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A Survey on the Attitudes of Learners and Teachers
towards the Use of the L1 in ELT in Spanish
Secondary Education.

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Table of contents

1. Introduction	1
2. Theoretical framework	2
2.1. Teaching methodologies in SLA.....	2
2.2. The role of the L1 in ELT.....	3
2.3. The disagreement among scholars on the use of the L1 in SLA.....	5
3. Methodology	6
3.1. Context and participants.....	6
3.2. Data collection.....	7
4. Results and discussion	7
4.1. Students' attitudes.....	8
4.2. Teachers' attitudes.....	11
5. Conclusion	15
6. References	16
7. Appendices	18
Appendix I. Use of foreign languages as teaching languages.....	18
Appendix II. Students' questionnaire.....	22
Appendix III. Teachers' questionnaire.....	25
Appendix IV. Results of students' questionnaire.....	28
Appendix V. Results of teachers' questionnaire.....	37

Abstract:

Spanish secondary education is increasingly embracing a bilingual methodology that enables the learning of content subjects through the English language. Nevertheless, English as a foreign language teaching tends to make use of the students' mother tongue and the use of the first language plays a controversial role which has been discussed throughout the history of second language acquisition. This dissertation focuses on the students and teachers' attitudes towards the use of Spanish as a resource during the process of learning English. More concretely, it aims to show how students and teachers perceive that the sporadic use of Spanish in the secondary-education EFL classroom can be beneficial for learning English. For this purpose, two questionnaires were designed—one for teachers and one for students—and were completed accordingly by students and teachers in order to contribute with new insights and new research findings for the study of this subject matter. The results allow a detailed analysis about the different points of view by the participants. Both teachers and students consider the role of Spanish may be helpful for the productivity of learning English in the classroom.

Resumen:

La educación secundaria obligatoria en España cada vez se está adaptando más a un modelo bilingüe basado en el aprendizaje de otras materias a través del inglés como vehículo de comunicación. La enseñanza del inglés como lengua extranjera es un aprendizaje en el que se suele recurrir al uso de la lengua materna de los alumnos. Sin embargo, esta práctica ha generado mucha controversia a lo largo de la historia de la adquisición de un segundo idioma. Por ello este trabajo se centra en analizar las preferencias de los estudiantes y profesores ante el uso del español como recurso durante el proceso de aprendizaje del inglés. En concreto, el objetivo de este trabajo es demostrar cómo perciben los estudiantes y profesores que el uso esporádico del español en las clases de inglés en secundaria pueda favorecer el aprendizaje de la lengua meta. Para ello, se diseñaron dos cuestionarios que fueron completados por el alumnado y el profesorado respectivamente, con el objeto de aportar nuevos conocimientos sobre el estudio de este tema. Los resultados permiten obtener un amplio análisis con información detallada sobre los distintos puntos de vista de los participantes, los cuales consideran el uso de la lengua española como una ayuda esencial en la productividad del aprendizaje del inglés como segunda lengua.

1. Introduction

Students in Spain generally start learning English as a compulsory second language during infant school education. This first contact with English as a Foreign Language (EFL) at school exposes the students to bilingual contexts where the use of the mother tongue may play a controversial role in the Second Language Acquisition (SLA). Nowadays, bilingual education is growing in Spain. By way of illustration, the data provided by the Spanish ministry of Education show that, by the year 2018, 33.2% of primary education students and 23.8% of secondary education students in Spain were taught a content subject in English (see Appendix I). These figures collected by the Department of Education in Spain reflect the increase of bilingual education in comparison with the 2010-2011 school year (10.5% and 5.9% in primary and secondary education, respectively) (see Appendix I). This means that subjects like biology, geography or history are imparted in English, and that this pedagogical change in the Spanish education is changing the acquisition of EFL. The methodology that enables the learning of content subjects in the foreign language is called *Content and Language Integrated Learning* (CLIL). This term was coined by David Marsh in 1994 and refers to “situations where subjects, or part of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneously learning of a foreign language” (in Marenzi et al., 2010, pp. 200-209).

As far as second language acquisition is concerned, researchers such as Wells (1999), Mitchell and Myles (2004), and Lightbown and Spada (2006) argue that it can be said to be influenced by the mother tongue. However, there is a debate on whether the first language should be used in the EFL classroom or not. At the same time, this debate leads to further discussion on whether it is recommended to make use of other indirect strategies in the EFL teaching in relation to the use of L1, for instance code-switching, which, according to the Oxford dictionary, is “the practice of alternating between two or more languages or varieties of language in a conversation”.

Despite the fact that a number of experts in the field have already examined the subject matter, there is a need to provide more studies that may suggest that the use of the first language in the classroom can be beneficial for EFL learning. With this objective in mind, my dissertation aims to analyze the use of Spanish (L1) in the English Language Teaching (ELT) throughout a survey study on the attitudes of learners and teachers in secondary education, in order to know in a direct and objective way the needs, priorities, concerns, opinions and areas of interest from the main protagonists. With regard to the structure of my dissertation, it is divided into four main sections: section 2 aims to describe the theoretical framework on the use of the mother tongue in SLA;

section 3 aims to explain the methodology followed in my study, and so it presents the information about the participants and data collection to interpret the research results of the questionnaire; section 4 aims to present and discuss the results of the study on the attitudes that EFL secondary school students and teachers have towards the use of Spanish in the English classroom; finally, section 5 aims to provide some concluding remarks and suggest future research into the topic of my study.

2. Theoretical framework

2.1. Teaching Methodologies in SLA

Throughout the history of language teaching there have been a number of different approaches and methods for the teaching of foreign languages. Each teaching method has its own strengths and weaknesses. However, many scholars and applied linguists in the twentieth century were interested in finding better teaching methodologies by changing the goals and the higher demand for second language speakers was satisfied by new competing ideologies (Richards & Rodgers, 2001, p. 3). This subsection aims to provide a brief overview of the evolution of language teaching, with the objective of reflecting how the mainstream approaches and methods have always been replaced by other methods with more appealing ideas and theories in order to improve SLA.

First, foreign languages were taught following the basic procedures for teaching Latin, and this methodology became the commonly used way of studying foreign languages from the 17th to the 19th centuries. This method was known as the Grammar-Translation method and it was based on an emphasis on grammar, translation of sentences and lists of vocabulary. However, there was a rejection of this method towards the end of the 19th century because of the lack of oral instruction. As a consequence, the need for new approaches to language teaching gave way to the so-called *Reform Movement*, whose product was the Direct Method. This methodology was based on teaching a foreign language without the use of the mother tongue or translation. In the 20th century, this emphasis on exposure to and practice of the target language gave rise to methods such as the Oral Approach in Britain, and the Audiolingual Method in the United States. Both of them neglected the use of the mother tongue, but they proved inefficient from a communicative perspective because language was not used meaningfully. Instead, these teaching methods were based on the use of drills and left little room for creativity.

The great variety of methods that emerged in the 20th century was a turning point where the concepts of method and approach needed to be distinguished. Therefore, in 1963 the American applied linguist Edward Anthony suggested three levels of conceptualization and organization: method, approach and technique. *Method* refers to the plan used for the presentation of the content and *approach* is the theory about the nature of the language that defines how it is taught. The *technique* is the strategy used in the classroom to accomplish the immediate objective (Anthony, 1963). While methods are prescriptive, approaches are non-prescriptive. A fixed method which is the same for all the students was replaced by new approaches to second language pedagogy which are more open and flexible to interpretation by teachers.

This shift in language teaching as regards the importance of context is reflected in second-language teaching from the 1970s onwards, with the emergence of methodologies such as the Humanistic Approaches, which were based on a learner-centred approach, and the Natural Approach, a comprehension-based approach. In the 1980s, the Communicative Approach established the communicative competence as the new goal of language teaching and finally, in the 1990s, new interpretations of this approach appeared: the Content-Based Instruction (e.g. CLIL) and the Task-Based Language Teaching.

The above mentioned approaches and methods have always been updated by new advantages for the benefit of language teaching. Most of the teachers combine the best features from all these different teaching methodologies to adapt the students' needs in the classroom. This dissertation aims to locate these strengths and weaknesses in relation to the use of Spanish (L1) to learn English as a second language in the current secondary education context.

2.2. The Role of the L1 in ELT

The role of the first language in ELT is a topic which has been discussed extensively by the experts in the field throughout the history of language teaching. The first language, also known as the mother tongue or native tongue, is defined as “the language that you first learn as a child” (Longman Dictionary of Contemporary English). Another definition of L1 with regard to identification, competence and function has been provided by Skutnabb-Kangas: “Mother tongue is by identification of two kinds: an internal identification (i.e. the language one identifies oneself with) and an external identification (i.e. the language that others associate one with). If competence is the defining element, then one's mother tongue is the language that one knows best; and finally,

mother tongue by function means the language that one uses most.” (Skutnabb-Kangas, 1984 as cited in Wasala, 2011, p. 2).

This influence of the learners’ mother tongue is an important factor in L2 acquisition that cannot be avoided by teachers in English language teaching (ELT). Nowadays, as indicated in the specific provisions for English as a foreign language in the curriculum for Spanish secondary education, English must be the main language for communication by teachers and students. However, the occasional use of L1 is accepted as a natural resource to keep the flow of the classroom. As far as the role of the L1 is concerned, the Aragonese ESO curriculum for EFL calls for the inclusion of the mother tongue as something useful for the second language acquisition: “*La interacción en el aula se llevará a cabo fundamentalmente en la lengua extranjera, sin olvidar que, de forma puntual, el uso de la primera lengua puede ser útil*” [interaction in the classroom will be fundamentally conducted in the foreign language, though occasionally the use of the mother tongue could be useful] (*Orden ECD/489/2016, de 26 de mayo*). This means that the occasional and rational use of Spanish in the EFL classroom by both teachers and students can be a positive and facilitating tool for the teaching and learning process. Schweers (1999) claims that “recognizing and welcoming their own language into the classroom as an expression of their own culture could be one way of dispelling negative attitudes toward English and increasing receptivity to learning the language” (p. 13). This means that embracing the sporadic use of the L1, which is considered part of learners’ culture, aims to encourage awareness of the diversity of the cultures of both L1 and L2. Moreover, these positive attitudes implied by the acceptance of the L1 recognize and justify the noteworthy role of the native tongue in ELT. It is important, therefore, to reach a right balance between the L1 and the target language in the foreign language classroom. At times, the overuse of Spanish/L1 is not possible to control in the EFL classrooms: teachers, who usually share the same mother tongue as learners, will be tempted to use the L1 but they have to control themselves the quantity of input to manage the balance. Therefore, every teacher and all the students are responsible for making a correct use of the first language to achieve the specific objectives and the established competences through an integrated content-based curriculum. The role of the L1 is therefore a responsibility that must be considered by teachers and students to make a good use of it just in case of real need in order to help to maximize the input in the TL.

2.3. The Disagreement Among Scholars on the Use of the L1 in SLA

The viewpoints of the main experts in the field of SLA have changed periodically and the role of the L1 has been the focus of controversy throughout the history of language teaching. The Direct Method, for example, rejected the use of the L1. However, different points of view criticized its lack of methodological basis as a counterproductive method (Richards & Rodgers, 2001, p. 13). A close look at the history of language teaching reveals the continuous disagreement of all methods and approaches by the specialists.

The current approaches, such as the Content and Language Integrated Learning, accept the role of L1 as an efficient tool for comprehension. Many professionals of second language acquisition approve that the L1 may play a supportive role in the classroom. Auerbach (1993) supports the idea that “starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” (p. 19). The issue of feeling more comfortable in the EFL classroom thanks to the mother tongue contributes to a positive interaction in the target language. Furthermore, Krashen (1981) believes that learners are exposed to input in order to develop their competences and L2 learning. Nevertheless, the acquisition will never be successful if the input they are exposed to is not comprehensible enough. Therefore, the first language could be a helpful resource to facilitate the comprehension.

On the other hand, some teachers and some students, who can be considered more ambitious and more interested in the monolingual opportunity, may be reluctant to using code-switching and therefore the use of the L1. Scholars such as Ellis (2005) and Auerbach (1993) suggest that a full exposure to the TL allows the students a faster acquisition. The learning of a second language will be quick when learners are forced to improve their efforts without the help of the mother tongue. Many experts agree that SLA is best taught in the target language. L1 use limits input and output opportunities in the process of learning. For this reason, the target language must be the only object of instruction in the classroom to maximize the chances of interaction. As a consequence, the issue in this case would be to adapt the whole group to a full English class and not all the students are able to follow the academic instructions.

A number of researchers wonder if there is a clear language teaching practice to implement the theory. The disagreement among the experts is still present in language teaching and all these different opinions and other questions remain unsolved due to the diverse points of view. Different opinions and goals from students and teachers prove how complex the decisions on how to teach

EFL are. The following sections of my dissertation aim to analyse the different attitudes of the students and teachers so as to provide new research findings.

3. Methodology

3.1. Context and Participants

The study was carried out during the second week of June 2019 at a public high school (IES Torre de los Espejos) located in Utebo, Zaragoza. Moreover, the members of the English department from another public high school (IES Pedro Cerrada) in Utebo collaborated on the research study providing additional answers to the questions on teachers' attitudes in order to contribute to a balanced ratio between students and teachers in the analysis. As far as EFL is concerned, these high schools follow a methodology that enables the learning of content subjects in the foreign language (CLIL), but that makes sporadic use of Spanish.

As for the participants in my study, the 200 students who were involved in the research study belonged to 1st ESO and 3rd ESO groups. The 1st ESO group comprised students aged 12 and 13 (52.0 % of the students in the survey) and the 3rd ESO group was composed of students aged 14 and 15 (43.5 %). The other 4.5 % of the students were 16 years old. Furthermore, these groups were composed of 105 female and 95 male students, their mother tongue being Spanish in the majority of the cases (95.0 %). There were ten students from different nationalities whose L1 was not the Spanish language. Nevertheless, this would not suppose a problematic issue for these learners as their competence was enough for this survey study. On the other hand, there were eleven teachers that took part in the collection of data in this research and they were EFL teachers in Compulsory Secondary Education (ESO).

Regarding the academic level (see Question 4 in Appendix 4), learners were asked to recognize the marks they usually obtain in the English subject as a second language. Nearly all students (83.0 %) passed the subject with standard grades (from 5 to 8). However, 12.5 % of the students considered themselves as outstanding learners with the highest marks and 4.5 % of the students found difficulties to pass the subject. In addition, 70.8 % of students agreed that their level was appropriate with the level of the course (see Table 10 D). The diversity of students according to the marks is essential in this study to interpret and examine the different points of view from learners with different levels in the English subject as a second language.

3.2. Data Collection

In order to collect data about the attitudes of students and teachers towards the use of Spanish in EFL, the participants in the study were required to answer a questionnaire: one for the students (Appendices 2 and 4) and another for the teachers (Appendices 3 and 5). Both questionnaires contained open and closed questions. The closed items comprised multiple choice, quantity and frequency rates or ranking lists preferences. The first questionnaire included 15 items concerning the students' attitudes towards the inclusion of Spanish in the EFL classroom and the perceptions on how effective this bilingual teaching approach is for their acquisition of the target language. The second questionnaire was composed of 20 questions focusing on the teachers' beliefs with respect to the subject matter of this dissertation. Personal methods and experiences from the teachers' point of view contributed with direct evidence to the study.

These questionnaires were designed using the mother tongue of the participants to obtain more reliable data. The items of the questionnaire were combined and grouped in relation to the type of question in order to facilitate the survey for the participants. Nevertheless, this arrangement is not the same as the order which is used in the analysis: the order of items for the discussion of results in this dissertation is according to the topic (e.g. students' competence in EFL, attitudes towards the use of Spanish in the classroom, or the frequency with which teachers or students make use of Spanish in the classroom).

Once the questionnaires were designed, I asked for permission in the high schools where I conducted my study. The members of the English department and the head teachers welcomed this research study. As regards students, they were offered to complete the questionnaire anonymously. Only three learners refused to complete the questionnaires. During the time these surveys were completed by the students, I guided them so that they could answer the questions more easily. Every session lasted around twenty minutes to complete the questionnaire.

Regarding the teachers as participants, they were also explained the procedure beforehand. All the members completed the questions while I was focusing on the students' groups. Finally, the results were collected all together and the material was ready to be interpreted for this dissertation.

4. Results and Discussion

The attitudes of students and teachers are a key factor to be considered when it comes to deciding how English should be instructed for an effective and meaningful learning. In this section, the data obtained from the two questionnaires is divided into students' attitudes and teachers' attitudes. The

results in this survey study will be presented in tables and graphics and then will be discussed accordingly. The aim is to provide new research findings to the study and identify a number of key attitudes about the use of Spanish in ELT. The complete questionnaires can be found in Appendices 2 and 3 and the results in Appendices 4 and 5.

4.1. Students' Attitudes

Students' attitudes are important for teachers to embrace an approach to EFL teaching that translates into effective learning. These attitudes are reflected in this section through tables and graphics presenting the results from the students' questionnaire. In addition, there is a need to indicate in some of the questions what the answers of each group of students (1° ESO and 3° ESO) respectively are, as well as the answers to the open questions, in order to explore the deviations between both groups which will contribute to the discussion with a more in-depth comparison of the participants.

First, the students' attitudes towards speaking English with confidence (Questions 8 and 9) and competence in EFL (Questions 7, 10A and 10B) are presented. As has been explained in the theoretical framework, English must be the main language for communication in the EFL classroom, though the mother tongue can be used as a helpful tool. This rule does not seem to be totally respected by some students as they overuse Spanish to ask questions about the subject. In Question 8, this was acknowledged by 21.5 % of the learners in the study. Nevertheless, there were more students who said to ask questions in English rather than in Spanish (32.5 %). 46.0 % of the students acknowledged that they ask their doubts in English only sometimes, and this data reflects the ambivalence of students in relation to this topic. This ambivalence implies that code-switching may be usual in their EFL classroom because they may not feel confident enough to speak in English. One of the reasons for this might be embarrassment: as is shown in Question 9, nearly a third of the students, considering as well those students who chose the option "A veces" [sometimes], confessed that they were embarrassed to speak in the target language. The fear of failure is a frequent issue for insecure students that can influence the process of learning. Also, this lack of high confidence is in line with the fact that only 12.5 % of students get outstanding grades in the subject (Table 4).

Regarding listening skills, in Question 7 more than half of the students (52.5 %) believed they were able to follow an English class without making use of Spanish. The rest of the students may have some difficulties in following the EFL class only in English: 29.0 % were more open to adapt to the monolingual methodology, while 18.5 % were unable to deal with the exclusive use of the

target language in the English classroom. Questions 10 A and 10 B aimed to find out whether students understand the L2. The results reflect different percentages depending on the type of input. A non-native accent from the classmates and teachers was more easily understood by all the students (77.4 %) than the native accent (67.3 %) of the listening activities and tests. The influence of Spanish can facilitate the comprehension when the learners and the teachers speak in English because of their pronunciation sounds more Spanish and therefore it is more familiar for them.

Questions 5 and 6 are analyzed together because both of them focus on the frequency at which English should be used in class as object of instruction. The graphic for Question 5 reflects interesting data about whether learners consider that English classes must be instructed only in English. 30.5 % agreed that they should be taught only in English, while 25.5% of students rejected this idea. This disagreement is less noticeable in the graphic for Question 6: half of the students rejected the idea of monolingual English classes and 22.5% of them welcomed the occasional use of Spanish. This shift in the attitudes of learners for the inclusion of Spanish as a necessary and facilitating role in ELT is supported in the results for Question 13. A clear answer in Question 13 shows a welcoming attitude by learners to include Spanish language in ELT as an effective tool for SLA. The double choice in this direct question concerns the main subject matter in this dissertation. A bilingual class, which may be defined as a lesson using two languages (English and Spanish) at the same time, was considered by 74.0 % of the students more effective than a monolingual class, where only English is used as the main language. Both groups (1º ESO and 3º ESO) shared similar attitudes towards a bilingual class as the main priority for ELT. On the other hand, the 26.0 % which was in favor of monolingual classes in Question 13 was consistent with the figures which are discussed in Tables 5 and 6 (30.5 % and 27.5 %, respectively) supporting a monolingual approach.

Question 11 asks about the benefits and disadvantages of learning English in a monolingual class (only English). In order to analyze this open question, the answers by the participants were collected and there were a selection of the most repeated answers which will be considered as the main advantages and disadvantages. The most repeated statement as a clear advantage was that the students may learn more English. Many learners believed they can improve much more when only English is used. As a consequence, improvement in the listening comprehension, '*we understand better*', and improvement in oral proficiency, in aspects such as pronunciation, the accent and the fluency, were included as the most important benefits in a monolingual approach by the participants. Moreover, a faster learning and more vocabulary learning also seem to be the most relevant advantages for learners. Other interesting benefits were to get a job in the future or to travel around the world. The most frequently repeated disadvantage by the students was the lack of

comprehension when teachers speak only in English. Furthermore, English acquisition is more difficult in this case according to the general opinion of the students. As a consequence, learners were afraid of getting lost during the lesson and they may experience a lack of motivation and a more difficult opportunity to express themselves in English.

Once the attitudes towards the English language have been reflected in the previous results, we can focus on questions which deal with the advantages and disadvantages of the attitudes towards the use of Spanish in Questions 10C and 12. The preceding data reveal some trends which are reinforced at this point throughout the main focus in the analysis, the Spanish language. In the graphic for question 10C, the frequency of the Spanish language that should be used as a helpful resource during the time of a lesson in secondary education is represented. 100 % means a full class using the L1. On the other hand, 0 % means a total rejection of Spanish. The students' answers indicated that 31.5 % of a lesson is the frequency which should be considered to make use of Spanish in an English class. The statistics reflect a different opinion regarding the frequency which is indicated in the different groups. The students from the 3º ESO group showed a preference for a higher frequency (35.4 %) than the 1º ESO group students (27.6 %). A possible reason can be found in the primary education methodology that enables the learning of content subjects in English. This influence is stronger than in secondary education. For this reason, the students in the first year may appear more detached from the first language. Question 12 asks about the disadvantages of using Spanish in the classroom to learn English as a second language. The answers have been selected in the same way as in Question 11. The main negative consequence of the use of Spanish in an English class is a more limited English learning; *'we do not learn too much'*. Spanish may reduce the exposure to English input for learners. This disadvantage was considered the most important one by the general opinion of the students and it was supported by a similar one; *'we do not use English'*. Hence, students also included two more related disadvantages which are the consequence of the use of Spanish in class: learners get used to it and they decrease their competences in English, the target language. There were other students who believed there is not any disadvantage when using their mother tongue in the classroom. This answer was suggested by the equivalent group of students who rejected a total use of English in SLA.

There are many advantages to counter the disadvantages which have been discussed in Question 12. Three main benefits of using Spanish have been considered in Question 14: *"It is more comfortable"*, *"I am less lost/confused"* and *"I feel less nervous"*. Learners were asked to put them in order from the most important to the less significant. The results reveal that the main reason to make use of Spanish as the most useful resource is to be less confused in the classroom. On the

other hand, using the Spanish language to feel less nervous was the least significant choice for the students as they believed that the other options are more important. This may make us think that students regarded the first language as a resource to feel themselves more in control with the English instruction. Many other possible advantages are also included in this Question 15. The task in this question was to choose the degree of agreement in each example. Five different levels define how much the students agreed with the benefits of using Spanish in the English class. Most of the students agreed with the idea of making use of Spanish to explain new concepts (A) and new vocabulary (C). In addition, the English grammar which is difficult to understand (B) is also a matter to which the students totally agreed. Learners feel the need to understand the input they receive in the target language, therefore their first language is a clear benefit. On the other hand, many students disagreed with the help of Spanish to summarize the content which has already been taught (D). Moreover, the disagreement for the teachers' corrections on the exams, essays or homework (E) is also reflected in the graphic. Some other examples as a topic of discussion that is not related to the subject (G) or the chance for a faster communication in the classroom (H) tend to disagree with the use of Spanish in this case. Learners were very selective with the use of Spanish as reflected in this table. However, the graphic also portrays a huge number of learners who were unable to take a clear position in some of these circumstances. There are some situations to which the majority of the students were indifferent to the use of their L1. For instance, to ask questions (F) or to feel more confident (I).

4.2. Teachers' attitudes

This subsection focuses on the results of the teachers' questionnaires. This group of participants is composed of eleven secondary-education teachers. The aim is to contrast the students' attitudes with the data collection from the teachers' point of view. The relationship between teachers' attitudes and those of students is defined by the deviations and the similar attitudes which are interpreted in the discussion. The results of the teachers' questionnaire can be found in Appendix 5.

First, I discuss what teachers thought about their students' competence in EFL. The results regarding speaking proficiency (Questions 9 and 10) deviate from the students' opinions. Teachers believed that only 16.7 % of the students ask questions in the target language and 66.8 % of them do not feel comfortable when speaking English in the classroom. These facts, in comparison with the students' results, are more negative from the teachers' point of view. 32.5 % of the learners considered they make use of English to ask questions and 65.0 % showed confidence speaking in

English (Questions 8 and 9 in the Students' questionnaire). This different perspective is reinforced in Questions 8 and 13. Teachers thought that 36.8 % of the students are able to follow an only-English class without making use of Spanish. This data contrasts with the students' result for the same question (52.5 %). In addition, teachers reflected in Question 13 that the students' level is appropriate for the current course in 58.2 % of the cases while the learners' result was 70.8 % for the same question. In sum, teachers' perceptions seem to be lower than the students' opinions about their competence in ELT.

Questions 3 and 4 were analyzed to contrast what the teachers thought about the amount of English that should be used in class. In question 3, only one teacher was in favor of the monolingual approach, so this data supports that, from the teachers' point of view, the occasional use of Spanish in the EFL classroom could be beneficial: this occasional use was embraced by 54.6 % of teachers in Question 3 and 36.4 % of them rejected the monolingual classes. Question 4 aims to reflect what language teachers actually preferred for the class instruction. 45.5 % of them would like to teach only in English and the same percentage of teachers remain undecided: "A veces" [Sometimes]. One teacher still preferred the use of Spanish in ELT. These teachers' attitudes are not similar to the students' results. Both teachers and students disagreed in their answers for the two questions. Nevertheless, there is agreement in Question 16, in which teachers were asked to choose which option is more effective for SLA. All of them agreed with the inclusion of Spanish as part of an efficient approach for an English class. However, three of the teachers added the following comment: "*it depends on the group*". Despite the fact that these three comments were open to interpretation by teachers, a bilingual class (using English and Spanish) was considered a better option for teachers and students.

The data collection in this new paragraph provides more information about teachers' attitudes towards the use of Spanish language in ELT. The preceding results are in line with those of Questions 5 and 6: none of the teachers rejected the use of Spanish in the EFL classroom. Teachers accepted Spanish to explain the content in the English subject and all of them recognized using it in Question 5. The need for Spanish students to learn English was considered by teachers in Question 6: in this case, only 18.2 % considered that the use of the mother tongue is a completely necessary resource, while 81.8% of them thought that this use should be occasional. These results confirm that the teachers' attitudes were open for the inclusion of the L1 in ELT. Regarding Questions 11 and 12, they specified the amount of Spanish which should be used during the class time. The frequency in Question 12 is 26.8 %, and this means that the occasional use of Spanish is embraced. Students requested a more frequent use of the L1 than teachers (31.5 %, see Question

10C in Appendix 4). Nevertheless, this need of learners is satisfied more than expected, as reflected in the answers for Question 11. The frequency teachers actually said to use Spanish in class is 55.5 %. This means more than half of the lesson is not instructed in the target language.

Therefore, the selected teachers seem to accept the occasional use of the Spanish language in the classroom. Moving on to the advantages and disadvantages which were suggested from the teachers' experience(s) in secondary education, Question 14 deals with only-English classes. The main benefit according to the teachers was the improvement in speaking proficiency; "*students are more fluent and more confident*". Moreover, a learning environment where students maximize the full exposure to English is another advantage which leads to others as the improvement in listening comprehension; "*it allows you to learn the TL as you listen*". One more teacher indicated that learners are somehow more focused if they want to understand the teaching instruction. All these advantages were considered the most important benefits by teachers for only English instruction. In order to take advantage of the monolingual approach, teachers make use of different techniques and strategies to avoid the use of Spanish in class. Question 18 reflects these personal methods. For instance, most of the teachers prefer mimic and paraphrase as the main tactics to avoid situations where the overuse of Spanish can take control of the class. Other strategies that were mentioned are pictures, drawings, synonyms, easy and slower expressions, audiovisual aids, examples or games. An interesting method which is used by a teacher consists in using an advanced learner who is able to explain in English what is not understood by another classmate. This teaching resource allows him/her to avoid Spanish and makes the students use English. However, in Question 19 teachers point to different strategies that they use when they want students to avoid using the L1. Many teachers insist constantly from the beginning of the course on the use of English; "*I refuse to accept their answer and try to encourage them to go back to English*", "*English, please*". Another usual strategy by teachers is behaving as if they did not understand Spanish. This funny and practical resource motivates the students to speak in English. In addition, some teachers try to familiarize the students with the habit of speaking only English by means of punishment such as lower marks for those students who use Spanish instead of English; and for those who do right, another teacher rewards them with bonus points. On the other hand, there are disadvantages towards only-English classes which must be included as part of the teachers' attitudes in Question 14. Teachers believed that the students tend to be more unfocused during the lesson as a consequence of the lack of comprehension. A few specified this usually happens in grammatical aspects. Four teachers did not contribute with any answers.

Similarly, the advantages and disadvantages in ELT are discussed in Question 15 with regard to the use of Spanish. The most frequent benefit according to the teachers' answers was that the students understand the contents of the subject. More advantages are analyzed in depth from a different perspective in Questions 17 and 20. Teachers were asked to put in order three advantages, which have been mentioned as answers in Question 15, from the most important to the least significant: "*Students are more comfortable*", "*they are less lost/confused*" and "*they feel less nervous*". The results in Question 17 reveal the most important benefit from the teachers' point of view: the students may be less confused thanks to the Spanish use in the classroom. The same question was made for the students and they provided the same answer. However, the least significant resource is different as teachers believed the use of Spanish can be more helpful to control their insecurities rather than for their convenience. Advantages are analyzed in Question 20 is according to the degree of agreement by teachers, who defined how much they agree with the given examples through five different levels. For instance, they disagreed with the use of Spanish in an English class to summarize the content which has already been taught (D), to correct the exams or homework (E), to ask questions (F) and for a faster communication with the students (H). Nevertheless, teachers agreed that Spanish must be used for the English grammar which is difficult to understand (B). The rest of the advantages reflect a great ambivalence by some teachers' opinions. The different opinions divide the teachers' attitudes and the preferences are not clear. This ambivalence can be found in the following answers: to explain new concepts (A) and new vocabulary (C), to feel more confident (I) and for a topic of discussion that is not related to the subject (G). This exercise was also made by the students and the results share similar attitudes.

Although the results show that teachers accepted the occasional use of Spanish in their EFL sessions, in some cases it is shown that they believed that the use of Spanish might not be completely beneficial for SLA. There are some disadvantages which must be taken into account as teachers suggested in Question 15. The most repeated answer by teachers was the same disadvantage as that exposed by the students: the use of Spanish limits the practice of the English language; "*It hinders the learning of the target language*". Another negative consequence is that learners get used to avoiding English. Therefore, the students tend to speak less in English and they may have a low level of fluency.

5. Conclusions

It can be concluded that the attitudes of the Spanish secondary-school learners and teachers who participated in this research study point to the belief that the use of the L1 in the EFL classroom could be beneficial in certain contexts. The results reveal the role of Spanish is accepted by the students and teachers, and that it is thought to enable an easier learning of the L2 in some situations, such as the explanation of new grammatical concepts and new vocabulary which is difficult to understand. Hence, the L1 is perceived as a benefit that allows the students to be less confused in the classroom. By contrast, the main disadvantage in relation to the use of Spanish by the general opinion in this study of attitudes is the limited practice of the target language. The English learning may be reduced when the students overuse their mother tongue. As regards the competence in the target language, it has been shown that it varies among the students. In spite of such differences, the majority of the students would like their mother tongue to be included in the EFL classroom. In the case of teachers, it is revealed that half of them believed that the English classes will be instructed only in the target language in the future. However, even if some of them would like to instruct the subject only in English, they accept the use of Spanish in the EFL classroom sometimes.

Regarding the frequency at which teachers make use of Spanish in the English classroom, they perceive that more than half of the class is instructed in the Spanish language. However, teachers considered that the proper frequency of the L1 for an effective acquisition of the L2 is half of what they actually use in class. The secondary school students suggested a similar opinion towards the frequency of the Spanish language that should be used as a resource during the time of a lesson. In addition, both teachers and students agreed with the occasional use of Spanish as a more efficient approach than a monolingual class where only English is used. Nevertheless, there were some learners who were more open to only-English teaching. Hence, there is a small percentage of the students who rejected the L1 for SLA. Despite this small number of students, the general results of the participants in the study would lead us to conclude the use of the Spanish in the classroom is believed to be essential and positive for EFL learning.

For further research, it may be interesting to carry out more studies with new and specific research findings about the subject matter to find out the attitudes of the new generations. The study of second language acquisition is always being updated and new data about the students and teachers' attitudes towards the use of Spanish in ELT will contribute to checking how the role of the L1 may develop and influence the process of the English learning in the secondary education of Spain.

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APPENDIX I

PERCENTAGE OF STUDENTS WHO ARE EXPERIENCING THE USE OF A FOREIGN LANGUAGE AS THEIR TEACHING LANGUAGE

*Ministerio de Educación: Datos y Cifras (Curso Escolar 2010/11 y 2017/18). *E3. LA UTILIZACIÓN DE LENGUAS EXTRANJERAS COMO LENGUA DE ENSEÑANZA* Retrieved from <http://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/indicadores-publicaciones-sintesis/cifras-educacion-espana.html>

E3.4. Porcentaje de alumnado en Programas de aprendizaje integrado de contenidos y lengua extranjera, por comunidad autónoma y enseñanza

(continúa)

	Todos los centros			Centros públicos		
	E. Primaria	ESO	Bachillerato	E. Primaria	ESO	Bachillerato
TOTAL	10,5	5,9	1,1	12,1	7,9	1,2
Andalucía	7,9	7,6	1,1	10,4	10,1	1,4
Aragón	7,1	3,9	1,6	9,8	6,0	2,2
Asturias (Principado de)	13,3	5,9	1,4	13,3	6,9	1,6
Balears (Illes)	0,5	0,6	0,0	0,8	1,1	0,0
Canarias	15,3	8,8	1,1	16,8	9,8	0,1
Cantabria	2,2	3,8	0,3	1,9	4,8	0,3
Castilla y León	3,2	1,4	0,0	4,8	2,2	0,0
Castilla-La Mancha	13,2	11,7	0,0	14,9	14,0	0,0
Cataluña	..	..	..	..	..	..
Comunitat Valenciana	15,3	1,0	1,5	17,3	1,4	1,8
Extremadura	4,4	8,2	0,0	5,0	10,5	0,0
Galicia	10,2	9,8	2,1	6,1	10,7	2,3
Madrid (Comunidad de)	18,0	4,2	0,4	25,6	7,1	0,3
Murcia (Región de)	3,2	9,8	4,1	3,5	13,8	4,6
Navarra (Comunidad Foral de)	10,2	2,8	0,0	4,6	1,1	0,0
País Vasco	6,3	7,8	2,8	0,9	5,1	2,1
Rioja (La)	0,0	1,9	0,7	0,0	2,9	0,8
Ceuta	4,8	1,4	0,0	6,5	1,9	0,0
Melilla	10,4	6,0	0,0	13,2	6,7	0,0

(conclusión)

	Enseñanza concertada			Enseñanza privada no concertada		
	E. Primaria	ESO	Bachillerato	E. Primaria	ESO	Bachillerato
TOTAL	7,5	1,8	1,1	7,2	3,9	0,9
Andalucía	0,0	0,0	0,0	0,0	0,0	0,0
Aragón	1,5	0,0	0,0	0,0	0,0	0,0
Asturias (Principado de)	12,7	3,6	0,0	23,2	12,7	1,1
Balears (Illes)	0,0	0,0	0,0	0,0	0,0	0,0
Canarias	4,2	0,7	0,0	59,0	54,5	10,3
Cantabria	2,8	2,1	0,0	0,0	0,0	0,0
Castilla y León	0,0	0,0	0,0	0,0	0,0	0,0
Castilla-La Mancha	5,4	1,9	0,0	0,0	0,0	0,0
Cataluña	..	..	..	..	..	..
Comunitat Valenciana	12,9	0,2	0,7	2,1	0,0	0,0
Extremadura	2,5	0,3	0,0	0,0	0,0	0,0
Galicia	20,8	8,2	-	0,0	0,0	1,2
Madrid (Comunidad de)	11,1	0,9	0,0	5,6	2,0	0,7
Murcia (Región de)	2,2	0,2	0,0	8,4	0,0	0,0
Navarra (Comunidad Foral de)	19,8	5,4	0,0	-	-	-
País Vasco	12,0	10,2	3,5	0,0	0,0	25,9
Rioja (La)	0,0	0,0	0,0	-	-	0,0
Ceuta	0,0	0,0	-	-	-	0,0
Melilla	0,0	0,0	-	0,0	-	0,0

E3.4. Porcentaje de alumnado en Programas de aprendizaje integrado de contenidos y lengua extranjera por comunidad autónoma y enseñanza

(continúa)

	Todos los centros			Centros públicos		
	E. Primaria	ESO	Bachillerato	E. Primaria	ESO	Bachillerato
TOTAL	33,2	23,8	6,9	29,7	27,7	8,5
Andalucía	34,5	33,4	8,5	30,1	41,0	10,0
Aragón	46,8	20,0	2,4	40,6	23,9	3,2
Asturias, Principado de	51,8	35,0	0,3	45,2	32,4	0,4
Baleares, Illes	0,2	0,9	0,0	0,0	1,4	0,0
Canarias	45,7	22,0	1,2	54,9	25,2	0,9
Cantabria	30,9	23,2	2,5	24,1	28,0	2,9
Castilla y León	53,4	29,6	0,7	41,7	22,7	0,7
Castilla-La Mancha	38,7	23,6	3,3	36,6	24,7	3,2
Cataluña	..	..	..	..	..	..
Comunitat Valenciana	1,9	1,3	0,7	1,7	1,3	0,3
Extremadura	28,8	28,1	0,1	22,7	28,2	0,2
Galicia	30,4	12,8	1,5	16,0	6,1	1,5
Madrid, Comunidad de	45,8	32,0	19,7	47,8	49,5	31,1
Murcia, Región de	50,8	34,7	10,3	46,9	38,3	11,5
Navarra, Comunidad Foral de	29,7	3,0	0,0	41,7	5,1	0,0
País Vasco	25,9	25,7	5,9	8,0	12,9	6,4
Rioja, La	8,2	5,1	0,9	6,5	8,5	1,1
Ceuta	7,7	2,2	0,0	9,0	2,9	0,0
Melilla	21,8	7,0	0,0	8,5	7,8	0,0

(conclusión)

	Enseñanza concertada			Enseñanza privada no concertada		
	E. Primaria	ESO	Bachillerato	E. Primaria	ESO	Bachillerato
TOTAL	43,3	16,0	2,0	18,8	14,4	1,1
Andalucía	48,6	5,5	1,0	56,6	42,9	0,9
Aragón	65,1	13,3	0,0	16,0	5,2	0,0
Asturias, Principado de	73,3	42,9	0,0	0,0	0,0	0,0
Baleares, Illes	0,6	0,0	0,0	0,0	0,0	0,0
Canarias	15,9	10,9	0,0	22,5	14,5	3,8
Cantabria	45,3	13,4	0,0	0,0	-	0,0
Castilla y León	77,4	43,1	0,0	0,0	0,0	1,0
Castilla-La Mancha	48,0	19,3	0,0	42,6	20,0	5,4
Cataluña	..	..	..	..	..	..
Comunitat Valenciana	2,4	1,1	1,8	0,7	4,4	2,0
Extremadura	52,1	28,5	0,0	0,0	0,0	0,0
Galicia	68,4	30,8	-	0,0	0,0	1,5
Madrid, Comunidad de	49,6	13,0	0,0	9,4	7,7	0,8
Murcia, Región de	61,8	27,3	5,0	17,1	13,8	0,0
Navarra, Comunidad Foral de	8,3	0,0	0,0	0,0	0,0	-
País Vasco	45,6	36,7	5,3	0,0	70,6	100,0
Rioja, La	11,3	0,0	0,0	100,0	-	0,0
Ceuta	3,3	0,0	-	-	-	0,0
Melilla	74,5	0,0	-	0,0	-	0,0

Foreign language learning programmes

The study of foreign languages as a subject

Percentage of students who study foreign languages. 2017-2018 school year

	Total	English	French	Other Languages
First foreign language				
Early childhood ed. second stage	84,1	83,4	0,5	0,3
Primary education	100,0	99,1	0,6	0,3
Compulsory secondary education	100,0	98,3	1,3	0,4
Baccalaureate	96,6	94,6	1,6	0,4
Second foreign language				
Primary education	20,1	0,6	18,4	1,1
Compulsory secondary education	42,8	1,4	36,9	4,5
Baccalaureate	25,1	1,4	21,7	2,1

Use of foreign languages as teaching languages

Percentage of students who are experiencing the use of a foreign language as their teaching language. 2017-2018 school year

	Integrated learning of content and foreign language ⁽¹⁾		Other experiences ⁽²⁾		Foreign schools	
	Primary education	Compulsory secondary education	Primary education	Compulsory secondary education	Primary education	Compulsory secondary education
TOTAL	33,2	23,8	4,2	3,4	1,4	1,2
Andalucía	34,5	33,4	0,0	0,0	1,0	0,9
Aragón	46,8	20,0	9,2	1,8	0,0	0,0
Asturias, Principado de	51,8	35,0	0,8	0,3	0,7	0,5
Balears, Illes	0,2	0,9	10,9	7,7	2,0	1,8
Canarias	45,7	22,0	1,6	1,4	2,7	2,2
Cantabria	30,9	23,2	0,3	0,0	0,0	0,0
Castilla y León	53,4	29,6	4,2	3,0	0,1	0,1
Castilla-La Mancha	38,7	23,6	3,7	0,6	0,0	0,0
Cataluña	..	..	..	..	1,3	1,2
Comunitat Valenciana	1,9	1,3	6,2	6,4	2,9	2,9
Extremadura	28,8	28,1	0,0	0,0	0,0	0,0
Galicia	30,4	12,8	17,6	11,9	0,3	0,2
Madrid, Comunidad de	45,8	32,0	3,6	3,4	2,7	2,3
Murcia, Región de	50,8	34,7	0,9	1,1	0,8	0,7
Navarra, Comunidad Foral de	29,7	3,0	0,0	17,8	0,2	0,1
País Vasco	25,9	25,7	5,6	5,8	0,8	0,7
Ríoja, La	8,2	5,1	34,1	23,8	0,0	0,0
Ceuta	7,7	2,2	5,3	2,6	0,0	0,0
Melilla	21,8	7,0	0,0	0,0	0,0	0,0

(1) This includes the range of programmes that guarantee teaching of this type in every grade of each stage of compulsory education (primary school and/or compulsory secondary school) at least and may also include second stage of early childhood education and/or post-compulsory education.

(2) This includes experiences that include the use of a foreign language as the teaching language for one or more areas or subjects other than foreign language class, as a means of gaining a deeper knowledge of the foreign language. These experiences are not generally oriented toward continuing throughout every grade of the compulsory stages and may sometimes even depend on the availability of teaching staff who can participate at the school.

APPENDIX II

STUDENTS' QUESTIONNAIRE

Cuestionario

Concepto: El uso del español para aprender inglés

Participantes: Alumnos de 1º y 3º de la ESO

Este cuestionario es anónimo y está destinado a estudiantes que cursan la asignatura de inglés como lengua extranjera en la ESO.

1. Edad:

2. Sexo:

3. Lengua materna:

4. ¿Qué notas sacas normalmente en la asignatura de inglés como segunda lengua?

A – Sobresaliente (9 – 10)

B – Notable (7 – 8)

C – Suficiente o bien (5 - 6)

D – Suspenso alto (3 – 4)

E – Suspenso bajo (1 – 2)

Contesta solo una respuesta

5. ¿Las clases de inglés deben ser solo en inglés? Sí / No / A veces

6. ¿Te gustaría que se dieran las clases solo en inglés? Sí / No / A veces

7. ¿Crees que serías capaz de seguir la clase solo en inglés? Sí / No / A veces

8. ¿Preguntas tus dudas en inglés? Sí / No / A veces

9. ¿Te da vergüenza hablar inglés en clase? Sí / No / A veces

10. Indica un porcentaje de 0% a 100% (0% para el mínimo y 100% para el máximo).

A- Entiendo a los profesores y alumnos cuando se habla inglés en clase.

B- Entiendo los *Listenings* que se ponen en clase. (Nivel correspondiente)

C- ¿Con qué frecuencia crees que se debe usar el español en clase de inglés?

D- ¿En qué porcentaje crees que estás con relación al nivel que pertenece tu curso?

Preguntas de respuesta abierta

11. ¿Qué ventaja/s y qué desventaja/s tiene aprender inglés dando la clase solo en inglés?

12. ¿Qué desventaja/s consideras que tiene el uso de español en clase de inglés?

13. ¿Qué crees que es más eficaz para aprender inglés? Señala una de las dos opciones.

A- Clase monolingüe = solo inglés

B- Clase bilingüe = alternar idiomas

14. ¿Qué orden de importancia crees que tiene el uso del español en clase como recurso? Ordena de mayor a menor importancia (1 para el más importante y 3 para el menos importante).

- A- Es más cómodo
- B- Me siento menos perdido
- C- Estoy menos nervioso

15. ¿Cuándo crees que es apropiado usar español en clase de inglés? Responde con un número del 1 al 5 según tu opinión (Responde otras opciones si lo consideras en la letra J).

1. Totalmente en desacuerdo
2. En desacuerdo
3. Ni de acuerdo ni en desacuerdo
4. De acuerdo
5. Totalmente de acuerdo

A- Para explicar conceptos nuevos (p. ej., de organización textual)

B- Para explicar gramática difícil de entender.

C- Para aclarar nuevo vocabulario.

D- Para resumir contenido que ya se ha dado.

E- Para las correcciones de los profesores (p. ej., exámenes, ejercicios de clase)

F- Para preguntar dudas.

G- Para hablar de otros asuntos que no estén relacionados con la asignatura.

H- Para una comunicación más rápida.

I- Para ayudar a los estudiantes a sentirse más cómodos y coger más confianza.

J- Otras:

APPENDIX III

TEACHERS' QUESTIONNAIRE

Cuestionario

Concepto: El uso del español para aprender inglés

Participantes: Profesores de la ESO

Este cuestionario es anónimo y está destinado a profesores que imparten la asignatura de inglés como lengua extranjera en la ESO.

1. Marque los cursos en los que ejerce de profesor/a actualmente:

- A- 1º ESO
- B- 2º ESO
- C- 3º ESO
- D- 4º ESO

2. Lengua materna:

Señale la opción que considere:

- 3. ¿Las clases de inglés deben ser solo en inglés? Sí / No / A veces
- 4. ¿Le gustaría dar las clases solo en inglés? Sí / No / A veces
- 5. ¿Recurre a la lengua materna de los/as estudiantes para explicar contenido en clase?
Sí / No / A veces
- 6. ¿Considera necesario el uso del español para el aprendizaje del inglés? Sí / No / A veces
- 7. ¿Cree que en el futuro las clases de inglés en España serán impartidas solo en inglés?
Sí / No / A veces

Indique un porcentaje de 0% a 100% (0% para el mínimo y 100% para el máximo):

- 8. ¿Qué porcentaje de los/as alumnos/as cree que son capaces de seguir la clase solo en inglés al nivel correspondiente del curso?
- 9. ¿Qué porcentaje de alumnos/as preguntan sus dudas en inglés?
- 10. ¿Qué porcentaje de los/as estudiantes cree que no se sienten cómodos/as hablando inglés en clase?
- 11. ¿Con qué frecuencia recurre al español para explicar contenido en clase?
- 12. ¿Con qué frecuencia cree que se debe usar el español en clase?
- 13. ¿En qué porcentaje cree que están los/as alumnos/as con relación al nivel del curso al que pertenecen?

Preguntas de respuesta abierta

14. ¿Qué ventaja/s y qué desventaja/s tiene aprender inglés dando la clase solo en inglés?

15. ¿Qué ventaja/s y qué desventaja/s tiene el uso de español en clase de inglés?

16. ¿Qué cree que es más eficaz? Señale una de las dos opciones.

- A- Clase monolingüe = solo inglés
- B- Clase bilingüe = alternar idiomas

17. ¿Qué orden de importancia cree que tiene el uso del español en clase como recurso?
Ordene por orden de preferencia (1 para el más importante y 3 para el menos importante).

- A- Es más cómodo para los estudiantes
- B- Se sienten menos perdidos/as
- C- Están menos nerviosos/as

18. ¿Qué técnicas y estrategias utiliza cuando quiere evitar el uso de español en clase por su parte?

19. ¿Qué técnicas y estrategias utiliza cuando quiere evitar el uso de español en clase por parte de los/as alumnos/as?

20. ¿Cuándo cree que es apropiado usar español en clase de inglés? Responda con un número del 1 al 5 según su opinión (Responda otras opciones si lo consideras en la letra J).

1. Totalmente en desacuerdo
2. En desacuerdo
3. Ni de acuerdo ni en desacuerdo
4. De acuerdo
5. Totalmente de acuerdo

A- Para explicar conceptos nuevos (p. ej., de organización textual)

B- Para explicar gramática difícil de entender.

C- Para aclarar nuevo vocabulario.

D- Para resumir contenido que ya se ha dado.

E- Para las correcciones de los profesores (p. ej., exámenes, ejercicios de clase)

F- Para preguntar dudas.

G- Para hablar de otros asuntos que no estén relacionados con la asignatura.

H- Para una comunicación más rápida.

I- Para ayudar a los estudiantes a sentirse mas cómodos y coger más confianza.

J- Otras:

APPENDIX IV
RESULTS OF STUDENTS'
QUESTIONNAIRE

Cuestionario:

Concepto: El uso del español para aprender inglés

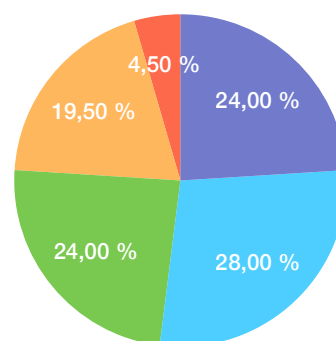
Participantes: Alumnos de 1º y 3º de la ESO

Este cuestionario es anónimo y está destinado a estudiantes que cursan la asignatura de inglés como lengua extranjera en la ESO.

Nº PARTICIPANTES: 200

1. Edad:

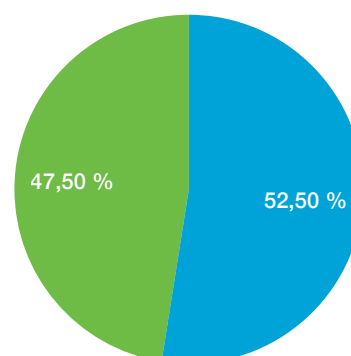
EDAD DE LOS PARTICIPANTES	NÚMERO DE PARTICIPANTES
12 años	48
13 años	56
14 años	48
15 años	39
16 años	9
Total:	200



● 12 años ● 13 años ● 14 años ● 15 años ● 16 años

2. Sexo:

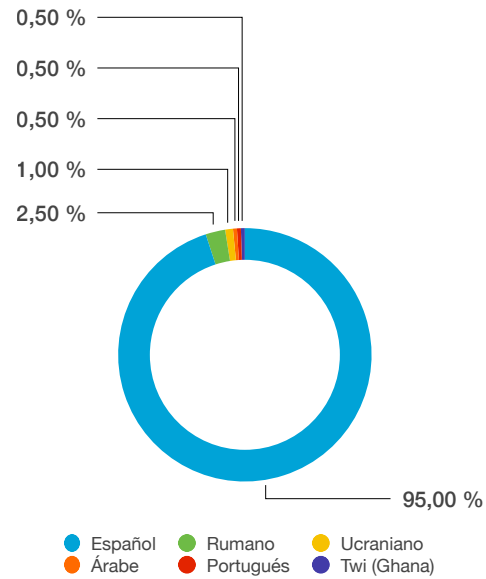
SEXO DE LOS PARTICIPANTES	NÚMERO DE PARTICIPANTES
Femenino	105
Masculino	95
Total:	200



● Femenino ● Masculino

3. Lengua materna:

LENGUA MATERNA	NÚMERO DE PARTICIPANTES
Español	190
Rumano	5
Ucraniano	2
Árabe	1
Portugués	1
Twi (Ghana)	1
Total:	200



4. ¿Qué notas sacas normalmente en la asignatura de inglés como segunda lengua?

A – Sobresaliente (9 – 10):

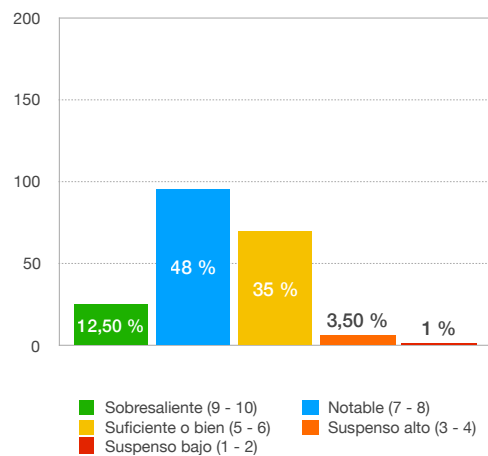
B – Notable (7 – 8):

C – Suficiente o bien (5 - 6):

D – Suspenso alto (3 – 4):

E – Suspenso bajo (1 – 2):

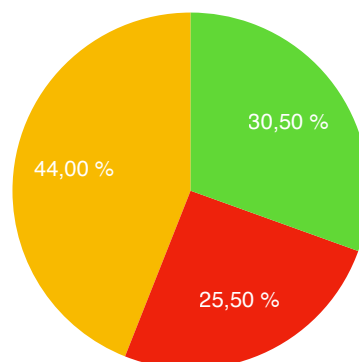
CALIFICACIONES	NÚMERO DE PARTICIPANTES
Sobresaliente (9 - 10)	25
Notable (7 - 8)	96
Suficiente o bien (5 - 6)	70
Suspenso alto (3 - 4)	7
Suspenso bajo (1 - 2)	2
Total:	200



Contesta solo una respuesta

5. ¿Las clases de inglés deben ser solo en inglés? Sí / No / A veces

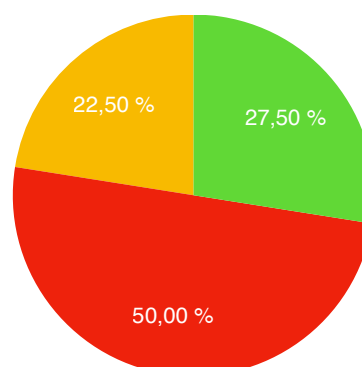
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	61
No	51
A veces	88
Total:	200



● Sí ● No ● A veces

6. ¿Te gustaría que se dieran las clases solo en inglés? Sí / No / A veces

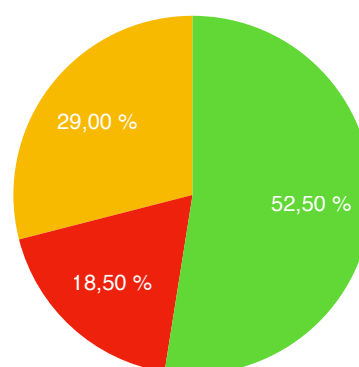
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	55
No	100
A veces	45
Total:	200



● Sí ● No ● A veces

7. ¿Crees que serías capaz de seguir la clase solo en inglés? Sí / No / A veces

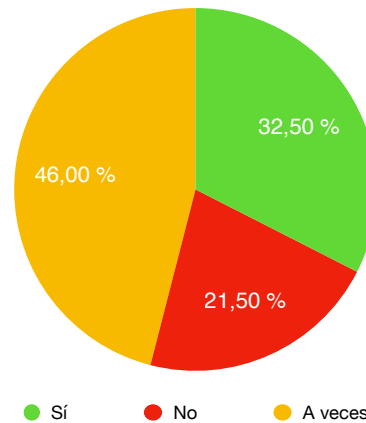
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	105
No	37
A veces	58
Total:	200



● Sí ● No ● A veces

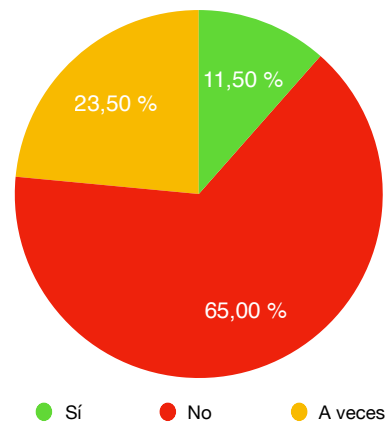
8. ¿Preguntas tus dudas en inglés? Sí / No / A veces

OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	65
No	43
A veces	92
Total:	200



9. ¿Te da vergüenza hablar inglés en clase? Sí / No / A veces

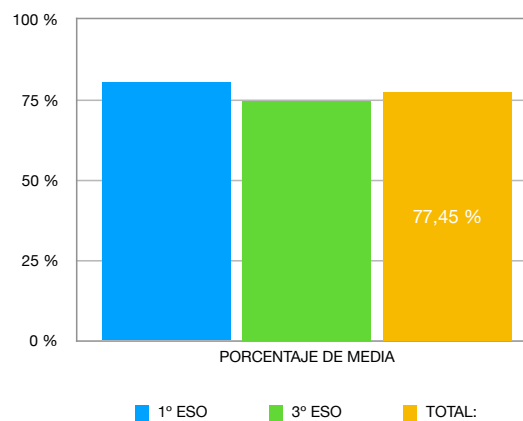
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	23
No	130
A veces	47
Total:	200



10. Indica un porcentaje de 0% a 100% (0% para el mínimo y 100% para el máximo).

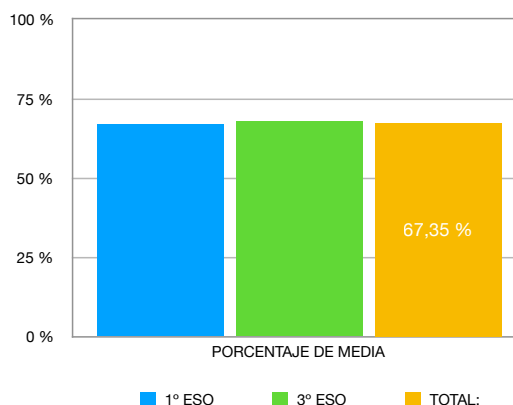
A- Entiendo a los profesores y alumnos cuando se habla inglés en clase. :

CURSO	PORCENTAJE DE MEDIA
1º ESO	80,15 %
3º ESO	74,75 %
TOTAL:	77,45 %



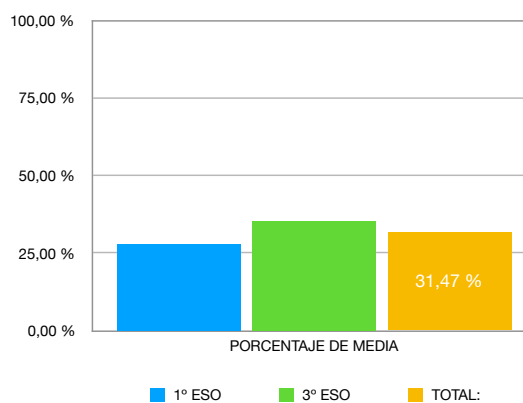
B- Entiendo los *Listenings* que se ponen en clase. (Nivel correspondiente):

CURSO	PORCENTAJE DE MEDIA
1° ESO	66,87 %
3° ESO	67,83 %
TOTAL:	67,35 %



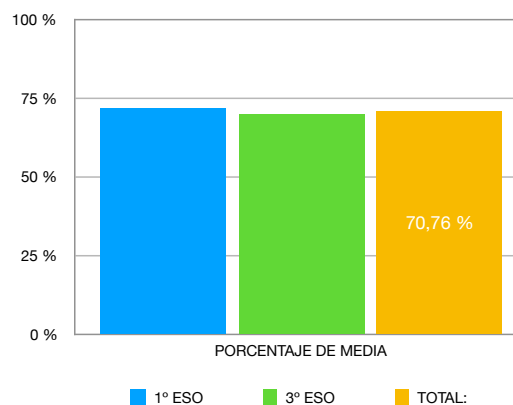
C- ¿Con qué frecuencia crees que se debe usar el español en clase de inglés?:

CURSO	PORCENTAJE DE MEDIA
1° ESO	27,60 %
3° ESO	35,35 %
TOTAL:	31,47 %



D- ¿En qué porcentaje crees que estás con relación al nivel que pertenece tu curso?:

CURSO	PORCENTAJE DE MEDIA
1° ESO	71,85 %
3° ESO	69,67 %
TOTAL:	70,76 %



Preguntas de respuesta abierta

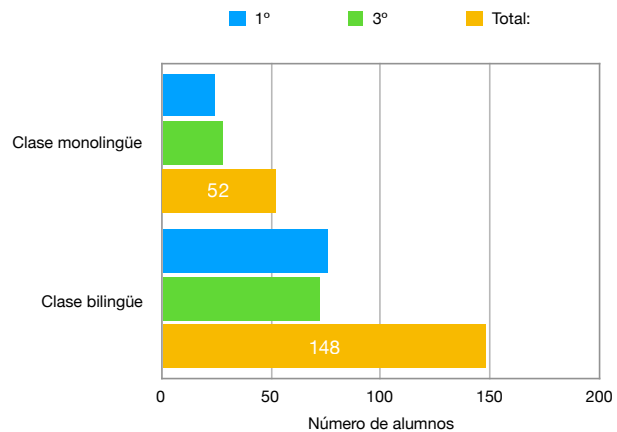
11. ¿Qué ventaja/s y qué desventaja/s tiene aprender inglés dando la clase solo en inglés?

12. ¿Qué desventaja/s consideras que tiene el uso de español en clase de inglés?

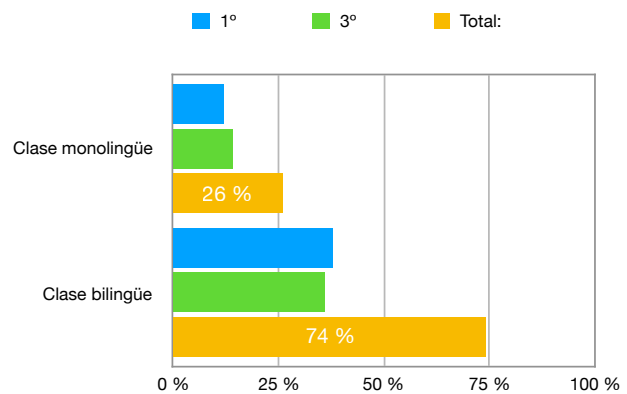
13. ¿Qué crees que es más eficaz para aprender inglés? Señala una de las dos opciones.

- A- Clase monolingüe = solo inglés
- B- Clase bilingüe = alternar idiomas

CURSOS	Clase monolingüe	Clase bilingüe
1º	24	76
3º	28	72
Total:	52	148



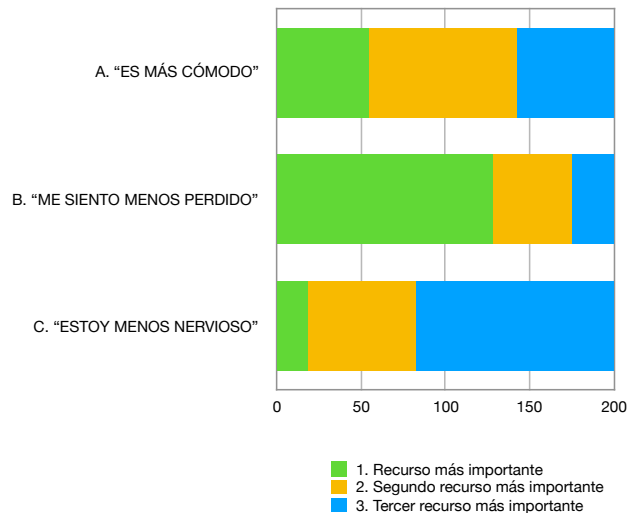
CURSOS	Clase monolingüe	Clase bilingüe
1º	12 %	38 %
3º	14 %	36 %
Total:	26 %	74 %



14. ¿Qué orden de importancia crees que tiene el uso del español en clase como recurso? Ordena de mayor a menor importancia (1 para el más importante y 3 para el menos importante).

- A- Es más cómodo
 B- Me siento menos perdido
 C- Estoy menos nervioso

ORDEN DE PREFERENCIA:	A. "ES MÁS CÓMODO"	B. "ME SIENTO MENOS PERDIDO"	C. "ESTOY MENOS NERVIOSO"
1. Recurso más importante	54	128	18
2. Segundo recurso más importante	88	47	65
3. Tercer recurso más importante	58	25	117
Total:	200	200	200



15. ¿Cuándo crees que es apropiado usar español en clase de inglés? Responde con un número del 1 al 5 según tu opinión (Responde otras opciones si lo consideras en la letra J).

1. Totalmente en desacuerdo
2. En desacuerdo
3. Ni de acuerdo ni en desacuerdo
4. De acuerdo
5. Totalmente de acuerdo

A- Para explicar conceptos nuevos (p. ej., de organización textual)

B- Para explicar gramática difícil de entender.

C- Para aclarar nuevo vocabulario.

D- Para resumir contenido que ya se ha dado.

E- Para las correcciones de los profesores (p. ej., exámenes, ejercicios de clase)

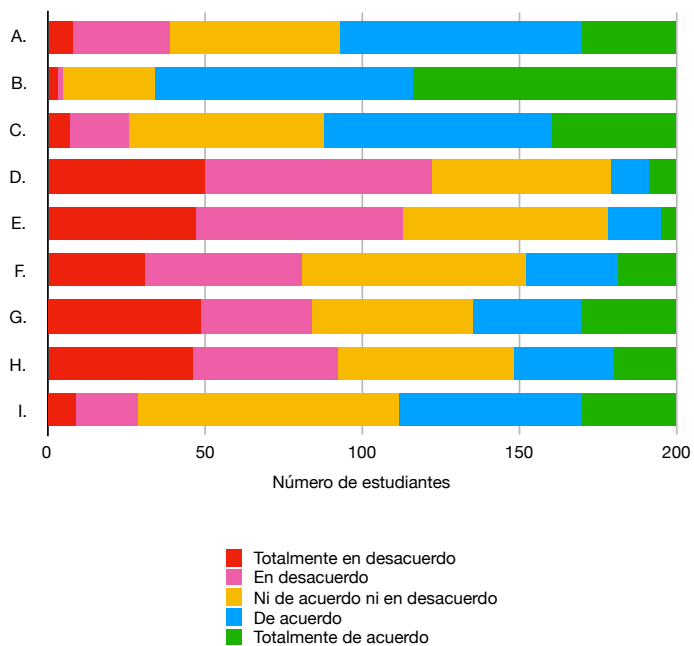
F- Para preguntar dudas.

G- Para hablar de otros asuntos que no estén relacionados con la asignatura.

H- Para una comunicación más rápida.

I- Para ayudar a los estudiantes a sentirse mas cómodos y coger más confianza.

OPCIONES DE RESPUESTA:	A.	B.	C.	D.	E.	F.	G.	H.	I.
Totalmente en desacuerdo	8	3	7	50	47	31	49	46	9
En desacuerdo	31	2	19	72	66	50	35	46	20
Ni de acuerdo ni en desacuerdo	54	29	62	57	65	71	51	56	83
De acuerdo	77	82	72	12	17	29	35	32	58
Totalmente de acuerdo	30	84	40	9	5	19	30	20	30
Total:	200	200	200	200	200	200	200	200	200



APPENDIX V
RESULTS OF TEACHERS'
QUESTIONNAIRE

Cuestionario:

Concepto: El uso del español para aprender inglés

Participantes: Profesores de la ESO

Este cuestionario es anónimo y está destinado a profesores que imparten la asignatura de inglés como lengua extranjera en la ESO.

Nº PARTICIPANTES: 11

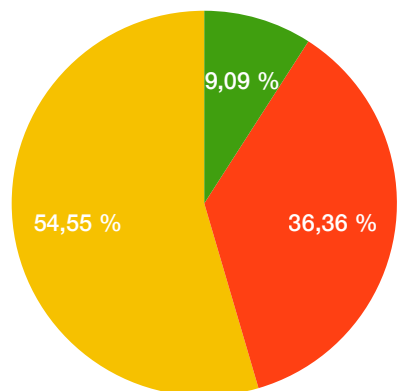
1. Marque los cursos en los que ejerce de profesor/a actualmente: 1º, 2º, 3º y 4º ESO

2. Lengua materna: Español: 11

Señale la opción que considere:

3. ¿Las clases de inglés deben ser solo en inglés? Sí / No / A veces

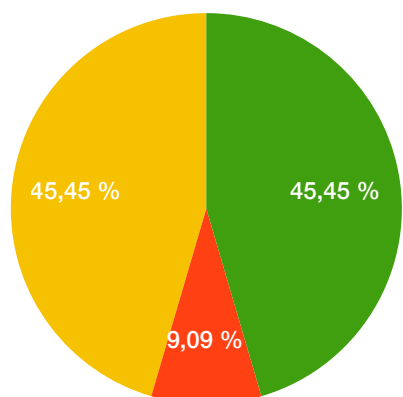
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	1
No	4
A veces	6
Total:	11



● Sí ● No ● A veces

4. ¿Le gustaría dar las clases solo en inglés? Sí / No / A veces

OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	5
No	1
A veces	5
Total:	11

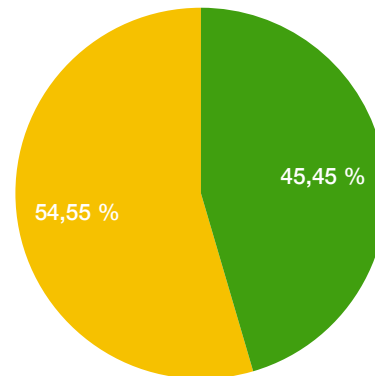


● Sí ● No ● A veces

5. ¿Recurre a la lengua materna de los/as estudiantes para explicar contenido en clase?

Sí / No / A veces

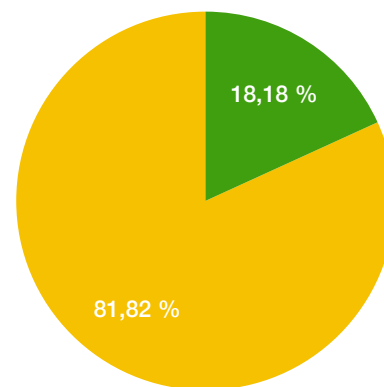
OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	5
No	0
A veces	6
Total:	11



● Sí ● No ● A veces

6. ¿Considera necesario el uso del español para el aprendizaje del inglés? Sí / No / A veces

OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	2
No	0
A veces	9
Total:	11

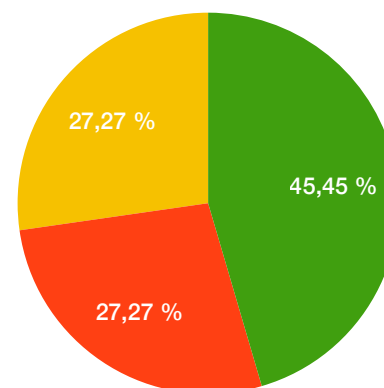


● Sí ● No ● A veces

7. ¿Cree que en el futuro las clases de inglés en España serán impartidas solo en inglés?

Sí / No / A veces

OPCIONES DE RESPUESTA	NÚMERO DE RESPUESTAS
Sí	5
No	3
A veces	3
Total:	11

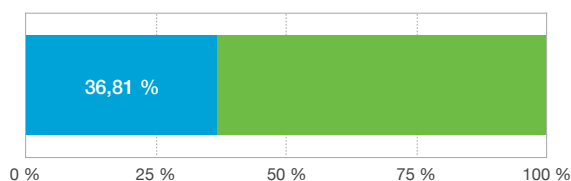


● Sí ● No ● A veces

Indique un porcentaje de 0% a 100% (0% para el mínimo y 100% para el máximo):

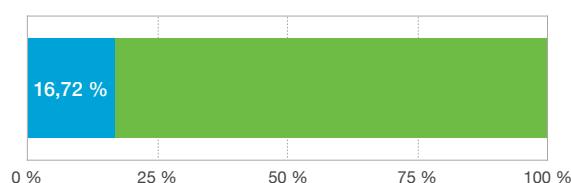
8. ¿Qué porcentaje de los/as alumnos/as cree que son capaces de seguir la clase solo en inglés al nivel correspondiente del curso?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	36,81 %
Total:	11



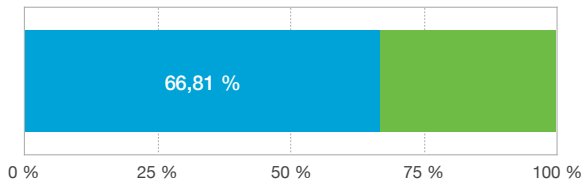
9. ¿Qué porcentaje de alumnos/as preguntan sus dudas en inglés?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	16,72 %
Total:	11



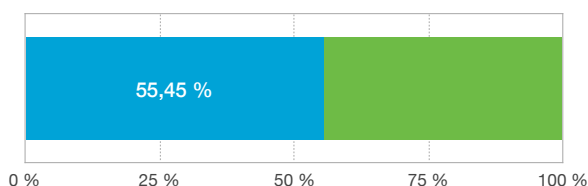
10. ¿Qué porcentaje de los/as estudiantes cree que no se sienten cómodos/as hablando inglés en clase?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	66,81 %
Total:	11



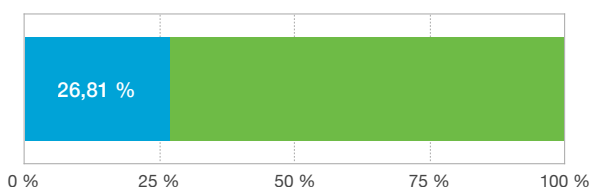
11. ¿Con qué frecuencia recurre al español para explicar contenido en clase?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	55,45 %
Total:	11



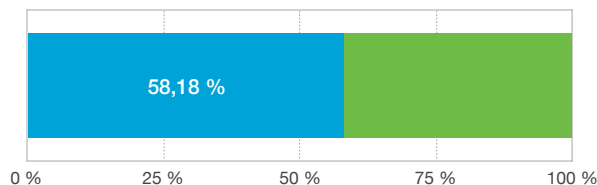
12. ¿Con qué frecuencia cree que se debe usar el español en clase?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	26,81 %
Total:	11



13. ¿En qué porcentaje cree que están los/as alumnos/as con relación al nivel del curso al que pertenecen?

PARTICIPANTES	PORCENTAJE DE MEDIA
Profesores	58,18 %
Total:	11



Preguntas de respuesta abierta

14. ¿Qué ventaja/s y qué desventaja/s tiene aprender inglés dando la clase solo en inglés?

15. ¿Qué ventaja/s y qué desventaja/s tiene el uso de español en clase de inglés?

16. ¿Qué cree que es más eficaz? Señale una de las dos opciones.

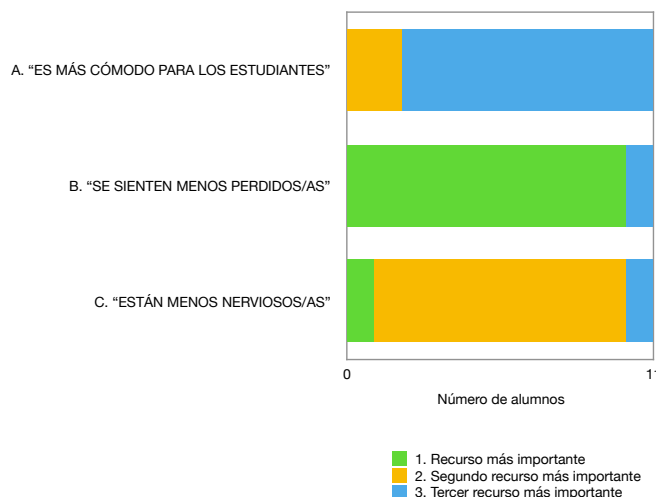
- A- Clase monolingüe = solo inglés
- B- Clase bilingüe = alternar idiomas

PARTICIPANTES	Clase monolingüe	Clase bilingüe
Profesores	0	11
Total:		100 %

17. ¿Qué orden de importancia cree que tiene el uso del español en clase como recurso? Ordene por orden de preferencia (1 para el más importante y 3 para el menos importante).

- A- Es más cómodo para los estudiantes
- B- Se sienten menos perdidos/as
- C- Están menos nerviosos/as

ORDEN DE PREFERENCIA:	A. "ES MÁS CÓMODO PARA LOS ESTUDIANTES"	B. "SE SIENTEN MENOS PERDIDOS/AS"	C. "ESTÁN MENOS NERVIOSOS/AS"
1. Recurso más importante	0	10	1
2. Segundo recurso más importante	2	0	9
3. Tercer recurso más importante	9	1	1
Total:	11	11	11



18. ¿Qué técnicas y estrategias utiliza cuando quiere evitar el uso de español en clase por su parte?

19. ¿Qué técnicas y estrategias utiliza cuando quiere evitar el uso de español en clase por parte de los/as alumnos/as?

20. ¿Cuándo cree que es apropiado usar español en clase de inglés? Responda con un número del 1 al 5 según su opinión (Responda otras opciones si lo consideras en la letra J).

1. Totalmente en desacuerdo
2. En desacuerdo
3. Ni de acuerdo ni en desacuerdo
4. De acuerdo
5. Totalmente de acuerdo

- A- Para explicar conceptos nuevos (p. ej., de organización textual)
- B- Para explicar gramática difícil de entender.
- C- Para aclarar nuevo vocabulario.
- D- Para resumir contenido que ya se ha dado.
- E- Para las correcciones de los profesores (p. ej., exámenes, ejercicios de clase)
- F- Para preguntar dudas.
- G- Para hablar de otros asuntos que no estén relacionados con la asignatura.
- H- Para una comunicación más rápida.
- I- Para ayudar a los estudiantes a sentirse mas cómodos y coger más confianza.

OPCIONES DE RESPUESTA:	A.	B.	C.	D.	E.	F.	G.	H.	I.
Totalmente en desacuerdo	0	0	0	2	2	1	1	3	0
En desacuerdo	2	0	4	4	4	4	0	2	5
Ni de acuerdo ni en desacuerdo	4	1	5	3	2	5	5	3	5
De acuerdo	4	6	2	2	3	1	4	3	1
Totalmente de acuerdo	1	4	0	0	0	0	1	0	0
Total:	11	11	11	11	11	11	11	11	11

