



UNIVERSIDAD DE GUANAJUATO
CAMPUS GUANAJUATO
División de Ciencias Sociales y Humanidades
Departamento de Lenguas

An English teacher's journey: reflections on the use of the L1 in the EFL classroom

TRABAJO DE EJERCICIO PROFESIONAL
QUE PARA OBTENER EL GRADO DE LICENCIADA EN LA
ENSEÑANZA DEL INGLÉS

PRESENTA:

JUDITH RAZO COLMENERO

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**DIRECTORA DE EJERCICIO PROFESIONAL:
DRA. IRASEMA MORA PABLO**

Prólogo

En la enseñanza del inglés ha existido el debate, sobre si el uso de la lengua materna del alumno puede llegar a traer un beneficio a su aprendizaje o puede perjudicarlo en este mismo. El siguiente trabajo introduce diferentes técnicas y métodos que se emplearon en el aula para analizar si el español puede llegar a ser una herramienta en la clase de inglés, a nivel básico con alumnos tanto de primaria alta como secundaria. Este proyecto es una experiencia de aprendizaje significativo que se ha relacionado con aspectos que vi reflejado en las diferentes escuelas en las cuales he impartido clases, de igual manera va relacionado con el conocimiento que adquirí en la Licenciatura en Enseñanza del Inglés. Mi intención es ampliar mi experiencia en la enseñanza del inglés, examinar las actividades que se pueden realizar para que los alumnos tengan un aprendizaje significativo sin tener que evadir totalmente su lengua materna y, por último, explorar los diferentes materiales didácticos que se pueden utilizar para el apoyo en el aprendizaje del inglés.

Dedication

My project is dedicated to my parents. Without their support, I would not be here living a life full of surprises. To my students I owe a debt of gratitude because they were my little experiments throughout my career as a teacher. I am grateful to my teachers, who unwittingly marked a stage in my life in such a beautiful and wonderful way. Thanks to them, I was able to appreciate and admire this career. To my coworkers and friends who, thanks to their support and their teaching experiences, I was able to complete this project. Finally, to God who must have had enough of me with my prayers especially “Ya Diosito, ya no quiero ser tu guerrera”.

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Chapter 1

Introduction

1.1 Introduction

The main aim of this project is to analyze one of the main topics in English Foreign Language (EFL) classrooms: the use of the mother tongue. Some EFL teachers believe the L1 should be forbidden in the L2 class, while others believe that the mother tongue is helpful in classes. For this reason, I decided to reflect on the impact that the use of my students' mother tongue has in my L2 classes. I will first mention the experiences that motivated me to do this project of professional development. Then, I will indicate about my development as an English teacher before and after to start teaching. Next, I will provide a brief description of my teaching settings. Furthermore, I will outline the study's purpose, and the instruments used to collect data. Finally, I will provide a brief description of each chapter included.

1.2 Personal Motivation

Since I started to learn English, my teachers told me that I should not use my Spanish in the L2 classes. According to them, having my Spanish and English mixed up would only hinder my learning. However, in my mind, it was almost impossible to separate both languages because I kept linking one language to another when trying to structure sentences. As a student, creating connections between the two languages has helped me understand some L2 topics, such as perfect tenses and conditionals. But since I wanted to learn English, I followed the instructions of my teachers and tried not to think in my L1 when I was in my L2 classes. So, when I became an English teacher and started to teach, I continued with the belief of not using L1 in my classes and even less with low levels. Since they could mix both languages in the class, I thought it was crucial for their learning to not use Spanish. Also, if I only used L2, this would help them to improve their input in English.

In addition, most of the schools where I have worked, have also told me that I must not use Spanish in my English classes and that I should only communicate in L2 with my co-workers. According to school administrators, to learn effectively, students should get used to listening to their teachers and people working in English. On the other hand, in the time that I have taught, I observed some of my students struggling to understand me when I speak only English to them. As a result, they felt unmotivated to keep learning.

At the same time, while I gained more experience, I realized that the constant battle between using or not using the students' mother tongue in a foreign classroom should not exist at all. There will be times in which their L1 can be beneficial in the learning of a second language. We as teachers can consider the aspects

of use of L1 as a tool without overusing it. Therefore, I will reflect on the topic of using the student's mother tongue in the EFL classes.

1.3 My Development as a Teacher

As I mentioned before, when I started to teach, my belief was that the more exposure to L2 in the classroom the better it would be for the learners, because I thought that introducing my students to English from the beginning would help them to understand the language easily and faster. Through the years, I noticed that some of my students failed to learn English, and I wondered why this was happening. I decided to apply different strategies, for example, I gave instructions step by step or I wrote short and clear instructions, I used drawings or pictures to create connections with the new vocabulary. Eventually, it worked a little, but they still had some conflicts with understanding the language.

When I was in the BA in English Language Teaching, an important requirement was to study another language for the subject *Aprendizaje de una lengua extranjera y reflexión*. I chose to study French, and the teacher was a native speaker.

In the beginning, learning French was difficult because my French teacher only communicated in her native language, and I did not understand everything she was teaching me. So, I decided to make flashcards with basic vocabulary and phrases. I wrote the meaning in Spanish in a part of the flashcard, and the other part was in French. This method worked for me since I improved in the language, and I was able to learn easily the vocabulary. I also realized that when Spanish is correctly associated with L2, it is more likely to link the mother tongue with the foreign language without restricting L1.

In recent years, I decided to implement the students' mother tongue to examine their development in the learning of a second language. As a means of teaching vocabulary, I used images combined with Spanish. Similarly, for other aspects such as the grammar topics, I introduced them in the students' L1. I only taught them the topics in Spanish once. For example, the perfect tenses, some verbs, and adjectives. Then, the exercises and instructions were in L2. I observed that my students felt more confident, positive, and willing to use English. In addition, they started to do good in the evaluations. Although I did not want to overuse the Spanish, there were times when I knew it was necessary. At this time, I do not want to overuse my students' L1 again. The purpose of my professional practice project is to examine the use of Spanish in elementary school English classes from the point of view of students and teachers. As well as the impact that L1 may have on my students' learning. I will also describe my strategies and activities that help me achieve my goal, which is to improve the English of my students.

1.4 My Teaching Contexts

My first experience teaching was at the *Centro de Idiomas of the Universidad de Guanajuato (UG)* in Irapuato. I taught adults from August 2016 to December 2018. I began to teach beginner levels. At that time, I assumed that using Spanish in class was against the school rules, and I even believed that English could only be learned if it was spoken in the moment. I wondered if I did not take into consideration my students' learning because I was focusing more on doing different activities than to involving them in the English class. Likewise, I did not teach them the necessary vocabulary because I relied on grammar. My belief to only use English and not Spanish did not change until I began to teach kids.

I currently work at *Instituto Jean Piaget*, which is a private school in Irapuato. In this school, I taught 3rd grade for almost two years. The first year that I taught 3rd grade was in 2020. During the same year, COVID-19, a globally contagious disease, made it mandatory for schools to have virtual classes in order to prevent infection among children. The use of English was affected due to the overuse of Spanish. The main reasons were that students wanted me to translate into English for them or when I tried to get them to talk in English, they took their time, but sometimes we ran out of time. In the second year, we were able to return to school. In the first months, I started to have difficulties because the children were unable to understand either the vocabulary or the grammar, despite the different techniques I implemented. I could observe that they had different level of knowledge in English since students have the same problem as my previous learners that is the time of each virtual class. So, I started to use Spanish in my L2 classes to help them understand the foreign language. In the end of the school year my English coordinator gave me feedback. She mentioned that I should not use Spanish in my classes, not even for translating a word, because they have their English dictionaries. That made me consider whether I was wrong to use Spanish in my English classes, or if it was good but I overused my L1 and if this situation only happened to me and not the other teachers. I asked some of my co-workers, and they told me that I was not the only one with this dilemma. The students showed an educational delay not only in English but also in Spanish.

To teach children effectively, teachers must have the ability to implement activities that are appropriate for their level and age. Therefore, one of my goals is to help my students learn a second language using all possible tools. As a teacher, I was able to observe that students become motivated to learn a second language if their native language is not rejected in the classroom. Due to this, I wondered whether Spanish can be used as a tool in the L2 classroom and the amount that should be used. For that reason, I want to explore if some of the activities that are going to be implemented are effective in improving the students' English, and to find a balance between L1 and L2.

I still teach at *Instituto Jean Piaget*, however, at this moment I teach middle school. To speak in English is a challenge since my students have different levels and the school decided to place them in an intermediate level but not everyone has this level, the majority are true beginners. Moreover, some vocabulary and grammatical topics are difficult for my students, like the perfect tenses or the continuous tenses since they have no previous knowledge of English. My reflection will focus on different techniques and methods I implemented with my students to achieve a successful learning of grammatical topics and vocabulary despite being at a level they shouldn't be. Likewise, I will indicate, how I set limits to not overuse the students' mother tongue, Spanish.

The other school I teach at is *Centro de Idiomas UG*. At this school, I teach kids that have a beginner-intermediate level of English. In the following levels, Spanish should be less used, but the coordinator still believes that a student's mother tongue is a vital tool for acquiring English.

As a teacher, these contrasting beliefs about whether the use of the mother tongue has positive or negative impact in my students' learning make doubt about the correct activities that are needed in the classroom so students can learn and understand the English language. Through this report, I will be able to evaluate and observe the outcome of how Spanish can be used as a tool to acquire a second language and how I cannot overuse L1.

1.5 Purpose for This Professional Work

To analyze this project, I will collect information through questionnaires with teachers and surveys with students. In addition, I will mention different activities that I implemented in my English classes. Krashen (1982) mentions that in the L2 classroom, students should have as much exposure to the target language as possible since teachers are their first contact with the second language. Despite being fully exposed to the foreign language in the classroom, Ellis (1994) pointed out that no guarantee exists that learners will succeed in learning a second language. Therefore, with the help of different activities that I will implement in my class, I will be able to examine the aspects in which the mother tongue can benefit the student's L2 learning.

1.6 Description of the Chapters

There are five chapters in this professional development project which help organize the work. The first chapter included my motivation and the purpose of this reflection. It indicated my development as a teacher and the experiences that I have been through when learning a second language. Also, I mentioned a

brief description of where I am currently working and the beliefs that the school has about the use of L1 in the 12 classes. Chapter 2 provides academic research on the use of the mother tongue in foreign classes. Likewise, it discusses the students' perceptions and the cons and pros of L1 in L2 classrooms. Chapter 3 presents the results of students and teachers' perception about the use of Spanish in their English classes in different categories such as vocabulary, grammar and speaking. With this information, I will be able to understand my students' needs and adapt my teaching accordingly. Chapter 4 discusses the practical implications of the mother tongue in English classes by explaining the methods and techniques that were employed to enhance students' learning. Chapter 5 mentions the conclusion after the analysis of the previous chapters, as well as the implications and further considerations for future research on this topic.

1.7 Conclusion

In this first chapter, I mentioned my personal motivation to reflect about the use of the Spanish in the English class. Then, I described my teaching background and beliefs at the beginning of my career and how they have changed since the different scenarios I have experienced. Also, I provided a brief description of the schools that I currently work at, the grade, and the level of my students. Subsequently, I pointed out the factors and instruments that I will use for this professional project.. This will allow the reader to comprehend the main objective of this project. Finally, it includes a brief description of each chapter.

Chapter 2

Literature Review

2.1 Introduction

In this chapter, the aim is to present literature related to my professional practice project. First, I will explain the general overview of the case study and the purpose of my topic. Then, I will present literature regarding the use of L1 in the classroom and a brief explanation of the advantages that can exist when the students and teachers use the mother tongue in the L2 class. After that, I will discuss the literature concerning the avoidance of the use of L1 in the foreign language classroom and the reasons to only use the target language in the L2 classroom. Next, I will explore some perceptions that students have about the use of their mother tongue in the foreign language classroom. Finally, I will provide my own conclusion of this chapter.

2.2 The Use of the L1 in the Classroom

One topic that is still controversial in the 20th century, and that involves the learning of a new language, is the use of the students' mother tongue in the English classroom. There is a strong debate in foreign language classes about using their L1 or to forbidding it from the first day of classes. In order to understand the study, first, it is important to explain the term mother tongue (L1) and second language (L2). Pulgram and Hutton (2000) introduce the term mother tongue as the primary language that groups share to communicate. On the other hand, L2 is defined as the knowledge of a foreign language. Some teachers believe that the use of L1 should be forbidden in the class, but some other teachers think that having L1 and L2 helps students to make connections between both languages. Some authors support the idea of using L1 and L2 in the classroom (e.g., Auerbach, 1993; Cook, 2001; Macaro, 2001; Schweers, 1999). In addition, Butzkamm (2003) emphasizes that the use of L1 cannot only help to understand the grammar of the mother tongue, but it also facilitates the grammar learning of a different language. So, it is relevant to know how we, as teachers, can take advantage of our mother tongue in the foreign class. But also, it is essential to know how teachers have beliefs about the use of L1 in their foreign classes.

Cook (2001) points out that the use of L1 in the classroom currently plays an important role creating different methods in which the mother tongue is the main tool to learn a new language. I will present two methods that allow the use of L1 and L2 in the classroom: community language learning, and the bilingual method.

The first method, which is Community Language Learning, is related to social contexts. This means that students will need to learn the language of the environment in which they live in order to be able to be

part of the community. In this method, the use of the student's mother tongue is helpful for their learning, for the main reason that when they are able to use their L1 in the class they feel secure and optimistic about the second language learning, and as a result, they achieve to learn the language easily. Moreover, when students find a person, who can either be a classmate or a teacher, that shares the same cultural background, they have this feeling of belonging, especially in the community context in which they live. So, this is another motivation to succeed in learning a second language.

Pachler, et al. (2003) indicate that if in the L2 classroom the target language is only used, this can create problems of communication between students and teachers, and eventually, students will feel stressed in the classroom causing a less success in the learning of L2. There are some aspects of using L1 in order to help students achieve the language. For example, Ariza (2002) points out that the use of various strategies in the class makes students feel less anxious while they learn a second language. As L2 teachers, we have the flexibility to implement engaging activities to motivate student to learn the language. Another aspect that is also considered in this method is the teachers' attitude. The teacher needs to show empathy with their students and for the class. So, for example, if the students do not want to use the second language in the classroom, this probably happens because they are afraid to do it, they lack confidence. The teacher must be patient and understand that sometimes it requires time to achieve it, but with the help of different strategies sooner or later, the student will feel confident speaking using the target language. Besides, in the EFL context here in Mexico some schools, like Auerbach (1993) pointed out, some advantages of using the mother tongue helps reduce some stress. However, it is not necessary for the teacher to know and to use the mother tongue of the students. As I mentioned before, we are looking at the EFL context in Mexico, specifically at private schools.

The use of L1 provides a relaxed environment and facilitates the relationship between students and teachers. Consequently, it promotes autonomous learning by creating relations between L1 and L2.

The second method is the Bilingual Method. Jacobson and Faltis (1995) explained this method, "In other words, the manner of how the two languages are being allocated is ultimately indicative of the bilingual method being used" (p. 166). For example, in Mexico, some schools teach English and Spanish since the students are in kindergarten. The schools try to teach Spanish and English in the same amount of time.

Some private schools in Mexico decided to implement the bilingual education program. As Jacobson and Faltis (1995) mentioned, the importance of how some schools approach this method is. The main goal is to make students aware of their use of their mother tongue and second language in a specific context. Mart (2013) indicated that using L1 and L2 helps students to notice the differences or similarities between the languages. The intention of having classes using the students' mother tongue in the target language is to help students to link both languages and, therefore, become bilingual.

With a bilingual program, students can learn a foreign language more easily since they have access to both languages. Nation (1997) indicated that implementing L1 and the target language creates a positive influence on the learning and acquisition of L2. It is therefore important to understand the different reasons for allowing the use of the students' mother tongue in the L2 class.

One reason to use L1 that Macaro (2001) argued was that it is not logical to reject the use of L1 in the class since the students' L1 is used as a tool to achieve a second language.

On the other hand, achieving the learning of the target language depends on the environment in which the student is. Depending on those contexts, teachers can take advantage of them, and it is important to analyze the positive uses that the mother tongue can have in the classroom. If a teacher is using L1 and L2 in the class, the balance between both languages becomes crucial. This can be helpful when teachers try not to exceed in L1. Also, Dodson 1967 declared, "the sign of true bilingualism is not merely the possession of two languages, but also the ability to jump easily from one to the other" (as cited in Stern, 1992, p. 282). For foreign teachers, this is the main goal of teaching students another language.

There are some circumstances in which some schools in Mexico implement the use of L1 in the classroom, for example, to keep control, introduce a complicated topic, or as Atkinson (1987) indicated to translate difficult concepts. Also, Danchev (1982) pointed out that the process of translation and transfer is an inevitable part of L2 acquisition, regardless of whether the teacher offers or permits it. In some cases, students consider translating as a way to express their feelings, beliefs, and opinions. In addition, Cook (2001) argues that sometimes making connections between L1 and L2 helps students to comprehend the target language since both languages are closely linked.

Similarly, Butzkamm (2003) explains some advantages of using L1 in the L2 classroom. For example, when students are able to use their mother tongue, they feel comfortable and less stressed. L1 helps students to comprehend and complete tasks, create a peaceful environment, and inspire students to speak in the target language, which prevents the feeling of frustration. Also, L1 allows teachers to create meaningful contexts to understand better, so this can lead to a faster acquisition. Stern et al. (1992) discussed the importance of L1 in the foreign language classroom, "L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language" (p. 282). As well, they pointed out that learning a foreign language is hard since the use of the mother tongue is not allowed in foreign classes as a tool. The fact that L1 is forbidden also makes it difficult for students to gain a better understanding of L2. For this reason, it is important to analyze as teachers the use of the mother tongue in foreign classes and what can be some advantages or disadvantages that may take place in the student's learning.

2.3 Avoidance of the Mother Tongue in the L2 Classroom

Some scholars such as Auerbach (1993), Deller and Rinvoluceri (2002), Harmer (2001), and Krashen (1982) stated that the use of the mother tongue is not necessary in the classroom, on the contrary it is necessary to avoid L1 in foreign classes. Auerbach (1993) mentioned that the more students are exposed to English, the more quickly they will learn, even if teachers force them to use L2. As well, Seligson (1997 as cited in Hanakova, M., and Metruk, R., 2017) stated that using the target language all the time in class gives students the chance to practice listening and achieve assertive communication. The point of view of Galindo-Merino (2011) is that some educational communities believe that the mother tongue has a negative influence when students are learning a second language. Also, Galindo-Merino (2011) mentioned that those educational communities consider that when students use more L2 in the classes, they start to use less their mother tongue, and eventually, they stop using L1 completely. This happens when teachers only communicate the entire time in the target language. Students start to develop a good comprehension of the most common and basic phrases of L2, and they begin to use them. Consequently, students practice communicating with their classmates and teachers in the target language.

According to Cook (2001), teachers and educational institutions try to reduce the amount of the use of the mother tongue in the L2 classes. Some Mexican schools and teachers consider that in the L2 classes, the only language that is needed is the foreign language. Also, there are four different aspects that Harmer (2001) points out to avoid the mother tongue in the classroom. The first aspect of not letting students use their L1 is that it is not necessary since the objective of the class is to learn a new language. The main goal of these classes is to encourage students to speak and comprehend the target language and to implement their L1 as a tool that cannot be helpful.

On the contrary, if the use of L1 is excessive, students may not be able to learn L2. The second reason is that using L1 does not help to develop good fluency in the foreign language, and therefore, it delays the process. In some cases, students will overuse their mother tongue if they are allowed to use it in the L2 class, and practice less in the target language. Eventually, students stop practicing the foreign language, resulting in poor pronunciation and no ability to create structures in the language. The third reason is the consequence of the overuse of the mother tongue in the classroom. One of the consequences is that students will feel bored and will lose interest in learning a new language, therefore, that would make L2 difficult to learn. If there is not a balance between L1 and L2 in classes, students will not use the target language, and the classroom may become a place where students do not feel the necessity to learn L2. The possible outcome that may appear would be the lack of organization, the order in class, and the lack of achieving the target language. The last

reason is that the students' mother tongue may not help them to express their ideas in English. For example, when students get the opportunity to participate in a real-life situation where they need to use a foreign language, they may lack vocabulary or be unable to make grammar structures. A common cause is that in the L2 classroom, there was an overuse of L1. Because of that, students failed to learn and use the target language.

Jadallah and Hasan (2010) explained why teachers or educational institution do not allow the use of L1, "admittedly, many people in the language teaching community still have reservations about using L1 in EFL classroom, objecting to it on the grounds that it limits exposure to the target language and keep students thinking in their L1" (p. 2). Some Mexican teachers still believe that the more L1 is in the classroom, less is the successful learning of another language.

The decision of whether to use L1 or L2 is not an easy one. Due to this, Jadallah and Hasan discussed how difficult it is for teachers to determine whether students' mother tongues are beneficial to learning a foreign language. As mentioned before, some Mexican educational institutions are convinced that a foreign language can be successfully achieved if students and teachers only use L2 in the classroom. Educational authorities believe that the use of the target language is essential at the beginning of the language. In line with this, Auerbach (1993, as cited in Sharma, 2006) suggested that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it" (p. 80).

Moreover, Sharma (2006) indicated that since students are getting used to practicing L2 in different contexts, they are more likely to succeed in learning a new language when they are motivated to speak, listen, and read in the target language. Also, many educational institutions request teachers to only use the target language with their students, inside and outside the classroom, specifically with beginner students.

To help to learn the foreign language, I will mention two additional methods that their main intention is to encourage students to use the target language from the beginning of the class. The methods are the Grammar Translation Method (GTM) and the Communicative Language Teaching (CLT).

2.3.1 The Grammar Translation Method

The Grammar Translation Method (GTM) is a traditional method in which the target language is translated into the mother tongue. In GTM, to teach a foreign language, grammar teaching and translation exercises are mainly used. This method is still implemented by some schools and some teachers in their classes. Chang (2011) defined some aspects of this method, "Language structures are presented by the teacher, then practiced in the form of spoken or written exercises, and then used by the learners in less

controlled speaking or writing activities" (p. 13) Besides, Hedge (2000) discussed that introducing grammar topics to the students helps them to learn the L2 in different ways. For example, they can give information about the proper forms of English. As well, it may help to have a correct development in the spoken and written forms. The main characteristic of this method is that it is teacher centered. Chang (2011) agreed that it is centered mostly on the teacher. The objective is to give students grammar rules and some exercises to reinforce the topic. Therefore, with GTM, students only practice writing and listening skills, and the use of L1 is only necessary when they want to translate a text. However, Kaharuddin, (2018) indicated that GTM does not usually include listening or speaking practice, and very little is put into pronunciation or any communicative aspects. A typical exercise that students do is translate a text into the target language to the students' mother tongue or vice versa. With GTM, students have more opportunities to practice the written form, but there is a lack of practice in pronunciation and communicative activities. Thus, it is necessary to implement activities that allow the students to speak in the target language. The goal of the speaking activities is to give them the opportunity to be able to understand and use the language in real situations.

2.3.2 Communicative Language Teaching

The second method is Communicative Language Teaching (CLT). Richards (2005) stated CLT as "the knowledge we have of a language that accounts for our ability to produce sentences in a language." (p 3). CLT considers that students can learn the target language not only by using grammar rules but also by making them use the language in communicative activities. The activities intended to encourage students to speak in the target language. As a result, the students will start to also use their four skills: Speaking, writing, reading, and listening. Howatt 1984 discusses the main objective of this method, "The Communicative Language Teaching stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching" (as cited in Chang, 2011, p. 16).

This method focuses on communication but also attempts to use the four skills to provide an adequate learning in L2. Hence, Howatt (1984) discusses, to help our students is crucial to use the language either when they speak, write, read, or just listen. For that reason, teachers' objective is to help students to learn the target language through activities in which they can be able to notice the differences between their mother tongue and L2. This eventually will help them to express their ideas, feelings and objectives towards the target language.

To motivate students to practice in L2, teachers decided to create strategies to pursue students to use the target language. Tarone and Swain (1995) specify six different approaches in which the amount of L2 in

the class increases. These strategies are: 1) creating a classroom in which students know what to expect of the course, 2) creating a clear separation of L1 and L2, 3) rewards and punishments do not influence in positive behavior, 4) maintain the main objective of learning a new language, 5) establish a non- academic vocabulary and, 6) increase the opportunities of students' target language output.

As we can observe, the use of L1 in the L2 classroom is still a debatable topic. It depends on the Mexican educational institutions and teachers to believe that the use of the mother tongue can be beneficial or not. Thus, it is essential to know the advantages that L1 can have while learning a new language.

2.4 Students' Perceptions about the Use of Spanish in the English class

One of the most important aspects of analyzing whether the use of L1 in foreign language classrooms is beneficial is students' perceptions about the use of their mother tongue. This can give us a clue about how foreign classes can be improved. In this case, the perceptions that we are going to consider are from the students that just started to learn a foreign language.

I will mention three cases in which some authors decided to investigate and analyze the students' perceptions of using L1 in the L2 class. The first case is in favor of the use of the students' mother tongue in the target language classroom. This was a survey in a Puerto Rican university. They were Spanish speakers learning English. Schweers (1999) found out that 88.7% of students and 100% of teachers believe that their mother tongue should be used in ESL classes. This means that students did not feel comfortable when the teacher only used the foreign language and eventually, they began to feel anxious. Therefore, this could influence the failure of learning a new language. In conclusion of this case study, the students' answered that Spanish was an important tool to use in the L2 classroom. Moreover, the teachers considered that it is a helpful implementation that makes the classroom a place in which both languages can interact and create a successful learning environment.

The second case study also demonstrated a favorable result in the use of the students' L1 in the L2 classroom. It took place in a college in Nepal. Sah (2017) used a mixed method to collect data which were interviews and questionnaires. For the case study, he needed 50 participants, 20 teachers, and 30 students. The results were that 43.33% of the students mentioned that they prefer when their teacher implements their mother tongue as a tool in the L2 classroom. The students pointed out that they have a better understanding of the vocabulary and complex concepts when they are linked between their L1 and the target language. However, the students also stated that overuse of their L1 can produce a negative impact in the learning of the L2. Also, in Sah (2017) study case, 44% of the teachers preferred when L1 is used in the L2 classroom.

Teachers specified that they use the students' mother tongue as a strategy as it helps them to have better comprehension in the target language.

On the contrary to the first two studies, the third study is against the use of L1 in the classroom. This study took place at a University in Iran. The participants were 85 students. Nazary (2008) found out that 22% of the students believe that the teacher should use L1 to explain some topics, like grammar, vocabulary, or instructions, 78% strongly reject the use of the mother tongue in the L2 classroom because they do not believe that L1 can be helpful in their learning and that it is not that important to succeed in learning a new language. Also, students mention that the best thing a teacher can do is always use the target language, which makes them practice listening and pronunciation.

As each study was analyzed, it is clear that there is going to exist a conflict between the use of L1 in the L2 classroom, but we as teachers can decide to use the mother tongue in the L2 classroom and in what circumstances it will be necessary.

2.5 Conclusion

The use of the mother tongue will always be a debate topic. Some may be against and some others in favor, but as teachers, it is essential to take into consideration the capacities of the students and how they can succeed in learning a new language. If teachers are in favor of using L1 in the classroom, it is necessary to be aware not to exceed the use of L1 in the L2 classes. It is important to have in mind that L1 can only be used to help students construct knowledge in the target language. Teachers can help students with how they can take advantage of their mother tongue and how they can implement it in their own learning of the target language. However, if the teacher is against the use of L1, it still can help students to learn the new language, and the teacher could be able to observe their students succeeding in learning L2. Every opinion should be respected, but it is important to know more about the students because they are the ones that are learning a new language and how it is possible to help them, so they can achieve in learning a new language.

Chapter 3

Reflection

3.1 Introduction

It has been an interesting learning process because this professional development project allowed me to conduct an exploration of the use of L1 in the L2 classroom. Besides, I was allowed to get a more in-depth look at the teacher's and student's perspectives on this topic. This chapter includes the methodology. I will describe how questionnaires were used to collect data. Also, I will mention the students and teachers' perception towards the use mother tongue in the English classroom. Next, I will present this information with my own reflection. Finally, I will comment on the beliefs about teaching.

3.2 Methodology for Data Collection

The main objective of this professional work is to analyze the information collected from questionnaires with teachers and students. For the investigation, I used qualitative research. Patton (2002) considers that "The qualitative study explores and describes in-depth and precise way the research" (p. 55). Similarly, Hitchcock and Hughes (2002) mentioned that qualitative research allows teachers to have a better understanding of the things that happen inside a classroom and helps them to improve their classes.

To gather information for this work, I implemented questionnaires, which allow students and teachers to feel comfortable expressing their ideas and beliefs. Gillham (2008) indicates that questionnaires are several questions that help researchers to get information from people. It divides into direct or indirect questions. To create a questionnaire that allows the researchers to find the necessary data for the study, it is crucial to analyze the types of questions that will be used and its possible answers to use them for the research.

I requested the help of six students and six teachers for my professional work. For the students, I sent consent forms to their parents to inform them about the objective of this professional work and to allow them to decide whether their children should participate. (See Appendix 1). I also provided the consent form to the teachers so they could be informed about the investigation.

As soon as teachers and parents of the children agreed to help me with my investigation, I met with them privately and discussed the objective of my professional work again so that there would be no doubt. Then, I gave them a questionnaire to answer. As a result of the information collected, I divided the responses based on whether participants supported or opposed the use of Spanish in the English class.

This information will help me understand whether students view Spanish as a tool or as an obstacle to learning English so that I can improve my classroom strategies in order to help them succeed.

3.3 Students' Perception of L1 in L2 Classroom

The use of the mother tongue in ESL classrooms is commonly debated as to whether it may have a positive or negative impact on the students' learning. To determine whether the use of L1 in the English classroom can be beneficial or not, it is necessary to analyze the perceptions that students may have towards using their L1 in their English classes. This study will examine the perceptions of 3 elementary students who are learning English in a bilingual school. They are in 4th grade, and their English level is intermediate. In addition, there will be the perception of 3 middle school students whose English levels are between beginner, intermediate, and advanced. They are in 2nd grade, and these students are in the same bilingual school. In this section, I will provide all the questions followed by some students' responses.

¿Para qué aspectos en general el maestro utiliza el español en la clase de inglés?

Most students mention that the teacher uses Spanish to explain some topics when they do not understand them in English. The following participants pointed out the following.

La mayoría de veces para cuando un alumno no entiende la explicación y lo tienen que volver a explicar en español. (S-1)

Para cuando tenemos preguntas de que significa o para explicarnos. (S-2)

Para cuando algunos compañeros no entendían pero nada más. (S-4)

What can be inferred from these statements is that students perceived that Spanish is only applied to explain some topics which were not easy for them. As Koren (1997) mentioned that when students take notes in their notebooks of a specific topic in their mother tongue, this is an effective approach in the success of understanding L2. Students are less likely to perceive English as an impossible language when they use this technique and favors them in their motivation to learn English.

¿Qué piensas sobre que el maestro utilice el español en la clase de inglés y por qué?

The majority of the students indicate that it is good for the teacher to use Spanish, as Student 2, Student 3 and, Student 4 mentioned.

Considero que está bien, pero solo cuando sea necesario. (S-2)

Muy bien, porque así todos podemos aprender y entender bien. (S-3)

Que es muy bueno porque así nos ha ayudado un poquito. (S-4)

These opinions tell us that students recognize that the use of their mother tongue can benefit them in their learning, and it makes them feel comfortable. Moreover, the students notice the support of the teacher in order to improve their knowledge of a second language. However, they emphasize that the teacher must balance and set limits when using L1. As Carson and Kashihara (2012) mentioned that some students believe that L1 is strongly needed as a tool for them since they are starting to learn the language.

However, some other students remarks that it depends on the quantity and the level of English the students have. For example, Student 5 and Student 1 specify the following.

Depende de cuanto use o con que palabras lo usa. Si son muy simples para el nivel de inglés está mal. (S-5)

Pues que en algunas cosas está mal, porque se supone que como te están enseñando ya debes de saber la mayoría de cosas o por lo menos ya entender lo que alguien dice. (S-1)

As well, Carson and Kashihara (2012) indicated that students at high levels agree that the use of L1 should be minimized or even null in the L2 classroom for the reason that students consider it important to maximize the use of the foreign language. Although some students may disagree with the need for Spanish in the classroom since they may find L2 learning more effective if the teacher and classmates speak only in the foreign language. Therefore, it is crucial to understand each student's viewpoint while also making sure they know why the teacher might use their mother tongue in class. As long as we take their beliefs into account, we can create dynamics or implement different techniques that respect everyone's beliefs. With the aim of building a fun and efficient learning environment for all students.

¿Cuánto español piensas tú que es necesario en la clase y por qué?

Pues solo en algunos casos cuando el alumno definitivamente no entienda, porque es clase de inglés y no tendrían el porque hablar en español. (S-1)

Poco, porque se supone que estás aprendiendo un nuevo idioma y porque no es tan necesario. (S-2)

Un poquito, pero si es muy necesario pues un poquito más. (S-4)

As Schweers (1999) pointed out in his case study that students believe that teachers should implement the L1 between 10% and 39% in the English class.

As students get more L2 vocabulary, the use of Spanish in the classroom decreases. In this question, students explained that the second language should be used more often in class to make sure the language is learned successfully. Another aspect that students mentioned is that Spanish can be implemented when the topic is explained, but many questions are still.

¿Piensas que el utilizar el español en clase te permite o te impide aprender el inglés? Explica tu respuesta.

Nos permite aprender un poquito más pq podemos entender las palabras y aprenderlas. (S-1)

Te permite ya que si no sabes algún significado y te lo dicen en español es más fácil memorizar. (S-3)

Si es algunas palabras te ayuda, pero si son toda la clase no te ayuda al 100% porque no desarrollan para escuchar el acento o la pronunciación. (S-4)

Reviewing the answers to the question above and this one, it becomes evident that the students contradict themselves. The previous question suggested that in the L2 class, there should be less use of the mother tongue. However, in the current question the students mention that Spanish helps them to understand the class context. I consider that the reason is because students have a textbook in school that contains readings and vocabulary that are not appropriate for their level of English. There are even words in the book that students rarely use in real conversations. So, when it came to practicing the vocabulary in class, the students struggled to understand the L2 words. To make learning fun, I used to show PowerPoint presentations that included images along with the difficult words, and then I asked them to present a play in groups to have a better understanding of the topic. Besides, students practiced words as well as their pronunciation in order to improve their English. Providing students with activities to practice both languages without feeling that their L1 is overused is one way to achieve a good balance between both languages.

¿Qué aspectos piensas tú que deberían de ser enseñados en español? Por ejemplo, en reading, vocabulary o grammar.

Reading, porque es para mí lo más complicado. (S-1)

En reading tal vez un poquito para explicarnos algunas palabras que no sabemos y siento que también esto implica en vocabulary y grammar. (S-5)

En vocabulary yo pienso que el significado (S-3)

El vocabulario porque en gramática, lectura, o en escuchar es necesario que sea en inglés para que sea mejor el entendimiento. (S-4)

According to the question the students considered reading and vocabulary as two important aspects in which their mother tongue should be implemented in the English classroom. Seifert et al. (2016) remark that as each student's reading level and fluency vary, reading comprehension is one of the most challenging skills in foreign classes. For that reason, the students in this study consider that Spanish is useful when trying to comprehend the topic of the reading. Otherwise, there is another aspect that students seem to know if their L1 is necessary as a tool and that is the vocabulary. There are a lot of ways to introduce vocabulary, for example: mimics, drawings, translation, definition, and so on. Harmer (2001) mentioned that translating vocabulary can be a quick and easy way to present it, but he cautioned that it could discourage students from interacting with it. However, that did not happen to the students in this professional development project.

¿Al utilizar el español en clase de inglés, crees que afecta o no afecta en la parte de speaking?

Yo creo que no afecta si no es mucho español solo se ocupa tantito para entender y aprender un poco mejor. (S-1)

No afecta si solo son unas palabras, si solo habla en español todo el tiempo, si retrasa el aprendizaje del niño. (S- 4)

No siento que afecté tanto porque como ya dije en algunas palabras que no sabemos la Teacher nos puede decir. (S- 5)

The majority of students agree that Spanish doesn't affect their English speaking at all. To help students develop concise speaking skills, teachers place a great deal of emphasis on this skill. From the students' responses, we can observe that using their native language does not affect them in their learning of a foreign language. However, one of the students does not agree, she believes that it can affect her learning, and another student mentioned that it only affects if there is excessive use of L1.

Sí afecta porque se supone que al ser clase de inglés deberían de hablar en inglés. (S-2)

No afecta si no lo usas mucho y afecta si nada más hablas en español y no usas en inglés.(S-3)

3.4 Teacher's Perception of L1 in L2 Classroom

Among L2 teachers, there is an ongoing debate on whether L1 is a disadvantage or an advantage in EFL classrooms. Atkinson (1987) pointed out that the more time teachers and students use L1, the less time L2 is used in the classroom. On the contrary, Schweers (1999) stated that students' mother tongue is a beneficial tool that helps them learn the target language. I conducted an investigation about the use of Spanish in the English class with the help of a questionnaire that was given to students and teachers. The following chapter consist in various questions about the implementation of L1 in their English classes. There are five participants: 2 of the teachers teach in Instituto Jean Piaget which has a bilingual system, and the other 3 teachers work in Centro de Idiomas de la UG. I will provide the questions followed by some teachers' responses (See Appendix 3).

¿Para qué aspectos en general llega a utilizar el español en la clase de inglés?

Cuando el alumno todavía tiene dudas después de dos o más explicaciones en Inglés. También cuando es algo ajeno a su cultura o conocimientos en su lengua materna. (T-5)

Para aclarar temas complicados que no quedaron claros; para explicar algún termino culturalmente distinto o alguna palabra que no tiene equivalente en español. (T-2)

después de usar muchas estrategias, mímica, imágenes, sinónimos y aún así veo que la instrucción no se entendió bien (siempre y cuando sean niveles básicos) (T-1)

With the help of the previous answers, we can observe in this study that teachers mentioned only three important components in which L1 may be needed: vocabulary, grammar, and cultural topics. Inal and Turhanlı (2019) analyzed a case study about how teachers feel about L1 in EFL classes. In the study, they mentioned that most teachers believe that having the students' mother tongue helps to raise consciousness about the similarities in both languages, and to link L2 vocabulary with L1. Over the years, I observed that when students are true beginners in English, having a brief explanation of a topic in both L2 and L1 helps them create deeper connections. However, I also provide to the students the basic vocabulary through images because I believe it is important to have a balance between Spanish and English. As well, I tried to give them step-by-step instructions only in L2 and I asked them for examples for a better understanding.

¿Qué piensas sobre utilizar el español en la clase de inglés y por qué?

Pienso que se debe evitar, para que los alumnos se hagan el hábito de hacer el esfuerzo por entender y para comunicarse. (T-1)

No es recomendable, pero es necesario en muy puntuales ocasiones. (T-2)

Pienso que en general debe ser equilibrado, en ciertas ocasiones puede ayudar al alumno, pero obviamente lo que se espera al final es que se practique el idioma inglés para lograr un mejor resultado. (T-3)

A veces es necesario aunque con reservas la clase de Inglés no debe de ser estresante al alumno. (T-4)

One of the five teachers indicated that Spanish should be avoided in English classes. However, the other teachers said that it is important to have a balance between both languages. They considered that helping the students can improve their learning in the target language and it makes them feel more secure in the classroom. Moreover, when teachers let students use their mother tongue as Benson (2005) pointed out, teachers can detect the level of knowledge of the students, the topics that require to be taught, and which students need further assistance. In my English classes to avoid the overuse of Spanish and increment their use of English I implemented boardgames and activities such as interviews, presentations and plays to encourage my students to use the language in and outside the classroom. These activities were beneficial since the communication between my students in L1 eventually shifted to L2 as they became more comfortable with L2. In my opinion, using Spanish in my classes is a beneficial tool, but I currently only use L1 with students at the basic level. Additionally, students feel more motivated and willing to learn a second language when they are able to establish a connection between L1 and L2. Of course, always respecting the limits of the use of Spanish in the English class.

¿Cuánto español piensa que es necesario en la clase de inglés y por qué?

Todo es de acuerdo al nivel como a más básico más español pero hay que mantenerlo solo para emergencias y al mínimo. (T-5)

Pues pienso que depende de varios factores, como por ejemplo en los alumnos que no entienden nada o nunca han llevado esta materia. Debe de tenerse un equilibrio para que los alumnos se adapten a las necesidades y ritmo de sus compañeros. (T-3)

Muy poco, para no mal acostumbrar a los alumnos y que se esfuercen, solo así tendrán un aprendizaje significado. (T-1)

It is true that there is not a certain amount of how much L1 is needed in the L2 classroom. Macaro (2005) suggested that teachers should only use an amount of 10-15% of the students' mother tongue. However, as teachers, we sometimes do not realize the amount of L1 that we use in the target classes. The teachers of this study declared that they use Spanish depending on the situation like the level of the student, their needs, and their knowledge of the language. Likewise, they specified that it is important to make a balance between Spanish and English and try to use Spanish as little as possible. Since my students were mixed between true beginners and false beginners, I created different activities so my students could be at the same levels, like finding the meaning in the dictionaries, matching the meaning with images, and memory games. Eventually, the students which were true beginners were able to be almost at the same level as the false beginners, and the English class flowed in a positive way.

¿Piensas que el utilizar el español en clase le permite o les impide a los alumnos aprender el inglés? Explique su respuesta.

Pienso que esta respuesta depende del objetivo del curso, nivel de los estudiantes y tipos de estudiantes, no les impide pero tal vez su uso indiscriminado o muy frecuente afecta en cierto grado la fluidez. (T-2)

Depende de su uso, al abusar hacemos a los alumnos flojos a trabajar y pensar, pero bien usado facilita y ayuda al alumno a aclarar dudas que de otra manera no resolvería.(T-5)

Depende del tema y si el salón en su mayoría no logra comprender lo que se está tratando de aprender. (T-4)

Pienso que el uso del idioma español debe de ser moderado, porque a veces el alumno abusa por no querer esforzarse, ya que el objetivo es que desarrolle sus habilidades de lenguaje y poco a poco practicar de manera asertiva el idioma inglés (T-3)

The teachers in this study emphasized the balance between the students' mother tongue and the target language. Ibrahim (2019) declared that teachers must be careful of L1 limitations since overuse can negatively affect students' learning of the target language. Therefore, as teachers, we need to reflect on our own practices to ensure that L1 and TL are properly used. In my opinion, Spanish can be used as a tool, to enhance students learning. However, I also agree with the teachers' comments that recommend moderating

the use of the mother tongue since students become dependent, as they do not make any effort to do the activities and only wait for the answers to complete the different exercises. It is my belief that the use of Spanish in the classroom can become a very reliable tool if it is balanced properly. The best way to achieve this is to engage in activities in which the L1 and L2 are used simultaneously, but where the L1 gradually fades away at the end. This can be achieved by seeking out activities in which L1 and L2 are used simultaneously, but in which the L1 gradually fades away at the end. To prevent L1 overuse in my classes, I use different strategies like dictations of vocabulary, matching words with images, and writing activities that catch the students' attention. Also, I think that interacting with classmates has an advantage since students gain more confidence when speaking in L2 and they help each other to resolve any doubts they have on a topic.

¿Qué aspectos piensa que deberían ser utilizado el español? Por ejemplo, reading, vocabulary, o grammar.

Pienso que en el vocabulario, ya que si no entienden el significado de una palabra, en la lectura no sabrá de qué se está hablando. (T-3)

Yo pienso que para aclarar vocabulario o gramática en especial para aclarar dudas que los alumnos tengan aún después de intentar en Inglés. (T-5)

Based on the teacher's answers, vocabulary and grammar are two aspects that can be taught using L1 and L2. Liu (2008) remarks that when a student learns the meaning of a word in their L1, this allows them to create a feeling of certainty, which is the first phase to have a meaningful connection and thus achieve a good understanding of the vocabulary. Grammar is one of the topics my students struggle to understand, in my opinion due to a lack of understanding of grammar. because they fail to understand grammatical structures. Hence, my approach to improving my students' understanding of topics is to use sometimes L1, for example, I have mentioned before one of the grammatical topics that my students have trouble learning is the perfect tenses. I usually give my students examples in Spanish when teaching the perfect tense so that they can better understand the purpose of the tense. This is only done when I introduce a topic, and I don't use Spanish again in the exercises. For vocabulary and reading, I look for tools such as synonyms, the use of dictionaries and images so that my students can be able to understand using only English. As teachers, we must be aware of the quantity and the approach in which we relate L1 and L2 vocabulary without overdoing it to support our students' learning.

¿Al utilizar el español en clase de inglés, cree que afecte o no, en la parte de speaking del alumno? Explique su respuesta.

Depende de la frecuencia de su uso. Regularmente el maestro usa las herramientas que como estudiante le fueron útiles. (T-2)

Utilizando de manera estratégica el español, dándoles herramientas necesarias, el alumno puede llegar a practicar el inglés de forma oral con la confianza adquirida. (T-4)

No creo que afecte su speaking si ellos entienden que es solo una herramienta para emergencia y no de uso diario. (T-5)

We as teachers must be aware that using Spanish in English classes may affect the students' speaking since they will feel no need to use English. On the other hand, the teachers in this study mentioned that using L1 does not necessarily have to affect the use of L2 if L1 is used strategically and within limits. The strategies implemented in my classroom that helped me to increase the use of English are board games and interviews. I try to check if my students are truly speaking in L2. Besides, at the end of each game or interview I ask them one by one some of the questions that were in the activity. Currently, I have not faced any problems or difficulties, and on the contrary, my students seem to be improving their skills in English. As a teacher, it makes me feel proud that my students are gradually taking advantage of these activities to learn the language.

3.4 Beliefs About Teaching

Even now, there is still a debate about whether using L1 in the target language should be forbidden or allowed. Shabir (2017) pointed out that different teaching approaches and methodologies have gained popularity over time. Some recent authors (Benson, 2005; Shabir, 2017; Wach & Monroy, 2020) investigated teachers' and students' beliefs about their mother tongue in the FL classroom. According to their research, most teachers allow their students to use their first language to help them better understand the target language and they were able to observe that there was a meaningful connection between L1 and L2. When I started teaching, my belief was that I should only use English in class. At that time, I was teaching beginner levels, and I could see how my students ended up frustrated and even discouraged at the end of the course. I once asked them why, and they told me it was because they were trying to understand me and the language but couldn't make a connection. Slowly, I introduced Spanish into my English classes at beginner level to see if my students were making progress in understanding the L2 language. However, it is important to

mention that I never use Spanish in intermediate and advanced levels. During the beginner English class, I noticed my students were more relaxed and were able to better understand the topics, as a result they also started to enjoy learning the language. I use Spanish in selected activities to raise my students' awareness of what they are learning. For that reason, in my English classes, I try to design different and dynamic activities in which my students are able to create meaningful connections between L1 and L2 in order to enjoy the foreign language, without feeling stressed or worried.

The games I implement are designed to catch the students' attention and even to motivate them to participate, such as gameboards, general knowledge games, team activities, and competitions about the topics they are learning. My goal as a teacher is to create a classroom environment where my students feel confident and motivated to learn a new language. I also want to support them in becoming independent learners. Eventually, my students recognize for example, when they are only speaking in English or when they understand a reading without using their mother tongue to translate the words, also they get excited and happy when they can understand the questions that I am asking them. It is a hard-earned success for me as a teacher to see their small achievements.

Since some teachers or even educational authorities may oppose using L1 in the target classrooms, teachers are the only ones who can decide whether to use the students' mother tongue because they know each student's level and the methods or strategies teachers can implement to help students succeed. Besides, we as English teachers, have an advantage, since we use a variety of materials and resources to enhance our students' learning experience. Furthermore, we can work together, teacher and students, to ensure the English class as a positive experience.

3.5 Conclusion

The use of the mother tongue in the foreign classroom will always be a topic of discussion among teachers. Some authors such as Auerbach (1993), and Krashen (1982) mentioned that L1 should not be used in the L2 classroom. Instead, the mother tongue should be avoided since English is not learned appropriately.

On the other hand, the authors Cook (2001), Macaro (2001), and Schweers (1999) pointed out that the students' mother tongue can be used as a tool to benefit the students' learning of a foreign language. For that reason, in this chapter, I was able to analyze the students and teachers' perception of the use of Spanish in the English classes. When investigating this topic, I was amazed that most teachers and students do not see Spanish as an impediment to learning English. This means that implementing the students' mother tongue as a strategy to learn a new language is gaining more support from L2 teachers. As Briggs (2001) found out that among students, L1 is popular and preferred in the target classroom as a tool of learning.

In this professional work, most students suggest that Spanish should be limited so that only the words they do not understand need to be emphasized, but if L1 is implemented, it does not significantly alter the learning process but rather strengthens it. Similarly, some teachers' answers mentioned the same word, which is important to point out and that is balanced. Having Spanish can be beneficial if the students' mother tongue is used correctly.

One important aspect in which most students and teachers have the same opinion was in speaking. They commented that having Spanish in the classroom do not interfere at all when they try to speak in English with the teacher or with another classmate. For me personally, this is very important to know, as it has always been one of my concerns when teaching, because I want to know if Spanish will affect my students' speaking skills and knowing that it is not the case makes me feel relieved.

However, in the classroom is equally important to set limits to avoid overusing the native language, as this may result in almost no use of English. Because as we could observe in the teachers' answers, the mother tongue is only implemented for beginners, not for intermediates or advanced classes. Since that would create a setback in learning of a foreign language. In other words, as teachers, we have to be careful on how the students' mother tongue can be implemented in the foreign class in a way that will provide more advantages than disadvantages, besides, we must take into account our students' opinions about aspects of the class.

Chapter 4

Practical Implications

4.1 Introduction

As we could observe in the previous chapter, the most frequent cases in which teachers or students use L1 in the L2 classroom are in grammar topics, reading and vocabulary. Therefore, I will describe the materials or methods I use in the English classes, along with the advantages and disadvantages I encounter. Similarly, I will specify the tools that I implemented in the case of speaking. Finally, I will give my conclusion to this chapter.

4.2 Vocabulary

One of the most important factors in teaching English is the students' vocabulary. Rahmawati (2020) indicated that the most common traditional way of teaching L2 vocabulary among foreign teachers is to force students to memorize or eventually investigate the meaning of the words using their dictionaries. At Jean Piaget Irapuato school, the L2 teachers have this type of activity in which students have to investigate the meaning of the words in their dictionaries; however, those dictionaries were entirely in English not English - Spanish. The majority of the students that I was able to witness did not understand the vocabulary completely, so they asked for assistance since they did not know the words from the same definition. First and foremost, a teacher must know the level of each student to implement the appropriate activities. In my case, the majority of my students were true beginners, and the others were false beginners. Hence, I will present 3 techniques I use in my English classes and analyze the outcome of each one.

The first technique that I am still using since I started to teach is that when I give my students instructions or when I am speaking about a topic, I tend to ask one of the students to explain them to their classmates. So, if there is a word that students do not understand I write it on the board, both in English and Spanish. In some words, I also make drawings (see Appendix 4). Additionally, I try to use the word in different contexts or activities in the following classes, and I usually ask my students to give me an example with that word in the target language. From what I observed, the more vocabulary is used in different activities, the easier it is for students to acknowledge the words.

The second technique that I used was playing games. One of the games involves a competition between students with L2 vocabulary flashcards. The flashcards are inside small bottles which are located in front of them. Students are divided into teams of two, and one by one, they have to find the flashcard I

mentioned in Spanish. As a result of this game, students felt more confident in themselves and supported by their classmates. As previously mentioned during the first game, I continued using my students' mother tongue; however, in the next game, I had them identify vocabulary via images. For the second game, I implemented two different methods. For the first method, I required different PowerPoint presentations. Each slide of the presentation included an image, and students would identify the word and write it on the board or the notebook. The main objective of the games is to help students review the words in L2 at the same time they can enjoy the activities and have fun in the class. Perveen et al. (2016) noted that games enhance vocabulary in students because they make the topic enjoyable and, as a consequence, they improve their use of the target language in the class.

The last technique is the dictation of vocabulary (see Appendix 5). The dictation consisted of exams, tests, or pop quizzes. In the exams, they have the word in Spanish, and the students have to write the word in English. On the other hand, in the test and the pop quizzes rather than dictating the word as it should be, I use mimics, images, and definitions. The purpose of this technique is to help students become self-aware of their learning and to establish a limit on the use of the student's mother tongue. Furthermore, the technique of dictation helped me to notice if my students have managed to understand the vocabulary they have been practicing. Kasahara and Kanayama (2021) discussed in their study that students who spend as much time reviewing vocabulary as possible perform better on quizzes. Using these techniques and decreasing the use of Spanish in the class, showed that students had no difficulty remembering the vocabulary; on the contrary, they had a better understanding and even began to use the words fluently in conversations.

4.3 Grammar

When teaching another language, the most common debate is whether to use the students' native language, especially when it comes to grammar, since grammar is an essential part of the process. In his study, Şimşek (2010) found that implementing the students' mother tongue into L2 classes resulted in significant improvements in their grammar skills. His study also demonstrated that the use of L1 was more successful than only teaching grammar in a foreign language. The same as him, I decided to use my student's L1 in my classroom for topics in which they seem to have difficulty understanding.

Therefore, I will provide the reasons, and the amount of Spanish I used to explain grammar topics. In addition, I will mention the methods used to improve my students' English proficiency to avoid the overuse of L1.

The initial method is how the topic is introduced to my students. The first thing I do when I cover topics such as simple and continuous tenses is write a short definition along with examples and images to

make the topics easier to understand, or on other occasions, I discuss the sentence structure with my students, and they provide me with examples. However, in some topics that are advanced for them such as the perfect tense, I have noticed that many students do not understand the main idea of the perfect tenses, and therefore they fail to learn them. Because while observing, I realized that it is even difficult for them to use these tenses in their native language since they do not use them in casual conversation. So, to help students understand the topic, I first give them a brief explanation of what is and when to use the perfect tense, followed by its structure, and finally, I complement it with sentences in both Spanish and English. After some time, my students kept practicing these topics more, and they could answer the exercises correctly or use the tense in conversations.

An effective technique that I practice and observe with my students, which are in a bilingual school, that helps them review different topics is the mind map. As an example, in this school year, my students learned present simple, past simple, present continuous and past continuous. So, we organized a mind map, and my students helped me in the process of creating it (see Appendix 6). Students and I wrote a short explanation including some important characteristics of each tense and we also wrote some examples.

Afterward, the students answered an exercise in which they had to write the correct tense of each sentence. The purpose of this exercise was to help them identify the differences between each tense as they checked their mind map. The mind map worked noticeably when the students, after periodically checking it, gradually stopped and answered the exercises correctly without help.

Wasik and Bond 2001, affirmed that implementing different activities such as stories is a beneficial and valuable tool for contextualizing and familiarizing new vocabulary, making them easy to understand and learn. Also, Koisawalia (2005, as cited in Rahmawati, 2020) stated that in terms of grammar, vocabulary, and speech formulas, stories or tales reinforce the recognition and perception of the narrative. For that reason, I implemented a different technique to observe and analyze the students' progress in their learning, I give them a writing assignment where they have to write a story using the tense that they are practicing (see Appendix 7).

I was able to analyze the structure of the students' story, most of them wrote and used the language correctly. Most of my students' writing skills improved as I gave them more opportunities to write. Additionally, the activities were also designed to engage their attention and not seem tedious.

It is important to mention that for most grammar topics, I normally explain to my students in the target language because I want to establish a limit and not overuse L1. Haman et al. (2017) remarked that overexposure to students' mother tongue can considerably affect the domain in L2 grammar. Furthermore, they stated that it depends on the amount of grammar and how the target language is presented to the students,

so they achieve a better performance. While using the native language can have some benefits, in grammar, there are some topics that can be explained more clearly and simply if you have the correct structures for each tense. There may be a few topics that students find difficult, but with the right definition and examples, they can be easily taught. It is possible, however, that students will not understand despite the explanations and examples. Only in these cases could their native language be used.

4.4 Speaking

One of the main goals for L2 teachers is for our students to be able to speak in a foreign language successfully. Schmiedtová (2011) pointed out that people with good levels of L2 are able to express themselves well, their feelings and beliefs, and defend their ideas. The teacher needs to create materials or activities to help students become familiar with the target language. The more exposure students have to a foreign language, the more significant their improvement will be in speaking L2. I will provide two activities and one technique I used to expose my students to English.

The first activity is the most common in English classes, which are interviews. I sometimes write some questions on the board, or on other occasions I give the students a worksheet with questions so they can be able to ask each other (see Appendix 8). In each activity of conversation, they must ask three or more people whether they are their friends, family, teachers or even classmates. For these types of activities, I walk around each student and listen to their conversation with two objectives; one to listen their pronunciation and two to check if they are speaking in English. However, I only help students giving them the questions at the beginning, when students manage to understand the structure of the questions, at that moment in pairs, they have to write their own questions in English and then ask them to their classmates. My observation was that eventually, when I asked them to have a conversation with another person at that moment, they had to generate their questions. At first, they had some problems, but gradually they started to ask more fluently and gained more confidence while speaking. It is important to emphasize that teachers should, at the given time, stop writing questions for students and continue creating activities in which they ask their own questions without help. Therefore, they can have more realistic conversations. The research conducted by Osboe et al. (2007) concluded that students feel more comfortable having conversations about topics they are familiar with when they are working in groups. Additionally, they mentioned that teachers can help students gain more self-confidence through their influence. Two goals that I have as an English teacher are that my students can have a dynamic class since it motivates them to continue learning the language, also to help my students gain self-confidence and realize they can speak English independently.

The second activity is playing game boards. Karasimos (2021) mentioned an important theory which is Game-based Learning and Teaching Theory (GBLTT). Based on this theory, implementing games in the class can help increase the use of the target language to challenge students in their learning and making the classes more interesting, so they are not monotonous. There are several features that Becker (2016) listed as characteristics of a good game, first, they must be interactive; second, students need to agree on the rules and limitations of the game; third, to set a goal or an objective, and lastly, the students' progress can be measured and recognized at the end of the games.

For each topic that my students learn, I created gameboards (see Appendix 9). The purpose of each board game I designed is to allow students to use the vocabulary they learned naturally, and to feel comfortable using the language with their classmates. As a result, the students gained more confidence and began to use the language continuously through the use of board games. In addition, game boards helped to create a class where the students found comfort, respect, and peace.

Besides the two activities that I used in my classes, I designed a fun technique to prevent students to speak to me in Spanish. I made different posters with the help of memes, and I wrote specific phrases or words (see Appendix 10). The posters are helpful since students feel more comfortable when I show them rather than calling their attention with my voice. Also, I was able to gain my students' trust, and they felt comfortable with me when speaking in English. Due to this technique, my students also wanted to make their own posters to use with their classmates. So, each time one of their classmates spoke in Spanish, the students typically showed their posters which forced their partners to communicate in English.

4.5 Conclusion

In this chapter, I analyzed and evaluated the activities I used to make Spanish a useful tool in my English class, I also set limits on me and my students' use of L1 with the help of strategies and techniques implemented in my class.

For us as teachers, it is necessary to find the balance between the mother tongue and the target language. As well I wanted to explore different activities that can be used to learn English while having fun. According to Biggs (1995, as cited in Cheung, 2001), the only thing that causes students to learn is if the subjects are important and essential to them. For this reason, in my classes, the activities vary with the aim of creating a fun learning environment that appeals to my students. Teachers can create different activities, but they must make every effort to achieve meaningful teaching.

Likewise, students should feel comfortable and motivated to learn English through interactive activities, which should not be teacher-centered instead they must be about the students' acquiring the second

language. Cheung (2001) pointed out that creating activities that are mostly teacher-centered, does not help students in a real-life situation. He also mentioned that students lack motivation to learn English when the language is not presented in an engaging way to them. To motivate my students to learn English, I created activities based on their personalities, ages, and levels of English. As Zahorik (1996) indicated that “Obtaining and holding students’ attention, involvement, or cooperation are concerns of all teachers.” (p. 551)

With the activities and techniques, I applied, most of my students felt comfortable in the FL classroom, their level improved, and they achieved meaningful learning. Yet, I hope that soon not only the majority, but the entire classroom will have a favorable learning experience due to the contribution of more techniques, activities, and strategies that I may encounter.

Chapter 5

Conclusion

5.1 Introduction

In this chapter, I will present the findings and limitations of my professional development. Then, I will propose possible future research. Finally, I will present the conclusion of this study.

5.2 Learning Gained

The evidence from this study showed that the main aspect expressed was in favor of the use of the mother tongue in the foreign class. Indeed, there are some teachers who prefer to teach using only L2 as Auerbach (1993) pointed out that using just L2 in the classroom can help students to learn the language more quickly. However, there are some other teachers that think that the best idea is to use both languages in the classroom. Dörnyei and Kormos (1998) found that when students use their mother tongue, it helps them to communicate when they have a lack of vocabulary in the target language.

The findings of this study suggested that the use of both languages can help students feel comfortable learning a new language at the beginner level. Meyer (2008) remarked that the principal role of the students' mother tongue is to decrease the affective filter. As well, Zacharias (2005) mentioned that it is important to re-evaluate the impact that the mother tongue can have in the process of learning a new language.

It is important for teachers to be careful about how we teach, because some students may feel frustrated or anxious when they cannot understand. Krashen (1992) remarked that anxiety cannot be helpful at the acquisition of a second language for the students. It would be best if there were no anxiety at all. The last thing that foreign teachers want is their students to fail on learning the foreign language.

Taken together, these results suggest the importance of using both languages to help teachers and students create an environment in which it is possible to succeed in acquiring L2. The results of this study can help teachers to become aware of how the students can learn better, and the importance of taking into consideration the opinions of the students. Only the students themselves know the best way to acquire a second language.

5.3 Limitations

In this study, I had two limitations. The first limitation was the time to collect the data. This was a problem because some of the participants did not give me the consent letter on time. They gave it to me one

week or two weeks later. Adding to this, the time to make the questionnaires was limited since the winter holidays were near. On the other hand, the second limitation of this case was the number of participants. At the beginning there were only three participants, but the information collected was not enough, and I did not have different opinions to compare and be able to analyze to have a deeper understanding of the study. Consequently, I decided to ask 3 other students and 2 teachers to participate. So, as a result, there were 11 participants. This helped me to have extra information and analyze it with the main purpose of examining the professional development project question of this case study.

5.4 Further Research

In the interest of examine in detail about the use of Spanish in a foreign class, there are several areas in which it is possible to collect more and important data.

In my opinion, two areas that would be interesting to explore are how teachers could use the native language and technology for learning a new language or what type of materials are most efficient for learning new languages, since we are living in an era where technology has been advancing rapidly worldwide. As teachers, we must also continue learning and evolving to educate students who can express themselves anywhere in the world.

Another area or question that also can be considered is: What do foreign teachers perceive about the use of L1 in the L2 classroom when they are at a beginner level? By conducting this research, data could be obtained on the opinions of foreign teachers and students who are just learning their second language. The collected information would assist in analyzing the factors that make it possible for a student to learn a language in an environment in which he or she feels comfortable and willing to learn.

Also, it is necessary to be conscious of how much of L1 is being used in the L2 classroom and for that reason another question that can be analyzed is the following: How to avoid the overuse of L1 from teachers in the foreign classroom? In some cases, teachers may feel that they are overusing the students' native language in the L2 classroom, and it is important to recognize when this is starting to become a habit. Some several questions or statements can be searched to help the teacher and students to achieve a learning of a new language. Therefore, it is important to search and investigate so we as teachers can be more aware of our teaching development.

5.5 Conclusion

The main objective of this professional work was to analyze and observe the methods that were implemented in the English class in order to achieve a balance between Spanish and English. Furthermore,

we were able to learn the opinions of students and teachers about the use of the students' native language in the foreign classroom. Most of the students' comments, in this case, were in favor of the use of Spanish in the second language class and they also mentioned the importance that this has so they can be able to learn English.

For the educational area, it is essential to examine the features that can benefit the foreign class for students to have good experiences in learning the new language. Therefore, there exist several areas that can be explored, two examples are the use of Spanish in the intermediate or advanced level or the teachers' opinions about the use of the mother tongue in L2. These also can help educational institutions to take part in the improvement of the languages department.

For me as a teacher, it helped me to realize that the first fundamental step to have a class in which the students can learn and practice the language is communication because this helped me to know their opinions or points of view and subsequently I knew how to use different and better ways in which they could learn a second language. Finally, in my opinion by taking this consideration, teachers and students will start to feel comfortable and confident in the class. Moreover, they will have meaningful learning. However, it is necessary to keep working so that we can improve day by day, and for me to feel that my goal as a teacher is completely fulfilled.

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Appendix 1 Consent Letter Students

The following is the consent letter I gave to the students and teachers to read so that they would know the topic of my professional work, and take part of it. First, is the consent letter for the teachers and then is the consent letter for students.

INVITACIÓN PARA PARTICIPAR EN EL ESTUDIO

Estimado(a) Tutor(a):

Por medio del presente quiero invitar a su hijo(a) a participar en un proyecto de investigación que se lleva a cabo en el estado de Guanajuato. Este trabajo profesional tiene como objetivo el recolectar información sobre lo que los alumnos y maestros piensan sobre el uso del español en la clase de inglés.

El estudio abarca:

1) Un cuestionario

Si decide participar, su privacidad será un asunto de suma importancia. Para asegurarme sobre dicha privacidad, he determinado que tendrá un nombre código. El nombre código es el siguiente: "Student number." Código que será utilizado como su identificador durante el resto de la investigación. La presente invitación y el "consentimiento para participar en el estudio", además de las pruebas realizadas y la hoja de respuestas estarán bajo el estricto resguardo del investigador. El reporte final, será parte de la investigación de trabajo profesional, que es por parte de la Licenciatura en la Enseñanza del Inglés que actualmente estoy a punto de terminar. Remarco, que la investigación no incluirá su nombre, sino solamente su código de participante. De esa manera, puede estar seguro de que toda la información que me proporcione será manejada de manera confidencial.

Se planea recolectar las respuestas a la prueba que se aplique. Estas repuestas serán analizadas solamente por mí. Las respuestas obtenidas serán utilizadas solamente para cumplir con los objetivos de este proyecto en particular y serán resguardadas por el investigador. Solamente yo tendré acceso a dicha información.

Usted tiene el derecho de decidir si quiere participar en este proyecto o no. En caso de tener dudas puede contactarme, enviándome un correo electrónico a la dirección judy.colmenero@hotmail.com mi nombre es Judith Razo Colmenero. En caso de tener preguntas más generales acerca del proceso de consentimiento o acerca de sus derechos como participante, no dude en contactarme a mi teléfono 4625958081.

Por favor, si desea participar en el proyecto, deberá indicar su consentimiento y firmar la forma que se incluye en esta invitación.

Le agradezco de antemano su participación y apoyo.

Atentamente:

Judith Razo Colmenero

Programa Licenciatura en Enseñanza del Inglés UG

CONSENTIMIENTO PARA PARTICIPAR EN EL ESTUDIO

SÍ

He leído y entendido esta forma de consentimiento. El investigador ha respondido a todas mis preguntas y dudas. Deseo participar.

Doy mi permiso para la encuesta, así como el uso de los datos que proporciono.

NO

No doy mi permiso y prefiero no participar en el estudio.

Además, declaro que:

1. No he recibido pago ni contraprestación alguna a cambio de mi participación en este estudio.
2. Nadie me ha obligado a participar en este estudio.

Nombre y firma del tutor del participante

Fecha

Consent Letter Teachers

INVITACIÓN PARA PARTICIPAR EN EL ESTUDIO

Estimado(a) maestro(a):

Por medio del presente quiero invitarlos a participar en un proyecto de investigación que se lleva a cabo en el estado de Guanajuato. Este trabajo profesional tiene como objetivo el recolectar información sobre lo que los alumnos y maestros piensan sobre el uso del español en la clase de inglés.

El estudio abarca:

2) Un cuestionario

Si decide participar, su privacidad será un asunto de suma importancia. Para asegurarme sobre dicha privacidad, he determinado que tendrá un nombre código. El nombre código es el siguiente: “Teacher number.” Código que será utilizado como su identificador durante el resto de la investigación. La presente invitación y el “consentimiento para participar en el estudio”, además de la prueba realizada y la hoja de respuestas estarán bajo el estricto resguardo del investigador. El reporte final, será parte de la investigación de trabajo profesional, que es por parte de la Licenciatura en la Enseñanza del Inglés que actualmente estoy a punto de terminar. Remarco, que este trabajo no incluirá su nombre, sino solamente su código de participante. De esa manera, puede estar seguro de que toda la información que me proporcione será manejada de manera confidencial.

Se planea recolectar las respuestas a la prueba que se aplique. Estas repuestas serán analizadas solamente por mí. Las respuestas obtenidas serán utilizadas solamente para cumplir con los objetivos de este proyecto en particular y serán resguardadas por el investigador. Solamente yo tendré acceso a dicha información.

Usted tiene el derecho de decidir si quiere participar en este proyecto o no. En caso de tener dudas puede contactarme, enviándome un correo electrónico a la dirección judy.colmenero@hotmail.com mi nombre es Judith Razo Colmenero. En caso de tener preguntas más generales acerca del proceso de consentimiento o acerca de sus derechos como participante, no dude en contactarme a mi teléfono 4625958081.

Por favor, si desea participar en el proyecto, deberá indicar su consentimiento y firmar la forma que se incluye en esta invitación.

Le agradezco de antemano su participación y apoyo.

Atentamente:

Judith Razo Colmenero

Programa Licenciatura en Enseñanza del Inglés UG

CONSENTIMIENTO PARA PARTICIPAR EN EL ESTUDIO

SÍ

He leído y entendido esta forma de consentimiento. El investigador ha respondido a todas mis preguntas y dudas. Deseo participar.

Doy mi permiso para la encuesta, así como el uso de los datos que proporciono.

NO

No doy mi permiso y prefiero no participar en el estudio.

Además, declaro que:

1. No he recibido pago ni contraprestación alguna a cambio de mi participación en este estudio.
2. Nadie me ha obligado a participar en este estudio.

Nombre y firma del tutor del participante

Fecha

Appendix 2 Students' and Teacher's Questionnaires

Below are the questions that were asked of the students in order to gather data for this investigation.

Edad del participante: _____ Sexo: _____ Nivel del idioma Inglés: _____

1. ¿Para qué aspectos en general el maestro de inglés utiliza el español en la clase?

2. ¿Qué piensas sobre que el maestro utilice el español en la clase de inglés y porqué?

3. ¿Cuánto español piensas tú que es necesario en la clase de inglés y porqué?

4. ¿Piensas que el utilizar el español en clase te permite o te impide a aprender el inglés? Explica tu respuesta.

5. ¿Qué aspectos piensas tú que deberían ser enseñados en español? Por ejemplo en reading (las lecturas de knowledge), vocabulary (las palabras de las lecciones) o grammar(present, pasado, futuro).

6. ¿Al utilizar el español en clase de inglés, crees que afecta o no afecta en la parte de speaking?

¡Muchas Gracias por tu participación! 😊

These are the questions that were asked of the teachers in order to gather data for this investigation.

Nivel del idioma que enseña: _____

1. ¿Para qué aspectos en general llega a utilizar el español en la clase de Inglés?

2. ¿Qué piensas sobre utilizar el español en la clase de inglés y porqué?

3. ¿Cuánto español piensa que es necesario en la clase de inglés y porqué?

4. ¿Piensas que el utilizar el español en clase le permite o le impide a los alumnos aprender el inglés? Explique su respuesta.

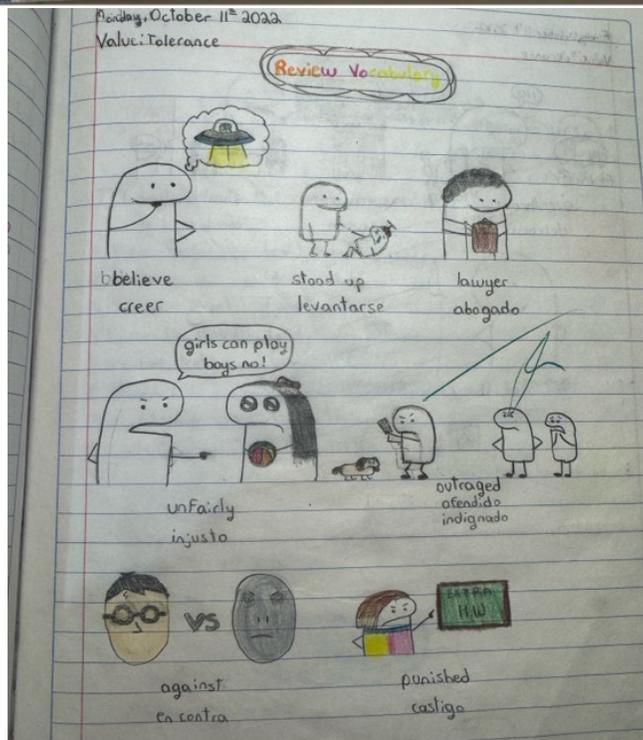
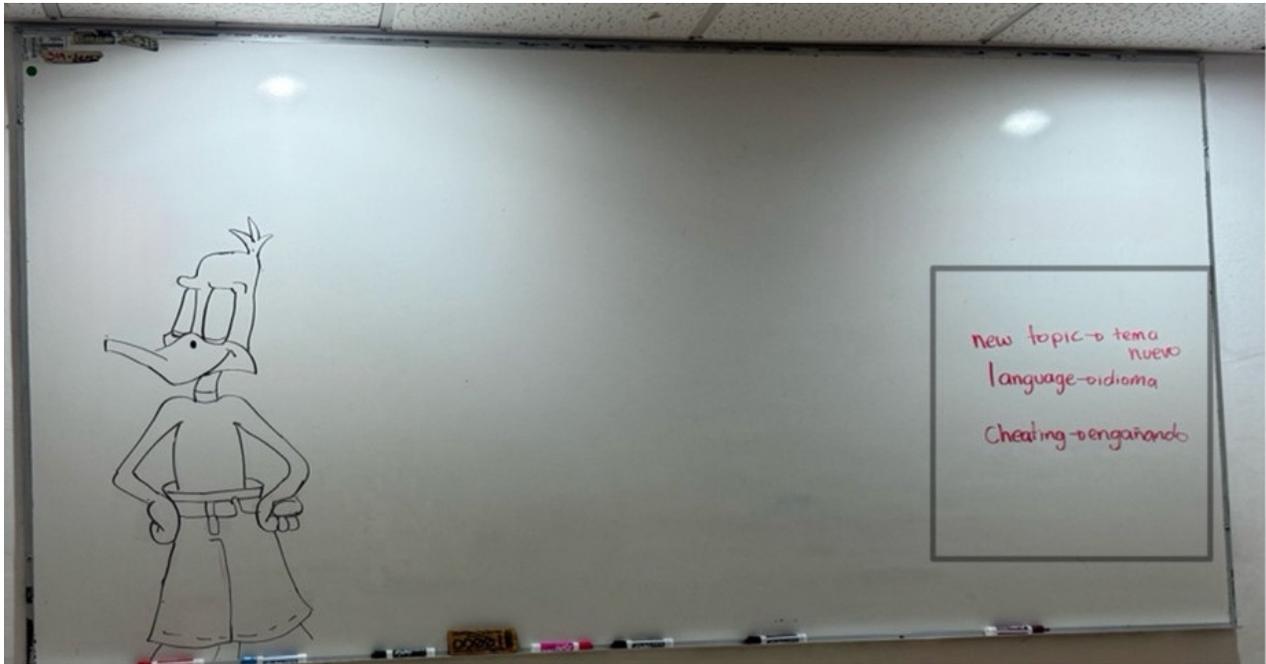
5. ¿Qué aspectos piensa que deberían ser utilizado el en español? Por ejemplo en reading, vocabulary o grammar.

6. ¿Al utilizar el español en clase de inglés, cree que afecte o no, en la parte de speaking del alumno? Explique su respuesta.

¡Muchas Gracias por tu participación! 😊

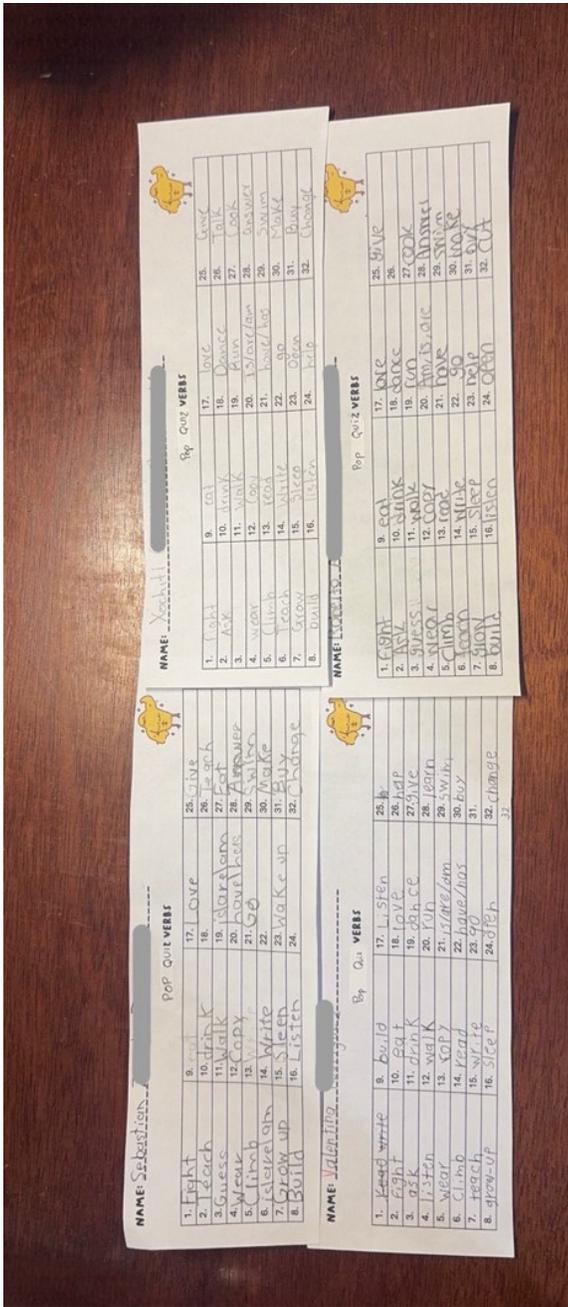
Appendix 3 New Vocabulary Translation only the words or with images.

In the following images, there are two different approaches that were used to introduce the vocabulary, one through drawings and one through literal translation.



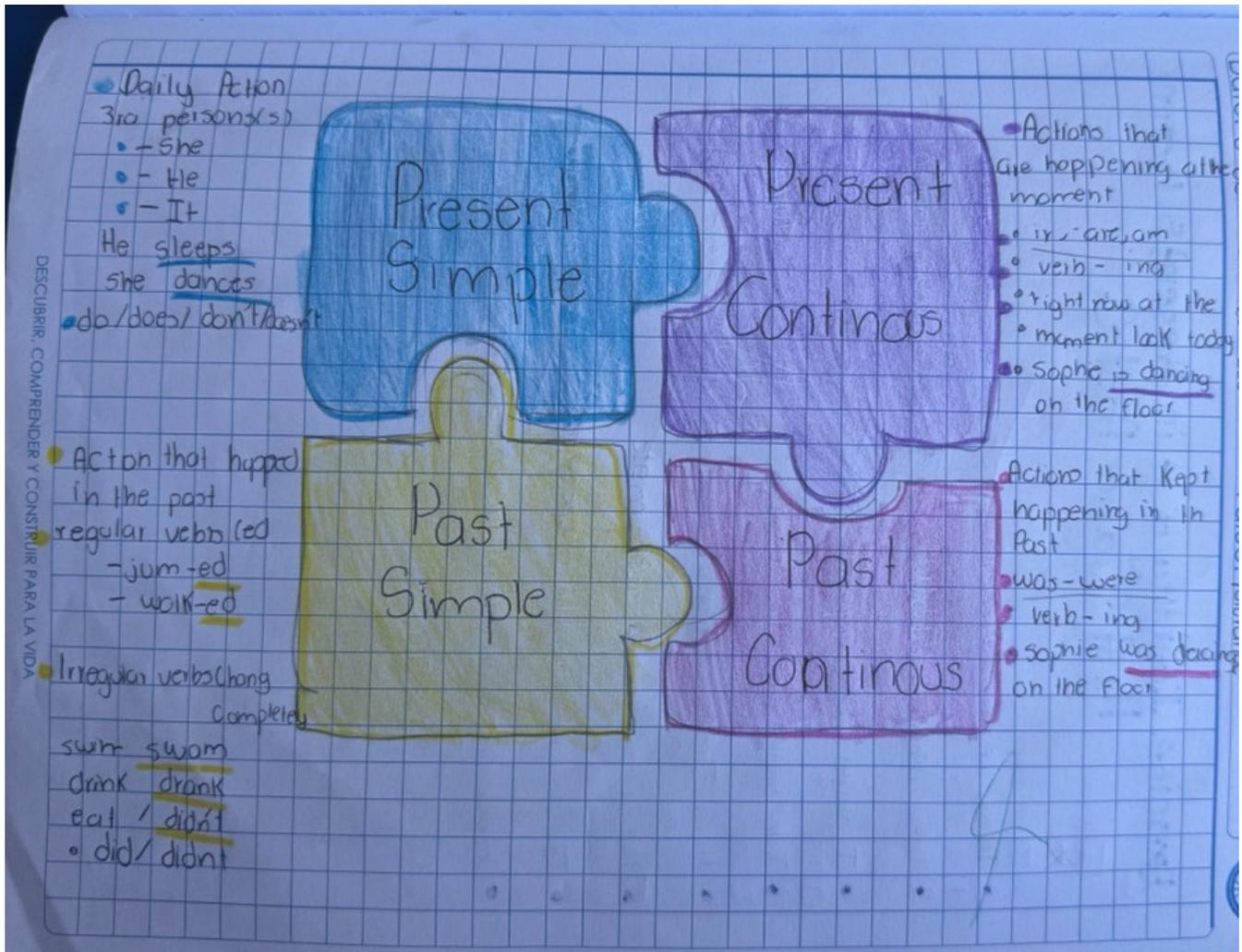
Appendix 4 Vocabulary Pop Quiz

To analyze the vocabulary studied in the class, students had mini quizzes to evaluate their learning.



Appendix 5 Tenses Mindmap

In order to review and to be able to differentiate the tenses, students made a mind map of each one with their characteristics and some examples.



Appendix 6 Story in Past Simple

To review the learned vocabulary, students completed exercises such as creating a story in a specific tense.

Date: 12/01/2021

MY FRIENDS

turned into animals.

One day Cris felt different like other days. He looked at the mirror and ^{noticed} ~~looked~~ that he had a mouth and nose of a monkey ^{he had} a tail and ears. He thought that it ^{was} a dream but he put water in his face and he was not dreaming.

Cris turned into a chimpanzee. End



Appendix 7 Conversation

To practice speaking, the students had interviews with classmates, teachers, and family members.

2007

Conversation Time ☺

- 1: What is your favorite candy?
- 2: What superhero is the worst?
- 3: Where would you like to live?
- 4: Would you prefer to be rich and sad or happy but poor?
- 5: What is your favorite animal?
- 6: Who is your favorite person?
- 7: Would you prefer never take a shower or never brush your teeth?
- 8: What is your favorite song?
- 9: Would you prefer to forget everyone or being forgotten?

Ericka	Regina
• Chocolate	• Dragansitos
• Capitan America	• Wonder Woman
• Canada	• House
• rich and sad	• Rich and sad.
• Dog	• No Thing
• Mom	• Mom
• Take a shower	• Take a shower
• I don't know	• No thing

Appendix 8 Game boards

Another activity to practice speaking, were the gameboards.

START

When is your birthday?

Do you like to dance?

Do you play a sport? Which one?

What is your favorite animal?

What do you think of K-pop?

What's your favorite day of the week? Why?

What time do you usually get up?

When is your birthday?

What is your favorite movie?

Are you going to watch TV tonight?

Where do you live?

What is in your bedroom?

What do you do?

How often do you exercise?

What cartoons do you like?

What is your address?

What animal do you don't like?

What kind of music do you like?

Who is your best friend?

At what time do you usually go to bed?

What are your hobbies?

What do you usually have for breakfast?

Who is your hero?

What is your favorite song?

Can you cook? What do you cook?

Do you like to dance?

Do you prefer water or soda?

What's your mom's name?

Do you have siblings? How many?

What movie you don't like?

What is your lucky number?

What chores do you hate?

What language do you want to learn?

Do you prefer the summer or the winter? Why?

Of what song are you tired to listen?

Do you believe in ghosts?

How old are you?

Do you go out with your friends?

Tell your daily routine

Do you believe in aliens?

What is your favorite holiday?

Do you like English?

What is your favorite color?

What is your favorite place?

Who is your favorite super villain?

What animal do you hate?

Do you prefer Italian food or Chinese food? Why?

Where do you work or study?

Where are you from?

Can you describe your teacher?

Do you prefer pop or classical music?

What's your phone number?

Do you want to have kids?

Do you have pets?

How do you spell your first name?

What is your favorite drink?

Can you describe your best friend?

PRESENT SIMPLE

FINISH!

Appendix 9 Speaking Posters

My purpose in creating this poster was to prevent students from speaking Spanish to me in a creative manner, so if they began speaking in their mother tongue, they would see these posters and know I only understood English.

