THE L1 USE IN THE FL CLASSROOM: A SMALL-SCALE SPANISH/ENGLISH

STUDY IN THE STUDENTS' ENGLISH GRAMMAR DEVELOPMENT IN A BASIC

LEVEL COURSE AT SENA.

MASTER'S REPORT

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Abstract

In the following research paper, the study of a series of classes in two groups with and without using the mother tongue of the research participants, was evaluated in order to understand its effects on their English grammar development. The analysis was carried out through the comparison of the data obtained from an English proficiency test applied before and after the classes already mentioned and through the analysis of the answers given by participants from both groups to a written interview. All evidence collected and studied allows saying that the mother tongue use might be positive for those novice students of a foreign language. This statement is based on findings regarding the kind of methodology used during the classes with both groups and the study of how the research participants conceive the relation of the L1 and the L2 to create a linguistic repertoire needed to communicate in different contexts.

Key words: mother language, communication, target language, student, methodology, code-switching, translanguaging

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Introduction

Nowadays, to deny the importance that the English language has gained around the world as a lingua franca would be simply illogic. This important fact has made that Colombian Universities create Master programs related to the English language teaching whose students can develop research projects to understand the educational challenges they have to face in real life. Of course, this represents a great opportunity not only for languages teachers, who can improve their professional performance through the results of their own research works but also for their students, who benefit from better learning environments created by these teachers.

The necessity for creating a classroom environment in which learners get better possibilities to achieve the objectives proposed in a foreign language course has encouraged teachers and scholars to examine old methodological beliefs about the use of a L1 in the class that seemed to be written in stone but nowadays are subject of criticism. This statement exposes the starting point of this research project, whose main objective was not to defend or attack the viewpoints of researchers related to this topic but clarifying how the learners' mother tongue use in the foreign language class could influence their English grammar development.

There are two main points of view that encompass the controversial use of the L1 in the foreign language learning class. The first one is that the mother tongue use in the foreign language learning process must be avoided because it restricts the possibility of learners to have a real contact with the target language in the classroom and discourages them to use it. The

second one is that the L1 does not have to be seen as an element restricting the adequate

learning process but as a very useful tool that, firstly, helps teachers to convey in a more

accurate way their ideas in some crucial moments of class explanation and, secondly, helps

students to start recognizing differences and similarities between their L1 and the foreign

language in order to facilitate its understanding.

As we can see, there are reasons for and against the use of the L1 that deserve being

taken into consideration by teachers when deciding on how to teach a foreign language. This

fact explains broadly why, the author of this project considered to study this topic, since

deciding on using or avoiding the L1 can confront the educators' class experiences with the

theory of some of the most acknowledged teaching methods used nowadays. Could we consider

critically studying the convenience of certain parts of those methods theory? Should English

teachers use the L1 to facilitate the development of the English grammar? These are two simple

examples of questions that this project pretended to answer as an attempt to set a headlight

guiding the teachers' navigation on a sea of doubts regarding this topic.

Research Question and Objectives

Research Question

How does the Spanish use influence the development of the English grammar of students from a foreign language basic level course at SENA?

General Objective

To assess the influence of the Spanish use in the development of the English grammar of students from a foreign language basic level course at SENA.

Specific Objectives

To establish whether SENA students consider necessary or not the use their L1to develop their English basic grammar.

To compare the effectiveness of basic classes taught with and without the L1 use at SENA to develop the English grammar of their Students.

To interpret how concepts such as *code-switching* and *translanguaging* are used by the SENA research participants to conceive the relation between the L1 and the L2 in the creation of a linguistic repertoire used in different contexts.

The Literature Review

In this chapter of the Master's report, a concise review of the main factors related to the use of the L1 in the English class will be presented like this: firstly, the main teaching approaches proposed by researchers who are against, partially for and for the use of the L1 in the FL context; secondly, the L1 use studied from the perspective of *code-switching* and *translanguaging* concepts; and finally, the review of different related research projects applied in Colombia and other countries, in order to wrap up all concepts needed in the rest of the chapters.

FL teaching methods and their conceptions about the L1 use in the classroom

There have been many authors who have stated well known theories around the world regarding foreign language teaching. Some of those theories agree, partially agree or strongly disagree with the use of the L1 in the classroom, and have become trends among teachers during some periods of time. For example, after analyzing methods which were commonly used to teach English in the19th and 20th centuries, it is very likely to find that at that time, methods using a model of translation were the most popular ones as Milles (2004,p.6) states: "years ago bilingual teaching was the norm, with students learning through translation. The use of the L1 to study a L2 was almost universal and readily accepted." However, in the last decades of the 20th century, the influence of some authors who promoted the use of the "English-only" concept in the classroom became popular as an attempt to create a "communicative" learning environment in which students are all the time connected to the target language.

What do those theories state about the L1 use in the classroom? Has the "English-only" concept kept its importance in the EFL teaching field? Next, we will find information to create a broader image of the issue and to analyze the results of this research project.

The Grammar and Translation Method (GTM)

Loved by some teachers and rejected by some others, GTM was a German proposal by Karl Plotz and H.S Ollendord, according to Richards and Rodgers (1999, p.3). Its two main objectives are: firstly, helping students to get vocabulary in a foreign language through the use of literal translation of words from the L1 to the L2 or vice versa; and secondly, encouraging learners to understand the linguistic structures of the target language through the native language grammar. In other words, this method demands the use of the L1 during the whole process of learning. Regarding this issue, Freeman (2004, p.10) states that "this method was used with the purpose of helping students read and appreciate foreign language literature and becoming more familiar with the grammar of their native language."

The GTM has been subject of a lot of criticism during these years because it lacks an educational theory and creates frustration among students who look for developing their oral and aural abilities in the L2. Since practitioners around the world know the influence that this method still has in the EFL classrooms nowadays, they claim for its rejection because according to them it releases teachers who use it from their teaching duty and somehow excuses their lack of proficiency in the target language. Regarding this last statement, Richards and Rodgers (1999, p.4) affirm that "Although the Grammar - Translation Method often creates frustration

among students, it makes few demands on teachers. It is still used in situations where

understanding literary texts is the primary focus of foreign language study."

   The Direct Method

As a response to the Grammar and Translation Method used to teach a foreign language

through a literal translation into the L1 by the end of the 19th century, the Direct Method was

proposed to encourage learners to improve their oral performance in the L2 based on ideas by

theoreticians such as Berlitz and Gouin, cited by Richards and Rodgers (1999, p.9). The main

characteristic of this method was to ban the use of the mother tongue during the classes and

reject any kind of translation done from the L1 to the FL or vice versa in order to compel

learners and teachers to use the target language all the time in the class. Regarding this issue

Howatt and Smith (2014, p.84) affirm that "Translation into the language being learnt was, in

general, firmly rejected within the Reform Movement as well as by Berlitz."

Richards and Rodgers (1999) explain that since the Direct Method to teach a L2 must be

inspired by the natural process of the mother tongue learning, its vocabulary had to be taught

only through demonstration, objects, and pictures. Besides, special attention was given to the

development of speaking and listening abilities which compelled teachers to conduct classroom

instructions exclusively in the target language. This proposal was very successful among many

private schools of languages created by the Berlitz chain during the beginning of the 20th

century however, the strict procedures and the extreme prohibition of the L1 promoted by its

theory caused a lot of criticisms as Richards and Rodgers (1999) explain:

Critics pointed out that strict adherence to Direct Method principles is often counterproductive, since teachers are required to go to great lengths to avoid using the native tongue, when sometimes a simple brief explanation in the student's native language would be a more efficient route to comprehension.(p.10)

The Communicative Language Teaching Approach (CLT)

Inspired on proposals done by scholars such as Wilkins (1972) and Savignon (1983) cited by Richards and Rodgers (1999,p.65), the Communicative Language Teaching has become one of the most known and applied methods in the FL classes nowadays. The CLT opened the door to a new perspective regarding the L2 teaching with the combination of two different competences: grammatical and communicative, which included among their objectives the command of the grammar structures of the L2 studied and the use of them according to a context given. This statement is well supported by Richards (2006) who in regards the CLT affirms that

> While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. (p.3)

In regards to the use of the students' mother tongue in FL classes, what can be found in the CLT theory is that the L1 use is not prohibited during the classes but teachers always have

the important task of encouraging their students to use the target language in all contexts. This is

a very important insight for this research project, since it clarifies the famous misconception that

communicative language teaching means no use of the L1 at all. Freeman (2004, p.132) claims

that "Judicious use of the students' native language is permitted in CLT. However, whenever

possible, the target language should be used not only during communicative activities, but also

for explaining the activities to the students or in assigning homework."

Code-switching: the basic term to define the use of the L1 in the FL classroom

Given the growing importance that the English language has achieved around the world

nowadays, bilingualism processes have started to be implemented in many countries in which

this language has become a fundamental requirement in the curricula vitae of their peoples. In

research projects related to bilingualism, it is common to find a first term used by some authors

when referring to the L1use in the FL classroom: *code-switching,* which deserves to be studied

in the following paragraphs, with accurate reviews of articles written by experts in this issue

such as: Grosjean (2010); Macaro (2010) and De Mejia (2004).

Grosjean (2010,p.51), proposes one of the most famous definitions for this term: "code-

switching is the alternation of two languages, that is, the speaker makes a complete shift to

another language for a word, phrase or sentence and then reverts back to the base language."

Besides, Grosjean denies the relation attributed by some scholars between code-switching and

laziness, by arguing that people code-switch when they believe that certain word or expression

will be better understood in the first language rather than in the foreign one. This is a very

relevant statement contradicting the pejorative idea arguing that code-switching reflects a form

of "semilingualism", which, according to Grosjean, is completely false since code-switching

follows very strict constraints implemented by bilinguals.

In Macaro (2010), a series of questions and their possible answers related to the use of

code-switching in the foreign language learning class are presented as the result of a long

research project. These are the most important ones: why is code-switching in the L2 classroom

such a contentious issue? It is contentious because code-switching reminds researchers and

practitioners of the unfashionable teaching method GTM, because it flies in the face of the

notion of comprehensible input and because some national agencies attempt to control what

teachers do in the classroom. What do language teachers think of the practice of code-

switching? The majority of bilingual teachers regard code-switching as unfortunate and

regrettable but necessary.

For what purposes do language teachers codeswitch and how much code-switching goes

on? Macaro found that teachers codeswitch to give complex procedural instructions about the

carrying out of an activity or to teach grammar explicitly. What do learners think of teachers'

code-switching during lessons? Macaro states that 76% of learners at University level believe

the L1 is helpful, however, in the school context, evidence cited allows saying that 50% of the

learners accept the L1 use as a pedagogical strategy of the teachers, and 50% of the learners feel

comfortable with a class with no use of the L1. And as a conclusion for this article: Can code-

switching be a systematic principled and planned part of the L2 curriculum? Macaro answers

yes, it can. It can be because since globalization has taken a relevant role in our society

nowadays, many future conversations will be undertaken by speakers who share the same two

languages, and code-switching in this case, can not only help learners to develop an important

communication strategy, but also it can help teachers to make their explanations be more practical and effective.

Finally, De Mejia (2004) describes how by applying a study about the role of reformulation in bilingual storytelling, she explored how code-switching was used as a pedagogical resource in classes of two teachers at English – Spanish bilingual schools in Cali. In her article, de Mejia explains how globalization has encouraged the development of bilingual programs in Colombia, and then, describes how with the application of a micro-ethnographic study combined with discourse analysis, 6 storytelling events recorded were analyzed to get the information of the discussion proposed. The results of this analysis showed that code-switching is applied as an interlingual reformulation in the storytelling events proposed by the teachers involved in the project. Such reformulation was represented by processes of translation and paraphrasing in which teachers either made a more or less literal rendering of an utterance into another linguistic code, or expressed an idea in the L2 with a re-elaboration of different words that convey a similar meaning in the L1.

Translanguaging: the sophisticated term to define the use of the L1 in the L2 classroom

Since languages are dynamic and there is a growing trend for understanding how their characteristics should be taken into account to improve their own teaching practices, many scholars around the world are starting to use the term *translanguaging* for explaining in a more sophisticated way how the language users apply different parts of their linguistic repertoire to satisfy their communication needs according with the context they are in.

As Wei (2010, p.3) states, the term *translanguaging* was first mentioned by Cen
Williams in 1994, who defined it as " a pedagogical practice in bilingual classrooms where the
input [e.g. reading and listening] is in one language and the output [e.g. speaking and writing] in
another language." This definition describes perfectly, how foreign language teaching trends are
changing in the sense of not only demystifying the use of the L1 in the L2 class, but also
accepting that its use can be the most simple and effective way to encourage the development of
certain linguistic abilities according to the context given.

But the definition of Williams about *translanguaging* was just a good starting point for a
"work in progress" that is taking place nowadays to clarify the term. This one had appeared as a
diffuse shadow in linguistic articles and chapters of books with synonyms such as
polylingualism, transidiomatic practices or codemeshing. However, Garcia & Leiva (2014,
p.200) state that the term translanguaging has taken relevance in the linguistics field because: "it
is transformative and it attempts to wipe out the hierarchy of languaging practices that deem
some more valuable than other." In other words, translanguaging has become the response of
those teachers who claim that the different characteristics of the languages found in the
classroom should be used in order to build a brand new linguistic knowledge respecting all
cultural backgrounds of their students. This idea takes a great importance on the sense of social
justice for all people learning a L2. A good example exposed by Garcia & Leiva (2014) to
support this idea is the case of Latin people who learn English in the USA, since the
implementation of the translanguaging ideology in the EFL classes has released them from the
pressure of "americanizing" their whole Latin culture.

In a research study carried by Li & Zhu (2013), the conception of *translanguaging* was studied through the examination of the transnational practices and identity performances of a group of Chinese students in London Universities. Results showed that the creativity of the students in the process of communication construction in English in which *translanguaging* was accepted, it did not inhibit them in a simple mixing of linguistic forms from diverse language sources, but it involved them in a dynamic process in which a variety of identity articulations and negotiations allowed the creation of new social spaces. This fact could explain the idea shared by Garcia & Leiva (2014, p.204) who affirms that the concept of *translanguaging* goes beyond *code-switching* because this last one refers to the mixing of two static codes. Instead the first one is about "a new languaging reality, original and independent from any of the codes, a new way of being, acting, and languaging in a different social, cultural and political context."

As we can see, this term invites us to recognize that the use of whatever part of our linguistic repertoire is valid in the sense to get the final objective of any language: create communication. Translanguaging embodies the desire of seeing students not as semi - replicas of English native speakers but as people who create a brand new language in which all their cultural and personal characteristics are combined and used in it.

Related Central and South American Research Projects

Even though, the use of the L1 in the class has always been a common topic of discussion among EFL teachers, in South America, the taboo generated on it by some teaching theories had discouraged educators to generate serious research projects per se. However, since some time ago, this fact has started to change and nowadays there are some articles and Master's reports containing important findings regarding this issue.

In regards to the Colombian context, we find an article called: "The forbidden fruit: using the mother tongue in a Bogota University EFL program" written by Fortune (2012). In this article, we find the description of a complex discussion about how methodological and learning practices in the EFL classes at Externado University are related to the L1 use. Such facts encompass the objective of this research project, which according to its author is an attempt to help students and teachers to create better learning environments based on information collected from questionnaires and interviews applied to 30 teachers and an indetermined number of undergraduate students from the mentioned institution.

Among the findings to be highlighted from this article we have that after the application of the data collection techniques and the evaluation of their results, most of the EFL teachers in that institution claim to use and allow their students use Spanish to some degree in their classes. Students interviewed agreed on saying that they use Spanish in the classroom because they felt unable to use English to express themselves in basic stages of the learning process and finally, EFL teachers in this institution consider that the L1 use is beneficial in a monolingual setting of learning because it helps them to convey their ideas when explaining difficult matters about grammar.

It's worth mentioning that in the end of the article, its author proposes certain recommendations based on the results of her study and the literature review collected to analyze them; firstly, allowing the use of the mother tongue in the classroom in a certain percentage and to do specific tasks. Secondly, recognizing the L1 as a useful teaching tool used to make explanations more practical and clearer as well as to save precious time over a course and

thirdly, to not overestimate the L1 use in the classroom to the extent of carrying out the whole

class based on it.

Another important research project that we can cite is: "Students and teachers' reasons

for using the first Language within the foreign Language Classroom in Central Mexico" which

was conducted by Mora *et al*. (2010). According to their authors, to have witnessed how some

EFL teachers forced students to use the L2 in the class with a harmful discourse based on

communicative approaches theories that prohibited the learners' L1, encouraged the analysis of

this matter in their research project with the assumption that the mother tongue represents in

reality, a good learning tool for learners rather than a negative factor.

After having applied a well defined and rigorous qualitative research plan in which more

than 100 students and 8 teachers were interviewed to find out why they may or may not use the

L1 in the foreign language classroom, the following findings were stated by the authors of this

project: first, the L1 is a pedagogical device for clarification through which teachers explain

aspects within the classroom such as: instructions, grammar, unfamiliar vocabulary and

expressions. Second, excessive use of L1 is negative because it leads students to depend on their

native language if it is used a lot. According to the authors, the explanation of this fact is related

to the teachers' wrong decision of using Spanish during most of the time in the L2 classroom

pretending to facilitate the target language learning for students and at the same time make their

job easier to do

Related Research Projects from Other Continents

There have been other research projects carried out in Asian and European countries regarding the use of the L1 in the L2 class. Most of them coincide in the necessity for giving the EFL teachers insights about how to deal with the controversial issue of the L1 use in the L2 teaching – learning process and research on the students beliefs regarding the use of their mother tongue in the class. What are their main findings? Are their findings similar to the ones previously found in the Mexican and Colombian contexts? Next we will find the answers for these questions.

In Asia, we find a very interesting research project carried out in a Japanese University called: "Using the L1 in the L2 classroom: the students speak" by Carson & Kashihara (2012). For this project, whose methodology included 305 students with different English levels as participants that were asked to answer multiple choice questionnaires to get the information required, the main objective was elucidate how their preferences regarding the mother tongue (Japanese) in the L2 class varies according to their proficiency.

The main conclusions exposed by the authors of this research project are: First, there is a need for the L1 support at beginning levels because students state that it is the quickest way for them to make cognitive additions of how the L2 is connected to the L1. Second, teachers can assist students when comparing L1 and L2 linguistic rules, teaching vocabulary, and checking comprehension. Third, most of the advanced English level students do not perceive a need for L1 support when reading in the L2. Four, students need exposure to the L2, but the L1 can assist when L2 examples and explanations cannot alleviate confusion. Fifth, ideally, instructors highly

proficient in the L1 should instruct lower level proficient students while instructors highly

proficient in the L2 should instruct the higher level students. Sixth, the use of the L1 should not

be punished, and the use of the L2 encouraged.

In Arabia, another important research project called: "The Effect of Using L1 (Arabic

Language) in the L2 (English Language) Classroom on the achievement in General English

Foundation Year Students in King Abdulaziz University" was carried out by Mahmoud (2012).

For its author, the main objective was to analyze the effects of using the L1 in the L2 class by

using an experimental design with an experimental group and a control group whose sample of

study consisted of 50 college students.

According to the author, after having analyzed the results of the *T*- test applied in this

project, its main conclusions revealed that the L1 use in the class is not beneficial for the L2

learning process. This statement was supported by results showing that the instructors' efforts to

increase the amount of exposure and engagement of the students in activities exclusively

conducted in the L2, positively affected their students' competence in English language.

Besides, Mahmoud (2012) states that teachers who can do without Arabic language must be

better qualified and assume good command of the foreign language especially if they are

nonnative speakers. Finally, he accepts that the controversy will continue since teachers and

their teaching tools are likely to fall between theory and practice and between the demands of

their superiors and the suffering of their students in the classroom.

In the European context, a very interesting research project called: "Evaluating the use of

the L1 in the English Language Classroom" was carried out in England by Miles in 2004. In this

article, the author presents the results of an experiment, whose observations to three different classes in which the L1 was used exclusively by the students, then exclusively by the teacher and finally by both of them, allowed comparing the use of the mother tongue in different contexts.

According to Miles (2004,p.2), the findings gotten after evaluating the students' performance in all classes observed confirmed the validity of his original hypothesis: "the L1 use in the classroom does not hinder learning, as many have claimed, but that it actually helps learning". He argues that in the classes where L1 was utilized, students showed a significant higher improvement in their aural skills compared to the ones of the class with no use of the L1. The reason suggested by him is the confidence fostered by the L1 when learners need to clarify any aspect of the L2 studied.

As we could see, this chapter contains concise and relevant information which was used to make the analysis of the results described in the discussion of this project. It is important to highlight that all authors' thoughts cited were carefully chosen and reflect different positions towards the use of the mother tongue in the L2 classroom. This fact represents the philosophy of the author and his interest in finding a fair answer to the research question proposed at the beginning of the research process

The Research Methodology

In the following lines, the reader will find a description of a well defined process followed by the researcher, who compared and analyzed the influence of the L1 use in the FL learning process through the application of two different experiments whose participants, in the first case, were not allowed to use the L1 to do any activity in the classroom, and in the second one, were allowed to use the L1 to do well defined tasks.

Methodological Process

After collecting the literature review needed to analyze the results of the research experiments proposed, the author of this project followed a series of methodological stages described like this:

1. Participants chosen were informed about the research project and they approved its application

2. Permission to apply this research project was granted by the institution chosen. In the letter sent to the head of the educational center, the researcher clearly informed the objective of the project, the groups of participants and the possible benefits that this project could bring to the L2 classes in the institution.

3. As a first part of the experiments proposed, a same proficiency test of English was chosen and applied. Its objective was to measure the English use performance of the participants from both groups immersed in this research project. Results obtained were synthesized and organized in the discussion of this project later on.

4. Experiments were based on a series of Basic English classes with two different methodologies in the research groups. The methodology used in the first one banned the use of the L1, this means that both, the students and the researcher, had to use only the L2 to do every single activity into the classroom. The methodology used in the second one, allowed code-switching processes in the class which means that, by one hand, students were allowed to use the L1 to carry out activities such as: requesting for clarification or exchanging information about the meaning of words, and on the other hand, the researcher used the L1 to clarify details of certain grammar explanations and give directions for the classroom tasks development.

5. After the application of the two different already mentioned experiments, the researcher reapplied the proficiency test to evaluate the English grammar competence development of participants from both research groups. Data obtained was presented as results of the research process and synthesized and organized to do the discussion of this project.

6. The researcher applied written interviews to all participants in both groups. Information gotten was presented as results of the research process in two samples of the interviews chosen randomly and general perceptions of the data collected from the answers given by the rest of the participants. These results were synthesized an organized to be used in the discussion of the project.

7. All information collected from the research process was compared and analyzed in the discussion of the project. The analysis done not only took into account the quantitative data from the tests applied before and after the classes with and

without the use of the L1, but also the qualitative answers given in the interviews

applied to the participants. All this information was used by the researcher to

achieve the objectives proposed at the beginning of the research process in light

of the concepts collected in the literature review.

8. Conclusions and ideas for new research in the field were presented in the end.

This last stage synthesizes the findings of the project and invites researching

community to start possible related investigations in the future.

Research Participants

This research project was developed with a sample of 40 learners studying technical

programs of education called "tecnología en Impresión Offset" and "tecnología en

Mantenimiento Mecatrónico" at "Servicio Nacional de Aprendizaje" SENA. The participants

(women and men), who are between 16 and 35 years old, were divided into two groups of 20

learners holding high school degrees gotten at public institutions from Cali Colombia.

Data Collection Techniques

Since this research project, not only required the comparison of the English grammar

development of the participants taught in two different contexts, but also their perceptions

towards the use of the L1 in the FL class, it was necessary to use an English proficiency test and

written interviews to collect the information needed in order to achieve the objectives proposed

for this project. In the case of the proficiency test, the researcher wants to clarify that since this

research project evaluated the convenience of using the participants' mother tongue to develop

their English basic grammar competence, the test chosen measured only their proficiency

development in such a competence after a series of classes based on characteristics of the

communicative and natural approaches. Both groups of participants took the on line

examination on this web page:

http://www.englishjet.com/english_courses_files/test_beginners.asp

 Regarding the written interviews, the researcher carefully created a questionnaire whose

information allowed to analyze the points of view of the participants after the development of

the classes with and without the use of the L1, it is worth mentioning that questions were written

in Spanish because participants of both basic English level courses were not able yet to

understand the idea of them in the foreign language. Examples of both data collection

techniques are presented coming up next:

Collection technique 1: written interview

The L1 use in the L2 classroom: study of its influence in the students' English use Development

in a basic level course.

Teniendo en cuenta su experiencia personal y la opinión que le merece el uso del español

durante las clases de inglés en etapa básica, responda con toda honestidad y claridad posibles

las siguientes 10 preguntas:

1. ¿Cree usted necesario el uso del español durante procesos básicos del aprendizaje del

   inglés? Explique su respuesta por favor

2. ¿Qué diferencia encontró usted entre la metodología con la que estudió inglés en su

   colegio y a la que fue expuesto en este curso? Explique su respuesta por favor

3. ¿Considera usted que el uso del español durante las clases de inglés refleja un bajo nivel de suficiencia de esta lengua extranjera por parte del profesor? Explique su respuesta por favor

4. ¿Considera usted que la metodología usada por el profesor requería el uso del español durante las clases?

5. ¿Qué tipo de metodología cree usted que tiene mejores resultados en el aprendizaje del inglés: una en la que el profesor use y le permita usar a sus estudiantes el español siempre, algunas veces o nunca?

Collection technique 2: On line proficiency English test

Level Test A1.

Test your knowledge at this level answering all questions, and then click "Test Results" for on-line score. http://www.englishjet.com/english_courses_files/test_beginners.asp

1. Where do you live?	5. Are you German?
a. I am live in London	a. No. My are American
b. My live is London	b. No. My is American
c. I live in London	c. No. I is American
d. I lives in London	d. No. I am American

19. Spot the different one	24. Choose the correct preposition
a. Jacket	My birthday is ____the third of March
b. umbrella	a. on
c. dress	b. at

Research Project Schedule and Teaching Topics.

The project was applied during 6 sessions of 6 hours a week. The researcher started the process in the 3rd week of august 2016 and finished by the 2nd week of September of this year. Topics taught throughout this period, were the ones proposed by the Common European Framework of Reference for the English level A1 (1971, p. 33):

It is considered the lowest level of generative language use, the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases.

**Materials and Activities used in the Research Process**

Throughout the 6 weeks in which English classes with and without the use of the L1 took place at SENA, a series of different materials and activities were used to encourage the development of the English grammar proficiency of the research participants. Material used in the classes were mainly provided by SENA, which means that the researcher had to use a general series of "guías de aprendizaje" designed by a group of teaching counselors from " Centro de Diseño Tecnologico Industrial", and additional worksheets chosen by the researcher from the book: *Essential Grammar in Use* by Murphy (1990).

The description of these materials gathers the kind of activities applied in classes, this means that by one hand, the "guías de aprendizaje" had a series of activities whose topics that were previously explained by the researcher who rejected or allowed the L1 according to the two experiments proposed, was combined with videos and on line exercises used to invite students to improve their grammar competence in links like this: http://learnenglish.britishcouncil.org/en/quick-grammar/articles-1 And on the other hand, the additional worksheets had short examples of the topics studied and grammar exercises in which participants had to rearrange words to create meaningful sentences or fill the blanks of sentences with different parts of speech, this is an example of those exercises:
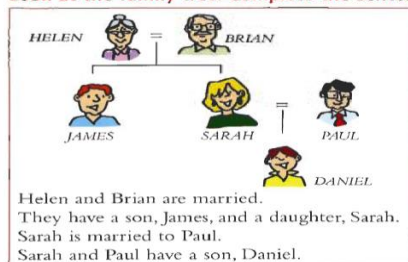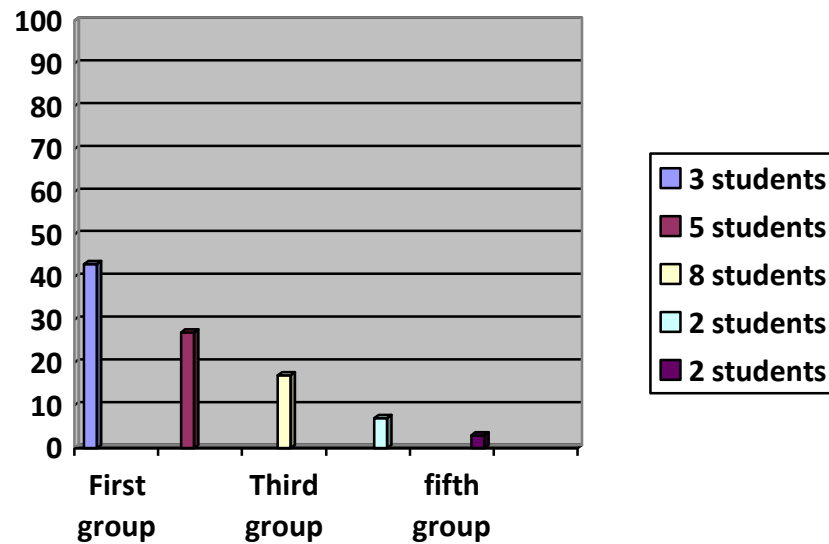
Research Process Results

As it was previously explained, the researcher applied two experiments in this project. In the first one, the L1 use was banned to all participants during the 6 weeks of the research process while in the second one, participants used the L1 to carry out task such as ask for a word meaning or reinforce the grammar explanation of certain topic. Next, you will find the results of these two experiments from perspectives before and after the research process whose data will be fundamental to develop the discussion in next chapter.

Experiment 1: students who were not allowed to use the L1.

Before the application of the research process, all students of this group took the English proficiency test whose results can be described like this: from a maximum of 30 positive answers to a same number of questions that a total of 20 students had to answer. 3 students out of them got scores of 11, 14 and 15 positive answers, 5 students got a score of 8, 8 students got a score of 5, 2 students got a score of 2 and the 2 last ones got a score of 1.

These results show that after the application of the test, the group was divided into 5 sub-groups with different percentages of effectiveness in the exam. As you can see in the graphic below, in the vertical scale between 0 and 100% representing the effectiveness level of the results gotten by the students, the first group of 3 students got a 43% of effectiveness, the second one got a 27%, the third one a 17%, the fourth one a 7% and the fifth one a 3%
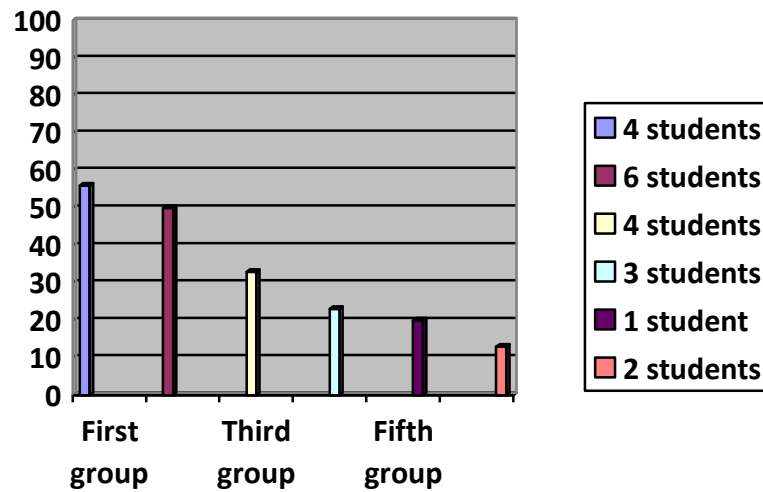
After the application of the research process, all students of this group took again the

English proficiency test whose results can be described like this: from a maximum of 30

positive answers to a same number of questions that a total of 20 students had to answer, 4

students out of them got a score of 17 positive answers, 6 students got a score of 15, 4 students

got a score of 10 , 3 students got a score of 7, 1 student got a score of 6 and 2 students got a

score of 4.

These results show that after the application of this second test, the group was divided

into 6 sub-groups with different percentages of effectiveness in the exam. As you can see in the

graphic below, in the vertical scale between 0 and 100% representing the effectiveness level of

the results gotten by the students, the first group of 4 students got a 56% of effectiveness, the

second one got a 50%, the third one a 33%, the fourth one a 23%, the fifth one a 20% and the

sixth one a 13%

In regards to the answers given by one of the participants of the group in the written interview applied during the first study case of this experiment, next you will find the results gotten after the application of the research process:

1. ¿Cree usted necesario el uso del español durante procesos básicos del aprendizaje del inglés? Explique su respuesta por favor

Answer: "Sí, pero sin olvidarse que la clase es de inglés, yo creo que es bueno que uno pueda utilizar el español al menos para preguntar, sino es así uno le coge rabia al profesor y no aprende nada"

2. ¿Qué diferencia encontró usted entre la metodología con la que estudió inglés en su colegio y a la que fue expuesto en este curso? Explique su respuesta por favor

Answer: "Pues la diferencia más importante es que en mi colegio el profesor nunca hablaba en inglés y solo nos ponía a traducir, y en este curso a nadie nos dejaron utilizar el

español. Otra diferencia es que uno pudo escuchar en este curso la pronunciación de las palabras en inglés y yo nunca había podido hacer eso antes"

3. ¿Considera usted que el uso del español durante las clases de inglés refleja un bajo nivel de suficiencia de esta lengua extranjera por parte del profesor? Explique su respuesta por favor

Answer after the research process: "No creo porque hay profesores que uno sabe que hablan inglés muy bien y utilizan igual el español durante las clases. Yo diría que es mejor que utilice ambos idiomas para que uno entienda y poco a poco aprenda el otro idioma"

4. ¿Considera usted que la metodología usada por el profesor en estas clases requería el uso del español?

Answer: "Yo creo que si porque cuando el profesor habla más en inglés durante la clase es como para incitar a que uno también hable y eso está bien pero cuando uno tiene un buen nivel"

5. ¿Qué tipo de metodología cree usted que tiene mejores resultados en el aprendizaje del inglés: una en la que el profesor use y le permita usar a sus estudiantes el español siempre, algunas veces o nunca?

Answer: "Algunas veces, porque durante la clase uno se dio cuenta que el español es bueno para al menos preguntar cuando no se sabe el significado de una palabra en inglés y si uno no sabe inglés le daría vergüenza preguntar"

6. ¿Cree usted que se le debería atribuir algún tipo de rol(es) al uso del español durante las clases de inglés en un nivel básico? Explique su respuesta por favor

Answer: "Sí yo sí creo que se le debería dar roles porque el español es la única forma de poderle preguntar a un compañero acerca de una duda. Uno no puede usar el inglés desde el principio porque uno no tiene la capacidad todavía y los profesores a veces lo reprimen a uno con eso. Para mi eso es muy frustrante obviamente.

7. ¿Qué tan útil seria para usted que su profesor combinara siempre el inglés y el español para hacer la explicación de ciertos temas durante este tipo de clases?

Answer: "Sería muy útil, yo al menos no entendí muchas cosas que se decía durante las clases por que por ejemplo si se hubiera combinado la explicación en inglés con el español yo creo que hubiera sido mejor"

8. ¿Cree usted que si se quiere tener éxito en el aprendizaje del inglés se requiere prohibir el uso del español durante las clases?

Answer: "No la verdad no, uno necesita el español para la clase y si se lo prohíben, uno no tiene como solucionar los problemas de enseñanza"

9. ¿Cree usted que el uso del spanglish es propio de aquellos hispanos que están comenzando a estudiar inglés?

Answer: "No porque hay cantantes que también hablan cosas en inglés y español. Creo que es normal porque es una forma de hacerse entender, por ejemplo mi hermana escucha mucho molotov y ellos usan los dos idiomas como por originalidad"

10. ¿Considera que el aprendizaje del inglés implica que usted se olvide de su propio idioma y cultura para apropiarse de los de los hablantes nativos de esa lengua extranjera?

Answer: "No yo no creo la verdad, porque uno aprende inglés en Colombia y por eso uno no tiene que olvidar su idioma porque lo utiliza todos los días, además uno aprende inglés como una herramienta más"

In regards to the general perception gotten from the data collected in the written interviews of the rest of the research participants of this group, we could say that after having been part of an experiment to study how the prohibition of their L1 influenced the development of their English grammar proficiency, most participants shared opinions reflecting a high grade of disagreement towards its prohibition. This perception is based on repetitive answers in which participants affirmed to not understand why the use of utterances only in English should be imposed to students with a low or almost null command of this language. This perception explains somehow two facts: firstly, the frustration expressed by the participants towards their incapacity to understand the directions given to carry out certain exercises in the course and secondly, their desire to study a foreign language with English teachers who plan their classes based on a logical process in which the foreign language usage increases as the mother tongue usage decreases little by little throughout the classes.

In regards to the conceptions on code-switching and translanguaging perceived from the answers given to the written interviews, we can say that participants conceived the first term, as a linguistic tool used by people to complete utterances in the FL with words in the L1 as an attempt to not let their messages remain uncompleted in a conversation. And the second term, as the acceptance and respect that people should show towards the cultural features of the L1and the FL as an attempt to convey the idea that even though both languages can be combined and used in a same context, they continue to be two different linguistic codes.

Experiment 2: students who were allowed to use the L1.

Before the application of the research process, all students of this group took the English proficiency test whose results can be described like this: from a maximum of 30 positive answers to a same number of questions that a total of 20 students had to answer, 2 students in the group got scores of 12 positive answers, 4 students got a score of 10, 1 student got a score of 7, 8 students got a score of 5, 1 student got a score of 4, 2 students got a score of 3 and the 2 last students got a score of 2.

Results after the application of the test show that the group was divided into 7 sub-groups with different percentages of effectiveness in the exam. As you can see in the graphic below, in the vertical scale between 0 and 100% representing the effectiveness level of the results gotten by the students, the first group got a 40% of effectiveness, the second one got a 33%, the third one a 23%, the fourth one a 17%, the fifth one a 13%, the sixth one a 10% and seventh one a 7%
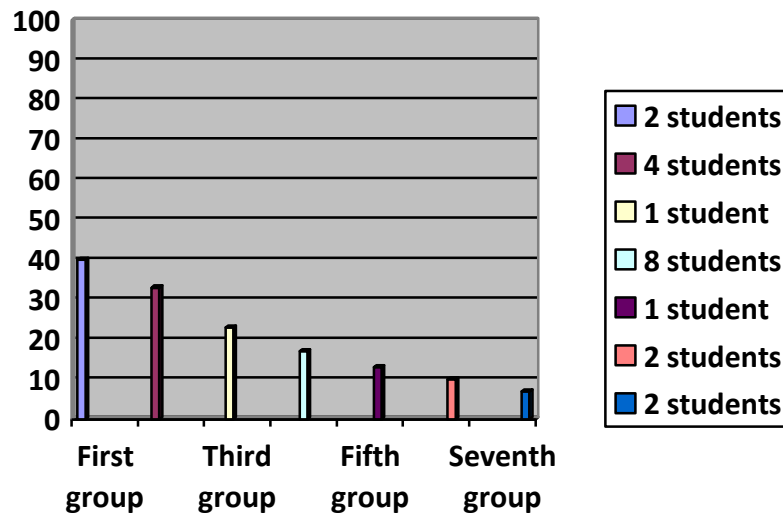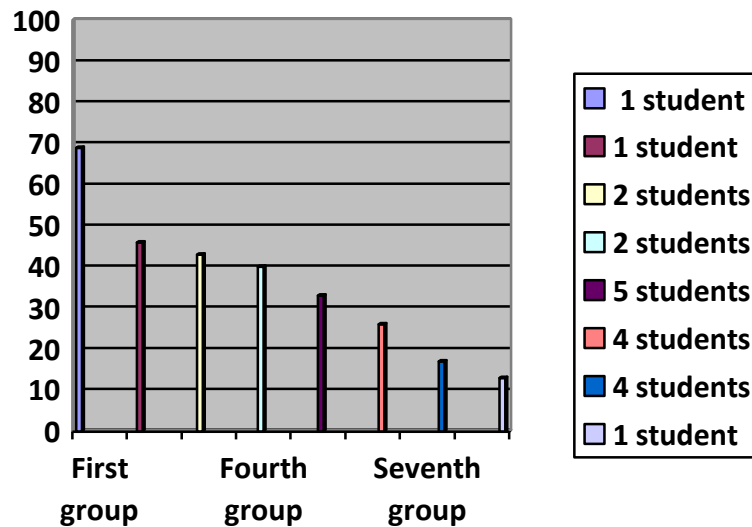
After the application of the research process, all students of this group took again the

English proficiency test whose results can be described like this: from a maximum of 30

positive answers to a same number of questions that a total of 20 students had to answer, 1

student of the group got a score of 21 positive answers, 1 student got a score of 17, 2 students

got a score of 13, 2 students got a score of 12, 5 students got a score of 10, 4 students got a score

of 8, 4 students got a score of 5 and 1 student got a score of 4.

Results after the application of this second test show that the group was divided into 8

sub-groups with different percentages of effectiveness in the exam. As you can see in the

graphic below, in the vertical scale between 0 and 100% representing the effectiveness level of

the results gotten by the students, the first group got a 69% of effectiveness, the second one got

a 56%, the third one a 43%, the fourth one a 40%, the fifth one a 33%, the sixth one a 26%, the

seventh one a 17% and the eighth one a 13%

In regards to the answers given by a participant of the group in the written interview applied during the second study case of this experiment, next you will find the results gotten after the application of the research process:

1. ¿Cree usted necesario el uso del español durante procesos básicos del aprendizaje del inglés? Explique su respuesta por favor

Answer: "Sí pero no siempre, yo creo hay profesores que a veces hablan mucho en Español y le quitan la oportunidad al estudiante de mejorar su pronunciación. Yo creo que lo mejor sería utilizar más inglés y el español solo cuando se lo necesite"

2. ¿Qué diferencia encontró usted entre la metodología con la que estudió inglés en su colegio y a la que fue expuesto en este curso? Explique su respuesta por favor

Answer: "Yo creo que lo más importante es que en este curso se pudo combinar el inglés y el español y en las clases del colegio a veces los profesores nos entregaban listas de palabras y

nosotros nos las teníamos que aprender en los dos idiomas, aunque en once un profesor si

hablaba todo el tiempo en inglés y nos obligaba a repetir las cosas que decía para mejorar la

pronunciación en cambio en este curso uno sabia que hay cosas que se deben decir en inglés y

español"

3. ¿Considera usted que el uso del español durante las clases de inglés refleja un bajo

nivel de suficiencia de esta lengua extranjera por parte del profesor? Explique su respuesta por

favor

Answer: "Antes si porque mis profesores en el colegio nunca hablaban en inglés y solo

nos ponían a traducir, osea que uno se daba cuenta que ellos no hablaban de verdad. Pero los

profesores ahora si se nota que saben hablar y escribir muy bien y por eso cuando utilizan el

español es porque es necesario"

4. ¿Considera usted que la metodología usada por el profesor en estas clases requería el

uso del español?

Answer: "Si porque nosotros solo estamos empezando, entonces si el profesor no hubiera

usado una metodología en la que se use el español nos habríamos perdido en la explicación"

5. ¿Qué tipo de metodología cree usted que tiene mejores resultados en el aprendizaje del

inglés: una en la que el profesor use y le permita usar a sus estudiantes el español siempre,

algunas veces o nunca?

Answer: "Yo pienso que eso depende más de los estudiantes que del profesor, porque si recién están comenzando como nosotros es mejor que el profesor si use a veces el español pero si los estudiantes están más avanzados es mejor que no lo utilicen nunca"

6. ¿Cree usted que se le debería atribuir algún tipo de rol(es) al uso del español durante las clases de inglés en un nivel básico? Explique su respuesta por favor

Answer: "Pues yo creo que los profesores debería permitirnos usar el español solo para cosas de la clase. Yo utilice el español para hacer traducciones de palabras, para pedirle compañeros que nos ayuden y para que el profesor explique cosas difíciles de entender"

7. ¿Qué tan útil seria para usted que su profesor combinara siempre el inglés y el español para hacer la explicación de ciertos temas durante este tipo de clases?

Answer: "Para mí sería excelente porque así uno puede entender mejor los temas difíciles de la materia. Cuando un profesor habla todo el tiempo en inglés es bueno pero muy difícil y uno no aprende al principio"

8. ¿Cree usted que si se quiere tener éxito en el aprendizaje del inglés se requiere prohibir el uso del español durante las clases?

Answer: "Depende, si el curso es de principiantes no pero si el curso es avanzado si es necesario"

9. ¿Cree usted que el uso del spanglish es propio de aquellos hispanos que están comenzando a estudiar inglés?

Answer: "Principalmente sí, porque el spanglish es como un primer paso entre el español y el inglés aunque hay varios raperos que igual he visto que utilizan el spanglish como por moda o para mostrarse más auténticos"

10. ¿Considera que el aprendizaje del inglés implica que usted se olvide de su propio idioma y cultura para apropiarse de los de los hablantes nativos de esa lengua extranjera?

Answer: "Yo creo que es importante aprender de los hábitos de los hablantes nativos para entender mejor el inglés pero no veo porque uno tenga que olvidarse de sus cosas solo por aprender ese idioma. Nosotros somos originales en cualquier parte del mundo como todos los chinos que hablan inglés pero igual siguen siendo los mismos"

In regards to the general perception gotten from the written interviews of the rest of the research participants of this group, it is possible to say that results showed that even though participants stated positive opinions towards the use of the L1to develop their English grammar proficiency after the 6 sessions in which this experiment was applied, many of them highlighted the importance of defining to what extent the L1 should be allowed in the classroom, since the lack of teaching experience and even the lack of English proficiency by the instructor of a class, can be the perfect excuses to develop an English class completely in the L1. This statement is supported by repetitive answers in which participants affirmed that the L1 use positively influenced their English grammar development, thanks to the respect for the class objectives and the wise management of the L1 that all members of the group showed throughout the course. Besides, Participants affirmed to have used their mother tongue to do the following activities during the classes: to ask about the meaning of a word in both languages, to request for extra

explanation on a topic, to understand the teacher's directions to carry out class activities and to

understand complex grammar explanations of the FL done in Spanish and English by the teacher

Besides, based on answers given to the last questions of the written interviews, it is

possible to state that the participants' conceptions on code-switching and translanguaging are

very clear. Regarding the first term, participants consider that the practices of switching from

one language to another are the first actual sample of how a Foreign Language learning process

is being carried out in the learners' mind. And regarding the second term, participants showed

that translanguaging practices might be reflected on the recognition of an equality principle

between the cultural features of the mother tongue and the foreign language to encourage that

both of them be parts of a same communication code used according to the needs of certain

social contexts.

Discussion

After having explored the results of the research processes carried out to analyze the influence of the students' mother tongue in the development of their English grammar, interesting thoughts remain to be discussed in this chapter. In the following paragraphs, a very descriptive analysis of the results obtained in both experiments applied will be done in light of the literature review collected and the objectives proposed at the beginning of this project.

Quantitative results obtained after the application of the proficiency test at the beginning of the two experiments, showed similar grades of effectiveness for both groups of participants. First experiment: 19.3% and second experiment: 20.4%. This fact means that participants of these groups started the research project with low commands of English grammar which at the same time allows inferring that the researching process was applied in reliable conditions. Regarding these results, it is worth saying as well that after evaluating the answers to questions 2 and 3 of the written interview applied to participants of both groups, the kind of L2 teaching methodology with which they were more familiar seem to be the Grammar and Translation Method.

Besides, answers gotten from the first questions in the written interview allow inferring that by one hand, for research participants the use of the L1 in the FL classroom is successful only if students are mature enough to accept the conditions encompassing the use of their mother tongue in the classroom and if the FL instructor is experienced enough to take advance from its use. And on the other hand, for participants, the fact of banning the use of their own mother tongue does not make sense because it just generates frustration among those novice students who claim for a practical tool to understand and convey the general ideas in a basic

English course. These last statements are supported by Mora et al. (2010), who describe how English teachers' harmful discourse that banned the use of the students' mother tongue at Central Mexico University, instead contributing to the development of the English competence among its students, decreased their interest in the FL class.

Quantitative data obtained after the reapplication of the proficiency test at the end of the two experiments showed very interesting results. First of all, it is important to highlight that the level of effectiveness shown by participants in both groups improved like this: first experiment 32.5% and second experiment 36.7%. These percentages allow us to understand many facts: firstly, results obtained from both experiments show that those students who took classes conducted with a code-switching methodology had a better English grammar development. Secondly, results of the classes conducted only in English showed that those students who got the best scores in the first test were the ones who improved the most in the second one, and thirdly, results of the classes conducted with a code-switching methodology showed that differently from what it was found in the first experiment, in this group not only those students who got the best scores in the first test improved their English grammar proficiency in the second test, but also the rest of students who had obtained lower scores.

Regarding the first fact, we can state that classes with the use of the L1 are better than those without it, which is consistent with most of the related studies cited in the literature review (see Fortune, 2012; Mora et al, 2010; Carson & Kashihara, 2012; Milles, 2004; Macaro, 2010; De Mejia 2004.) However, it worths mentioning that results of the research project by Mahmoud (2012), who after having applied a similar proficiency test to measure the effect of the L1 in the L2 classroom, stated that the L1 use was not beneficial for the students. This fact led us to

analyze in depth the research methodology and allowed to identify that participants of that

project were students with an intermediate level of English, which could explain the differences

of their scores from the ones gotten by the participants with a basic level of English involved in

this research project for whom the L1 use was beneficial.

The quantitative results shown in these experiments are supported by answers given to

questions 1 and 4 in the written interviews taken by the participants. In those answers,

participants of both groups coincided with the need of using the L1 in the English class but

under certain conditions: to not put aside the real aim of the L2 teaching by conducting the

whole class in the L1, to use the L1 to guarantee that students take as much advance as possible

of the explanations done in class and to allow students maintain a continuous contact with the

target language to develop their English grammar proficiency little by little.

Those conditions cited by the participants are explained by authors and theories collected

in the literature review. Macaro (2010) and Carson & kashihara (2012) claim that despite

students need exposure to the L2, code-switching can assist when L2 examples and their

explanation cannot alleviate confusion of complex procedural instructions. Mora et al. (2010)

affirm that the mother tongue is necessary but its excessive use may become negative for

students because it leads them to depend on their native language, and CLT (Communicative

Language Teaching) theory states that the wisely and responsible use of the students' mother

tongue during the L2 classes can be wisely allowed until certain extent determined by the

instructor of the class.

In regards to the second fact, we can state that the prohibition of the mother tongue

during the experiment 1 was especially beneficial for those students who got the best scores in

the pre–test. This statement is supported by the post-test results, which show an evident

difference between the improvement of the scores by these participants and the scores by those

who got the worst scores in the pre –test. The analysis done upon this finding, allows us to

affirm that there seems to be a direct relationship between the English proficiency level of the

participants and the effect of their mother tongue banning during the L2 learning process, since

classes conducted through methods banning the mother tongue seem to have a more positive

influence in those students who had an intermediate level of English.

This last analysis is supported by answers to question 5 gotten from the written

interview. In those answers, participants of the experiments affirmed that the election of the

methodology used to carry out the English class cannot be done based on the teacher's belief,

but on the students' English proficiency level, which allows us to infer that the prohibition of

the L1 use and the imposition of using only the L2 as it was seen in the research project by

Mora et.al (2010), far from offering to novice English students an opportunity to improve their

competence in this language, creates a kind of harmful environment for them based on the

embarrassment generated by the use of the L1 and the fear for not using the L2 adequately in

the class.

In regards to the third fact, we can state that the use of a methodology in which code-

switching between English and Spanish was allowed to carry out certain tasks in the

classroom, was beneficial not only for those students who got the best scores in the pre–test,

but also for those students who got the worst ones. What is especially important about these

findings, is the fact that having allowed students of experiment 2 use their mother tongue,

seems to have promoted a more balanced progress among them whose results did not show the same gap we found among the ones of the participants from experiment 1.

After having analyzed the characteristics of all methods cited in the literature review, we have enough evidence to believe that the theory of the communicative method could explain the fact of a more balanced improvement in the use of English among the participants of the experiment 2, since the classes conducted in this group by the researcher with wise and responsible use of the L1, proved to be more beneficial for participants than its restriction. This statement is supported by de Mejia (2004) and Grosjean (2010), who state that far from the unfair attribution of laziness given by some scholars to the use of the code-switching in the classroom, this exercise of combination of the L1 and the L2 is in reality, an action that guarantees that messages exchanged between the speaker and his/her interlocutor achieve the goal of making sense in their minds.

Answers to questions 6 and 7 of the written interview gave meaningful information to analyze this matter as well. While the participants from the experiment 1 agreed on saying that the use of a methodology in which their mother tongue was banned may become a repression mechanism that frustrate somehow the need of communication in the classroom, participants from experiment 2 stated that their mother tongue allowed to fully understand the teacher's directions and explanations as well as to get the meaning of certain unknown words. The analysis of these answers coincides with Macaro's (2007) statements, in the sense of accepting that code-switching between Spanish and English can not only help learners to develop an important communication strategy, but also it can help teachers to make their explanations more practical and effective.

Finally, answers given to questions 9 and 10 to the written interview allow inferring that

for students, the spanglish phenomenon not only is a kind of interlanguage between the L1 and

the L2 which is developed by learners as a first step to build the scaffolding of the foreign

language, but also it is an authentic way to label the English sentences with a Latin identity.

This finding is totally connected to the concept of translanguaging cited in the literature

review, since data collected from the written interview allowed us to recognize that the

students see themselves as users of a FL who apply different parts of their linguistic repertoire

to generate communication based on their needs and the context they are in.

Regarding this last statement, it is worth mentioning that the ideas of authors cited in the

literature review such as Garcia & Leiva (2014) and Wei and Hua (2013), coincide with the

answers of the participants of this research project in the sense of seeing students not as semi -

replicas of English native speakers but as people who create a brand new language in which all

their cultural and personal characteristics are combined and used in it.

Conclusions

Even though the results of both experiments applied and their analysis has given enough evidence to believe that the use of the mother tongue to develop the students' English Grammar in a basic level is positive, it is worth mentioning that since this topic has always been so controversial, findings of this project must be treated carefully by researchers who may be interested in citing them to carry out new ones in the field. Keeping in mind this short clarification, it is possible to say that the general conclusion exposed in the first lines derives from the necessity expressed by research participants of using their L1 to develop their English grammar, the analysis of the classes with and without the L1 use conducted by the reseacher and the influence that concepts such as code-switching and translanguaging seem to have in the development of an effective linguistic repertoire based on the L1 and the FL to handle the grammar used in the different linguistic contexts in which a conversation may take place.

After the application of the research process and the analysis of its results, the researcher found that despite students did consider necessary the use of the L1 in the development of their English grammar competence, participants affirmed to recognize as well that the success of such an use is determined by how committed the group of students are to respect the L1 use rules proposed by the teacher and how much advantage he/she can get from the code-switching exercises done in the class. Research participants went further in this part, and as it was found in related research projects cited in the literature review, they attributed roles to the L1use in the FL classroom by arguing that firstly, the L1 should take the role of a pedagogical tool used by FL teachers to guarantee that directions given throughout the class and complex explanation of grammar can be understood completely and easily and novice students find a friendly and

Secondly, the L1 should take the role of a communication strategy used by novice students to get meanings of unknown words and larger utterances in the target language and guarantee that communication with the teacher throughout the class can be coherent enough to avoid misinterpretations.

The comparison of the classes done with and without the use of the L1after the application of the grammar proficiency test, allowed us to recognize that the use of the students' mother tongue must be determined by their competence in the foreign language. There are two main facts supporting this statement: the first one has to do with the results gotten from the experiment 1, in which the use of a method that prohibited the use of the L1 during the classes, was specially fruitful for those students that showed the highest degree of English grammar competence at the beginning of the research process. The second one has to do with the results gotten from the experiment 2, in which the use of a method that allowed to certain extent the code-switching between the L1 and the L2 during the classes, was fruitful for all students but especially for those who got the lowest degree of English grammar competence at the beginning of the research process.

Finally, it could be said that based on the information collected from the participants of this project, the learning of a foreign language like English is seen as a need to fulfill the requirements of a globalized society rather than the need to imitate the cultural characteristics of its native speakers. This fact allowed us inferring that students by one hand, see code-switching practices as part of the natural process of a language learning and as an original way to somehow label long sentences in the FL with a latin style, and on the other hand, see translanguaging concept as the combination of the linguistic features of the languages found in a

determined context, without transgression of any of their cultural backgrounds. In other words,

they do understand that a FL learner is able to take what is necessary from the linguistic

repertoire built between the L1 and the FL to generate communication but keeping in mind that

the cores of both languages are different and must be respected at the same level.

Future Research

Given the results gotten from this research project, it is possible to believe that all those who want to study this topic in future projects, could analyze the process carried out to write this paper paying special attention to thoughts such as the use of the L1 as a pedagogical tool in the L2 classroom, the reflection on what a real communicative teaching approach should mean for the FL classroom and the translanguaging conception hold by the research participants in in order to build the communicative repertoire that they need to be competent speakers and interlocutors in any milieu in which communication takes place.

Regarding the idea of the L1 as a pedagogical tool, researching efforts may be focused on understanding to what extent the differences and similarities between the sentences uttered in the L1 and the FL during the class, may affect the syntax and semantics notions of the target language. In regards to the reflection upon the communicative approach to teach a foreign language, could be interesting to see how new research projects propose a clear path to define how English teachers might design and apply teaching techniques in which the mother tongue can be wisely used in their lesson plans. And finally, researching efforts may be focused as well on studying how translanguaging concept can be implemented in the FL classroom to encourage the study, respect and well use of all linguistic features of the L1 and the FL found in a context by students who may be interested in becoming in open-minded speakers of such languages.

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Appendix

The L1 use in the L2 classroom: study of its influence in the students' English use

Development in a basic level course.

Data collection technique 1: written interview

Teniendo en cuenta su experiencia personal y la opinión que le merece el uso del español durante las clases de inglés en etapa básica, responda con toda honestidad y claridad posibles las siguientes 10 preguntas:

1. ¿Cree usted necesario el uso del español durante procesos básicos del aprendizaje del inglés? Explique su respuesta por favor

SI, PERO SIN OLVIDARSE QUE LA CLASE ES DE INGLÉS, YO CREO QUE ES BUENO QUE UNO PUEDA UTILIZAR EL ESPAÑOL AL MENOS PARA PREGUNTAR, SI NO ES ASÍ UNO LE COGE RABIA AL PROFESOR Y NO APRENDE NADA.

2. ¿Qué diferencia encontró usted entre la metodología con la que estudió inglés en su colegio y a la que fue expuesto en este curso? Explique su respuesta por favor

PUES LA DIFERENCIA MÁS IMPORTANTE ES QUE EN MI COLEGIO EL PROFESOR NUNCA HABLABA EN INGLÉS Y SOLO NOS PONÍA A TRADUCIR, Y EN ESTE CURSO A NADIE NOS DEJARON UTILIZAR EL ESPAÑOL. OTRA DIFERENCIA ES QUE UNO PUDO ESCUCHAR EN ESTE CURSO LA PRONUNCIACIÓN DE LAS PALABRAS EN INGLÉS Y YO NUNCA HABÍA PODIDO HACER ESO ANTES.

3. ¿Considera usted que el uso del español durante las clases de inglés refleja un bajo nivel de suficiencia de esta lengua extranjera por parte del profesor? Explique su respuesta por favor

NO CREO PORQUE HAY PROFESORES QUE UNO SABE QUE HABLAN INGLÉS MUY BIÉN Y UTILIZAN IGUAL EL ESPAÑOL DURANTE LAS CLASES. YO DIRÍA QUE ES MEJOR QUE UTILICE AMBOS IDIOMAS PARA QUE UNO ENTIENDA Y POCO A POCO APRENDA EL OTRO IDIOMA.

4. ¿Considera usted que la metodología usada por el profesor requería que el uso del español durante las clases?

YO CREO QUE SÍ PORQUE CUANDO EL PROFESOR HABLA MÁS EN INGLÉS DURANTE LA CLASE ES COMO PARA INCITAR A QUE UNO TAMBIEN HABLE. Y ESO ESTÁ BIÉN PERO CUANDO UNO TIENE UN BUEN NIVEL.

5. ¿Qué tipo de metodología cree usted que tiene mejores resultados en el aprendizaje del inglés: una en la que el profesor use y le permita usar a sus estudiantes el español siempre, algunas veces o nunca?

ALGUNAS VECES, PORQUE DURANTE LAS CLASES UNO SE DIO CUENTA QUE EL ESPAÑOL ES BUENO PARA AL MENOS PREGUNTAR CUANDO NO SE SABE EL SIGNIFICADO DE UNA PALABRA EN INGLÉS Y SI UNO NO SABE INGLÉS LE DARÍA VERGÜENZA PREGUNTAR.

6. ¿Cree usted que se le debería atribuir algún tipo de rol(es) al uso del español

durante las clases de inglés en un nivel básico? Explique su respuesta por favor

SI, YO SI CREO QUE SE LE DEBERÍA DAR ROLES PORQUE
EL ESPAÑOL ES LA ÚNICA FORMA DE PODERLE PREGUNTAR
A UN COMPAÑERO ACERCA DE UNA DUDA. UNO NO PUEDE
USAR EL INGLES DESDE EL PRINCIPIO PORQUE UNO NO TIENE LA
CAPACIDAD TODAVÍA Y LOS PROFESORES A VECES LO REPRIMEN A UNO CON
ESTO. PARA MÍ ESO ES MUY FRUSTRANTE OBVIAMENTE.

7. ¿Qué tan útil sería para usted que su profesor combinara siempre el inglés y el

español para hacer la explicación de ciertos temas durante este tipo de clases?

SERÍA MUY ÚTIL, YO AL MENOS NO ENTENDÍ MUCHAS COSAS
QUE SE DECÍA DURANTE LAS CLASES PORQUE POR EJEMPLO
SI SE HUBIERA COMBINADO LA EXPLICACIÓN EN INGLÉS
CON EL ESPAÑOL YO CREO QUE HUBIERA SIDO MEJOR

8. ¿Cree usted que si se quiere tener éxito en el aprendizaje del inglés se requiere

prohibir el uso del español durante las clases?

NO LA VERDAD NO, UNO NECESITA EL ESPAÑOL PARA
CLASE Y SI SE LO PROHIBEN, UNO NO TIENE
COMO SOLUCIONAR LOS PROBLEMAS DE ENSEÑANZA.

9. ¿Cree usted que el uso del spanglish es propio de aquellos hispanos que están comenzando a estudiar inglés?

NO PORQUE HAY CANTANTES QUE TAMBIEN HABLAN COSAS EN INGLES Y ESPAÑOL. CREO QUE ES NORMAL PORQUE ES UNA FORMA DE HACERSE ENTENDER, POR EJEMPLO MI HERMANO ESCUCHA MUCHO MOLOTOV Y ELLOS USAN LOS DOS IDIOMAS COMO POR ORIGINALIDAD.

10. ¿Considera que el aprendizaje del inglés implica que usted se olvide de su propio idioma y cultura para apropiarse de los de los hablantes nativos de esa lengua extranjera?

NO YO NO CREO LA VERDAD. PORQUE UNO APRENDE INGLÉS EN COLOMBIA Y POR ESO UNO NO TIENE QUE OLVIDAR SU IDIOMA PORQUE LO UTILIZA TODOS LOS DIAS, ADEMÁS UNO APRENDE INGLÉS COMO UNA HERRAMIENTA MÁS.

The L1 use in the L2 classroom: study of its influence in the students' English use Development

in a basic level course.

Data collection technique 2: Level Test A1.

Test your knowledge at this level answering all questions, and then click "Test Results" for on-

line score.

1. Where do you live?

○ **A.** I am live in London.

○ **B.** My live is London.

○ **C.** I live in London.

○ **D.** I lives in London.

2.

○ **A.** He has two brothers.

○ **B.** I has two brothers.

○ **C.** He got two brothers.

○ **D.** He two brothers.

3.

○ **A.** They is Italian.

○ **B.** They is Italy.

○ **C.** They are Italian.

○ **D.** They Italian.

4.

○ **A.** My name is Margaret.

○ **B.** My name are Margaret.

○ **C.** Margaret are my name.

○ **D.** Margaret be my name.

5. Are you German?

○ **A.** No. My are American.

○ **B.** No. My is American.

○ **C.** No. I is American.

○ **D.** No. I am American.

6.

○ **A.** Me like coffee.

○ **B.** I like the coffee.

○ **C.** I like coffee.

○ **D.** Me don't like coffee.

7.

○ **A.** She lives on your street.

○ **B.** She live on your street.

○ **C.** She do on your street.

○ **D.** She does on your street.

8. Do you like music?

○ **A.** Yes, I does.

○ **B.** Yes, I like.

○ **C.** Yes, I do.

○ **D.** Yes, I am.

9.

○ **A.** She be born in Paris.

○ **B.** She is born in Paris.

○ **C.** She was born in Paris.

○ **D.** She born in Paris.

10.

○ **A.** Their mother's name is Karen.

○ **B.** Their mother's name are Karen.

○ **C.** Their mother are Karen.

○ **D.** Their mother's from is Karen.

Spot the different one

11.

○ **A.** man

○ **B.** boy

○ **C.** cat

12.

○ **A.** doctor

○ **B.** horse

○ **C.** dentist

13.

  ○ A. cheese

  ○ B. milk

  ○ C. coffee

14.

  ○ A. Spanish

  ○ B. Greek

  ○ C. Norway

15.

  ○ A. kitchen

  ○ B. police station

  ○ C. bathroom

16.

  ○ A. airport

  ○ B. train station

  ○ C. market

17.

  ○ A. yellow

  ○ B. pink

  ○ C. chair

18.

  ○ **A.** pencil

  ○ **B.** telephone

  ○ **C.** fax

19.

A. jacket

B. umbrella

C. dress

20.

A. butchers

B. shoe store

C. elephant

Choose the correct preposition

21. Peter and Sidney are …… Australia.

A. from

B. for

22. We walk …… work every day.

A. to

B. by

23. We don't go …… train.

A. to

B. by

24. My birthday is …… the third of March.

A. on

B. at

25. Do you go to the beach ...... summer?

○ **A.** on

○ **B.** in

26. I live ...... Rosemary Road.

○ **A.** at

○ **B.** on

27. I got a dog ...... my birthday!

○ A. from

○ B. for

28. She is married ...... a doctor.

○ A. with

○ B. to

29. You can come ...... me.

○ A. to

○ B. with

30. We always eat chicken ...... Christmas.

○ A. on

○ B. at