# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

## ENGLISH LANGUAGE CAREER

**TITLE:**

THE USE OF SPANISH LANGUAGE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC YEAR 2012 – 2013.

*Thesis as a previous requirement to obtain the Bachelor's degree in Sciences of Education English Language Specialization*

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**2014**

**CERTIFICATION**

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**CERTIFIES:**


That, the present research work developed by Paola Lorena Ruiz Quizhpe titled

**THE USE OF SPANISH LANGUAGE IN THE TEACHING - LEARNING**

**PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF**

**THE BACHILLERATO LEVEL AT "UNIDAD EDUCATIVA  ANEXA A**

**LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC YEAR 2012 –**

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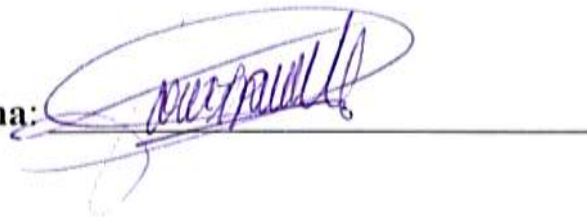Mg. Eva Margarita Samaniego Idrovo


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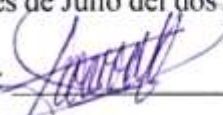**Fecha**:    Loja, 17 de julio de 2014

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**DEDICATION**

I dedicate this research work to my dear parents Bolivar and Rosita, who have always encouraged and helped me, -they have motivated me to become the person who I am; to my dearest husband Henry, for his support and comprehension; to my lovely and cute daughter, Paolita Abigal -who is the reason of my life; to all my family and especially, to my adored sisters Catherine, Gisella and Rosita.

**Paola Lorena Ruiz Quizhpe**

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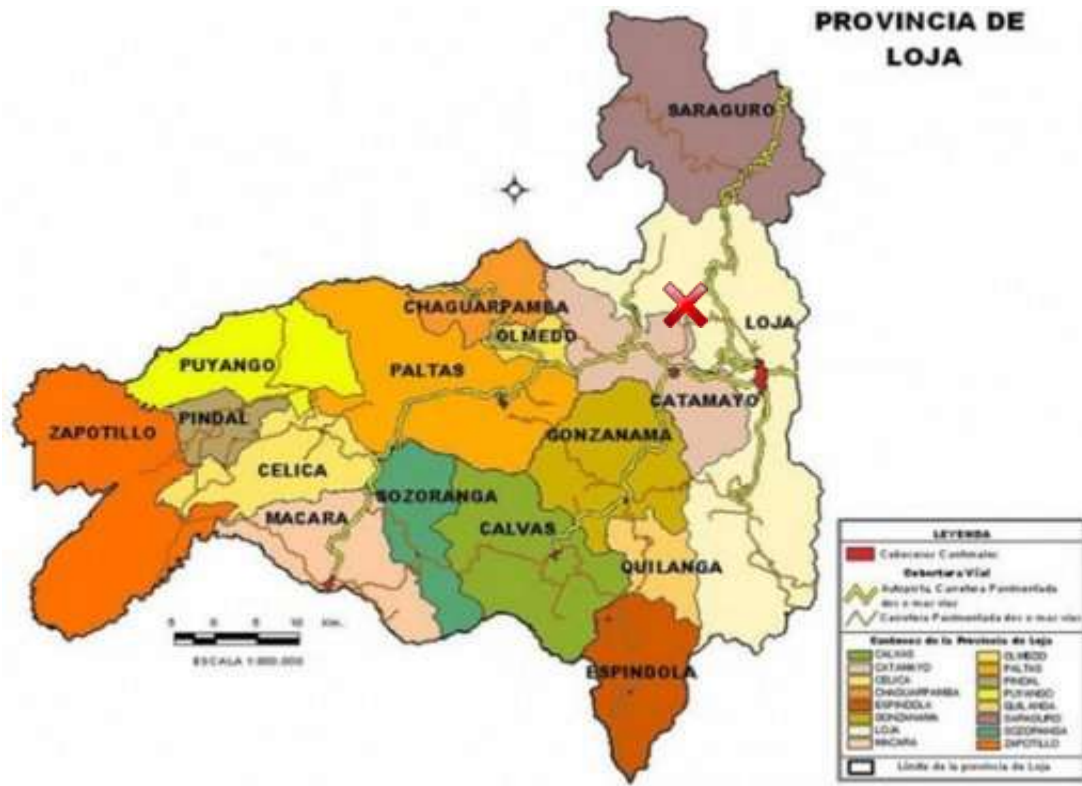
**THESIS SCHEME**

- Cover Page

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## a. TITLE

THE USE OF SPANISH LANGUAGE IN THE  TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE  WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC YEAR 2012 – 2013.

## b. SUMMARY

The present research work entitled: **THE USE OF SPANISH IN THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC YEAR 2012-2013,** had as its general objective to determine the influence of the use of Spanish in the teaching learning process of the English language, with a population of 134 students and 5 teachers. These methods were used: scientific, inductive – deductive, statistical, descriptive, synthetic and analytical.

The main hypothesis stated that the use of Spanish affects the teaching learning process of the English language. The specific hypotheses were accepted according to the obtained results. The surveys applied to the teachers and students showed that the teachers are using the mother tongue during the teaching - learning process causing learning difficulties and demotivation in the learning of the English language to the students at this educational establishment.

Then recommendations were set out from the conclusions obtained from the research.

## RESUMEN

El Presente trabajo de investigación titulado: **EL USO DEL ESPAÑOL EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE BACHILLERATO DE LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, AÑO ACADÉMICO 2012-2013.** Cuyo objetivo general fue determinar la influencia del Español en el proceso de enseñanza aprendizaje del idioma Ingles, con una población de 134 estudiantes y cinco profesores. Los siguientes métodos fueron usados: el científico, inductivo-deductivo, estadístico, descriptivo, sintético, analítico.

La hipótesis principal sostiene que el uso del Español afecta el proceso de enseñanza aprendizaje del idioma Inglés. Las hipótesis específicas fueron aceptadas de acuerdo a los resultados obtenidos y al respectivo análisis creado por el investigador. Las encuestas aplicadas a los profesores y estudiantes demostraron que los profesores utilizan la lengua materna durante el proceso de enseñanza aprendizaje causando dificultades de aprendizaje y desmotivación a los alumnos para aprender el idioma Inglés.

Las recomendaciones se establecieron a partir de las conclusiones obtenidas de la investigación llevada a cabo en el colegio investigado.

## c. INTRODUCTION

Learning a new language, in this case English has a great importance nowadays; it has become almost a necessity for people to learn English language since it is the most spoken foreign language in several countries around the world. That is why English has been included as a subject in the curriculum of schools, high schools and Universities. However, during the learning process of this foreign language, there is an interference of the students' mother tongue that needs to be analyzed.

For that reason, the present research work was entitled: **THE USE OF SPANISH LANGUAGE IN THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC YEAR 2012 – 2013**.

Through this scientific research, the author will give reliable data and suggestions which can be used to minimize the use of Spanish when teaching the English language. Besides, it can be utilized as a source to state other research works based on some scientific guidelines that will increase the validity of this work.

To assure this information, the researcher carried out a process of collecting and interpreting data with students and teachers at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

Within this context, the present work has as its main objective to determine the influence of the use of Spanish language during the teaching - learning process has on the learning of the English language at the studied educational institution.

Among the specific objectives that guided this research work are: to identify the problems caused by the use of Spanish language during the development of the teaching – learning process of the English language, and to determine if the use of Spanish provokes demotivation in the learning of the English language with the students of the Bachillerato level at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Year 2012 – 2013.

In concordance with the **specific objectives**, the researcher also stated two hypotheses for this work, being the **first one;** the use of Spanish language during the teaching - learning process causes learning difficulties of the English language to the students of the Bachillerato level at "Unidad Educativa Anexa a la Universidad Nacional de Loja", and, the **second one;** the use of Spanish language in the teaching process provokes demotivation in the learning of the English language of the students of the Bachillerato level at "Unidad Educativa Anexa a la Universidad Nacional de Loja", Academic Year 2012 – 2013.

For developing this research work, and especially for the hypotheses demonstration, the following methods were used: the scientific method to led the researcher to devise a methodical framework; the inductive - deductive method to infer the logical suggestions of the hypotheses, the Statistical Method to make the results understandable and to get factual, accurate and systematic data to be used in averages, frequencies and similar statistical calculations, and the analytic-synthetic method to analyze critically the information gathered.

This research work is organized in the following way:

- The introduction that presents the thesis work in all its parts and describes the contextual frame of the problem gotten to develop this research.

- The revision of the literature where the main variables of the hypotheses are summarized the, to support the analysis of the results in the surveys applied.

- The summary that clearly describes the relevance of the research and summarizes the main conclusions gotten through this work.

- The materials and methodology used during the research process.

- The obtained results in the research instruments that were applied to the teachers as well to the students and the respective interpretation and analysis of every question.

- The discussion of the questions and the verification of the stated hypothesis through a logical descriptive analysis.

- The conclusions and recommendations which were made through logical and detailed analysis about the gotten outcomes.

### d. REVIEW OF THE LITERATURE

### TEACHING - LEARNING PROCESS

The teaching-learning process is the heart of education. It depends on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Learning can be defined as acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. According to Kimble and Garmezy (1963) learning, is relatively a permanent change in an individual's behavior as a result of experience or practice.

Teaching then, can be thought of as the direction and management of the learning process, it does not give knowledge or skills to students but provides opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

### ESSENTIAL ASPECTS OF THE TEACHING- LEARNING PROCESS

Diana Laurillard 1993, argues that there are four aspects of the teaching-learning process:

- Discussion -between the teacher and learner.

- Interaction -between the learner and some aspect of the world defined by the teacher.

- Adaptation -of the world by the teacher and action by the learner.

- Reflection -on the learner's performance by both teacher and learner.

**TEACHING ENGLISH AS A SECOND LANGUAGE**

According to Gass and Selinker 2008, Second Language Acquisition or Second Language Learning is the process by which people learn a second language in addition to a first person's language.  Actually, English   has become the language that is known   as   the "international business language". Due to the importance of business and trading in our society, English has become incredibly primordial to learn. English as a Second Language gives people the opportunity to learn it as a new language and become part of their daily speech as well as it enables people to be more successful in many fields in which they can use this language as a tool for work, study, communication, research, and others.

**MOTIVATION AS A CONTRIBUTING FACTOR IN SECOND LANGUAGE ACQUISITION**

Harmer (1991) states that motivation, is a factor that has a strong effect on a student's success or failure. It may help students acquire the language or it may lead them to a frustrating experience. Language learners who really want to learn will succeed whatever the circumstances in which they study and this is what the author calls extrinsic motivation. There are two main types of extrinsic motivation: integrative, when students are attracted by the culture of the target language community and instrumental, when it depicts circumstances in order to get a job, position or status.

On the other hand, there is the intrinsic motivation; which plays an essential role in most students learning process. The author states that this type of motivation

can be provoked by good physical conditions; an appropriate method or technique, or by positive attitude of the teacher. There are many techniques to help students and teachers with motivation, but the best one is probably to do something fun. Harmer (1991) also affirms that if the teachers are creative during the class time and they can use English to make the students watch a funny video on the Internet, read an article about students' favorite band, or communicate with smart people on a discussion forum, students will begin to think of English as something fun.

**TECHNIQUES**

Harmer (2001) defines techniques as a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. The aim in any class is to involve the students all the time. It is too easy to waste time through imperfect techniques, instead of teaching the group as a whole. That is why; English teachers must have a good lesson plan based on good teaching techniques where all the students take part of the activities and at the same time create a good cooperative learning where the assimilation of the knowledge would be easier and clear for them.

Cameron (2001) states that the aim in any class is to involve the students all the time, and for class is to involve the students all the time and using questions to encourage a more in-depth response from a student may be a way of extending dialogue with children. She also asserts that using this technique is the best way to call students' attention.

Another teaching technique that must be applied in class is pair and group work. Regarding this topic, Flynn (2006) claims that working in small groups and with a partner may be a powerful tool for fostering language acquisition. This author manifests that learners use considerably more language, and exploit a greater range of language functions when working in small groups.

Storytelling is also considered as an important technique to be used in the classroom. Keshta (2013) states that storytelling is a great way to encourage English language learners to be active participants in the foreign language learning process since it helps students develop listening and speaking skills. Likewise it enables students to convey through the language of words, aspects of themselves, their families, friends and classmates, their communities, their cultures, and the worlds, real or imagined, that we inhabit.

Giving effective Instructions is another essential aspect to be considered in the classroom since they lead to a successful learning. For this reason, teachers must address them effectively. Firstly, they must make sure that everyone is paying attention using simple and understandable language expressions. Secondly, the same instructions must be told with the same set of words, with the support of visual clues, and with the use of realia (pictures, gestures and mimes). Thirdly, if the activity requires a series of steps, instructions should be given in segments checking understanding at every step. Finally, the teacher should make sure that

each instruction was understood before the activity begins (Gower, Philips, & Walters, 1995).

Controlling large classes is an important aspect that must be considered when teaching English since the number of students influences directly the Teaching-Learning process. In big classes, educators must have students work in pairs and small groups so they can make sure and check if students are in fact using the language while they are not near them, Snow (2006).

Additionaly, Phillips ( 2003) states, that the use of role plays has clear advantages for language learning; they are useful in the development of oral communication skills, and reading and writing as well; they encourage students to speak, they give them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions.  They also allow the interaction between classmates, and peers. They permit introverted students to speak out and make language learning an active, motivating experience. Finally, the teacher can have the learners start out by "acting out" dialogues from their text books.

As it is known learning a foreign language is a complex process: in this process, language teachers cannot be far away from the technology. It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.

According to (Wright, 1976) a lot of media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. They bring the real word into the classroom, give students realistic models to imitate for role-play, can increase awareness of other cultures, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

According to (Murphey, 1992) Songs can help young learners to improve their listening skills and pronunciation; therefore potentially they help them to improve their speaking skills. They can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. The greatest benefit for using songs in the classroom is that they can be fun and add interest to the classroom routine and potentially improve student's motivation. Songs**,** contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.

**STRATEGIES**

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling or manipulating certain information; also the strategies vary widely within an

individual, while the styles are more constant and predictable (Harmer, 2001). The author mentions the following strategies:

- **Lower inhibitions**.- Playing guessing and communication games, role plays, singing songs, using plenty of group work, laughing with the students, having them sharing their fears in small groups may increase their desire to participate.

- **Build students self – confidence**.- The teacher must tell the students that they believe in them by creating a list of the students' strengths based on the achievements they have accomplished throughout the course.

- **Encourage the class to use right – brain processing**.- Using tapes in the class, doing skimming exercises, doing rapid free writing, doing oral fluency exercises where the object is to get the students to produce the language without being corrected.

- **Promote tolerance.-** Teachers must encourage students to ask them or the rest of the students questions that they do not understand, they have to keep the explanation simple and brief, and occasionally translate to clarify a word or meaning.

- **Get the students to make their mistakes work for them**.- Teachers can tape record students' oral production and get them to identify errors; in order to let students catch and correct each other's errors, teachers may encourage students to make lists of their common errors and work on them on their own.

**THE USE OF THE MOTHER TONGUE (SPANISH) IN THE EFL CLASS**

According to Ellis (1985) it is a popular belief that Second Language Acquisition (SLA) is strongly influenced by the learner's first language. The clearest support for this belief comes from 'foreign' accents in the second language speech of learners. When a Spanish speaker speaks English, his English sounds Spanish. The learner's first language also affects the other language levels-vocabulary and grammar. Another belief is that the role of the first language in the second language acquisition is a negative one. That is, the first language gets in the way or interferes with the learning of the second language, such that features of the first language are transferred into the second language. There is still a controversy of using mother tongue or first language in second language teaching learning.

The use of the first language or mother tongue in English classroom has some advantages and disadvantages. It depends on when and what amount of first language is used in the classroom. For example, Harmer (2009) points out that there are many occasions when using the students' first language in the classroom has obvious advantages like for example if teachers want to discuss making a learning contact with their students, or to ask students what they want or need, then they will get more from lower-level students if they do it in the students' first language than if they try to struggle through with English. Likewise, translation can also be a very good way of reviewing how well students have understood grammar and lexis at the end of a unit of study. And finally, students (and their

teachers) can use the first language to keep the social atmosphere of the class in good repair.

Moreover, Auerbach (1993) identifies the following uses for mother tongue: classroom management/discipline, metalinguistic explanation in which teachers use the first language to focus on grammatical forms through explicit or metalinguistic explanations, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension. This author also states that mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain, to enable the learners to complete a task more effectively, to maintain dialogue, and to externalize their thoughts.

Dawson (2010) admits that teachers try to prevent their students from using the first language in the classroom, but they cannot prevent students from using the first language in their brains. The students' brain space is filled with their mother tongue that has formed the neural networks of their brains and their knowledge is in the first language. They comprehend and process their thoughts in the first language. The role of mother tongue -Spanish also depends on the teaching methods a teacher applies in the classroom. The question whether the students' mother tongue should be used in English classrooms has created a controversy that revolves around the pedagogical appropriateness of teacher usage of students' mother tongue in foreign language teaching since for many years the use of the

mother tongue was discouraged on pedagogical grounds in the teaching of foreign languages. This situation exists in many countries where English as a foreign language is taught, given the processes of globalization worldwide.

## NEGATIVE ARGUMENTS OF THE USE OF THE MOTHER TONGUE IN A FOREIGN LANGUAGE CLASS

Arguments against teachers using students' mother tongue are mainly pedagogically based. Harbord, (1992) claims that the tendency of using the mother tongue could lead to the development of an excessive dependency on the students' mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English; they may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills.

David Owen (2002) quotes that the main argument against the use of the first language in language teaching is that students will become dependent of it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language the author also says that translation obliges learners to share their precious second language use time with the first language; this is not productive use of the opportunities

given by the class. What it is meant is, if the teachers let the students use their mother tongue and the foreign language at the same time, they are delaying the acquisition and the learning of a foreign language. In order to avoid the problem mentioned before, teachers need to plan as many activities as they can in order to involve the students in the English natural environment. Students should be helped to think in the target language; giving them simple grammar explanations and putting those grammar rules into practice during the class time. This author mentions some relevant aspects regarding the use of the first language in a foreign language class, which are describe below:

- If teachers make more efforts to prepare teaching aids, students can understand them without using the mother tongue.

- Teachers should always explain in English, only if there is no other choice they should switch to the mother tongue.

- Teachers should be committed to the target language in their teaching although students will always try to drag them into using the mother tongue.

- All immersion programs advocate the use of the foreign language in order to upgrade students' knowledge.

- Once the teacher starts using the mother tongue, there is no way back.

- The use of the mother tongue slows down the process of learning.

According to Ellis (1985) when students develop a task using small group or pair work, they will use their shared first language instead of the target language which is not acceptable, especially if they want to become English speakers. The use of

the mother tongue by the teachers in the classroom does not permit students to develop the English basic skills, mainly listening and speaking. If students use translation, the influence of the first language on the target language complicates the English learning process because it could cause errors to language production and be misunderstood by native speakers who read or listen to our conversations or read our translations in context. This author affirms that students should be helped to think in the second language giving them simple grammar explanations and putting those grammar rules into practice during the class time. Teachers have to remember that the only way to get good English students is involving them during the teaching process.

## MODERATE USE OF THE MOTHER TONGUE IN A FOREIGN LANGUAGE CLASS

Many professionals in the field of second language acquisition convict that the first language has a facilitating role in learning second or foreign language classroom. At the same time, the proponent of monolingual approach Krashen (1981) has argued that people learning foreign languages follow the same route as they acquire their mother tongue, hence the use of the mother tongue in the learning process should be minimized.

Regarding the same topic, Khanal (2004) claims that the excessive use of the mother tongue might facilitate the learners' understanding but it also hinders their progress in developing productive competence. Additionally, Cook (2001)

presents criteria for the judicious use of the mother tongue: efficiency, learning, naturalness, and external relevance. *Efficiency* relates to doing something more effectively through the mother tongue. *Learning* concerns whether the foreign language learning is enhanced by the use of the students' mother tongue. *Naturalness* relates to whether students prefer the use of their mother tongue rather than the foreign language regarding certain topics. Finally, *external relevance* is whether the mother tongue helps students with uses of the foreign language they may need beyond the classroom. Likewise, translation does not encourage the interaction among students and the only thing it does is wasting class practice time due to it is considered an individual language task and it does not focus on communicative skills which is the main goal that the students need to reach and develop during class.

However, it is important for learners to have effective foreign language teaching and if the use of the mother tongue in English classes contributes to this effectiveness then it should be used when required. It is a good idea to agree a policy on its use with the group at the beginning of the course: when and why will mother tongue is used and by whom. To conclude, Ihara (1993) states that teachers would be required to be aware of when, how and why to use the first language, that is to say, the proper use of the first language who denied that word–for-word and sentence-for-sentence translation. Many studies show that the limited use of mother tongue is beneficial and the over use of it may be counter-productive as it encourages the low exposure in target language.

**e. MATERIALS AND METHODS**

**METHODS, TECHNIQUES AND INSTRUMENTS**

**METHODS**

To develop the present research project, the researcher used some methods and techniques that allowed carrying out this project in a successful way and doing a logical explanation of the relations that were established in the researched object and consequently to find solutions to the problem.

- **Scientific Method.** Since this project is focused on research to discover how the use of Spanish affects the English Teaching- learning process, the Scientific Method was used to support and reinforce the research in question.

- **Analytic – Synthetic Method.** The use of this method helped the author to analyze the results that were obtained from the applied instruments and to make the interpretation of the data including a critical analysis considering the variables of the hypotheses. Also, this method was used to establish the conclusions based on the obtained results.

- **Descriptive Method.** It was useful to describe the facts that were involved in this project. Also with this method the researcher detailed the criterion about field investigation in relation to our society. It helped the researcher to know the social situation given in the research problem.

- **Explicative Method.** Through this method the author gave a point of view according to the results gotten and explained the theoretical reference about the emotional, social and educational factors which affect the learning process of the English language in the students of the Bachillerato level at Unidad

Educativa Anexa a la Universdad Nacional de Loja, academic year 2012 –

2013.

- **Statistical Method.** This method was used in the graphic and numerical

interpretation of the data. Additionally, this method helped to interpret all the

information collected previously and  to analyze and point out the level of

significance, relationship and concordance between the variables and in this

way to verify the hypotheses.

## TECHNIQUES AND INSTRUMENTS

To get the empiric information about the researched object the survey technique

was applied through the questionnaire instrument, it helped to collect the data

from the population that was investigated in order to identify the main problem. It

was made in a direct form to the English teachers and students to know their

opinions about the use of Spanish in teaching the English language and its relation

with the learning process.

## PROCEDURE

The development of this research work was carried out through the following

procedure:

The **tabulation** of the information was done in order to facilitate the interpretation

and make a contrasting analysis of it.

The **organization** of the empiric information gathered was made according to the specific hypotheses, that is, in order to facilitate the interpretation and the analysis to prove the hypotheses.

The **Graphic Representation**, through a graphic representation of the data, the interpretation was possible. It let the researcher to visualize the data and to realize the tendency of the indicators of each variable.

The **analysis and interpretation** of the empiric information was presented in tables and graphs. Stating the results in percentages was vital to review for a second time the principles of the main categories, which were developed in the theoretical frame.

The **verification of the hypotheses** was done through a description of the indicators with major tendency and they were contrasted with the information of the theoretical frame of this project.

The **conclusions and recommendations** were done through the analysis and interpretation of the data and they were based on the specific objectives, which guided this research work.


**POPULATION AND SAMPLE**

The whole population of students and teachers of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja were taken into account to provide information to this research work; since the amount teachers and students is not too high.

The total number of the population is distributed and shown in the following chart:

| GROUP | NUMBER OF STUDENTS | NUMBER OF TEACHERS |
|---|---|---|
| Third School Year "A" | 31 | 1 |
| Third School Year "B" | 20 | 1 |
| Third School Year "C" | 12 | |
| Third School Year "D" | 18 | 1 |
| Third School Year "E" | 24 | 1 |
| Third School Year "F" | 29 | 1 |
| **TOTAL** | **134** | **5** |

**f. RESULTS**

**SURVEY APPLIED TO TEACHERS AND STUDENTS**

**1. Do you use Spanish language during the teaching-learning process of the English language?**

**a) TABLE 1**

| Use of Spanish in the teaching-learning process | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Yes | 3 | 60 | 127 | 94,78 |
| No | 2 | 40 | 7 | 5,22 |
| TOTAL | 5 | 100 | 134 | 100 |

**b) GRAPH 1**
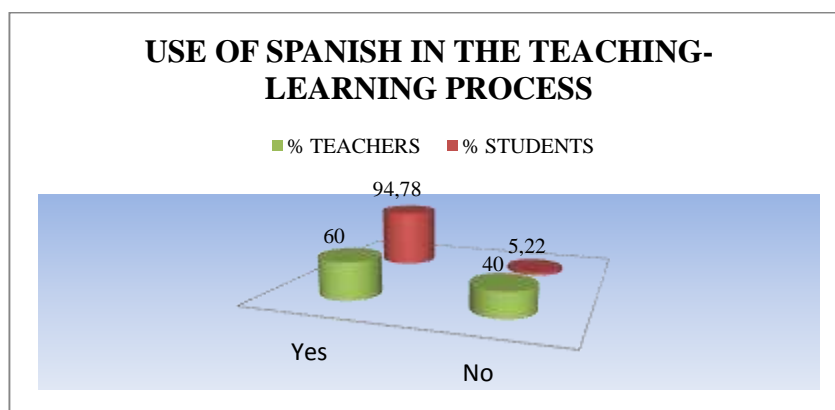


USE OF SPANISH IN THE TEACHING-LEARNING PROCESS

■ % TEACHERS  ■ % STUDENTS

**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

**c) Logical Analysis**

According to the results in question number one, that refers to the use of Spanish during the teaching-learning process of the English Language. It is seen that the majority of the students that is the 94%, confirmed that their English teachers use the mother tongue during the teaching-learning process of the English language and more than half of the teachers'

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population (60%) assumed that they use their first language during the teaching of this foreign language.

David Owen states that, the main argument against the use of the first language in language teaching is that students will become dependent of it, and they may not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language. This author also states that if the teachers let the students use their mother tongue and the foreign language at the same time, they are delaying the acquisition and the learning of a foreign language.

2. **Which is the main reason to use the mother tongue in the English class?**

a) **TABLE 2**

| Reasons for using Mother Tongue in English Classes | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Explain difficult grammar | 4 | 80 | 66 | 49, 25 |
| Clarify meaning | 2 | 40 | 82 | 61,19 |
| Complete task | 1 | 20 | 57 | 42,54 |
| Empty | 0 | 0 | 3 | 2,24 |

b) **GRAPH 2**
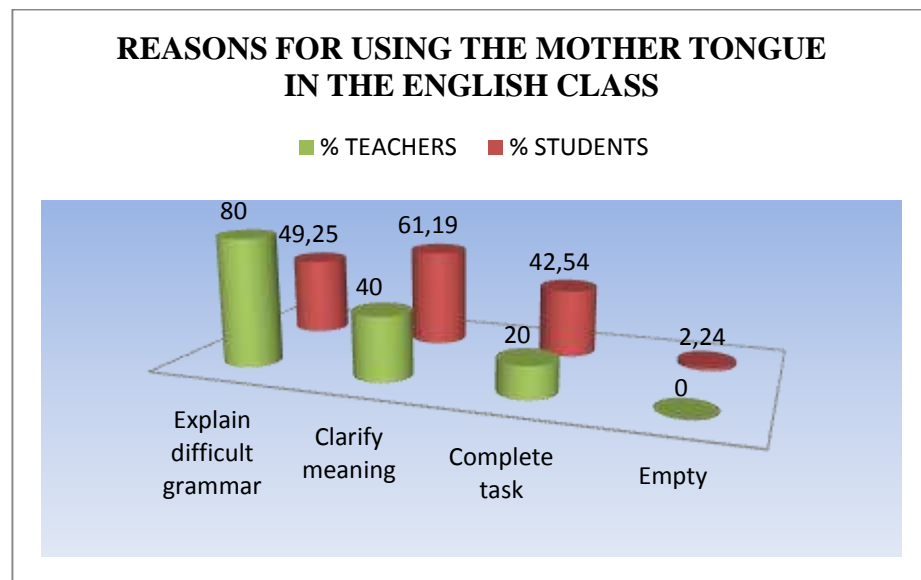
**REASONS FOR USING THE MOTHER TONGUE IN THE ENGLISH CLASS**

**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

## c. Logical Analysis

The graphs show that the reasons to use the mother tongue by the teachers in class are the following: Many teachers (80%) say that they use their first language in order to explain difficult grammar; some teachers (40%) state that they use Spanish to clarify meaning and not many of them (20%) claim that they use the Spanish language to complete academic tasks.

However, some students (49%) agree with their teachers in the use of the Spanish language in class to explain grammar rules, while more than half (61%) use it to clarify meaning and some students (42%) said that their teachers use the first language to complete task.

Several studies have been carried on the issue mother tongue use. Storch (2010) states that there are some cases where the use of the mother tongue
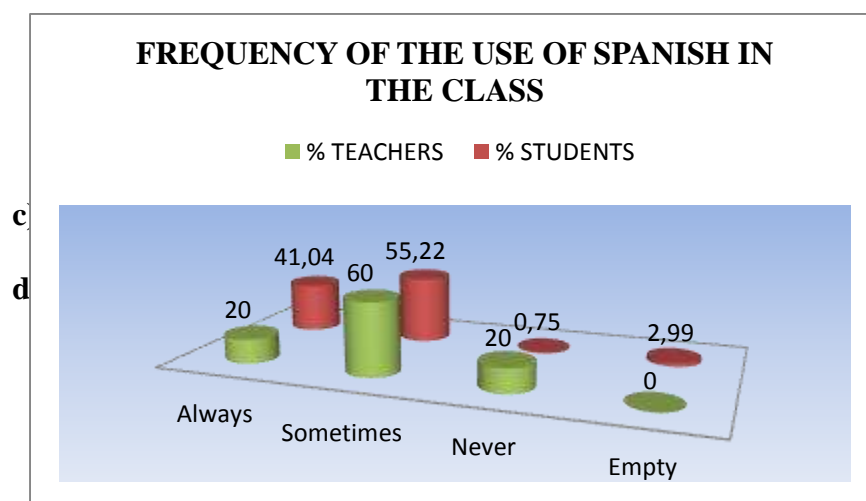
should be applied like for the purpose of task management and clarification, and when having a monolingual class, for example, for trying to explain the learner, complex task instructions in the mother tongue or when activities are not working well enough.

**3. How often do you use Spanish during the teaching process of the English language?**

a) **TABLE 3**

| Frequency on the use of Spanish in the class | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Always | 1 | 20 | 55 | 41,04 |
| Sometimes | 3 | 60 | 74 | 55,22 |
| Never | 1 | 20 | 1 | 0,75 |
| Empty | | | 4 | 2,99 |

b) **GRAPH 3**



**FREQUENCY OF THE USE OF SPANISH IN THE CLASS**

■ % TEACHERS   ■ % STUDENTS

41,04  55,22
60
20        20  0,75    2,99
                        0

Always   Sometimes   Never   Empty

**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

**c) Logical Analysis**

According to the results gotten in question number three that refers to the frequency in the use of Spanish during the teaching – learning process, through the graphs; it is evident that more than half of the teachers (60%) "sometimes" use Spanish language in the English class. The category "always" indicates that not many teachers do it as well as for the category "never".

With respect to the students' results, we can observe through the graphs, a close similarity because more than half of the pupils (55%) also said that their English teachers "sometimes" use the first language during the teaching of the English language. Besides, some students (41%) confirmed that their teachers "always" use the mother tongue during the teaching-learning process, while one student said that their teacher never uses the mother tongue in class.

Harmer, (2008) affirms that it is impossible to avoid the use of the mother tongue in the teaching learning-process of the English language if teachers do not employ innovative teaching techniques and methods which permit students to understand better and produce more. The use of the mother tongue in English classroom has some advantages and disadvantages. It depends on when and what amount of first language is used in the EFL classroom. For example, he points out that there are many occasions when using the students' mother tongue in the classroom has obvious advantages like for example; if teachers want to discuss making a learning

contact with their students, or to ask students what they want or need, then they will get more from lower-level students if they do it in the students' first language than if they try to struggle through with English. Harmer also considers that translation can also be a very good way of reviewing how well students have understood grammar and lexis at the end of a unit of study and finally, to keep the social atmosphere of the class. At the same time, his serious objection to the use (especially the over-use) of the students' mother tongue is that it restricts the students' exposure to English.

To conclude with Ihara (1993) teachers would be required to be aware of when, how and why to use the first language, that is to say, the proper use of the mother tongue who denied that word–for-word and sentence-for-sentence translation. Many studies show that limited use of mother tongue is beneficial and over use of it may counter-productive as it encourages the low exposure of the target language.

4. **Do you think that the use of Spanish limits the teaching-learning process of the English language?**

a) **TABLE 4**

| Use of Spanish limits the teaching-learning process | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Yes | 3 | 60 | 35 | 26,12 |
| No | 2 | 40 | 99 | 73,88 |
| TOTAL | 5 | 100 | 134 | 100 |

**GRAPH 4**
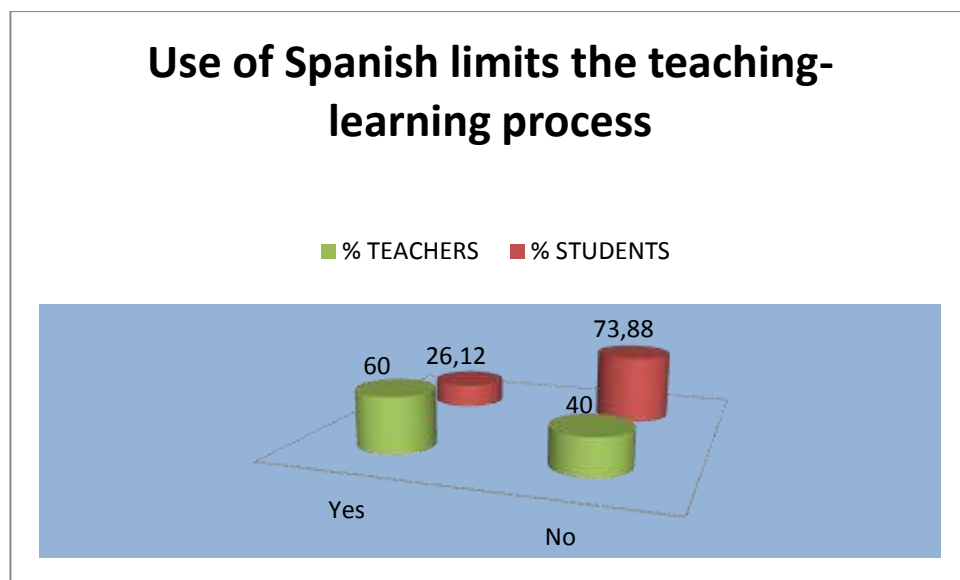


**Use of Spanish limits the teaching-learning process**

■ % TEACHERS  ■ % STUDENTS

73,88

60  26,12

40

Yes

No

**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

**c) Logical Analysis**

The results show that more than half of the teachers (60%) and not many of the students (26%) consider that the use of Spanish limits the teaching-learning process of the English language in the class.

Whereas some teachers (40%) and most of the students (73%) said that the use of the Spanish language is not considered an obstacle which limits the teaching learning-process of the English language. According to the information searched, Cook (2001) mentions that students do not benefit when teachers over-rely on using their students' mother tongue, particularly when the teacher is the sole linguistic model and main source of the foreign language input. In addition, (Ellis, 1985) claims that teachers who overuse their students' mother tongue deprive these learners

of an important language process in which students try to make sense of what is being said in class.  The use of the foreign language in class influences students' achievements and proficiency in the target language because of the experiences they gain in class.

5. **Which teaching techniques do you employ to avoid the overuse of the Spanish language during the teaching-learning process of the English language?**

a) **TABLE 5**

| Teaching techniques employed to avoid the use of Spanish | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Asking questions | 4 | 80 | 93 | 69,40 |
| Pair and group work | 2 | 40 | 75 | 55,97 |
| Story telling | 2 | 40 | 7 | 5,22 |
| Using DVD and video | 1 | 20 | 46 | 34,33 |

b) **GRAPH 5**
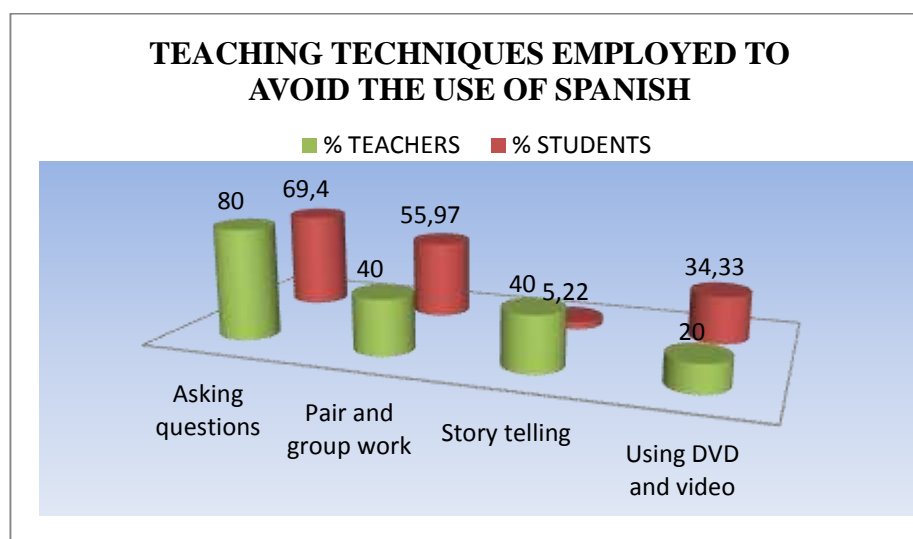


**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

**c) Logical Analysis**

The final results gathered from the population interviewed; show that most of the teachers (80%) and more than half of students (69%) indicate that "asking questions" is mainly used as a teaching technique to avoid the use of the mother tongue in class. On this respect, Cameron (2001) states that the aim in any class is to involve the students all the time, and for class is to involve the students all the time and using questions to encourage a more in-depth response from a student may be a way of extending dialogue with children.

Another teaching technique applied during the English class is "pair and group work". With respect to this, more than half of students (55%) manifest that their teachers have used it during the time class period; while some teachers (40%) say that they have applied this technique as a teaching resource. Regarding this issue, according to (Flynn, 2006) working in small groups and with a partner may be a powerful tool for fostering language acquisition. This author manifests that learners use considerably more language, and exploit a greater range of language functions when working in small groups.

Regarding the use of storytelling, some teachers (40%) say they employ this technique, while few students (5%) indicate that this technique is rarely applied by the teachers. (Keshta, 2013) states that storytelling is a great way to encourage young learners of English language to be actively

participative in the process of learning a foreign language. Stories provide the things that are familiar to children and therefore, story-telling is a useful way to introduce new things in the context which is well-known by children.
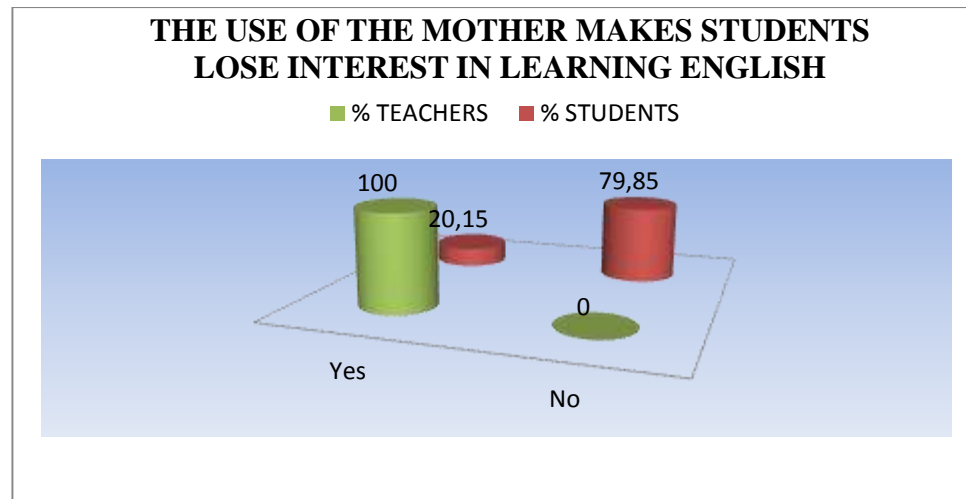
Finally, some students (34%) state that audio visual material is utilized by their teachers during the class time period; at the same time, not many teachers (20%) affirm that they rarely use this technique in order to limit the use of the mother tongue during the teaching process of the English Language and increase the students' English knowledge. According to (Wright, 1976) a lot of media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

**6. Does the overuse of Spanish make students lose interest in the learning of the English language?**

**a) TABLE 6**

| The use of the mother tongue makes students lose interest in learning English | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Yes | 5 | 100 | 27 | 20,15 |
| No | 0 | 0 | 107 | 79,85 |
| **Total** | **5** | **100** | **134** | **100** |

**b) GRAPH 6**

## THE USE OF THE MOTHER MAKES STUDENTS LOSE INTEREST IN LEARNING ENGLISH

■ % TEACHERS   ■ % STUDENTS

100   79,85

20,15

0

Yes

No

**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

**c) Logical Analysis**

It is evident that in this question the final results are very different between the teachers and the students' population. Starting the analysis with the population who has the highest results, it is evident that the majority of teachers (100%) totally agree in the lack of interest in learning English by the students due to the use of Spanish during the learning process of a foreign language in this case "English."

On the contrary, few students (20%) disagree with this statement, and they manifest that the use of Spanish is not a demotivating aspect which makes them lose interest in learning a second language.

Harbord, (1992) claims that the tendency of using the mother tongue could lead to the development of an excessive dependency on the students'

mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English; they may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills.

## 7. How does the use of the Spanish language limit the development of some aspects in the teaching-learning process of the English language?

### a) TABLE

| The use of mother tongue limits the development of some aspects in the teaching-learning process of the English language | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Vocabulary | 4 | 80 | 71 | 52,99 |
| Communicative skills | 4 | 80 | 49 | 36,57 |
| Practice English | 5 | 100 | 36 | 26,87 |
| Lack of coherence | 4 | 80 | 31 | 23,13 |

### b) GRAPH 7

**USE OF THE MOTHER TONGUE LIMITS THE DEVELOPMENT OF SOME ASPECTS IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE.**

■ % TEACHERS   ■ % STUDENTS

80    52,99   80    36,57   100   26,87   80    23,13

Vocabulary    Communicative skills    Practice English    Lack of coherence
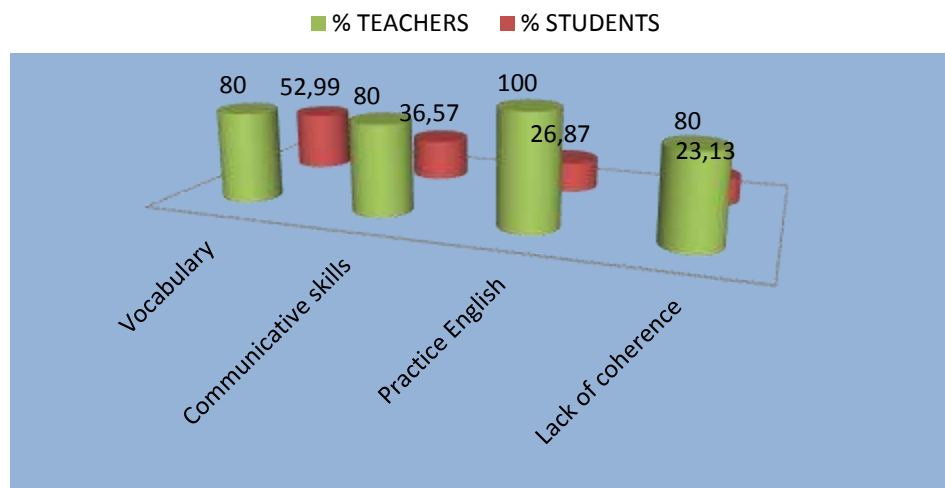
**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

c) **Logical Analysis**

Within the teaching-learning process of the English language there are some educational aspects which are not well developed due to the overuse of the mother tongue in an English class. According to the results obtained, many teachers (80%) consider that the use of Spanish affects the acquisition of the English vocabulary and more than half of students (52%) state the same.  On this respect Ringbom (1987) states that numerous vocabulary confusions are due to mother-tongue influence; learners tend to assume that the learning system of the foreign language is the same as in their mother tongue until they have discovered that it is not. Moreover, many teachers (80%) and some students (36%) manifest that the use of the mother tongue limits the development of the communicative English skills. As Atkinson, (1993) says, translation in language teaching

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does not help students develop communication skills. Native language use in the English classroom can cause students to think that words and structures in English have a first language correspondence, which does not exist.

Regarding the practicing of English it is evident in the final results that all educators (100%) and not many students (26%) manifest that this is affected in some way due to the excessive use of students' mother tongue in the class. On this respect, Alton (1992-2000), points out that language learning means acquiring certain skills which can be learnt through practice and not by just memorizing rules. The persons who have learned a foreign or second language through translation find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language.

Finally, many teachers (80%) and some students (23%) say that the coherence is affected by the repetitive use of the mother tongue in the English language class. As (Alton, 1992 - 2000) states, the use of the mother tongue in learning a foreign language is not effective and can cause great problems. People who have tried to learn a foreign language in this way often find it very difficult to communicate spontaneously. People learn a foreign language effectively by being exposed to the language and practicing it.

8. **Which learning activities help the students to avoid the use of the Spanish language in class?**

a) **TABLE 8**

| Activities employed to avoid the use of the Spanish in class | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Songs | 5 | 100 | 70 | 52,24 |
| Role play | 3 | 60 | 37 | 27,61 |
| Presentations | 3 | 60 | 53 | 39,55 |
| Problem solving | 1 | 20 | 36 | 26,87 |
| Competition | 4 | 80 | 31 | 23,13 |

b) **GRAPH 8**
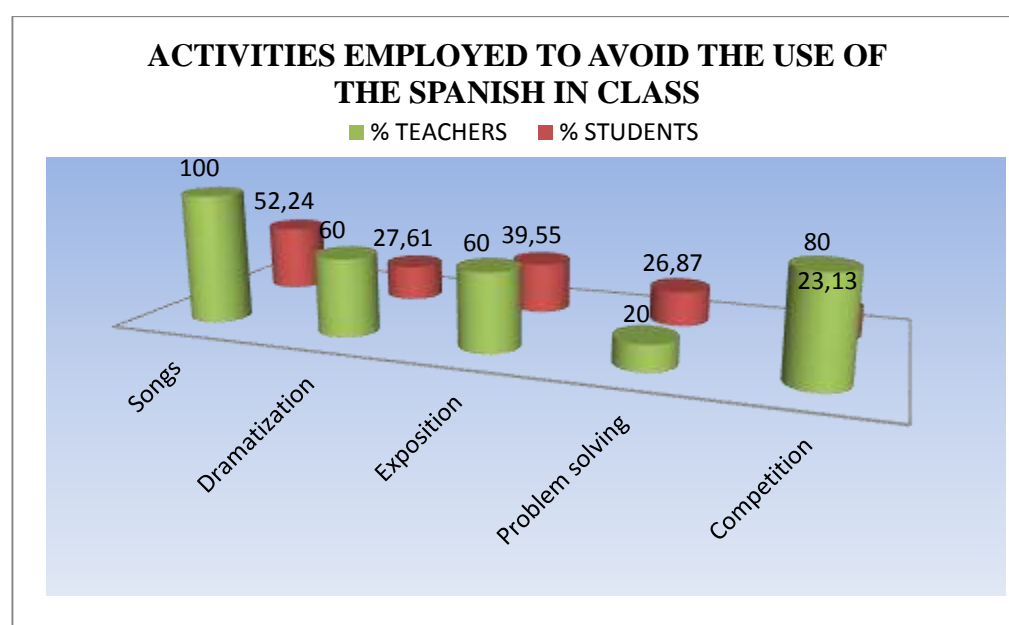


**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

c) **Logical Analysis**

With respect to the final results gotten through the surveys, all teachers (100%) and half of the students (52%) consider that applying English

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songs in the class helps to limit the use of Spanish. According to (Murphey, 1992) Songs can help young learners to improve their listening skills and pronunciation; therefore potentially they help them to improve their speaking skills. They can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. The greatest benefit for using songs in the classroom is that they can be fun and add interest to the classroom routine and potentially improve student's motivation.

Regarding role plays, more than half teachers (60%) think that applying them in the class may help to avoid the use of the mother tongue whereas not many students (27%) think so. Phillips ( 2003) states, that the use of role plays has clear advantages for language learning; they are useful in the development of oral communication skills, and reading and writing as well; they encourage students to speak, they give them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. They also allow the interaction between classmates, and peers. They permit introverted students to speak out and make language learning an active, motivating experience.

 Likewise, more than half teachers (60%) and some students (39%) think that employing presentations as a learning activity could help to avoid the overuse of the mother tongue by the students in the English class. Haber

(2008) states that verbal presentations by individual students constituted an opportunity to increase, improve and provide alternate methods of learning in the classroom.

Additionally, not many teachers (20%) and students (26%) say that the learning activity known as problem solving will reduce considerably the use of the mother tongue in the teaching-learning process of the English Language. On this respect, (Ann L Chaney and Tamara L Burk, 1998) state that solving problem has some advantages as the exchange of ideas that act as a stimulus to the imagination, encouraging individuals to explore ideas, this technique can also help students to produce good learning outcomes because of the number of students involved, each with differing experience, knowledge, points of view and values, a larger number and variety of ideas for solving a problem can be produced.

Finally, many teachers (80%) but not many pupils (23%) believe that applying competitions contribute to reduce meaningly the overuse of the mother tongue in the foreign language class. According to Uberman (1998), competition in the classroom is always a good thing, and in some cases can motivate students to try harder and work to excel, games offer students a fun-filled and relaxing learning atmosphere.

9. **Which are the advantages about the use of Spanish in an English class?**

| Advantages about the use of Spanish in an English class | TEACHERS | | STUDENTS | |
|---|---|---|---|---|
| | f. | % | f. | % |
| Complete task | 1 | 20 | 74 | 55,22 |
| Vocabulary discussion | 0 | 0 | 77 | 57,46 |
| Grammar explanation | 5 | 100 | 50 | 37,31 |
| Giving instructions | 1 | 20 | 34 | 25,37 |

b) **GRAPH 9**
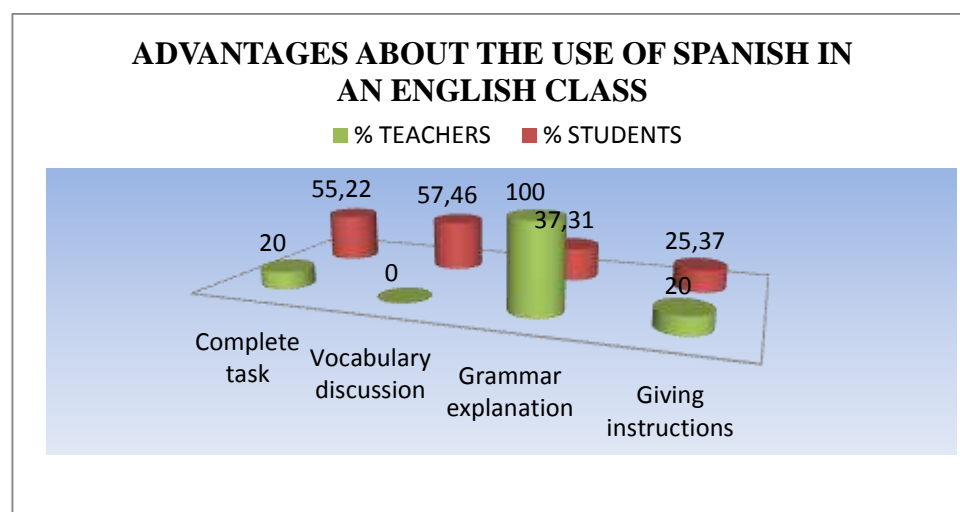


**Source:** Survey applied to teachers and students
**Author:** Paola Lorena Ruiz Quizhpe

c) **Logical Analysis**

The final results displayed in the graph are very clear. Not many teachers (20%) and more than half students (55%) consider that the use of Spanish is an advantage at the moment of completing tasks during the learning process of the English language. More than half students (57%) think that that the use of Spanish encourages them to discuss and clarify the right

meaning of the new words or expressions that are found during the English learning process. Teachers (0%) disagree with it.

Moreover, all the teachers (100%) and some students consider as a positive aspect, the use of Spanish during the teaching-learning process when explaining grammar structures. Finally, both not many teachers and students (20%) think that speaking their mother tongue at the moment of giving or following instructions is a favorable aspect during the teaching-learning process. On this respect, Auerbach (1993) identifies the following uses for mother tongue: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension.

**10. Which are the disadvantages of using Spanish in an English class?**

**a) TABLE 10**

| | TEACHERS | | STUDENTS | |
| --- | --- | --- | --- | --- |
| **Disadvantages of the use Spanish** | **f.** | **%** | **f.** | **5** |
| Not being a fluent speaker | 3 | 60 | 66 | 49,25 |
| Lack of accuracy | 5 | 100 | 54 | 40,30 |
| Trouble in the acquisition of English | 4 | 80 | 53 | 39,55 |
| Low level of understanding | 5 | 100 | 38 | 28,36 |

**b) GRAPH 10**
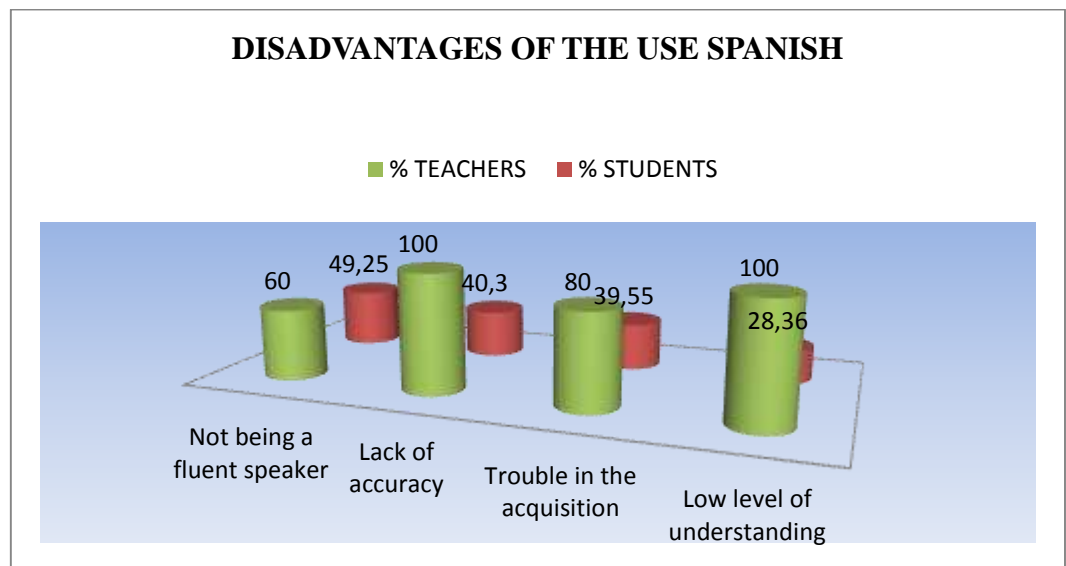
**DISADVANTAGES OF THE USE SPANISH**

■ % TEACHERS  ■ % STUDENTS

**Source:** Survey applied to teachers and students

**Author:** Paola Lorena Ruiz Quizhpe

### c) Logical Analysis

The final results about this question show that more than half of teachers (60%) consider the use of the mother tongue as a disadvantage in an English class. On the contrary, some students (49%) mention that the use of the mother tongue in an English class does not let them become fluent English speakers due to the interference that exists between these two languages.

Regarding the lack of accuracy all the teachers (100%) and some students (40%) manifest that the interference of the mother tongue in learning a foreign language provokes misunderstanding at the moment of producing the English language during the time class period.

The results also reveal that many teachers (80%) and some students (39%) consider that the use of the mother tongue affects the natural acquisition of

the English language. Finally, all the teachers (100%) and not many students (28%) think that the poor level of comprehension is due to the overuse of L1 during the teaching- process of the English language.

With respect to the theory investigated, (Owen, 2002) quotes that the main argument against the use of the mother tongue in language teaching is that students will become dependent of it, and they will not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language, if the teachers let the students use their mother tongue and the foreign language at the same time, they are delaying the acquisition and the learning of a foreign language.

**g. DISCUSSION**

**HYPOTESIS ONE**

**a) Statement**

The use of the Spanish language during the teaching-learning process causes learning difficulties of the English language to the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012-2013

**b) Demonstration**

To start with, it is necessary to remain that the first hypothesis has two variables, the independent one is the use of the Spanish language; and, the dependent variable refers to the learning difficulties.

According to the information gathered from teachers and students' surveys in question number **one** related to the use of Spanish in the teaching learning process of the English language, it is evident that Spanish language is used during the teaching learning-process. Due to 60% of teachers, and 95 % of students confirmed this statement.

The moderate use of mother tongue in second language learning provides a sense of confidence on the part of students becoming a great tool to clarify specific vocabulary and concepts that are not easily understood by students in the second language. Besides, the mother tongue's use depends on the teaching methods the teacher applies in the second language teaching-learning process.

In question number **two,** that refers to the reasons to use the mother tongue in the English class, the results regarding teachers show that 80% of them agree on that the main reason for them in using the mother tongue is at the moment of explaining difficult grammar structures; 40% of them indicate that this happens when it is necessary to clarify meaning; and, 20% of them state that they use it to complete a task. While 61 % of students consider that their English teachers use it mostly to clarify meaning, 49% say that when teachers explain difficult grammar and 42% that when completing tasks. It can be noticed that the mother tongue is frequently used during the teaching-learning process in class not just to explain difficult grammar structures but, also it is used to clarify meaning and to complete tasks.

In this respect, there are many situations when using the students' mother tongue in the classroom has obvious advantages, nevertheless, there must be an adequate use of mother tongue in the learning of a second language, and the role of teachers is to engage students to educational tasks through the use of innovative activities and visual resources.

Regarding the frequency of the use of the mother tongue in classes, that refers to question **three**; 60% of teachers and 55 % of students affirm that sometimes the mother tongue is used in class.  There is a similarity in the teacher's percentages about the parameters for always and never that represent the 20%, respectively. Meanwhile, 41% of students say that their teachers always use Spanish in class and 1 one student says that teachers

never use it in class.   The use of the mother tongue in the learning process should be the least frequent possible.

The results obtained in question **four** that mentions the limitation of the teaching – learning process of the English language due to the use of the mother tongue, reveal that 60 % of teachers are aware that the use of mother tongue restricts the teaching-learning process of the English language, while 26% of students agree on that. The graph also shows that 40% of teachers and 74% of students affirm that the mother tongue does not interfere in the teaching-learning process.   This students' asseveration may be due to they might think that the use of their mother tongue helps them feel more secure and confident at the moment of expressing themselves and also because it may help them get involved during the teaching-learning process; and, that is one of the disadvantages of the overuse of the mother tongue in the English classes, because students easily get into the use of it, and might think that without accessing it they may feel lost during classes.

Concerning to the limitation of the development of some aspects in the teaching - learning process on the English language caused by the used o Spanish, the information obtained in question **seven** reveals that most of the teachers agree on the statement that the use of Spanish limits the improvement of some skills in the teaching-learning process of the English language. Teachers say that it affects it in the following way: in 80% vocabulary acquisition, 80% in the development of the communicative

skills, 100% in the practice of English and 80% think that it affects in the coherence.  On the other hand, the answers of the students differ a lot, since they think: 53% the acquisition of vocabulary is affected, 37% communicative skills are limited, 27% the practice of English is threatened, and 23% the lack of coherence is evident.

As it can be noticed the percentages of students are really low, this may be due to they are not conscious that the use of their mother tongue is not favorable for them during the learning process.

Finally, regarding the disadvantages of using L1 in the class, the results gotten in question number **ten** are the following: 60% of teachers affirm that the use of Spanish does not permit students to be fluent speakers, 100% say that it provokes lack of accuracy, 80% think that is causes problems in the acquisition of English and 100% agree in it causes a low level of understanding. On the contrary, the students' results are really different from the teachers'; 49 % of students think that Spanish affects fluency, 40% think that it interferes in the exactitude at the moment of producing the language, 40% say that the mother tongue provokes problems in the acquisition of English and 28% affirm that it makes them have difficulties at the moment of understanding the target language.

Again, the graphs show that the lower percentages are from the students' population, and in my opinion students are not aware about how the use of their mother tongue interferes with the learning of English, they may be accustomed to use it during classes, so they think that it is not necessary to

use English in class, and they do not realize that it limits their ability to acquire their skills.

## c) Decision

Considering the results obtained and the analysis done of the above mentioned questions, the researcher **accepts** this first hypothesis, because it is evident that teachers in this educational institution use the mother tongue during the teaching-learning process. The majority of teachers agree on the statement that students' learning abilities are not completely achieved because of the use of the mother tongue in class; they confirm that the mother tongue limits the acquisition of the English language of the students of the Bachillerato level at Unidad Educatica Anexa a la Universidad Nacional de Loja, academic year 2012-2013.

## HYPOTESIS TWO

### a) Statement

The use of Spanish language in the teaching-learning process provokes demotivation in the learning of the English language of the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012-2013.

### b) Demonstration

This hypothesis has two variables, the independent one is the use of the mother tongue during the teaching-learning process; and, the dependent variable refers to the demotivation in learning English.

Question number **five** refers to the use of the different teaching techniques that prevent teachers from using Spanish during the teaching-learning process of the English language. The results are the following. 80% of teachers sustain that they employ asking questions, 40% say that they utilize pair and group work as well as storytelling and only 20% of them say that they use DVD and video.

It is noticeable that teachers use the techniques previously mentioned in class, but it is also necessary to vary and update the activities according to the class level and student's interests.

Regarding the information gotten in question number **six** that refers to the lack of interest by the students because of the use of their mother tongue in class, it is seen that 100% of teachers agree in this statement, and, only 25% of students agree with this pronouncement. The 80% of students manifest that the mother tongue does not interfere with their interest in learning English. As it can be seen, all the teachers are conscious that using the mother tongue in class limits students' interest in learning English, whereas, 74% of students do not agree with them, as the researcher mentioned before, this students' asseveration may be due to their lack of confidence in their second language background - without Spanish they would not be able to understand and produce the target language. It shows that they are habituated to use the mother tongue in class.

In question **number eight**, teachers and students were asked about the activities that would help students to moderate the use of the mother tongue in class. The results gotten are very different: 100% of teachers say that they apply songs, and 52% of students confirm that; 60% of teachers claim that they employ role plays; similarly, 28% of students ratify that; 60% of teachers affirm that they use presentations in class, the same as, 40% of students; 20% of teachers and 27% of students say that problem solving is applied in the class; and, finally while 80% of teachers affirm that they use friendly competition during the teaching learning process just 23% of students confirm this.

c) **Decision**

According to the information gathered through the surveys and the analysis of the previous questions, the researcher **accepts** the second hypothesis since all the teachers and students agree with the fact that the use of students' mother tongue affects significantly the teaching-learning process of the English language causing demotivation to learn this foreign language of the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012-2013.

## h. CONCLUSIONS

The results obtained in this research, permit the researcher to arrive to the following conclusions:

- This research reveals that teachers of Unidad Educativa Anexa a la Universidad Nacional de Loja, use the Spanish language as the main resource in different ways, in general, to teach vocabulary and clarify concepts of the English language without taking into account that it must be utilized only when it is strictly <u>necessary</u>.

- All the teachers are aware of the negative effects that the mother tongue has on the teaching-learning process of the English language. Besides, it is also seen that students are not conscious about the problems that the use of their mother tongue causes in their learning of English language due to their lack of academic experience.

- In spite of the availability of all kinds of resources nowadays, teachers do not take advantage of them and just use the traditional ones such as: textbooks and the board in a customary way –giving instructions in the mother tongue. For this reason, students do not feel motivated enough because they do not make an effort to develop the receptive and productive skills of the English language.

- The use of the mother tongue during the teaching-learning process demotivates students when learning the English language; this is because teachers do not apply the updated technology in order to

avoid the usage of mother tongue in class. Moreover, students do not notice the necessity of practicing the target language as they are habituated to use the mother tongue in class.

### i. RECOMMENDATIONS

Once the main findings in this research work have been realized and identified, the researcher makes the following recommendations to the Unidad Educativa Anexa a la Universidad Nacional de Loja and to the academic community of Loja for further research to be conducted on this matter.

- Teachers must incorporate into their lesson plans methods such as: Total Physical Response and Communicative Approach in order to avoid the overuse of Spanish in their classes. Nevertheless they cannot leave apart the fact that the use of the mother tongue is necessary in certain cases in which foreign linguo-cultural vocabulary and concepts have to be explained.

- In order to limit the use of Spanish Language when clarifying any doubt during the class, the teachers must be prepared with a great deal of vocabulary so they can be able to explain unfamiliar words or concepts in the target language. Likewise, the use of body language such as: miming, pointing, making gestures and dramatizing can contribute to this aim.

- Teachers should implement the use of more resources in the classroom such as: realia, flashcards, magazines, posters, cutouts in order to create a more effective learning environment. Since this tools tool can be used in different stages of the lesson for instance: when introducing new vocabulary, when introducing new grammatical structures, for helping

students to get into character when doing a role-play and for adding realism to it, and finally, when playing several games.

- Teachers should find the way to keep students engaged in class activities; they should have access to new technology in the class, so that, they may take advantage of the use of laptops and projectors that permit them to have access to videos, songs, online resources, online worksheets, and online games which catch students' attention. Likewise, teachers should vary the activities applied, so that, students with different preferences will feel motivated enough to learn the English language.

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|k. ANNEXES

**UNIVERSIDAD NACIONAL DE  LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

*ENGLISH LANGUAGE CAREER*

**RESEARCH PROJECT**

THE USE OF SPANISH LANGUAGE IN THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", ACADEMIC YEAR 2012 - 2013

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**LOJA - ECUADOR**

**2014**

**a.      THEME**

THE USE OF SPANISH LANGUAGE IN THE TEACHING LEARNING
PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE
BACHILLERATO LEVEL AT UNIDAD EDUCATIVA ANEXA A LA
UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC YEAR 2012 – 2013.

## b.     PROBLEM STATEMENT

### 1.  BACKGROUND

La Unidad Educativa Anexa a la Universidad Nacional de Loja was created on September 28th, 1971 through the agreement made by the University Council of the National University of Loja as an annexed establishment of the Philosophy, Writing and Education Science Faculty.

The Ministry of Education and Culture of Ecuador through the agreement N° 95 January 29th, 1972 authorized the beginning of the academic activities from 1971 to 1972 with the first course of Basic Cycle.

La Unidad Educativa Anexa a la Universidad Nacional de Loja has a vision offers excellent educational, scientific and technical services and the formation of the students in values such as: the social justice, the preservation and the development of the environment, the dignity, the liberty, the responsibility, among others;" To get these goals come true, this prestigious institution has high qualified teachers and an appropriate physical area to contribute with the human development.

Additionally, the mission of Unidad Educativa Anexa a la Universidad de Loja is to give an excellent level of Education to every student since it has a formative effect on the mind, character and physical ability of the students. Besides, the education is the process by which the Society transmits its knowledge, skills and values from one generation to another.

La Unidad Educativa Anexa a la Universidad Nacional de Loja wants to become an institution able to lead the formation of high quality human resources and promote its image to the Society of Loja through the introduction to the   Educational Investigation in the curricular development"

## 2.  CURRENT SITUATION OF THE RESEARCH OBJECT

English is a West Germanic language spoken originally in England, and it is now the most widely used language in the world.

It is spoken as a first language by the majority of the inhabitants of several nations, including the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand. It is the third most commonly spoken language in the world in terms of native speakers, after Mandarin Chinese and Spanish.

Nowadays, English has become a very important communicative tool, because it is considered as an international and popular communication system that everybody understands. If you know English it will be easier to get a job when you travel to English speaking countries you also could translate for a person or a group of people or to communicate with foreigners from all over the world.

The importance of English language has become more dominant around the world; other languages are important but not in the same way English as, because this language links the whole world together and in some countries it is used as the mother tongue and other countries it is learnt as second language in the schools. In addition, there are many reasons that contribute to increase the number of English speakers. For example, it is used for

communication between people around the world, as well as, it is considered as the language of modern times. On the other hand, English is the language of science and technology because the most important and transcendental scientific articles are written and published in English.

On the contrary, there is a tendency that leads to the development of an excessive dependency on the students' mother tongue (Harbord, 1992) by both teachers and students. Consequently, if students do that, they will lose confidence in their ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills.

Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated (Harbord, 1992). For example, the sentence, "*That's so cool*" in English means that something is amazing or incredible. This phrase is the product of the continual evolution of the English language that was affected by the specific culture at a certain time. A direct translation of this sentence into Chinese, for example, would not have the same meaning; in fact, it would not make sense at all.

It is clear, that despite the numerous advantages of students using their L1 in English-language learning, they do not outweigh the disadvantages. During the acquisition of a new language I have observed other difficulties in learning this subject like:

First, the lack of interest in Learning English due to during the learning process Non – Native English teachers use Spanish, not always but occasionally. This situation produces worry and problems in students, a situation that ends many times in the acquisition of bad grades and lose of interest, with serious consequences to the students, parents and family, too.

Due to the use of Spanish during the English learning process in the classroom environment I have could observed and mentioned another difficulty, it refers to the poor development of the four Basic English skills (Reading, Writing, Listening and Speaking), specially Listening and Speaking which are important for an effective Communication in English.

Here it is important to emphasize that, contributing to create a good and comfortable classroom environment; students from Manuel Cabrera Lozano High School can become more competitive in the English learning process, developing a good level of fluency and expand their knowledge of this foreign language.

## 3. RESEARCH PROBLEM

How does the use of Spanish language affect the teaching learning process of the English language with the students of the Bachillerato level at Unidad

Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013?

## 4. DELIMITATION OF THE RESEARCH

### a. **Temporal**

The present research work will be done during the school period 2012 – 2013.

### b. **Spatial**

This research work will be carried out at "Unidad Educativa Anexa a la Universidad Nacional de Loja"

### c. **Observation Units**

- English Teachers.
- Students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja.

### d. **Sub problems**

- What problems do the use of Spanish language provoke in the teaching learning process of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013?

- Does the use of Spanish provoke demotivation in the learning of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013?

## c. JUSTIFICATION

Nowadays, English is considered an important communicative tool and through the pass of the time English has become more dominant around our world. In some countries like Ecuador, English is learnt as a second language in our school, high schools and universities. There is no doubt that, English is the language of communication between people and different cultures. Besides, people who know English can deal with any kind information which is found through internet.

As a future English teacher in this Educational Area, it is considered that speaking and practicing English all the time with the students of the Bachillerato Level at "Unidad Educativa Anexa a la Universidad Nacional de Loja" will help them to get more familiar with the sounds, pronunciation and accent in that way they will develop good communication skills.

In order to get a better understanding and discover the importance of using English and avoiding Spanish at all in the English classroom, I have considered convenient to investigate: "THE USE OF SPANISH IN THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF THE BACHILLERATO LEVEL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC YEAR 2012– 2013.

Since the scientific point of view, the researcher considers this research important, because it will give reliable data which can be used to minimize the use of Spanish in teaching the English language in class and it can be used as a source to

state other research works based on some scientific guidelines that will increase the validity of this work.

Since the educational point of view this research work is valuable, because the researches has detected at "Unidad Educativa Anexa a la Universidad Nacional de Loja an academic problem that is affecting students' English performance and she considers that English teachers need to improve and apply new teaching techniques and methodologies.

Likewise, the researcher has decided to do carry out this researcher work because the development of this work is a requirement to obtain the degree of Science of Education, English Language Specialization and she considers to be able to carry out with this research with responsibility; besides, there are enough bibliographical and economical resources to develop it successfully.

Finally, this research will be a good scientific resource for those people who want to expand their knowledge in this topic and it will help authorities from the researched institution to find strengths and weaknesses that are involved in the teaching learning process.

## d. OBJECTIVES

## 4.1 GENERAL OBJECTIVES

- To determine the influence that the use of the Spanish language during the teaching process has in the learning of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 -2013.

## 4.2 SPECIFIC OBJECTIVES

- To identify the problems caused by the use of the Spanish language during the development of the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 -2013.

- To determine if the use of Spanish provokes demotivation in the learning of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013.

**e. THEORETICAL BACKGROUND**

**5.1 TEACHING - LEARNING PROCESS**

The teaching-learning process is the heart of education. It depends on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Learning can be defined as acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. According to Kimble and Garmezy (1963) learning, is relatively a permanent change in an individual's behavior as a result of experience or practice.

Teaching then, can be thought of as the direction and management of the learning process, it does not give knowledge or skills to students but provides opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

**5.1.1 ESSENTIAL ASPECT OF THE TEACHING LEARNING PROCESS**

Diana Laurillard 1993-1994, argues that there are four aspects of the teaching-learning process:

- Discussion -between the teacher and learner.

- Interaction -between the learner and some aspect of the world defined by the teacher.

- Adaptation -of the world by the teacher and action by the learner.

- Reflection -on the learner's performance by both teacher and learner.

**5.1.2 APPROACHES TO LEARNING THEORIES**

## a) BEHAVIORIST

John Broadus Watson (1913) who developed the stimulus-response model. He asserted that people learn from observing each other and as a result of this observation produces a behavioural change. The change is driven by the external environment of the learner and requires repetition and reinforcement.

- **Classical Conditioning**

Watson proposed that the process of classical conditioning was able to explain all aspects of human psychology. Everything from speech to emotional responses were simply patterns of stimulus and response. Watson denied completely the existence of the mind or consciousness.

- **Operant Conditioning**

Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike's law of effect. The law of effect states that any behavior that has good consequences will tend to be repeated, and any behavior that has bad consequences will tend to be avoided. In the 1930s, B. F. Skinner, extended this idea and began to study operant conditioning. Operant conditioning is a type of learning in which responses come to be controlled by their consequences. Operant responses are often new responses.

Psychologists use several key terms to discuss operant conditioning principles, including reinforcement and punishment.

- **Reinforcement.-** It is delivery of a consequence that increases the likelihood that a response will occur.

**Positive reinforcement.-** It is the presentation of a stimulus after a response so that the response will occur more often.

**Negative reinforcement.-** It is the removal of a stimulus after a response so that the response will occur more often. In this terminology, positive and negative don't mean good and bad. Instead, positive means adding a stimulus, and negative means removing a stimulus.

- **Punishment.-** It is the delivery of a consequence that decreases the likelihood that a response will occur.

**Positive punishment.-**It is the presentation of a stimulus after a response so that the response will occur less often.

**Negative punishment.-** It is the removal of a stimulus after a response so that the response will occur less often.

## b) COGNITIVIST

Jean Piaget (1920) Cognitivist is concerned with the internalization of mental processes. The ability to review a situation and act knowingly. Cognitivists accept some of the concepts developed in the behaviorist model of learning but believe that the learning actually occurs through the human brain processing and reorganizing the data it receives.

Cognition literally means, "Knowing". In other words, psychologists from this approach study cognition which is 'the mental act or process by which knowledge is acquired. They focus on the way people process information, looking at how we treat information that comes into the person and how this treatment leads to responses. In other words, they are interested in the variables that mediate

between stimulus/input and response/output. The main areas of study in cognitive psychology are: perception, attention, memory and language.

c) **HUMANISTIC**

Humanism generally is associated with beliefs about freedom and autonomy and notions that "human beings are capable of making significant personal choices within the constraints imposed by heredity, personal history, and environment" (Elias & Merriam, 1980, p. 118). Humanist principles stress the importance of the individual and specific human needs. Among the major assumptions underlying humanism are the following:

- Human nature is inherently good;

- Individuals are free and autonomous, thus they are capable of making major personal choices;

- Human potential for growth and development is virtually unlimited;

- Self-concept plays an important role in growth and development;

- Individuals have an urge toward self-actualization;

- Reality is defined by each person; and

- Individuals have responsibility to both themselves and to others (Elias & Merriam, 1980)

Both Rogers and Maslow regarded personal growth and fulfillments in life as a basic human motive. This means that each person, in different ways, seeks to grow psychologically and continuously enhance himself or herself. This has been captured by the term self-actualization, which is about psychological growth,

fulfillments and satisfaction in life. However, Rogers and Maslow both describe different ways of how self-actualization can be achieved.

As described by Gage and Berliner (1991) there are five basic objectives of the humanistic view of education:

1) Promote positive self-direction and independence (development of the regulatory system);

2) Develop the ability to take responsibility for what is learned (regulatory and affective systems);

3) Develop creativity (divergent thinking aspect of cognition);

4) Curiosity (exploratory behavior, a function of imbalance or dissonance in any of the systems);

5) An interest in the arts (primarily to develop the affective/emotional system).

According to Gage and Berliner (1991) some basic principles of the humanistic approach that were used to develop the objectives above are:

- Students will learn best what they want and need to know. That is, when they have developed the skills of analyzing what is important to them and why as well as the skills of directing their behavior towards those wants and needs, they will learn more easily and quickly. Most educators and learning theorists would agree with this statement, although they might disagree on exactly what contributes to student motivation.

- Knowing how to learn is more important than acquiring a lot of knowledge. In our present society where knowledge is changing rapidly, this view is shared by many educators, especially those from a cognitive perspective.

- Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. While most educators would likely agree that this is important, they would also advocate a need to develop a student's ability to meet external expectations. This meeting of external expectations runs counter to most humanistic theories.

- Feelings are as important as facts. Much work from the humanistic view seems to validate this point and is one area where humanistically-oriented educators are making significant contributions to our knowledge base.

- Students learn best in a non-threatening environment. This is one area where humanistic educators have had an impact on current educational practice. The orientation espoused today is that the environment should by psychologically and emotionally, as well as physically, non-threatening. However, there is some research that suggests that a neutral or even slightly cool environment is best for older, highly motivated students.

## 5.2 TEACHING ENGLISH AS A SECOND LANGUAGE

According to Gass and Selinker 2008, Second Language Acquisition or Second Language Learning is the process by which people learn a second language in addition to a first person's language. Actually, English has become the language that is known as the "international business language". Due to the importance of business and trading in our society, English has become incredibly primordial to learn. English as a Second Language gives people the opportunity to learn it as a new language and become part of their daily speech as well as it

enables people to be more successful in many fields in which they can use this language as a tool for work, study, communication, research, and others.

## 5.2.1 MOTIVATION AS A CONTRIBUTING FACTOR IN SECOND LANGUAGE ACQUISITION

Harmer (1991) states that motivation, is a factor that has a strong effect on a student's success or failure. It may help students acquire the language or it may lead them to a frustrating experience. Language learners who really want to learn will succeed whatever the circumstances in which they study and this is what the author calls extrinsic motivation. There are two main types of extrinsic motivation: integrative, when students are attracted by the culture of the target language community and instrumental, when it depicts circumstances in order to get a job, position or status.

On the other hand, there is the intrinsic motivation; which plays an essential role in most students learning process. The author states that this type of motivation can be provoked by good physical conditions; an appropriate method or technique, or by positive attitude of the teacher. There are many techniques to help students and teachers with motivation, but the best one is probably to do something fun. Harmer (1991) also affirms that if the teachers are creative during the class time and they can use English to make the students watch a funny video on the Internet, read an article about students' favorite band, or communicate with smart people on a discussion forum, students will begin to think of English as something fun.

## 5.2.2   NEGATIVE ATTITUDES

One of the reasons why students don't want to spend their time on  learning English is that they associate learning English with unpleasant things. When they think "learning English", they think about boring English classes, boring exercises and boring homework. Even if they know they need English in a near future that might not be very motivating for them. In their minds, learning English is something they have to do, not something they want to do. This is because the educators don't apply new teaching techniques they just follow what the book just said and they don't try to use new methodologies in the teaching classroom environment. Sometimes it is advisable for the English teachers to carry out extracurricular activities where all the students must be involved and take part of the teaching process, these activities are the ones which are going to leave an important mark in students' mind; they can be developed outside the class such as: group work, pair work, role plays, competitions, dramatization, etc. Doing these things, students will definitely change their minds with respect to the acquisition of a new language; getting from them excellent results, developing communicative language skills in English and increasing the level of motivation in learning something new.

## 5.3  ENGLISH LANGUAGE TEACHING METHODOLOGY

### 5.3.1   English Language Teaching Outside English-Speaking Countries

English as a foreign language indicates the use of English in a non-English-speaking region. The study of this language can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more

privileged minority, in an Anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university.

In other words, TEFL is the teaching of English as a new language to the non-native English speakers. Today EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status; it may also be supplemented by lessons paid for privately. Teachers of EFL should not always assume that students are literate in their mother tongue.

### 5.3.2. Methods of teaching foreign languages

Teaching methods are defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods.

For effective teaching to take place, a good method must be adopted by a teacher. The teachers may write lesson plans on their own, borrow plans for other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment and learning goals. Students have different ways of

absorbing information. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of methods are used to ensure that all the students have equal opportunities to learn. A lesson plan may be carried out in several ways and it must be effective and appropriate for the students in order to get from them a good response, understanding and classroom participation.

As English teachers we have to take into account that the fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive, to integrate applicable technology into the learning experience, and to use collaborative learning strategies when appropriate.

**a) THE GRAMMAR TRANSLATION METHOD**

"It has been the classical method; focus on grammatical rule, memorization of vocabulary, conjugations, translation of texts doing written exercises.

In other words this method instructs students in grammar. Nowadays, most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages.

The main characteristics of this method are:

- Classes are taught in the mother tongue.

- Much vocabulary is taught by isolated words.

- Little attention is paid to the contexts of texts.

- Little attention is given to the pronunciation.

At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupil can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system.

The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought".

## b) THE DIRECT METHOD

"The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language in class. It was established in Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching".

## c) THE AUDIO-LINGUAL METHOD

"This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack skills Reading of speaking Approach of the new material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence 011 mimicry. Memorization of set phrases and over- learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.

Teaching points are determined by contrastive analysis between LI and L2. There is abundant use of language laboratories, tapes and visual aids. There is an

extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning".

## d) THE COMMUNICATIVE LANGUAGE TEACHING METHOD

"Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It focuses on the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

This approach argues that "merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

## e) SUGGESTOPEDIA

This method was developed by The Bulgarian doctor and psychotherapist Georgi Lozanov's (1979) who says " Suggestopidia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. He also explains that the human brain could process great quantities of material if given the optimal conditions for learning, for example a state of relaxation and concentration to facilitate the intake and retention of big quantities of information.

Other characteristics of Suggestopidia were the giving over of complete control and authority to the teacher and the encouragement of learners to act as "childishly" as possible, often even assuming names and characters in the target language.

The main characteristics of this method are mentioned in the following section:

- Soft music is essential and contributes to get e better learning.

- The teacher listens to the soft music and read the text where each lesson    is translated into the mother tongue.

- Induced states of relaxation may be beneficial in the classroom environment.

## f) SILENT WAY

It was invented by Caleb Gattegno in the 1950s. He says "The teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact. The role of the teacher is to give clues, not to model the language.The main characteristics of this method are:

- The method emphasizes the autonomy of the learners and they develop their own inner criteria for correctness.

- Students work as a group in order to solve problems in the target language together.

- Learning is facilitated by accompanying physical objects.

- Learning is facilitated by problem solving involving the material to be learned."

At the moment the teachers use this method in the class where the students become independent and experimental learners. The teachers try to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them.

To sum up about the use of the Silent Way method, it is said that the role of the teacher is primordial because he/she monitors the students' efforts, and the students are encouraged to have an active participation in learning the language. The pronunciation is considered fundamental because the students spend time practicing each lesson and the evaluation is carried out by observation.

## g) TOTAL PHYSICAL RESPONSE

The developer of this method was Ames Asher (1977), "It takes into consideration the silent period deemed necessary for some language second learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. Students later become more actively involved, verbally and creatively." The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts.

## h) NATURAL APPROACH

The Natural Approach method was created by the linguists Tracy D. Terrell and Stephen Krashen in the late seventies of the 20th century, "The aim of the Natural Approach is to foster the communicative competence, not grammatical perfection. The main characteristics of this method are:

- Learners should be as relaxed as possible in the classroom.

- Natural approach was based at the goal of basic personal communication skills into the class.

- Teachers provide comprehensible input.

- The teacher is the resource and the creator of an interesting and stimulating variety of classroom activities, games and small group work."

## 5.4 TECHNIQUES

Harmer (2001) defines techniques as a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. The aim in any class is to involve the students all the time. It is too easy to waste time through imperfect techniques, instead of teaching the group as a whole. That is why; English teachers must have a good lesson plan based on good teaching techniques where all the students take part of the activities and at the same time create a good cooperative learning where the assimilation of the knowledge would be easier and clear for them.

Cameron (2001) states that the aim in any class is to involve the students all the time, and for class is to involve the students all the time and using questions to encourage a more in-depth response from a student may be a way of extending dialogue with children. She also asserts that using this technique is the best way to call students' attention.

Another teaching technique that must be applied in class is pair and group work. Regarding this topic, Flynn (2006) claims that working in small groups and with a partner may be a powerful tool for fostering language acquisition. This author

manifests that learners use considerably more language, and exploit a greater range of language functions when working in small groups.

Storytelling is also considered as an important technique to be used in the classroom. Keshta (2013) states that storytelling is a great way to encourage English language learners to be active participants in the foreign language learning process since it helps students develop listening and speaking skills. Likewise it enables students to convey through the language of words, aspects of themselves, their families, friends and classmates, their communities, their cultures, and the worlds, real or imagined, that we inhabit.

Giving effective Instructions is another essential aspect to be considered in the classroom since they lead to a successful learning. For this reason, teachers must address them effectively. Firstly, they must make sure that everyone is paying attention using simple and understandable language expressions. Secondly, the same instructions must be told with the same set of words, with the support of visual clues, and with the use of realia (pictures, gestures and mimes). Thirdly, if the activity requires a series of steps, instructions should be given in segments checking understanding at every step. Finally, the teacher should make sure that each instruction was understood before the activity begins (Gower, Philips, & Walters, 1995).

Controlling large classes is an important aspect that must be considered when teaching English since the number of students influences directly the Teaching-Learning process. In big classes, educators must have students work in pairs and

small groups so they can make sure and check if students are in fact using the language while they are not near them, Snow (2006).

Additionaly, Phillips ( 2003) states, that the use of role plays has clear advantages for language learning; they are useful in the development of oral communication skills, and reading and writing as well; they encourage students to speak, they give them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions.   They also allow the interaction between classmates, and peers. They permit introverted students to speak out and make language learning an active, motivating experience. Finally, the teacher can have the learners start out by "acting out" dialogues from their text books.

As it is known learning a foreign language is a complex process: in this process, language teachers cannot be far away from the technology. It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.

According to (Wright, 1976) a lot of media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. They bring the real word into the classroom, give students realistic models to imitate for role-play, can increase awareness of other cultures, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

According to (Murphey, 1992) Songs can help young learners to improve their listening skills and pronunciation; therefore potentially they help them to improve their speaking skills. They can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. The greatest benefit for using songs in the classroom is that they can be fun and add interest to the classroom routine and potentially improve student's motivation. Songs, contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.

## 5.5 STRATEGIES

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling or manipulating certain information; also the strategies vary widely within an individual, while the styles are more constant and predictable (Harmer, 2001). The author mentions the following strategies:

- **Lower inhibitions**.- Playing guessing and communication games, role plays, singing songs, using plenty of group work, laughing with the students, having them sharing their fears in small groups may increase their desire to participate.

- **Build students self – confidence**.- The teacher must tell the students that they believe in them by creating a list of the students' strengths based on the achievements they have accomplished throughout the course.

- **Encourage the class to use right – brain processing**.- Using tapes in the class, doing skimming exercises, doing rapid free writing, doing oral fluency

exercises where the object is to get the students to produce the language without being corrected.

- **Promote tolerance.-** Teachers must encourage students to ask them or the rest of the students questions that they do not understand, they have to keep the explanation simple and brief, and occasionally translate to clarify a word or meaning.

- **Get the students to make their mistakes work for them**.- Teachers can tape record students' oral production and get them to identify errors; in order to let students catch and correct each other's errors, teachers may encourage students to make lists of their common errors and work on them on their own.

## 5.6 LEARNER'S USE OF THE MOTHER TONGUE IN EFL CLASS

### 5.6.1 Learners' use of first language in pair work in an EFL class.

The current communicative approaches to second language (L2) instruction encourage the use of small group work (including pair work) in the L2 classroom as a means of providing learners with more opportunities to use the L2. However, one of the concerns for language teachers about small group work is that learners may use their first language (L1) instead of their L2 in such activities. Learners' use of L1 may be particularly high in foreign language (FL) contexts where learners share the first language. Here I have an example, Guk and Kellogg (2007) reported a large proportion of L1 use in an FL context (Korea) in learner–learner interactions (46.93% of the total learner–learner utterances).

"In the past, the dominant view towards the use of L1 in L2 classes was that it should be strongly discouraged, if not outright prohibited. " Many scholars felt

that the use of L1 would interfere in the development of the L2" (e.g. Odlin, 1989; Kellerman, 1995). Recent research (e.g. Orland-Barak & Yinon, 2005; Carless, 2008), however, has shown that teachers (novice and experienced teachers as well as teacher trainers) view the use of L1 in the L2 classroom more positively, seeing some use of the L1 as a constructive tool in teaching and class management. An interesting study by Brooks-Lewis (2009) showed that learners may appreciate the use of their L1 in L2 classes and get better academic results. The study, motivated by the author's own negative experiences of learning an L2 in classes where the L1 was excluded, elicited learners' feedback on English as a foreign language (EFL) course, which included extensive use of the L1 and a gradual increase in the amount of L2 used.

The study found that the learners were overwhelmingly supportive of the extensive use of L1 in classroom activities and they *felt that the inclusion* of the L1 made learning the new language easier, as it enabled them to compare the new language knowledge with their existing knowledge of their L1. More importantly, they felt that the use of the L1 acknowledged the value of their prior knowledge. However, although learners may hold positive attitudes and points of view towards the use of L1 by their teachers, studies that investigated learners' use of their L1 in pair activities have found that learners use the L1 sparingly (e.g. Swain & Lapkin, 2000; Storch & Wigglesworth, 2003). These studies also show that, when used, the L1 serves a number of important functions that can facilitate task completion and language learning.

### 5.6.2  MOTHER TONGUE IN THE CLASSROOM

#### a) Negative aspects about the use of L1 in L2 classes

- As a negative thing one of the concerns foreign language teachers may have about using small group or pair work when they develop a task is that students will use their shared first language (L1) instead of the target language which is not acceptable, especially if they want to become English speakers.

- The use of the mother tongue by the teachers in the classroom should be rationale if they don't do that their pupils will not develop the English basic skills, mainly listening and speaking.

- Another important aspect to mention is that teachers who have non-native English speakers cannot explain all the grammar rules or instructions using the L1, so English is the only practical medium for teaching due to the constantly use of the L2 by the students in class can cause they become good English speakers in a near future.

- If we want to translate, the influence of L1 on L2 complicates the English learning process because it could cause errors to language production and be misunderstood by native speakers who read or listen our conversations or read our translations in context.

- David Owen (2002) says: "Translation obliges learners to share their precious L2 use time with the L1: this is not a productive use of the opportunities given by the class. What I mean is if the teachers let the students use their mother tongue and the foreign language at the same time, they are delaying the acquisition and the learning of a foreign language. To avoid this, teachers need

to plan as many activities as they can in order to involve the students in the English natural environment. Students should be helped to *think* in L2 giving them simple grammar explanations and putting those grammar rules into practice during the class time. Teachers have to remember that the only way to get good English students is involving them during the teaching process.

- In addition he also says: "Coping strategies are an essential part of communicative competence. The ability to negotiate meaning is a skill that has to be developed from the earliest stages. Translation simply 'provides' meaning: students who have not had to develop coping strategies will be seriously disadvantaged when translation aid is not on hand. Students who do not have this ability/level will be frustrated in their attempts to recreate their (fully-formed) L1 in terms of their (imperfect) L2.

**b) Positive aspects about the use of L1 in L2 classes**

Here it is mentioned some good things about the use of the L1 in L2 classes.

For example:

- Villamil and de Guerrero (1996) examined the dialogue of 54 students learning English as a foreign language (EFL) as they engaged in revising each other's writings. The researchers reported that "The use of the L1 enabled the learners to complete the task more effectively (e.g. gain a clearer understanding of the text and offer suggestions on how to improve the text), to maintain dialogue, and to externalize their thoughts.

The authors, Anton and Di Camilla (1998) established a list of categories for L1 use; categories which have since been used by a number of other researchers. These categories included:

- Providing each other with assistance, shown in negotiating metalinguistic knowledge and evaluating and understanding the meaning of the text;

- Initiating and maintaining interrelationships, where learners established goals and built up shared perspectives to achieve such goals; and

- Externalizing or vocalizing their thoughts.

Swain and Lapkin's study (2000), which was conducted in eighth-grade French immersion classes, investigated the effect of task type on L1 use and they found different functions of it during the teaching and assignment of tasks in L2.

- The first function, entitled 'moving the task along', included sequencing of the pictures in the jigsaw task and task management.

- The second function, entitled 'focusing attention', included instances where learners used the L1 to negotiate L2 vocabulary and grammar.

- The third function was to enhance the learners' interpersonal relations including off-task talk and managing disagreements.

As a general view, the researchers through the analysis found that weaker pairs used more L1 on the jigsaw task than proficient pairs. However, the pairs' L2 proficiency did not seem to have an effect on the amount of L1 used on the doctor less task.

Another study that investigated the impact of task on L1 use was made by the researchers Storch and Wigglesworth (2003). This study, conducted in a second

language context, investigated the use of L1 by six pairs of ESL learners – three Indonesian and three Chinese – on two different tasks (text reconstruction and joint composition). The study found that "The task type had an impact on the functions served by the L1. In the joint composition task, the L1 was used mostly for the purpose of task management and clarification, whereas in the reconstruction task the L1 was often used for vocabulary and meaning discussions. Interviews conducted with the learners revealed that the students were generally reluctant to use the L1 but thought that it could be helpful, chiefly in activities where meaning is central (i.e. the composition)." Furthermore, the findings showed that the amount of L1 used by the pairs varied, with the majority of the pairs (four) use it minimally and only two pairs use it extensively.

Here comes up the following question, what would happen if a class is monolingual? Well, there are other cases where the use of the mother tongue is beneficial for a monolingual class for example, trying to explain to the learner (s) complex task instructions in the mother tongue or when activities are not working too well. Take false friends as an example. It is often helpful to use mother tongue comparisons to help clarify such issues."

Translation does not encourage the interaction among students and the only thing it does is wasting class practice time due to it is considered an individual language task and it does not focus on communicative skills which is the main goal that the students need to reach and develop during class.

On the other hand, it is important for learners to have effective foreign language teaching and if the use of the mother tongue in English classes contributes to this

effectiveness then it should be used when required. It is a good idea to agree a policy on its use with the group at the beginning of the course: when and why will mother tongue is used and by whom.

A simple example of using the mother tongue as a learning tool is the correction exercise in the grammar part. The teacher identifies the student errors they want to work on and writes correct sentences in English for each one.

David Owen (2002) found other benefits of using L1 in L2 classes for instance: "L1 increases learner awareness and knowledge, not only of grammar but also of the pragmatic and stylistic devices and their effects, actually 'empowers' students, providing them with a fuller understanding of what language (and the L2 in particular) is capable of, and in what ways this is similar to, or different from their own language. Recent research in pragmatics suggests that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a mean by which both languages can be assessed. Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of fine-tuning the language to be used in given situations and conditions, and Alternatively, it allows students to identify their own L1 strategies to determine why these may be successful, and to try them out in L2.

**c) Possible functions the L1 may serve.**

According to Duff & Polio, 1990; Polio & Duff, 1994; Rolin-Ianziti & Brownlie, 2002; Levine, 2003, L1 is used for different purposes such as:

- "Metalinguistic explanation: teacher uses the L1 to focus on grammatical forms through explicit or metalinguistic explanations, mostly motivated by a

belief that students would not understand or motivated by a student's question.

- Task instruction: teacher uses the L1 to give instructions for an activity or a task.

- Class management/Discipline: teacher uses the L1 to deal with lack of concentration, noise, talk, misconduct, etc.

- Empathy/Solidarity: teacher uses the L1 in a sense of closeness with students either to show understanding or to create a friendly support.

- Immediate translation: teacher uses the L1 to give the translation of a word or expression, without asking students for the meaning or taking time to check students' comprehension.

- Delayed translation: teacher uses the L1 to give the translation of a word or expression, using a prompt to ask students for the meaning.

An interesting phenomenon about the use of the Mother Tongue in the class was the use of L1 as a means of self-confirmation. In other words, learners use their mother tongue as a way of explaining the meaning of the written text to the members of the same group before being able to edit it. It may be that the learners feel more comfortable about working in pairs and with students who share the same language. They may have also become more comfortable with the idea of using their L1 in completing the tasks, and particularly when confronted with a difficult task.

When the L1 is used for task management, it gives learners an opportunity to gain a clear understanding of the task requirements, particularly of novel tasks or

difficult tasks and complete them. And, when the L1 is used in deliberations over vocabulary, it enables learners to give and receive timely assistance about word meaning and word searches, facilitating L2 learning.

The L1 is also used in private speech, where the learners seem to use the L1 to confirm or firmly establish in their own minds the meaning of certain words.

A closer examination of the use of L1, particularly in serving a task management function, suggested that the L1 is also used as a social tool that reflects and maintains the relationship formed by the pairs or groups who speak the same language, whether collaborative or dominant/passive.

- In collaborative pairs.- L1 was used to offer to share the role of the scribe and to invite suggestions.

- In dominant/passive pairs.- L1 was used to issue orders and direct the writing activity.

The findings also show that the use of the L1 by the learners seems to serve important cognitive, social, and pedagogical functions. This of course is not to say that learners should be encouraged to use L1 extensively. Rather, the findings suggest – as Swain and Lapkin (2000) pointed out and as Brooks-Lewis (2009) intimated – that restrict or prohibit the use of L1 in L2 classes is to deny learners the opportunity of using an important tool.

## 5.7  THE USE OF SPANISH AND THE DEVELOPMENT OF LISTENING OF AND SPEAKING SKILLS.

"Language learning means acquiring certain skills, which can be learned through practice and not by just memorizing rules. The persons who have learned a

foreign or second language through translation find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language. Nowadays, the best way to learn English is through English"; not by listening to a teacher speaking his mother tongue. Besides, whatever we are learning, we learn by doing, not by listening to instructions about how to do something. Years ago, educators often used the student's mother tongue, but through the pass of the time experience has proved that this method was not effective for people who wanted to learn how to communicate in a foreign language. It is primordial that pupils learn the language by using it, not by talking about its grammar structures or rules but some people believe that it is useful to learn the grammatical rules of English in their mother tongue. Once again, experience shows that this is not an effective teaching method and can cause serious problems. People who have tried to learn a foreign language in this way often find it very difficult to communicate spontaneously when they have to face everyday life situations. They tend to think about the rules before putting a sentence together. This means that they react very slowly when people speak to them. They also tend to translate everything in their minds before speaking, and when they speak it does not sound natural. People learn a foreign language effectively by being exposed to the language and practicing it.

 Learning a language involves a lot more than understanding words and grammatical rules. It requires the ability to put this knowledge into practice. This

also involves understanding what people say to you. This is difficult if you have never heard the language being spoken.

**Speaking Skills in the ESL Classroom - From Acquisition to Participation**

Research has said many things about how listening should be taught. But often, this knowledge has not been put into practice inside the classroom environment. While many classes are based on the idea of giving students lots of practice with English, research tells us that teachers also need to teach listening.

When we teach listening we need to teach not only English, but we also need to teach how it is used. Teaching listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it.

Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

It is necessary to teach both:

1) The language system, (our knowledge of language: grammar and vocabulary.

2) The use of the language system, (the skills of language use)

The problem with most listening classes is that they get in trouble with number 1. Too many classes concentrate on teaching the language system and miss the skills of language, in this case listening.

Our knowledge of the language system includes our knowledge of words, how these words are properly put in order (syntax or grammar), how these words are said in connected streams (phonology), how these words are strung together in longer texts (discourse) and so on. Using the language system involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understanding and conveying meaning.

- **The Listening Skills**.-  The Listening Skills are divided into two groups:

    - bottom up listening skills and

    - top down listening skills.

Bottom up skills are skills that help in decoding. "Bottom-up refers to that part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to words to grammatical relationships in lexical meanings" (Morley 2001).

**A List of Bottom Up Skills.-** This list has been compiled from a number of sources: Peterson (1991), and Brown (2001). They are listed in a rough order of conceptual difficulty:

- discriminating between intonation contours in sentences

- discriminating between phonemes

- listening for word endings

- recognizing syllable patterns

- being aware of sentence fillers in informal speech

- recognizing words, discriminate between word boundaries

- picking out details

- differentiating between content and function words by stress  pattern.

- finding the stressed syllable

- recognizing words with weak or central vowels

- recognizing when syllables or words are dropped

- recognizing words when they are linked together in streams  of speech

- using features of stress, intonation and prominence to help identify important information.

And, top down skills processing refers to the attribution of meaning, drawn from one's own world knowledge, to language input it involves "the listener's ability to bring prior information to bear on the task of understanding the "heard" language". (Morley 2001) How our knowledge of social convention helps us understand meaning.

- **A List of Top Down Skills.-** This list has been compiled from a number of sources: Peterson  (1991), and Brown (2001).

  – "discriminating between emotions

  – getting the gist

  – recognizing the topic

  – using discourse structure to enhance listening strategies

  – identifying the speaker

  – evaluating themes

- finding the main idea

- finding supporting details

- making inferences

- understanding organizing principals of extended speech."

In final analysis, an ideal listening class should thus provide both practice and instruction. Students need practice in listening for meaning and also some instruction about how to do so effectively in real life situations.

### 5.7.1 English only in the EFL Classroom: Worth the Hassle?

According to Prof. Larry M. Lynch who says that "In considering the use of L1 (the learners mother tongue) in ELT (English Language Teaching) on the part of the teacher, one of the first assumptions is that the teacher has a sufficient command of the students L1 to be of value in the first place.

Another assumption that may well impact this scenario is that all the learners in a class or group have the same L1. While these assumptions may often be the case in numerous EFL (English as a Foreign Language) teaching / learning settings, many times they are not. In the case of multi-cultural classes (i.e., in the USA, UK, Australia, Canada, India, etc.) where the learners have different L1s, or when the teacher does not have a working knowledge of the learners L1, a frequent occurrence in Asia, Africa and eastern Europe, applied L1 use in the EFL classroom is severely limited or may be rendered virtually impossible.

### 5.7.2 Use of L1 in the Classroom

Besides, Prof. Larry M. Lynch talks about those instances where he uses the learners L1 in my EFL classes. He has acquired a working knowledge of Spanish

and all his university and independent students have Spanish as their L1. Although IHe's against any substantial use of L1 in ESOL (the teaching of English to Speakers of Other Languages) classes, there are situations where its use is quite valuable. In addition, at early levels a ratio of about 5 per cent native language to about 95 per cent target language may be more profitable than the use of "English only".

When learners are stumped for abstract lexis, a word or phrase which cannot be easily elicited during the course of a lesson, He'll simply "give" them the word in Spanish to aid in continuing with the smooth flow of the lesson and not get "bogged down" in trying to come up with the elusive lexis by other means. When a student gives him production of incomprehensible language, i.e., He (nor the other learners) cannot decipher what the student is trying to say in English, He'll say "Tell me that in Spanish." Armed with this new understanding He (or one of the other learners) can then provide that learner with corrected, comprehensible forms which otherwise might elude both (or even all) of us.

During a written exam, He'll also "give" the learners a word or phrase writing it on the board in English and / or Spanish to avoid extensive disruption of the test-taking process. Since He does not prepare the exams, new lexis can creep into readings, instructions or exercises. When a learner, and as additional learners, ask for meaning or explanation of the word(s), He'll simply point to the lexis on the board without speaking.

When playing communicative, He'll again provide a translation of new lexis to help develop the learners' vocabulary. These could be lexis of places, names in

English / Spanish, foods, animals or some verbs or use of the L1 in various code-switching activities. This happens especially frequently when I need to explain why a particular word is incorrect or cannot be used.

### 5.7.3. L1 Use with Limited English Proficiency Learners

One additional instance when Prof. Larry M. Lynch switches to Spanish is when He must talk to LEP (Limited English Proficiency) learners about important administrative matters or procedures for which they do not have the necessary depth of vocabulary to understand. The importance of the material and their need to understand it outweigh the adherence of sticking to "English only" which is my "standard operating procedure" in the classroom. This is especially true in the case with groups of learners with less than about 250 contact hours of English that is equivalent to third semester or less.

On occasion, students will bring in a song or lyrics, usually Rock or Pop music, and ask the meaning of a word, phrase, expression or sometimes even the title. In providing the requested explanation. In this situation Prof. Larry M. Lynch, uses comparisons and / or translations into Spanish as often as is necessary. The same may occur with dialogue from popular films, movies and videos produced for native speakers of English. In rare instances, a cassette recording of a radio broadcast or book-on-tape has made its way into my classroom for the same reasons.

A final common instance in the use of L1 in the classroom by the Prof. Larry M. Lynch is with learners in "repeat" or "remedial" classes of Limited English Proficiency learners. Since these learners have already demonstrated that the

"traditional" teaching methods provided for in their course books is insufficient in teaching them the material. All these learners have failed the course at this level at least once, some twice or more. Prof. Larry M. Lynch subsequently uses a series of alternative methodologies including translation and other types of input / feedback in the learners L1 to aid in the learning - acquisition process.

**THE USE OF THE MOTHER TONGUE (SPANISH) IN THE EFL CLASS**

According to Ellis (1985) it is a popular belief that Second Language Acquisition (SLA) is strongly influenced by the learner's first language. The clearest support for this belief comes from 'foreign' accents in the second language speech of learners. When a Spanish speaker speaks English, his English sounds Spanish. The learner's first language also affects the other language levels-vocabulary and grammar. Another belief is that the role of the first language in the second language acquisition is a negative one. That is, the first language gets in the way or interferes with the learning of the second language, such that features of the first language are transferred into the second language. There is still a controversy of using mother tongue or first language in second language teaching learning.

The use of the first language or mother tongue in English classroom has some advantages and disadvantages. It depends on when and what amount of first language is used in the classroom. For example, Harmer (2009) points out that there are many occasions when using the students' first language in the classroom has obvious advantages:

If teachers want to discuss making a learning contact with their students, or to ask students what they want or need, then they will get more from lower-level

students if they do it in the students' first language than if they try to struggle through with English. Likewise, translation can also be a very good way of reviewing how well students have understood grammar and lexis at the end of a unit of study. And finally, students (and their teachers) can use the first language to keep the social atmosphere of the class in good repair.

Moreover, Auerbach (1993) identifies the following uses for mother tongue: classroom management/discipline, metalinguistic explanation in which teachers use the first language to focus on grammatical forms through explicit or metalinguistic explanations, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension. This author also states that mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain, to enable the learners to complete a task more effectively, to maintain dialogue, and to externalize their thoughts.

Dawson (2010) admits that teachers try to prevent their students from using the first language in the classroom, but they cannot prevent students from using the first language in their brains. The students' brain space is filled with their mother tongue that has formed the neural networks of their brains and their knowledge is in the first language. They comprehend and process their thoughts in the first language. The role of mother tongue -Spanish also depends on the teaching methods a teacher applies in the classroom. The question whether the students' mother tongue should be used in English classrooms has created a controversy

that revolves around the pedagogical appropriateness of teacher usage of students' mother tongue in foreign language teaching since for many years the use of the mother tongue was discouraged on pedagogical grounds in the teaching of foreign languages. This situation exists in many countries where English as a foreign language is taught, given the processes of globalization worldwide.

## NEGATIVE ARGUMENTS OF THE USE OF THE MOTHER TONGUE IN A FOREIGN LANGUAGE CLASS

Arguments against teachers using students' mother tongue are mainly pedagogically based. Harbord, (1992) claims that the tendency of using the mother tongue could lead to the development of an excessive dependency on the students' mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English; they may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills.

David Owen (2002) quotes that the main argument against the use of the first language in language teaching is that students will become dependent of it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language the author also says that translation obliges learners to share their precious second language use time with the first language; this is not productive use of the opportunities

given by the class. What it is meant is, if the teachers let the students use their mother tongue and the foreign language at the same time, they are delaying the acquisition and the learning of a foreign language. In order to avoid the problem mentioned before, teachers need to plan as many activities as they can in order to involve the students in the English natural environment. Students should be helped to think in the target language; giving them simple grammar explanations and putting those grammar rules into practice during the class time. This author mentions some relevant aspects regarding the use of the first language in a foreign language class, which are describe below:

- If teachers make more efforts to prepare teaching aids, students can understand them without using the mother tongue.

- Teachers should always explain in English, only if there is no other choice they should switch to the mother tongue.

- Teachers should be committed to the target language in their teaching although students will always try to drag them into using the mother tongue.

- All immersion programs advocate the use of the foreign language in order to upgrade students' knowledge.

- Once the teacher starts using the mother tongue, there is no way back.

- The use of the mother tongue slows down the process of learning.

According to Ellis (1985) when students develop a task using small group or pair work, they will use their shared first language instead of the target language which is not acceptable, especially if they want to become English speakers. The use of the mother tongue by the teachers in the classroom does not permit students to

develop the English basic skills, mainly listening and speaking. If students use translation, the influence of the first language on the target language complicates the English learning process because it could cause errors to language production and be misunderstood by native speakers who read or listen to our conversations or read our translations in context. This author affirms that students should be helped to think in the second language giving them simple grammar explanations and putting those grammar rules into practice during the class time. Teachers have to remember that the only way to get good English students is involving them during the teaching process.

## MODERATE USE OF THE MOTHER TONGUE IN A FOREIGN LANGUAGE CLASS

Many professionals in the field of second language acquisition convict that the first language has a facilitating role in learning second or foreign language classroom.

At the same time, the proponent of monolingual approach Krashen (1981) has argued that people learning foreign languages follow the same route as they acquire their mother tongue, hence the use of the mother tongue in the learning process should be minimized.

Regarding the same topic, Khanal (2004) claims that the excessive use of the mother tongue might facilitate the learners' understanding but it also hinders their progress in developing productive competence.

Additionally, Cook (2001) presents criteria for the judicious use of the mother tongue: efficiency, learning, naturalness, and external relevance. *Efficiency* relates

to doing something more effectively through the mother tongue. *Learning* concerns whether the foreign language learning is enhanced by the use of the students' mother tongue. *Naturalness* relates to whether students prefer the use of their mother tongue rather than the foreign language regarding certain topics. Finally, *external relevance* is whether the mother tongue helps students with uses of the foreign language they may need beyond the classroom. Likewise, translation does not encourage the interaction among students and the only thing it does is wasting class practice time due to it is considered an individual language task and it does not focus on communicative skills which is the main goal that the students need to reach and develop during class.

However, it is important for learners to have effective foreign language teaching and if the use of the mother tongue in English classes contributes to this effectiveness then it should be used when required. It is a good idea to agree a policy on its use with the group at the beginning of the course: when and why will mother tongue is used and by whom.

To conclude, Ihara (1993) states that teachers would be required to be aware of when, how and why to use the first language, that is to say, the proper use of the first language who denied that word–for-word and sentence-for-sentence translation. Many studies show that the limited use of mother tongue is beneficial and the over use of it may be counter-productive as it encourages the low exposure in target language.

**HYPOTHESES**

**GENERAL HYPOTHESIS**

- The use of Spanish language affects the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 - 2013.

**SPECIFIC HYPOTHESES**

- The use of the Spanish language during the teaching process causes learning difficulties of the English language to the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 - 2013.

- The use of Spanish language and the teaching process provokes demotivation in the learning of the English language of the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013.

## f. METHODOLOGY

## 1) DESIGN OF THE RESEARCH

In the development of the present research project some methods and techniques are going to be used in order to carry out successfully this research work; besides, these will help to verify and check the outlined hypotheses

## 2) METHODS, TECHNIQUES AND INSTRUMENTS

## 1.1. METHODS

To develop the present research project the use of some methods will allow carrying out this project in a successful way and doing a logical explanation of the relations that are established in the researched object and consequently a solution could be found to the problem.

- **Scientific Method.-** This method will support and reinforce the research due to this project is focused on investigation to discover and explain how the use of Spanish in Teaching English affects the learning process.

- **Analytic – Synthetic Method.–** The use of this method will be taken into account to analyze the results gotten through the research instruments and to make the interpretation of the data including a critical analysis considering the variables of my hypothesis. Also, this method will be used to establish the conclusions based on the results gotten.

- **Descriptive Method.-** It is useful in the description of the place where the research will be carried out. Also with this method the researcher will detail the criterion about field investigation in relation to our society. It

serves as a help to know the social situation given in the problem research.

- **Explicative Method.–** It is going to be used to give a point of view according to the results gotten and to explain the theoretical reference about the emotional, social and educational factors which affect the learning process of the English language in the students of the Bachillerato level at Unidad Educativa Anexa a la Universdad Nacional de Loja, academic year 2012 – 2013.

- **Statistical Method.–** This method will be used in the graphic and numerical interpretation of the data. Additionally, this method will help to interpret all the information or data collected previously to analyze and point out the level of significance, relationship and concordance between the variables and in this way to verify the hypothesis.

## 2.2 TECHNIQUES AND INSTRUMENTS

To get the empiric information about the researched object the survey technique will be applied through the questionnaire instrument, it will help to collect the data from the population that is going to be investigated in order to identify the main problem. It will be made in a direct form to the English teachers and students to know their opinions about the use of Spanish in teaching the English Language and its relationship with the learning process.

## 2.3  PROCEDURE

The development of this research work will be carried out through the following procedure:

The **tabulation** of the information will be done in order to facilitate the interpretation and make a contrasting analysis of it.

The **organization** of the empiric information gathered will be made according to the specific hypothesis so that we will classify this information to prove the first, second and third hypothesis respectively.

The **Graphic Representation** of the information will be displayed in graphs that will let me to the visualization of the data, and the tendency of the indicators of each variable.

The **analysis and interpretation** of the empiric information, stating the results in percentages will be vital to review again the principles of the main categories, which were developed in the theoretical frame.

The **verification of the hypotheses** will be done through a description of the indicators with major tendency and they will be contrasted with the information of the theoretical frame of this project.

The **conclusions and recommendations** will be done through the analysis and interpretation of the data and they will be based on the specific objectives, which have guided this investigation work.

The **final report** elaboration will require a new revision of the components of the research process, such as: theme, objectives, hypothesis and theoretical frame in order to get a logical relation among them.

## 2.4 POPULATION AND SAMPLE

The whole population of students and teachers of the Third Year of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja

will be taken into account to provide information to this research work; since the amount teachers and students is not too high.

The total number of the population is distributed and shown in the following chart:

| GROUP | NUMBER OF STUDENTS | NUMBER OF TEACHERS |
|---|---|---|
| Third School Year "A" | 31 | 1 |
| Third School Year "B" | 20 | |
| Third School Year "C" | 12 | 1 |
| Third School Year "D" | 18 | 1 |
| Third School Year "E" | 24 | 1 |
| Third School Year "F" | 29 | 1 |
| **TOTAL** | **134** | **5** |

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**g. TIME TABLE**

| ACTIVITIES | 2012 | | | | | | | | | 2013 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | JUN/ JUL | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | SEP |
| Elaboration of the project | ▨ | | | | | | | | | | | |
| Presentation and revision of the project | | ▨ | | | | | | | | | | |
| Application of the research instruments | | | ▨ | | | | | | | | | |
| Development of the research | | | | ▨ | ▨ | ▨ | | | | | | |
| Drawing conclusions and recommendations | | | | | | | ▨ | | | | | |
| Presentation and revision of the final written report | | | | | | | | ▨ | | | | |
| Rectifications of the report | | | | | | | | | ▨ | | | |
| Private qualification of the thesis | | | | | | | | | | ▨ | | |
| Corrections | | | | | | | | | | | ▨ | |
| Public sustentation and Graduation | | | | | | | | | | | | ▨ |

## h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

### 8.1 RESOURCES

#### 8.1.1 Human

- Researcher
- Thesis Director
- English teachers and students of the Bachillerato level at Unidad Educativa  Anexa a la Universidad Nacional de Loja.

#### 8.1.2 Material

- Copies
- Books

- Paper
- Dictionary

#### 8.1.3 Technical

- Computer
- Internet
- Printer
- Flash Memory

### 8.2 BUDGET

| ITEM | COST |
|---|---|
| Elaboration of the project | $ 100.00 |
| Impression and copies | $ 100.00 |
| Thesis work | $ 100.00 |

| | |
|---|---|
| Internet service | $ 20.00 |
| Office material | $ 10.00 |
| Unexpected expenses | $ 25.00 |
| **Total** | **$ 355.00** |

## 8.3   FINANCING

The present research work will be financed by the researcher

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**UNIVERSIDAD NACIONAL DE LOJA**
**ÁREA DE LA COMUNICACIÓN, EL ARTE Y LA EDUCACIÓN**
**ENGLISH LANGUAGE CAREER**

*TEACHER'S SURVEY*

Dear teacher: In order to develop this research project focused on "THE USE OF SPANISH LANGUAGE IN THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE", your collaboration will be required answering the following questions in order to collect important data that will be used to carry out this research work.

1. **Do you use Spanish language during the teaching - learning process of the English language?**

      Yes  (     )                              No (      )

   Why? _____

2. **Which is the main the reason to use the mother tongue in the English class?**

   Explain difficult grammar                        (      )
   Clarify meaning                                   (      )
   Develop and complete task more effectively     (      )

3. **How often do you use Spanish during the teaching – learning process of the English language?**

   Always                (      )
   Sometimes             (      )
   Never                 (      )

4. **Do you think that the use of Spanish limits the teaching - learning process of the English language?**

      Yes  (        )                    No (         )

5. **Which teaching techniques do you employ to avoid the overuse of the Spanish language during the teaching – learning process of the English language?**

      Asking questions            (        )
      Pair and group work         (        )
      Story telling               (        )
      Using DVD and video         (        )

**6. Does the use of Spanish make students lose interest in the learning of the English language?**

                          Yes (      )                    No (      )

Why?_____

**7. How does the use of the Spanish language limit the development of some aspects in the teaching – learning process of the English language?**

- Students do not expand their vocabulary in English.(    )
- Students do not develop communicative skills, mainly listening and speaking. (    )
- Students have few opportunities to practice the English language in class. (    )
- Students are not able to keep coherence in a real communication in English. (    )

**8. Which learning activities help the students to avoid the use of the Spanish language in class?**

Songs                (   )
Dramatization      (   )
Exposition          (   )
Solving Problem   (   )
Competition        (   )

**9. Which are the advantages about the use of Spanish in an English class?**

- Complete the task effectively           (     )
- Vocabulary and meaning discussion    (     )
- Clear explanation of the grammar rules  (     )
- Giving instructions to develop an activity  (     )

**10. Which are the disadvantages of using Spanish in an English class?**

- Students delay in being fluent speakers                       (   )
- Lack of accuracy when the students talk                    (   )
- Makes difficult the natural acquisition of the English language     (   )
- Students do not develop the ability to listen and understand the instruction in English.                                       (   )

**UNIVERSIDAD NACIONAL DE LOJA**
**ÁREA DE LA COMUNICACIÓN, EL ARTE Y LA EDUCACIÓN**
**ENGLISH LANGUAGE CAREER**

*STUDENTS' SURVEY*

Dear student: In order to develop this research project focused on "THE USE OF SPANISH LANGUAGE IN THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE", your collaboration will be required answering the following questions in order to collect important data that will be used to carry out this research work.

1. **Does your teacher use the Spanish language during the teaching - learning process of the English language?**

   Yes  (      )                                    No (      )
   Why? _____

2. **Which is the main reason for your teacher to use the mother tongue in the class?**

   Explain difficult grammar                          (      )
   Clarify meaning                                    (      )
   Develop and complete task more effectively      (      )

3. **How often does your teacher use Spanish during the teaching - learning process of the English language?**
   Always                    (      )
   Sometimes                 (      )
   Never                     (      )

4. **Do you think that the use of Spanish limits the teaching - learning process of the English language?**
                   Yes  (      )                    No (      )

5. **Which teaching techniques does your teacher employ to avoid the overuse of the Spanish language during the teaching process of the English language?**

   Asking questions              (      )
   Pair and group work           (      )
   Interactive story telling     (      )
   Using DVD and video           (      )

**6. Does the overuse of Spanish make you lose interest in the learning of the English language?**

                         Yes (    )                     No (    )

Why?_____

**7. How does the use of the Spanish language limit the teaching process of the English language?**

- You do not expand their vocabulary in English            (   )
- You do not develop communicative skills, mainly listening and speaking. (   )
- You have few opportunities to practice the English language in class. (   )
- You are not able to keep coherence in a real communication in English. (   )

**8. Which learning activities will help you to reduce the use of the Spanish language in class?**

Songs                (   )
Dramatization      (   )
Exposition          (   )
Solving Problem   (   )
Competition       (   )

**9. Which are the advantages about the use of Spanish in an English class?**

- Complete the task effectively             (     )
- Vocabulary and meaning discussion       (     )
- Clear explanation of the grammar rules     (     )
- Giving instructions to develop an activity    (     )

**10. Which are the disadvantages of using Spanish in an English class?**

- Delaying in being fluent speakers              (   )
- Lack of accuracy when the students talk        (   )
- Making difficult the natural acquisition of the English language   (   )
- Not development of the ability to listen and understand the    (   )
  instructions in English

**ANNEX 3**                                          **MATRIX OF CONSISTENCY**

**THEME:** The use of Spanish language and the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa
Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013.

| PROBLEMS | OBJECTIVES | HYPOTHESES | VARIABLE | INDICATORS |
|---|---|---|---|---|
| **MAIN PROBLEM**<br><br>How does the use of Spanish language affect the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013? | **GENERAL**<br><br>To determine the influence that the use of the Spanish language during the teaching process has in the learning of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 -2013. | **GENERAL**<br><br>The use of Spanish language affects the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 - 2013. | **Independent**<br>The teaching-learning process | Teaching English as a second Language.<br><br>English Language Teaching Methodology.<br><br>Learner's use of the mother tongue in EFL class. |
| **SUBPROBLEMS**<br><br>*What problems do the use of Spanish language provoke in the teaching learning process of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013?*<br><br>*Does the use of Spanish provoke demotivation in the learning of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013?* | **SPECIFIC**<br><br>*To identify the problems caused by the use of the Spanish language during the development of the teaching learning process of the English language with the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 - 2013.*<br><br>*To determine if the use of Spanish provokes demotivation in the learning of the English language with the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013.* | **SPECIFIC**<br><br>*The use of the Spanish language during the teaching process causes learning difficulties of the English language to the students of the Bachillerato level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 - 2013.*<br><br>*The use of Spanish language and the teaching process provokes demotivation in the learning of the English language of the students of the Bachillerato Level at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012 – 2013.* | **Dependent**<br><br>The use of Spanish language | |

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