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Pedagogía en Inglés para la Enseñanza Básica y Media

**L1 USE FOR CLASSROOM MANAGEMENT PURPOSES IN AN EFL CHILEAN CONTEXT**

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# ABSTRACT

The current study investigated the purposes of the L1 use in the L2 classes for classroom management. The aims of this research were to identify the uses of the L1 in the L2 class, also to find out teachers' purposes for the use of the L1 in the L2 classroom, and finally to determine in which instances of L1 use are effective for classroom management. The qualitative study was conducted in a public school in the south part of Santiago de Chile. Four in-service teachers (two from elementary and two from secondary levels) participated in the investigation. The four participants' lessons were audio recorded and field notes were taken. Then, four interviews were conducted using the method of stimulated recall interviews. The results suggest that the L1 is used mainly in a conscious manner for classroom management purposes such as reduce disruptions, give instructions, and to create a good relationship between teacher and students. Moreover, two of the four teachers find out that the use of the L1 in their English lessons was effective for classroom management purposes. We wrap up the study with pedagogical implication and suggestions for further research in this field.

*Key words:* L1 use, L2 classes, classroom management (CM), effectiveness.

# RESUMEN

El presente estudio tiene como objetivo investigar los propósitos del uso de L1 en las clases de L2 para el manejo de la clase. Según el contexto educativo chileno, el propósito de esta investigación fue determinar cuán efectivo es el uso de la lengua materna en las lecciones de inglés. El estudio cualitativo se realizó en una escuela pública en la zona sur de Santiago de Chile. Cuatro maestros en servicio (dos de primaria y dos de secundaria) participaron en la investigación. Las lecciones de los cuatro participantes fueron grabadas en audio a través de notas de campo para luego ser entrevistadas usando el método de entrevistas estimuladas por el recuerdo. Los resultados sugieren que el L1 se usa principalmente de manera consciente para fines de manejo de la clase, como reducir las interrupciones, dar instrucciones y crear una buena relación entre el maestro y los estudiantes. Además, uno de los cuatro profesores descubrió que el uso de L1 en sus clases de Inglés era efectivo con propósito de manejo de la clase. Concluimos el estudio con implicaciones pedagógicas y sugerencias para futuras investigaciones en este campo.

# CHAPTER 1
# INTRODUCTION

## 1.1 **International background**

Throughout the years, English has been used as a second language in many countries around the world and widely recognized as an international language having the status of lingua franca. "A lingua franca can be defined as a language extensively adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language" (Harmer,2001, p. 1).

There are many reasons for the importance of English as a lingua franca. Many of them not only include historical, but also political, business, science, technology, cultural, entertainment, and economic reasons. The last one is a major factor in the spread of English since the United States has emerged as a world economic power hence the spreading of commerce has taken English as the world's language. Here lies the importance that Chile has given to English since Chile is one of the most economically stable countries in Latin America. Despite the economic crisis it has faced, Chile exports many resources that are beneficial to other countries. That internationalization has made possible for the country to integrate tools to participate as equal in this globalized world. Because of the international participation that Chile has in the world, the educational system has incorporated the English language into the national curriculum.

## 1.2 **National background**

Due to the importance of English as a worldwide language, the Chilean System of Education has tried to reduce, throughout history, the educational inequality between private and public education regarding the level of English among those sectors. As part of the first reforms of the Educational Curriculum, in 1998 English learning was given priority. The British Council (2015) declared that "knowledge of English should be considered an essential skill for facilitating

international communication, accessing information, participating in information networks, and engaging in commercial exchanges" (p. 20). Hence, English started to be mandatory from 5th grade of primary school until the 4th grade of high school. "MINEDUC argued that curriculum design should reflect the role of English in the world, the scope of global communication networks, the geographical and regional characteristics of Chile and the demands of the evolving Chilean labor market" (British Council, 2015, p. 20). Since then, one of the most important changes in the curriculum was the emphasis on receptive skills (reading and listening) rather than on productive skills (speaking and writing). The idea under this emphasis was to have access to information in English and mainly to participate in the global economy and information network. As a cause of this, the Ministry of Education (MoE) realized that the curriculum should work towards becoming an English center. Unfortunately, in 2004 a representative sample of 1,000 students from 299 schools (from 4 and 8 grade) revealed that while there was a progress between primary and secondary school, "only five percent of students had reached B1 on the Common European Reference Framework (CEFR) scale "(British Council, 2015, p.20). Similarly, to the previous point, the national and local results of English proficiency level are one of the lowest in Latin America. According to the last report given by Education First (2013), "Chile was placed at number 44 of 60 participating countries, far from neighboring countries like Argentina, Brazil, Peru, Uruguay, and Mexico (Gòmez & Pèrez, 2015); located in the category of low proficiency which is the lowest level of achievement in language use" (p.314). The results in the previously mentioned studies have shown that the taken measures by the MoE have not accomplished the expected outcomes of the national curriculum. As pre-service teachers, we have observed that there is still a difference between the private and the public education regarding the number of hours and the quality of the English lessons. Even though the reforms seem to provide helpful resources with the objective to increase the results in English, there seems to be an unexplored phenomenon in our national situation; the use of the L1 in the L2 classes, its' purposes and effectiveness.

## 1.3 **English in the National Educational System**


The Chilean Educational system aims to provide learners with enough tools to face a globalized world in which communication in English plays an important role (Bases curriculares idioma extranjero Inglés, 2012). Since 2004, the Chilean government has been strengthening English as a foreign language through the English Opens Doors Programme (EODP) to achieve the national standards established by the Ministry de Educación (MoE) trying to make English language learning accessible to all citizens. Currently, the National Curriculum includes English as the compulsory foreign language to be taught at the school from 5th grade to 12th grade with an average of three hours per week. One of the main goals of the programme of the MoE was to increase the hours of English lessons per week in public schools. At the end of the 8th grade, students should have reached A2 and B1 (according to the Common European Framework of References) when finishing their 12th grade.

However, there seems to be a debate regarding the exclusive use of the L2 in the English class. The debate emerges when the mother tongue is used in English classes by teachers and students for different purposes. Even though teachers and students are taught to be off-task when utilizing their L1 in the L2 classroom, it seems that there are commands that students would not understand if those are delivered in English. The debate increases if we consider that one of the main requirements for pre-service English teachers is to exclusively use the target language during their school practicum, an idea that is based on the premise that the more L2 input the student receives, the better acquisition of the target language as Krashen stated in his Principles and Practice in Second Language Acquisition book (1987). Therefore, the teacher is forced to use both languages inside the classroom and so, code-switching is subsequently viewed as both a cognitive and linguistic deficiency (Garcìa & Wei, 2014). However, according to Macias code-switching is used to "elaborate, to emphasize, to specify and addressee and to clarify---in short, for effective communication" (1992, cited from Pollard, 2002, p. 4). Therefore, and as some evidence shows, there appears to be an increasing conviction that the first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom (Schweers,1999). In fact, there are some scholars that suggest possible situations where the use of L1 inside classrooms might be beneficial, such as when

explaining     difficult     themes,     giving     instructions,     or     explaining grammar, among other uses (Auerbuch, 1993).

So, considering the above-mentioned, different uses of the L1 in the L2 classes and their possible benefits, and following the main objective set for this study; the effectiveness of the L1 in the L2 class with regards to classroom management, the question that arises is: Why is there still a rejection from teachers to use the L1 inside the L2 classroom especially for classroom management purposes?

1.4 **Our concern**

As presented in the above question, our concern regarding the use of L1 in the EFL for classroom management emerged from our own experience as students' learners of the language and as EFL preservice teachers. In this latter role, we have faced the necessity of speaking Spanish while teaching English to help students to understand instructions and reduce disruptions. Therefore, through this research project we aim to analyze the benefits that the L1 may provide to English teachers regarding classroom management. For the objective above, we intend to explore the relationship between L1 use and classroom management from the perspective of school English teachers and their effectiveness inside the classroom. We would like to determine which of these uses may be beneficial for a good development of the lesson and thus if those L1 interventions are beneficial for the management of the class.

1.5 **Structure of the study**

In order to examine the previously mentioned issue, two main research areas were the target of the current ongoing study. The first explored area was the use of L1 in L2 context and how it works, and the second explored area was Classroom Management and its' effectiveness in relationship to the L1 uses. Chapter I presents the general background and the roots of the study. In Chapter II, the academic background is presented and explained in order to support our purpose. Then in Chapter III, the methodology of the study developed the procedures followed in order

to obtain data collection. In Chapter IV the results obtained are analyzed and discussed based on the objectives set for the study. Finally, in Chapter V the main conclusions which emerged from the analysis of findings are summarized.

# CHAPTER 2
# LITERATURE REVIEW

## 2.1 Introduction

Classroom management is one of the most challenging issues concerning beginners' teachers (Macias, 2018). It is described as the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. This involves that teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. (Evertson & Weinstein, 2006, cited from Kopershoek et. al, 2014, p. 11)

Since their training in teaching programs is out of the reality of schools (Farrell, 2006, cited from Macias, 2018). Teachers must deal with situations such as classroom discipline, noise, overcrowded classrooms, sitting arrangement (Saricoban, 2010, Veenman, 1984, cited in Macias, 2018), among others, mostly in the first years of teaching. Therefore, in the present chapter, several topics are developed in order to clarify the purpose of the study. The main points of this chapter are divided into two. First, the main use of L1 in the EFL context, including the pedagogical implications (positive and negative) of its use in the L2 classroom. Second, classroom management (CM) will be explained and define from a general education perspective and the characteristics of C.M in foreign language education. Therefore, certain concepts are defined before continuing with the revision of the literature.

## 2.2 ELT in Chile

With the intention to understand in a better way the context in which the study was conducted, it is important to mention how the MoE established the Curricular Bases of English language teaching (2012) in Chile to see if there is an allusion to the use of L1 in the L2 classes.

The National Curriculum has established "Learning Objectives" (OA) which integrated the four communicative skills (speaking, listening, writing and reading). These must be developed together, thus the students will be able to progress in an integrated manner.

Related to the didactic orientations suggested by the MoE, the main objective is the communicative approach, that is complemented with other approaches, that have the same purpose; the communication. Consequently, the English programmes of study in schools have been developed regarding the methodological orientations of the communicative approach so having as a main goal the promotion of the communication by means of the four skills.

One of the principal objectives of the communicative approach is to develop the communicative competencies in learners. They have to be capable of using the language (English) to communicate in a contextualize manner and integrating the four skills.

Apart from the communicative approach, the National Curriculum mentions that other programs with different proposals also promote communication. First, the Natural Approach stated that the means to communicate is the language. Because of that students must be exposed to information, which motivates the learning and the communication with their pairs. Second, Cooperative Language Learning established that to develop the communication it is important the participation in situations where the interaction is the main objective as well as, communication. Third, Content-Based Instruction suggested the relevance to teach in a significantly and contextualized way the language to motivate the content learning and themes of interest for them. And fourth, Task-Based Teaching stated the use of significant tasks to teach the language in which students would be able to perform tasks integrating comprehension, interaction, and production of the language, with the idea to encourage communication (MoE, 2012).

There are other general orientations to teach the language that the National Curriculum states. "Ideally, the entire class should be taught in English. The constant interaction of the language helps learners to be used to the new sound from the beginning. As well, students should be exposed systematically to written texts in English, which can help them to developed reading and writing in the language"

(Bases Mineduc, 2012). It is also suggested, by the MoE, to review the previous contents in each class, in addition to using audiovisual elements to catch students' attention and stimulate the communication among them. Finally, it is meaningful to integrate the four skills and create routines in classes (warm-up and close-up). There are several methodologies in language teaching which support or oppose the L1 use in the L2 classroom, but as reviewed, the National Curriculum does not give hints through its propositions about the use of the L1 in the L2 classes.

## 2.3 Negative role of the L1 use

Many research studies have been developed in relation to L1 use in EFL classrooms. All of them have created a debate about the benefits and disadvantages of using the first language while teaching a foreign language. Most of EFL teachers consider Continuing with the idea that the use of L1 represents a negative impact for students' process of learning a foreign language, a study conducted by Behjat, Dastpak, and Taghinezhad (2018), shows the controversy that this issue of using L1 in the L2 classroom has had through the years. The focus of the study was to examine the factors of the use of the first language in teaching and at the same time the perceptions of the teacher. It was a mixed-method study which used open-ended and closed-ended questions, interviews, classroom observations, and focuses on group discussion. The participants were 72 students (41 boys and 31 girls) of secondary level. They were between 14 to 18 years of age, who attended a public-school context in Shiraz, Iran. In addition, thirteen English teachers were selected. In general terms, the study showed that teachers agreed to use the mother tongue (Persian) and considered it is important, although they did not know the reasons for using it, and there is no a balance between L1 and L2. On the contrary, it should be an equilibrium between the two languages, because as Taghinezhad (et al. 2018, p. 43) stated "teachers should not use the L1 to protect themselves because they are not prepared for the class, this fact is an unreasonable misconduct. They uphold the idea that the exclusive use of English is the only acceptable form of learning and teaching the language during an L2 lesson. This idea is supported by Harmer (1997), who suggested that the mother tongue does not play an important role in foreign language teaching. In fact, many teachers and researchers have found that an extreme use of

L1 may hinder the foreign language teaching (Behjat, Dastpak & Taghinezhad, 2018) and the foreign language learning process. This idea was also supported by Stephen Krashen (1983) who proposed, through the Natural Approach Theory, that students learn their second language much in the same way that they learn their mother tongue, so the more exposure to the L2 the better it will be learned.

The teacher should know the proper use of his/her native language". However, it turns to the same conviction that is to avoid as much as possible the L1 and maximize the L2. The reason why that is the use of L1 can have negative consequences in students. It can cause a lower interest in learning the TL, in the motivation, and it can make students more dependent on L1 (Taghinezhad et. al, 2018).

An exclusive use of L2 has positive impacts on students who experienced a closely L2 context in which they think and communicate in L2 (Macaro, 2001, cited from Bozorgian & Fallahpour, 2015), because the use of L1 can restrict the students' exposure to the target language (Harmer, 2001) and so, create a dependence on the mother tongue. It is believed that if students know that the teacher will use L1, they could stop processing information in L2. Because of this, laziness on students emerges, they know that they can have easy access to L1 so, students stop practicing and communicating in L2. Similarly, the proponents of exclusive L2 use prohibit L1 use since they know that the students do not work hard but simply start thinking in L1 (Ford, 2009). Furthermore, the National Association of District Supervisors of Foreign Languages (a.n.d.) argued that a teacher's use of [L1] to establish control had uniquely detrimental effects in the language classroom since students were supposed to communicate, take risks, and engage in meaningful interactions and tasks in the target language. With this information in mind and knowing the negative aspects of the use of L1 for students, teachers continue using it. If we think a little bit deeper, it might be that teachers are the reason why students use L1 too. In the face of this situation, teachers should set an example for their students and, at the same time, a motivator to learn the language.

Most research in this field has demonstrated that in the end teachers and students prefer L2 instead of L1. Bozorgian and Fallahpour (2015) study validate this. Their study, which was focused on the amount and purposes of L1 use in EFL

classrooms, by teachers and students, in two English language institutes in Iran, showed that teachers and students used a small amount of L1 in the EFL classroom. In this respect, some scholars argue that the L1 can help students to make them feel comfortable when speaking the L2, but in fact, it is a wrong conception. If the teacher speaks the L1 so that the student feels more comfortable, in fact, he is wrong, since he/ she will be lengthening the period in which the learner will be in the miserable limbo of being unable to communicate in L2. (Galindo, 2011), an idea also backed by Tibbetts: "if the L1 is the language of action and power, the language classroom organization and discipline and the language through which the L1 is merely a classroom subject, not a real useful language" (Tibbetts, 2002, cited from Galindo, 2011, p. 168).

Harmer (2001, p. 132) in his book 'The Practice of English Language Teaching' listed the disadvantages of too much dependence on the mother tongue in ESL classes: "1) Unless it has been translated into native language teachers or students feel that the language items will be not understood 2) The teacher and /or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation (Atkinson, 1987, p. 246) 3) Although students have the ability to express what they mean in the target language, they will speak to the teacher in their native language 4) Students will fail to realize the importance of the second language". In simple words, the use of L1 in L2 classes have serious negative effects on students that can affect their learning, behavior, motivation, among others. But this brings up to the question of whether there are just negative consequences or not.

## 2.4 Positive role of the L1 use

However, there is another view regarding the use of L1 which considers it as beneficial within EFL classroom context. Auerbach (1993) stated that the use of the mother tongue in the EFL classroom has a positive role since it can be used for different purposes: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking comprehension. In fact, some researchers believe that

the L1 can act as a facilitator to develop the teaching process in the L2 or EFL classroom and to create a comfortable and confident environment for the students' expression (Behjat, Dastpak & Taghinezhad, 2018). Besides, L1 is considered as a tool to reduce affective filters as Meyer and Norman said in their study (2008) because it increases a "positive attitude and sense of security to the EFL learning process in English" (Taghinezhad et. al, 2018, p. 48). Furthermore, Tang in his research "about using L1 in the English Classroom" found out, through his personal experience as a learner and teacher of English as a foreign language, that a moderate and judicious use of the mother tongue can aid and facilitate the learning and teaching of the target language. From the L2 learners' point of view, L1 is also necessary, as they agree with the idea that L1 should be used in the L2 classes in order to understand difficult concepts, to check for comprehension, to define new vocabulary items, etc. (Schweers,1999). The same idea is supported by Carlson and Kashihara (2012) whose study is focused on evaluating the use of L1 in the L2 in a monolingual country like Japan. They explain that a careful use of the L1 can assist students to make higher cognitive adjustments while learning a language, this means that an effective use of L1 can be a facilitator and not just an interfering factor. Harbord (Atkinson, 1987:422, cited from Harbord, 1992, p. 350) explicitly mentions that the use of L1 in the L2 classroom offers three benefits. First, it is a 'learner- preferred strategy'; where the opportunity for students to choose to translate is given, whether the teacher allows it or not. Moreover, the student will automatically, in some cases, associate part of the target language structure or lexical in order to connect it with the mother tongue for a better understanding. Second, a humanistic approach permits students to use their mother tongue which favors them to express what they want. Third, an efficient use of time, the use of L1 strategies while explaining is certainly a time-saving.

Additionally, it has been found that the exclusion of the mother tongue has negative effects on learners, such as be resistant to learning English, as Schweers (1999) stated in their study because students feel that their mother tongue is left aside. Moreover, "if the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened" (Hopkins, 1988, cited from Schweers, 1999, p. 6). In countries like Japan, where students must take English as a compulsory subject, many times they do not perceive a practical need for the L2. They believed that "using the L2 exclusively in the classroom could

not only lower motivation and morale but also invite feelings of rejection, alienation, and denigration of their own language and culture" (Auerbach, 1993; Schweers, 1999, cited from Carson & Kashihara, 2012, p. 42).

Another crucial factor is the students' attitude towards learning a foreign language. Chilean students, in general, have a good attitude toward English, regarding Gomez and Perez (2015). In their study, they found that students appreciate the language as a global language and the importance in current times. Also, they concluded that students are conscious of the advantages that English can bring in their future.

Unlike the previous point that established the negative aspects of the use of L1, this section showed the positive uses that L1 can contribute to L2 students and how constructive it is within the attitude of students towards the presence of English as a foreign language. As Chile is a Spanish spoken country, the prohibition of the use of the mother tongue inside the classroom cannot be disregard since most of the citizens do not manage to speak English with a high proficiency.

## 2.5 Classroom management

CM has been a research area in Education for many years. Some studies such as Doyles' (1986) uses the term "*hidden curriculum*" to portray the importance of classroom management arguing that the school curriculum consists not only of an academic curriculum but also of a hidden agenda of classroom management" (cited from Sakui, 23007, p. 42). A recurrent issue in most curriculums is CM as it is presented in the Chilean National Curriculum of English where it is considered the important role that it plays due to the constant interaction among teachers and students, in which there are continuing negotiations to ensure the learning. Besides, it is considered that inside Classroom Management there are a lot of factors that can influence and challenge this issue, for instance, learner's motivation, students' interest or different levels of competence, which makes it a very complex and challenging problem to deal with (Sakui, 2007).

Twenty to thirty years ago, very little research was conducted on classroom management; in fact, books devoted to classroom management were nonexistent

(Emmer & Stough, 2001). Therefore, "some studies have attempted to document the existence of classroom management as a pressing concern, a frequent struggle, and a serious challenge mainly for beginning foreign language teachers" (Balli, 2009; Quintero & Ramirez, 2011; Lewis, 2002, cited from Macias, 2018, p. 160). In order to clarify what classroom management means, Marzano (2003) provided an overview that consisted of the integration of four areas: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management" (Marzano, 2003,p. 88, cited from Macias, 2018, p. 154). Therefore, classroom management includes many different skills, including the way a teacher arranges the classroom, establishes classroom rules, responds to misbehavior, monitors student activity, selects rewards and reinforcement, and uses daily routines to maintain a caring, supportive, efficient and productive learning climate. This view is supported by Jones (1996, cited from Emmer & Stough, 2001) who indicated that "classroom management involves both establishing and maintaining order, dealing with students as a group, and responding to the needs of individual students" (p. 104). Thus, novice teachers may need to reach a minimum level of competence in management skills, strategies, and behaviors that optimize one or more of the goals of managing a class, so the management style that teachers employ should be congruent to the teacher's instructional goals for their students. However, for teachers, especially beginners, classroom management is always a concern because this issue has even been found as influencing the process of learning a foreign language (Macias, 2018). Hence, "beginning teachers' perspectives on classroom management are often incomplete and idiosyncratic" (Jones & Vesilund, 1996, cited from Emmer & Stough, 2001, p. 109). As it can be seen, CM is not just about order and discipline, it is more than that, and there are skills that teachers should develop. Additionally, an "effective CM can improve students behavior" (Evertson & Weinstein, 2006, cited from Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014) and what is more important, CM is considered a precondition for teaching and effective teaching cannot be implemented in poorly managed classrooms (Jones & Jones, 2012, cited from Korpershoek et.al, 2014) therefore, the knowledge of effective CM should require experience in the classroom contexts. In relation to classroom management in foreign language teaching, Quintero and Ramírez (2011) conducted action research projects at public schools in urban areas in Colombia. They found out that public

school classrooms represented a difficult world where situations involving "complaints, arguments, varying emotions, confusions, conversations, and playing" were abundant (p.66). The main findings of the study had to do with the teacher trainees' feelings of being unrecognized as figures of authority in class, due to their age and inexperience. Other possible challenges that affect pre-service teachers' classroom management included students' negative attitude towards the foreign language and their low level of target language proficiency.

Borg (2006), for example, identified eleven characteristics that are particular or unique features of the foreign language teaching profession that may have an impact on C.M. Some of them are: foreign language teaching is the only subject where effective instruction requires the teacher to use a medium (language) the students do not yet understand, the methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement and, effective foreign language instruction requires interaction patterns such as group work (p.24). As can be noticed, aspects such as target language use, patterns of interaction, and teaching methodologies constitute distinctive features in foreign language education which may impact classroom management in different ways. In this respect, Mercer (2001) "highlights teachers' use of language as their principal tool and one of their responsibilities which may include controlling unruly behavior, teaching the specific curriculum, and monitoring and assessing students' progress" (Mercer, 2001, cited from Macias, 2018, p. 158). Here it is possible to see the first approach and relationship between the language and CM; it is necessary that through the language it may have an impact on CM.

From a more empirical perspective on the topic under study, Kang (2013) focused on exploring how two school EFL teachers used their first language or target language for classroom discipline. The main findings showed that one of the teachers demonstrated using more the TL as opposed to the L1 for disciplinary purposes as to reclaim her position as an authority figure. The other teacher employed more the L1 than the TL for classroom discipline which was connected to her lack of TL proficiency, and to the unruliness of her students (p.156). Following the same pattern, Wilkerson (2008) also focused on the use of English as the first language in a Spanish as a foreign language course in the United States. He concluded that one of the reasons for teachers to use L1 is "to save time, demonstrate authority, and reduce

ambiguity" (p.315). Through this study, Wilkerson also indicated that teachers used the L1 to manage aspects of the classroom such as controlling the speed of classroom interactions, eliminating waiting or lag time, and limiting student's turn taking. The main conclusions of both Kang and Wilkerson studies pointed out the fact that "even though lack of TL proficiency was an aspect identified in some studies for teachers to use L1 in L2 classrooms, it remains the fact that L1 appears to offer teachers better control of the learning environment and reduces the risk of inappropriate behavior and ambiguity" (Macías, 2018, p. 160). Additionally, a good and effectively manage of a class provides a good environment, promoting learning and creating a positive climate inside the classroom. These helped to "establish productive classroom and group norms, routines and procedures, organizing and monitoring learning, maintaining good student behaviour" (Cohen, Manion & Morrison, 2000; Thody, Gray & Bowden, 2000, cited from Bezzina & Ferech, 2002, p. 69). In order to have an effective CM is key "that there be something personally and educationally important that you want to achieve with the class" (Bezzina & Ferech, 2002, p. 69). As the lessons are planned by the teachers, they should be confident enough to create a good atmosphere and environment inside the classroom and between students.

## 2.6 Research questions

Considering what has been presented, and from the perspective of EFL teachers, two research questions arise to guide this study:

1) What are the purposes behind the use of L1 for classroom management during English lessons?

2) How effective is the use of the L1 for EFL teachers' classroom management?

# CHAPTER 3
# METHODOLOGY

The purpose of this study was to explore and understand the reasons behind the use of L1 during English lessons and to determine how effective those uses are for EFL teachers' classroom management.

The upcoming section presents the steps followed in order to gather the information necessary to conduct this study. Thus, the chapter is to be divided into eight different sections. First, the context and the participants are going to be described followed by the research design. Then, the data collection procedures and instruments used in the present study are explained based on the research purposes. Finally, ethical considerations and data analysis are described for a better understanding of the research.

## 3.1 Context

In the latest years, the Chilean educational system has embraced the idea of becoming a bilingual country, and in order to achieve that objective, English as a foreign language has been implemented in the National Curriculum from the youngest grades onwards in private and public schools. Both, public and private education can follow the curriculum proposed by the Ministry of Education, but most private schools select their own contents. Public schools, on the contrary, are more willing to follow the national curriculum. Therefore, it is understood that they are in constant supervision by the MoE. Consequently, the curriculum stated that the entire class should be completely taught in English, however, from our experiences as pre-service teachers, we believe that there are a lot of work yet to be done in order to achieve the MoE objective.

The election of the school for being part of the present study was based on the general belief that it follows the national curriculum rigorously. The chosen school is public and Catholic, and its main purpose is to give an integral education, together with the harmony between the academic and attitudinal aspects. English is taught from kindergarten to 12º grade, the students of primary and secondary levels have three hours of English instruction per week and the school is in the south-east part of

Santiago, Chile. It must be said that there were some difficulties to obtain a school to be part of the current study, fortunately, thanks to one of the program's teachers, we found this school, where teachers had a very good disposition to participate voluntarily in the research. This issue created a positive and confidence environment between the researchers and the participants. However, it is important to clarify that during the conduction of the study the researchers acted as observers and interviewers.

## 3.2 Participants

In order to obtain the necessary data for our study, four EFL teachers were purposefully selected, two elementary teachers and two secondary teachers from of a public school (convenience sample). In terms of methodology this is called a Convenience Sampling because

Is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Etikan, Abubakar, Sunusi, 2013, p. 2).

The decision making behind this selection was to identify if there was any difference between both elementary and high school levels or not. Also, it was considered that two teachers from each level would be enough evidence to back our study.

The participants are supposed to follow the curriculum, specifically in the exclusive use of English during their lessons. They are all members of the same school. They were consulted about their voluntary participation in the study having their consent to participate before conducting the research. The four participants are Chilean English language teachers, who have graduated from different universities in Chile. The teachers' ages ranged from twenty-five to forty years, they are proficient in teaching the English language, and they have been teaching from three to sixteen years. Therefore, two elementary and two secondary level classes were observed with the purpose of contrasting or finding similarities on the use of the L1 in the L2 class, and to see if teachers used Spanish in the same situations of classroom management.

## 3.3 Research design

The current study fits within the category of a qualitative case study since it aimed to analyze the effectiveness of L1 use for classroom management in a particular EFL context. According to Creswell (2012), a case study is understood as a strategy which explores a phenomenon in a real-life situation that is bounded by time and space. Yin (2003) established that a case study should be considered when looking for the "how" and "why" of a case and when the behavior of those involved in the study cannot be manipulated. Therefore, through a case study, a researcher can go beyond the results in order to understand and interpret the perspectives, behaviors, or the main reasons of the participants implicated in the research. Besides, analyzing a case study enables a researcher to apply his/her knowledge and thinking skills to a real situation with the purpose of learning from that case and thus to draw conclusions. To add, it is important to mention that there are several categories of case study and our research fits into an explanatory case study. In this respect, explanatory case studies "examine the data closely both at a surface and deep level in order to explain the phenomena in the data" (Zaidah, 2003, p.3). Consequently, in relation to our study, we expect to analyze data superficially through observation and field notes, and then, we will do the same process but in depth by conducting stimulated recall interviews, which according to Mackey and Gass (2005, cited from Turnbull, 2009) "stimulated recall interviews can be viewed as a subject of introspective research methods which accesses participants' reflection on mental processes" (p. 205) allowing them to explain their decision making. Furthermore, defining case studies approaches, our single case belongs to an instrumental case study, where the researcher selects a small group of subjects in order to examine a certain pattern of behavior (Stake, 1995). In other words, considering the participants and the context of our single-case design, we considered that this type of tradition would help us to accomplish our research purpose.

## 3.4 Data collection

The data collection for this research study was carried out by means of, class observations, using field notes and audio recordings of the lessons, and stimulated recall interviews. Following Zainal (2007), we have opted for using more than one instrument since it is preferable for triangulating the data and thus caring for reliability and validity issues. The characteristics that a case study has are relevant to the present research because it aims to study the particularity and complexity of a single case. That is why in this study our focus is investigated, according to our experience, a global phenomenon in a determined context. Therefore, a case is everything that contains a characteristic and that is within certain parameters, in the case of this study are the number of teachers selected, the number of classes that were observed, the context, and a phenomenon.

## 3.5 Instruments

The data collection instruments used were:

- Class observation through field notes
- Stimulated recall interviews

## 3.5.1 Classroom Observations

Four classes were audio-recorded, each one lasting about 45 minutes. Four teachers (two from elementary and two from secondary levels) were observed to find out how frequently and on what occasions the L1 was used with classroom management purposes. The audio recordings were revised and heard in detail, for later transcribing them. The main idea was to identify moments in which the teacher used Spanish for classroom management. In addition to that, field notes (Table 1) were added as a complementary resource to obtain more authentic data information of the class observed (Taghinezhad, 2018). In the field notes, the researchers included some specific information such as the moments of L1 use, how long Spanish was spoken in the lesson, the purposes observed for L1 use in the L2 lesson, and if the

use of L1 for CM was effective or not. Teachers were not informed as to what was being investigated until after the class observations so as not to influence their everyday code-switching practices during the class and in order to create more authentic use of the TL (Cook, 2001).

| Field Notes | | | |
|---|---|---|---|
| Moments of L1 use | Observed Purposes for L1 use | Time of class | Is it effective? |
| | | | |

**Table 1.** Field notes chart

### 3.5.2 Stimulated Recall Interviews

The four teachers, whose classes were observed and recorded, were afterwards interviewed and asked why they sometimes preferred using Spanish in their classes. This stimulated recall interview was intended to get a clear idea from the teachers regarding the use of L1 in a foreign language class. Interview questions were prepared based on the interventions in Spanish made by the teacher during the audio-recorded lesson to understand the purposes, the necessity of using L1 in L2 classes, and to know their opinion about the effectiveness of the L1 use in relation to classroom management (Tang, 2002). The stimulated recall interviews were audio-recorded and transcribed afterwards for analytical purposes.

### 3.6 Data collection Procedures

The study comprised a period of one month for data collection, one class observation and stimulated recall interview per week for each teacher. First, the principal and teachers were asked to sign a consent (Appendix A) which contained a brief explanation of the study and confidentiality terms for teachers. In addition, the consent contained the permission to observe the class on the date the school provided. In the case of the students, they were not asked personally for their consent

to be part of the study, because the focus of the study were teachers, not students, therefore there was no direct contact with them. After obtaining all the permissions the researchers attended the classes in order to observe and audio record 45-minute class to see the teachers' performance by focusing on the effectiveness of L1 use for classroom management. For this, field notes were used to register aspects observed such as the times the teachers used the L1 in their lesson and the purposes for using it in each moment. Then, those moments of the class when the teacher used the L1 for classroom management purposes, were transcribed to be used the next day as part of the stimulated recall interviews (Appendix B). These interviews were focused on the teachers' opinion about the use of the L1 in the English classes, and then they revised together with the researcher the moments where he/she spoke in Spanish, trying to reflect on and explain why they used it for classroom management.

It should be noted that before collecting the data a pilot procedure was conducted to practice the note-taking of the field notes and to check for the quality of the recording.

## 3.7 Ethical considerations

When it comes to working with participants, there are certainly ethical issues that need to be considered. The participant should be aware about the purpose, methods, but also "there is an assumption of anonymity, that is, people participate in research on the presumption that they will be anonymous and that their anonymity will be protected, unless they have given permission to be named" (Vanclay, Baines, Taylor, 2013, p. 247) For this, two different consent forms were presented and signed by the participants before conducting this case study. First, a consent form was asked to be signed by the principal of the school. Then, as the sessions to be recorded were taught by the teachers, they were also asked to sign consent forms.

## 3.8 Data Analysis

In this section of the study, we will present the procedures followed to obtain the analysis of the results obtained in the study. First, the data gathered was analyzed,

in order to answer the main objective of our research that is "to explore the purposes of the L1 use for classroom management in an EFL context".

After the organization and transcription of the data, we selected a coding process to analyze the results. According to Creswell (2007) "Coding is the process of segmenting and labeling text from descriptions and broad themes in the data" (p. 243). First, the data was obtained from the recorded lessons of elementary and high school levels, but also field notes were used to register the moments where teachers spoke in Spanish for CM purposes. Then, the stimulated recall interviews served to confirm the perceptions and opinions of teachers about the use of the L1 in the L2 classes. Once we had the data from the stimulated recall interviews, the analysis was done following theme analysis because "provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data" (Braun, Clarke, 2006; King, 2004, cited from Nowell, Norris, White, Moule, 2017, p. 2). Then, from the theme analysis arose codes, thus the list of codes was reduced until five codes and three themes or categories. Therefore, a few ideas could "provide detailed information (...) rather than general information about many themes" (Creswell, 2007, p. 245).

It is important to mention that from all the data obtained, the most recurrent themes were selected and used for the current study.

# CHAPTER 4
# ANALYSIS AND DISCUSSION OF RESULTS

In order to answer the main objective of our research, which is "to explore the purposes of the L1 use for classroom management", this chapter will be organized as follows.

First, brief information will be given regarding the observed lessons (see Table 2) in order to support the main findings obtained from the recorded lessons. Then, data which was collected from the stimulated recall interviews will be discussed through the themes and codes identified in the data (see Table 3). The analyses and discussion will be based on the literature revised in Chapter 2. Then, the main themes found will be developed using the participants' own comments regarding the purposes of L1 use for Classroom Management. Having provided the results obtained from the collected data, this chapter will address the main objective posed in the current study. With the aim of interpreting the data to answer our objective, we made connections between previous studies about the same topic and our findings. Findings will address first the specific objectives related to the identification and confirmation of the purposes of the L1 in the L2 classes and then the one related to determining which instances of L1 use are effective for Classroom Management. Therefore, the findings will be analyzed first, regarding our interpretation. Then will be compared using evidence from related literature to finally provide conclusions of the main findings.

## 4.1 L1 use purposes for CM

This objective aimed to identify the purposes of the L1 in the L2 class and to confirm the teachers' purposes for the use of the L1 in the L2 classroom, in order to address it class observations were done together with Stimulated Recall Interviews. Data from both instruments will be now analyzed.

## 4.1.2 Observed L1 uses

What follows presents participants' most recurrent purposes (from the most to the least) for using the L1 as observed in their respective classes.

| The observed purpose for L1 use is |
| --- |
| To keep order and discipline in the classroom |
| To reduce classroom disruption |
| To give instructions |
| To draw students' attention |
| To maintain respect between teachers and students |
| To respect students' and teachers' turns |

**Table 1.** Observed purposes for L1 use.

The table presented above shows the most common uses of L1 observed through the classroom observations identified from the four teacher's recordings. These observed uses seem to indicate that L1 use is quite useful for the purposes there presented: to reduce classroom disruptions, to keep order and discipline in the classroom, to catch student's attention, among others. When transcribing the recorded lessons, these field notes were used to help us to remember the exact moments and the possible reasons why the four EFL teachers used L1 for CM in their lessons. The L1 uses observed were then confirmed by the Stimulated recall interviews conducted a few days later. Thus, the following section will explain the main finding together with the interpretation and empirical evidences that support that finding.

### 4.1.3 Confirmed L1 uses

To corroborate the teachers' purposes for the use of L1 in the L2 classroom, Stimulated Recall Interviews were conducted a few days after each class was recorded. In fact, with the aim of identifying the teacher's thoughts in relation to the decision making regarding L1 uses, the interviews were a useful method to corroborate the information gathered through the field notes taken. Following the table below, the main themes identified in participants' comments were: L1 used for Classroom Management to facilitate Ss learning, Teachers' mental attitude towards the use of the L1, and Use of L1 for a positive classroom environment, all of them will be analyzed and illustrated through the participants' comments.

| Guiding Category | Main Theme | Codes |
|---|---|---|
| | L1 used for Classroom Management to facilitate ss learning | Use of L1 to reduce classroom disruption |
| | | Use of L1 to give instructions |
| | | Effectiveness of L1 use for Classroom Management |
| | Teachers' mental attitude towards the use of the L1 | Conscious use of L1 |
| | | Unconscious use of L1 |
| | Use of L1 for a positive classroom environment | Use of L1 to create a closer Ss-T relationship |

**Table 2**. L1 uses for Classroom Management as confirmed by EFL teachers.

## 4.2 L1 used for Classroom Management to facilitate students' learning

In this section, we intend to address the theme of L1 use for classroom management in relation to the Ss' learning. Apparently, there is a direct relation between the use of the mother tongue and its influence on the learning process of the students.

Thus, we were able to identify two main ideas that have to do with the use of L1 to reduce classroom disruptions and the use of L1 to give instructions, both will be explain as follows.

### 4.2.1 Use of L1 to reduce disruptions

This code refers to the use of L1 specifically to facilitate students' learning, which is why teachers indicated aspects such as decreasing the classroom disruptions to achieve the topic mentioned. In this respect, the L1 use was to face an important issue which teachers must deal with, that is classroom size. Teachers are aware of

their use of L1 to call the attention of the students in their mother tongue in order to have better results, as most of them recalled in the interview. This aspect can be illustrated through the following participant's comments:

*"It depends on the class, for instance in 7th grade there are 45 students, so it is impossible that they pay attention to me in English, or those who are sitting far away are not going to pay attention if I speak in English to them because they are not going to understand, and they will continue talking."* (T1, High school)

*"To call the attention of the students because in English they do not understand."* (T4, Elementary level)

The comments reflect a current situation that affects mostly the public Educational system. The number of students per class is very high (40-45 students), which tend to be a negative factor for teachers when teaching. Therefore, it is very common to have talkative disruptive classes where the calls for attention are frequent and the use of L1 is very usual. Interestingly enough, T1 from High school mentioned that using L1 to call the attention of the students has to be done using their mother tongue to make the call of attention and/or the instructions more individualized. Also, T4 from the Elementary level indicated the use of L1 is a facilitator for the learner to comprehend what is required from the student. As pre-service teachers and considering our two years of practicum, we agreed with the interviewees' comments above that demonstrate daily issues in which the use of L1 is needed.

Indeed, the use of L1 for Classroom Management purposes can have a positive effect on learners' learning. Using the mother tongue for CM appears to offer teachers better control of the learning environment and reduces the risk of inappropriate behavior among students (Macías, 2018). It can be clearly seen the relationship between the L1 use not only to facilitate students' learning but to reduce classroom disruptions and so, to potentiate a positive atmosphere. Although the importance of CM is considered something very important when teaching, it is still a big issue that teachers have faced through history when it comes to the classroom size where we can find overcrowded classrooms, especially in public and subsided educational sectors (Toledo & Gonzalez, 2016). All mentioned previously seems to reinforce the

perception that teachers, are forced to use L1 to control the class and so, facilitate students' learning.

## 4.2.2 Use of L1 to give instructions

It this subdivision of the chapter, another important concept to be remarkable is the use of L1 to give instructions. It seems to be that most teachers tend to use L1 to deliver information appropriately in order to guide students when practicing or producing the content. Teachers feel the necessity to employ the L1 to activate students learning and make them understand what is required especially in elementary levels.

In order to exemplify the idea above, the following comments will be used such as:

*"I use the L1 for instructions more than anything. Sometimes when we are doing a brainstorm activity, or asking open questions to the kids, in order to activate knowledge."* (T2, Elementary level)

*"I need to use Spanish for grammar and instructions."* (T4 Elementary level)

*"Instructions basically, as I was saying, I mean first English instructions and then I repeat them in Spanish in order for all students to understand what is really going to be done."* (T4, Elementary level).

The participants' excerpt might indicate the needed use of L1 to deliver instructions, especially for elementary levels because of the low level of English they have. It is interesting to notice the importance that teachers give about the use of the mother tongue when it comes to explain ideas and guide students to do certain actions. This could be possibly explained if we consider that the concrete thinking, which is between seven to twelve years old, finish at those ages, so Elementary learners need accurate instructions to follow. In this sense, the idea explained in this subsection, is connected to the first theme that has to do with the use of L1 to facilitate students' learning.

This finding supports Gómez and Pérez (2015) investigation, showing that for example, "to ensure that students fully understand what to do, instructions should be given in L1 and the use of L1 is beneficial to convey meaning and explain grammar. Furthermore, it is useful for students if they use L1 while comparing their answers in groups which will lead them to an understanding of L2 better" (Trugul, 2013, p. 11).

Another interesting belief found out is the necessary use of L1 mentioned by T4 and T2 that support Malik Ajmal (2010) research, in which he assured that teachers use the mother tongue as a helpful tool for the benefit of the students. Thus, from the participants comments and the studies mentioned above, it could be said that teachers switch to Spanish to make sure the understanding of the instructions from the students and so, facilitate the students learning.

In the following section, a new notion will be explained in relation to the mental attitude of teachers toward the use of L1.

## 4.3 Mental attitude toward the use of the L1

In this point we are concerned about to explore the new findings regarding the conscious and unconscious use of L1 in the L2 classroom for management purposes. At the beginning of the study, this theme was not presented in the main ideas to be researched. However, through the ongoing study and the data collection process, we figured it out that teachers had their own reasons when they turned to the use of L1 while teaching.

In n this respect three out of four teachers who participated in the study admitted the conscious use of the L1 and just one of them realized his/her unconsciousness about using it.

The next quotes taken from the participants' comments illustrate this point.

### 4.3.1 Conscious L1 use:

> *"Depending on the level of English, obviously, the most common is that we use Spanish in order to explain some contents such as grammar, but also to call the attention of the students because in English they do not understand."* (T4, Elementary)

*"It is necessary because children understand better in their own mother tongue."* (T4, Elementary)


*"Yes, I consciously use Spanish during classes."* (T3, High School)

Through these comments, we can see that teachers tend to use Spanish when they notice that students are not understanding the target language and so, teachers estimate the use for the L1 as a necessary tool. For instance, some aspects that teachers considered favorable when using L1, have to do with the corroboration of contents, instructions, as well as, to call the attention of the students. This can be clearly seen when both teachers accepted the conscious use of the mother tongue, due to a preconceived idea that students would not be able to understand the lessons if teachers had used only the target language. Our personal interpretation of this finding is based on our years of practicum where we have faced the national reality of teachers at schools in which is noticeable the demotivated attitude of most educators to prepare and perform the class using the L2 exclusively.

Several authors (Mora, Lengeling, Rubio, Crawford & Goodwin, 2011; Jamshidi & Navehebra, 2013; Cabrera, 2014) have stated that teachers decide to use L1 consciously in order to enable comprehension and meaningful involvement of the students. It is interesting to see the valuable use of the L1 given by teachers when it comes to explain instructions and/ or clarify contents. According to Lasagabaster (2013)

> It has been observed that the vast majority of teachers use the L1 to varying degrees, even in those contexts where an only-L2 language policy is expected to be implemented; secondly, because the L1 can function as a cognitive tool in L2 learning and teachers can facilitate learning by making reasoned references to the L1; and thirdly, because code-switching is a natural part of bilingual interaction (p. 3)

Besides, if the level of English of the students is inferior to the one required, it is assumed that teachers will choose to use Spanish for the purpose of transmitting the idea needed. Therefore, as it is presented in Chapter 1, it seems that the Educational reality in which the teachers are immersed is a possible factor that might explain their attitude in relation to the conscious L1 use.

### 4.3.2 Unconscious L1 use:

The current code addresses the notion that teachers are not aware of their behavior regarding the use of Spanish when moving from one idea to another in their English lessons. Moreover, as Spanish is their mother tongue as well, the switching between the two languages is done in a natural way. In this respect the literature review showed that many researches did not talk about the unconscious use of the mother tongue and this made us to investigate thoroughly about the topic. The illustration of these ideas can be seen in the following quotes said by one of the participants.

*"Related to the use of Spanish, well one forgets (...) I remember that when I was in the University, I used to say to my classmates: "let's speak everything in English", but we did not realize it and we were already speaking Spanish again, so I think it is a matter of culture".* (T1, elementary)

*"Well, let's see, I think that I do not realize when I am using Spanish to give instructions".* (T1, elementary)

From T1 comments we realized that to be immersed in a Spanish spoken country contributes to the unconscious switch between the two languages. As we are surrounded by people who do not speak English, the public use of it becomes difficult for the ones that are in the acquisition process since there are not many instances to practice it out of the English programs. For this reason, we could interpret that what the teacher previously experienced as a student is now unconsciously transmitted to his/her students. Therefore, it seems that the cultural background does interfere while teaching the foreign language. Considering the second quote, we think that as the teacher already has a perception of his/her students, she/he immediately use the

mother tongue without questioning whether it is correct or not to give instructions in that manner.

Unconscious motives identified in T1 comments were also discussed in Sert (2005) who claims that switching from the target language to the mother tongue is not always performed consciously; therefore, the teacher is not aware of the outcomes of changing from one language to another. In fact, this process may be and automatic and unconscious behavior.

This idea is also reinforced by Cabrera (2014) when states that an individual may change languages unconsciously with different people and different situations, but in the case of teachers, is in order to accommodate the preferences of their students' in the conversation or explanation of the lesson. Therefore, the teacher is expressing solidarity with his/her students.

It seems that the unconscious use of the mother tongue in the English lessons might be an automatic decision without questioning its reasons whether they are effective while teaching a second language or not.

## 4.4 Use of L1 for a positive classroom environment.

This theme is related to the relationship between teacher- students and how it affects the climate of the class. We would like to say that this idea was not expected when we thought about the benefits of the L1 use. It has been a interesting finding that teachers try to create a positive classroom environment in order to have a closer relationship with their students.

This theme will be exemplified by one participant's comments as follows:

> *"Depending on the context, sometimes it is a matter of trust between the teacher and the student, and it is a totally different relationship. For example, if I use Spanish instead of English, the student is going to understand, therefore, a connection is established, and I feel that if I use English to communicate with the students, the connection will be over or weaken".* (T2, Elementary Level)

*"When I use Spanish, I believe that we can make a relationship based on trust and they do not see me as a figure of authority, but as someone closer to them".* (T2, Elementary Level)

From the quotes above, it can be highlighted that T2 sees L1 as a useful tool to create a closer relationship with their students which goes beyond teaching. Somehow from this quote and our personal experiences, we can see that the importance of the mother tongue is reinforced and is seen not only for academic purposes, but also to encourage connections between teachers-students. Interestingly enough, for T2 in order to build a relationship based on trust, it has to be done using Spanish which shows that students might feel comfortable with it as opposed to the use of the target language. Additionally, we believe that it is important to have good rapport with our students if we want to make them see us not as authorities inside the classrooms, but as positive role models. Also, respect is promoted inside the classroom which will undoubtedly benefit everybody, as well as, the learning environment.

Several studies have emphasized the importance of positive peer relationships between teachers and students (Jones, 1996; Doyle, 1986; Fenwick, 1998; Jones & Vesilind, 1995, cited from Sakui, 2007). In this respect, it is suggested that teachers should promote students' self-esteem and responsibility for maintaining a positive learning environment. Besides, Sakui (2007) "further mentioned that avoiding emotional conflicts with students was important. She considered that building trust between a teacher and students was one of the most important aspects of ensuring effective classroom management" (p. 52). On the other hand, code switching is used by the teacher to build solidarity and intimate relations with the students trying to avoid emotional conflicts, as it was mentioned above. In this sense, many studies have point out the role of the use of L1 as potentially method for establishing more equitable intra-class relationships. For example, in Cabreras' (2014) study mentioned that when "teachers and students empathize, learning will become more understandable" (p. 20). What is more, some studies suggested that is a moral obligation to use the learners' L1 by the teachers, recognizing learners as individuals, creating a positive affective environment for learning (Cabrera, 2014).

**4.5 Effectiveness of L1 uses for Classroom management purposes**

In order to address this objective in the Stimulated Recall Interviews participants were asked whether the L1 uses were indeed effective. In this respect, only one participating teacher mentioned explicitly the effectiveness about the use of the L1 in the L2 classes as can be seen in the following comment.

*"With kids it is one hundred percent effective, they are going to understand immediately the instruction". (T1)*

As it can be seen one of the participants considered that it is effective the use of the L1 for classroom management purposes. According to his/her opinion it is more effective with kids when they received instructions. However, just one of the teachers stated that, and the rest mentioned it implicitly. But, taking in consideration the participants' opinion and the observation of classes through the study, it has positive effects on students, in terms of effectiveness the use of the L1. In most of the schools, students do not have a good level of English, making difficult to understand what the teacher is saying, that is why in order to feel empathy and try to help students, we could say that teachers decided to use consciously their mother tongue as a resource. As clarification we intend to say that it is not necessary to use the L1 all the class, the main idea is to use it taking in consideration the needs of the students inside the classroom.

The use of the L1 in the L1 classroom has been the focus of many studies that investigated how beneficial and effective is for learners. There are many detractors as the one is in favor, everybody with their own arguments. Having in consideration this study and the T1 opinion, it is possible to say that is effective and beneficial. According to Eldrige (1996) and Atkinson (1987) they "confirmed that it has not been proved empirically that restricting the use of the mother tongue in the classroom will improve learners' efficiency, for this reason it is considered old-fashioned to not include the mother tongue in classroom instruction" (p. 376). What is more, some authors such as Auerbach (1993, cited from Schweers, 1999,p. 6) stated that start with the L1 give to students a "sense of security and validates the learners' lived experiences, allowing them to express themselves" this permit students to take risks when they use the L2. These is in terms of the positive effects that the use of the L1 has on learners, although

in terms of effectiveness for classroom management purposes there are not empirical evidence that shown it yet.  As a concluding idea through the study we could confirm that in our Chilean educational context most of the teachers speak Spanish. There are many reasons, some of them are just personal because it is easier for them, and some others use the L1 because they considered that it is necessary for their students, especially to give instructions and to reduce disruptions. Although we discovered that teachers are conscious as unconscious when they use it.  Moreover, it is not just for academic purposes, according to some participants the use of the mother tongue helps to create good relationships between teacher and students, creating a good environment inside the classroom. Finally, we discovered that some of them considered effective to give instructions.

# CHAPTER 5

## 5.1 General Conclusions

The main objective of our study was to see the purposes of the L1 use in the L2 lessons for classroom management. Our research questions included 1) What are the purposes behind the use of L1 for classroom management during English lessons? 2) How effective is the use of the L1 for EFL teachers' classroom management?

The results of the current study and according to the questions seem to indicate that teachers used most of the L1 in the L2 classes for classroom management purposes. The findings revealed that there are many factors that influenced that use such as disturbance in class, misunderstood of instruction, and to create a closer relationship with students.

Some of the purposes uses regarding classroom management that we found were the following:

- To maintain the order: As the number of students per class is too broad, it is necessary for teachers, to catch students' attention, to use the L1.
- To give instructions: Most of Chilean students do not manage to understand the target language. For that reason, the use of students' mother tongue is unavoidable.
- To create a good relationship between teachers and students: In order to enhance a good classroom environment, teachers prefer to use Spanish as the students feel less distant to them.

Related to effectiveness just one of them mentioned it, however, was related with instructions and not classroom management.

It showed a reality that many times is denied, which is that inside classroom the Spanish should be used, and as our study demonstrated, it is a very recurrent situation in Chilean schools.

As a pedagogical contribution, we could state that this type of study is the first in the field of English Language Teaching in the Chilean context. It is important to take in consideration that the National Curriculum does not state guidelines for the L1 uses in L2 classes. Moreover, the findings revealed that teachers, in general, are conscious of the use of Spanish in elementary and secondary lessons.

## 5.2 Limitations

The limitations faced through the conducted study were a few that in some way affected the successful accomplishment of the investigation.

The first limitation was to find evidence that exposed both themes together, the use of the L1 in the L2 classes and classroom management. Most evidence found tackle the issues isolated and talked about their implications for students, in positive and negative manner, and authors alluded to each other in their respective studies.

Secondly, it was very difficult to find a school that was able to participate in the study, in contrast, teachers were always willing to participate.

Thirdly, once we had the school, we realized, through the recorded lesson and the field notes, that most of the teachers do not use the stages of a class; presentation, practice, and production, which restrict the study when trying to recognize the specific moment in which Spanish was used.

Finally, during the stimulated recall interviews, it was challenging to obtain accurate and specific answers from teachers. Many times, the answers were too broad and were not really related to the objective of the question.

## 5.3 Suggestions for further research

Before developing the study, most of the literature reviewed was about either the use of the L1 in the L2 classroom or classroom management itself. In this respect, our study proposed a new view of these two issues which are fundamental in the Chilean educational context, where teachers and students must deal with the use of the L1 in the L2 classes.

After conducting this study, the suggestions for future investigations are the following:

It would be recommendable to have more time to investigate and collect the data to obtain better results. We considered that it is helpful for the study to monitoring the process. Also, to increase the number of participants will provide a higher validity to the study as the results' interpretations points to the intended purposes (Creswell, 2012).

Finally, it would enhance the study including students' opinions or perceptions to know the impact that the uses of the L1, for classroom management, have in their English lessons. All these suggestions will help students to have a better learning of English.

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# Consentimiento informado

**Nombre del proyecto:** Control y manejo de la clase al enseñar Inglés
**Investigadoras:** Marcela Morales- Rocio Moreno- Daihan Román- Andrea Urra

Usted ha sido considerado(a) para participar en este proyecto de investigación. A través del presente documento se describe el propósito del estudio así como también sus derechos como participante de este. Si usted decide participar, por favor firme la última línea del presente formulario.

El propósito de nuestro proyecto de investigación es medir la efectividad del manejo de la clase durante la enseñanza del inglés a través del uso de diferentes métodos y/o técnicas empleadas por el docente en el aula. Para esto, se realizarán observaciones de clases y posteriormente se le invitará a una entrevista para ahondar en los aspectos observados...

Toda la información recolectada es confidencial y será utilizada únicamente con motivo de la investigación. Esto significa que su identidad será anónima y su información personal será almacenada en un dispositivo electrónico al cual sólo las investigadoras tendrán acceso.

Su participación en el estudio es de carácter voluntario, tiene el derecho de negarse a participar o a discontinuar su participación en cualquier momento. Si tiene alguna duda referente al estudio, puede contactar a la supervisora del estudio Maritza Rosas al correo electrónico maritza.rosas@unab.cl, o a la alumna tesista Marcela Morales a través del correo electrónico maarcemorales@gmail.com .

Confirmo que he leído toda la información descrita en este consentimiento antes de firmar. Se me ha brindado la oportunidad de hacer preguntas y éstas han sido contestadas en forma adecuada. Por lo tanto, accedo a participar como sujeto de investigación en este estudio.


_____
(Nombre y firma participante)


_____
(Nombre y firma investigador a cargo)


 Santiago, _____/_____, 2018.

**Universidad Andrés Bello**

UNIVERSIDAD ANDRÉS BELLO
Pedagogía en Inglés
Facultad de Educación y
Ciencias Sociales

Santiago, ____/____, 2018

## CONSTANCIA

Mediante la presente me dirijo a ud/s para solicitar autorización para recolección de datos en su

Establecimiento educacional. Esta recogida de datos se enmarca dentro del proyecto de grado de las alumnas Marcela Morales, Rocío Moreno, Daihan Román y Andrea Urra, quienes se encuentran realizando su último semestre en el programa de Pedagogía en Inglés de la Universidad Andrés Bello.

Su proyecto de grado tiene como título: *El uso de la L1 en el manejo de la clase de inglés.*

El propósito de esta investigación es analizar la efectividad del uso de la lengua materna en el manejo de la clase de inglés. Sin embargo, para evitar subjetividad de parte de los participantes a observar – y siguiendo las sugerencias de la literatura en esta área –no se informará explícitamente de tal objetivo sino hasta el momento de la entrevista.

Para el logro de este objetivo, se realizará 1 observación de clases a 4 profesores de inglés (2 de educación básica y 2 de educación media) y posteriormente a cada profesor/a observado/a se le invitará a una entrevista para ahondar en los aspectos observados.

Toda la información recolectada es confidencial y será utilizada únicamente con motivo de la investigación. Esto significa que la identidad de los participantes será anónima y su información personal será almacenada en un dispositivo electrónico al cual sólo las investigadoras tendrán acceso.

Le agradecería mantener en reserva el objetivo final de este proyecto para no interferir con la recolección y posterior análisis de los datos.

Esperando una pronta y positiva respuesta, y agradeciendo de antemano su apoyo

Saluda cordialmente,

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APPENDIX B: INTERVIEW

# <u>**Interview**</u>

Nombre:

Edad:

Años de experiencia:

Años trabajados en el colegio actual:

Niveles que más ha enseñado:

1. ¿Cuál es su opinión respecto del uso del español durante las clases de inglés?
2. ¿Debería el español ser usado en la clase?
3. ¿Cuándo cree usted que es necesario usar español en la clase de inglés?
4. Si usted piensa que es necesario el español en la clase. ¿Por qué?
5. ¿Usted cree que el uso del español en la clase de inglés ayuda a aprender mejor ese lenguaje?