate learners to move from the semantic process established in comprehension to the complete grammatical processing needed for accurate production.

Gass (2001) summarizes the four functions of output in L2 learning based on Swain's ideas: testing hypotheses about the structures and meanings of L2; receiving crucial feedback for the verification of these hypotheses; forcing a shift from more meaning-based processing of the second language to a syntactic mode; and developing fluency and automaticity in interlanguage production.

Furthermore, the most important function of output is to create greater automaticity, where the effort is required to execute an automatic process. McLaughlin (1987:134) claimed that automatization involves "a learned response that has been built up through the consistent representation of the same input to the same pattern of activation over many experimental attempt." meaning that successful practice of grammar to output results in automatic processing (Loschky & Bley-Vroman, 1993).

Besides that, many researchers believe that automaticity benefits learning. Firstly, the automatic processing consumes fewer attentional resources than does control processing (involved when conscious effort and attention is required to perform a task), so, the more automatic performance becomes the more attentional resources left over for other purposes. Secondly, when a mechanism becomes automatic it will process information very quickly and accurately. Thirdly, there are strong reasons for associating automaticity with important aspects of fluency (Skehan, 1998; Hulstijn, 1997, etc.).

2.3 HYPOTHESIS

The use of mother tongue as an academic tool has positive effects in the grammar accuracy level of students.

Variable (independent)	Definition	Dimension	Indicators	Instrument	Item
Mother tongue as tool	The use of the native language of the students to facilitate the acquisition of L2 rules	Academic	27 Students that formed part of the experimental group who were exposed to the use of the L1.	Checklist	1.The teacher takes enough time to explain the subject by using mother tongue. 2. The teacher uses examples by using mother tongue. 3. The teacher gives instruction by using mother tongue. 4. The teacher explains errors by using mother tongue. 5. The teacher verifies the student’s comprehension by using mother tongue. 6. The students make questions to clarify doubts. 7. The students build associations with words they already know.
			27 Students that formed part of the control group who had their regular English Class.	Checklist	1.The teacher uses mother tongue for teaching grammar points. 2. The teacher explains more than once the topic. 3. The students participate in class. 4. The students participate solving exercises. Description of the Class

Variable (dependent)	Definition	Dimension	Indicators	Instrument	Items
English Grammar proficiency level	An exam that helps to know the level of the students in the grammar area.	Academic	54 Students of Intermediate Intensive English I that formed part of the control and experimental group	Diagnostic Test	<p>1. He'sdoctor of law. A an B the C a D one</p> <p>2.she like chocolates? A Does B Has C Is D Do</p> <p>3. The student papers. A writing B writes C write D is writes</p> <p>4.bag is that? A What B Who's C Whose D Which</p> <p>5.tell her professor next time. A She does B She C She'll D She's</p>
				Writing task (Alternative assessment)	A paragraph between 10 to 15 lines.

III. METHODOLOGY

3.1 TYPE AND CLASS OF RESEARCH

The purpose of this investigation was to demonstrate that the use of the mother tongue as an academic tool has positive effects on the acquisition of English as a second language when it is used in a correct way. This research was focused in the area of grammar with students of Intermediate Intensive English I, semester II-2018 of the B.A. in Modern Languages: specialization in French and English in the Foreign Language Department at the University of El Salvador. As a research team, it was necessary to choose an appropriate type and class of research to study the problematic situation and develop the investigation. An exploratory research was used in order to accomplish the objectives stated.

Based on the characteristics of an exploratory research, which are: to use previous bibliographic researches, to look into existent theories about the topic and to make use of the observation, all knowledge and opinions are valuable in this exploratory research. It develops the level of experience of the observer, the researcher must have an important creative and innovation capacity, and it culminates when the researcher has a clear idea of the observed phenomenon. These characteristics were attached to the research.

Besides that, this investigation required the use of a **quantitative type of study** because the information that the research group collected was measurable. It was necessary to go deeper concerning this topic to develop all the positive effects L1 had over L2. To achieve an accurate development of this investigation, the characteristics of the population were analyzed as well as their behavior during the time this study was carried out. The group of investigation observed some grammar class sessions; meaning that they had access to the class that some teachers gave to the students who were taking the subject of Intermediate Intensive English I. In addition, the research team observed how teachers delivered the class to the students in order to know if the teacher's methodology allowed the students' learning process to become accurate. As well, it was necessary to verify how the students reacted to the exposure to the mother tongue as a tool to make the acquisition of English

easier. So, both groups of students were checked with a diagnostic test (Pre-test and Post-test) to verify their grammar level at the beginning and at the middle of the course. Thus, the use of a **quantitative type of study** became mandatory allowing the research group to reach the objective stated for the investigation.

3.2 STUDY DESIGN

For this investigation, the research group used a quasi-experimental design since the purpose of this one was to describe and test if the mother tongue had positive effects on the acquisition of English as a second language. A **Quasi-experimental design** helped to set the sample population into two different groups: the control group and the experimental group. Those groups were formed with students belonging to the subject Intermediate Intensive English I, semester II, 2018 of the B.A. in Modern Languages: specialization in French and English.

On one hand, the control group was only observed without any manipulation on behalf of the research group; on the other hand, the experimental group was exposed to the use of the mother tongue as a tool to acquire the grammatical rules of English with the purpose of finding the benefits of the mother tongue over the acquisition of English as a second language.

This design allowed collecting information by using the observation, where the used instrument was the checklist. We also used a diagnostic test, which was passed to both groups, and an alternative assessment, where the instrument to measure it was a writing task. With the information obtained from the techniques and instruments, the research team pretended to show if the mother tongue had positive effects over the second acquisition of a language in the area of grammar.

3.3 POPULATION

Population:

The population of this research was formed by 224 students and teachers that belong to the semester II, 2018 of the first year of the B.A. in Modern Languages: specialization in French and English, mainly those ones enrolled in the subject Intermediate Intensive English I, which were 8 groups with around 28 students each, and the staff of the teachers in charge of teaching those subjects,

Study population:

- A) Students who have been enrolled in the subject Intermediate Intensive English I:
224 students
- B) Staff of the teachers in charge of teaching those subjects: 8 teachers

3.4 SAMPLE

The research group selected a total of 54 students and 2 teachers as a sample population from the 224 students and 8 teachers that formed the total population. From this sample population, the research group formed two groups; one group was the experimental group, which was the group exposed to the L1, and it was formed by 27 students. The other group was the control or observational group; this was observed without any manipulation or interruption of their learning process, and 27 students formed it.

3.5 SAMPLING TECHNIQUE

In this investigation, the research group used a non-probability sampling technique, which was the convenience sampling technique; where subjects were selected because of the convenient accessibility and proximity to the research group. The reason why this technique was chosen was because in all forms of research, it would be ideal to test the entire population; however, the population was just too large that it was impossible to include every individual.

3.6 TECHNIQUES AND RESEARCH INSTRUMENTS

3.6.1 RESEARCH TECHNIQUES

In order to accomplish this investigation, the research group used three types of techniques which were the diagnostic test, the alternative assessment (writing task), and the observation. Those techniques were implemented in two groups selected to carry out this research. There was an experimental group which was exposed to the use of the mother tongue and it took a diagnostic test of grammar (Pre-test and Post-test) to measure the level that the students of Intermediate Intensive English I had at the beginning and at the middle of the course.

The experimental group was examined throughout this diagnostic test (pre-test) with the purpose of identifying their grammar proficiency level before being exposed to the use of the mother tongue. This group was manipulated and exposed to the L1 with the authorization of the teacher in charge of that group. At the middle of the research project, the experimental group was submitted again to a final diagnostic test (post-test) to verify how much the use of the mother tongue helped in the acquisition of grammar.

There was another group, which was the control group. This one was only observed and monitored without having any participation in the exposure to the use of the mother tongue; even though, there was no interaction, they received the same treatment as the experimental group. The control group, which was also, students of the Intermediate Intensive English I, submitted to the diagnostic test (Pre-test and Post-test) to verify their grammar level at the beginning and at the middle of the course. The purpose of doing so was to find the possible differences between the two groups at the moment of learning the grammatical area of English.

Both the experimental group and the control group were treated with the same techniques in order to have valid information. The research group used the diagnostic test, the alternative assessment, and the observation to make sure that the information that was

obtained would help to determine if the use of the L1 at beginning of studying a major is crucial for the acquisition of a language.

The research group would observe even more to have meaningful information. According to Oxford Concise Dictionary, observation means “*accurate watching, noting the phenomenon by which they occur in the nature with regard to the cause and effect of mutual relations.*” The Purposes of the Observation is to enable the researcher: to gather empirical and sufficient data to supplement or verify information gathered by other means; to gather information needed to describe the aspect of a variable being studied and get directly primary data or first-hand information for a more accurate description and interpretation. Since its main objective is to focus on seeing what the population from an investigation actually does, which involves a direct observation of the investigation in question in their natural setting, the investigation group used a checklist to observe the progress and the development of the students while this observation was carried out.

3.6.2 RESEARCH INSTRUMENTS

Since the purpose of this research was to collect quantitative data, the research group used three types of data collection instruments which were: The diagnostic test, a writing task (alternative assessment), and checklist that helped to expose students to the use of the mother tongue. Those instruments were used in both, the experimental and the control group that were taken as sample.

The research group used a diagnostic test to evaluate the level of grammar the students had before and after being exposed to the use of the L1. Besides that, the researchers elaborated and used a checklist with the purpose to observe the progress and the development that students from both groups had when using or not the L1 as a tool for learning the grammatical rules of the second language.

The research group requested the teachers to share and follow the course program. The researchers only requested the teacher to use the L1 to teach the first grammatical topics of the course; the purpose was to perceive the effects of the L1 over L2. The data collected

from those instruments provided a better understanding about how useful the use of the mother tongue in the area of grammar at the moment of acquiring the English as a second language was.

1. Diagnostic test

Educational diagnostic testing is a form of assessment that occurs before instruction begins. The purpose of administering diagnostic tests is to try to determine what students already know about the concepts and skills to be covered by instruction. Therefore, the main goal of using a diagnostic test with the students was to verify the level of proficiency they had in the area of grammar. The instrument that was used with this technique was a test downloaded from the website ACADEMIA (http://www.academia.edu/8301632/English_Diagnostic_Test_version_two_standard), and was previously taken from *Maastricht University Language Centre, English Department* (April 2002). (Annex 4) This instrument was passed to the students at the beginning and at the middle of the course. The information gathered from this instrument and the other ones lead the research group to demonstrate or not the positive effects the L1 has over the L2.

2. Writing task (alternative assessment)

Writing is a productive task that involves a different kind of mental process; writing allows the students to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternatives and better solutions. With the use of this instrument the research group requested the students to write a paragraph about any random topic (see annex number 1) so that they collected more valuable information. Each of the compositions were checked by making use of a rubric, which provided a measure of quality of performance on the basis of established criteria. This instrument was created by the research group and consisted of them requesting students to write a paragraph with about 15 lines. The purpose of using this instrument was to study the students' strengths and weaknesses at the English grammar area.

3. Observation (checklist)

The investigation group used a checklist as instrument to verify the progress the students had while using or not the mother tongue. It was formed by the criteria to be observed and marked. Each of the items listed were created by the research group. The purpose of this instrument was to have control of all the criteria that researchers needed to monitor or information that they wanted to find out. It was also made in order to ensure not to forget anything since this helped to obtain a better structure and framework for an observation.

3.7 INFORMATION ANALYSIS PLAN

The following analysis plan is a list of all the processes that were conducted when checking the data related to this graduation work. It helped to organize all the collected information and to answer the research question. From the beginning of this investigation the use of the L1 when a student needs further aid on his L2 learning process has been studied in order to determine if it is adequate to allow the use of mother tongue or not. Some linguists have been cited in order to support the development of this graduation work, for example, Perez, Torres & Navarro (2010) and Schweers (1999) among others. The different reasons why this research investigation has an important relevance have been listed as well. All of this has been done with the aim to understand or have a better idea of the effects of L1 used as a tool to instruct students in the area of grammar while they are developing a second language.

To better analyze this phenomena and to quantify the results from instruments passed to the sample, the following hypothesis was tested **“The use of mother tongue as an academic tool has positive effects in the grammar accuracy level of students”**

Tools such as the diagnostic test, the writing task and the observation and each of their instruments: the exam, the paragraph and the checklist enhanced the development of this investigation and helped the research group to make sure if the hypothesis was valid. For

example, the results from the paragraph were studied after a rubric with the following scores:

Excellent: Grammar, Sentence, Vocabulary and Spelling from 1-4 each of them

Good: Grammar, Sentence, Vocabulary and Spelling from 1-3 each of them

Fair: Grammar, Sentence, Vocabulary and Spelling from 1-2 each of them

Poor: Grammar, Sentence, Vocabulary and Spelling 1 each of them

These results were categorized in three different tables made in Microsoft Excel. The first column showed the points the students can reach, organized by ranks of one in one from 8 to 16. The second column showed the scores obtained by the students and next column, the percentage of the students classified in regards the rank they match; this analysis was presented in a graph. The slides of this graph matched each of the ranks stipulated in the charts meaning that there were proportional to the quantity they represent. After this pie graph, there was a comparison table amount the control group and the experimental one in order to check how many of them failed or passed the exam. Next to it, there is its respective graph which in this case will be a bar graphs. This will help to clarify even more the influence of the L1 over the L2

In regards the diagnostic test, the research group used Excel tables and their respective graphs. First, there was a fourth table where the first column specified the ranks from 0-20 elementary, 20-50 lower intermediate, 50-60 intermediate, 60-80 upper intermediate and 80-99 advanced. The collected information was presented in a fifth table where the results from the 1st evaluation and 2nd evaluations were organized per rank. These ranked results will come from the experimental group. A sixth table presented the same analysis from the control group. This allowed the research group to make a second comparison and to better illustrate the results into a bar graph. The blue bars will show the results from the first evaluation and the pink bars the results from the second evaluation. A final chart resumed the comparison among the two groups in regards the first and second evaluation and according to this, they are going to be ranked from Upper Intermediate to Lower Intermediate.

With the technique of the observation, a check list was implemented first to the experimental group. The table 8 was created through Excel, and it presents first: a column formed by 7 criteria parameters to evaluate. The column next specified the ranks from 0 not observed, 1 apparent and 2 strong. At the third column leaved the observer to write down some comments. It also allowed to stipulate the name of the observer, the delivered topic as well as the schedule that the group was permitted to monitory. The same process was implemented in regards the control group, with the difference that there were 4 criteria parameters to evaluate (table 9). For each of these tables, there will be two graphics more (graph 7 and 8). They were illustrated the scored analyzed and categorized data from 0 to 2.

IV. PRESENTATION OF RESULTS / ANALYSIS OF DATA

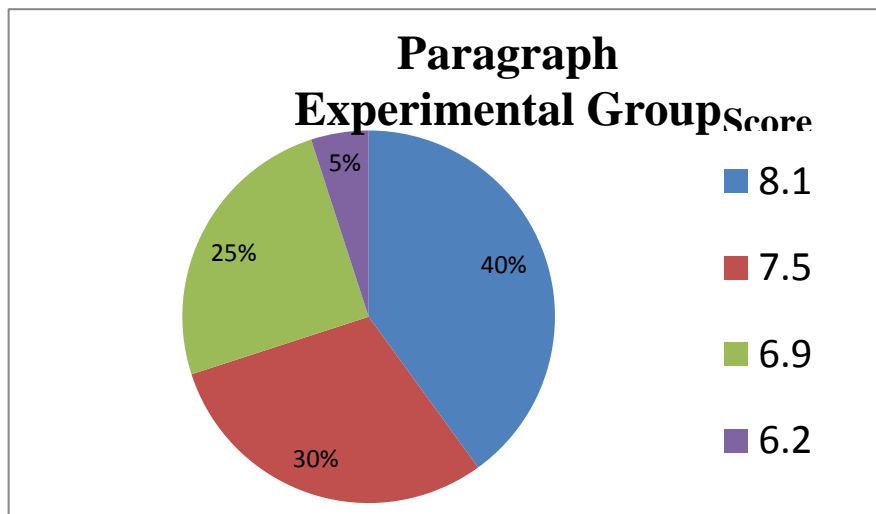
4.1 Presentation of Results / Analysis of Data

❖ Paragraph

Table 1: Experimental group paragraphs' results

Paragraph "Experimental group"		
Points	Score	Percentage of students
16	10	
15	9.4	
14	8.7	
13	8.1	40%
12	7.5	30%
11	6.9	25%
10	6.2	5%
9	5.6	
8	5	
Total 16		100%

Graphic 1: Each of the slides represent the percentage out of 100% in regards to the scores obtained by the students from the experimental group through the paragraph.

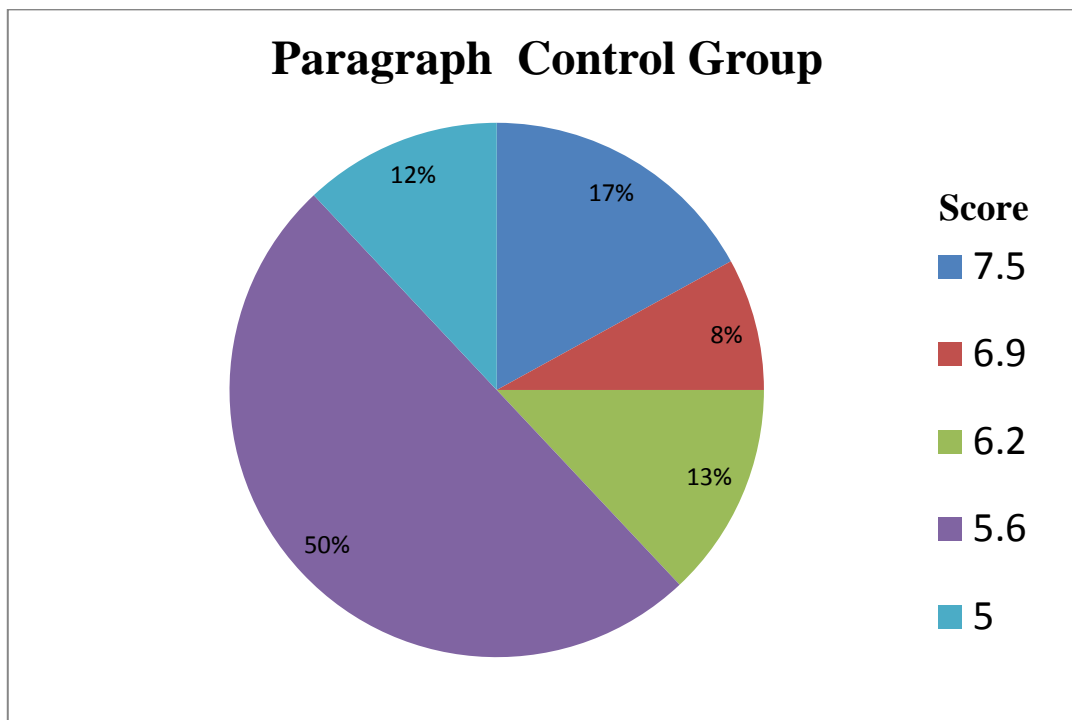


According to the results presented in the table Number 1 which are the scores the students got with the elaboration of a paragraph where they used the grammatical structure learned in class; the 40% of them got 8.1, the 30% of the students got 7.5 the 25% of them got 6.9 and the 5% of them got 6.2. It is important to mention that those scores were gotten based in a rubric. With these results all the students that were evaluated through a paragraph got good scores, none of them failed this evaluation.

Table 2: Paragraphs' results of the control group.

Paragraph Control Group		
Points	score	Percentage of students
16	10	
15	9.4	
14	8.7	
13	8.1	
12	7.5	17%
11	6.9	8%
10	6.2	13%
9	5.6	50%
8	5	12%
Total 16		100%

Graphic 2: Each of the slides represent the percentages out of 100% in regards to the scores obtained by the students from the control group through the paragraph.

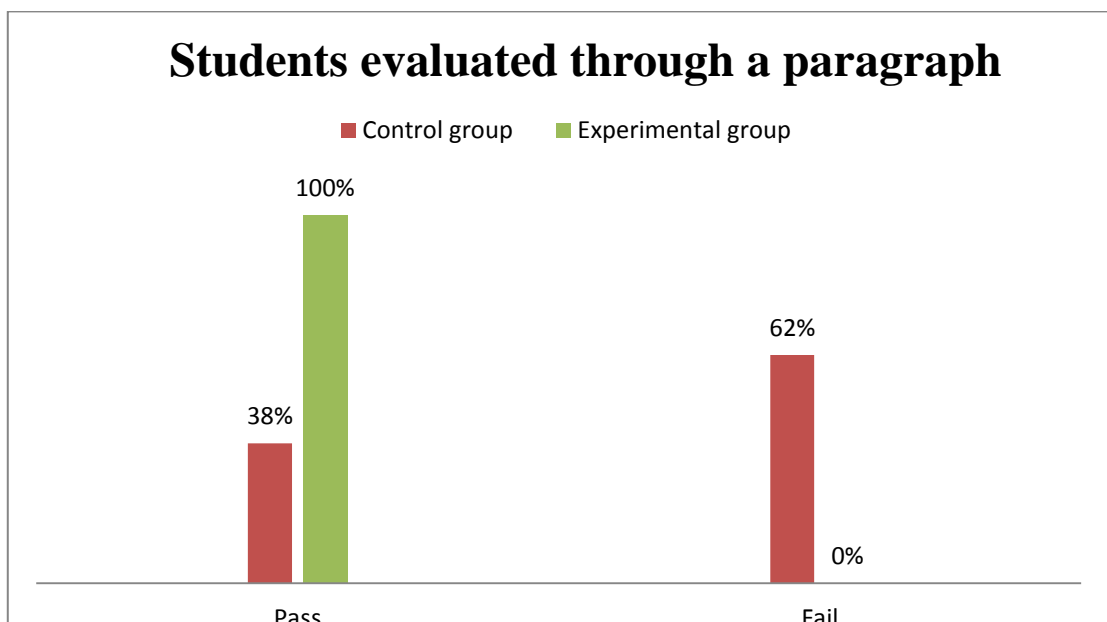


According to the results presented in the table Number 2, the students that were part of the control group got the following scores; the 50% of the students evaluated got 5.6, the 12% got 5, the 13 % of them got 6.2 the 8% 6.9 and the 17% of them got 7.5. Those grades as well as the ones from experimental group were gathered based on a rubric.

Table 3: Students from both groups that passed or failed the evaluation of the paragraph

Evaluation of the paragraph	Control group	Experimental group
Pass	38%	100%
Fail	62%	0%

Graphic 3: It shows the comparison in regards to the results from both groups. Each of the bars represent the percentage out of 100% recreating how many students failed/passed the test.



Based on the results collected from both the experimental and the control group, we can infer that the experimental one was the group which assimilated a little bit more the grammatical structures taught in class. The 100% of the students passed the evaluation and on the other hand only the 38% of the students that were part of the control group passed the evaluation and the 62% of them failed it. These results are presented in the table Number 3.

❖ Diagnostic Test

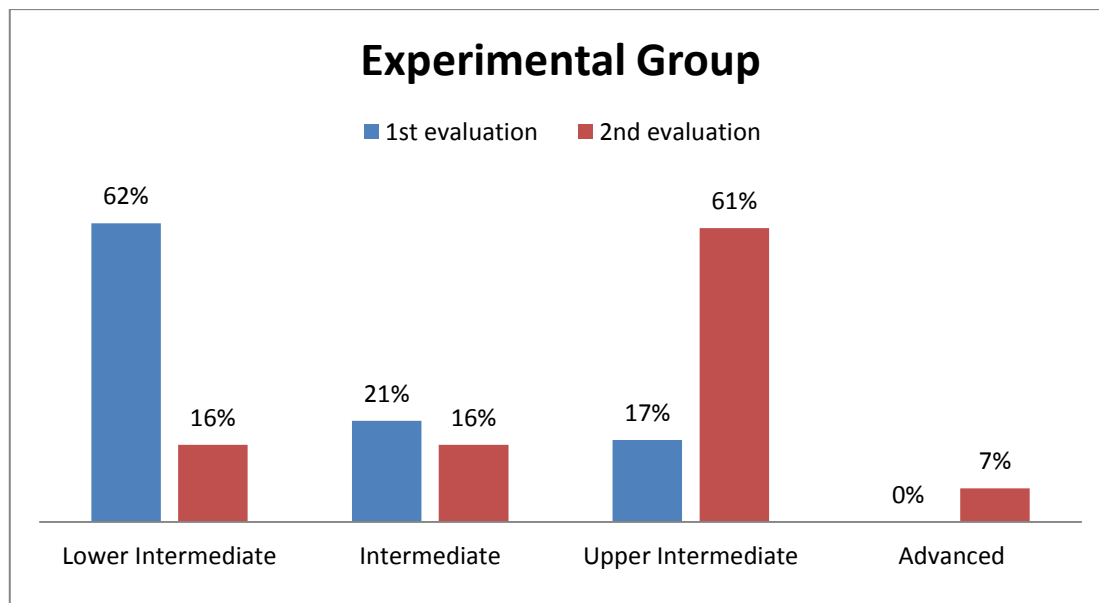
Table 4: It presents the ranks where the students were categorized according to the points they obtained.

Answer Analysis of the Diagnostic Test	
Points	Level of the students
0-20	Elementary
20-50	Lower Intermediate
50-60	Intermediate
60-80	Upper Intermediate
80-99	Advanced

Table 5: Diagnostic test's results of the experimental group

Experimental Group	
1 st evaluation	2 nd evaluation
Lower intermediate	
62%	16%
Intermediate	
21%	16%
Upper intermediate	
17%	61%
Advanced	
0%	7%

Graphic 4: It explains the comparison between the first and the second diagnostic test in regards to the experimental group



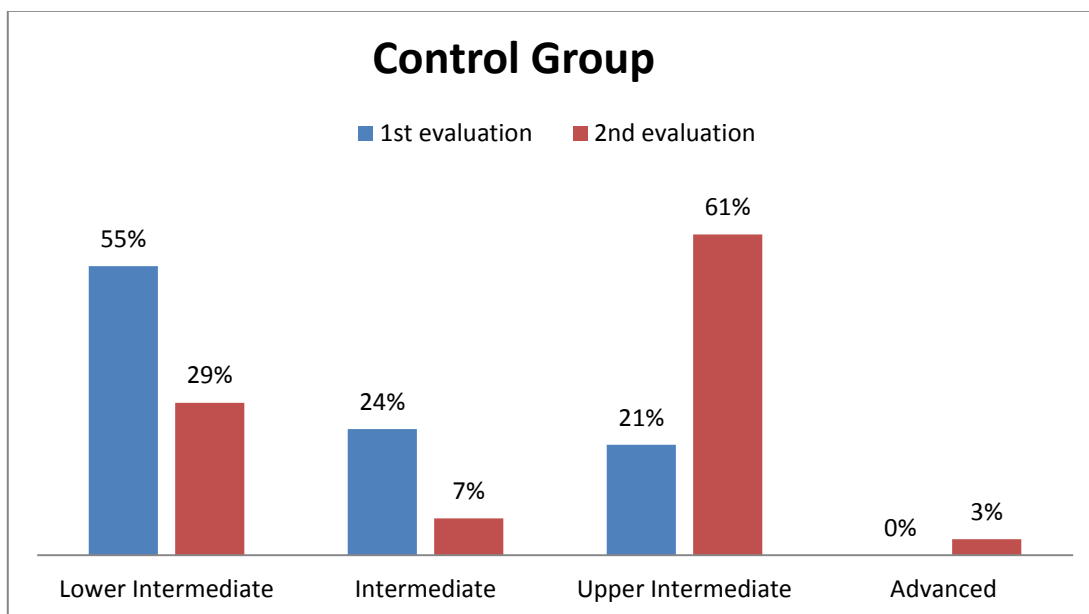
The experimental group was submitted to pre and post diagnostic tests to evaluate the level of the students had before and after being exposed to the use of the L1. The results were the following: in the first evaluation the 62% of the students were in lower intermediate the 21% of them were in intermediate and the 17% were in upper intermediate. On the other hand in the second evaluation the 16% of the students were in lower intermediate the 16% were in intermediate, the 61% of the students were in upper intermediate and 7% of them in advanced, these results showed that the use of the L1 as a

tool had meaningful results. Even though the period of time using the L1 was few it had good results.

Table 6: Diagnostic test's results of the control group

Control Group	
1 st evaluation	2 nd evaluation
Lower intermediate	
55%	29%
Intermediate	
24%	7%
Upper intermediate	
21%	61%
Advanced	
0%	3%

Graphic 5: It explains the comparison between the first and the second evaluation in regards to the control group



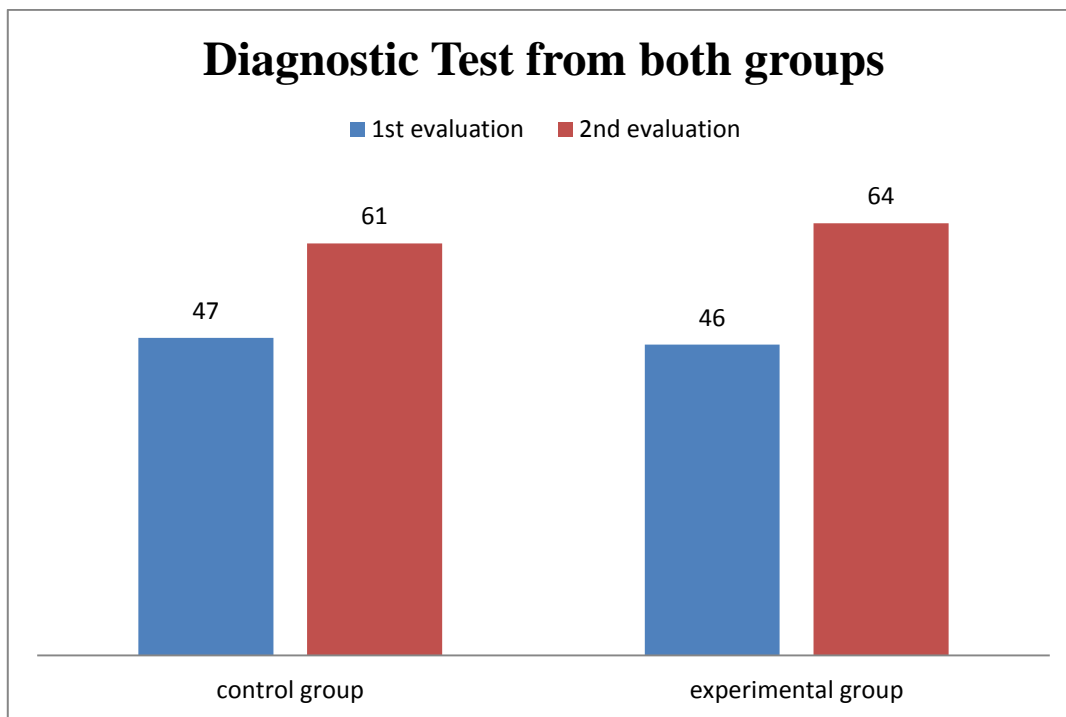
The control group as well as the experimental group was submitted to a pre and post diagnostic tests to evaluate the level the students had at the beginning and at the end of the course. The results were the following: in the first evaluation the 55% off the students were in lower intermediate, the 24% were in intermediate and the 21% of the students were in upper intermediate, on the other hand in the second evaluation the 29% of the students are

in lower intermediate 7% in intermediate, the 61% of them are in upper intermediate and 3% of them in advanced. These results showed that the learning process from those students was as good as the experimental group even though this group was not exposed to the used of the L1.

Table 7: Points that got each group through each evaluation

Points that got both groups (USING THE MEDIA)			
	Control group	Experimental group	Level of each group
1st evaluation	47	46	Lower Intermediate
2nd evaluation	61	64	Upper Intermediate

Graphic 6: It explains the comparison between the two groups in regards to the first and the second evaluation.



Based on the result taken from the first diagnostic test and the second both group had a meaningful progress in their learning process. On one hand the experimental group increased significantly the level of the students. Most of them are in upper intermediate level as well as the students from then control group. Both groups have students in advanced level: the experimental group has 7% and the control group has 3%.The

difference is small but that results showed that it is possible to teach with and without the use of the mother tongue depending on the experience, the methodology and the strategies the teacher uses to facilitate the students' learning process.

By checking the result from both groups, the control group started with an average of 47 points which established it in a lower intermediate level as well the experimental group started with an average of 46 point being in the same level, in the second evaluation both groups got the upper intermediate level with a few difference among them. The control group got an average of 61 points and the experimental group got an average of 64 points.

It is important to take into consideration the results gotten from the observations that the research team made in each of the group, both groups were observed in order to get valuable information. That information allowed us to make differences among both groups. To begin, the control group was in a better level that the experimental group. The observations made in that group helps us to determine that the control group had students with previous knowledge of English most of them had study English before entered to the university on the other hand the experimental group had students that theirs first contact with English language was at the university. Secondly, the control group students were manipulated without the help of the teacher that is mean that the research group had direct contact with them, that allowed that most of the students do not get interested in our investigation on the other hand the experimental group was manipulated with the help of the teacher allowing us to had a little interest depart of them, even though it was not enough.

❖ **Observation (Checklist)**

CLASS OBSERVATION CHECKLIST FOR EXPERIMENTAL GROUP'S STUDENTS.

Table 8: The points that the research group scored when observing the class from the experimental group

Session content Establishing rapport	0	1	2
1.The teacher takes enough time to explain the subject by using mother tongue.		x	
2. The teacher uses examples by using mother tongue.		x	
3. The teacher gives instruction by using mother tongue.	x		
4. The teacher explains errors by using mother tongue.			x
5. The teacher verifies the student's comprehension by using mother tongue.		x	
6. The students make questions to clarify doubts.		x	
7. The students build associations with words they already know.		x	

Note:

0 = Not observed: The aspect of activity that was observed above reached out for about 0% from overall percentage 100%.

1 = Apparent: The aspect of activity that was observed above reached out for about 1%-50% from overall percentage 100%.

2 = Strong: The aspect of activity that was observed above reached out for about 51%-100%

Graphic 7: The following scale represents the scoring of the observation that took place while evaluating the students



Based on the observation from the experimental group, during the different observations, the results were almost the same. Taking into consideration the scale from 0-2 above mentioned, it showed that the teacher did not take enough time to explain the subject by using the mother tongue; however, mother tongue was used to explain the grammar topics. Also, the teacher used some examples by using mother tongue, but they were not enough to reinforce the grammar topic. The teacher decided not to give instructions using L1. Moreover, the teacher explained errors by using mother tongue based on the difference between both languages. Furthermore, the teacher verified the student's comprehension by using mother tongue and students made questions to clarify doubts; nevertheless, some students did not participate by clarifying their doubts. In addition, some students built associations with words they already know which helped them to understand better the topic. Finally, the teacher encouraged them to participate and clarify doubts during those grammar topics where L1 was used, but some of them did not show interest and they decided not to participate.

CLASS OBSERVATION CHECKLIST FOR THE STUDENT’S OBSERVATION GROUP.

Table 9: The points that the research group scored when observing the class from the control group

Session content Establishing rapport	0	1	2
1.The teacher uses mother tongue for teaching grammar points.	x		
2. The teacher explains more than once the topic.		x	
3. The students participate in class.			x
4. The students participate solving exercises.			x

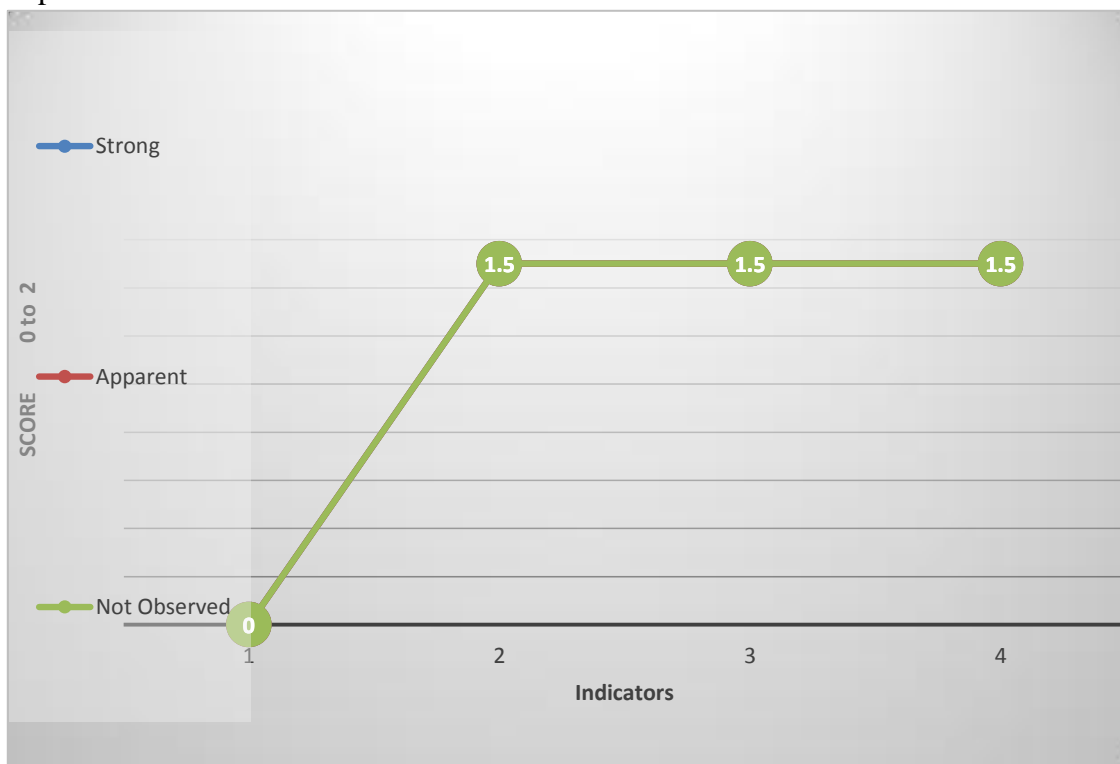
Note:

0 = not observed: The aspect of activity that was observed above reached out for about 0% from overall percentage 100%.

1 = Apparent: The aspect of activity that was observed above reached out for about 1%-50% from overall percentage 100%.

2 = Strong: The aspect of activity that was observed above reached out for about 51%-100%

Graphic 8: It illustrates how much the L1 was used to explain the topic, or if the topic was explained more than once



Based on the observation by the observation group, and taking into consideration the scale of evaluation above mentioned, the table showed the results from all the observations. In the first indicator, it is shown that the teacher did not use mother tongue for teaching grammar points; however, it was prohibited to speak in Spanish, and if the teacher heard someone using mother tongue, the teacher told them to leave the classroom for a while, but some of them still spoke in Spanish sometimes. Furthermore, the teacher explained more than once the topic because the teacher wanted to explain the differences and to clarify some doubts. Also, students participated a lot in class, they asked and answered questions. Moreover, students participated solving exercises together, and the teacher clarified errors with the whole class. Finally, even though mother tongue was not used it seems that students put a lot of effort to get the knowledge and they pushed themselves to clarify their doubts and participate during the classes.

V. CONCLUSIONS

This research work was made with the purpose of finding if mother tongue produces benefits over the second language acquisition learning process when it is used in some specific moments. Based on the analysis of the gathered results through the different instruments used in this investigation, we can conclude that the mother tongue can produce positive effects for a better understanding of a second language learning process. For example:

- It avoids confusions and doubts
- It improves a student's confidence
- It enriches intercultural aspects
- It increases the student's motivation
- It improves the grammar acquisition process

However, there are some important aspects that should be clarified, so that this conclusion is 100% accurate.

First, the mother tongue has to be used in a controlled way, and during specific moments in the classroom to promote a better understanding of grammar rules explained during the classes. It is important to establish rules to follow in order to respect and to control the class and the use of Mother Tongue. The teacher can let students know a set of written instructions in the first class. Second, along this study was observed that students do not have any kind of access to neither produce the mother tongue nor receive it, therefore creating doubts and unclear statements about what they have to do, leading problems at the moment to produce L2. These are important points that the research group found and according to them they can conclude that it is necessary to use L1 to solve students' doubts and clarify those aspects during specific moments, so that students are not affected later, and they do not present gaps when producing output (the target language). Mother tongue has to be used for helping students to understand in a better way what they have to do, and they will use the language in a better way because they will not have doubts since students repeat and repeat structures during their cognitivist stage to control and internalize structures. Using mother tongue helps to enrich intercultural aspects, to give instructions, to

explain errors, and to verify the student's comprehension based on "Use of the mother tongue in the foreign language teaching" made it at the University of La Habana, Cuba (Yance, Rodriguez & Leiva, 2010) because when mother tongue is prohibited, it can be detrimental during their leaning process and cause serious problems like the fossilization of a grammatical rule that will be difficult to correct in the future, and even if teachers avoid and forbid the use of the mother tongue in the classroom, the connection and links between both languages will always exist in the learners' minds (Cohen, as cited in Horst et. al, 2010). It is why, we can establish that mother tongue used in a correct way can produce benefits during the learning process of a second language. "Exclude mother tongue links would deprive us of our richest source" Dr. Wolfgang Butzkamm.

VI. RECOMMENDATIONS

Based on the collected results in this research; it is important to suggest some recommendations with the purpose of improving the teaching and learning process. These recommendations are aimed to students, teachers and authorities of the foreign language department of the UES.

Students should:

- Be self-taught, competitive and responsible with their learning process outside and inside the classroom. They should use all kinds of learning tools that allow them to achieve higher levels of acquisition of English as a second language. The L1 as a tool is useful for the acquisition of an L2 when it is used in a correct way.
- Be attentive to their learning process and look for help if there are moments where the grammatical rules of the language seem to be somehow difficult to understand

- Be cooperative with each other, not all students have the same level in the language, and those who present a high English level have the opportunity to practice the language skills by helping others who have a lower level.
- Do their part by taking advantage of the given moments to practice not only their English grammar, but also all the others skills so that they can put aside social factors that can prevent them to develop a second language properly. The mastery of a language is based on the practice of it.

Teachers should:

- Consider not prohibiting the total use of the mother tongue in the classroom since it could be crucial in the students' learning process; there are moments when the students require to use their native language to learn and understand a grammatical structure. Teachers should instruct the students when they are allow using the L1 to clarify their doubts and facilitate the Second Language Acquisition.
- Look for alternative tools to convey the student's learning process, and the use of the L1 can be an important alternative tool because it provides benefits to the students; the use of it creates a more effective class environment where the students can feel more comfortable, it helps to avoid confusion when dealing with grammar structures, because sometimes this area seems more difficult to understand, so that it increases the students' learning level of English during the process.
- Use the L1 in the classroom to give input to the students mainly in the grammatical area in order to help the students to become more aware of the similarities and differences of the mother tongue and the target language.

Authorities:

- The authorities of the department should instruct the teaching staff to be more accessible with the students in research work processes so that they have more flexibility to develop their research.

6.1 LIMITATIONS

During the investigation project, the following difficulties were faced:

- At the moment of applying the instruments, some of the students of the control and experimental group did not cooperate, and some of them helped with the research project, but they were not interested in the project.
- During the investigation the research group had direct contact with the students of the control group, but the teacher was not involved and was not a mediator among the students and the research group allowing disinterest and poor cooperation on behalf of the students.
- Most of the students did not put their effort at the moment they were submitted to the different types of evaluations that the research group presented to them; probably because these instruments were not graded by the teacher.
- With the purpose of collecting information, the research group gave a page with instructions for the production and writing of a paragraph which would contain the grammatical structures learned in classes. Both groups, the control and experimental group, were evaluated through a rubric. The compilation of these paragraphs took two weeks because the students did not present their paragraphs on the agreed date and the research group visited the classroom more than one time to gather the paragraphs.

- During the investigation some classes were suspended affecting the process of the research project.
- During the development of this research project, the members of the research group and sometimes the advisor were absent for some days because of personal or work reasons which delayed the process of the investigation.

VII. BIBLIOGRAPHY

REFERENCES

- Ahmad Hadadi, Hamed Abbasi, & Ahmad Goodarzi. (2014). *How L1 Influence Changes with regard to L2 Proficiency Increase*. Arak University /// 1877-0428 2014 Ahmad Hadadi. Published by Elsevier Ltd.
- Koucká Andrea. *The role of mother tongue in English Language Teaching*. University of Pardubice, Faculty of arts and philosophy, Department of English and American Studies.
- Pérez K., Torrez E., & Navarro Vargas. (2010). *the use of the Mother Tongue L1 in Foreign Language Classes*. University of El Salvador.
- Salmona Madriñan, M. (2014, July- December) “*The Use of First Language in the Second-Language Classroom: A Support for Second Language Acquisition*”, published by Gist Education and Learning Research Journal. ISSN 1692-5777. No. 9. pp. 50-66. Colegio Nueva Granada, Colombia.
- Villanueva Luz, (2010) *The role of the L1 in the acquisition and use of the L2: new perspectives*. Universidad de Barcelona.

WEB REFERENCES

- Ávila Mora, Y. K. (2015). *El rol de la lengua materna en el aprendizaje de una lengua extranjera en el grado primero de educación básica primaria* (monografía para título de licenciada). Universidad del Valle, Facultad de Humanidades, Escuela de Ciencias del Lenguaje Santiago de Cali. Retrieved from: <http://bibliotecadigital.univalle.edu.co/xmlui/bitstream/handle/10893/9660/CB0434003.pdf?sequence=1>
- BibMe. (2007-2018) *APA Website Citation*. BibMe™ formats according to APA 6th Edition, MLA 8th Edition, Chicago 17th Edition. Retrieved from: <http://www.bibme.org/citation-guide/apa/website/>
- Eumed.net. (2015). *Requisitos para la redacción de un cuestionario*. Enciclopedia de la Universidad de Málaga [versión electrónica]. Retrieved from: <http://www.eumed.net/librosgratis/2011c/986/Requisitos%20para%20la%20redaccion%20de%20un%20cuestionario.htm>
- García Muruais, M.T. & Senovilla A. (1998). *EL papel de la lengua materna en la enseñanza-aprendizaje de una gramática para comunicar*. Universidad de Santiago de Compostela y universidad Antonio de Nebrija-Aliseda. Retrieved from: https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/09/09_0304.pdf
- Gass, Susan M. & Selinker, Larry. (1994). *Language Transfer in Language Learning*. [E-reader version]. Published by John Benjamin publishing company, Amsterdam Philadelphia. Retrieved from: https://books.google.com/sv/books?hl=es&lr=&id=srz1gXPXBowC&oi=fnd&pg=PA18&dq=mother%20tongue%20influence%20on%20second%20language%20learning&ots=aRnlWqqwg4&sig=gYyTM5WGgRF6h_LW4_y0rspAUms#v=onepage&q=mother%20tongue%20influence%20on%20second%20language%20learning&f=false

- Godwin V Ong'anya, (2010, March 16). *Questionnaire as a Data Collection Instrument*. [Green development BlogSpot] Retrieved from: <http://onganya.blogspot.com/2010/03/questionnaire-as-data-collection.html>
- *La entrevista en investigación cualitativa*. Retrieved from: http://www.ujaen.es/investiga/tics_tfg/pdf/cualitativa/recogida_datos/recogida_entrevista.pdf
- Luis PW, (2016, August 27). *Second Language Acquisition: Swain's Output vs. Krashen's Input* Retrieved from: <http://eslarticle.com/pub/english-as-a-second-language-esl/139016-Second-Language-Acquisition-Swain-s-Output-Vs-Krashen-s-Input.html>
- Manga, A. M. (2008, December). *Lengua Segunda (L2) Lengua Extranjera (LE): Factores e Incidencias de Enseñanza/Aprendizaje*. Tonos: revista electrónica de estudios filológicos. 16. Retrieved from: <https://www.um.es/tonosdigital/znum16/secciones/estudios--10-Ensenanza.htm>
- Marites, H. (2015, June 30). *Observation in research*. Retrieved from: <https://es.slideshare.net/yohanyanieaxel/observation-in-research>
- Martínez de la Casa, D. Roberto M. (2013, June 27). *Análisis de Errores en la Adquisición/Aprendizaje del Español en Estudiantes Letones*. Universidad de Alcalá. Retrieved from: <https://www.mecd.gob.es/dam/jcr:dbdfe2f3-e3d7-459e-8f0e-b5f9f154b99c/2014bv1510robertomaldonado-pdf.pdf>
- Research Methodology. *Features, Advantages and Disadvantages of Observation*. Retrieved from: <https://www.mbaofficial.com/mba-courses/research-methodology/features-advantages-and-disadvantages-of-observation/>

VIII. ANNEXES

ANNEX #1 Sheet of paper created by the research group, which was reproduced and provided to each student asking them to write a paragraph of their choosing

Writing assessment

For next class: write a paragraph from 10 to 15 lines about something that you would like to share about. It is a free topic or you can choose one of the provided examples below. Try to write it by yourself (avoid google translator or any other translator. You can use your dictionary to check vocabulary or your notes and use the grammar structures studied in class.

Some examples you can write about are:

- | | |
|----------------|------------|
| *Your birthday | *Feelings |
| *Movies | *Christmas |
| *Holidays | * Music |
| *Traditions | |

Write it here:

ANNEX #2 A rubric that was created by the research group in order to check the paragraph written by the students

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



Student's Name _____

Rubric for assessing writing (a paragraph)

ANNEX #3 The exam that was implemented as an instrument of the diagnostic test to the students at the beginning and at the middle of the semester.

	Grammar	Sentence structure	Vocabulary	Spelling
Excellent	Contains a range of grammatical structure with minor error that not impedes comprehension. Correct use and combination of the verb tenses. 4	All sentences are well-constructed with varied sentence structures (simple, compound and complex sentence) 4	Good vocabulary range. Usually precise and creative in word choice. 4	Correct spelling, even of more difficult word. 4
Good	Adequate use of the grammatical structure with some errors that not impedes comprehension. Good use and combination of the verb tenses. 3	Most sentences are well-constructed and there is some varied sentence structures (simple, compound and complex sentence) 3	Limited vocabulary range. Has adequately precise word choice. 3	Spelling that is usually correct on common words. 3
Fair	Basic use of the grammatical structure with very limited range and major errors that at times impedes comprehension. Few use and combination of the verb tenses. 2	Some sentences are well-constructed and others are fragments or run-on, there is few varied sentence structures (simple, compound and complex sentence) 2	Basic vocabulary range. Has adequately word choice not always precise. 2	Spelling errors distract the reader, misspelling of common words occurs. 2
Poor	Basic use of the grammatical structure with many minor and major errors that often impedes comprehension. the use and combination of the verb tenses is limited. 1	Most sentences lack proper construction, there are frequent run-on or fragmented sentences. There are not varied sentence structures (simple, compound and complex sentence) 1	Basic to poor vocabulary range. Has limited or almost no word choice. 1	Frequent spelling errors distract the reader and impede comprehension. 1

ENGLISH DIAGNOSTIC TEST

Please answer the following questions without spending too long considering your answers. The test multiple choices based and is there for diagnostic purposes to assess your present language needs. Good luck! Please choose the answer you think fits best into the gaps and enter your choice on the multiple choice answer paper provided. Indicate your answers on the answer paper provided.

1. He'sdoctor of law.
A an B the C a D one
2.she like chocolates?
A Does B Has C Is D Do
3. The student papers.
A writing B writes C write D is writes
4.bag is that?
A What B Who's C Whose D Which
5.tell her professor next time.
A She does B She C She'll D She's
6. Heto see his mother yesterday.
A went B goes C has gone D has been
7. He....very hard now.
A works B has been working C is working D work
8. They have..... beautiful books.
A any B all C some D lots
9. Shefor fifteen years and still likes the job.
A works B is working C has been working D worked
10.up! or we'll be late.
A You hurry B Be hurrying C Hurry D Hurry you

11. Their grades arethan ours.
A more good B most good C better D gooder
12. Do you smoke? No, I.....
A doesn't B don't smoke C don't D am not smoking
13. Look what I....., a new watch.
A get B got C getting D 've got
14. Excuse me, can I borrowdictionary?
A your B yours C you D a
15. The teacher is the room.
A on B in C at D into
16. He's been sent toprison.
A the B a C – D an
17.you busy?
A Is B Do C Are D Be
18. Theywork every day at 7 o'clock.
A are starting B starts C have starting D start
19.do you do?
A Why B Where C What D Who
20. Look at the clouds, I think it
- A will rain B is going to rain C rains D rain
21. I feel sick, Itoo much cake earlier.
A eat B am eating C ate D eated
22. Hey, turn the radio down, Ito work
A trys B am trying C have been trying D tried
23. Can I have chocolate?
A some B any C all D few

24.phoned yet?
 A Had he B Is he C Has he D Did he
25.in the name of the law!
 A Stopping B Stop C Stops D You stop
26. He is the runner, he won nothing.
 A bad B badest C worse D worst
27. "Are you a student too?" "....."
 A Yes, I does B Yes, I am a student too C Yes, I am D Yes I'm
28. Excuse me,the time?
 A have you B have you got C got you D do you
29. The coats belong to?
 A their B theirs C them D they
30. We don't need the car, we'll go.....
 A by foot B on foot C with foot D walk
31. We have a car,Ford
 A the B an C – D a
32.in the states before?
 A Have you been B Be you C Are you D Went you
33. In England the banksat 3.30 pm.
 A are closing B closes C close D closed
34.jacket is that? Paul's.
 A Who's B What C Whose D Which
35. "What are you doing next Monday?" "Ito New York, I have my ticket."
 A flies B am going to fly C have flown D am flying
36. Where you use to work?
 A do B have C did D are

37. Look there! the robbers away
 A run B have been running C are running D ran
38. Please tell mehelpful, the rest wasn't
 A anything B something C neither B either
39. He looks angry. Hehis wallet
 A lost B has lost C has been losing D loses
40.a move on! We haven't got all day.
 A Gets B Be getting C You get D Get
41. She isintelligent than him
 A most B much C more D –
42. "Are you happy?" "Yes, I"
 A am happy B 'm C am D be happy
43. Look, they.....a new house.
 A have got B got C have get D gets
44. "Whose book is that?" "Its....."
 A he's B him C his D his'
45. I'm meeting her4o'clockMonday
 A on, at B with, on, C at, on D at, in
46. you assist me later, sir?
 A May B Would C Could D Will
47.you finish the project yesterday?
 A Do B Have C Did D Are
- 48 When I was younger, Iswim ten miles.
 A can B might C would D could
49. He always drives too
- A fastly B fast C quick D hard

50. If Ia million pounds, I would buy a house.
 A have B had C will have D would have
51. It is May. "In June Ifinished my exams".
 A have B will have C – D am going to
52. It's the fifteenth.....March.
 A of B from C in D –
53. The shoesin Italy.
 A is made B made C are made D make
54. She said that he shopping.
 A is gone B be gone C had gone D was gone
55. When I saw John last Sunday he was tired, he.....a party the night before.
 A was to B has been to C had been to D I don't know
56. I have been working here1990
 A for B since C now D I don't know
57. There is the woman.....shot the president.
 A what B who C which D I don't know
58. Rosemary is a cousin of
 A myself B mine C me D I don't know
59.is not just his sport it's his hobby.
 A To jog B Jogging C Jog D I don't know
60. Where shall we meet at the stadium?
 A us B each other C ourselves D I don't know
61. When the phone rang, shethe meal.
 A was cooking B cooked C has cooked D I don't know
62. The only thingmatters is life.
 A that B what C who D I don't know

63. We.....like to thank you for your application.
 A could B would C will D I don't know
64. The planein at seven o'clock last night.
 A flied B flew C has flown D I don't know
65. "...you run ten miles?" "Yes, but I haven't for a long time."
 A Will B Can C Could D I don't know
66. The President always works.....
 A hardily B hard C very much D I don't know
67. If it rains, youtake a taxi.
 A will B would C should D I don't know
68. This time next week, I.....on the beach.
 A be lying B am lying C will be lying D I don't know
69. He put the papersthe drawer.
 A into B onto C at D I don't know
70. On the News. "The President.....shot."
 A is B was C has been D I don't know
71. After she said that Iher to stop seeing him.
 A tell B have told C told D I don't know
72. He told us that after visiting Jamaica he.....the US.
 A visits B had visited C was visiting D I don't know
73. How long have you worked here...?
 A since B for C years D I don't know
74. Have you seen the book.....I was reading?
 A who B that C what D I don't know
75. He is always thinking about.....

A Him B Himself C He D I don't know

76. I can't helpher.

A to like B liking C like D I don't know

77. She gets paid more than.....

A myself B me C I D I don't know

78. "What.....at seven o'clock yesterday evening?" "I was watching T.V."

A did you do B were you doing C did you D I don't know

79.he said made me very angry.

A That B What C Which D I don't know

80. "Youaccompany us, sir," the policeman said.

A will B would C could D I don't know

81. Shakespearemany plays.

A has written B had written C wrote D I don't know

82. Youhave been here an hour ago. But you didn't show up.

A should B could C would D I don't know

83. The Herald Tribune is apaper.

A day B daily C everyday D I don't know

84. I would tell you his name, if Iit

A would know B know C knew D I don't know

85. This year, my New Year's resolutions are that Ilearn tennis, buy a car, sell my house etc

A will B am going to C - D I don't know

86. Could you translate this document..... Latin?

A in B to C into D I don't know

87. The winner.....a prize.

A gives B is given C has given D I don't know

88. I asked her if shemarry me.

A will B would C can D I don't know

89. After Ifor a couple of hours, I decided to stop.

A was swimming B had been swimming C swim D I don't know

90. H was studying at universitythree years.

A since B during C for D I don't know

91. A good architect is one houses don't collapse.

A which B who C whose D I don't know

92. The street lights switch.....on in the evening.

A them B theirselves C themselves D I don't know

93. He consideredhimself to the board.

A to introduce B introducing C to be introducing D I don't know

94. Britain exports more than....imports.

A she B he C it D I don't know

95. He.....his leg while he.....rugby.

A was breaking, played B broke, was playing C breaks, is playing

D I don't know

96. This is Mike Smith,works with my friend.

A whose B that C who D which

97.I help you, sir?

A Might B Could C May D I don't know

98. Theythe jewelry and walked out of the retail outlet as if they hadn't done anything.

A had stolen B have stolen C stole D I don't know

99. Iget up at six o'clock this morning with much difficulty.

A could B managed to C Can D I don't know.

Copyright © April 2002 – Maastricht University Language Centre, English Department

Annex #3. The checklists that were used as an instruments of the observation technique to monitor the experimental and control group.

Observation Checklist (experimental group)

Observer: _____ Date: _____ Hour: _____

Scoring guide: 0 = not observed Topic: _____
 1 = apparent
 2 = strong

Session content	0	1	2	Notes
Establishing rapport				
1. The teacher takes enough time to explain the subject by using mother tongue.				
2. The teacher uses examples by using mother tongue.				
3. The teacher gives instruction by using mother tongue.				
4. The teacher explains errors by using mother tongue.				
5. The teacher verifies the student's comprehension by using mother tongue.				
6. The students make questions to clarify doubts.				
7. The students build associations with words they already know.				

Observation Checklist (control group)

Observer: _____ Date: _____ Hour: _____

Scoring guide: 0 = not observed Topic: _____
 1 = apparent
 2 = strong

Session content	0	1	2	Notes
Establishing rapport				
1. The teacher uses mother tongue for teaching grammar points.				
2. The teacher explains more than once the topic.				
3. The students participate in class.				
4. The students participate solving exercises.				

Description of the Class

1-

2-

3-

4-

5-

6-

7-

8-