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**COMPARING TEACHER AND STUDENT PERSPECTIVES REGARDING THE
USE OF L1 IN EFL CHILEAN HIGH SCHOOL CLASSROOMS**

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ABSTRACT

In the Chilean context, English teachers are commanded to perform one hundred percent English classes, but unfortunately, this is not accomplished in every context; hence, this study decided to explore and compare teachers' and students' perspectives regarding the use of L1 in the EFL Chilean high school classroom. A quantitative instrument was applied to a total population of 510 being both teachers and students from different districts of Santiago. The results obtained in this study portrayed that both teachers and students agreed on the L1 usage under different situations, these ranging from grammar explanation lessons to managing discipline.

RESUMEN

En el contexto chileno, a los profesores de inglés se les exige realizar sus clases en inglés en un cien por ciento, pero lamentablemente esto no ocurre en todos los contextos, por lo tanto, este estudio busca explorar y comparar las perspectivas de profesores y estudiante acerca del uso del español en las clases de inglés como idioma extranjero en las clases chilenas de enseñanza media. Un instrumento cuantitativo fue aplicado a una muestra total de 510 profesores y estudiantes de distintas comunas de Santiago. Los resultados obtenidos en este estudio muestran que tanto profesores como alumnos están de acuerdo con el uso del español en las clases de inglés bajo distintas situaciones, las cuales varían desde explicaciones gramaticales hasta el manejo de disciplina.

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1. INTRODUCTION

1.1 General Background

The use of a First Language (L1) has been always a conflict point when talking about English as a Foreign Language (EFL) classroom, especially when it comes to the Chilean reality. As pre-service teachers, we have witnessed this difficult reality when the paradox of using the L1 in the EFL classroom appears. The conflicting point in this matter is the fact that language learners may have difficulty to cope with the flow of the lesson if the class is fully held in English, meaning that they might not be used to being exposed to this type of lessons due to L1-based lessons; since, as far as we have experienced in our school practicum instances, classes that are supposed to be held in English most of the time (in order to be aligned with the teaching methodologies suggested by the national English curriculum) are held mainly in Spanish. Besides this, the social constructs (such as that learners believe that English is not going to be useful for them since there is a very large geographical distance from any English speaking country, or that they are never going to travel abroad because they might never have enough money to do it) create a boundary between the student and the actual learning of the Foreign Language (for the purposes of this study, L2), since the students may not have any type of interest due to the fact that the target language might not seem approachable to them. However, it is also important that students receive input on behalf of teachers, as they are their closest source of English, especially for Chile being an EFL context.

Considering the above, and according to what we have been instructed during our preparation process to become teachers, about how to teach English by using the Communicate Approach and all that it involves; together with what we have witnessed in our practicum experiences at Chilean schools where, in fact, teachers tend to use Spanish several times and for many purposes, a breaking point appears. In fact, many times we have been able to observe how

students ask for explanations in Spanish in order to be able to understand, and because of that it could be that teachers rely on the use of it as to maintain the normal flow of the lesson. Nonetheless, the Curricular Bases of English Language teaching (2012) demand that teachers to use English most of the time.

These, among other similar aspects, are the ones that have triggered our motivation to conducted a study on this topic, since based on our experience we have been able to see that using the L1 during the instruction of the foreign language sometimes helps the students to understand more easily commands and tasks given by the teacher, and it may not be detrimental for the learning of the language in that sense. But relying too much on the L1 may cause small amount of input received from students in the L2 to not be significant, as learners would depend on the L1 to understand; all these stated as assumptions based only on the experiences we have had teaching until now, which are the basis for defining the problem of the present study.

In order to deepen into this topic and to better understand the Chilean general context and background for English teaching, it is crucial to first be informed about the Chilean Curricular Bases for English Language teaching, which started to be implemented in Chile in 2012.

1.2. Chilean Curricular Bases of English Language Teaching

In order to better understand the context under which this study aims to be held, it is necessary to describe what the Chilean Curricular Bases state in relation to the way in which English should be taught in Chile, which has been a complicated issue to tackle, as opposite views exist on how the foreign language must be instructed inside the classrooms. As it is stated in Bases Curriculares Idioma Extranjero Inglés (2012), the foreign language must be taught under the bases of the Communicative Approach, which proposes that “the what to teach aspect of the Communicative

Approach stress [es] the significance of language functions” (Harmer, 2001), meaning that when teaching the language, teachers should be more focused on the fact that students should produce language in a contextualized manner rather than imparting a specific grammatical structure. Furthermore, the bases of the Communicative Approach state that students should receive and produce as much English as possible, meaning doing role-plays, creating a newspaper, among other activities suggested. The previous idea also implies, as students must be provided with as much input as possible, that teachers should be the ultimate input producer since teachers are the closest givers of this necessary input. In other words, teachers, accordingly and following the principles of the Communicative Approach, must teach their classes mostly using the target language (Harmer, 2001). Therefore, students would have a better degree of exposure to the language and will be able to grasp certain pronunciation or communicative patterns that they may not receive from other sources. The Communicative Approach is the one that is currently being used and recommended in Chilean EFL classrooms, considering it as the umbrella methodology in the Chilean Curricular Bases, under which the Natural Approach, Task-based language teaching, Content-based instruction and Cooperative Language Learning can also be found, all pointing at the development of communicative language skills (Bases Inglés, 2012).

According to what is established in the Chilean Curricular Bases, it is important to identify that English became the most accepted language around the world after the American culture was hegemonized (globalization). For that reason, English has become an important tool to be able to communicate in the globalized world in which we are living. That is why, when we talk about teaching English, an innumerable amount of methods emerge. As human beings are in constant change, everything around us evolves too; methods which were popular years ago are no longer used by teachers and in the last

couple of years, there have been some trends which have taken a special place among EFL teachers.

Among current trends, the age factor is very important, especially in our country since the starting level of English teaching was moved down from 8th grade to 5th grade. This trend is related to the Critical Period Hypothesis (CPH), which states that the acquisition of a language is closely related to the age, meaning that the younger the learners are exposed to the language, the better they acquire it, and after a certain age period acquisition becomes more difficult (Krashen, 1983).

Another very well-known trend is the Communicative Approach. As it was explained before, the Communicative Approach aims to provide students real-life communication lessons in order to contextualize the learning process (Krashen, 1983). This method is used around the world and by ministerial regulations here in Chile, as it was explained in the previous section. Close together to the Communicative Approach is the use of L2 during the whole class. According to several English as a Second Language (ESL) studies, the Communicative Approach and the use of only L2 act as powerful input for students in their learning process. However, in Chile the reality is that English is taught as a foreign language and not as a second language, and it is possible to observe in real classrooms how lessons are taught sometimes using more the L1 than the L2, this fact based on our experience as pre-service teachers.

1.3 How Teachers are taught to Teach in Chile

According to what was mentioned before regarding the Chilean Curricular Bases for English teaching, another very important fact to talk about is how teachers are taught to teach in Chile. As it was explained previously, the Chilean reality is very difficult for English teachers since English is studied as a foreign language and not as a second language in our country. This issue especially affects university students who are doing their practicum at public

schools or semi-private schools, because in most universities they are asked to use English mainly in order to follow the guidelines of the Ministry of Education (MINEDUC), even though students only have 3 hours of English per week, which is the minimum asked by MINEDUC in Chile.

There is little information about how future teachers are prepared to teach by the institutions where they study, since universities web pages do not specify the teaching approaches that their pre-service teachers are equipped with, probably in methodology courses; however, MINEDUC is specific in indicating the principles under which universities must prepare future teachers of English; guidelines that are published in the National Standards for English Teaching Programs (*Estándares Orientadores para Carreras de Pedagogía en Inglés*, 2013). It is clearly stated in these standards, that one of the competences that teachers of English must master during their preparation is related to becoming a professional who “demonstrates to be prepared to act as a linguistic model, maximizing the opportunities for communication in English inside the classroom, interacting spontaneously and fluently with the students” (p. 6); adding to this standard the fact that the teacher “communicates in English, effectively, one hundred per cent of the time in the classroom” (p. 6). Considering this, it can be said that there is a strong correlation between the competences that a teacher of English must be prepared with and the methodologies that teachers should follow to teach the language in school contexts.

However, achieving the above becomes sometimes very hard, since some students at schools do not have the minimum level of English to be able to understand a teacher speaking in English the whole class. The poor level of English was clearly revealed by the last results of SIMCE Inglés in 2012, (a test students from 11th grade sit for in Chile) where only 18% of Chilean students received the A2 or B1 certificate of English, test in which the majority of the students certified belonged to the private school system.

Considering the above stated, it is possible to assume that if all universities that impart English teaching programs follow the guidelines stated by the National Standards, they should prepare and teach future teachers of English to be able to teach classes 100% in English, or at least to provide them with the knowledge that enables them to do so once they graduate and start working in the educational context. Nevertheless, as pointed before, this is not reflected in actual classrooms. And the reasons behind this phenomenon have not been yet investigated.

1.4 The Importance of Teachers and Students' Perspectives about English Language Teaching and Learning

After researching the current trends related to English as a Foreign Language Teaching (EFLT), and based on the dichotomy between what the national guidelines state for language teaching, and what is really happening in classroom contexts, it is necessary to deepen into the perspectives of the main protagonists of the educational system.

Since Socrates in the ancient Greece started establishing public education in the 'Polis', they were aware about the importance and responsibility they had as teachers or educators to the rest of Greece (Lam, 2010). Furthermore, they were more concerned about their apprentices' needs. Being inspired by these ancient and well-regarded teachers in human history, we are concerned about students' perceptions in their learning process. It is important to keep in mind that we as future teachers, work for our students' needs, perceptions, suggestions, weaknesses and strengths. In every learning process, the ones involved need to get to common agreements, methodologies and approaches in order to get high results and benefits for the learner and the teacher. Teachers are the ones who need to be aware of their students' needs and perceptions when it comes to develop the learning process. Also, it is good for teachers to help each other to share experiences, results and perspectives.

When that happens, teachers are able to satisfy students' necessities increasing the results of the learning process, lessons, and achievements.

For these reasons, this research study intends to explore and compare the perspectives about the use of Spanish in the EFL Chilean classroom of teachers and students; consequently, this study aims to provide suggestions to Chilean education based on what educators and apprentices perceive. In order to make the learning process of EFL as optimum as possible, the protagonists should provide new ideas and perspectives constantly in order to provide contextualized and updated insights.

1.5 Pedagogical Motivation

In order to expose the bases of our study and why we decided to do it, it is crucial to explain on what we support our study, what we want to study deeply, and what supports our thoughts: A pedagogical clash and disagreement is what we face between what we are taught as future teachers and what other studies conducted in other countries are suggesting.

Many methods have influenced TEFL (Teaching English as a Foreign Language) in the Chilean classroom, highlighting the two most polarized ones: The Grammar Translation Method, and its opposite, the Communicative Approach. When Stephen Krashen stated in his Language Acquisition Theory in the late 80's that second languages are acquired by a natural immersion only to that language, the use of L1 started to get more scorned once starting the previous century. Consequently, English teachers started to see L1 use as undesirable because it is uncommunicative and does not provide learners the enough input to acquire English. For this reason, the Grammar Translation Method was taken outside the EFL Chilean classroom; although, it is still being used based on what we have witnessed and experienced in our practicum instances when L1 use is common in the classroom.

However, this thesis does not aim to claim that the Grammar Translation method should be brought up to the EFL Chilean Classroom in order to see the perspectives of teachers and students. We are taking David Atkinson's arguments (1987), in which he stated that the L1 should be partially used in the classroom, mainly for accuracy-oriented tasks; although, it is important to mention that Atkinson's research was based only on teachers' perceptions. That is the reason why, we would like to complement his research adding the students' perspectives since both of them are the protagonists of the learning process in the EFL classroom.

Gabrielatos also supported the balanced use of the L1 in the EFL classroom and calls it "a bone of contention" (2001, p.6) in the learning process. Also Schweers (1999) states many reasons why L1 should be used in balance with L2 regarding students' perceptions; because it is useful to explain abstract concepts, to check comprehension, and because students feel more comfortable and confident in the classroom. In contrast, there are other authors who after doing research found out that the higher the English level students acquire, the less they rely on the use of L1 in the classroom; that is the case of Prodromou's research done in Greece (2011).

As it was presented in previous sections in this chapter, nowadays Chilean English teachers are taught and advised to just or mainly use the L2, perceiving the L1 use as undesirable. Factually, only using the L2 in the Chilean EFL high school classroom is almost impossible regarding our experiences as trainee teachers and what our mentor teachers have shared with us. Indeed, teachers have to resort to L1 many times for varied reasons which are still unknown to us. Therefore, we as pre-service teachers are facing a breakdown between our experience and what the latest methods and theories there in the EFL field.

During our formation as future EFL teachers, we have faced different courses that gave us the theory of which is the best way to teach English in our

culture; nonetheless, when coping with our practicum experiences we realized that applying almost every aspect of the theory to the practical aspect of our learning process was a very difficult task to achieve. This occurs because we are guided to use English most of the times when teaching, in other words, basing our teaching on the Communicative Approach.

We are mainly motivated by a haze that does not allow us to completely understand why practice does not reflect theory. We consider that by knowing students' and teachers' perspectives about the use of L1 in an L2 classroom, we will get to very interesting possible causes of why this phenomenon is occurring and also will be able to provide suggestions to future EFL teachers in our country.

1.6 The Purpose of the Current Study

Based on the knowledge we have gained as students of an English teaching program, and the in-field experience we have acquired plus the context of our country; the purpose of our study is to explore and compare teachers' and students' perspectives regarding the use of L1 in EFL Chilean high school classrooms, which might help us understand and bridge the gap that divides theoretical bases and actual practices that we have been able to witness along our years of preparation during teaching practicum instances.

2. LITERATURE REVIEW

In the current chapter, several topics are addressed in order to make the aim of this study clear, for instance, one of the issues tackled is research related to Communicative Language Teaching (CLT) and its use inside the classroom. In addition, studies on how L1 can benefit or hinder the students' learning process within the EFL classroom and how L1 is used worldwide in the EFL classrooms. Other topics shown in this literature review correspond to how other factors such as grammar, anxiety, and large classes may have an impact on the student learning process. Nonetheless, certain concepts should be clarified before continuing with the revision of the literature, which have as well been mentioned along the introduction chapter.

A lot of research studies have been conducted in relation to the use of L1 in the EFL and English as Second Language (ESL) classroom, besides covering and explaining them for the current research study it is important to begin by explaining how concepts as L1, L2, EFL and ESL are used in Chile. Throughout the literature reviewed for the current study, several definitions of L1 appeared; however, the following is the one that has been the most suitable for the purposes of the present study. According to Field, [a] native language is generally the first one a child is exposed to. Some early studies [have] referred to the process of learning one's first or native language as First Language Acquisition (2011). In other words; the first language that individuals hear and develop is their L1 due to the fact that this language is the one that they will use in order to communicate during life. Another term that has been repeated throughout the revision of the literature is EFL, which according to Harmer it is described as 'when students use English as a tool for communicating with English speakers in the world- for instance, students might be tourists or business people' (2007, p. 19). In other words, referring to EFL involves that students use English to be able to communicate with other people who speak English, and it is not taught in order for the students to use it in the same

context that they are immersed since it has no major relevance in the students' country. In addition, two terms that also appeared while revising the literature were L2 and ESL, when the first term is explained, the one that fits best is the one that is presented in Yule's work, which refers to the Second Language setting in which the target language, in this case English, is spoken on the surroundings (2010). That is to say, that a second language is a language that is commonly used in the society in which the speaker is immersed in and is frequently learned by the majority of the country. Similarly, ESL means that English is not the official language of the learner. In other words, English has taken an important place within the society since it is used as a second language to be able to communicate with other English speaking people. Due to the above, different approaches have been implemented in the Language Teaching field, which are going to be presented in the following section.

2.1 Current Approaches to English Language Teaching

In order to better understand why L1 is used in the ELF Chilean High school Classroom, it is important to be aware of why the methods suggested by the Chilean Ministry of Education become so hard to be contextualized in this reality. For this reason, the contextualization of Communicative Language Teaching (CLT) and Focus on Form (FonF) in EFL contexts around the world and in Chile are literarily reviewed, as they correspond to two current approaches to language teaching. Furthermore, previous studies done related to students' and teachers' perceptions regarding the use of L1 in EFL contexts are reviewed.

2.1.1. Communicative Language Teaching.

Among current approaches on EFL, one of the most accepted is Communicative Language Teaching (CLT). CLT began in Britain in the 1960's and its principal focus is on communication; according to Hymes "it is based on

the theory that the primary function of language use is communication [;] its primary goal [is to develop communicative competence in learners]" (1971, p.40). This focus started because, according to Wei, "[...] people gradually realized the inadequacy of traditional teaching approaches, such as audiolingualism and grammar-translation, in preparing students for engagement in social interaction" (2012, p.32). Among the principles presented by Tsinghong Ma there are two which are more relevant and summarize the approach: a) Communication-centered, as "The primary principle of CLT is that all activities managed and carried in classrooms are supposed to be communication-centered and serve for the goal of communication" (2012, p.44) and b) Reflecting real communicating process "An important sign to distinct CLT and other approaches/methods is the former tries to reflect the process of language using for communication during classrooms" (2012, .44). There was a need for preparing students to be able to communicate in the real world and for that purpose it was necessary to approach students to real-life experiences regarding the use of English.

However, this approach was designed for ESL learners and contexts and it is not very likely to work as effectively in EFL contexts (Ahmad, Rao, 2010), which is the reality of Chilean students. As a consequence, there are several gaps and difficulties for EFL teachers. One of the difficulties teachers have to face is that one of the characteristics of CLT is that students internalize the grammatical structures so there is no need to teach them; however, Widdowson states that internalizing grammar structures is a "long and rather inefficient business" (1990, p.145). In *Does Communicative Language Teaching Really Work? A Critical Appraisal an Iranian study*, Masoumpanah and Talebinejad concluded that:

One of the most outstanding problems with CLT is that it does not emerge from the theorizing of the teacher as a practitioner and the practice of those theories followed by reflection on teachers' own teaching practice. It is

imposed on the teacher from outside and reflects ideological perspectives (2013, p.80)

The above quotation reflects the same problem teachers have to face in Chile.

Connected with the previous gap, Koosha and Yakhabi (2013) argue that another gap is that there are not enough teacher training courses to promote CLT on teachers, since “teachers have a constructive role in the development of better curricula” (p. 55). Koosha and Yakhabi also mention the problem with implementations, “One of the outcomes of the CLT implementation that may not be welcomed by many EFL teachers is that student-centered classrooms may appear ‘chaotic’” (2013, p. 57). In Chile most of the schools have around 40 students per classroom, which means that trying to follow a communication-centered approach would be very difficult since there is only one teacher inside the classroom. Regarding the same issue, it is also a problem that the tools needed to have a better learning process are not always available for teachers; projectors, notebooks, materials, among others, are not provided at schools.

There are several studies that talk about limitations regarding the use of CLT in EFL classrooms. Among these several studies, we found *The Communicative Approach in EFL Contexts Revisited* by Bahumaid who concludes the following:

These include questions regarding the ‘feasibility’ of setting communicative objectives for teaching English in a situation where learners have only limited exposure to English outside the class and may not perceive a real need to use the language in their local community. (2012, p.448.)

In the same study, Bahumaid finds another limitation, which is that in the region they have “culturally inappropriate texts and the lack of competence of many Arab teachers of English in the foreign language as well as in communicative methodology.” (2012, p.447)

Another study that focused on the difficulties of using CLT on EFL classrooms was conducted in Turkey by Ozcevik (2010). When talking about difficulties regarding the implementation of CLT in Turkey, teachers' difficulties were the following:

These reported difficulties involved: teachers' deficiency in spoken English, lack of knowledge about the appropriate use of language in context; few opportunities for teachers to get training in CLT; little time for developing materials for communicative classes; and teachers' misconceptions about CLT. (p.85.)

After reviewing the CLT literature, it is good to review the principles of the natural approach. The following subdivision portrays the literature review regarding the Natural Approach (NA).

2.1.2. The Natural Approach.

The Natural Approach (NA) is a Language Teaching Method (LTM) proposed by Stephen Krashen and Tracy Terrel in 1983. In this book, Krashen and Terrel state that L2 is acquired in the same way as L1. Moreover, both language teaching researchers state that regarding the Input Hypothesis the language acquisition takes place only when the focus is on what is being transmitted rather than on the form of the message.

This is explained as the "Great Paradox of Language Teaching": Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. The process of learning or acquiring L2 is different, and for both processes you need different skills, activities and tools.

Gulzar, Gulnaz and Ijaz state in 2014 some utilities of the NA in Saudi Arabia, a country where English is used as a foreign language as it is in Chile.

Krashen (in Schutz 2005) points out that prime concern of input Hypothesis is only with the acquisition of language, not learning. It predicts that acquisition takes place in a "natural order" when the learner receives second language "input" that is one step beyond his/her present ability of linguistic competence Krashen and Terrel, (1988). Krashen (1985) noticed that older language learners learn more by having more comprehensible input that is being able to use their native language as a data resource. (p.136)

(Gulzar, Gulnaz, Ijaz, 2014)

After reviewing the NA literature, it is good to review the principles of Focus on Form. The following subdivision portrays the literature review regarding the Focus on Form (FonF).

2.1.3. Focus On Form.

The term Focus on Form Method (FonF) is a term that started in reaction to some LTM that intended to highlight the forms of languages. FonF is a LTM proposed by Long in 1988, Italy in order to develop Second Language learners' communicative skills in communicative tasks and contexts. When learners are focused on meaning and communication only is more beneficial for them rather than being focused on grammar structures or Forms.

Spada and Lightbown (2011) stated that FonF methods are more powerful, successful, and effective rather than instructions focused only on form or only on meaning; since, FonF intends to provide implicit or explicit attention to linguistic elements by conveying meaning with communicative content-based activities. In order to develop these ideas, it is essential to bring up the fact that in Chile it is difficult for teachers to know how much attention should be provided to form and how much time should be provided to communicative tasks. Most of researchers suggest as a solution that the focus on form should be given just when needed and as shortly as it can be. Unfortunately, it is difficult for teachers to create this perfect environment in large classes with more than 40 students per

classroom. Moreover, it is important to point out that in schools where you can find slow learners or students with Special Educational Needs (SEN) it is hard to come out with a generalized method; considering that not all human beings learn in the same way and at the same time since we are creatures who are constantly changing and adapting ourselves to changes and contexts.

The positive part of FonF is that it allows teachers to be concerned about linguistic elements and not only on communicative tasks as Krashen's Communicative Approach suggests.

In short, focus on form instruction is a type of instruction that, on the one hand, holds up the importance of communicative language teaching principles such as authentic communication and student-centeredness, and, on the other hand, maintains the value of the occasional and overt study of problematic L2 grammatical forms, which is more reminiscent of non-communicative teaching. (Long, 1991).

Furthermore, Long and Robinson (1998) stated that L2 FonF should provide its attention by exposing learners to written and oral production related to real-life situations like writing an e-mail, job interviews, preparing a menu in a restaurant and if possible, to develop classroom debates. Plus, when students face problems and difficulties while learning and producing L2 grammatical features the teacher or ideally learners' peers must provide assistance to fix their mistakes or errors in order to avoid them little by little.

However, the fact that speaking and writing are the two foci of FonF, makes it more difficult to be adapted in the EFL Chilean High school context. It is well known that speaking and writing are the least two skills developed by L2 learners since they imply their own production; however, in Chilean schools where English classes are taught recently most of the time in English or without a good input from teachers whose English has fossilized, it is hard for students to produce a foreign language. Especially in contexts where students are used to

mocking at their classmates just when they try to sound like natives, or when they commit mistakes.

The problem of FonF methods is the contextualization it faces in EFL and ESL countries around the globe. Sheorey and Nayar (2002) established a reality English teachers are facing in India, a reality which is quite similar to Chilean EFL high school classrooms: "Teachers have little say in designing the curriculum, choosing the materials and textbooks, or developing assessment techniques, all of which are controlled by Boards of Studies composed of senior members of the English faculty" (p.18). Firstly, in Chile, English teachers are not allowed to create, design or plan the English curriculum. It is difficult to explain how the protagonists of learning processes are isolated in the creation and design of the curriculum. For this reason, we attempt to do this research study by considering teachers' and students perspectives, the way it was explained in the introduction chapter.

2.2 Students' Perspectives Regarding the Use of L1 in the EFL Classroom

After having reviewed methods and theories related to ELT around the world and how it is contextualized in countries where English is considered a foreign language, it is necessary to review literature related to the perspectives of students regarding the use of L1 in the EFL classroom. This would be beneficial in order to better understand the results this study might yield and to support this study methodological selections.

Schweers (1999) was one of the first researchers who intended to analyze students' perspectives regarding the use of L1 in the EFL classroom in the University of Puerto Rico. In his study, he announced students' major reasons of supporting the use of L1 as the following ones in his study:

A high percentage (88.7%) of the student participants in this study felt that Spanish should be used in their English classes. All of the teachers reported

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using Spanish to some degree. Approximately 99 percent of the students responded that they like their teachers to use only English in the classroom. (p. 8).

In the study mentioned above, there was a question that exemplified more clearly what students' perceptions of the L1 use were, which is shown in the following table.

Table 1. Schweers (1999).

Do you (students) like or would you like your teacher to use Spanish in class	%
Not at all	0
A little	49.0
Sometimes	28.2
A lot	22.3

The results of this study revealed that in the target language (English) classes, Spanish should be implemented to certain extent. In addition, the students felt that classes were better since the L1 helped them to understand more what was actually happening in classes (Schweers, 1999).

It is too keep in mind that 16 years after that study, English teaching methodologies have improved; therefore, students do not need that much as they did the use of L1. Moreover, technology's progress has helped to improve English classes by conveying more comprehensible meanings and communicative tasks to students. Furthermore, as an innovative research study, Schweers took the first initiative in order to check students' perspectives and needs of using L1 by inspiring our study in Chile. To complete this, it is necessary to continue on reviewing more recent studies that describe the insights on students' perspectives regarding the use of L1, either positively and negatively.

A research study conducted in 2012 by Al Sharaeai, applied an online survey to students who were studying at the university level, involving a middle

and high-level of proficiency in English. This research study analyzed the reasons of students with different L1 backgrounds (Spanish, Arabic, Chinese, Portuguese, Korean, Turkish, Serbian, and French among others) of using their L1 while learning English in their programs at the university.

Table 2. Al Sharaeai (2012)

Statement
"I speak my first language during English class when I talk about personal things with my classmates"
"I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates"
"I speak my first language in English class because I want to chat with my classmates about topics that may be not connected to class"
"I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me"
"I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson"

All the reasons presented in the table above show that students with high English proficiency, in the university education, tend to use their L1 because of two main reasons. Firstly, students tend to tackle topics that are personal, not related to the lesson or the context. As a consequence, they do not feel the connection and the need of turning to the use of L2. Secondly, students attend to the use of L1 because they need clarifications from their classmates, or they cannot express themselves by finding the correct expression in the L2. These last reasons imply that students tend to use the L1 as a useful tool while learning English, helping them to find the correct expression or explanation in order to keep on working with the L2 once filling the gap presented.

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In the same study (Al Sharaeai, 2012), it was found that students (while they are getting and achieving a higher level of proficiency of L2) tended to rely less on their L1 and trust more on the L2 use. While answering the same questionnaire that was quoted previously, in the second item named 'Students' views of the teachers' and classmates use and knowledge of the first language' students showed that they mostly agreed and strongly agreed with the following statements:

Table 3. Al Sharaeai (2012)

Statement
"I think my English class should have an English-only policy. (This means only English is allowed in the English classroom)."
"Using dictionaries and resources in the first language should be allowed in English class."
"As my English improves, I am becoming more comfortable speaking only English in English class."

The previous statements supported by students' perspectives with high proficiency of English at the university level how that once students have learnt English they do not rely too much in the use of L1. Another student's perspective that supports this, is that once students answered the following statement, the highest percentage of 'Strongly disagree' appeared: 'I think I speak in my first language more often than I speak English in English class.'

Another research study conducted by Mora, Lengeling, Rubio, Crawford and Goodwin (2011) in Mexico, in order to find out the perspectives of students regarding the use of L1 in the EFL classroom for the university level, exposed the perspectives of students regarding the use of the L1. Some of the perspectives are the ones exposed below. The statements show how students perceive the use of Spanish (L1) in a very similar way students from the previous study.

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Firstly, students resorted to the use of L1 to ask for explanations to their classmates when facing difficulties while learning English; furthermore, students used L1 when they were not able to find the correct word in the L2 in order to express themselves properly.

Table 4. Mora, Lengeling, Rubio, Crawford & Goodwin (2011) Students' positive perceptions of L1.

Statement	Statement
"I use Spanish when I do not understand a phrase or structure to learn more. When I have enough vocabulary I do not speak Spanish"	"I use it (L1) when I have a vocabulary doubt and it is necessary when the teacher is explaining grammar because it is easier to understand"
"Well, we need it (L1) a lot, because there are phrases and sentences that we cannot easily understand. We need to speak a minimum of Spanish to advance in our target language"	"When I do not understand it is comforting, because otherwise I get stressed trying to understand what is being said and I don't get it"
"When I talk with my classmates about other things I mostly use Spanish. Most of the time it is used when the team finishes and others have not, you start speaking in Spanish"	"When I use it, it is because I cannot find the right word in the foreign language... that I get the impression I am wasting time"
	"I try not to use it but it is mostly to talk with my classmates about the day"

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The use of L1 in this study represents that L1 is regarded and used as a positive instrument in order to move forward in learning English because otherwise students feel they waste time. Moreover, the use of L1 is considered as a beneficial tool that helps to decrease anxiety for students. It is tangible in the statement in which the student declared '[...] otherwise I get stressed trying to understand what is being said and I don't get it', the use of L1 helps students not to feel frustrated or anxious, and helping them to go ahead in the class feeling able to complete tasks and follow the rhythm of the class and their teachers. Students expressed that their perspectives regarding the use of L1 are associated to establishing communication about personal matters, especially once finished their tasks, duties or homework.

After having reviewed the positive aspects of using L1, it is important to analyze students' perspectives regarding the use of L1, but the negative aspects.

The same study conducted in Mexico shows that students once asked about the negative aspects of using L1 in the classroom they answered the following:

Table 5. Mora, Lengeling, Rubio, Crawford & Goodwin (2011) Students' negative perceptions of L1.

Statement
"I think it (use of L1) is illogical and clearly it is wrong because if we are in a foreign language class the last thing we want to do is speak Spanish. We need to learn the other language"
"When the teacher uses Spanish, well, I think that I do not learn much or that class was useless"
"I think that it is important to not use Spanish in class, because it is a way to become familiar with the language – that way our ears can pick it up and our learning will be enhanced"

These statements show how students feel the need of practicing English in the classroom and of also being provided with the Natural Approach Comprehensible Input in order for them to produce the L2. It does not stop to surprise how students, besides wanting to practice the L2 and being exposed to an environment full of L2, tend to use L1 when finding impossible to use or understand L2. It would be interesting to find out what other mechanisms students would use besides using L1 while learning how to express themselves using English. Cummins (2010) helps to understand this situation by stating:

Students' L1 is not the enemy in promoting high levels of L2 proficiency; rather, when students' L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping stone to scaffold more accomplished performance in the L2. (p.54)

Prodromou (2002) conducted a study in Greece, and by asking students from a university level also, he discovered that the way students perceived the use of L1 was connected to their proficiency in English. When asking if teachers should use their mother tongue in class, the answers are the ones presented now: "The figures for beginners and intermediate level are quite high (66% and 58% respectively) but only a minority of advanced learners (29%) found the use of L1 in the classroom acceptable." (Prodromou, 2002).

The correlation that can be found in Prodromou's study in relation to the previous ones, is that it confirms that the use of L1 is used a tool by students in order for them to learn English; and once English is learnt in an advanced level, students are able (and comfortable) to continue using L2 only in the classroom.

The positive aspect of all these studies is that they provide the reasons that students find convenient for using the L1 in the classroom, and why they find it useful for their learning process of English. It would be very convenient that these studies were conducted in school contexts, not only at university levels, since the proficiency of students clearly changes their perspective regarding the use of L1

in the EFL classroom. For the reasons exposed previously, this research study aims to provide new findings regarding the perspectives of high school students in the EFL Chilean context. In the next section, teachers' perceptions revealed by previous research are exposed.

2.3 Teachers' Perspectives Regarding the use of L1 in the EFL Classroom

After reviewing the perspectives of students regarding the use of L1 in the EFL classroom, it is also very important to review literature about how teachers perceive the use of L1 inside the classroom. Teachers' perspectives and opinions regarding the issue are necessary since they are the ones who are in charge of providing students the input in terms of the language. According to a study made in Turkey (Kayaoglu, 2012) regarding the perspectives of teachers on the use of L1, teachers agreed on the necessity of using L1 inside the classroom. Some of the findings of the study are the following:

- More than a half (59%) of teachers thought that using L1 motivated students and using it made them more motivating teachers than the ones who used only English.
- Teachers agreed on the fact that using L1 could vary depending on the skills of the students. They also said that L1 was not beneficial when doing speaking or listening activities. That is why, only 11.4% of teachers thought that using L1 was positive on speaking tasks.
- However, when teaching grammar and beginner levels teachers used L1. They also recommended the use of L1 to other colleagues.

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- Teachers also used L1 in order to decrease the anxiety among students. The reason was that they did not want to make students feel demotivated since they do not have L2 background.
- Most of the teachers also mentioned that they were aware of the importance of the L1 input which is why it was necessary to have a balance between both L1 and L2. One of the teachers said the following: *"I don't always use L1 during the whole class but I can simply summarize the topics using L1, especially in the beginning level students. But of course, L1 is not used so much in pre-intermediate and intermediate classes. Particularly, there is no need to use L1 in intermediate classes. Yet, this is something which the teacher decides. The teacher can see the level of class, their level of comprehension on students' faces. As for grammar classes, teacher can improvise in the class but L1 can rarely be for listening, reading and speaking classes used. Yet, I think using L1 is unnecessary in speaking and listening classes."* (Kayaoglu, 2012, p. 33)

According to the results of Kayaoglu's study, teachers knew when and where it was necessary to use L1. That is why, teachers often used L1 to summarize classes, when giving instructions and to explain difficult topics. Teachers also mentioned the importance of using L1 for classroom management and also for creating a good relationship with students. Even though teachers from the study supported the use of L1, they were always aware that the main focus was on L2 and they did not allow the use of L1 in speaking or listening tasks.

Another study carried in Spain (Lasagabaster, 2013) regarding the perspectives of teachers on the use of L1 inside the EFL classroom, from 35 participants (teachers) only four showed reluctance on using L1; on the contrary, they agreed on using L1 in specific situations. This study also

presented a different problematic very related to CLT. When teachers were asked about any course they had had on using L1 inside the EFL classroom, only 6 answered they had attended one. The same happened with teachers who were asked to use CLT, teachers reported to not have training on using CLT or not using L1 during their University studies.

In the same study, the researcher asked the teachers to create a list of five situations in which they used L1. The most common situations among teachers where: a) to explain vocabulary and concepts (especially abstract concepts), b) to clarify instructions, c) to manage the class properly, d) to make students feel more at ease, e) and to make effective classes when students have low proficiency on L2. Some of the examples of teachers' opinions are the following:

- In the case of explaining difficult content a participant said:

"Yes, in the case they don't understand and after having explained something in different ways. It should be the last option".

- In the case of making students feel more confident a teacher said:

"Yes, mother tongue might help foster the use of the target language and develop confidence as part of the transition between the L1 and the L2".

Finally, the researcher concludes that there is a need among teachers to have courses on the use of L1. Teachers try to use it when necessary and they feel that the use of it is positive but teachers need more than intuition to make L1 work on EFL classrooms. (Lasagabaster, 2013)

Another study conducted in Norway (Sjasmin, 2013) provided different teachers' opinions regarding the use of an L1. In this study, it is shown how the

level of the school affects directly on the level of English provided to students. Six teachers were interviewed and had their classes observed, three of them were from an upper secondary level and the other three were from a lower secondary level. Both groups of teachers agreed on the fact that the amount of L1 used in the class will depend on how the teachers perceive their own proficiency (Sjasmin, 2013). This means that if teachers perceive their level of English as low, they are going to rely most of the content given to student on the L1; whereas, if teacher considered they have a very high level of English, they are going to teach a class mostly in the target language with very few instances in which the L1 is used.

Going deeper into what upper secondary level teachers think, one of them stated:

"I teach English, not Norwegian" and *"It is English that is on the timetable!"*, this can be seen as that teachers from an upper secondary level have a more concise way of seeing the language, and also the more input they deliver to students, the more students will acquire. On the other hand, teachers from a lower secondary level see the use of L1 as beneficial and that they are willing to use L1 in order to help students to comprehend any content taught. In order to show both examples given before, the tables below show how often the teachers used L1 in an observation that took place in class for each teacher.

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	Length of class (minutes)	Number of L1 situations	Word count of L1 situations: Total	Approximate word count in total	Approximate percentage of L1 use
Carrie	90	3	5	4075	0.1
Susan	90	4	16	4075	0.4
Ben	90	1	21	4075	0.5
Total	270	8	42		Average: 0.3

Table 6. Sjasmin (2013)

	Length of class (minutes)	Number of L1 situations	Word count of L1 situations: Total	Approximate word count in total	Approximate percentage of L1 use
Kate	60	14	208	2716	7.7
Anna	60	2	24	2716	0.9
Liza	90	79	1879	4075	46.1
Total	210	95	2111		Average: 18.2

Table 7. Sjasmin (2013)

These tables represent how different the use of L1 is regarding the level of the school. Table 6 shows the three teachers belonging to an upper secondary level and table 7 represents teachers from a lower secondary level; in other words, there is a significant difference between the instances in which L1 is being used in both types of schools.

Other opinions in the same study (Sjasmin, 2013) reflected that the teachers used the L1 when they needed to explain new concepts that had no

equivalence into English, when there were differences between the L1 and English and also when students failed to understand either instructions or content. This empathizes that, teachers on both levels agreed on the fact that the L1 should be used under certain circumstances, although its use must be minimized to these types of activities or circumstances. What this whole study reflected in general terms, is that there are several factors that make teachers rely on the L1 to explain certain concepts; however, this would depend on the setting and also on the self-perception of the teachers regarding their own proficiency.

2.5 The Present Study

In the present study several concepts and ideas have been explained in order to support the purpose of the present study, which is to explore and compare teachers' and students' perspectives regarding the use of L1 in EFL Chilean high school classrooms; among those CLT appeared by expressing that its main goal is that students learn the language communicatively (Hymes, 1971). In the Natural Approach, it was stated that language is better learnt in a message rather than when it is explicitly taught (Krashen & Terrel, 1983). Regarding Focus on Form, it was stated that students must be more focused on communication itself more than in the forms of the language (Long, 1988). As a last point the teachers' and students' perspectives regarding the use of the L1 were presented in different studies (Al Sharaeai, 2012; Cummis, 2010; Kayaoglu, 2012; Lasagabaster, 2013; Mora et al., 2011; Prodromou, 2002; Schweers, 1997, 1999; Sjasmin, 2013).

In general terms students' perspectives were that at the beginning of the learning process, the L1 was a very good tool; nonetheless, as they advanced in the learning process they relied more in the L2. In the case of teachers' perspectives, most of them agreed on the fact that the L1 should

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not be used; nevertheless, they used it anyway since it was useful to clarify instructions or to explain difficult concepts. After reviewing all the literature presented before, the following Research Questions have emerged:

1. What are Chilean EFL teachers' perspectives regarding the use of L1 in the EFL high school classroom?
2. What are Chilean EFL students' perspectives regarding the use of L1 in the EFL high school classroom?
3. In what aspect teachers and students' perspectives are similar and/or different?

3. METHODOLOGY

The methodology chapter of this research study aims to elaborate and describe the way it is intended to explore and compare teachers and students' perceptions regarding the use of L1 in the EFL Chilean High school Classroom. This section refers to the research designed followed in the present study, the context selected, as well as the participants of the study, data collection instruments, and data analysis procedures.

3.1 Research Design

The current study belongs to the category of a quantitative survey research design, since it aims to compare the perspectives belonging to teachers and students through a structured questionnaire (Creswell, Klassen, Clark, & Smith, 2010)

We have chosen quantitative data collection procedures, because it helps to find recreations of realities and to find a possible generalization of the population we have chosen that are teachers and students.

“Quantitative research is a mode of inquiry used often for deductive research, when the goal is to test theories or hypotheses, gather descriptive information, or examine relationships among variables. These variables are measured and yield numeric data that can be analyzed statistically. Quantitative data have the potential to provide measurable evidence, to help to establish (probable) cause and effect, to yield efficient data collection procedures, to create the possibility of replication and generalization to a population, to facilitate the comparison of groups, and to provide insight into a breadth of experiences.” (Creswell, Klassen, Clark, & Smith, 2010, p. 4)

3.2 Context

For the purpose of this study EFL teachers and students from different national contexts have been selected to shows in a wider spectrum the Chilean reality in terms of English language teaching in relation to the use of L1. The schools to which these participants belong, include the three school systems of our country; namely public, semi-private, and private. These schools were chosen because they are located in different districts of Santiago, which was the only region (Metropolitan) that this study reached because of geographic limitations.

3.3 Participants

The participants chosen for the application of this study are all English teachers and students from schools in Santiago. The questionnaire that teachers had to answer was initially sent to 200 teachers, from which 71 completed it and sent it back. In the case of students, the questionnaires were applied inside their schools, after the authorization of the principals and teachers. The final number of students who completed the questionnaire was 439.

3.3.1. Teachers' Background Information

In this section the background information corresponding to all the 71 teachers who answered this questionnaire is displayed.

The following table shows the university in which teachers who answered the questionnaire studied. The division is made between public and private universities (The only two types of universities that prepare teachers in Chile)

Table 8. Teacher' University of origin

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N° of Teachers who answered the questionnaire	Studied at Public Universities	Studied at Private Universities
71	38	33
100 %	53.5 %	46.5 %

As it is shown, the major numbers of participants come from public universities in Chile. In the following table, the information related to teachers' working experience is shown.

Table 9. Teachers' years of experience

N° of Teachers who answered the questionnaire	1 – 5 years	6 – 10 years	11 – 15 years	16 and more years
71	35	10	11	15
100 %	49.3 %	14 %	15.5%	21.2 %

As this table presents, most of teachers who answered the questionnaire have one through five years of experience (49.3%), followed by teachers with sixteen and more years of experience (21.2%) of the total teachers who answered the questionnaire.

The following table shows the context in which teachers work.

Table 10. Teachers' school context

N° of Teachers who answered the questionnaire	Teachers Working in Public School	Teachers Working in Semi-Private School	Teachers Working in Private School
71	23	26	22
100 %	32.4 %	36.7 %	30.9 %

3.3.2. Students' Background Information.

In this subdivision of the chapter, the information related to students' background regarding age, type of school, and grade is presented. The

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information is shown in the following order, type of school in which the participants were, age range and finally the grade in which the students were.

Table 11. Students' school context

N° of Students who answered the questionnaire	Students Studying in Public School	Students Studying in Semi-Private School	Students Studying in Private School
439	371	39	29
100 %	84.5 %	8.9 %	6.6 %

Table 12. Students' age range

N° of Students who answered the questionnaire	14 – 15 years old	16 – 17 years old	18 – 19 years old
439	186	207	46
100 %	42.4 %	47.2 %	10.4 %

Table 13. Students' grades

N° of Students who answered the questionnaire	9th Grade	10th Grade	11th Grade	12th Grade
439	160	161	77	41
100 %	36.4 %	36.6 %	17.6 %	9.4 %

These pieces of information show that the students were mainly from the public sector; nonetheless, they vary in terms of age and in terms of the level in which they are studying. To summarize the information above, the public sector was the one in which the most information was obtained, raising the number up to 371 participants. It can also be highlighted the fact that the majority of the participants' age ranged between 16-17 years old, since there were 207 students who answered the questionnaire that fitted in that range. Finally, the grade with the highest amount of participants was 10th grade with 161 students in total.

3.4 Data Collection Instrument

The data collection instrument applied in this research study was planned in order to accomplish the exploration and comparison of teachers and students' perspectives regarding the use of L1 in Chilean classrooms. As the study followed a survey research design, the most suitable instrument to collect the participants' perspectives was a questionnaire.

3.4.1. Questionnaire.

The questionnaire used for this research study was created and designed by the authors of this research study (López, Rumeau Valenzuela. 2015) based on the most repeated patterns in the investigated Literature Review for teachers and for students (See appendix 2 and 3). The questionnaire contained 22 statements to be rated from the participants through a 5-point Likert Scale that ranged from completely agree (5) to completely disagree (1). The questionnaire contained the same number of statements for teachers as well as for students; however, in the case of students, some were simplified in order to make them easily understandable.

Table 14. *Questionnaire Likert Scale*

A questionnaire was chosen to be applied since it is a quantitative data

1	2	3	4	5
Completely disagree	Disagree	Neutral	Agree	Completely agree

collection instrument, because it helps to find recreations of realities and to find a possible generalization of the population we have chosen that are teachers and students (Creswell, Klassen, Clark, & Smith, 2010). Due to the fact that this

study seeks to talk and know about the Chilean context and not about a specific group of people.

3.5 Procedures

This study comprised a period of two months for data collection. Questionnaires were sent to teachers' e-mails during this period, using a database provided by the university we attend. Together with the link to the questionnaire, the same e-mail contained an informed consent letter with a description of the study and confidentiality terms for teachers to be informed and to have their permission to use the data they provided.

In the case of students, we were able to reach sixteen schools around Santiago (By sending consent letters personally to the principals and headmasters of the school), and asked for the corresponding permissions to gain access to them to apply the questionnaire. After schools allowed us to apply the questionnaire and arranged the suitable schedule for both (school and us), students were reached personally, and were also provided a consent letter beforehand (they were told they were free to refuse to participate). After they had signed the consent letter, they proceeded to complete the questionnaire.

After the two months devoted to application, the procedures extended for two weeks more to develop the data analysis, which is explained in the next section.

3.6 Data Analysis

We have selected descriptive Statistics to calculate measures of central tendency (mean) and of variability (standard deviation) to be able to show results in terms of response trends and dispersion of participants' answers. The mean corresponds to the average in responses, and the standard deviation explains the distribution of average responses in relation to the distance from the mean. Thus, doing the process of tabulating all the data gathered more

easily, since the results vary only from 1 to 5. When analyzing the data together with the statements in the questionnaire, we realized that there were four statements that were stated in a negative manner; therefore, the data obtained in these statements had to be recoded. In other words, all the scores that were 1 became 5, the 2 became 4, and vice versa, and as the 3 were neutral option they did not changed at all. It is crucial to highlight that all these numbers and results were only changed to be able to show them in a very clear manner. Nonetheless, all of the above is presented and exemplified clearly in chapter 4, called Results.

4. RESULTS

In this chapter, the results of the data gathered from questionnaires are represented descriptively in tables and graphs, so as to have a better and clearer understanding of the data after analysis. The results are distributed first, in relation to teachers; second, in relation to students; and third, combining and comparing one to another. Allow us to remember that in the current study, the questionnaires were applied to a total of 510 participants, considering teachers and students, from which 439 were students, and 71 were teachers.

4.1 Teachers' Results

In this chapter, the statements from the questionnaire with highest and lowest means are exposed, together with their corresponding standard deviations. The statements with the highest score from the teachers' questionnaire were selected based on the mean of the overall teachers' questionnaire, which was 3.05; therefore, that was selected as a middle point to assign scores around as either high or low. We selected the statements that got means over 3.05 as the highest and the ones under 3.05 as the statements with lowest results. However, only scores closer to either 4-5 or 1-2 were selected and considered as highest and lowest. This procedure is called reverse scoring or recoding (Sim, Wright. 2005) and its purpose is to ensure analysis reliability.

In the questionnaire, there were four questions out of the 22 that were stated negatively towards the use of Spanish. For this reason, we reversed all seventy one answers from those four questions to their extreme opposites. In this way, all 1 turned into 5, 2 into 4 and vice versa (3 remained the same).

Table 15. Teachers' recoded statements.

Statement	The use of Spanish in the English class does NOT allow students to learn English.	I feel comfortable using only English in the class.	The more my students learn English, the less they need and trust in the use of Spanish in the English class.	The use of Spanish in English classes must be totally prohibited.
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4.1.1. Highest Results From Teachers.

In this subdivision of the chapter, the five statements with highest means are exposed. Table 16 presents the 5 statements with the highest results obtained in the teachers' questionnaire.

Table 16. Teachers' highest results

Statement	The use of Spanish in the English class does NOT allow students to learn English.	Explaining similarities and differences between Spanish and English helps students' learning process.	The use of Spanish to keep order and discipline in the classroom is useful and beneficial.	The use of Spanish in English classes is unavoidable (it appears although you try to avoid it).	The use of Spanish to explain English grammar structures is useful and beneficial.
Mean	4.27	4.17	4.15	4.1	4.05
Standard Deviation	0.86	0.97	0.85	0.98	0.92

The first statement, *'The use of Spanish in the English class does not allow students to learn English'*, is one of those that were recoded, obtaining a mean of 4.27 after reversing the numbers. This implicates that teachers do perceive the use of Spanish in the English class as a tool that allows students to learn English, because the original mean of this statement had a strong tendency towards to the negative extreme, between 1 and 2 (SD=0.86). The statement *'Explaining similarities and differences between Spanish and English helps students' learning process'* obtained also a high mean of 4.17 (SD=0.97). The third statement, *'The use of Spanish to keep order and discipline in the classroom is useful and beneficial'*, registered a mean of 4.15 (SD=0.85). The fourth highest scored statement, *'The use of Spanish in English classes is unavoidable (it appears although you try to avoid it)'*, scored a mean of 4.1 (SD=0.98). The fifth and last statement resulting with one of the highest values from the questionnaire was *'The use of Spanish to explain English grammar structures is useful and beneficial'*, averaging 4.05 (SD=0.92).

In the following part of this chapter, the lowest results from the teachers who answered the questionnaire are presented.

4.1.2. Lowest Results From Teachers.

In this subdivision of the chapter the lowest results from teachers' statements questionnaire are going to be explored.

Table 17 shows these 5 statements with the lowest results obtained in the teachers' questionnaire.

Table 17 Teachers' lowest results

Statement	I feel comfortable using only English in the class.	The use of Spanish in the English class helps me to keep a connection with my Chilean culture and identity.	The use of Spanish to give and explain English instructions is useful and beneficial.	The use of Spanish to explain simple vocabulary is useful and beneficial (house, girl, boy, water, etc).	The more my students learn English, the less they need and trust in the use of Spanish in the English class.
Mean	2.27	2.22	2.02	2.01	1.88
Standard Deviation	1.20	1.30	0.75	1.16	1.2

The first statement '*I don't feel comfortable using only English in the class.*' is one of those that were recoded, obtaining a mean of 4.27 after reversing the numbers scoring a mean of 2.27. This embodies that teachers do not feel comfortable using only English in the class, because the original mean of this statement had a strong tendency towards to the positive extreme, between 4 and 5 (SD=1.20). The statement '*The use of Spanish in the English class helps me to keep a connection with my Chilean culture and identity*' scored a mean of 2.22(SD=1.30). The third statement with low score '*The use of Spanish to give and explain English instructions is useful and beneficial.*' obtained a mean of 2.02 (SD= 075). The forth statement '*The use of Spanish to explain simple vocabulary is useful and beneficial (house, girl, boy, water, etc).*'

registered a mean of 2.01 (SD=1.16). The last statement that also scored low '*The more my students learn English, the more they need and trust in the use of Spanish in the English class*', is one of the statements which results were recoded with a mean of 1.88. This implies that teachers see the use of Spanish as beneficial for students since it does not interfere, because the original statement had a strong tendency towards the positive extreme, between 4 or 5.

In the following section, the highest and lowest results of the students who answered the questionnaire are presented.

4.2 Students' Results

In this chapter, the statements from the questionnaire with highest and lowest means are exposed, together with their corresponding standard deviations. The statements with the highest and lowest were selected based on the same criteria than in teachers' results. The only difference is that for students, the overall mean was 3.81; therefore, that value was considered as middle point to cut between high and low. Also in this case, highest and lowest statements were selected from the very low and high extremes.

For students' four statements were also submitted to reverse scoring. These four statements are the ones presented in the following table.

Table 18. Students' recoded statements

Statement	The use of Spanish in the English class does NOT allow me to learn English.	I feel comfortable using only English in the class.	The more I learn English, the less I need and trust in the use of Spanish in the English class.	The use of Spanish in English classes must be totally prohibited.
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4.2.1. Highest Results From Students.

In this subdivision of the chapter, the five statements with highest means are exposed. Table 19 portrays these five statements with the highest results obtained in the students' questionnaire.

Table 19 Students' highest results.

Statement	The use of Spanish to explain difficult English vocabulary is useful and beneficial for me as a student.	When the teacher translates sentences from English to Spanish helps my classmates and me to understand and connect with the teacher and the rest of the class.	The use of Spanish to explain grammatical structures in English is useful and beneficial for my classmates and me.	When my teacher explains similarities and differences between Spanish and English helps my learning process.
Mean	4.36	4.34	4.2	4.17
Standard Deviation	0.8	0.9	0.9	0.91

Regarding the highest scores, the five statements with the highest mean, but with the lowest standard deviations were chosen due to their reliability. The first statement '*The use of Spanish to explain difficult English vocabulary is useful and beneficial for me as a student*' obtained a mean of 4.36 (SD= 0.8). The second statement '*When the teacher translates sentences from English to Spanish helps my classmates and me to understand and connect with the teacher and the rest of the class*' registering a mean of 4.34 (SD=0.9). The third statement '*The use of Spanish to explain grammatical structures in English is useful and beneficial for my classmates and me*' scored a mean of 4.2 (SD=0.9) The fourth and final statement '*When my teacher explains similarities and differences between Spanish and English helps my learning process*' has a mean of 4.17 (SD=0.9).

Students' lowest results are presented in the same way in the following section of the present chapter.

4.2.2. Lowest Results From Students.

In this subdivision of the chapter, the lowest scores from students' questionnaire are explored. Table 20 presents these two statements with the lowest results obtained in the students' questionnaire.

Table 20 Students' lowest results

Statement	The use of Spanish reduces my levels of anxiety in the English class.	The more I learn English, the less I need and trust in the use of Spanish in the English class.
Mean	2.89	2.45
Standard Deviation	0.9	0.7

One of the two statements with low score '*The use of Spanish reduces my levels of anxiety in the English class*' registered a mean of 2.89 (SD=0.9) The second and last statement that scored low '*The more I learn English, the less I need and trust in the use of Spanish in the English class*', is one of the statements recoded having a mean of 2.45 , which implicates that students need and trust in the use of Spanish when learning English, because the original statement's mean had a strong tendency towards the positive extreme, between 4 and 5 (SD=0.7)

In the following chapter, the comparison between teachers' and students' perspectives is presented.

4.3 Comparing Teacher' and Students' Perspectives

Throughout this section, a comparison between the results obtained by both teachers and students is made. Firstly, the highest scores are compared and explained to see if there is any correlation between what teachers and students perceive about the use of L1. Secondly, the lowest scores are compared so as to know if there is a correlation between them as well.

The table below shows the means for all 22 statements in the questionnaire, from teachers and students. Highest rated statements are colored in green, while lowest rated statements are colored in yellow. (You can see appendix 2 and 3 to check the questions from the questionnaire directly)

Table 21 Teachers and Students means

Statement	Teachers <i>M</i>	Students <i>M</i>
1	4,1	3,85
2	2,5	4,00
3	4,05	4,20
4	3,35	4,36
5	2,01	3,49
6	4,15	4,00
7	2,02	4,06
8	3,52	3,37
9	3,38	2,88
10	2,48	4,01
11	2,92	4,34
12	4,27	4,01
13	3,28	3,75
14	3,14	3,53

15	2,35	3,92
16	4,17	4,08
17	2,27	3,7
18	3,78	3,83
19	2,68	3,93
20	2,22	4,02
21	1,88	2,45
22	2,52	4,00

4.3.1. Teachers and Students Highest Scores.

When analyzing the data obtained, a group of statements got very similar results. Teachers' and students' answers matched in three of the highest statements, one being '*Explaining similarities and differences between Spanish and English help students' learning process.*' In this statement teachers and students obtained a mean of 4.17, showing that both agreed on the fact that clarifying differences and similarities helped the learning process for students.

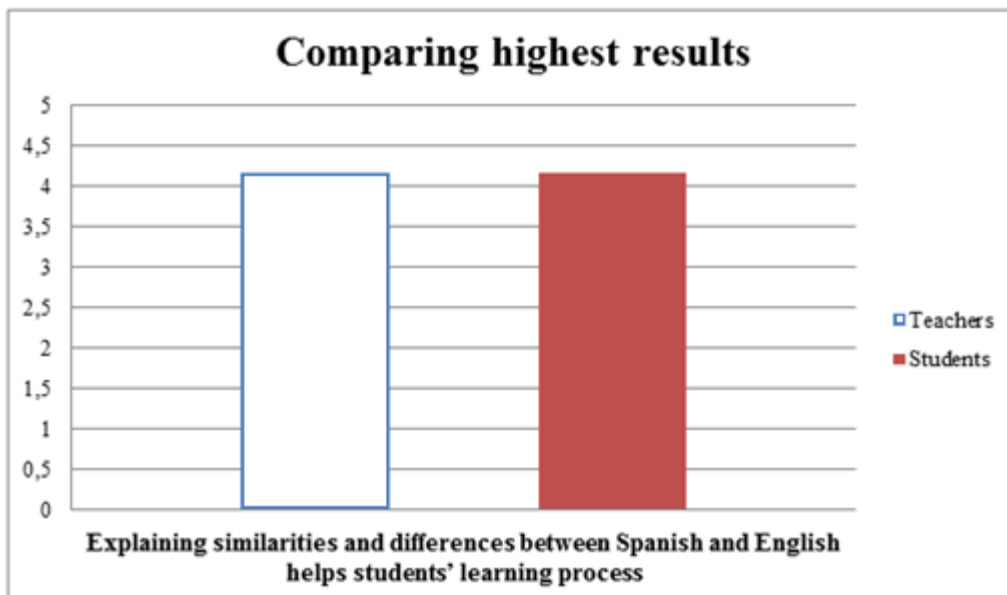
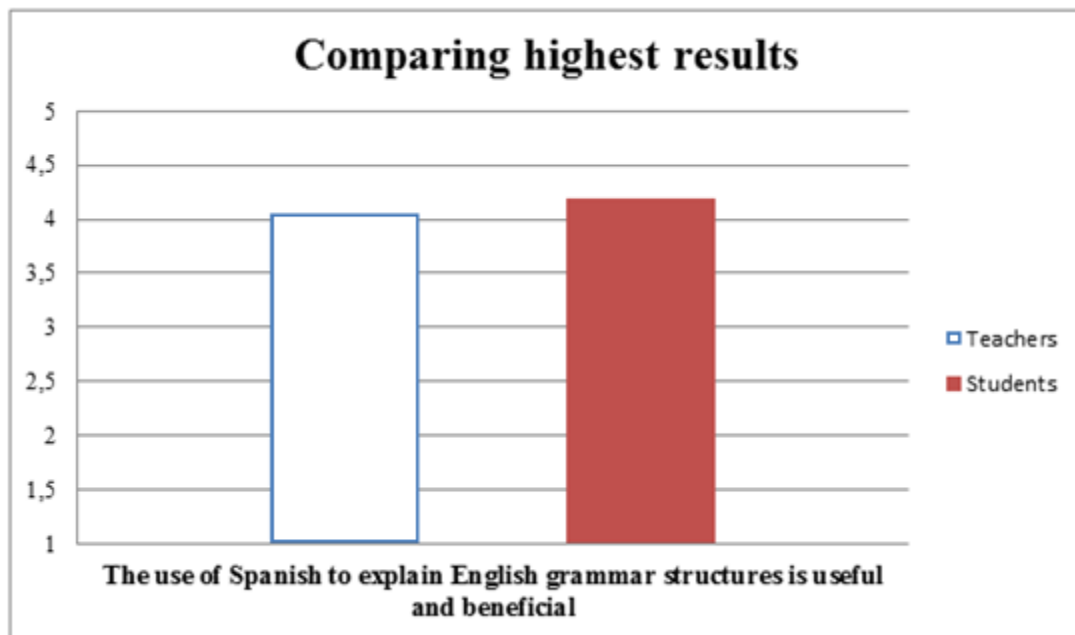


Figure 1. Explaining similarities and differences between Spanish and English.

The second statement in which the participants' answers matched was *'The use of Spanish to explain English grammatical structures is useful and beneficial.'* In this case, there was a slight difference between the mean obtained by teachers and students. The mean obtained by teachers in this statement was of 4.05; whereas, students obtained a mean of 4.2. Despite this difference, as their results are closer to 5 (which was the maximum in the Likert Scale), they indicate that both agreed with the use of Spanish when students needed explanations of grammatical structures.

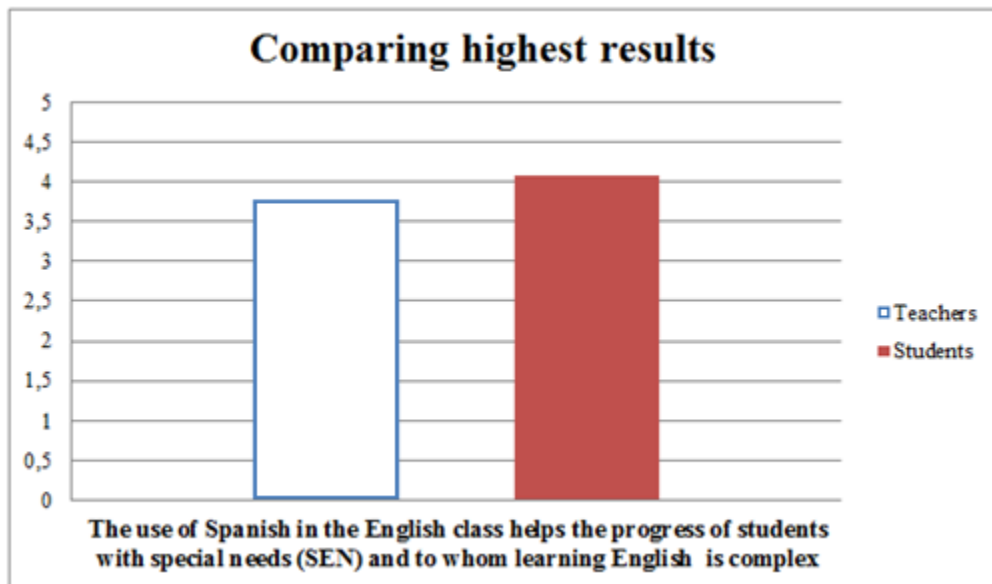
Figure 2. *The use of Spanish to explain English grammatical structures.*



The third statement in which teachers and students matched in their answers was *'The use of Spanish in the English class helps the progress of students with special needs (SEN) and to whom learning English is complex.'* In this statement there was a slightly larger difference between the results obtained by the participants, teachers' mean was 3.78 meanwhile the mean scored by students was 4.08. Nonetheless, this difference does not imply that their answers were completely opposite, on the contrary, they were very similar

since both agreed with the statement. In other words, both participants agreed on that the use of Spanish for helping students with educational needs (SEN) is beneficial for those.

Figure 3. The use of Spanish in the English class helps the progress of students with special needs (SEN) and to whom learning English is complex.

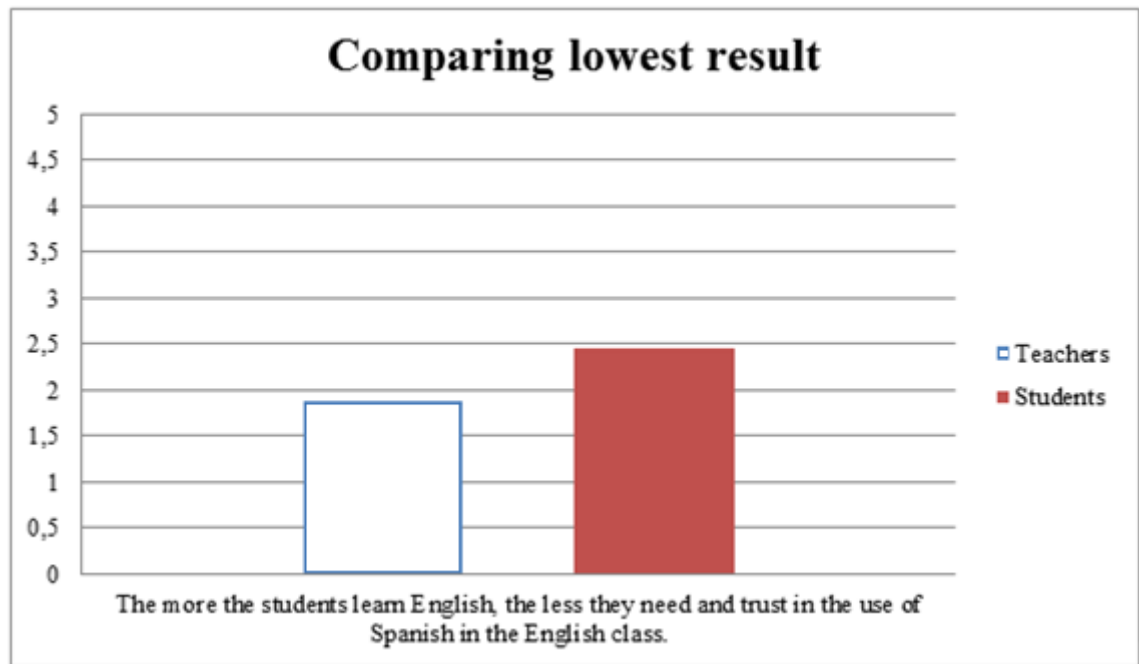


4.3.2. Teachers' and Students' Lowest Scores.

There was only one statement in which both groups of participants matched, 'The more the students learn English, the less they need and trust in the use of Spanish in the English class'. It is important to highlight that even though the scores were low, according to the average mean, there was a difference between the groups' scores. When analyzing the data of teachers, they scored a mean of 1.88 (SD=1.12), that indicates that their opinions ranged between neutral and totally disagree, reflecting that teachers see the use of Spanish as something that is rather beneficial for students when learning English. Similarly, students scored a mean of 2.45 (SD=1.19), which reflected

that their opinions were inclined to the negative extreme, meaning that students the use of Spanish when learning English.

Figure 4. The more the students learn English, the less they need and trust Spanish.



To conclude, these results have shown that there is a clear inclination towards the use of Spanish inside the EFL Chilean high school classroom in what regards to explaining grammar, managing the classroom, and also helping students who have special needs. Regarding students' perspectives, students prefer the use of Spanish when they are helped with difficult vocabulary, and when they are given instructions. These results are compared with the literature reviewed in chapter 2 in the following chapter named Discussion.

5. DISCUSSION

This discussion chapter aims to discuss the results obtained after analyzing the information gathered. Furthermore, it is important to compare and explore if the literature reviewed in this study shared similarities or differences that can lead to further conclusions. In addition, the research questions exposed in chapter 2 are answered in depth.

5.1 Perspectives From Teachers

In what regards to the results obtained from the teachers' questionnaire, it is important to highlight that for the majority of them, the use of L1 allows students to learn English in the high school classroom. Similarly, Kayaoglu concluded in his study in Turkey (2012) that most of teachers (59%) in his study thought that using L1 motivated students, and using it made the teachers feel more motivated in comparison to other teachers who only used L2. This proves, that in both studies, and both EFL contexts, teachers agreed on the fact that L1 helps students to learn English.

Kayaoglu's (2012) mentioned that for teachers in Turkey, the use of L1 helped students to avoid demotivation explicitly by stating: "Teachers also used L1 in order to decrease the anxiety among students. The reason was that they did not want to make students feel demotivated since they do not have L2 background" (Kayaoglu, 2012, p.33). In the same way, Lasagabaster (2013, Spain) explained that the use of L1 fostered confidence amongst students in the EFL classroom with the following declaration: "Yes, mother tongue might help foster the use of the target language and develop confidence as part of the transition between the L1 and the L2" (Lasagabaster, 2013, p.58). In these cases, (Turkey and Spain) teachers mentioned L1 as an important help to decrease anxiety and increase confidence. However, when Chilean teachers were asked about the same particular situation, their responses varied between

3.52 and 3.38 (Neutral) respectively in the following statements: "*The use of Spanish decreases the levels of anxiety of my students*", "*The use of Spanish decreases the levels of frustration of my students*". These results, show that Chilean teachers' perspectives do not consider students' anxiety, frustration or confidence to use L1, at least not in the EFL high school classroom.

In what regards the use of L2 exclusively in the EFL classroom, Chilean teachers rated this statement as one of the lowest results through the 22 questions of the questionnaire. The statement '*I feel comfortable using only English in the class*' obtained a mean of 2.27 (disagree). This means that for Chilean English teachers, it is not comfortable, easy and relaxed to use solely the L2 to teach students. This situation comprises that teachers can feel anxious and not confident leading a class 100% of the time in English, harming the learning and teaching process of a high school class. The same happened in a study conducted in Norway, by Sjasmin (2013). In that research study, teachers agreed on the fact that the amount of L1 used in the class will depend on how the teachers perceive their own proficiency. This means that teachers rely on the contents given to students in L1 because if they felt their own proficiency as a good one, they would not need to use it.

This phenomenon, does not correlates with what is implied by the Curricular Bases to teach English in Chile (Bases Curriculares, 2012), and English teachers national educational standards (Estándares Orientadores para carreras de pedagogía, 2014) to teach and perform an English class. As it was exposed in the Literature Review chapter, Chilean teachers of English need to accomplish national standards and base their classes on communicative language teaching methodologies, in this case CLT. In these cases, teachers are commanded to perform classes 100% in English (or to use as much English as possible) avoiding the L1 in the classroom in order to provide as much input as possible to students in the L2. Unfortunately, the perspectives of Chilean teachers of English reflect that they do not feel comfortable using 100% English

in the class. These principles are mandatory for teachers; and this situation leads sadly, to English classes performed with uncomfortable teachers looking forward to use Spanish, as based on their perspectives, Spanish helps students to learn English grammar structures, complex vocabulary, and help SEN students when they cannot continue with the lesson.

In the case of L1 use to explain grammar, Chilean teachers answered that for them it was useful and beneficial. The statement '*The use of Spanish to explain English grammar structures is useful and beneficial.*' registered a mean of 4.05 (Agree). In other EFL contexts, teachers have revealed to share a common agreement by using the L1 to provide grammar explanations to students. The study conducted by Kayaoglu (2012) concluded the same by stating that "[...] when teaching grammar and beginner levels teachers used L1. They also recommended the use of L1 to other colleagues" (Kayaoglu, 2012 p. 33). This situation shares the similarity that both EFL context (Chilean and Turkish) share with regard to teaching grammar using the L1. Teachers from these two countries find it beneficial and possible to use L1 in order to provide grammar lessons to students (however, the Turkish statements indicates to beginner level particularly).

It is essential to remember that CLT; however, does not propose that grammar should be particularly taught; it only states that people learn it because it is inherent for them by internalizing the language. In contexts like Chile or Turkey (and probably many more EFL contexts), this particular fundament of the communicative approach might not be met because teachers still tend to teach grammar, which reveals, at the same time, that in Chile teachers' preferred methodology is not CLT.

After doing this whole analysis and discussion of teachers' perspectives of the use of L1 in the EFL high school classroom level, we are enabled to answer research question number one, what are Chilean EFL teachers' perspectives regarding the use of L1 in the EFL high school classroom? As

general teachers share a generalized positive view of the L1 use in the EFL Chilean high school classroom, for the purposes of managing discipline, performing grammar lessons, helping SEN students and because teachers do not feel comfortable enough to only use the L2 in the classroom.

5.2 Perspectives From Students

In this subdivision of the chapter, the similarities and differences from the studies related to students' perspectives regarding the use of L1 in the EFL classroom and the results from this study are discussed.

In 1997 Schweers analyzed students' perspectives regarding the use of L1 in the EFL classroom in the University of Puerto Rico. Among the relevant results from the study, it can be found that "a high percentage (88.7%) of the student participants [...] felt that Spanish should be used in their English classes" (Schweers, 1999, p.8.). The participants of this study claimed that using L1 was very important for students, they thought that even 16 years ago immersed in a country where people had more English input than in the country in which the present study was conducted.

In a different study done by Ahmed Al Sharaeai in 2012, to students who were studying at the university, Ahmed analyzed the reasons from students with different L1 backgrounds (Spanish, Arabic, Chinese, Portuguese, Korean, Turkish, Serbian, and French) of using their L1 while learning English at university. Among the highest tendencies of using L1 students with high English proficiency said that they used their L1 when they needed to check the meaning of a new word or concept or to clarify something from the lesson. These statements are strongly related with some of the statements with the highest results in this study. One of the statements from this study was '*The use of Spanish to explain difficult English vocabulary is useful and beneficial for me as a student*', which had a mean of 4.36 (Agree); this implies that students think

they need Spanish to understand difficult vocabulary just like the students from the study done by Ahmed. Also, Chilean students perceive that *'When the teacher translates sentences from English to Spanish helps my classmates and me to understand and connect with the teacher and the rest of the class'*, statement had a mean of 4.34 (agree). Regarding this statement, the present research study has proved that for students it is positive to know the translation into Spanish of some sentences in order to better understand the language. It is important to keep in mind though, that the students who made these claims in Ahme's study had high English proficiency level, which is not the case for the students from our study.

From another study conducted in Mexico by Mora et al. (2011), we can also find some similarities with our findings. Mora et al.'s participants made claims such as the following:

'Well, we need it (L1) a lot, because there are phrases and sentences that we cannot easily understand. We need to speak a minimum of Spanish to advance in our target language.'

'I use it (L1) when I have a vocabulary doubt and it is necessary when the teacher is explaining grammar because it is easier to understand.'

These statements are related with some of the findings from our study. Two of the statements are important in order to compare them with the study from Mexico. *'The use of Spanish to explain grammatical structures in English is useful and beneficial for my classmates and me'* with a mean of 4.2 (agree); and *'When my teacher explains similarities and differences between Spanish and English helps my learning process'* with a mean of 4.17 (agree). Both of these statements and the statements from the Mexican study agree on the fact that using Spanish in English classes is beneficial in order to understand and make comparisons between both languages not only to understand grammatical

structures, but also to understand difficult vocabulary as it was mentioned before. Moreover, the Mexican and Chilean statements also mentioned how important the L1 is in order to improve English proficiency and the importance of using L1 for the whole class in order to better communicate and understand each other in a context where English is taught as a foreign language.

However, there were also some negative statements related to the use of L1 in the EFL classroom in Mora et al. (2011); such as the affirmations related to students who said it bothered them people speaking Spanish during English classes, and that not using Spanish was a way to enhance their learning of the language; therefore, it was essential not to use Spanish in order to familiarize with English.

Notwithstanding this, there were not negative results related with these statements in our study. It is very important to note that as Mexico shares borders with the United States; students and or teachers could be more interested in acquiring English than Chileans, due to the geographical proximity; however, this is only an assumption, as our study does not explain the reasons behind the participants' choices.

Finally, in the study conducted in 2002 by Prodromou in Greece, at the university level, it was discovered that the way students perceived the use of L1 was connected to their proficiency in English. When asking if teachers should use their mother tongue in class, beginners and intermediate level students agreed (66% and 58% respectively), whereas a minority of advanced learners (29%) found the use of L1 in the classroom acceptable. On contrary, when asked students if they needed L1 regarding their proficiency in English with the statement '*The more I learn English, the less I need and trust in the use of Spanish in the English class*', the mean obtained was 2.45 (disagree),

Therefore, Chilean students do not perceive the fact of becoming better acquirers of the language as resource to stop using Spanish in the English class. Which explicitly answers our second research question what are Chilean

EFL students' perspectives regarding the use of L1 in the EFL high school classroom? In general students' perspectives towards the use of L1 are positive since they perceive its use beneficial when they are presented with difficult vocabulary. Also, when the teachers translate from English to Spanish they consider it as something that has a positive impact in their English knowledge. Moreover, when students were presented with grammatical content, they claimed that the use of L1 was a positive tool for them; and finally, when students were explained about the differences of both English and Spanish.

5.3 Teachers' and Students' Perspectives

As teachers and students' perspectives were presented in the previous sections, now it is important to compare both participants of this study so as to now if there were any similarities or differences regarding the use of L1 in the EFL Chilean high school classroom. Nonetheless, it is important to mention that as there is very limited research done in the field of this study, meaning that there is no study that compares both teachers' and students perspectives regarding the use of the L1 in the EFL classroom (up to our knowledge); this section intends to support the results obtained in the questionnaire with the literature gathered in chapters 1 and 2. Factually, all the studies in which the current study is based are all conducted in EFL contexts (Al Sharaeai, 2012; Cummis, 2010; Kayaoglu, 2012; Lasagabaster, 2013; Mora et al., 2011; Prodromou, 2002; Schweers, 1999; Sjasmin, 2013).

One of the highest results obtained by both teachers and students was in the statement '*The use of Spanish to explain English grammatical structures is useful and beneficial.*' In this statement teachers and students agreed on the fact that Spanish is indeed beneficial; because it might help students to have a clearer understanding of what they were taught as they might have very limited exposure to English. Similarly, this can be seen generally in several studies

presented in Chapter 2 (separately though, not in the same study), for instance, students agreed with the use of the L1 when explaining grammatical structures (Mora, et al., 2011), while teachers in another study, also agreed on the fact that L1 should be used up to certain extent, even more if the students are beginners in the L2 (Kayaoglu, 2012). It can be concluded that, the L1 is beneficial for students when learning the L2, since it may improve the meaning of certain words or grammatical structures and relate them to the L1, which in the Chilean case is Spanish.

In a different aspect, related to *'The use of Spanish in the English class helps the progress of students with special needs (SEN) and to whom learning English is complex'*, teachers and students in our study showed a clear inclination towards completely agreeing with the use of L1 when students have difficulties to understand L2. A very similar idea is presented by Kayaoglu (2012), as teachers that were asked about their perceptions about the use of L1 in the EFL classroom, agreed on the fact that using the L1 varied depending on the level or the skills their students might have in the case of students, although it is not explicitly explained if they referred to SEN (Special Educational Needs). Nevertheless, no studies have asked students about this area in Chile, besides this study.

The last statement, in which teachers and students matched in what regards their scores in this study, was based on the explanation of simple vocabulary in the L1. The participants claimed that they did not need the L1 when they were presented with simple vocabulary, by either disagreeing or completely disagreeing with that statement. Generally, in the studies presented earlier when it came to this matter, students claimed that they did not need to use the L1 when they had the enough vocabulary in the target language to use (Mora, et al, 2011). In contrast, teachers claimed that using the L1 with beginners was acceptable, which implicates that the L2 simple vocabulary may be, under certain circumstances, explained in the L1 (Kayaoglu, 2012);

however, that will depend on what each respondent considered as “simple vocabulary”. In accordance with what students claimed in other studies, teachers and students in the Chilean context disagreed with the fact of using the L1 to clarify or explain simple vocabulary.

After discussing the similarities and differences in teachers' and students' perspectives, it is necessary to answer our third research question, being this question '*In what aspect teachers and students' perspectives are similar and/or different?*'. On the one hand, the similarities between teachers' and students' perspectives are that both participants of the study claim that they use the L1 when they consider it as necessary; when both perceived the L2 was very difficult to understand; under this situation, teachers and students recurred to the usage of the L1. On the other hand, the differences between teachers and students regarding their perspectives of the L1 usage are very limited, and the aspect in which teachers' opinions differ the most from the students was that the former did not feel comfortable when having a class with 100% of English; whereas, students were more neutral towards that. More of the differences and or similarities are not worth mentioning, as they do not reveal conclusive information to the study, because they refer to statements in which perspectives were rather neutral; therefore, they did not provide no substantial or relevant facts.

6. CONCLUSION

After the fulfillment of this research study, many conclusions were drawn and many thoughts were arisen. Exploring and comparing teachers' and students' perspectives regarding the use of L1 in the EFL Chilean high school classroom contributed many Implications for the educational field. Limitations faced during this study are mentioned together with suggestions for further studies conducted in the same area as subdivisions of this chapter.

6.1 Implications

The implications after completing this thesis study are many. As a pedagogical contribution to the Chilean educational context, this research study is one of the first in the field of English Language Teaching to explore and compare teachers' and students' perspectives regarding the use of L1 in an EFL high school context in one single study. Moreover, this research investigated the reasons behind the use of L1 in this context in which the Communicative Approach must be used as a methodology, promoted by the Chilean Ministry of Education.

This study investigated the fundamentals of teachers and students for using the L1 in the EFL Chilean high school classroom. Reasons like teaching and explaining grammar in a context in which the Communicative Approach (that does not focus particularly on grammar, but on communication) emerged. Therefore, the communicative language teaching methodologies are not followed in our context; and that is what leads both teachers and students to use L1 and explain things (grammar structures mainly) that are not contemplated in these particular methodologies (CLT). Reasons like managing discipline and considering students' special learning needs are other fundamentals to use the L1 that appeared from teachers, which might be considered as a crucial topic to investigate in the future; since teaching methodologies in general, do not

consider students with special needs as part of their principles. Thus, teachers might not be well prepared to manage these learners' needs. In Chile, a country in which English is taught as a foreign language, with large classes with more than 30 students in each class; discipline and special dedication to SEN students seem to be a big reason to use the mother tongue.

6.2 Limitations of The Study

The limitations encountered during the process of doing this research study were a few, but very crucial in order to accomplish our purpose. Firstly, the rate of teacher response was lower than expected (71), considering that a larger number was contacted. This happened because not all teachers answered the questionnaire for unknown reasons. We can speculate that because of the period of the year mid-second semester, the reasons could have been lack of time, workload, fear of being judged, among others.

Secondly, the access to schools was very restricted for us and difficult to obtain. After sending the consent letters to schools' principals we did not receive any answer (neither to allow us nor not to reject our petition). There were many obstacles from schools: The lack of time because of tests and activities scheduled in October and November, protecting the school's and students' identity even when we mentioned that both identities were not to be mentioned in our study, or simple denial. This limitation reduced the time we considered for this process of data collection and caused consequences in our study in terms of number of participants, as for a quantitative study, the more participants, the more representative the sample is to the population.

Also, at the beginning we had planned to apply a qualitative data collection instrument such as face-to-face interviews with some teachers and students in order to gain more insights of their perspectives, after the application of the questionnaire; but due to the lack of time, unfortunately, that was impossible to accomplish.

6.3 Suggestions For Further Research

The suggestions for future studies, after fulfilling this research study are varied. Firstly, it would be essential to consider more time to collect data after mentioning the limitations of the study previously.

Secondly, for future studies it would be recommendable to consider and investigate on deeper reasons behind the phenomenon of using L1 in the EFL high school classroom. Although some of the reasons were mentioned in the implications section, a study that could gain quantitative and qualitative information of the topic, would definitely contribute a lot more to the English language teaching field. It would enhance, teachers' understanding of learning-teaching process, in order to perform better English classes. This situation would allow students to learn more English in a better way. Moreover, a study that contributed to further reasons of the use of L1 in the EFL Chilean classroom, would provide the necessary information to reflect on the phenomenon now that teachers' and students perspectives had been investigated.

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APPENDIXES

Appendix 1: Consent Letter For Schools

20 de agosto de 2015, Santiago

Estimado (a) Director (a):

Mediante la presente carta quisiéramos presentarnos y así también presentar nuestro proyecto de tesis para el cual precisaremos de su ayuda. Nosotros somos Esteban Ignacio López Díaz, Javiera Catalina Rumeau Bahamonde, Angela Andrea Valenzuela Moya y estamos cursando el último semestre de la carrera de Pedagogía en inglés de la Universidad Nacional Andrés Bello (UNAB), por lo cual estamos trabajando en nuestra tesis para poder obtener nuestro título como Profesor de Inglés para educación Básica y Media.

El propósito de nuestra tesis es poder comparar las perspectivas de estudiantes y profesores acerca del uso del español en las clases de Inglés en el nivel de enseñanza media. La ayuda que precisamos de usted como Director del establecimiento es que nos permita poder en dos instancias entrevistar al alumnado de la educación media y a los profesores de Inglés del establecimiento. La primera instancia consta en aplicar encuestas tanto a alumnos como a profesores para así poder conocer lo que ellos opinan acerca del uso del español en clases de Inglés. De la misma forma para así poder profundizar en esta información, en la segunda instancia hemos planeado entrevistar a un pequeño grupo del universo total de encuestados.

Es importante recalcar que las identidades de tanto los profesores como los alumnos serán protegidas en su totalidad. En los casos que queramos desarrollar la idea importante de un alumno o profesor, sólo será nombrado como Alumno o Profesor A,B,C,D. Lo único que será mencionado será el nombre del colegio y que en este serán aplicadas las encuestas. Puede contar con nuestro total respeto y cuidado sobre los comentarios a emitir sobre la institución ya que no serán negativos. Nuestro estudio solo busca encontrar similitudes o diferencias en las perspectivas de estudiantes y profesores, no hacer juicios educativos o de cualquier otra índole.

En resumen, lo que estamos solicitando es permiso para poder conducir parte de nuestro estudio en su establecimiento educacional, ya que reúne las condiciones que nosotros como grupo buscamos.

Agradecemos de antemano su consideración, tiempo y comprensión ante nuestra situación como futuros docentes de Inglés en el país.

Estando atentos a su respuesta.

Saludos Cordiales.

Esteban López Díaz

Javiera Rumeau Bahamonde

Angela Valenzuela Moya.

Appendix 2: Students' Questionnaire Sample

Cuestionario para Estudiantes

Nombre: _____

Curso: _____

Colegio: _____

Edad: _____

Por favor, responda las siguientes preguntas en la hoja de respuesta que será entregada eligiendo **SÓLO UNA** alternativa que se acerque más a su perspectiva y realidad. Tenga en cuenta que ninguna de sus respuestas será juzgada y su identidad será mantenida en anonimato para nuestro estudio. El nombre y contacto requerido es para poder contactarlo/la para una futura posible entrevista. Gracias.

Completamente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Completamente de acuerdo.
1	2	3	4	5

		1	2	3	4	5
1	El uso del Español en las clases de Inglés es inevitable (Aparece aunque se evite).					
2	El español debería usarse en la sala de clases de inglés.					
3	El uso de Español para explicar estructuras gramáticas Inglesas (condicionales, should have, voz pasiva, etc.) es útil y beneficioso para mí como estudiante.					
4	El uso del español para explicar vocabulario difícil de inglés es útil y beneficioso para mí como estudiante. (although: aunque – advertisement: publicidad – environment: medio Ambiente)					
5	El uso del español para explicar vocabulario fácil de inglés es útil y beneficioso para mí como estudiante. (home: casa – he: él – what: qué – water: agua)}					
6	El uso de español para mantener el orden y la disciplina en la sala de clase de inglés es útil y beneficioso para mí como estudiante.					
7	El uso del español para dar y explicar instrucciones en inglés es útil y beneficioso para mí como estudiante.					
8	El uso del español reduce mis niveles de frustración en la clase de inglés. (Frustración: fracaso en una esperanza o					

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	deseo. Sentir ira, enojo, fracaso y desilusión cuando no entiendo inglés)					
9	El uso del español reduce mis niveles de ansiedad en la clase de inglés. (Ansiedad: Estado de angustia, temor, agitación o inquietud del ánimo. Miedo, nerviosismo, angustia e intranquilidad cuando no entiendo inglés)					
10	El uso del español aumenta los niveles de participación de mí y mis compañeros en la clase de inglés.					
11	Cuando mi profesor traduce oraciones de Inglés usando Español me ayuda a mí y a mis compañeros/as a entender y conectarme con él/la profesor/a y el resto de la clase.					
12	El uso del español en las clases de Inglés NO me permite aprender inglés.					
13	El uso del español en la clase de inglés me permite conectarme más con mis profesor/a y a mantener una relación cercana a él/ella.					
14	El uso del español ayuda a mi profesor y a mí a ahorrar tiempo en la clase de inglés.					
15	El uso del español en la clase de Inglés SÍ me permite que aprenda inglés.					
16	Cuando mi profesor explica las similitudes y diferencias entre el inglés y el español me ayuda a aprender inglés.					
17	Me siento cómodo/a usando solo Inglés en la sala de clases.					
18	El uso del español en las clases de inglés ayuda al progreso de mis compañeros con discapacidad física o intelectual y a quienes se les hace el idioma muy complejo de entender.					
19	El uso del Español en las clases de Inglés ayuda a que pueda chequear y confirmar mi comprensión de la lección con mi profesor/a.					
20	El uso del español en las clases de inglés me ayuda a mantener una conexión con mi cultura e identidad Chilena.					
21	Mientras más aprendo inglés, menos necesito y confío en el uso del español en las clases de inglés.					
22	El uso del español debe ser prohibido en las clases de inglés en su totalidad.					

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Declaro haber respondido con honestidad, concentración y responsabilidad
todas las preguntas.

Firma

Appendix 3: Teachers' Questionnaire Sample

Nombre: _____ **Edad:** _____

Correo electrónico: _____

Colegio: _____ **Años de experiencia:** _____

Questionario para Profesores

Por favor, responda las siguientes preguntas eligiendo SÓLO UNA alternativa que se acerque más a su perspectiva y realidad. Tenga en cuenta que ninguna de sus respuestas será juzgada y su identidad será mantenida en anonimato para nuestro estudio. El nombre y contacto requerido es para poder contactarlo/la para una futura posible entrevista. Gracias.

Completamente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Completamente de acuerdo.
1	2	3	4	5

		1	2	3	4	5
1	El uso del Español en las clases de Inglés es inevitable (Aparece aunque se evite).					
2	El español debería usarse en la sala de clases de inglés.					
3	El uso de Español para explicar estructuras gramáticas Inglesas (Condicionales, Should have, Voz Pasiva) es útil y beneficioso.					
4	El uso del Español para explicar vocabulario complejo (although: aunque – advertisement: publicidad – environment: medio ambiente) de Inglés es útil y beneficioso.					
5	El uso del Español para explicar vocabulario simple (home: casa – he: él – what: qué – water: agua) de Inglés es útil y beneficioso.					
6	El uso de español para mantener el orden y la disciplina en la sala de clase de inglés es útil y beneficioso.					
7	El uso del español para dar y explicar instrucciones en inglés es útil y beneficioso.					
8	El uso del español reduce los niveles de frustración de los alumnos en la clase de inglés.					
9	El uso del español reduce los niveles de ansiedad de los alumnos en la clase de inglés.					
10	El uso del español aumenta los niveles de participación de					

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	los alumnos en la clase de inglés.					
11	Traducir oraciones de inglés usando español ayuda a los alumnos a entender y conectarse con el resto de la clase.					
12	El uso del español en las clases de Inglés NO permite que los Alumnos aprendan inglés.					
13	El uso del español me permite conectarme más con mis Alumnos y mantener una relación cercana a ellos.					
14	El uso del español ayuda a ahorrar tiempo en la clase de inglés.					
15	El uso del español en la clase de Inglés SÍ permite que los alumnos aprendan inglés.					
16	Explicar las similitudes y diferencias entre el inglés y el español ayuda al aprendizaje de los Alumnos.					
17	Me siento cómodo/a usando solo Inglés en la sala de clases.					
18	El uso del español en las clases de inglés ayuda al progreso de los Alumnos con Necesidades Especiales y a quienes se les hace el idioma muy complejo.					
19	El uso del español en las clases de inglés ayuda a chequear y confirmar comprensión de los Alumnos.					
20	El uso del español en las clases de inglés ayuda a mantener una conexión con mi cultura e identidad Chilena.					
21	Mientras los alumnos más aprenden inglés, menos necesitan y confían en el uso del español en las clases de inglés.					
22	El uso del español debe ser prohibido en las clases de inglés en su totalidad.					

Declaro haber respondido con honestidad, concentración y responsabilidad todas las preguntas.

Firma
