USE AND IMPLICATIONS OF SPANISH BY TEACHERS DURING THE CLASS OF ENGLISH IN A PRIVATE LANGUAGE INSTITUTE IN BOGOTA

Rubén Fandiño Bueno

Code 20071165038

Luis Pontón Orjuela

Code 2001165017

Basic Teaching Program Majoring in English

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Advisor: Ruth Amira Calderón

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INTRODUCTION

Since the 21st century the use of the students' mother tongue has been rarely perceived as an important element and rather forbidden in the English language classroom. To this respect, Galindo (2011) affirms that the use of students' mother tongue slow down their English learning process. To support, Stanley (2008) claims that translating word by word from one language to another does not permit to assimilate the foreign language grammar.

However, since the 1980s and 1990s there is an adverse current that has been expanding on contrast to the one above, in which there are some benefits that may arise and occur during the use of the mother tongue in the Foreign Language classroom. Among these benefits, Martí, (2001) includes those from a social or humanistic character that are focused on generating a more pleasant environment of confidence and relax for students, when having the opportunity of using their mother tongue, rather than a tool fostered and controlled by the teacher or as a mechanism for collaborative learning processes among students.

Another benefit that has arisen is the one linked to the cognitive area, which makes emphasis on the mental process that is carried out when learning a Foreign Language. In this regard, (Galindo, 2011) points that the contrast done between the two languages helps apply students' previous knowledge and skills from their mother tongue to the Foreign Language Learning as well as the support for expanding the target Language vocabulary

based on Students' first language. Besides, there is a better management of grammar explanations by the teacher who dominates students' mother tongue.

Along these lines, it is important that English teachers may use Spanish in the English classroom, as the common language for them and students or at least at first during low learning levels. Thus, it should not be used as a spontaneous mechanism, but as a tool to use consciously, in precise and determined situations and in order to make it convenient and useful enough. Likewise, it is opportune that when teachers prefer to use the policy of "only English", have the awareness on its impact over students' learning process development.

In this respect, this research was carried out in order to analyze the use and implications of Spanish when teaching English in a Foreign Language Classroom. This was done by a group of Colombian teachers in a Language Institute in Bogota. So, the methodology applied was based on the mutual complementation of the qualitative and quantitative methods by means of: surveys, semi-structured interviews and field notes in order to collect the research data.

JUSTIFICATION

Since the beginning of time, human beings have sought the way to communicate with each other, even though the differences about their own culture and customs. Notwithstanding this disparity, people have always been very resourceful by finding new methods to succed. Likewise, history has shown how people should have moved away from their countries and have settled down in different countries. In consequence, this process has made them adapt themselves to a new food, culture, and language. Nonetheless, the last two features could have not been adquired without the intervention of their own culture and the mechanisms used in their mother tongues. So, this has contributed to the evolution of a myriad of languages and language learning as we know it today.

On the other hand, it can be seen how learning a new language has become mandatory and unavoidable not only for moving away but also to intervene in the new globalized market, which is vastly dominated by English on the top of it. Inspite of that, this act has surpassed the economy domain and pierced English Foreign Language Learners' own culture and language. Bearing in mind, globalization's speed and feriocity, teachers have been forced to instruct English to their students by overtaking their mother tongues and culture. They have purportedly done this, because most of language learning approaches leave out the intervention of the mother tongue when learning English. Anyways, this did not use to be as such, until the capitalism and economic opening took place. Thus, we found this research project very meaningful, as it shows how Spanish can

not be taken away when learning English as a foreign language, and in which moments, teachers use it to support their teaching processes in class.

Likewise, the achievement of this research work permits to inquire the overall view about the way teacher's mother tongue is used when teaching English as a foreign language in a Language Institute in Bogota.

In consideration to this topic, it can be said that in the last few decades, there have been some theoretical issues with respect to the benefits and advantages that may emerge with Spanish inclusion in some specific aspects when teaching English. So, it turns out relevant to analyze how this trend has been assimilated on the study of this research.

In this manner, the results of this research study will serve as a reference to observe and explore, when the use of Spanish (L1) becomes a tool or a constraint when teaching English (FL) and how this could give us an insight in terms of teaching formation and development.

PROBLEM STATEMENT

Throughout our experience as teachers and class observers in a Language institute which was the target place of this project, some "no-Spanish" or "only-English" rules were evidenced in the classrooms, since teachers pointed out that students were not allowed to use Spanish during classes. This idea of avoiding the use of the mother tongue was easily followed in higher-level classes, although Spanish (students' and teachers' mother tongue) turned out to be necessary in some moments of the class. Likewise, in lower-level classes the use of Spanish was present at a higher extent throughout the lessons.

What has been mentioned above is a wide and general picture of what was seen in some English classes at that private institute, which led us to search for theories on the use of the mother tongue in the foreign language learning process. Although, some theories have shown the benefits of using students' mother tongue as a tool to improve their language learning process, it is still seen by institutes as a constraint on students' English learning rather than a mechanism to improve understanding and to create an atmosphere of self-confidence.

To illustrate, the coordinator of one of the branches claimed the following after being asked about the role of students' mother tongue and the purpose of "no-Spanish" rule on students' learning process; "English classes at our institute are based on the rule of "no Spanish during the English class", which is generally followed mainly by teachers. Accordingly, the institute considered that teachers are perceived as learning models by their

students, that is why they should speak only English to them. Our institute is very strict on the implementation of this idea; it forces students to understand instructions, explanations and follow activities. To support, the coordinator said “It is of high importance for us to train our students on the participation in an “only-English” class from the very first levels” (See appendix G). In this response it is possible to evidence the perception of the use of Spanish in class that the institute has and from which teachers are meant to develop the classes.

Even though, a first level student mentioned her frustration as follows: “I started my process and I was feeling well, when I got to class 6, I had a teacher who spoke only in English during the whole class and I could not understand anything, I felt really frustrated and wanted to leave the course, my husband and children encouraged me to continue. I decided to start my classes again, it has been a little difficult, but I feel motivated. I think Spanish is sometimes necessary to understand some topics and instructions and it motivates when you understand it.” (See appendix B).

Having seen the two perspectives above mentioned, we can set a parallel on the role played by the non-use of Spanish in the English class. On the one hand, it could have effective results on students’ target language learning purpose. On the other hand, it might cause a burnout among students, because of its overuse. Having mentioned this, we attempted through this research project to contrast the theories for and against the use of students' mother tongue in the EFL classroom as well as to analyze the purposes of its use by teachers of a private language institute in Bogotá.

CHAPTER 1.

RESEARCH PROBLEM

1.1 Research Question

What is the use and implications of Spanish Inclusion by teachers during the teaching of English as a Foreign Language in a Language Institute in Bogota?

1.2 Objectives

1.2.1 General Objective

To analyze the use and implications of Spanish Inclusion by teachers during the teaching of English as a Foreign Language in a Language Institute in Bogota

1.2.2 Specific Objectives

To describe the situations in which Spanish is used when teaching English as a Foreign Language in the classroom.

To identify and analyze the reasons of Spanish use when teaching English as a Foreign Language in the classroom.

CHAPTER 2.

LITERATURE REVIEW

Throughout history, there have been different studies and theories about the role that the mother tongue may play when teaching and learning a foreign language. According to Molina and Pereira (2010), these studies address different approaches that reach different results which show the disparity of views about whether or not it is convenient to use students' mother tongue when teaching a Foreign Language as well as the difficulties or interferences that this may bring to the learning of the new language.

Nevertheless, it is noticed that there has been a historical tendency of considering the inclusion of the mother tongue as an element that cannot be detached from the Foreign Language Learning Process. Accordingly, Galindo (2011) affirms that since three millennia ago, in times of Sumerian civilization, the linguistic learning has been surrounded by the presence of the Mother tongue. Although, its use was absent during a great part of the 20th century or it was as limited as possible.

Consequently, we are going to explain some of the main postures that have refused the use of the mother tongue during the teaching-learning process of a Foreign Language as well as the ones that find a relevant role and promote its use in the classroom.

2.1 Arguments against the use of the mother tongue in the foreign language classroom

This theoretical line supports the belief that the use of the mother tongue implies a negative influence to Foreign Language Learning. Weschler (1997) starts off with the idea that the use of the Mother Tongue could trigger dependency on students, by hindering their comprehension about the Foreign Language they are learning and when their Mother Tongue is not present. He is also stated that when the teacher uses L1, students' learning process length widens.

On the same hand, he also points out that the use of L1 transmits the sensation of slowness and waste of time, particularly in the advanced levels. In this regard, there is not any possibility of using L1 to explain grammar topics, translation exercises, interlinguistic comparison, and bilingual glossaries, among others.

The idea previously mentioned is also supported by Lavan (2001) who indicates that it is relatively easy to foster the massive use of FL during the first learning levels, nonetheless, as soon as students advance, there are some factors that might have an influence such as: the desire of socializing with others. In this sense, FL might not be very attractive to do that. Therefore, there is a possibility that the Mother Tongue might be overused, even becoming a negative influence to learn the Foreign Language.

According to Martín (2001), the arguments for this stance are placed between the 1980's and 1990's and are centered mainly on three components: First, the relation of the use of L1 with outdated methods, e.g. (grammar – translation) that does not promote the oral skill development; second, teachers who supported L1 and felt guilty due to diverse students that rejected this teaching mechanism; and third, the campaign that defended the exclusive use of FL and came from the English publishing houses, with interests evidently economic.

To support what was mentioned above, Martín (2001) emphasizes on the economic reasons of the publishing houses for them to get focused on the monolingual teaching, since from the point of view of their production costs are much lower, when they can make runs of large volumes of texts for teaching purposes, aimed at everyone, regardless of the native language.

Besides, Stanley (2002), recalls teachers' function which is teaching the FL, so that, there is the perception that its effectiveness is higher to the extent L1 is not used, because of being immersed in a FL environment. Thereby, Stanley claims that a whole system of communication of FL is generated rather than tackling it as an object of study.

This author also claims that FL must be used, specially, from the first day of class. As a result, it may construct a good environment in which students act naturally in relation to the Foreign Language. To put it in a different way, this would facilitate students' adoption of different understanding and expression strategies to convey their feelings in the

target language. With this in mind, Stanley (2002) suggests that the teacher should get prepared with some tools e.g. (tokens) that could be used during a possible necessity of the L1 in a specific moment in the class. Nevertheless, they should also have a predesigned alternative to continue with FL.

Besides, Jadalla (2008) thinks that the eradication of L1 in the FL classroom has some explanations, as the one that follows:

> The monolingual approach argues that a foreign language should be the only means of communication in the classroom. The rationale for using only the target language in the classroom is that "the more students are exposed to the FL, the faster they learn. Thus, by listening and using English, they will internalize to start thinking in English; it is considered that the only way they are going to learn is if they are forced to use it (Jadalla, 2008, p. 3).

A similar argument is put forward by Nussbaum (1991), who points out that the theory of language acquisition is based on that there should be a generous input and a significant use of FL as the main background of the pedagogical practices that are essential to its appropriation. This has to do with the need to provide interactions of FL to students since the beginning of the class.

According to that author previously mentioned, this leads FL use to turn more natural and become the language students prefer to communicate in different contexts that

are experienced in the classroom. This author further argues that if the teacher provides only the exclusive use of FL from the beginning, students will know that this will be the only means of communication, so it will not make any sense not to use FL in any situation.

Meanwhile, Larrea (2002) believes that the non-use of L1 arises due to the possibility that its use hinders students' learning, because when students translate into L1 the amount of language for FL may be limited. This comes from the idea that it is necessary to provide students with as much information about the target language as possible, during the whole process, including: explanations, activities instructions, classroom management and class rules and policies.

Likewise, García (2006) affirms that the use of L1 makes that students do not find it necessary to negotiate the meaning of FL, which obstacles their language acquisition. However, this author thinks that the removal of L1 in the classroom would also undermine the functionality of the guided negotiation, which would be appropriate for a very limited and sporadic employment of L1.

On the other hand, Phillipson (1992) claims that the refusal of L1 in the FL teaching is due to political reasons, since it is in the area of British colonialism that the expansion of the English language is developed as a factor of domination. According to him, this would have generated a series of principles that have influenced English teaching in the entire world. Thus, this could explain the eradication of the mother tongues (L1) in the English classroom (FL).

Another important aspect that has been used as an argument to avoid using L1, is one that has to do with the fact that the teacher be native language speaker where or when students are multilingual as well. In this last circumstance, there is not L1, or the teacher can simply not use that resource. Therefore, many methods, theories and materials that do not have the chance to use L1 have been created (Cook, 2001). This way, the FL native teacher will not be forced to learn L1, which would make his work easier in any foreign environment.

In other sense, Macaro (2001) inquires about how to control the way L1 is used, when it is authorized in FL classroom. This author agrees on the minimum of free use of L1, which he considers necessary, but also harmful without traced limits that affect the positive development of FL learning. According to Macaro (2001), this can occur when there is overconfidence on L1, which brings risks to the FL.

With this respect, one of the greatest risks posed by the permissiveness of L1 in the classroom is the tendency that may occur literal translation, that is to say, word by word as well as the transfer of other cultural norms and conventions that are presented in L1 toward L2 target. Consequently, this could involve some mistakes that unveil a problem for the FL learning (Polio, 1994). This is perhaps the most representative of the criticisms over the use of L1 in the FL classroom.

2.2 Main aspects to permit and promote the use of L1 in the FL classroom

Many authors have considered that there is not any reason to remove the use of the L1 from the process of foreign language learning and especially when there could be some benefit out of its use. In fact, it is proposed that the use of L1 may meet a determined role during some cases in the FL classroom. In this case, it is indispensable to delimit the role of L1 in order to avoid its excess and consequently it turns out to be a problem for the FL learning process. Now, we make the next exposition on these positions that try to support the use of L1.

To start with, Galindo (2011) points out that the positions about the exclusive use of FL have been highly revised during the end of the 20st century. In this regard, he affirms that it is important to know or learn the L1 spoken by students because of a myriad of aspects even to show the teacher as model of foreign language learner to students.

On the same hand, Auerbach (1993) was one of the first defenders of the use of L1 in the FL classroom, considering that it involved more advantages than disadvantages. Firstly, this author alludes to the creation of an atmosphere more humanistic in the classroom. Secondly, she argues that a series of affective and cognitive conditions are made thanks to the use of L1 and those benefit the language acquisition.

It is deduced from the above that there are two approaches for the defending of L1 in FL teaching. On the one hand there is the social or humanistic approach (Martin, 2001), where it refers to the benefits of emotional and socio-cultural aspect that encourages the development of FL learning in the classroom; and on the other hand, are the cognitive approaches, where the emphasis is on the mental processes that operate in the student during learning (Galindo, 2011).

An author who advocates the use of L1 with an emphasis on the cognitive is Macaro (2001), who notes that it is necessary to take the concepts that have already been settled in the first language, since L1 should be considered primarily as a learning tool. Therefore, he suggests that L1 generates benefits especially in the early stages, for example, to eliminate the atmosphere of domination speech by the teacher. At these levels it is feasible to use the first language, by teachers and students for various classroom situations; For example, if L1 is removed from the class the provision of methods and techniques that can be employed by teachers is limited qualitatively and quantitatively.

Meanwhile, Jadalla (2008) gives a specific value to the use of L1 and identifies the following uses of their use in the FL classroom:

> ... The analysis of language, classroom management, presentation of grammatical rules, instructing or leading, explaining mistakes and checking for understanding. (...) Many English teachers have tried to create Only-English classrooms, but have

> found that students were unable to understand the meaning, which leads to misunderstanding of the students and resentment. (Jadalla, 2008, p. 3).

On the other hand, Martin (2001), states that "in a monolingual classroom, the mother tongue may play a facilitating role in activities such as the presentation of vocabulary, grammar explanations or contrastive translation exercises, to name a few" (Martin, 2001, p 161). This shows how the practical sense that the use of L1 can connote, can lead to concrete benefits in specific areas of learning.

Also from a cognitive perspective, Chen (2006) argues that the use of L1 in FL learning is achieved by increasing awareness of the differences between the two languages, which will help students reduce improper interference of L1. This means that by incorporating L1 students become aware of the similarities and differences between L1 and L2 or FL, which will make them understand, for example, about the danger of translating word by word. This is what is called a contrastive or comparative use of L1, which serves to understand that each language works differently.

Likewise, this approach is also important to demonstrate the convenience of teachers knowing L1, since it enables them to understand the origin of some errors or difficulties which may occur in some students. Also, it should be noted that according to Chen (2006), the contrastive use of L1 may produce benefits not only in the field of grammatical comparisons, it is feasible to develop the contrastive analysis in other areas of language such as; the area of semantics, pragmatics and discourse.

Along the same lines, Castellotti and Moore (2002) point out that it is desirable to use L1 specifically for students to identify the differences in the target language. This favors learning, mental processes occurring in the cognitive process to be taken into account, which occurs in the first instance in the native language.

Therefore, according to Galindo (2011), these theories suggest the use of the mother tongue as a tool, which must be absorbed only in the teaching process; i.e. it must be under the control of the teacher, with a methodical and systematic use. Not to be confused like a tool of learning, because that is when the problems generated in the abuse of its use cause the limitations for learning mentioned by opponents of the use of L1 in the classroom FL.

This author also mentions that L1 is relevant because any new knowledge is generated from previous knowledge. This is also true in teaching the FL because translation is something that happens automatically at different levels, since this way any new information is cognitively assimilated, starting from that which is initially owned.

This happens because in the learning process a cognitive skills transfer occurs. In other words, skills that are owned in the learning and development of the native language can be usefully employed to apply them in learning foreign languages, which can develop the skills, knowledge and strategies that can be transferred to learn the FL (Olivares, 1995).

According to Galindo (2011), there are many statements about the usefulness of L1 as a cognitive tool, which is most evident when it comes to advance in tasks or activities that demand a high cognitive burden. This happens when you must work with complex topics in theoretical, conceptual or analytical terms, where students may prefer to address them with the mother tongue as this will facilitate the realization of the mental operations that level issues.

Also, Jadalla (2008) notes that the use of L1 is of considerable use in teaching new vocabulary, which has to do with students of English as a target language require a considerable amount of vocabulary, so as to this aspect of L1, it helps expand it. Further, Jadalla notes that "learning the vocabulary is essential for all four language skills. Furthermore, the use of L1 in the English as a foreign language classroom has a positive effect, especially in the field of vocabulary acquisition "(Jadalla, 2008, p. 2).

It is also important to point out what corresponds to the use of L1 in L2 or FL teaching books used in class, on which Martin (2001) states that:

> Probably the main advantage of using the L1 in textbooks is that students feel more secure when they understand well what it is said, explained or asked. This also allows you to provide security, as well as degree of autonomy, as the student is able to understand or do certain activities by himself that otherwise could not be performed (Martin, 2001, p. 162).

As for the sociocultural defense line of L1 in the FL classroom, it is proposed by some authors that "language is conceived as a mechanism for mediation in the mental processes that accompany social activities" (Galindo, 2011, p. 185). On this side you can point as usual, in multilingual classes, that students are grouped by their native language, which is a collaborative mechanism for solving concerns among students, using their native language. When there is no possibility of supporting these groups is when it is more likely that the attrition of students (Stanley, 2002) be presented.

According to Stanley (2002) those supports not only fit into the language of the course, but affective aspects are involved as well. Therefore, it is suggested that the use of the mother tongue in common is used as a tool for mediation and anchor for students. This highlights the role of the collaborative means as a relevant mechanism for the various learning processes.

This aspect is also highlighted by Swain and Lapkin (2000), who argue that L1 is a tool used to build among students a cognitive and social space of collaborative nature. In this respect it is emphasized that L1 helps not only to carry out their activities and tasks, but sponsors planning work and construction of learning strategies.

From the point of view of teachers, many authors consider that they must necessarily know the L1 of students, because knowing the grammars of the two languages, you will be given more flexibility to present the structures of the FL; and foresee any errors

that students might make because of the differences between the two languages (Stanley, 2002).

This guideline is also followed by Prins (2006), when he asserts that teachers cannot ignore the importance of previous experience and previous language skills of students. On the contrary their teaching must start from the foundation, but with a methodical use of L1 as the class has a target language that cannot be overlooked. The fact is that when looking to learn a foreign language, the closest reference that the student has is the knowledge he/she has of his mother tongue, so they rely on it to start and develop their learning process.

Although Cook (2002) is not considered absolute supporter of using the mother tongue, he suggests that when it is used this must be done as a technique that does not make the teacher feel doubtful or uncomfortable with it. This means there must be concrete and functional forms of using it by the teacher in the classroom, where are included: firstly, the planning and organization of the class; and secondly, the expression of the meanings and explanations of the grammatical part.

Regarding the use of L1 by students, this author believes that it can be a tool for collaborative learning, and also may be included as an individual learning strategy by the student, even with the teacher's guidance. To moderate the use of L1, this author indicates that its use should be evaluated in terms of effectiveness, questioning the procedures in which L1 is introduced to see if it generates more effective learning of the FL.

Another author who argues that the use of L1 must be made on the basis of a method to indicate how, when and how much use should be implemented Martin (2001) notes in this regard that:

> Any proposed use of L1 in the classroom or materials must be preceded by a statement of categorical principles putting away any doubts regarding the use of the FL or L2 as an object of learning: the natural language in the EFL classroom is the FL itself. The student is entitled to receive good and generous input in it; the teacher must strive to disregard the use of the L1, which should be done as the students learn the target language. (Martin, 2001, p. 161).

In the social line, Atkinson (1993) relates the use of L1 directly to the character of the group of students, which is considered to be more appropriate when the group shares a single native language. However, he believes to be necessary the existence of procedures in the working methods in the classroom, as a prerequisite for the effectiveness of the use of L1; i.e. that the use of L1 must fit into a systematic scheme to moderate and model its use.

This author also emphasizes that the use of L1 is an emotional factor that can be used to create a more relaxed atmosphere, reducing anxiety. Further, he notes that in monolingual classes L1 helps avoid the frustration that students can feel and the stress it causes them, when there is lack of understanding of the contents and there are no means to offset the situation (Atkinson, 1993).

Finally, a synthesis presents the principles and advantages of using L1, according to Butzkamm (2003):

- The use of L1 gives a sense of security and helps students to be free from stress.

- L1 is the biggest advantage that people use to complete the learning of a foreign language.

- A pleasant atmosphere in the foreign language is best achieved through selective use of L1.

- The use of L1 takes students away from a sense of frustration that they could have in the learning of a foreign language.

- L1 techniques allow teachers to use more rich and authentic texts, which means more comprehensible input and faster acquisition.

- All newly acquired concepts of foreign language have to take root in our minds to be deep enough for the elements to finally operate independently of the L1. (Butzkamm, 2003, p. 29-30).

CHAPTER 3.

INSTRUCTIONAL DESIGN

This instructional design describes the context in which this project was carried out. It aims to guide the reader on the understanding of the perspective of language given by the institute, their language learning vision and the methodology implemented during the English classes.

3.l Population

The class involves maximum a number of 6 students who may have different grammar components to study during the same lesson, though, they belong to the same course level according to the CEFR. They can vary from adolescents to adults. Also, only a few children are accepted, since the books and methodology of the institute have not been designed for them. For this sample, and having in mind that this project is mainly focused on teachers, we took into consideration 20 teacher from two different branches of the same institute, 10 teachers per branch in order to carry out the surveys, next 4 out of those 20 teachers were taken in order to carry out the class observations and interviews in order to get their perspectives about the use of Spanish as a teaching tool. The lessons observed were from A1 level with students taking classes in the morning shift at different times.

3.2 Setting

The institute is made up of 8 branches in Bogotá and 4 branches in Medellín, Colombia. The number of classrooms varies according to each branch, even though, each classroom is able to hold a maximum of six students. Each classroom contains a T.V. set, a laptop and a tablet which are tools for the teacher in order to carry out the class having access to a digital whiteboard, a digital version of the book and internet connection.

The institute provides teaching programs in two languages; English and French, where the English program contains four levels, each level corresponds to a complete textbook, the levels are A1, A2, B1 and B2 according to the Common European Framework of Reference for Languages (CEFR).

Making reference to the Institutional Educational Project (PEI), the population on which the program is focused is mentioned as follows: The aim of the academy audience focuses on people aged twelve on with no limit of age, whose mother tongue is Spanish and who have a good level of oral and written communication of their first language.

The learning process and the development of the classes will be explained more in detail later in the methodology section.

3.3 Vision of Language

For the institute, Language is the tool that people apply to communicate and it turns out to be absolutely indispensable to be used in diverse contexts such as: social, scientific, academic and economy sectors. It also claims that learning a second language and especially English, open the doors to the world of globalization and give students the necessary assets to face the challenges that time entails. In relation to this, (Schmid, 2001) thinks that language is more than communication: It represents experience and social attitudes, and links knowledge with demands for group worth. On the other hand, (Phillips & Ochs, 2004) considers that in the field of language policy studies, policies are viewed as influencing and being influenced by ideologies, and language identities, as well as by international and market pressures. Language status, in particular, can be understood as reflecting the perceived social utility of a language, which is determined not only by market forces but also by the way specific cultural actors perceive and use language. All in all, it is realized how learning English has won an unlimited importance in various fields of our life how this helps us develop our space in society.

3.4 Vision of Learning

Throughout the Institutional Educational Project (PEI) the language learning process is seen as follows; “we understand that exchange and dialogue between people contribute to a better management of the language being learned. Taking part in talks, not

only exercises the fluency but it also increases familiarity with the language. As our conversational approach, the groups are integrated with up to 6 people so that everyone has the opportunity to intervene and receive feedback on their participation." Thereby, it is possible to perceive how interaction becomes the core in which Language Learning is constructed. It provides students with a practical application of the knowledge learned in class.

To this regard, Allright (1984) thinks that Classroom Interaction should be considered as a productive teaching technique. According to Allright (1984), it is the process whereby classroom language learning is managed. In the language classroom the process of negotiation involved in interaction is itself to be identified with the process of language learning. This refers to the creation of learning opportunities in the English class in order to foster students' motivation and participation to talk to others.

3.5 Methodology

The method and methodology are aligned to the parameters of the common European framework. This guideline suggests the use of the communication method carried out by means of the methodology of presentation, practice and production.

The methodology here exposed is designed under the assumption that there are six students in the classroom who are aiming to get different communicative objectives according to the level to be covered in an hour and thirty minutes. This methodology can be

better described by the following graph provided by the institute, which shows what was just mentioned.



CHAPTER 4.

RESEARCH DESIGN

4.1 Type of study

Descriptive research

This type of research focuses on how people give meaning to their own and personal realities from a subjective perspective. So, social researchers think that human beings should be considered not as individuals of a whole, but it is necessary to consider the whole of them. That is to say, it is important to understand their experiencies in order to predict and explain their own learning visions. Likewise, the emphasis to understand students' context and phenomena is linked to it.

Thereby, this is a descriptive and intepretative research that aims to understand and show the use and implications of Spanish in the English class from a mutual complementation between a qualitative and quantitative approach. On the one hand, the descriptive part attempts to analyze in which situations Spanish is used in the English class from a teaching-learning perspective. To this regard, (Hernandez, 2010) thinks that the qualitative component can deepen and gain a greater understanding of complex phenomena; for this, interviews provide an insight into the ideas and views of teachers on the target topics.

On the other hand, the quantitative part aims to reveal the descriptive analysis by means of figures. To support, (Hernandez, 2010) affirms that Quantitative data collection is characterized for being based on the measurement and presentation of the results in statistics. As such, surveys are used to quantify how many teachers use Spanish in the English class, when and how they use it.

Qualitative research has a number of unique characteristics that makes it to be adapted to the study of phenomena such as teaching practices regarding the use of Spanish in the English class. According to Rodriguez (1996) this type of research provides detailed and thick descriptions about the person and their interaction with others, giving a level of depth of analysis that reflects the complexity of the observed experience and not merely to measure the fact or attempt to measure only the interaction. On the contrary, it seeks to understand this fact and rescues the meanings that people give to that experience. Accordingly, it will help us picture the use of Spanish not only as an intruder in the English class but also the perspective teachers have about the inclusion of the mother tongue in the English class.

4.2 data collection instruments and process

4.2.1 One-to-one surveys

Firstly, twenty English teachers from two different branches of the institute were chosen randomly mentioning the aim of the research project and taking into account their willingness to be part of it. The teachers selected completed a one-to-one administered survey (Dornyei, 2003, p. 81), which aimed to obtain their general perceptions on the reasons, moments and purposes of the use of the mother tongue by teachers in the English class. The survey was designed after having read and analyzed the theory related to the objective of the research project, which led us to determine a set of moments, purposes and reasons for using the L1 in the English class. Having mentioned this, we came up with a survey in which the vast majority of the questions were closed taking into account further analysis (Nunan, 1992, p. 145), even though, an open question and space for expanding the ideas were included (Appendix A).

4.2.2 Structured interview

Seeking to expand the ideas recorded on the surveys filled out by the participants, a structured interview (Nunan, 1992, p. 149) made of four questions was held and four out of the twenty participants were selected randomly. The interview aimed to focus on the general and specific objectives of the research and was designed with open questions in order to combine quantitative data through surveys and qualitative data through interviews, thus, having a general perception and then a deeper and freer response on the use, purpose and moments of L1 inclusion in the English class.

4.2.3 Open class observation

Additionally, to those instruments, an open class observation (Griffee, 2012, p. 179) was carried out in order to fulfill the triangulation process. Taking that into account, four open class observations were carried out to the teachers interviewed (one observation per teacher). Those observations aimed to track, from the classroom experience, the moments and purposes of the use of the mother tongue by the teacher in the English class. There were not observation aspects pre-established, even though, it followed the three principles mentioned by Griffee (2012) on research observation; the observations were systematic, intentional and theoretical.

4.3 Data Analysis Implementation

In the quantitative part, based on surveys, a statistical analysis based on the distribution of the percentages of the responses to each of the questions included in the questionnaire will be developed. In order to obtain that, tabulation and graphing results were be used.

Regarding the qualitative aspect, the analysis will implement of Grounded Theory. This corresponds to a methodological approach that is part of qualitative research and is defined by Corbin & Strauss (2002, p. 13) as a theory derived from data collected systematically, and analyzed through a research process. In this method, data collection, analysis and theory that emerge from them, are closely interrelated. Grounded theory is

based on data, which means that in the implementation of this method, the theory emerges from these. In this view, the theory that emerges from the data better describes reality than the association of concepts based on experience or speculation. Therefore, Corbin and Strauss (2002) consider that their implementation allows more knowledge production, a greater understanding, encouraging the contribution of an important guide to action.

CHAPTER 5.

DATA ANALYSIS

This chapter will illustrate the results obtained after carrying out: the survey, semi-structured interviews and the field notes. Finally, the research findings and results will be described as follows:

5.1 Survey results

The information gathered from the surveys was organized and grouped in figures and tables as follows. These results are based on the surveys carried out to twenty teachers of the target institute. See appendix H. SURVEYS.

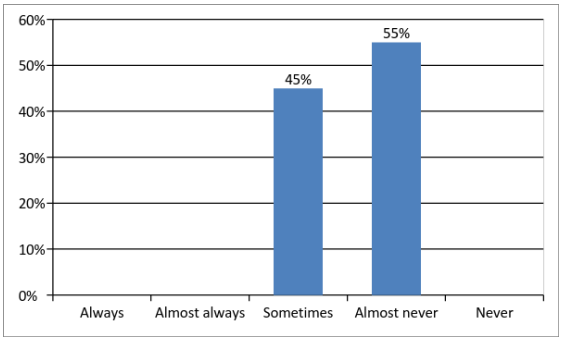
1) *Usted suele usar el idioma español en sus clases de inglés:*

Table 1. Spanish use by English teachers during the English class.

Answers	Percentage	Quantity
Always	0%	0
Almost always	0%	0
Sometimes	45%	9
Almost never	55%	11
Never	0%	0
Total	100%	20

Table 1 and Figure 1 show that the majority of teachers 55% who were surveyed almost never use Spanish in their English classes. These teachers are followed by the ones who claim 45% to use it sometimes. Nevertheless, none of teachers pointed out an absolute non- use of Spanish. This makes us think that all surveyed teachers use Spanish in their classes, even if they do it very rarely.

Figure 1. Spanish use by English teachers during the English class



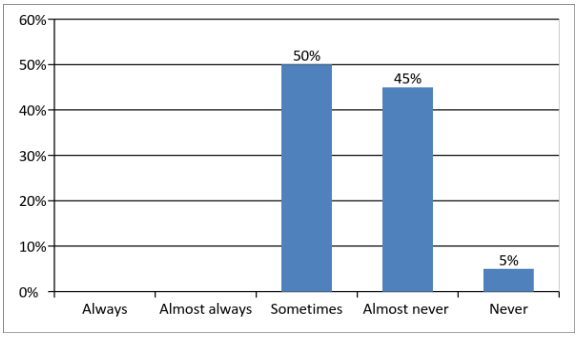
2) Usted permite que los estudiantes de inglés empleen el idioma español en el aula.

Table 2. How much teachers permit students to use Spanish in the English class

Answers	Percentage	Quantity
Always	0%	0
Almost always	0%	0
Sometimes	50%	10
Almost never	45%	9
Never	5%	1
Total	100%	20

The Table 2 and the Figure 2 show how much teachers permit their students to use Spanish during the English class. Thus, the percentage is: sometimes 50%, almost never 45% and only a scarce 5% of teachers are against this activity to be implemented by students. Therefore, it is observed that the majority of teachers permit students to use Spanish, however, in a very restricted way.

Figure 2. Percentage of how much teachers permit students to use Spanish in the English class



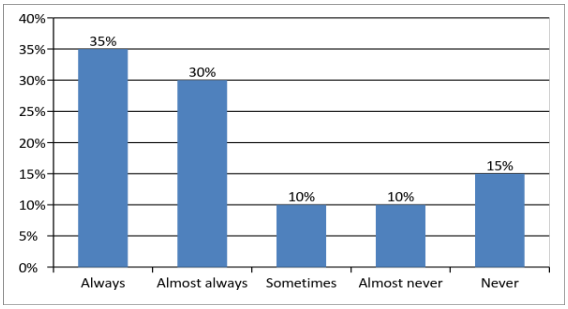
3) Realiza usted a sus estudiantes alguna estipulación clara y expresa sobre las reglas de juego para el uso del español en clase, cuando empieza el curso:

Table 3. How well teachers set clear rules about the use of Spanish during the English

Answers	Percentage	Quantity
Always	35%	7
Almost always	30%	6
Sometimes	10%	2
Almost never	10%	2
Never	15%	3
Total	100%	20

The majority of teachers 35% always set clear rules during the English class, followed by the ones (30%) who do it almost always. In spite of that, there is still a reasonable amount of teachers (35%) who just do it sometimes, almost never or never.

Figure 3. How well teachers set clear rules about the use of Spanish during the English class.



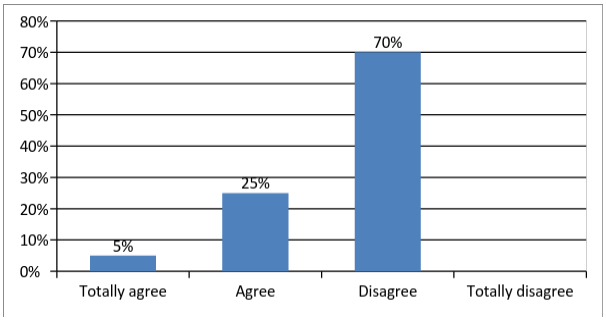
4) Considera que el uso del idioma español en la clase de inglés puede obstaculizar el aprendizaje del inglés:

The majority of surveyed teachers 70% disagree with the use of Spanish as it may hinder students' English learning. Nonetheless, the other 30% of them totally agrees or agrees with this statement.

Table 4. The use of Spanish may hinder students' English learning

Answers	Percentage	Quantity
Totally agree	5%	1
Agree	25%	5
Disagree	70%	14
Totally disagree	0%	0
Total	100%	20

Figure 4. Percentage on how much teachers agree the use of Spanish may hinder students' English Learning



This answer shows heterogeneity among teachers stance on the use and the influence of Spanish when learning English, with a 70% of teachers who think Spanish may not necessarily hinder Students' English Learning. On the other hand, there are still a 30% of teachers who have a completely different idea and do not behold the use of Spanish in the English class.

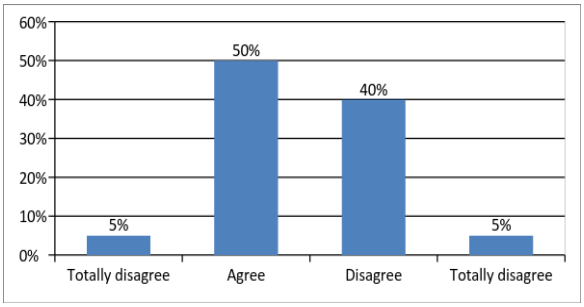
5) Considera que en la enseñanza del inglés, los textos o libros guías para el docente, limitan la posibilidad de que se emplee el español en la clase:

Half of teachers 50%, seemed to agree that English books or guide books limit the use of use Spanish during the English class. These are followed by the ones who agree 40%. So, it may be observed the great divergence between two similar proportions of teachers' viewpoints on the use how books could limit the use of Spanish in the English class.

Table 5. The texts or guide books for teachers limit the use of Spanish in class

Answers	Percentage	Quantity
Totally agree	5%	1
Agree	50%	10
Disagree	40%	8
Totally disagree	5%	1
Total	100%	20

Figure 5. The texts or guide books for teachers limit the use of Spanish in class



6) En qué situaciones se emplea el idioma español en su clase de inglés.

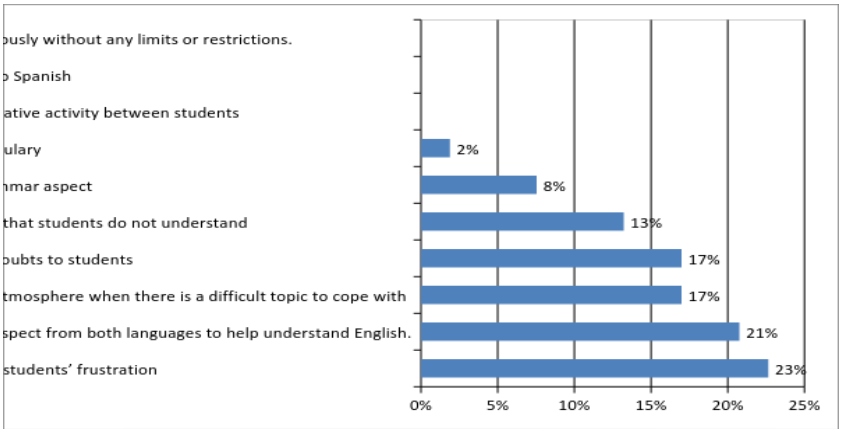
Table 6. Situations in which Spanish is used in the English class

Answers	Percentage	Quantity
To translate words that students do not understand	13%	7
To explain any grammar aspect	8%	4
To ease the class' atmosphere when there is a difficult topic to cope with	17%	9
To contrast some aspect from both languages to help understand English.	21%	11
To build new vocabulary	2%	1
To foster a collaborative activity between students	0%	0
To clarify specific doubts to students	17%	9
To avoid or reduce students' frustration feelings	23%	12
To translate texts to Spanish	0%	0
It is used spontaneously without any limits or restrictions.	0%	0
Total	100%	53

The table 6 and figure 6 show the situations in which Spanish is used in the English class: To avoid or reduce students' frustration feelings 23% to contrast some aspects from both languages to help understand English 21%; to ease the class' atmosphere when there is a difficult topic to cope with 17% and finally to clarify specific doubts to students 17%.

Thus, it may be observed how all the situations in which Spanish is deployed are very diverse. On the other hand, it is not used either to translate texts to Spanish or for a spontaneous employment without limitations or restrictions.

Figure 6. Situations in which Spanish is used in the English class



7) ¿Cuáles considera que son las principales funciones que debe cumplir el empleo del español en la clase de inglés?

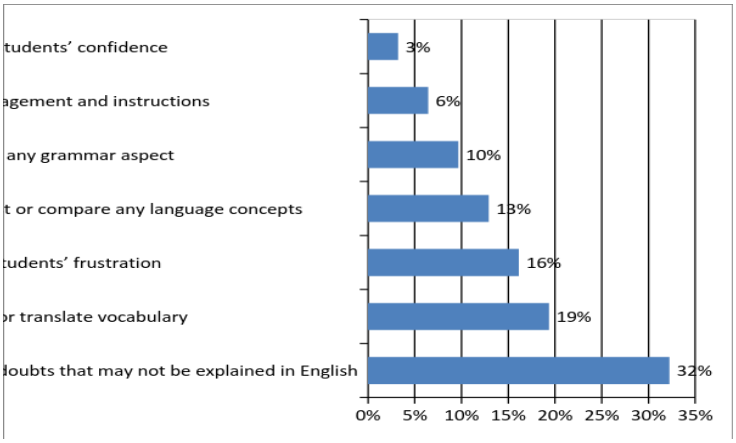
Table 7. Main Spanish Functions in the English Class

Answers	Percentage	Quantity
To clarify doubts that may not be explained in English	32%	10
To clarify or translate vocabulary	19%	6
To avoid students' frustration	16%	5
To contrast or compare any language concepts	13%	4
To explain any grammar aspect	10%	3
Class management and instructions	6%	2
To foster students' confidence	3%	1
Total	100%	31

According to the table 7 and the figure 7, the most frequent Spanish function is to clarify doubts that may not be explained in English, the function that follows is the one related to translating vocabulary (19%), and to avoid students frustrating themselves (16%).

In consequence, these answers unveil a tendency of employing Spanish only when necessary and to redirect the class towards the teacher's explanation. This could be due since the mere use of English could hinder students' understanding of some grammar explanation. On the other hand, there are few answers in which aspects such as: class management, rules, instructions or students' confidence are mentioned.

Figure 7. Main Spanish Functions in the English Class



8) Cuenta usted con una política, unas estrategias o un método concreto para buscar que el español sea una herramienta eficaz que apoye la enseñanza del inglés.

Table 8. There is a policy, strategy or specific method to use Spanish as a tool to support the teaching of English.

Answers	Percentage	Quantity
Always	10%	2
Almost always	20%	4
Sometimes	25%	5
Almost never	30%	6
Never	15%	3
Total	100%	20

Figure 8. There is a policy, strategy or specific method to use Spanish as a tool to support the teaching of English.

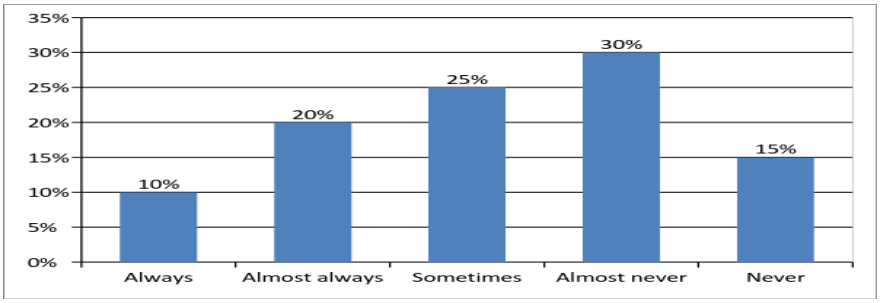


Table 8 and Figure 8 show that the largest proportion of teachers said that they almost never have a policy, strategy or specific method to use Spanish as a tool to support the teaching of English, with 30%. On second place go those who sometimes have that support, with 25%. It is generally seen that the opinions are split almost evenly between those who are inclined to have this support and those who are inclined not to have it.

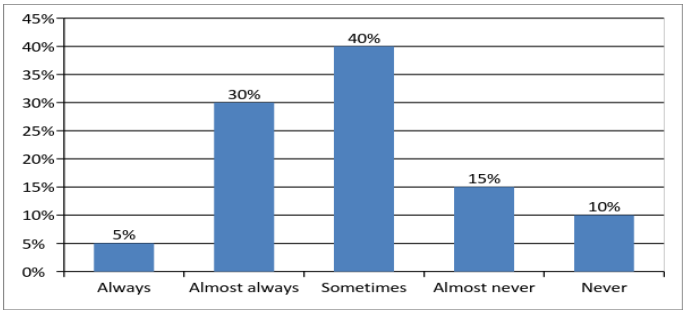
9) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para traducir palabras que los estudiantes no entienden en inglés.

In Table 9 and Figure 9 can be seen that most respondents say that Sometimes the use of Spanish really contributes to the effectiveness of English teaching, when used: To translate words students do not understand in English, with 40%. This response is followed by those who answered Almost Always, with 30%. In general, it can be considered that most accept that condition but with moderate use.

Table 9. Contribution to English teaching when Spanish is used: To translate words students do not understand in English.

Answers	Percentage	Quantity
Always	5%	1
Almost Always	30%	6
Sometimes	40%	8
Almost never	15%	3
Never	10%	2
Total	100%	20

Figure 9. Contribution to English teaching when Spanish is used: To translate words students do not understand in English.

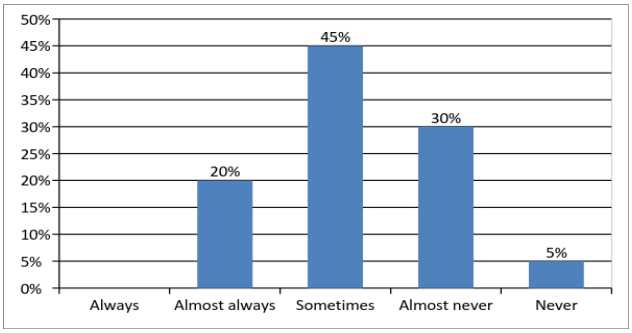


10) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para explicar algún aspecto gramatical.

Table 10. Contribution to English Teaching when Spanish is used: To explain a grammar points.

Answers	Percentage	Quantity
Always	0%	0
Almost always	20%	4
Sometimes	45%	9
Almost never	30%	6
Never	5%	1
Total	100%	20

Figure 10. Contribution to English teaching when Spanish is used: To explain a grammar points.



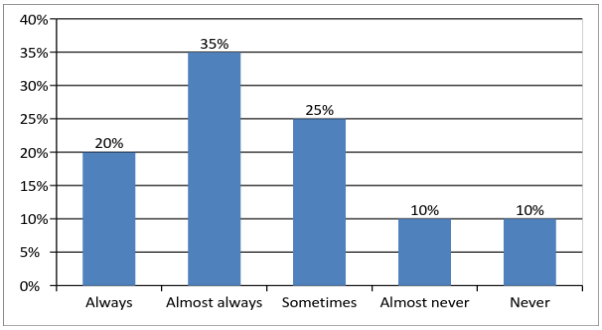
In Table 10 and Figure 10 can be seen that most respondents said that sometimes the use of Spanish really contributes to the effectiveness of teaching English, when used: To explain some grammatical aspect, with 45 %. This response is followed by those who answered that it Almost never contributes, with 30%. In general, it can be considered that most accept that condition but with a moderate or limited use.

11) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para distensionar la clase cuando hay un tema o una situación difícil.

Table 11. Contribution to teaching English when Spanish is used: To ease tensions class when there is an issue or a difficult situation.

Answers	Percentage	Quantity
Always	20%	4
Almost always	35%	7
Sometimes	25%	5
Almost never	10%	2
Never	10%	2
Total	100%	20

Figure 11. Contribution to teaching English when Spanish is used: To ease tensions class when there is an issue or a difficult situation.



In Table 11 and Figure 11 can be seen that the majority of teachers surveyed believe that the use of Spanish really contributes to the effectiveness of teaching English, when used: To ease tensions in class when there is an issue or difficult situation, since 35% of teachers responded almost always. These are followed by those that consider that it helps Sometimes, with 25%, and those who say that it always helps, with 20% of responses. It is noticeable that unlike the applications discussed in the above two points, in this teachers are inclined to use the functionality of Spanish in class to ease tensions in difficult situations more often.

12) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para contrastar algún aspecto de los dos idiomas, con lo que se ayuda a la comprensión del inglés.

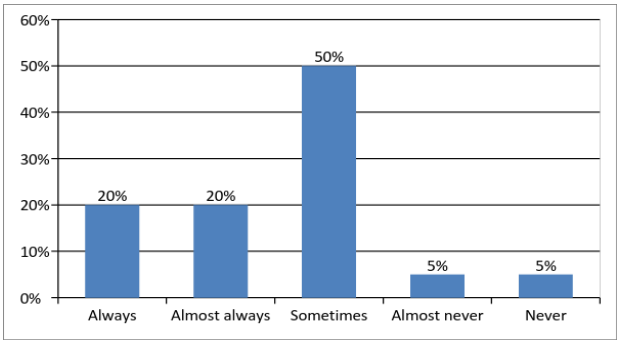
In Table 12 and Figure 12 can be seen that the majority of responses from teachers, with 50%, indicates that sometimes the use of Spanish really contributes to the

effectiveness of teaching English, when used: To contrast some aspects of the two languages, which helps understanding English. Followed by those who responded almost always with 20% and always, also with 20%. In this feature, the tendency of teachers is as in the previous point; favorable to use Spanish to contrast some aspects of the two languages to better understand English.

Table 12. Contribution to English teaching when Spanish is used: To test some aspects of the two languages, so it helps to understand English.

Answers	Percentage	Quantity
Always	20%	4
Almost always	20%	4
Sometimes	50%	10
Almost never	5%	1
Never	5%	1
Total	100%	20

Figure 12. Contribution to English teaching when Spanish is used: To test some aspects of the two languages, so it helps to understand English.



13) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para ayudar a fomentar el vocabulario en inglés.

Table 13. Contribution to English teaching when Spanish is used: To help build English vocabulary.

Answers	Percentage	Quantity
Always	0%	0
Almost always	5%	1
Sometimes	50%	10
Almost never	25%	5
Never	20%	4
Total	100%	20

Figure 13. Contribution to English teaching when Spanish is used: To help build English vocabulary.

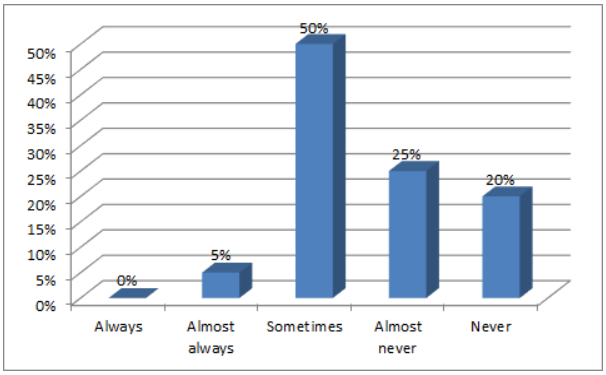


Table 13 and Figure 13 show that the most common answer, with 50%, is that Sometimes the use of Spanish really contributes to the effectiveness of teaching English, when used: To help foster English vocabulary. The responses that follow are Almost never with 25%, and Never with 20%. It is observed that in general teachers are inclined to apply

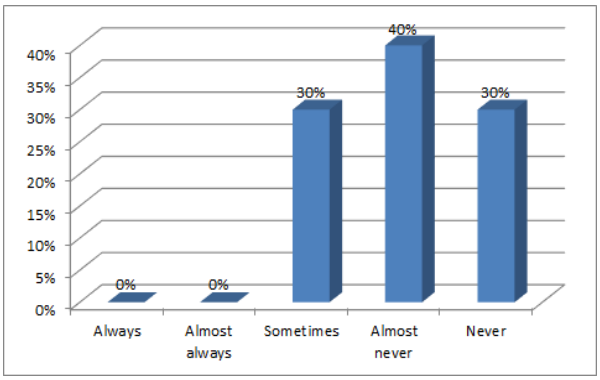
a moderate or restricted use to the functionality of Spanish to help build English vocabulary.

14) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para que se presente una situación colaborativa entre los estudiantes.

Table 14. Contribution to teaching English when Spanish is used: To create a collaborative situation among students.

Answers	Percentage	Quantity
Always	0%	0
Almost always	0%	0
Sometimes	30%	6
Almost never	40%	8
Never	30%	6
Total	100%	20

Figure 14. Contribution to teaching English when Spanish is used: To create a collaborative situation among students.



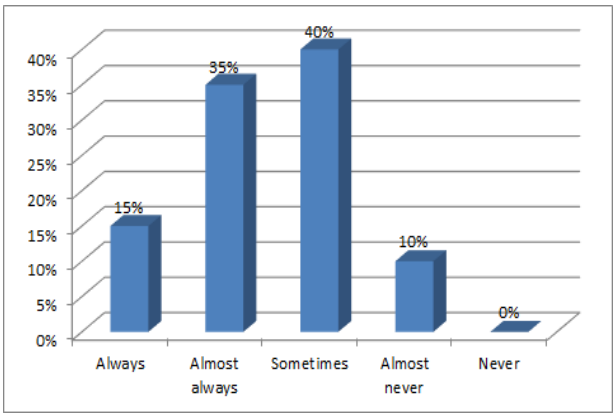
As seen in Table 14 and Figure 14, the majority of responses, with 40% tend to show that almost never the use of Spanish truly contributes to the effectiveness of teaching English, when used: To create a collaborative situation between the students. This response is followed by Never and Sometimes, each with 30%. It can be interpreted that the trend of teachers is to consider that the use of Spanish for students' collaborative situations should not occur, or should be much narrowed.

15) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para aclarar dudas específicas de los estudiantes.

Table 15. Contribution to teaching English when Spanish is used: To clarify specific questions from students.

Answers	Percentage	Quantity
Always	15%	3
Almost always	35%	7
Sometimes	40%	8
Almost never	10%	2
Never	0%	0
Total	100%	20

Figure 15. Contribution to teaching English when Spanish is used: To clarify specific questions from students.



As shown in Table 15 and Figure 15, most of the responses of teachers (40%) are inclined to point out that they Sometimes consider that the use of Spanish really contributes to the effectiveness of teaching English, when it used: To clarify specific questions from students. In this response they were followed those who said almost always (35%) and Always (15%). It may be noted that there are favorable trends while using Spanish to clarify specific questions from students.

16) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para evitar o eliminar el sentimiento de frustración que tenga algún estudiante.

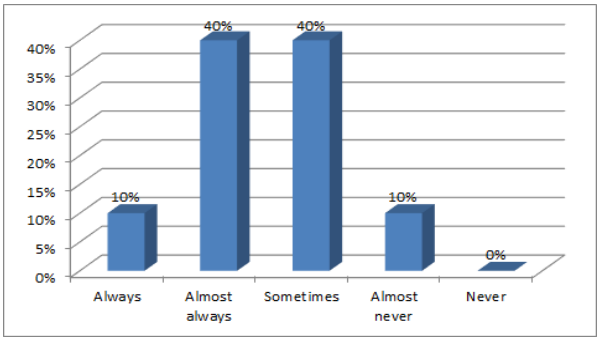
The answers that obtained the highest percentage were in equal proportion (40%), for Almost always and Sometimes considering that the use of Spanish truly contributes to the effectiveness of teaching English, when used: To avoid or eliminate the frustration that

a student might have. This shows a greater and favorable propensity to the use of Spanish for this specific purpose.

Table 16. Contribution to teaching English when Spanish is used: To avoid or eliminate the frustration that a student might have.

Answers	Percentage	Quantity
Always	10%	2
Almost always	40%	8
Sometimes	40%	8
Almost never	10%	2
Never	0%	0
Total	100%	20

Figure 16. Contribution to teaching English when Spanish is used: To avoid or eliminate the frustration that a student might have.



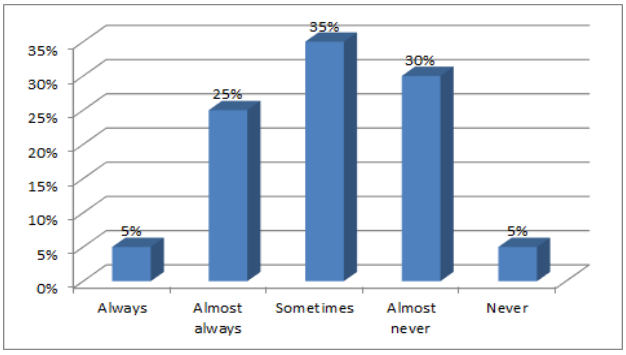
17) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para hacer traducciones de textos a español.

As shown in Table 17 and Figure 17, the majority of respondents (35%), Sometimes considered that the use of Spanish really contributes to the effectiveness of teaching English, when used: To translate Spanish texts. This response was followed by Almost never with 30% and Almost Always with 30%. This trend shows that there are divided positions between those who are restrained, moderate or favorable to use Spanish to translate English texts into the mother tongue

Table 17. Contribution to teaching English when Spanish is used: To translate English texts into Spanish.

Answers	Percentage	Quantity
Always	5%	1
Almost Always	25%	5
Sometimes	35%	7
Almost never	30%	6
Never	5%	1
Total	100%	20

Figure 17. Contribution to teaching English when Spanish is used: To translate English texts into Spanish.

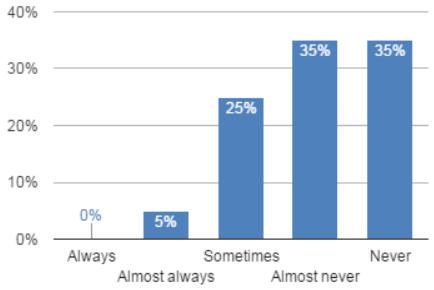


18) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se emplea: Espontáneamente sin que se limite o restrinja su uso.

Table 18. Contribution of Spanish to teaching English when used: Spontaneously without limiting or restricting its use.

Answers	Percentage	Quantity
Always	0%	0
Almost always	5%	1
Sometimes	25%	5
Almost never	35%	7
Never	35%	7
Total	100%	20

Figure 18. Contribution of Spanish to teaching English when used: Spontaneously without limiting or restricting its use.



As shown in Table 18 and Figure 18, there is a tie for the highest proportion of responses, with 35%, including almost never and never. It is considered that the use of Spanish does not really contributes to the effectiveness of teaching English, when used: Spontaneously without limiting or restricting its use. Obviously at this point there is a

tendency to restrict the use of Spanish quite spontaneously among students during English class.

5.2 Interviews results

To illustrate, the established categories for selective coding are: Spanish use in the English classroom approval, Spanish functions in the English class, and the rules for its employement in the English class. Therefore, these are the essential categories that have been unraveled through the application of the grounded theory and will be presented below.

Spanish use in the English classroom approval

There is a broad approval of using Spanish in the English class, especially when this is addressed under some parameters. To start with, Spanish use should be considered, once teachers have tackled some topics in English that turn out to be hard for students to understand. To this respect, the interview 2 presents the following statement: "hay situaciones muy relevantes, en las que es esencial el uso del español, para que el estudiante no se confunda y aclare sus dudas" (E2, Academia de Idiomas SMART, Entrevista, septiembre 21, 2015).

This means that Spanish could be useful during the English class, in order to clarify certain language aspects such as: the ones related to cultural jargon, correct some mistakes as well as give instructions if necessary. Likewise, it may be a good tool to tackle difficult topics, especially the ones with a grammar feature. In this regard, it should be used as a reference for English teaching since it helps teachers to have students compare and contrast their own mother tongue's grammar. Although, students must embed themselves into an English environment in order to have a good rapport with it. It might not be detrimental if it is contrasted with Spanish grammar structure, jargon, and customs to achieve that goal.

Equally, students' ages and proficiency levels must be born in mind to know exactly the right measure in which Spanish should be used. On one hand, teachers could use Spanish with a high-level student to translate complex tests from English into Spanish the other way around. So that, students may discover different cultural traits that cannot be translated from one language to another, but just understand it. On the other hand, Spanish may be used in order to give feedback and encourage beginners to keep on with their learning,

A summary of the proposals by the interviewed teachers are presented in the interview 3 and these point out:

> … hay que entender que el español no se debe satanizar, el español o nuestra lengua materna es una herramienta que debemos utilizar de la manera más eficaz posible y no hay que evitar utilizarla siempre, puesto que hace parte de algo que tenemos en nuestra cabeza; una construcción mental que tenemos en nuestra cabeza que nos va a ayudar a entender mejor otro idioma. Si tenemos clara nuestra lengua materna, va a ser mucho más fácil aprender una segunda lengua (E3, Academia de Idiomas SMART, Entrevista, septiembre 29, 2015).

Functions or situations in which Spanish should be used

There are some situations in which the use of Spanish is considered to be pertinent and it may be a support throughout the English learning process.

Firstly, Spanish can be a tool to reduce students' frustration when the teacher has just explained something and students do not understand. In other words, it may be used as a mechanism to generate motivation in class and to contextualize grammar and vocabulary. The previous function should be done primarily during the first learning levels. To support, the interview 1 points out the next statement: "Considero que una de las utilidades o funciones que podríamos encontrar, a través del empleo del español: es la explicación de un

rasgo morfosintáctico o lingüístico importante, entre las dos lenguas .Ya que muchas veces, cuando se le explica al estudiante en inglés, se llega a frustrar por no entender lo que se le pide" (E1, Academia de Idiomas SMART, Entrevista, septiembre 21, 2015).

Secondly, there are sometimes expressions that students find difficult to understand or complex grammar topics that not always have an equivalent in Spanish but it can be used as a linguistic reference. Thus, translation is permitted, even by using the dictionary, however it is not as something frequent but restricted to certain times. This is claimed during the interview 4 that explains:

> Considero útil el español para dar a entender ciertos términos difíciles de explicar, ciertos conectores o expresiones que pueden ser difíciles de explicar en la lengua extranjera. También para algunos tiempos gramaticales que tienen similitud y de esta forma evitar que los estudiantes cometan errores. Por ejemplo, en la explicación del presente progresivo muchos estudiantes puede que omitan el verbo *to be* o el verbo terminado en *ing* porque no le ven como la necesidad, pero al ser explicado en español pueden ver más la importancia de estos dos componentes del tiempo gramatical. (E4, Academia de Idiomas SMART, Entrevista, octubre 1, 2015).

Thirdly, there are also two specific situations that are taken into consideration. The first one is has to do with giving instructions in English which may be difficult really hard for beginners. The second one has to do with jargon or slang that cannot be isolated from the cultural context and that is why students strive to grasp. So, Spanish could be an alternative to exemplify some words or phrases we use to refer to own culture and relationships in our mother tongue. Thus, students can compare their own culture with the target one. In relation to the first situation, the interview 3 describes that: "hay unas instrucciones que uno cree que el estudiante ha entendido, pero en realidad la está malinterpretando, por eso es importante que se revise de alguna manera que el estudiante entendió las instrucciones correctamente y en esos momentos es bueno usar el español para

asegurarse de que esto fue así" (E3, Academia de Idiomas SMART, Entrevista, septiembre 29, 2015).

Alike, another punctual function is when students tend to translate literally which turns out to be erroneous. In regards to this, the interview 1 points out: "algunas veces los estudiantes tienden a traducir algunas expresiones del idioma que están a prendiendo al español, lo cual lo hacen de forma literal y esto conlleva a que se pierda o se le cambie su significado original" (E1, Academia de Idiomas SMART, Entrevista, septiembre 21, 2015).

To support, the employment of Spanish may be necessary in order to skip the literal translation and thus present equivalents of English idiomatic expressions in Spanish. Consequently, the interview 1 points out: "el objetivo es traducir la expresión, al buscar un equivalente idiomático en español, por medio de un ejemplo que permita al estudiante contextualizarse. Por ejemplo: cuando decimos en inglés `don't pull my leg` y su equivalente en español `no me tome del pelo`" (E1, Academia de Idiomas SMART, Entrevista, septiembre 21, 2015).

Likewise, Spanish could be a great solution in order to present or explain the confusion between false cognates. Consequently, the interview 2 points out: "acostumbro utilizarlo, cuando debo explicar algunas palabras que se llaman *false cognates* o cognados, en español, las cuales son muy similares, pero muchas veces se pronuncian y significan cosas distintas entre dos idiomas. Por ejemplo: *actually* en inglés que significa *en realidad*, y *actualmente* en español" (E2, Academia de Idiomas SMART, Entrevista, septiembre 21, 2015).

Rules for Spanish use in the English class

It may be assumed that there is not an exact time for the teacher to set the right moment for him to use Spanish or when to let his students use it. However, Spanish should not be overused to either reassure or motivate students to learn English. In addition, the

interview 3 says: “todo esto debe ser aclarado desde el principio del curso para que no haya inconvenientes y no se utilice el español más de lo adecuado” (E3, Academia de Idiomas SMART, Entrevista, septiembre 29, 2015).

Besides, some rules should be proposed in order to use Spanish when the teacher needs to clarify difficult expression depending on the class level. The interview 4 makes reference over these aspects: “Considero que el uso del español en la clase sí debe tener ciertas reglas, en cuanto a que los estudiantes utilizan lo que saben en inglés para decir lo que más puedan. Lo permito siempre y cuando sea una palabra difícil de explicar, por ejemplo, la palabra `incluso`; `even` es difícil de explicar, por eso es mejor dar una traducción” (E3, Academia de Idiomas SMART, Entrevista, octubre 1, 2015).

In brief, two of the most highlighted aspects in order to use Spanish in English class are: explanation of complex grammar topics to beginners or low-level students and discussion about cultural topics, contrast between cultural traits, food, habits, etc.

5.3 Field Notes Results

Next, an analysis of field notes records is presented in the appenddix E.

Observation 1

- Throughout this observation, we have found some different functions that Spanish have met during the English class, all of them classified by different parameters or aspects.
- **Motivation**: It can be widely seen when the teacher uses Spanish the first English class day to foster a comfortable atmosphere for beginners.
- **To set class rules**: These are explained by the teacher one by one in Spanish and written on the whiteboard.

- **Instructions**. The teacher alternates between Spanish and English in order to give instructions.
- **Adaptation**: This is reflected when the teacher Speaks a few times in Spanish after a long period of doing it in English.
- **Linguistic Tool**. Students use Spanish to ask basic questions to be translated by the teacher or other classmates.
- **Phonology** – **Ortography** – **Morphology**: The teacher has the students analyze the difference between the pronunciation of certain words in Spanish and English, so she gives an example: "Bra**s**il, Brazil" and compare their highlight the orthography in both English and Spanish.
- **Compared grammar**. The teacher asks the students to translate and identify the grammar differences and similarities between English and Spanish. This activity could train students to be aware and no to confuse both grammar structures when speaking in the target language.
- **Understanding verification**: After having given instructions, the teacher asks her students who of them can translate what she said in order to verify their understanding.
- **Spanish as a common group language support**: Spanish is the common language among the teacher and students, so it can work as a support tool every now and then.
- **Grammar Explanation:** The teacher explains in English that there is just one verb that meets the function of "ser" and "estar" in Spanish and give examples in both languages with their translation.
- **Inductive feedback:** A student writes something in English and commits some content and grammar mistakes. So that, the teacher asks him to translate in Spanish what he just wrote in English. Therefore, the student corrects his own mistake in an inductive way by using his mother tongue.

Observation 2

- **Discipline:** A students make very blunt comments to sabotage the class and she is reprimanded by the teacher in Spanish
- **Cultural aspects:** Both the teacher and students use Spanish to cope with vocabulary about typical food from United Kingdom, Colombia and Spain. Besides, the teacher points out some cultural aspects and vocabulary that do not have a literal translation by hinting some Spanish and Colombian words.
- **Class Management:** The students seem to be very dispersed and distracted, so the teacher decides to redirect the class by calling their attention in Spanish.
- **Feedback:** The teacher talks to some students at the end of the lesson to give them some feedback on their behavior and their academic performance in class.
- **Encouragement:** The teacher encourages estudents to keep on studiyng and practicing English.

Observation 3

- **Vocabulary confirmation:** The teacher uses Spanish to make emphasis on key words or terms related to the instructions she gives.
- **Vocabulary clarification:** The teacher uses Spanish in terms of clarifying vocabulary that is difficult to explain by means of images, sounds or mimicking. For example: prepositions, adverbs, phrasal verbs, false cognates, etc.

Observation 4

- **Inquire into the students' English Learning Experience:** The teacher uses Spanish to ask his students about their experience throughout their learning process, their feeling about it and their learning objectives.

- **Vocabulary clarification**: Similar to previous observations, the teacher uses Spanish to contrast some terms whose spelling is similar to the ones in Spanish as well as their sounds. Nevertheless, their meaning is distinct in the target language.
- **Explanation and grammar comparison:** The teacher uses Spanish in order to explain the totally of the possible meanings of the verb "To be" and in which context it be could be used.
- **Grammar elucidation:** The teacher uses Spanish to elucidate a concept when it interferes and misleads the student to commit a mistake. For example: the use of "your" for second person's singular/plural possession when "his" or her" third person should be the right choice.
- **Clarification about a methodological concept**. In this case, Spanish is used to clarify doubts or questions, students may have about the teacher's methodology or any advice about learning strategies.

5.4. Findings

In order to reveal the findings, four categories are taken into consideration, in which the research problem is sketched: What are the uses and implications of Spanish Inclusion by teachers during the class of English as a Foreign Language in a Language Institute in Bogota?

Therefore, the categories to follow are: a) Approval or disapproval of Spanish use in the English Class; b) Spanish Functions in the English Class; c) Situations in which Spanish is frequently used in class; and finally d) Spanish Use Effectiveness.

Approval or disapproval of Spanish use in the English Class

This is the framework in which some teachers' positions about the use of Spanish in the English Class are developed. In consequence, as it was noted in the interviews, there was a generalized approval by teachers on its use in class; however, this should be set under certain conditions. Henceforth, it may be seen in which situations Spanish was used as a tool to teach in the English Class.

It is pertinent to mention the general approach of the positions of Macaro (2001), Stanley (2002) and Galindo (2011), who approved the use of L1 in the FL classroom only under certain limits to be controlled by the teacher, to ensure that this scheme is useful for the purposes of the class, and it does not become an obstacle on students' learning process.

So, the interviewed teachers point out specific aspects in which it could be feasible to use Spanish in the English Class. These aspects are: correcting mistakes, giving instructions in a measured way, tackling complex topics, especially the ones that have to do with grammar. Thus, this should be used as a reference to English Teaching. This can be evidenced in one of the interviews carried out: "One of the functions we could find through the use of Spanish is the explanation of an important morphosyntactc or linguistic feature between the two languages." (I1, Language Academy SMART, Interview, September 21st, 2015) (see appendix F). To support, Chen (2006), affirms that the L1 contrast use can produce benefits not only on grammar comparisons but also in areas such as: semantics, pragmatics and speech.

Another aspect in which teachers agree with is translation. Although, it is important for teachers that their students think in English to avoid literal translations, it is necessary for them to use Spanish in order to clarify grammar doubts. This was raised by one of the interviewed teachers: "There are very significant situations, where it is essential the use of Spanish, so that the students do not get confused and they may clarify any questions they have. For example, for grammar cases or some vocabulary "(E2, SMART Language Academy, Interview, September 21st, 2015). (See appendix F).

Likewise, they claim it is useful to know Students' age and level in terms of how much Spanish should be used when teaching. Besides, it is proposed to use Spanish when students feel either overwhelmed or frustrated in Basic English levels. Therefore, they can get more confidence and be at ease in class. As a result, these activities could modify the perspective about the use of Spanish in the English Class. In other words, it would pass from being an obstacle to a teaching tool in certain situations in class.

This aspect coincides with the approach of Auerbach (1993), who points out that the use of L1 in the FL classroom favors the fact of obtaining a more humanistic atmosphere in the classroom, generating a series of affective and cognitive conditions that benefit compliance of the learning objectives.

Accordingly, to the teachers' interviews results, throughout the application of the surveys, there was an agreement found. In consequence, teachers found the use of Spanish does not hinder English Learning. In spite of this, it is worth to say that a fourth part of the

surveyed (30%) of surveyed teachers hold their stances on Spanish as a learning obstacle indeed. (Table 4). These positions manifest that there is not any unanimity among teachers' voices on the use of Spanish in the English Class.

Answers	Percentage	Quantity
Totally agree	5%	1
Agree	25%	5
Disagree	70%	14
Totally disagree	0%	0
Total	100%	20

Table 4. The use of Spanish may hinder students' English learning

This could be analyzed from a small amount of teachers who still carry out a monolingual approach, due to a series of disadvantages of using the first language in the foreign language class. In regard, Weschler (1997) claims that this could produce regression regarding the effectiveness of the foreign language teaching-learning process.

Most of the surveyed teachers had distinct opinions about whether to use Spanish in class or not and this manifests the closeness to statements proposed by Prins (2006). This author points out that "teachers cannot leave out the relevance of students' previous knowledge experiences". On the contrary, their teaching objective should start from this principle. Thus, a methodological use of Spanish which is Students' mother tongue could be carried out as a support and starting point to develop English Teaching Process.

Another concern that emerges from Spanish use in English Class corresponds to the relationship teacher-students. As a result, when teachers were asked about when they used Spanish in class, it was found that they all accepted to have used it at some moments. Although, they always claimed they tried not to overuse it. These aspects are evidenced in one of the class observations were made: Students begin to leave the classroom and the teacher calls two of them and says "Muchachos, no olviden por favor las reglas de clase y el respeto por los demás, que es vital en cualquier idioma que hablemos. Y especialmente ustedes que tienen mucho talento, pero lo están desperdiciando por estar pendientes del relajo" Finally, he encourages them to be attentive and sensible in class.

> Los estudiantes empiezan a salir del salón y llama a Esteban y Mateo aparte y les dice "Muchachos, no olviden por favor las reglas de clase y el respeto por los demás, que es vital en cualquier idioma que hablemos. Y especialmente ustedes que tienen mucho talento, pero lo están desperdiciando por estar pendientes del relajo".

(FN2, SMART Language Academy, field Note, September 29th, 2015).

On the same hand, when students were asked about the same issue, their answers were very similar to the ones given by the teachers. Nevertheless, there was a small quantity of teachers that did not permit students to use Spanish in English Class. Hereof, it could be deduced that some teachers are frequently more restrictive to students than to themselves. Although, both parts agree on a restricted use of Spanish during the English Class. According to Galindo (2011), the teacher should use L1 as a tool included in its methodology, and its use by students, should be more restricted. This characteristic of restricting the use of Spanish is evidenced in a situation that arises in one of the class

observations: The teacher continues with the instructions the listening activity from the third class saying, “Ok, guys, now let's go to class number 23” and students ask “Qué pagina, teacher" the teacher responds “sorry” by trying to do students realize the use of Spanish, the student 4 replies, s"sorry, teacher, what page?". The teacher answers and then the class continues.

El profesor continùa con las instrucciònes de la actividad de escucha de la tercera clase diciendo: “Ok, guys, now let´s go to class number 23” y los estudiantes preguntan “què pàgina, teacher?” el profesor responde “sorry?” intentando hacer que los estudiantes se den cuenta del uso del español, a

esto el ss 4 responde: “sorry, teacher, what page?”. El profesor responde y continùan en la clase 23. El titulo de la conversaciòn es “I hardly ever

(FN3, SMART Language Academy, Field Note, Oct. 1st, 2015).

To support this, Galindo (2011) indicates that “the use of the mother tongue as a tool should be under the teacher’s control and followed by a methodological and systematic. In other words, teachers should be the ones who used Spanish and base it under some guidelines”. Although, he claims Spanish can be a teaching tool teachers should not extra limit its use, since this is what triggers the certain problems when learning a foreign language.

Besides, one of the key elements or components to lead students to a proper use of Spanish in class corresponds to Class Rules. That is to say, teachers should stipulate in which situations or moments students are permitted to use Spanish. In regards, most of teachers expressed to promulgate the Class Rules with these objectives as well. However,

thirds part of the surveyed teachers affirmed not to set any rules about it. On this Cook (2002) argues that teachers should plan the use of L1 in class, which means that they must convey to students the rules on how students can use L1, specifying the situations and reasons.

To support, some of the interviewed teachers were positive about the importance of clarifying the rules for Spanish use in the class and it was evidenced in one of the interviews as such: "Es bueno aclararles a los estudiantes desde el principio del curso en qué momentos se puede hacer uso del español, hay que aclararles que no se debe utilizar en todo momento, hay que darles ciertas herramientas para que traten de utilizar el idioma extranjero la mayor cantidad de tiempo posible, pero también hay que decirles que en determinados momentos pueden hacer uso de la lengua materna y así aclarar dudas específicas. Todo esto debe ser aclarado desde el principio del curso para que no haya inconvenientes y no se utilice el español más de lo adecuado" (I3, SMART Language Academy, interview, September 29th, 2015). (See appendix F).

Likewise, they said it should be permitted in special situations such as: the difficulty to learn or teach certain topics when employing only English. They also explained that these rules and the moments to use Spanish would vary depending on the Students' level. Consequently, Spanish could be more prolific at the beginning of a course or at least for lower learning levels. In other words, Spanish should be used to explain and clarify complex topics to Elementary students and to tackle cultural issues, expressions, slang and phrasal verbs to intermediate and advanced students as well as contrast Colombian culture

with English or North-American Culture. This situation was seen in one of the class observations: "Students use Spanish to refer to traditional foods in the UK, Colombia and Spain. The teacher explains in Spanish about indigenous vocabulary and cultural aspects of each country, which are not easy to translate from one language to another".

- El profesor explica en español sobre aspectos culturales y vocabulario autóctono de cada país, los cuales no son fácilmente traducibles de un idioma a otro.	Esteban vuelva a preguntar "So, what's Haggis? Mateo" y Samantha dice "it's like a Fritanga in Bogota, como rellena". Otra estudiante pregunta " Do they eat tamal, arepa, changua, y lechona too? Teacher, how do you say tha food in English" el profesor explica en español "Chicos, en inglés las comidas que son tan tradicionales de cada país, muchas veces no tienen traducción" el profesor pregunta "Do you know any example like that, Esteban? Y él responde "Yes, teacher, like paella in o gazpacho y Spain" el profesor le dice "Very good, Esteban, well done" los demás dan un par de ejemplos más de sus vacaciones y así termina esta parte de la clase.

(FN2, SMART Language Academy, field Note, September 29th, 2015).

On the other hand, Cook (2002) affirms that teachers must use their mother tongue as a reassuring technique, a tool they can feel comfortable with and not the other way around. In other words, there should be accurate and functional ways for teachers to use their mother tongue, for example Spanish in the English. Therefore, it will exist a planning phase on how to execute Spanish by teachers in class. Finally, he points out that its use will be limited depending on students' level and age.

To rephrase it, the rules definition in order to use Spanish can be a product of a specific method that teachers have included in their didactic tools or came up with. Nonetheless, nearly the half of the surveyed teachers affirmed to lack of any support as

such. Hence, teachers' perspective about Spanish use in the English Class would not emerge from an elaborated strategy but from a personal conception on it.

Unlike, Martín (2001) notices that "any proposed use of the mother tongue or materials must be preceded by a declaration of a series of principles that move away from any doubt about the use of a second language learning" (p. 161). Likewise, about the 35% of the interviewed and surveyed teachers who approved the use of Spanish in the English Class do not give any principle or rule which will be the basis to use Spanish in class (See Table 3, Survey Results).

Answers	Percentage	Quantity
Always	35%	7
Almost always	30%	6
Sometimes	10%	2
Almost never	10%	2
Never	15%	3
Total	100%	20

Table 3. How well teachers set clear rules about the use of Spanish during the English

At the same time, it is important to add half of the teachers considered that the English teaching guide books limit the possibility the use of Spanish in class. It is observed that there is a great divergence among teachers about how much English guide books can limit the use of the mother tongue in the classroom. On the one hand, the 55% of surveyed teachers affirmed that English guide books can limit students' mother tongue in the classroom. On the other hand, the 45% do not agree on this statement (see Table 5 on the

results of the survey). To illustrate, Martín (2001) thinks there are many commercial reasons for the books editorials to focus on the monolingual teaching, since cost may be much more inferior from a production's standpoint. Thus, they can make runs of large volumes of texts for teaching purposes that are addressed to everyone in the world in spite of the other languages. Notwithstanding the last conception, half of the research participants do not agree and they claim teaching guide texts do not influence their decision on the use of Spanish in the English Class.

Answers	Percentage	Quantity
Totally agree	5%	1
Agree	50%	10
Disagree	40%	8
Totally disagree	5%	1
Total	100%	20

Table 5. The texts or guide books for teachers limit the use of Spanish in class

Spanish Functions in the English Class

According to the inquired teachers, Spanish could meet a great myriad of teaching functions in the English Class. To illustrate, some of the functions they include come from: a humanistic, socio-affective and even cognitive nature. To this respect, Auerbach (1993) considers that the participation of the first language in a second and foreign language class represents more an advantage than a disadvantage. He affirms that this process leads to a series of affective and cognitive conditions that are beneficial for language learning.

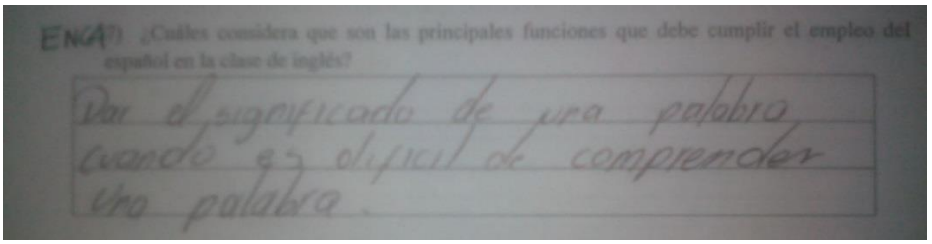
To support, teachers that participated in the research highlighted some examples of possible socio-affective functions as Auerbach claims through his ideas. According to teachers, the ones that stand out are: avoiding students' frustration through their foreign language learning process functions, as a mechanism to encourage students to learn and to ease the class when there is a complex topic to deal with. This can be evidenced in one of the interviews as follows: "Además, sirve como mecanismo de motivaciones y para que los estudiantes se sientan cómodos y se enfoquen, sobre todo en los primeros niveles" (I1, Language Academy SMART, Interview, September 21st, 2015). (See appendix F).

It is important to highlight Macaro (2001) who proposes teachers to use Spanish, especially during the first levels, since it may have many advantages. As an example, he thinks it is essential to eradicate the domination feeling that students sometimes have, by using their mother tongue every now and then. Therefore, this would relieve any strain in class and students would not feel subdued by teachers' second language proficiency and speech. Needless to say, this should be done in the first levels, since students have a lack of many grammar structures and vocabulary to be understood.

Meanwhile, among the cognitive functions teachers awarded to Spanish in the English Class, they found mainly: clarifying students' doubts, contrasting one semantic aspect between the two languages, translating words to students who do not understand English and finally to explain compared grammar. It should be noted that the issue of the use of L1 in language contrast is emphasized by Chen (2006), who said that this serves to better

understand the differences between the two languages, which is something important to be known by students and it is not possible to be achieved without the use of L1. All these aspects are evidenced in one of the interview as follows: "En cuanto a eso, yo acostumbro utilizarlo (Spanish), cuando debo explicar algunas palabras que se llaman (false cognates) o cognados en español, las cuales son muy similares, pero muchas veces se pronuncian y significan cosas distintas entre dos idiomas. Por ejemplo: "actually" en inglés que significa (en realidad) y actualmente en español. Así mismo, utilizo el español, para aclarar algunos temas avanzados o básicos tal como el presente perfecto. De esta forma, encontramos algunos estudiantes que no saben cuándo ni cómo usarlo, por lo tanto, se les explica en que situaciones en español se utilizaría". (I2, Language Academy SMART, Interview, September 21st, 2015). (See appendix F).

On the same side, Macaro (2001) defends the use of the mother tongue from a more cognitive emphasis. So, he thinks, this is necessary in order to take advantage of the concepts that have already been settled in the first language and thus, it should be considered as an indispensable teaching tool. That is why; it is feasible to use Spanish very often, due to students' background knowledge about it. This is evidenced throughout on one of the surveys' response given about the main functions of "Dar el significado de una palabra cuando es difícil de comprender"



(S4, Language Academy SMART, Survey, September, 2015).

On the top of that, Galindo (2011) highlights the usefulness of the mother tongue as a teaching tool, which is more evident when it is needed to carry out activities that are highly cognitive. This occurs when there are advanced topics that are complex to analyze or conceptualize, so students prefer to tackle them from their mother tongue perspective. According to this author, this happens, since this action helps students to make the mental operations they have to do for this level easier. Thereby, many teachers consider as a Spanish function to translate words that they do not understand as well as a tool to transmit any grammar aspect from English that does not have a direct equivalent in Spanish. This was evidenced in one of the class observations as follows: the teacher continues with the instructions of the second listening activity and he uses gestures and images to make it easier for students to understand. However, after explaining the student 2 does still not fully understand what should be performed. The teacher repeated the explanation, moderating the speed of speech and language used, even simultaneously translating keywords, which gives the students what is needed to understand the procedure of the activity.

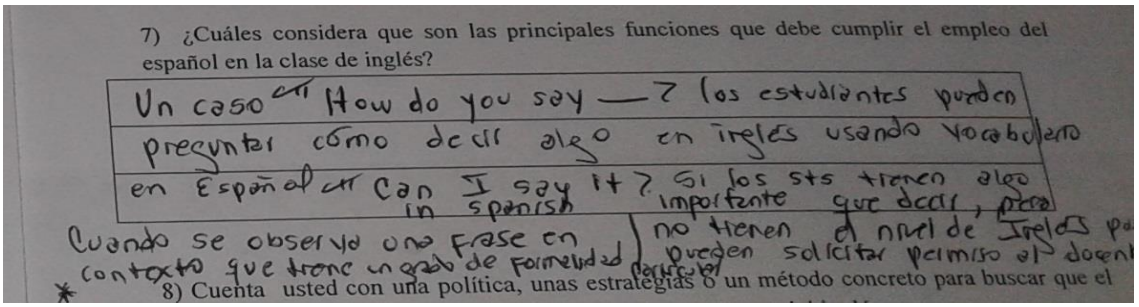
Al continuar con las instrucciones de la segunda actividad de escucha, el docente se vale de la gesticulación e imágenes a fin de hacer más fácil el entendimiento para los estudiantes, sin embargo, después de la explicación el ss 2 sigue sin entender por completo lo que se debe realizar. El docente repite la explicación moderando la velocidad de habla y el lenguaje usado incluso traduciendo simultáneamente las palabras claves, lo que le brinda al estudiante lo necesario para entender el procedimiento de la actividad.

(FN3, SMART Language Academy, field observation, Oct. 1, 2015).

Furthermore, teachers pointed out that Spanish Functions rely on and vary depending on students' level. So that, this should be reduced during high proficiency levels and it should be only used to talk about idiomatic expressions and contrast the Spanish and English language culture.

Regarding this topic Prins (2006) says that when the student begins to develop the FL learning process, the closest reference they have is the knowledge of their own mother tongue, so students' base on it to undertake this process. This shows why in the initial levels it becomes more pertinent to use students' L1.

To evidence this, we may involve one of the surveys' response: "Si los estudiantes tienen algo importante que decir, pero no tienen el nivel de inglés para hacerlo, pueden solicitar permiso al docente para hablar en español"


7) ¿Cuáles considera que son las principales funciones que debe cumplir el empleo del español en la clase de inglés?

Un caso de How do you say —? los estudiantes pueden preguntar cómo decir algo en inglés usando vocabulario en Español de Can I say it? Si los sts tienen algo importante que decir, pero no tienen el nivel de Inglés pa... pueden solicitar permiso al docent...

Cuando se observa una Frase en contexto que tiene un grado de formalidad

8) Cuenta usted con una política, unas estrategias o un método concreto para buscar que el

(S7, SMART Language Academy, Survey, September 2015).

At last, it is remarkable to say that the Spanish Function teachers found really useless was the one that has to do with fostering of vocabulary. In fact, only 2% of the surveyed teachers believed that this function can meet the use of Spanish in class (see Table 6, presented the results of the survey). Despite this, Jadalla (2008) thinks that students' mother tongue turns out to be very convenient in order to teach new vocabulary in English. According to Jadalla, students need a huge amount of vocabulary when they are learning English for first time. Thus, they could learn new words by unveiling the terms they use in Spanish. Likewise, surveyed teachers proposed some functions that seem to be important but restricted to only certain moments in class. So, they would not help Spanish as a vocabulary booster.

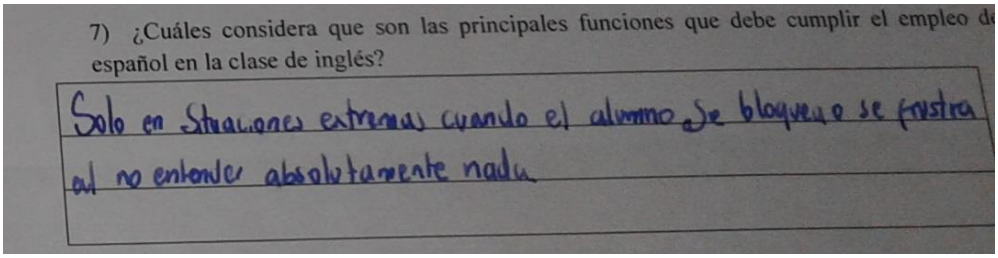
Answers	Percentage	Quantity
To translate words that students do not understand	13%	7
To explain any grammar aspect	8%	4
To ease the class' atmosphere when there is a difficult topic to cope with	17%	9
To contrast some aspect from both languages to help understand English.	21%	11
To build new vocabulary	2%	1
To foster a collaborative activity between students	0%	0
To clarify specific doubts to students	17%	9
To avoid or reduce students' frustration feelings	23%	12
To translate texts to Spanish	0%	0
It is used spontaneously without any limits or restrictions.	0%	0
Total	100%	53

Table 6. Situations in which Spanish is used in the English class

Situations in which Spanish is frequently used

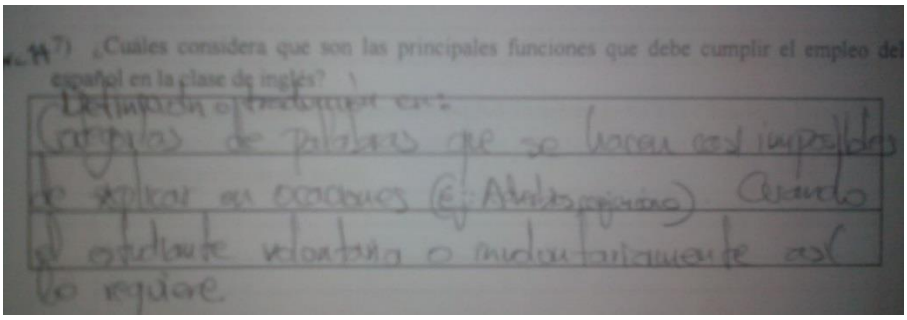
According to the research results, there are many situations in which Spanish is considered to be pertinent and may support Students' English Learning. The most appropriate situation affirmed by teachers was to use Spanish when students felt nervous and frustrated towards their objective of learning English. In this case, teachers explained that Spanish may be used just in order to make students feel a bit more comfortable and focus on the class back again. After this, teachers switched immediately back to English. Likewise, Butzkamm (2003) notes that the use of L1 gives a sense of security and helps

students feel free from stress. To this regard, it is stated in one of the surveys that Spanish should be used in English class ""sólo en situaciones extremas cuando el alumno se bloquea o se frustra al no entender absolutamente nada".



(S10, Language Academy SMART Survey, September, 2015).

The second most acknowledged situation by teachers was when Spanish became handy to explain or contrast any aspect from both languages. According to Chen (2006), the contrastative use of L1 may produce benefits not only in the field of grammatical comparisons, but it is feasible to develop the contrastative analysis in other areas of language such as; semantics, pragmatics and discourse. As an illustration, teachers clarified from phrasal verbs to false cognates such as: "ocupado" in Spanish and occupated" in English. Likewise, one of the surveys claimed that the use of Spanish in certain situations as the one that follows: "definición o traducción en categorías de palabras que se hacen casi imposibles de explicar en ocasiones"



(S14, SMART Language Academy, Survey, September, 2015).

At this point, it is valid to mention Jadalla (2008), who affirms English should not always be used for language analysis, grammar rules, class management and instructions, because this could cause some learning drawbacks. In other words, students may not grasp anything the teacher is explaining, which could trigger students' incomprehension and resentment. Therefore, teachers' viewpoints suit jadalla's position about this topic.

In this regard, it is important to note that some of the teachers, according to their will or methodological guidelines, can use Spanish to explain some grammatical aspects that the teacher assumes his or her students are not able to understand if trying to do it in English. In this sense, teachers consider that there are two specific situations; a) giving instructions in English can be difficult for the student to understand, and b) to explain complex expressions in English are hard to explain or to understand. This coincides with what Galindo (2011) states; it is primarily from teaching where you have to evaluate and direct the use of L1, because the teacher is able to identify needs and develop strategies they considered to be more pertinent.

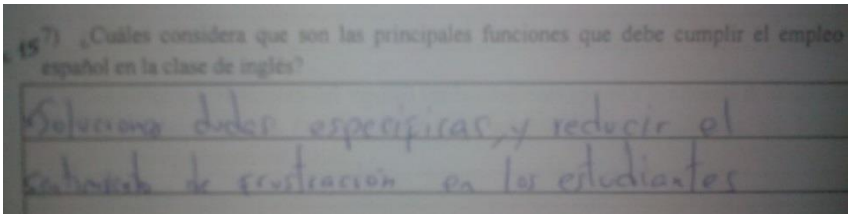
Taking that into account, one of the interviewed teachers explained a little about the use of Spanish when giving instructions: Cuando se dan las instrucciones en inglés, puesto que hay unas instrucciones que uno cree que el estudiante ha entendido, pero en realidad la está malinterpretando, por eso es importante que se revise de alguna manera que el estudiante haya entendido las instrucciones correctamente y en esos momentos es bueno usar el español para asegurarse de que esto haya sido así. (I3, Language Academy SMART, Interview, September 29th, 2015). (See appendix F).

Another possibility to be beholden by teachers is when students have specific questions, but they do not really know how to ask them in English because of their level. On this Jadalla (2008), says that the use of L1 is essential to facilitate understanding in cases where the mere use of FL leads to misunderstanding and resentment in students. Likewise, teachers remark that it is nearly imposible to use English in the following situations: to translate complete texts from English to Spanish, collaborative actions or activities between students, or students' spontaneous employment of Spanish.

Spanish Use Effectiveness

The Effectiveness of Spanish Use as a teaching tool is criticized in relation to the diverse functions, which have already been mentioned. In the next paragraph, we present and analyze each of these functions and their effectiveness.

In first place, the most effective function according to teachers is the one to avoid and eradicate students' frustration feeling in the English Class. This is manifested by one of the surveyed teachers who claims one of the Spanish functions in class is: "solucionar dudas específicas y reducir el sentimiento de frustración en los estudiantes"



(S15, SMART Language Academy, Survey, September 2015).

Also, Butzkamm (2003) is inclined to the fact that the use of students' mother tongue serves as a vehicle to take students away from any thwarting or frustration feeling in the English Class. Thus, this helps thrive the teaching-learning process, since students could be more at ease in the FL class. Also, Jadalla (2008) notes that the only use of FL can create situations in which it can be impossible for students to understand the topic, which leads them to feel frustrated. So, the use of L1 should be fostered to avoid having students become unmotivated in the FL class and so, not being able to meet the objectives.

In second place, other function teachers found to be most effective to support English teaching was to contrast any morpohlogical, semantic or even phonological aspect between Spanish and English in order to improve students' linguistic understanding. By the same token, Chen (2006) affirms that using students' mother tongue during the second

language learning, enables students to reveal the differences between both languages. This means, students would become more aware of their own and target language features, which can help them to avoid the literal translation.

According to teachers, this Comparative or Contrastative Spanish Function serves as an effective mechanism to understand how a language structuture differs from another. Regarding this issue, Martin (2001) notes that L1 plays a facilitating role in the FL classroom, and explains that it helps in various activities, including conducting translation constrastive exercises. Therefore, it was observed during one of the class observations, the following: "El profesor usa la lengua materna para contrastar algunos términos que visual y auditivamente se hacen similares a algunos conceptos en español, sin embargo el significado es distinto"

ayudar, tienes algún problema que comentar o simplemente no te gusta la clase? Mateo "No, profe, lo siento, perdón Paola" Paola lo mira mal y el profesor dice en tono enérgico "Bueno, al próximo que salga con un comentario de mal gusto, se puede ir porque pensaré que está aquí para perder el tiempo y no para aprender a comunicarse en otro idioma" "¿Entendido? Todos dicen " Sí, teacher"

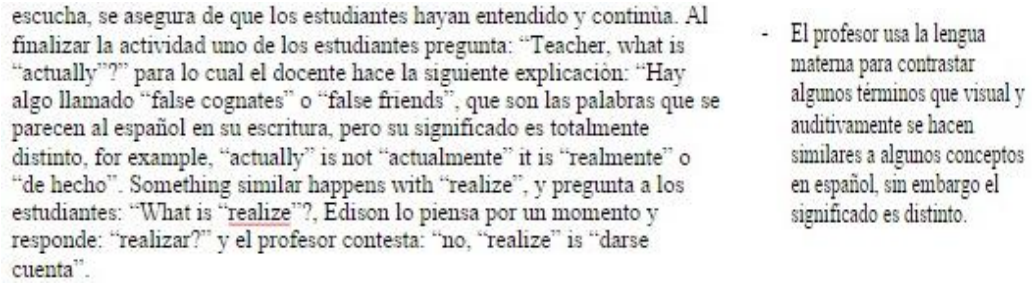
El profesor hace un dibujo en el tablero y pregunta "What's this?" Paola responde "A postal, teacher" y Mateo su burla y la corrige "don't be stupid… you say Postcard" el profesor inmediatamente le llama la atención Bueno, bueno ¿Qué es esa forma de referirse a tu compañera? ¿Te puedo

- Al maestro se le sale de control un poco la clase y decide encauzarla de nuevo al utilizar español para llamarle la atención a sus estudiantes, lo que parece ser efectivo en este caso.

(FN4, SMART Language Academy, field notes, Oct. 6, 2015).

In third place, teachers claimed that the Use of Spanish works efficiently to relieve students' tension when there is a complex topic or situation to cope with. This is evidenced in one of the field observations: :"Al maestro se le sale de control un poco la clase y decide

encauzarla de nuevo al utilizar español para llamar la atención a sus estudiantes, lo que parece ser efectivo en este caso”



escucha, se asegura de que los estudiantes hayan entendido y continùa. Al finalizar la actividad uno de los estudiantes pregunta: “Teacher, what is “actually”?” para lo cual el docente hace la siguiente explicaciòn: “Hay algo llamado “false cognates” o “false friends”, que son las palabras que se parecen al español en su escritura, pero su significado es totalmente distinto, for example, “actually” is not “actualmente” it is “realmente” o “de hecho”. Something similar happens with “realize”, y pregunta a los estudiantes: “What is “realize”?, Edison lo piensa por un momento y responde: “realizar?” y el profesor contesta: “no, “realize” is “darse cuenta”.

- El profesor usa la lengua materna para contrastar algunos términos que visual y auditivamente se hacen similares a algunos conceptos en español, sin embargo el significado es distinto.

(FN2, SMART Language Academy, field notes, September 29, 2015).

Likewise, Atkinson (1993) highlights that mother tongue is an affective factor that can be used to foster a relaxing atmosphere. So, it would reduce the anxiety to learn. Therefore, teachers may use Spanish to trigger students’ motivation and determination to learn English whenever they feel insecure and stuck. This aspect is also shared by Butzkamm (2003), who emphasizes that the use of L1 helps provide security to students, thus eliminating stress which may arise from lack of understanding that can exist when addressing some issues only in the FL.

In fourth place, teachers assigned this Spanish Function to clarify specific doubts or questions that sudents might have. In regard, Olivares (1995) affirms that all the abilities and skills involved during students’ mother tongue learning can be applied to a foreign language learning process. Thus, it can be used to develop the necessary strategies to transfer knowledge and information to the Foreign Language. As a result, when students feel inhibited

to understand a topic only by means of English, it may be very useful to employ their Spanish knowledge and skills already acquired for this goal. In this regard, Galindo (2011) argues that as long as the issues addressed have more complexity, it may be desirable to use L1 as a means to clarify doubts, as it facilitates students performing the mental operations demanded.

To illustrate, one of the interviewed teachers affirmed this: "Prefiero hacerlo (to use Spanish), más que todo, con estudiantes de nivel básico, cuando tienen alguna duda sobre alguna palabra que es difícil de explicar o graficar y con estudiantes avanzados, cuando se trata de rasgos muy culturales del inglés y de esta forma es necesario hallar alguna similitud en el español o la cultura colombiana". (I2, SMART Language Academy, Interview, September 21, 2015). (See appendix D).

In fifth place, teachers found translation as a useful Spanish Function during certain situations in the English Class. In this case, they mentioned some lessons in which they include the use of: phrasal verbs, idiomatic expressions, false cognates, cultural traits and slang. A similar case is evidenced in one of the filed observations as the following: "Durante diferentes momentos de la clase el docente responde preguntas por parte de los estudiantes acerca del vocabulario desconocido, principalmente usa sinónimos, imágenes o gesticulación, sin embargo, cuando algunos estudiantes preguntaron por palabras como "but", "however", "and", "how", "who", entre otras, el profesor usó el español para dar su significado.

Durante diferentes momentos de la clase el docente responde preguntas por parte de los estudiantes acerca del vocabulario desconocido, principalmente usa sinónimos, imágenes o gesticulación, sin embargo, cuando algunos estudiantes preguntaron por palabras como "but", "however", "and", "how", "who", entre otras, el profesor usò el español para dar su significado.	- Aclaración de vocabulario.	- El profesor hace uso del español para aclarar palabras cuyo significado es difícil de exponer por medio de imágenes, sinónimos o gesticulación.

(FN3, SMART Language Academy, Field notes, octubre 1, 2015).

In this regard, authors such as Jadalla (2008) raised the possibility of using L1 in situations such as when the use of FL is not enough to understand the meanings to be transmitted. Also, Galindo (2011) points out that translation is something that is done automatically at different levels, since it permits cognitively assimilate any new information, starting from that which is already acquired. However, regarding the permissibility of translation in class, particularly at basic levels, the teacher must act coherently with the character of their students, as well as their difficulties facing topics and vocabulary that require the use of L1 as a tool.

CONCLUSIONS

In view of the general objective of this research, which is to analyze the use and implications of Spanish by teachers during the class of English in a private language institute in Bogotá, the research development was inclined to tackle a series of aspects that shed some light on how teachers used Spanish in their English Classes. To start off, it was necessary to know teachers' general stances about the Use of Spanish in the English class. By the same token, this general objective was divided in specific ones such as: the Functions Spanish could meet in English teaching process, when Spanish is feasible to be used in the English Class, and how effective Spanish is towards English learning.

Given these points, teachers were inquired about their refusal or approval on the Use of Spanish by them during the English Class. As a result, it was found that 45% of teachers used it sometimes and 55% of them almost never used it. Nonetheless, the majority agreed that it should be used only in certain circunstances to avoid either its restriction or overuse. Thus, these circunstances are referred to Some Functions teachers consider Spanish has in their classes and when they think it is adequate to be used.

Accordingly, some of the Spanish Functions in the English Class that were pointed out by the interviewed and surveyed teachers are: Humanistic, Socio-Affective and Cognitive Functions. So, among the Socio-Affective functions, they highlight Spanish as mechanism to avoid Students' frustration feeling when they cannot understand complex topics in English Class. Likewise, teachers affirmed Spanish could be used as a tool to

generate motivation and relieve that overwhelming and tensioned feeling when the teacher is all the time speaking in English, especially during the first learning levels.

On the other hand, teachers mentioned different Spanish cognitive Functions such us: students' questions clarification, to contrast Morphological, phonological or semantics aspects between English and Spanish, to translate tricky terms such as: false cognates or phrasal verbs and to explain or compare a grammar aspect.

Likewise, teachers affirmed that it is important to adjust these Spanish Functions depending on the students' level. In other words, these would vary in intensity and objectivity. Thus, teachers advise to use less Spanish with higher levels and its function would be aimed at discussing only about cross-cultural aspects. For example: habits, food and jargon.

On the other hand, among the situations, the teachers affirmed to use Spanish for English teaching, it could be found the next ones: to call students' attention, to give feedback at the end of the class, to get students' encouraged, to avoid their frustration and to generate a relaxing atmosphere at the beginning of the class. Nonetheless, teachers reminded not to overuse the use of Spanish in class to teach, because it could become counterproductive or self-defeating.

Also, teachers acknowledged Spanish as a very useful tool in order to explain a topic when it is necessary to make some constrasts or comparisons between languages. One

of these cases is when students just started their first lessons and they lack of vocabulary to communicate in English, so they translated some of the words throughout the lesson. It is important to say that teachers used this alternative as last resource, when they have tried many other audiovisual strategies in advance.

As a consequence, teachers manifested there are two specific situations in which Spanish was important to use, such as: a) To give students the class rules, b) To clarify instructions to students, b) To explain complex words that might not have an equivalent in Spanish or it may differ in meaning. In general, teachers ensured they used Spanish at last to make students to understand what the topic was about.

Another situation, when teachers used Spanish was when students had personal and specific doubts about any English traits which could not be asked in English due to their proficiency level. As it was just indicated, students are pemitted to use Spanish in this opportunity, unlike the previous case, where it was just used by the teacher.

In regards to the analysis of the effectiveness of Spanish use and its implications as a tool for English Teaching, these were finally tackled in relation to some functions that teachers came up with during the research. To sum up, the Spanish Function in the English Class that the teachers considered to be the most effective were: 1) To eradicate students' feeling of frustration, 2) Compare and contrast grammar and linguistic aspects, 3) To relieve the class from any tension due to complex topics analyses or the effort of speaking English all the time, 4) To clarify students' specific questions, 5) To translate ambiguous

terms from English to Spanish, e.g. (False cognates, phrasal verbs, slang). The last function is a good example of some situations previously mentioned, in which Spanish acted as a tool to understand or elucidate certain confusing topics.

All things considered, most teachers who participated in the research tend to approve the Use of Spanish to support their English Teaching in the English Class. Nevertheless, the research findings manifested that this is not conceived as result of a methodological analysis of its implications but it emerges generally from teachers' theoretical knowledge, experiences and theoretical assumptions, but there is no evidence that there has been built guidelines by teachers themselves or the institution in which they work to provide them adequate and full strength and conviction in their teaching, to use Spanish in their English class.

All this is evident by the fact that although teachers were included in the research work in the same school, their positions on various issues were not similar. For instance, while some teachers raised some rules for the use of Spanish in class, others did not. As a consequence, in the latter case, the student might get confused about the use of Spanish, since it can seem arbitrary in some situations, when the teacher uses it or permits its use.

In this sense, a key recommendation emerging from the research results, is that just as there is usually a specific methodology to guide the development of different levels or courses; likewise, an educational and methodological tool must be built as a basis for all

teachers to know in what situations and for what functions Spanish should be used and / or permitted in the English class.

FURTHER RESEARCH

For further research carried out on this subject, it might be from the development of a guideline set aimed at the direction to provide clear and specific guidelines and instructions on the use and functionality to be given to Spanish in the English classroom, considering the two perspectives, both from its use by the teacher, and its role on students. To build this instrument it would be convenient to consider the different theoretical approaches that have been conducted on the subject, but also the experience of teachers from the school addressed would be an enriching complement.

Also, it would be useful to undertake a comparative and cross-cultural study on students' English learning performance when being in a class with foreign teachers and some others with Colombian teachers that share their L1. This could unveil some new possibilities for teaching and regain Colombian English teachers' importance in regards to foreign teachers who have the academic knowledge but lack of an indispensable cultural component to teach students in certain areas in Colombia.

Finally, we as teachers-researchers find very meaningful the idea of carrying out an action research on the importance of preserving and acknowledging students' L1 culture, seeing the foreign language as a means for students to communicate and show their identity, their history and other aspects regarding students' background knowledge and experience, in order to foster a more meaningful English Foreign Language Learning process.

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PROBLEM IDENTIFICATION EVIDENCE

APPENDIX A. COORDINATOR INTERVIEW TRANSCRIPTION

Interviewer: Rubén Fandiño

Interviewee: Coordinator Centro Internacional Branch

Date: July 13th, 2015

Interviewer:	Good morning. May I ask you some questions about the use of Spanish in class?
Coordinator:	Yes, sure, no problem.
Interviewer:	Ok, so, what's the role of Spanish in the classes?
Coordinator:	The mother tongue should be avoided at most. Actually, that is one of the principles of the institute and something we expect from teachers.
Interviewer:	So, is there a "No – Spanish rule in the class?
Coordinator:	Yes. This class rule of "no Spanish" must be followed mainly by teachers, since they are a model for students. Our institution is very strict on the implementation of this idea; it forces students to understand instructions, explanations and follow activities. It is of high importance for us to train our students on the participation in an "only-English" class from the very first levels.
Interviewer:	And are students' allowed to use Spanish in class?
Coordinator:	The teacher should foster the use of the target language in class, even though, students in the first level will not be strictly requested to do so.
Interviewer:	Ok, thanks a lot for your help.
Coordinator:	It was my pleasure.

APPENDIX B. STUDENT'S TESTIMONY

This testimony was taken in the English class when a first level student decided to start again her learning process due to the frustration she felt and expressed it with the following words:

Comencé mi proceso y me sentía bien, cuando llegué a la clase 6 tuve un profesor que habló en inglés durante toda la clase y no pude entender nada. Me sentí realmente frustrada y quise dejar el curso, pero mi esposo y mis hijos me animaron a seguir. Decidí comenzar mis clases de nuevo, ha sido algo difícil, pero me siento motivada. Creo que el español a veces es necesario para entender algunos temas e instrucciones y uno se motiva cuando entiende. (First level student, July 6th, 2015).

APPENDIX C. SURVEY FORM

La presente encuesta forma parte del desarrollo de la investigación: "USOS E IMPLICACIONES DE LA INCLUSIÓN DEL ESPAÑOL (L1) EN LA ENSEÑANZA DE INGLES (L2) EN EL AULA, POR PARTE DE DOCENTES DE INSTITUCIONES EDUCATIVAS DE BOGOTÁ D.C.". Agradecemos su colaboración.

Nombre del docente:	
Institución donde labora:	
Titulo para la enseñanza de inglés:	

1) Usted suele usar el idioma español en sus clases de inglés:

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

2) Usted permite que los estudiantes de inglés empleen el idioma español en el aula:

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

SI RESPONDIÓ "NUNCA" EN LAS DOS PREGUNTAS ANTERIORES, AGRADECER Y RECOGER LA ENCUESTA.

3) Realiza usted a sus estudiantes alguna estipulación clara y expresa sobre las reglas de juego para el uso del español en clase, cuando empieza el curso:

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

4) Considera que el uso del idioma español en la clase de inglés puede obstaculizar el aprendizaje del inglés:

	Totalmente de acuerdo
	De acuerdo
	En desacuerdo
	Totalmente en desacuerdo

5) Considera que en la enseñanza del inglés los textos o libros guías para el docente, limitan la posibilidad de que se emplee el español en la clase:

	Totalmente de acuerdo
	De acuerdo
	En desacuerdo
	Totalmente en desacuerdo

6) En qué situaciones se emplea el idioma español en su clase de inglés:

	Para traducir palabras que los estudiantes no entienden en ingles
	Para explicar algún aspecto gramatical
	Para distensionar la clase cuando hay un tema o una situación difícil
	Para contrastar algún aspecto de los dos idiomas, con lo que se ayuda a la comprensión del inglés.
	Para ayudar a fomentar el vocabulario en inglés
	Para que se presente una situación colaborativa entre los estudiantes
	Para aclarar dudas específicas de los estudiantes
	Para evitar o eliminar el sentimiento de frustración que tenga algún estudiante
	Para hacer traducciones de textos a español
	Se emplea espontáneamente sin que se limite o restrinja su uso.
	Otro ¿cuál?

7) ¿Cuáles considera que son las principales funciones que debe cumplir el empleo del español en la clase de inglés?

8) Cuenta usted con una política, unas estrategias o un método concreto para buscar que el español sea una herramienta eficaz que apoye la enseñanza del inglés.

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

9) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para traducir palabras que los estudiantes no entienden en inglés

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

10) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para explicar algún aspecto gramatical

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

11) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para distensionar la clase cuando hay un tema o una situación difícil

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

12) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para contrastar algún aspecto de los dos idiomas, con lo que se ayuda a la comprensión del inglés.

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

13) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para ayudar a fomentar el vocabulario en inglés

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

14) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para que se presente una situación colaborativa entre los estudiantes

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

15) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para aclarar dudas específicas de los estudiantes

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

16) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para evitar o eliminar el sentimiento de frustración que tenga algún estudiante

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

17) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se usa: Para hacer traducciones de textos a español

	Siempre
	Casi siempre

	A veces
	Casi nunca
	Nunca

18) Considera que el empleo del español verdaderamente aporta a la eficacia de la enseñanza del inglés, cuando se emplea: Espontáneamente sin que se limite o restrinja su uso.

	Siempre
	Casi siempre
	A veces
	Casi nunca
	Nunca

Gracias por su colaboración !

APPENDIX D. INTERVIEW FORM

1) ¿Qué opina acerca del empleo del idioma español como una herramienta puntual en algunos aspectos de la enseñanza del inglés?

_____

2) ¿En qué situaciones concretas de la clase considera que es útil o funcional que se emplee el idioma español en el aula de inglés, y por qué razones?

_____

3) ¿Enumere y explique los papeles o funciones que considera que puede cumplir el uso del español como herramienta para la enseñanza del inglés?

_____

4) ¿En cuáles funciones considera que la utilización del idioma español, resulta más efectiva para el cumplimiento de los objetivos del curso de inglés?

_____

5) ¿Bajo qué parámetros, reglas de juego o circunstancias concretas, plantea a sus estudiantes que es permitido que ellos usen el idioma español en sus clases de inglés, y por qué?

APPENDIX E. FIELD DIARY FORM

1) Descripción del contexto de la observación
Tiempo (fecha, horas): Lugar: Institución: Curso: Población: Otros:
2) Descripción de las situaciones objeto de estudio:
(a) manifestaciones del docente acerca del uso del español (b) situaciones en que se emplea el idioma español en la clase de inglés. (Públicas y privadas). (c) funciones que cumple cada uso del español en el aula de inglés. (d) efectos de cada uso del español: en los estudiantes, en el docente y en el desarrollo clase.
3) Análisis de la eficacia del uso que se dio al español, para el logro de los objetivos del curso de inglés
¿Qué tanto sirvió para que los estudiantes avancen en el curso de inglés? O por el contrario: ¿Qué tanto perjuicio causó para el avance del curso?

APPENDIX F. INTERVIEW RESULTS TABLE

Using grounded theory as a method of analysis in this appendix we start by breaking down each of the interviews applied to four English teachers. Relevant subcategories are extracted in each line, which are listed in the column of axial coding followed by a summary of the main ideas of each interview conducted.

Once these steps for all the interviews are carried out, we proceed to make the dialog open coding, where the subcategories are grouped by affinity to develop the categories in which they will be integrated. From the lessons and ideas interviews, organizing the categories defined in the Schedule, the analysis is selective coding, under the terms of Corbin and Strauss (2002), which represents the analysis of the interviews that were done which occurs in 4.2 work.

1) Interview 1

Interview 1

Interviewer: Luís Pontón
Interviewee: Pilar Rivera
Age: 31
Profession: English and French teacher
Education: Degree in languages and humanities.
Date: 21st September 2015.
Place: Academia de idiomas SMART

CODE	TRANSCRIPTION	OPEN CODING
1	***¿Qué opina usted acerca del empleo español en la enseñanza del inglés como lengua extranjera?***	

2	Pienso que el español puede permitir aclarar algunos temas, que puedan ser difíciles	Clarify difficult topics
3	para los estudiantes	
4	***Si es así… ¿Consideraría usted que el español cumple alguna función en la enseñanza del inglés?***	
5	Considero que una de las utilidades o funciones que podríamos encontrar, a través	
6	del empleo del español: es la explicación de un rasgo morfosintáctico o	
7	lingüístico importante, entre las dos lenguas .Ya que muchas veces, cuando se le	
8	explica al estudiante en inglés, se llega a frustrar por no entender lo que se le pide.	Avoid frustration
9	Además, sirve como mecanismo de motivaciones y para que los estudiantes	Motivation means
10	se sientan cómodos y se enfoquen, sobre todo en los primeros niveles.	First levels
11	***¿Encuentra alguna otra función aparte de las que ha acabado de describir?***	
12	Me parece importante el español como herramienta para contextualizar el	Contextualize L2
13	vocabulario de la lengua que se enseña.	
14	***¿Habría alguna oportunidad en la cual fuera necesario utilizar el español en la clase como herramienta pedagógica?***	
15	Sí, algunas veces los estudiantes tienden a traducir algunas expresiones del idioma	
16	que están a prendiendo al español, lo cual lo hacen de forma literal y esto conlleva a	Literal translation
17	que se pierda o se le cambie su significado original.	
18	***¿Se refiere usted a las expresiones idiomáticas?***	
19	Sí, ¡así es! De esta forma, el objetivo es traducir la expresión, al buscar un	
20	equivalente idiomático en español, por medio de un ejemplo que permita al	Language equivalents
21	estudiante contextualizarse. Por ejemplo: cuando decimos en inglés “don’t pull my	
22	leg” y su equivalente en español “no me tome del pelo”	
23	***¿Desearía aportar algo más a lo que ha dicho o hacer acaso alguna acotación?***	
24	No, creo que no!	
25	***Finalmente muchas gracias por el tiempo que dedico a esta entrevista.***	
26	Muchas gracias por contar con mi opinión.	

Synthesis of ideas Interview 1

As a general opinion, Spanish should be considered when issues that are only handled in English, are difficult to understand by students.

Situations when the use of Spanish is helpful: Particularly, when the student tends to make literal translations that are erroneous, so that the Spanish is required to present the equivalent in idiomatic expressions.

Functions performed by the Spanish in the classroom: It can be used to prevent student's frustration caused by the lack of understanding of difficult issues, as a mechanism to generate greater motivation in class, and to contextualize the English vocabulary. All of this is mainly for basic levels of education.

2) Interview 2

Interview 2

Interviewer: Luís Pontón
Interviewee: Nelly Rodríguez
Age: 48
Profession: English teacher
Escolaridad: Professional in finances, TKT (Teaching Knowledge Test) certified.
Date: 21st September 2015.
Place: Academia de idiomas SMART

CODE	TRANSCRIPTION	OPEN CODING
1	***¿Qué opina usted acerca del empleo español en la enseñanza del inglés como lengua extranjera?***	
2	Es importante aclarar que hay que tener cuidado al usar el español en las clases, en	
3	lo posible debemos tratar de inculcarle al estudiante que piense en inglés y que trate	Thinking in English
4	de no hacer traducción literal. No obstante, hay situaciones muy relevantes, en las	Literal translation
5	que es esencial el uso del español, para que el estudiante no se confunda o aclare	

6	algunas dudas que tenga. Por ejemplo: en casos gramaticales, en algún vocabulario.	Grammar doubts clarifying
7	***En cuánto lo gramatical, ¿en qué situación concreta se podría dar un caso en el cual se viera la necesidad de explicar en español?***	
8	En cuanto a eso, yo acostumbro utilizarlo, cuando debo explicar algunas palabras	
9	que se llaman (false cognates) o cognados en español, las cuales son muy similares,	False cognates
10	pero muchas veces se pronuncian y significan cosas distintas entre dos idiomas.	
11	Por ejemplo: "actually" en inglés que significa (en realidad) y actualmente en	
12	español. Así mismo, utilizo el español, para aclarar algunos temas avanzados o	
13	básicos tal como el presente perfecto. De esta forma, encontramos algunos	Grammar explanation
14	estudiantes que no saben cuándo ni cómo usarlo, por lo tanto se les explica en que	
15	situaciones en español se utilizaría	
16	***¿Bajo qué circunstancias o reglas de juego, le permite a sus estudiantes el uso del español en clase o usted lo utiliza con ellos?***	
17	Prefiero hacerlo, más que todo, con estudiantes de nivel básico, cuando tienen	Basic level
18	alguna duda sobre alguna palabra que es difícil de explicar o graficar y con	
19	estudiantes avanzados, cuando se trata de rasgos muy culturales del inglés y de esta	Advanced in cultural features
20	forma es necesario hallar alguna similitud en el español o la cultura colombiana.	
21	***¿Quisiera aportar algo más a lo que ha dicho anteriormente?***	
22	¡No!	
23	Así damos por terminada esta entrevista. Muchas gracias por el tiempo dedicado a	
24	esta y por su ayuda.	
25	¡Con mucho gusto!	

Synthesis of ideas Interview 2

General opinion: It is necessary to have your students think in English to avoid literal translations; however, you need to use Spanish when required for clarifying grammatical doubts.

Situations where the use of Spanish is helpful: when the use of false cognates is present as well as with advanced grammar topics, when it is required to explain in Spanish for students to understand these aspects.

Rules for Spanish use in class: In the basic level Spanish used for clarification on expressions or difficult issues; and in advanced levels, when very cultural traits of English are addressed and should be contrasted with the Colombian culture.

3) Interview 3

Interview 3

Interviewer: Rubén Fandiño
Interviewee: Jeisson Santacruz
Age: 31
Profession : English teacher
Education: Degree in English language teaching.
Date: 5th October 2015.
Place: Academia de idiomas SMART

CODE	TRANSCRIPTION	OPEN CODING
1	***¿Qué opina acerca del uso del idioma español en la enseñanza del inglés como lengua extranjera?***	
2	Creo que el uso del español para enseñar una lengua extranjera es útil siempre y	
3	cuando no se vuelva la base de la enseñanza. Puede ser usado como una	
4	herramienta para corregir algunos errores o dar algunas instrucciones, pero no	Correct mistakes and give instructions
5	puede ser la base fundamental puesto que las personas no están en contacto con	
6	la lengua extranjera todo el tiempo. Entonces es bueno utilizarlo pero de una	
7	manera moderada.	Moderate use
8	***¿En qué situaciones concretas de la clase considera que es útil el uso del español? ¿por qué?***	
9	Personalmente creo que hay dos momentos donde el uso del español se hace	
10	necesario o es una buena herramienta; el primero es cuando se dan las	Give instructions

11	instrucciones, puesto que hay unas instrucciones que uno cree que el estudiante ha	
12	entendido, pero en realidad la está malinterpretando, por eso es importante que se	
13	revise de alguna manera que el estudiante entendió las instrucciones correctamente	
14	y en esos momentos es bueno usar el español para asegurarse de que esto fue así	
15	. Por el otro lado, hay algunas palabras que son un poco complejas de explicar, en	Difficult expressions
16	especial los conectores que por más de que uno intente explicarlos en la lengua que	
17	se está enseñando, tienden a ser complicados tanto de explicar como de entender,	
18	entonces creo que en este caso es bueno utilizar algo de traducción para que el	
19	estudiante esté totalmente seguro de que entendió el significado de la palabra y así	Check understanding
20	mismo la pueda usar.	
21	***¿Bajo qué parámetros, reglas de juego o circunstancias concretas, plantea a sus estudiantes que es permitido que ellos usen el idioma español en sus clases de inglés, y por qué?***	
22	Es bueno aclararles a los estudiantes desde el principio del curso en qué momentos	Beginning of the course
23	se puede hacer uso del español, hay que aclararles que no se debe utilizar en todo	
24	momento, hay que darles ciertas herramientas para que traten de utilizar el idioma	
25	extranjero la mayor cantidad de tiempo posible, pero también hay que decirles que	
26	en determinados momentos pueden hacer uso de la lengua materna y así aclarar	Allow a restricted use
27	dudas específicas. Todo esto debe ser aclarado desde el principio del curso para que	
28	no hayan inconvenientes y no se utilice el español más de lo adecuado.	
29	***¿Desearía agregar algo más a lo anteriormente dicho?***	
30	Finalmente hay que entender que el español no se debe satanizar, el español o	
31	nuestra lengua materna es un herramienta que debemos utilizar de la manera más	Spanish is a tool
32	eficaz posible y no hay que evitar utilizarla siempre, puesto que hace parte de algo	
33	que tenemos en nuestra cabeza; una construcción mental que tenemos en nuestra	
34	cabeza que nos va a ayudar a entender mejor otro idioma. Si tenemos clara nuestra	It helps L2 learning
35	lengua materna, va a ser mucho más fácil aprender una segunda lengua	
36	***Jeisson, muchas gracias por su tiempo y disposiciòn para esta entrevista.***	
37	Con gusto.	

Synthesis of ideas Interview 3

General opinion: Spanish can be useful in the English classroom on specific aspects such as correcting errors, and giving instructions, as long as its use is moderate. The Spanish should be seen as a tool that helps the learning of English.

Situations when the use of Spanish is helpful: There are two specific situations: giving instructions that in English can be difficult to understand by the student, and to explain complex expressions that in English are complex to give or understand. The important thing is that it is used to make sure that the student understands what is being dealt with in class.

Rules for Spanish use in class: Since the beginning of the course should be clear in what situations the use of Spanish is allowed, meaning that its use should be limited to those moments that represent some extent of difficulty for or learning only by using English.

4) Interview 4

Interview 4
Interviewer: Rubén Fandiño Interviewee: Ana Vivas

Age: 23
Profession: English teacher
Education: Degree in English, Spanish and French language teaching.
Date: 1st October 2015.
Place: Academia de idiomas SMART

CODE	TRANSCRIPTION	OPEN CODING
1	***¿Qué opina acerca del uso del idioma español en la enseñanza del inglés como lengua extranjera?***	
2	Considero que es útil en la medida en que sirve de referencia para que los	
3	estudiantes comprendan diferentes temas que pueden ser complicados para ellos.	Tackling difficult topics
4	Puede usarse para mostrar diferentes tiempos gramaticales, ya que tiene mucha	Grammatical topics
5	similitud con la lengua materna. No me parece justo descartar del todo el español	
6	cuando se puede usar como una ayuda.	
7	***¿En qué situaciones concretas de la clase considera que es útil el uso del español? ¿por qué?***	
8	Considero útil el español para dar a entender ciertos términos difíciles de explicar	Clarifying difficult terms
9	, ciertos conectores o expresiones que pueden ser difíciles de explicar en la	
10	lengua extranjera. También para algunos tiempos gramaticales que tienen similitud	Grammatical topics
11	y de esta forma evitar que los estudiantes cometan errores. Por ejemplo, en la	
12	explicación del presente progresivo muchos estudiantes puede que omitan el verbo	
13	"to be" o el verbo terminado en "ing" porque no le ven como la necesidad, pero al	
14	ser explicado en español pueden ver más la importancia de estos dos componentes	
15	del tiempo gramatical. En ese sentido me parece muy necesario, lo he visto en mi	
16	experiencia, en este tiempo específico a los estudiantes se les olvida, pero si se	
17	compara con el español, los estudiantes se dan cuenta de que suena rara la oración	
18	al no poner algunos de esos elementos.	
19	***¿Bajo qué parámetros, reglas de juego o circunstancias concretas, plantea a sus estudiantes que es permitido que ellos usen el idioma español en sus clases de inglés, y por qué?***	
20	Considero que el uso del español en la clase sí debe tener ciertas reglas, en cuanto a	Rules for the use of Spanish
21	los estudiantes utilizan lo que saben en inglés para decir lo que más puedan. Lo	
22	permito siempre y cuando sea una palabra difícil de explicar, por ejemplo la palabra	

23	"incluso"; "even" es difícil de explicar, por eso es mejor dar una traducción. No lo	Difficult expressions
24	permito cuando sé que los estudiantes son capaces de decir muchas cosas en inglés;	
25	depende mucho del nivel en el que el estudiante esté. Si es un nivel avanzado (el	Regarding the levels
26	estudiante)puede darse a entender de muchas formas y el español es casi nulo en la	
27	clase.	
28	El español lo uso en mis clases como un recurso más, entonces los estudiantes	
29	pueden usar el diccionario, pero que no se vuelva en todo el tiempo estar	Restricted use of translation
30	traduciendo todo, todo el tiempo estar hablando en español. Depende mucho del	
31	contexto, de la edad de los estudiantes y del nivel que ellos tienen y en la medida de	
32	lo posible, entre menor sea el uso del español mejor.	
33	***¿Desearía agregar algo más a lo anteriormente dicho?***	
34	Respecto al tema en general sólo quisiera decir que en mis clases y en mi	
35	experiencia, considero muy importante el uso de nuestra lengua materna para	
36	comprender una lengua extranjera y más cuando se tienen tantas cosas en común.	Help understanding L2
37	No estoy de acuerdo con la eliminación completa de la lengua materna, ya que esto	
38	puede causar frustración en los estudiantes, puede hacerlos sentir que no entienden	Avoiding frustrations
39	o algo así. Cuando se les da la referencia en español pueden sentirse más confiados	Achieving more confidence
40	y pueden sentir que no se habla de algo tan extraño, que se puede comparar con	
41	algo que ellos conocen y así mismo entender la necesidad de ciertos elementos en	
42	las estructuras gramaticales y la utilidad de ciertos puntos de vocabulario.	Grammar structures
43	Considero que (el español) es muy importante y que debería ser visto como una	
44	herramienta más.	Spanish as a tool
45	***Muchas gracias por su tiempo, Ana.***	
46	A ustedes.	

Synthesis of ideas Interview 4

General opinion. The use of Spanish is useful to tackle difficult issues, especially the grammatical basis; in this sense it should be used as a reference for teaching English. It should take into account the age and level of students to learn to what extent is the use of Spanish appropriate. The use of Spanish serves to avoid the frustration of students and gain confidence, which makes Spanish a tool that helps students learn English.

Situations where the use of Spanish is helpful. It is used when it is necessary to clarify expressions or difficult issues, especially those related to grammar, using it as a reference for understanding English. In such situations the translation into Spanish, even with the dictionary, is allowed, but not as common but restricted use.

Rules for Spanish use in class. Rules that come from the use of English as much as possible should be raised, and Spanish should be referred only when required to clarify difficult terms, however this depends on the level of the course.

Open and axial coding

Based on the four interviews and the subcategories that were determined in the column that indicates the axial coding, the following scheme shows open coding in which subcategories are grouped to define the concepts and categories on which the selective coding analysis will be made.

CONCEPTION	SUBCATEGORIES

	Axial Coding
APPROVAL OF THE USE OF SPANISH	-
FUNCTIONS OR SITUATIONS IN WHICH SPANISH MUST BE USED	-
RULES FOR SPANISH USE IN CLASS	-

Axial and open coding

CONCEPTION	SUBCATEGORIES Axial Coding
APPROVAL OF THE USE OF SPANISH	- You must think in English - Restricted use of Spanish - It helps clarify difficult topics - To correct mistakes - To give instructions - To avoid literal translation - Especially used in basic levels - To check understanding - Spanish is a tool - It helps learn English
FUNCTIONS OR SITUATIONS IN WHICH SPANISH MUST BE USED	- To avoid frustration - As a mechanism of motivation - To build confidence - Special for beginning levels - To contextualize English language - To find idiomatic equivalents - To clarify gramar doubts - To clarify false cognates - To understand difficult expressions - Complex grammar aspects - To treat cultural traits in advanced levels.
RULES FOR SPANISH USE IN CLASS	- Necessity to mention de class rules - At the beginning of the course - Determine a restricted use of it

	- To avoid literal translation - Restricted use of translation - Only for difficult topics or expressions - They depend on the level

Based on this scheme, this analysis is developed as appropriate to the selective coding, considering that this is the last step in applying grounded theory, because it is the process of integrating and refining the theory; This means that here the main categories are integrated definitively to form a larger analytical framework.

In this sense, the categories established in the selective coding are: Approval of use of Spanish in the classroom, functions or situations in which Spanish must be used, and rules for Spanish use in class. These are the essential categories that have been unraveled by applying grounded theory, and are discussed in Section 4.2 on the presentation of the results of the interview.

APPENDIX G. FIELD NOTES EXCERPTS

Los estudiantes empiezan a salir del salón y llama a Esteban y Mateo aparte y les dice "Muchachos, no olviden por favor las reglas de clase y el respeto por los demás, que es vital en cualquier idioma que hablemos. Y especialmente ustedes que tienen mucho talento, pero lo están desperdiciando por estar pendientes del relajo".

(FN2, SMART Language Academy, field Note, September 29th, 2015).

El profesor continùa con las instrucciònes de la actividad de escucha de la tercera clase diciendo: "Ok, guys, now let's go to class number 23" y los estudiantes preguntan "què página, teacher?" el profesor responde "sorry?" intentando hacer que los estudiantes se den cuenta del uso del español, a

esto el ss 4 responde: "sorry, teacher, what page?". El profesor responde y continùan en la clase 23. El titulo de la conversaciòn es "I hardly ever

(FN3, SMART Language Academy, Field Note, Oct. 1st, 2015).

- El profesor explica en español sobre aspectos culturales y vocabulario autóctono de cada país, los cuales no son fácilmente traducibles de un idioma a otro.

Esteban vuelva a preguntar "So, what's Haggis? Mateo" y Samantha dice "it's like a Fritanga in Bogota, como rellena". Otra estudiante pregunta " Do they eat tamal, arepa, changua, y lechona too? Teacher, how do you say tha food in English" el profesor explica en español "Chicos, en inglés las comidas que son tan tradicionales de cada país, muchas veces no tienen traducción" el profesor pregunta "Do you know any example like that, Esteban? Y él responde "Yes, teacher, like paella in o gazpacho y Spain" el profesor le dice "Very good, Esteban, well done" los demás dan un par de ejemplos más de sus vacaciones y así termina esta parte de la clase.

(FN2, SMART Language Academy, field Note, September 29th, 2015).

escucha, se asegura de que los estudiantes hayan entendido y continúa. Al finalizar la actividad uno de los estudiantes pregunta: "Teacher, what is "actually"?" para lo cual el docente hace la siguiente explicación: "Hay algo llamado "false cognates" o "false friends", que son las palabras que se parecen al español en su escritura, pero su significado es totalmente distinto, for example, "actually" is not "actualmente" it is "realmente" o "de hecho". Something similar happens with "realize", y pregunta a los estudiantes: "What is "realize"?, Edison lo piensa por un momento y responde: "realizar?" y el profesor contesta: "no, "realize" is "darse cuenta".

- El profesor usa la lengua materna para contrastar algunos términos que visual y auditivamente se hacen similares a algunos conceptos en español, sin embargo el significado es distinto.

(FN3, SMART Language Academy, field observation, Oct. 1, 2015).

(FN4, SMART Language Academy, field notes, Oct. 6, 2015).

El profesor hace un dibujo en el tablero y pregunta "What's this?" Paola responde "A postal, teacher" y Mateo su burla y la corrige "don't be stupid… you say Postcard" el profesor inmediatamente le llama la atención Bueno, bueno ¿Qué es esa forma de referirse a tu compañera? ¿Te puedo

ayudar, tienes algún problema que comentar o simplemente no te gusta la clase? Mateo "No, profe, lo siento, perdón Paola" Paola lo mira mal y el profesor dice en tono enérgico "Bueno, al próximo que salga con un comentario de mal gusto, se puede ir porque pensaré que está aquí para perder el tiempo y no para aprender a comunicarse en otro idioma" "¿Entendido? Todos dicen " Sí, teacher"

Al continuar con las instrucciones de la segunda actividad de escucha, el docente se vale de la gesticulación e imágenes a fin de hacer más fácil el entendimiento para los estudiantes, sin embargo, después de la explicación el ss 2 sigue sin entender por completo lo que se debe realizar. El docente repite la explicación moderando la velocidad de habla y el lenguaje usado incluso traduciendo simultáneamente las palabras claves, lo que le brinda al estudiante lo necesario para entender el procedimiento de la actividad.

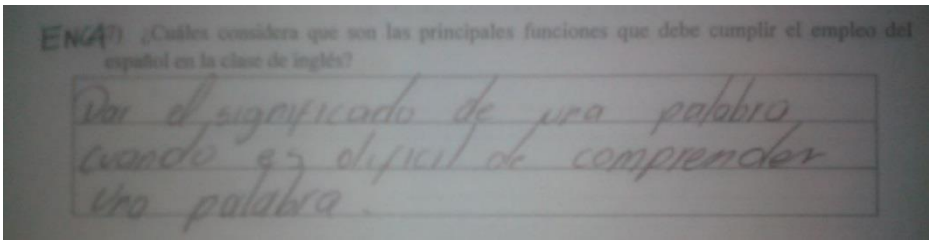
- Al maestro se le sale de control un poco la clase y decide encauzarla de nuevo al utilizar español para llamarle la atención a sus estudiantes, lo que parece ser efectivo en este caso.

(FN2, SMART Language Academy, field notes, September 29, 2015).

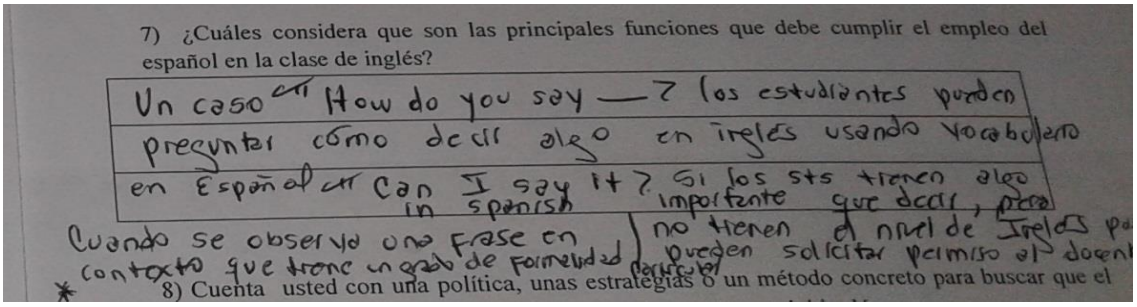
Durante diferentes momentos de la clase el docente responde preguntas por parte de los estudiantes acerca del vocabulario desconocido, principalmente usa sinónimos, imágenes o gesticulación, sin embargo, cuando algunos estudiantes preguntaron por palabras como "but", "however", "and", "how", "who", entre otras, el profesor usó el español para dar su significado.	- Aclaración de vocabulario.	- El profesor hace uso del español para aclarar palabras cuyo significado es difícil de exponer por medio de imágenes, sinónimos o gesticulación.

(FN3, SMART Language Academy, Field notes, octubre 1, 2015).

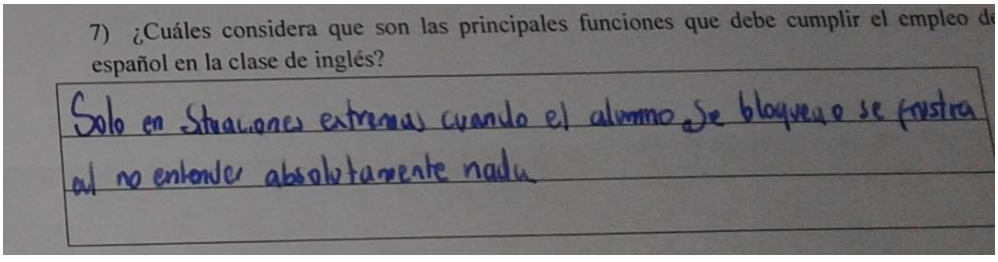
APPENDIX H. SURVEYS



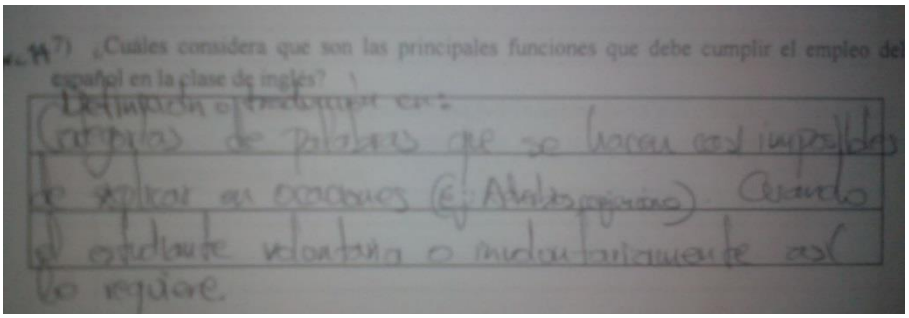
(S4, Language Academy SMART, Survey, September, 2015).



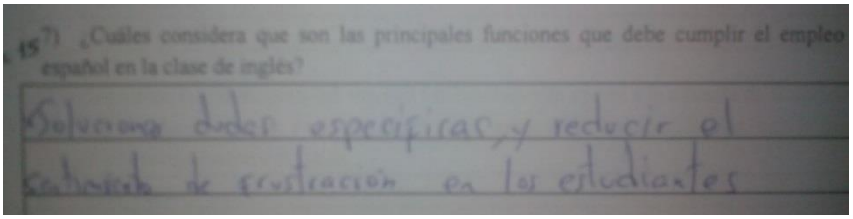
(S7, SMART Language Academy, Survey, September 2015).



(S10, Language Academy SMART Survey, September, 2015).



(S14, SMART Language Academy, Survey, September, 2015).



(S15, SMART Language Academy, Survey, September 2015).