

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

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Resumen

El uso de la lengua materna en clases de inglés es un aspecto que implica las creencias de los profesores de lenguaje adquiridas a través de la experiencia en las aulas de clase y además practicadas con los estudiantes en diferentes momentos de la enseñanza y el aprendizaje del inglés. Este estudio se enfoca en analizar las creencias de los profesores acerca del uso de la lengua materna en las clases de inglés y como está es utilizada como herramienta en el proceso de aprendizaje de una lengua extranjera en un colegio bilingüe en Bogotá.

La recolección de los datos se llevó a cabo mediante el uso de tres diferentes técnicas: observaciones de clase, entrevistas estructuradas y un cuestionario. Por otro lado, la tabulación de la información recogida fue organizada a través de un cuadro de triangulación donde los fragmentos analizados y las interpretaciones de los investigadores fueron agrupados en diferentes colores de acuerdo a una categoría específica y relaciones.

El análisis sugiere que los profesores bajo un contexto bilingüe tienden a tener ciertas creencias con respecto al uso de la lengua materna de los estudiantes en ciertos momentos de la clase de inglés. Revisar conceptos, el manejo de clase y presentación de un tema son algunos aspectos que los profesores consideran como ventajas a la hora de usar la lengua nativa en clases de lenguaje.

Palabras claves: Lengua Materna, creencias de los profesores, estrategias de enseñanza, habilidades lingüísticas, colegio bilingüe.

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Abstract

The use of mother tongue in English classes is an issue that involves the language teachers' beliefs acquired through experience in the classroom, moreover, those are practiced with students at different moments of teaching and learning English. This study focuses on analyzing the teachers' beliefs about the use of the mother tongue in English lessons and how the native language is used as a tool in the learning a foreign language process in a bilingual school in Bogotá.

The data collection was supported by three different techniques: class observations, structured interviews and a questionnaire. On the other hand, the tabulation of the collected information was organized in a triangulation table in which analyzed fragments and researchers' interpretations were grouped in different colors according to their specific category and connections.

The analysis suggests that teachers in a bilingual context tend to have some beliefs on the use of students' mother tongue in language classes, some of them think that Spanish is a useful tool to teach at certain moments of the English class. Checking meaning, classroom management and presentation of a topic are aspects that teachers considered as advantages when using L1 in second language classes.

Key Words: Mother Tongue, teachers' beliefs, teaching strategies, language skills, teaching strategies.

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CHAPTER 1

INTRODUCTION

Nowadays, the use of mother tongue in foreign language classroom is a controversial topic in the teaching field, where teachers who teach English lessons in a bilingual school have different points of view that vary between the positive and negative effects in the language classroom.

Therefore, bilingual education is an issue whose significance has grown over the years around the world, however in developing countries such as Colombia that process is not as advanced as expected and consequently to highlight the importance of the language learning, Colombia has adopted a Bilingualism program called *Programa Nacional de Bilinguismo* as a reference to improve the students' foreign language proficiency levels in order to become bilingual.

Moreover, teaching beliefs have an important role in bilingual education when using the mother tongue in the language classroom, Taking into account that a bilingual school is seen as a place where foreign language has the most important role in the teaching of all subjects listed in the curriculum, therefore, the use of the mother tongue should have a passive role.

Starting with this point and being immersed in Luigi Pirandello School, a bilingual institution where the researchers observed the different causes why language teachers use L1 in L2 classes will be explained among the theoretical framework, to identify and understand the teachers' beliefs on the use of mother tongue in an English lesson.

During teaching practice, we could observe some important aspects in the language teaching process in teachers in Luigi Pirandello School. Those aspects are related to the way

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teachers during their lessons connect both languages English and Spanish. Such aspects involved researchers' access to a bilingual context with teachers in primary and secondary grades. For this reason, this study focused on the teachers' beliefs on the use of mother tongue in English lessons in a bilingual school.

In order to get solid results, this study was centered in the teachers' beliefs on the use of mother tongue in English lesson in a bilingual school. In order to achieve the objective of this project, researchers decided to use specific research instruments where there was a collection of relevant information, in which teachers showed in an analytical way, their beliefs about the main topic of this study.

On the other hand, in this research process was evidenced during the researchers' professional practice in Luigi Pirandello School where they found the use of Spanish especially in English classes and were surprised by this issue, in this bilingual school whose aim is to promote the second language learning in all the subjects. Through the observations, researchers noticed the active role of Spanish during the English classes. It was realized that teacher did not speak English in the entire lesson as was expected but used students' mother tongue in different contexts of the class in particular when teaching grammar structures and classroom management.

This research project is divided in four chapters as follows:

- First chapter details a contextualization of teachers, in which there is a description of teachers' and school' contexts. Then, it will be explained the research line, objectives, research question and type of study.

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- Chapter 2 contains the literature review where there are four previous studies related with our project's topic and theoretical framework that involve three areas which are used as a support of this study.
- Chapter 3 includes the methodological design and the detailed explanation of the different instruments which are applied to get relevant information.
- Chapter 4 shows Data Analysis and a deep interpretation of the collected information made by researchers through the guidance from the different authors' points of view.
- Finally, in chapter 5 will be the relevant findings, conclusions and implications found in this study.

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Statement of the problem

The use of mother tongue in English lessons in a bilingual school is a fact that concerns English teachers at all levels of education because when teaching a foreign language, the purpose is that students and teachers use a high percentage of English, however, it is unavoidable the use of Spanish at different moments of the L2 classes, where teachers are aware that students' mother tongue overuse may not contribute to improve their language skills in a foreign language, but also the mother tongue is not completely isolated from the language learning context..

In the bilingual school Luigi Pirandello, English teachers who actually teach courses in primary and secondary education, and who are the main participants of this project may have different points of view or beliefs on the reasons why they use the mother tongue in language classes, depending on the moment where is essential to use it. During our professional practice, we could identify that sometimes teachers used Spanish to interact with students during class speaking activities or when the teacher was telling off a student because of misbehaving in class; despite the fact that they teach in a bilingual school (whose aim is to reinforce the bilingualism in Colombia) teachers did not exclude at all the L1 in the language classes.

In a bilingual school, English teachers face different situations that appear especially in English lessons, one of those situations is the active role of students' mother tongue when learning a foreign language. During English lessons, in school Luigi Pirandello, the teacher made connections between English and Spanish in terms of grammar and vocabulary, where

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students participated actively and seemed comfortable with the frequent code switching of L1 and L2 in class.

During teaching practices, the main topic of this project emerged when researchers observed a teacher in their English class at 7B, in a specific activity about film characters, when students looked confused, he used Spanish in that determined moment. This situation, became repetitive during lessons that we observed. Here, is where we decided to search the reasons what make teachers act in certain ways in the EFL classroom, in this case, the moments of the English lesson where they use the L1. Also, we want to know the teachers beliefs on the use of mother tongue in English class.

As far as Hampton (1994) is concern “teachers’ beliefs or personal constructs determine how they approach their teaching practice”. For this reason, the researchers search to analyze and describe the beliefs, which are part of the professional life of the English teachers, gathering information from class observations, structured interviews and a questionnaire made to the academic coordinator of the school to know those beliefs that may help to conceptualize their language teaching.

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Justification

Due to the controversy that has had the use of the mother tongue in foreign language classes in schools in Bogotá, that focus on bilingual education where some classes are developed in both languages (Spanish and English). Therefore, for researchers it was necessary to make a study to analyze the beliefs system that teachers have regarding the role that should have Spanish in English classes.

Taking into account the above mentioned, this study aimed to describe the different beliefs that teachers in the Luigi Pirandello bilingual school have about the use of L1 in L2 classes through different research instruments applied to five teachers in charge of English area. This study is important to the foreign language teaching field, because teachers decide when it is important to use Spanish in English classes, according to the beliefs acquired through their teaching experiences.

Research Line

This study was located between the University research lines, *educational innovation and social changes*, because the research project purpose is to analyze teachers' beliefs on the use of mother tongue in L2 lessons, inquiring about school knowledge teaching as this field offers a reflective point of view to this study, to make a contribution in further research and future teachers. This study revealed a foreign language teaching process in a bilingual school throughout teacher's beliefs, which are fundamental to teaching practice improvements through educational innovations.

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Research Focus

This study looked into language teachers' beliefs about the use of mother tongue when teaching a foreign language, through the implementation of some instruments that help us to collect data in order to analyze different moments and points of view of the participants in this project.

Research Objectives

General Objective:

- To describe the teachers' beliefs about the use of mother tongue in English class in a bilingual school.

Specific Objectives:

- To identify the moments where the teachers use their beliefs on the use of mother tongue in English lessons.
- To analyze how teachers develop their English classes involving students' mother tongue.

Research question:

Which are the teachers' beliefs about the use of mother tongue in English class in a bilingual school?

Now, in chapter 2, the theoretical framework will be developed by researchers. Topics presented in this chapter are the support to research project and allowed the researchers to create a connection between three constructs in order to provide relevant results.

CHAPTER 2

Literature Review

The study that researchers inspected was *Use of the Mother Tongue in Teaching a Foreign Language*. As well as this research, in the project Timor (2012) considers that there is an active role of mother tongue in teaching a second language.

In this study, the author Timor (2012) sets a case study in which teachers' overall attitudes were positive towards Mother Tongue use in foreign language classroom, the research tool was a questionnaire where teachers in elementary and secondary schools reported using the Mother Tongue for teaching purposes such as grammatical issues and reading comprehension. In contrast, they use the students' Mother Tongue in small percentages for classroom management purposes.

On the other hand, Timor (2012), mentioned that it is important to highlight that there are no Criteria with regard to the right percentage of the use of Hebrew as the MT in EFL classes. The author questioned whether students prefer to learn the foreign language naturally, using language to understand some lesson topics, also, the teacher needs to decide the situations and topics which they should use the mother tongue of students to facilitate teaching and learning process. Overall, the findings of this project allowed to observe teachers' attitudes and pedagogical approach where school' supervisors in Israel made decisions to design rules that help language teachers to use the mother tongue effectively and balanced.

In addition, to describe the role of the Mother Tongue in language lessons as Timor purposed, this study focused on the teachers' beliefs and points of view regarding the benefit of using the MT (Mother Tongue) in English lessons, frequency of MT Use in EFL Teaching

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and MT Use in Teaching Language Skills. This topic. In Timor's research, the population were language teachers in different schools from Israel; researchers' project was developed in a Bilingual school in Bogota, where the context is completely different.

Another study regarding to the topic of mother tongue in the foreign language teaching, *the ways of using the mother tongue in English language teaching* was carried out in university of Pula in Croatia; where the author Dujmović (2014) showed the students' Mother Tongue as a supportive and facilitating role in EFL classes where bilingual teachers are in a position to enrich the process of learning by using the mother tongue as a resource.

The results of the above study showed that students in Croatia responded positively to the use of the mother tongue in the foreign language class. Minor discrepancies exist concerning the occasions (vocabulary and grammar) when the L1 should be used. Some of these differences can be accounted for by the participants' different levels of L2 language proficiency. The students emphasized that the translation of some words, complex ideas, or even whole passages is a good way to learn a foreign language. According to Dujmović's teaching experience, it was concluded that despite some teachers of English might disagree with the thesis (the positive use of the mother tongue in the foreign language classes), it is important to clarify that the Croatian language plays only a supportive and facilitating role in learning and teaching a foreign language process.

The previous research study had a Croatian context whose participants were students attending the university in Pula. Using questionnaires, the author gathered information about students' attitudes and teachers' believe towards using their native language (Croatian) in

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English classroom as positive resource. In contrast, our research study has a Colombian context and the participants are teachers in a bilingual school.

Not only there are studies related to the role of the mother tongue in the foreign language class, but also there was a study set at the University of Tehran in Iran, where Mohebbi and Alavi (2014) in their article *called An investigation into teachers' first language studies use second language learning in a classroom context: a questionnaire based study*, they showed some teachers' perceptions and beliefs about students' L1 use in L2 classroom. Thereby, the study was conducted in different private language school in some cities of Iran, the participants of this study were seventy-two L2 teachers who were asked to complete two questionnaires, the first based on an inquiry into L2 teachers' beliefs and perception about L1 use in L2 teaching; the second questionnaire contained twenty two items in Likert scale which were statements about the potential functions of learners' L1 which L2 teachers might employ in EFL classroom context.

Under these circumstances, the results of the data analysis revealed that teachers employed L2 learners' L1 mainly to teach new lexical items, provide feedback, explain learner's errors and explain grammar. On the other hand, the data analysis showed that teacher took advantage of learners' L1 to build rapport with learners also, translation in language teaching appeared to have great potential as an effective pedagogical tool in enhancing L2 learning. As a conclusion of this project, L2 teachers should be encouraged to maintain a balance between L1 and L2 use in L2 learning context. Finally, Mohebbi and Alavi (2014) investigation, was an example and guided for our project because their project was focus on teachers' perceptions and beliefs on the use of L1 in L2 classroom but with the variable that we focused on the moments where

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the teachers use their beliefs on the use of mother tongue in English lessons in a Bilingual School in Bogotá.

Researchers found another study that helped them to focus the research project on a bilingual field was *Bilingual education in south America*. The author of this study de Mejia (2005) describes the Bilingual Education program in Colombia through the visions of bilingual schools in the main cities of Colombia. Those visions are part of the bilingual curriculum schools that focus on a pedagogical and philosophical field. As well as in this study, researchers focused their research project on a bilingual context in Bogota but in comparison, in this study there is one bilingual school visions which are the central part of this project.

As far as de Mejia (2006) is concerned, bilingual education provide the students with access to wider educational, cultural and business opportunities where Families with students enrolled in bilingual schools come from middle and upper-middle classes. Therefore, foreign languages such as English, French and German acquire a status of prestige for those who can access this type of program.

With regard to bilingualism and bilingual education, De Mejia stated that Spanish continues to be the official language of Colombia and is used in government and education. It is spoken by the majority of the population as a first language. For this reason, in primary and secondary education, the first language is based on Spanish of 93% of the Colombian Population, therefore, it is not possible to talk about bilingualism in Colombia as general context

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Theoretical Framework

As we had already previously mentioned, in this research we attempted to describe the teachers beliefs about the use of mother tongue in English class in a bilingual school, therefore, it is necessary to mention that this research looked to the beliefs of some language teachers in order to understand and analyze properly their perception of the use of the mother tongue in English class.

In order to give theoretical support to this study, it was important to emphasize the concepts related to research and their use; concepts as follows: The use of L1 in L2 classes, teachers' beliefs about the use of L1 in L2 and bilingual education classes; those issues were clarified to facilitate the understanding of this investigation because they were part of the statement of the problem proposed by the researchers.

Bilingual education

When discussing about bilingual education it is necessary to make a terminological clarification as noted Fishman (1976). Bilingual education is an education system where in a determined moment and time the students acquire the knowledge of two languages, one of them is the student's first language. According to the previous definition it can be interpreted that for some time and gradually the student is exposed to a foreign language, but without neglecting their mother tongue.

In addition, bilingual education term has different characteristics stated by Arnau (1992) and Fishman (1976): the management of two languages as teaching means or instruments. Both of them are used as a way of instruction. For instance, in bilingual education is common

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to find different subjects (mathematics, science and chemistry etc.) which are taught in the foreign language.

On the other hand, Baker (1993) states that bilingual education has a close relationship with the ideologies and policies in society. This means that there are some people's beliefs about bilingual education, therefore, Baker defines the term bilingual education as a teaching process, where teachers use two languages (mother tongue and foreign language), in order to accomplish the program content.

For instance, in The Luigi Pirandello School located in Bogotá, there is a Bilingual Education Project that is focused on English as a foreign language in which the child is exposed to English and Spanish languages in the academic environment. The student will not feel ashamed to use his or her native language and consequently she/he will be more receptive to learn and control English (PEI, 13 p.15)

Some types of Bilingual Education promote what is called *Additive Bilingualism*, this happens when students come into the school speaking their mother tongue, and the teacher incorporates a learner's first language (L1) in their instructional practices. Students learn the curriculum through their native language while they learn a foreign language (L2). This process is common in the Luigi Pirandello School where the teachers present to the students the syllabus in Spanish language. Another type of Bilingual education that is involved with subtractive bilingualism is where the students learn a second language at the expense of their first language in this aspect the target language should replace the first language resulting in a monolingual rather than bilingual approach (Lambert 1981).

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According to Devia (2011) about bilingual education there is not a specific meaning and therefore, appear bilingualism and bilingual education terms. Both concepts are closely linked because when talking about one topic, it is necessary to mention the other topic.

Bilingualism covers different situations, where there are other languages different from the mother tongue. Taking into account Sanchez and Tembleque (1986) bilingualism is not an isolated concept that it can solely characterize an individual or a group. This term is part of the social, political, economic, historical and cultural where emerge a large number of bilingual types, bilingual education models and bilingual situations.

Types of Bilingual education.

According to Baker (2001) “there are a great variety of bilingual education programs, which are designed for a specific students ‘population whose aim is to learn a foreign language.

Those can be classified in three different categories” as follows:

The transitional bilingual education program.

The transitional bilingual programs are known for teaching some subjects in the students’ native language at the beginning of their education and then switching the language of instruction to English after several years. In this program, there are two types of methods: *the early and late transition programs* whose role is to help students to acquire the adequate proficiency in the target language in the classroom.

In the early transitional programs, language teachers teach English using their mother tongue. During the kindergarten and first grade. The English switching occurs in second and third grades. Late transition programs extend the instructions in the ELL’s (English-Language-

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Learners) native language through elementary school and the English transition happens in the late elementary and middle school.

The development and maintenance of Bilingual education.

This program is designed to educate the students' part of the academic curriculum in the native language while learning a target language (English). The purpose of this method is to make the students advance from transitional program to immersion program in order to reach a high English proficiency and to communicate each other in both languages (L1 and L2).

Enrichment Bilingual education program.

It is a bilingual education program that develops an acceptable student competition in a foreign language which is not the majority in context; the result would be a bilingual speaker in the weak sense, is able to function in L2, although the difference in competition between the L1 and L2 were evident.

Likewise, the Luigi Pirandello School is classified within the bilingual education program in the category of maintenance where there is thirteen hours English classes per week and four hours on weekends for students with low levels of English.

On the other hand, the school wants to advance from transitional program to immersion program under the guidance of bilingual teachers who apply different strategies of experiential learning to develop an acceptable student competence in a second language without a bilingual context, in other words, the student should be able to interact with the foreign language.

The uses of L1 in L2 classes

The term "Mother Tongue" is defined as the language which a group of people who belong to an area or a community acquired in their childhood therefore Mother Tongue becomes in a natural instrument or tool that society incorporate in their thoughts and communication (Awoniyi,

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1978). There is another definition carried out by Crystal (1992) who argues that “the Mother Tongue is the first language that a person acquires when he/she is a child in a multilingual context or situation (understanding it as the exposure of two or more languages in a specific society)” (p.138)

Yataco (2010) defines the mother tongue or native Language as the first language that a person learns. Also, it has to do with the language that is acquired in a natural way through the interaction with the surrounding environment without taking into account an active role of pedagogical interventions. In addition, it is an unconscious linguistic reflection. The mother tongue and its learning mechanisms or acquisition may be different from the learning of English as a foreign language.

The mother tongue abilities are the essential part of subsequent learning due that *the native language* is the basis of thought. When a person has an incomplete ability in the mother tongue it is believed that it can hinder the foreign language learning process, therefore, for this author, the mother tongue has an important role in the education fields.

The use of mother tongue in English class is not an issue that scares the teachers today, the resource of using the first language is not only used in a bilingual school, it also used in public schools and in other institutions of language learning. According to Ross (2000), the use of mother tongue in class must be introduced as a tool because for some students, it is important to understand better some grammar structure through their mother tongue because this resource allows to improve their learning process.

According to Atkinson (1987) “the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop

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a 'post communicative' approach to Teaching English as a Foreign Language (TEFL) for adolescents and adult" (p.241)

Atkinson (1987), in accordance with this proposal the teacher could have an excellent tool to use in class, in this case the teacher could use the mother tongue in English class with the goal to find improvements in the learning process regarding to the students' communicative abilities.

According to *The mother tongue in the classroom: a neglected resource?*, the use of mother tongue in the foreign language has been considered a taboo topic but in some cases, Atkinson (1987) exposed that a total prohibition of L1 in L2 classroom is old fashioned. He emphasizes the idea of the Mother Tongue as a strategy to develop inside the language classroom.

Authors such as Deller and Rinvoluceri (2002) affirm that a limited use of mother tongue in the language classroom can help in the creation of a safe environment where higher-level students will welcome that opportunity to use their linguistic intelligence. The authors emphasize the idea that an English teacher should use the student's mother tongue in certain situations as follows:

According to Cook (2001), "The use of the L1 for checking meaning of word and sentences meaning recognize that the two languages are closely linked in the mind" (p.414).

He proposed the use of L1 as a strategy to have a great English class for example, checking meaning of word or sentences may be efficient, help learning and feel natural in the L2 use environment of the classroom.

In addition, the Mother tongue could play an important role in vocabulary and grammar structures sometimes, for example by asking students how to say a particular Spanish sentence or word in English. Atkinson (1987), stated that the use of students' mother tongue for

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eliciting language can be done by teachers and students in order to obtain students to provide information rather than giving it to them; therefore, this technique could be used in both languages (Spanish and English).

Another class moment where teachers can use L1 in L2 classes is when they have to teach explicit grammar as Cook argues, some studies of cognitive processing showed that even advanced L2 learners are less efficient at absorbing information from the L2 than from the L1. For this reason, teacher should have in mind the students' mother tongue in L2 classes, because, the reasonable use of it, may help in the foreign language grammar structures organization through the mother tongue.

It is important to notice that the use of mother tongue in EFL classroom has advantages and disadvantages depending on the moments teachers use it. For example, Harmer (2007) highlights the advantages when using the Mother Tongue in different situations such as: when teachers want to interact with students through their learning contact asking them what they want or need (feedback and evaluation). Translation as a tool to review the students' progress in terms of grammar and lexis at the end of a unit of study (Concept Checking) and finally, the teacher uses the mother tongue to keep a social and relax atmosphere inside the class (Improvement of group dynamics and classroom rapport). Harmer advises not to over use the use of mother tongue in the foreign language teaching because it can hinder the student's total exposure to English. This is seen as a disadvantage when using the Mother Tongue in language classroom.

Furthermore, the students' knowledge of their Mother Tongue plays a relevant role in their second language learning process and the language teacher needs to get benefits from this (Dawson 2010). According to this author, teachers cannot prevent the students from using the

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L1 in their brains when they are trying to produce the target language (L2) because in the students' brains the information they receive is processed in their native language. "Every journey starts from home. The linguistic journey into the foreign language also starts from home" (p.43) he concludes that the linguistic home, for students, is the Mother Tongue (MT).

Deller and Rinvoluceri (2002) explained that the foreign language teacher could use their mother tongue depending on the context:

- To compare English grammar, with the mother tongue grammar, this can be very positive for some learners.
- Beginners will probably progress at a quicker pace if the use of the mother tongue is allowed in the classroom.

Here, the teacher may consider in what cases it is possible to use the students' mother tongue in the foreign language classes. Therefore, this approach shows the special situation where the teacher uses L1 as a tool or strategy to achieve a deeper learning process in the students.

Other important author that mentioned the use of mother tongue in English as an advantage is Auerbach (1993) that recognized the positive role in the use of mother tongue in English class, this author added that the use of mother tongue not only could be used to check the comprehension, but also it can be used when the teacher wants to give instructions, explaining errors and presenting grammar rules. Therefore, Deller, Rinvoluceri and Auerbach show that the use of mother tongue could be a tool at certain moments of the L2 class (classroom management, checking meaning and feedback). Moreover, they emphasize that the use of the first language only can be used in certain contexts not all the time or in all of the class.

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Goodman and Goodman (1993) argued that when teaching a foreign language, teachers should be aware that the study of L2 is closely linked with the L1 because the knowledge gained in the L1 will result in a more fluid process of learning in L2. To conclude, Casal (2011) affirms that the use of L1 in classroom involves a way of creating a social and cognitive environment in which students can help and be helped in a particular task.

Teacher beliefs about the use of mother tongue in English classes

Richards & Lockhart (1996) state that teachers' beliefs systems are established on goals and values that teachers keep in relation to the content and teaching process, moreover, it is related to their understanding of the systems in which they work and their roles within it. This process allows teachers on their decisions making and action taking into account their values and beliefs and at the same time it contributes to get a culture of teaching.

According to Feiman & Floden (as quoted in Richards & Lockhart, 1996), Teaching cultures are embodied in the work-related beliefs and knowledge teachers share - beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do their work.

Teacher's beliefs can affect and give some advantages in the learning process that the students get in class. Therefore, teachers' beliefs may influence the way they teach a lesson. This aspect is important because some teachers acquire their own beliefs through the time and thus the teacher may keep one teaching method. In addition, as Floden affirm (1986) It is correct to say that beliefs are built step by step through the experiences of the teacher has in the classroom. The role that a teacher has in the classroom determines the actions and behaviors of teaching, this in order to fulfill a target on students.

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Turning to Clark & Peterson (1986), beliefs are the assumption to what teachers do as a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions. In this case, the actions in the classroom is an example of the knowledge and the image of ideal teachers. Therefore, teacher's beliefs are related to the context in which he/she found and the actions that they do in class could affect the learning process context.

The use of the mother tongue in EFL classroom is a topic that has different perspectives. For this reason, it is important to point out various teachers beliefs about the use the mother tongue in English class. This project aims to describe the teachers' beliefs about the use of mother tongue in English class in a bilingual school.

Richards and Weber (1985), argue that "teacher talk" as, 'a typical variety of language sometimes used by teachers when they are in the process of teaching'. In trying to facilitate communication, teachers often make adjustment to both language form and language function." (p.289) as the author said some of the teacher can modified the way to speak in class, so here the teacher uses their first language to facilitate the English learning process in the students, this kind of adjustment in the language could be determined by beliefs when the teacher has to teach. Therefore, it is important to emphasize that some of the teacher has also beliefs when they have to speak in English or adjusting the language to the mother tongue.

In recent years, the teacher's beliefs have been influenced by the teaching culture. Freiman-Nemser and Floden (1986) state that "Teaching cultures are embodied in the work-related beliefs and knowledge teachers' share - beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do their work."(p.508). Teachers are expected to integrate cultural components because language

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teaching has been influenced by a significantly different perspective on culture itself. This perspective defines culture in terms of knowledge, values, beliefs, and behaviors that a group of teachers share. In other words, it has been said that the culture has an important influence in teaching practices.

Regarding beliefs about teaching, the system of teacher beliefs has many different sources that gives some hypothesis about why the teacher uses these beliefs for teaching English.

(Kindsvatter, Willen, & Ishler (1988) as follows:

- Their own experience as language learners: In this case, many teachers started to learn as students and in this part of the learning process, they acquired experiences about how they can teach in their classes. For this reason, from the learning process, the teachers start to acquire a belief to use in their classes. Here is when the teachers remember when they were students; they remember that they need to include in their teaching process what was missing when they were in their learning process of a language.
- Experience of what works best: Some of the teachers have beliefs about the strategies they can use in class. All of the teacher always in their experience has new strategies that could be very functional depending on the context.
- Educationally based or research-based principles: this hypothesis highlights teachers' understanding of a learning principle in second language acquisition, or education and try to apply it in the classroom based on their beliefs and reports observed in class.

To sum up, teachers do not have innate beliefs. They build this type of beliefs through the experiences that they have in their classroom. In addition, they develop some strategies. In order to use this type of beliefs as a medium to the students learn in a more effective way.

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The teacher acquires a belief through their experiences and these experiences are converted into opportunities for improvement in their classes.

Johnson (1992) investigated the teacher's beliefs and how those are applied in the classroom and he found that there is a category that the teachers try to emphasize in their English class. This kind of approach help teachers through observations and journals in order to create teaching strategies to use in teaching context, teachers have to focus on some skill like listening, speaking, reading and writing). So here, the teacher beliefs could be adapted according the students' needs, in this case the first conception about teaching English is help the students to discover their own learning style, and could be try to motivate students to learn a second language

CHAPTER 3

RESEARCH DESIGN

Research Paradigm

This project was a qualitative research because it explores a depth issue and develops a detailed understanding of a particular phenomenon which is explore teachers' beliefs about the use of mother tongue in English teaching, taking into account the purpose and the main question in a general broad way so as the participants' experiences, opinions, values and beliefs as Patton, (2002) argued. For this reason, in this research we focused on the English teachers' beliefs from the school Luigi Pirandello who taught with a bilingual vision of this institution.

In addition, this project was a *qualitative research* because according to what was observed in an educational context where the Language teachers' beliefs were important to collect evidence in order to obtain relevant information about the central case that helped us to answer the research question, for example: in the Luigi Pirandello school our research problem despite the fact that is a bilingual school there is a use of the L1 in English class and we want to collect information based on beliefs from a small number of teachers who have an active and important role in a second language class.

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Research Approach

Johnson and Christensen (2012) state that “Case study characteristics are to describe one or more cases with a multidisciplinary root in depth and address the research questions and issue”. (p. 424)

As it was quoted above, the research approach of our project was a case study because we wanted to describe teachers' beliefs about the use of mother in English class in a specific moment using a variety of data sources.

According to the type of study Johnson and Christensen (2012) proposed that “in an *intrinsic case study* the researchers' primary interest is on understanding a specific case through the description, in depth, of the particulars of the case to shed light on it.” (p.425)

Considering the previous statement, this project was an intrinsic study because we had a genuine interest in an specific case, teachers' beliefs about the use of mother tongue in English class in a bilingual school, moreover, we wanted to have a better understanding and gathering a 'deep' information about language teachers' beliefs using some qualitative data collection instruments such as participant observations, interviews and a questionnaire.

Setting

“Luigi Pirandello is a private school located in Bogotá in a neighborhood called *Villas de Granada*; the socioeconomic stratum of this area is three. The school offers bilingual education to children and teenagers in preschool, primary and high school.

The Luigi Pirandello Educational model with 30 years of development (1985 -2015), has given 26 Promotions of Academic Bachelors. Currently approximately 900 children and youth are enrolled. Their English levels go from starters to pre-intermediate, and they interact with

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teachers who are passionate about education and have an extensive experience in this noble profession". (p.07).

According to the PEI (Proyecto Educativo Institucional), the main characteristic of the Luigi Pirandello school is to develop in the students analytical attitudes to face the social, political, cultural and economic context in order to allow their active participation in the creation of a new society sharing different cultures and languages specially English as a foreign language.

Their institutional objective promoted in its PEI is:

"To bring up children and youth in formal education and education for work and human development, focusing its educational processes on bilingualism, training in basic skills, developing business mentality and a consistent leadership". (p.15)

The previous statement showed that the Luigi Pirandello School wants to develop the students' learning process of a foreign language and give them the opportunity to explore new cultures and knowledge not only in their native language, but also in a target language. One of the important aspects of this school is that they are linking education for work with bilingual abilities as a way to have a better life conditions.

According to Luigi Pirandello school' PEI, learning vision for 2015 is:

"We will be a learning space where children and young people are educated to acquire the theoretical and practical learning throughout life significantly, creating companies that develop relevant actions of leadership transforming and forming competently to become citizens of the world, but, above all, to interact in a context that favors happiness, people skills and comprehensive implementation, meeting and interacting with people that powerfully mark their existence" (p.14).

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Regarding to bilingual education program:

Since 2004, the school Luigi Pirandello has begun a transformation with bilingual education which aspires to graduate the first class of students pirandellistas in 2012, with the aim that the trained students to approve successfully the TOEFL (Test of English as a Foreign Language), after they have approved the international examination PET (Preliminary English Test) in ninth grade.

On the other hand, “Luigi Pirandello School follows and develops a special methodology forming children and youth to be internationally competitive. They begin a process of immersion in the English language under the guidance of Bilingual Teachers with experiential teaching strategies that students enjoy, while developing their independence, self-discipline and responsibility. The school develops the second language communication skills (Reading, Speaking, Listening and Writing)”. (p.12)

The school takes as reference the students and teachers' English levels in the *Common European Framework*, where this bilingual school wants to achieve in students an equivalent level B1; in English teachers, C1 and teachers in other subjects language levels B1 and B2.

Participants:

Five teachers of this project taught English lessons to students from primary and secondary. Moreover, two out of five teachers at Luigi Pirandello School taught other subjects different to English such as Social Science and Spanish. Also, they had a high English level (as stipulated in the Common European Framework) between B2 and C1. They taught 13 English lessons or more a week

On the other hand, the experience of the participants varies from 4 to 7 years. They graduated from English teaching program from public and private universities. Two of them

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are from Universidad Pedagógica University and Universidad de la Salle in Bogotá. Also, they are specialized in teaching English and Spanish to children. All the interviewed teachers reported wanting to achieve mastery studies in the near future in order to increase their teaching development.

The English level of each teacher allows them to use the foreign language in a didactic way to encourage the students learning by using visual materials, speaking and writing activities. In addition, when they need to implement their mother tongue in lessons, they try to use it in a small percentage.

Finally, it was necessary to contact a member of the board of directives from Luigi Pirandello School, to clarify aspects about the use of mother tongue in English classes and bilingual education to get insights from different actors.

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Data Collection matrix

In the following table, there is a specification of the research question and the aim of this study and the instruments that were used in order to collect relevant data or information:

Question	General Objective	Data Technique 1	Data Technique 2	Data Technique 3
Which are the language teacher's beliefs on the use of mother tongue in a bilingual school in Bogotá?	To analyze the reasons why the teacher allows students to speak Spanish in English class in a bilingual school.	<u>English Class Observations</u> To get relevant information about class moments where teacher use the Mother Tongue.	<u>Structure Interview</u> To gather information about teachers' beliefs on the use of L1 in L2 classes and bilingual education in Colombia.	<u>Questionnaire Relevant</u> To collect information about beliefs on the use of L1 in L2 classes and bilingual assumptions of a participant who is the coordinator of the school.

(Annex 1)

Data Collection Instruments.

Observations:

In qualitative research, observations were used as instruments in which data and information was collected to analyze a specific problem that is the main point of this research.

According to Freeman, (1998), regarding to observation concept, states that:

“...Closely watching and noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another teacher's classroom (nonparticipant observation)”. (p. 94)

Observations provide insights of what happen in a class and help identify beliefs of the participants. The observation applied to English teachers at Luigi Pirandello School has two main sections/parts as follows: the first part contains the participant's name, observer's name, grade, time. Then, the main objective and directions or instructions for the observation.

An analysis and description of what was observed was included in the instrument too. It was divided in three categories: time (the specific time when the actions happened), Spanish utterance (the specific words or sentences that participant used) and context (regarding the class stages)

Finally, the second part of the observation contains a chart where there are some aspects for example: *The teachers applied their beliefs about the use of L1 to clarify meaning*, to evaluate according to what is observed and the comments or explanation that the observer has for each aspect.

The observations allowed the researchers to get information about the specific moments in the lesson (i.e. warm up, topic presentation, activities, assessment, etc.) where the teachers use the mother tongue in an English lesson.

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The observers' role at the moment of doing the observation was passive, due to the fact that nor participation neither interruption in the teachers' classes were presented. The idea was to observe carefully at what level teachers applied their beliefs about the use of mother tongue during the lessons and take notes about everything regarding this.

Interview:

Johnson and Christensen (2012) argue that an "Interviews contain a set of open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge". (p. 04)

With regard to the previous idea, the interview is a technique for data collection where researchers obtain relevant information from the participants, through oral or written interviews in order to recognize their opinions, beliefs, perceptions in a specific situation.

Therefore, the type of instrument implemented in this research was the "structured interview" due to the fact that the researchers needed to know some opinions, beliefs and feelings of the teacher about the use of mother tongue in English lessons. The interview was oral, where the interviewee helped to gather relevant data from the participants that may be not detected through the observations. In order to have a complete information, the interviews were carried out in two weeks with 5 English teachers, two from primary and three from secondary. The main focus on the interview was the beliefs that teachers have regarding the moments where they Spanish in English lessons in a bilingual school.

For this reason, the researchers of this study decided to use interviews because they were useful in order to obtain relevant information and allows the interviewer to grasp specific details that may not be capture throughout the observation.

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It was possible for the researchers to create the interview questions focused on the issues that they observed, for example, the situations where the teachers allow the students to use the mother tongue in an English lesson.

Questionnaire:

According to Freeman, (1998):

“Questionnaires involve sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked question and open-ended personal opinions, judgments or beliefs.” (p. 94)

Another definition about questionnaire is quoted by (Woods, 2006) who argues that the use of questionnaires as instruments has an important role in the qualitative research when it comes to means of collecting information from a wider sample that can be reached by personal interview

Accordingly to the previous definitions, in this research project the questionnaire was designed in a chart that contains some open-ended questions about the respondent's opinion and beliefs about the moments where teachers in a bilingual school use the students' mother tongue in English lessons. In addition, the questions were written by the researchers taking into account the respondent's knowledge about the institution and the research topic of this project.

With regard to questionnaires as research instruments, these are used in situations where there is no need to make them face-to face, therefore, the respondent of this questionnaire was the coordinator from Luigi Pirandello School who answered the questions in a short period of time.

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To conclude, the purpose of the questionnaire as a research technique in this study, is to collect relevant data regarding the beliefs on the use of mother tongue in L2 lessons and bilingual education assumptions from a different teacher's perspective.

Research Ethics:

According to Johnson and Christensen (2012):

“Research ethics is a set of principles to guide and assist researchers in conducting ethical studies” (p.100)

Consequently, our qualitative research involved interactions with participants, where we created rapport to get their opinions and beliefs in a very personal way. Moreover, we had the necessity of considering the ethics regarding to the collected information through the observations, interviews and a questionnaire without damage the participant's confidentiality.

For this reason, we delivered an informed consent to English teachers before they participate in the study; that consent had a description about the project purpose that contained; research's name, the main objective and the research instruments. On the other hand, the concern had confidential aspect where the participants' name were not associated to the research final results and their participation was considered “free”, that is, the participant could retire at any moment. Finally, in the consent was established the agreement to participate in our research, where six teachers signed voluntarily. (See annex 4).

CHAPTER 4

DATA ANALYSIS

In previous chapters, we have mentioned the main objective of this research which is to describe the teachers' beliefs about the use of mother tongue in English class in a bilingual school, where, the qualitative research was focused on the participants' beliefs about the moment where they used L1 in L2 classes.

To identify the evidence collected through the application of the mentioned instruments, it is important to know that data analysis had conventions such as:

INSTRUMENT	CONVENTION	MEANING
Class observation	OBR06L	OBR: Observation 06: Number of class observation. L: Teacher's name initial.
Interview	INT-TA-1	INT: Interview TA: Teacher A 1: Number of interview
Questionnaire	QU-001	QU: Questionnaire 001: Number of questionnaire

After the data was collected, researchers designed a table of triangulation (see Annex1) in which they could find the similarities between the three instruments that were used in order to highlight the situations that occurred repetitively and all the gathered have

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interpretations made by the researchers. In order to find the relationship between the instruments and the analyzed situations, the researchers used colors as a way of coding in which all the relevant information was organized in categories and sub-categories. All of these situations are divided into categories and inside of each category; there are some sub-categories, which help to answer the research question of this project through the triangulation technique.

In our research project, there were found two main categories that supported this study; the categories and sub-categories involved the teachers' beliefs about the moments when they use the mother tongue in the English lesson and the teachers' beliefs about the role of the mother tongue in English classes in a bilingual school.

Consequently, the categories and subcategories were presented in the following order: a brief introduction in each category where it was a link between institution context and the analysis, then, to give examples researchers quoted significant information collected through the class observations, interviews, and a questionnaire. After that, the researchers carried out the theory and they supported each interpretation with some points of view of different authors, where researchers gave explanation about the research findings.

Category 1: Beliefs about the moments when teachers use the mother in English classes.

This category showed different teachers' beliefs that teachers had about the moments it is necessary to use the students' mother tongue.

Although, the use of the mother tongue in English class was often presented, researchers analyzed some specific moments during English classes at a bilingual school where language teachers used the students' mother tongue to give continuity and support in the foreign language learning and teaching process.

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As a result of the above mentioned, the teachers beliefs emerged and those were applied at different moments in English classes. Therefore, it is important to highlight that those beliefs were acquired through the teacher experiences in teaching and learning contexts.

The following statements were extracts from the structured interview that explained the previous idea:

INT-TA-1:

” Sometimes it is important to take some Spanish things, or when you see that your students are very confused in the topic, you stop and start explaining the same in Spanish”.

(Interview: 15th of May 2015)

INT-TL-5:

“...when the students want to express something and they don't have the whole vocabulary to do it, it is important to use the L1 as a tool to making them feel comfortable”

(Interview: 16th of May 2015)

QU-001:

“...el idioma español debe influenciar al Inglés en aspectos gramaticales, e inclusive dentro de la cultura, porque podemos aprender un idioma pero no podemos olvidar la cultura de la lengua materna.”

(Questionnaire: 12th of August 2015)

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QU-001:

“...The Spanish language should influence the English grammar, and even within the culture, because we can learn a language but we cannot forget the mother tongue' culture”

(Questionnaire: 12th of August 2015)

Teachers shared their points of view about the specific moments regarding vocabulary and grammar teaching where, they used the students' native language; those moments appeared when teachers observed and analyzed some students lack of enough knowledge to produce or understand a foreign language, and in that case, the teacher turned to Spanish as a teaching tool that allowed the students to understand in a proper way certain aspects of the class topic with grammar.

To have a deep interpretation of this first category, it is important to explain the different moments where teachers applied their beliefs when using mother tongue and also to explain the role L1 in each class moment. These category is composed by three subcategories that help to explain the mentioned issues.

Subcategory 1: Teachers believe L1 helps to clarify the meaning of a word or sentences.

In the English class where the teacher had an interaction with the students, it was usual to find that in some cases the students did not understand some words or expressions and when they ask the teacher for a meaning, he/she explained that word or expressions in Spanish. On the other hand, the use of student's mother tongue in checking meaning comprehension is popular among language teachers. Johansson, (1998) states that using the L1 to convey meaning may be efficient when talking about students learning process in a natural way.

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OBR01A:

“[...] Where the teacher and the students have an interaction using L2, a student asked in Spanish to the teacher about the meaning of the word “warrior” and the teacher said the meaning in Spanish: “es guerrero”

(Class observation: 13th of April 2015)

INT-TF-2

“[...] When a student does not have a meaning of something in Spanish, it is difficult to get it in English...”

(Interview: 16th of May 2015)

The previous statements referred to the teachers' intention to give students the meaning of the word "Warrior" to achieve the students remember and use that word in Spanish and English. Due to every student has the L1 as a basis for learning in order to connect similar features found in the L2 with purpose to understand and interpret the meaning of words in an easier in the foreign language (English).

The last samples also, explained why the teacher used L1 to check meaning in the L2 lesson; when the teachers find difficulties to explain certain word or expression in English, they used the mother tongue to make their students understand better. Consequently, teacher assumed that if the student has not the meaning of words in L1, it will be difficult for students to produce it in the L2.

Through the application of the interviews the researchers could deduce that despite the fact that checking meaning in L1 is a process that in some cases is not acceptable because it may

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hinder the students' learning process of L2, the teachers had a common belief: the L1 as a tool when checking meaning of words.

On the other hand, in the following passages, there were evidences that showed a Teacher-Students class interaction to clarify meaning of words:

OBR04A:

” The teacher asked the students for the meaning of "story" ,
when the students answered in spanish "cuento" She said:
"Yes , historia o cuento"

(Class observation: 13th of April 2015)

INT-TL-5:

” One advantage is when you want to clarify key concepts to the students or when
you want to make a review with some vocabulary items that students don't
know”

(Class observation: 17th of May, 2015)

INT-TF-1:

” they can use their first language to clarify the meaning and then they produce this
doubt in a conversation or share with their partner.”

(Interview: 20th of May, 2015)

The teachers' beliefs about checking meaning in L1 were based on the fact that not only the student is who asked for the meaning of a particular word, but also the teacher asked questions

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to students to ensure that they had clear the meaning of the word. In other words, teachers believed that when making review about the meaning of words in L1, the student will have the ability to use that vocabulary or expressions in a real life context in English.

Subcategory 2: Teachers' believe L1 is a good way to teach and elicit grammar.

As it was mentioned before, teachers tend to use the mother tongue at different moments of the English lesson using L1 to teach grammar structures is a topic that the researchers found in the collected data from the research instruments. It was perceived that the process of using L1 to teach grammar help in the student's learning process because certain features of English as sentence patterns, expressions, verbs and word order are different from other languages and it causes the misunderstanding and confusion among the students; and when the teacher uses their mother tongue they may feel comfortable when they find similarities between both languages e.g. grammar structures

The next extracts of interviews showed what the teachers thought about the use of mother tongue when teaching Grammar:

INT-TL-5

“[...] “You have to use the first language in order to make a review about all the concepts or grammar structures that your students don't understand in the foreign language”

(Interview 17th May 2015)

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INT-TF-2

“[...] I use the mother tongue when I need to explain or highlight something the students do not understand, especially in grammar rules.

(Interview 18th May 2015)

According to the previous evidences, it could interpreted that teachers believe that teaching grammar structure using the native language is useful, because students may grasp the grammatical rules in a flexible and complete way, giving them the opportunity to process and produce sentences that were taught in class.

Teachers believed that explaining grammar rules using the students' mother tongue will achieve to provide students a tool to help them to get more input with the purpose that the students encoding the foreign language grammar structure and be more complete and clear, as Krashen argued (1982).

The next extracts show teachers' believe about the use of L1 as tool when teaching English:

INT-TL-5:

“[...]To learn a second language you need some help from the first language, also, the connection with both languages is the grammar rules, and in some cases they are similar.

(Interview 17th May 2015)

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INT-TM-2:

“[...]The mother tongue and second language are connected because through the mother tongue the students can have rules to create a simple sentences or a complex paragraph. Grammar structure rules.

(Interview 20th May 2015)

The above examples showed the mother tongue as a teaching technique of grammatical structure, where teachers believed that there is a connection between the L1 and L2 regarding grammar rules, which help the students in writing process, because through their Spanish grammar prior knowledge, the student will be able to develop writing skills in English.

In addition, at the moment of analyzing the class observations, the researchers found that some of the teachers taught different grammar structures related to sentence patterns and made questions to the students about grammar using first, the English language and then, they tended to switch to the mother tongue in order to clarify those aspects that students got difficulties to understand. Therefore, in this context L1 and L2 were used in the classroom. The following extract present the way that teacher used Spanish and English to explain sentence patterns.

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OBR03S:

T: ...For example (she wrote on the board) she is dancing. This is an affirmative sentence. Question: ¿Esto es “ser” o “estar”? When the students did not answer, the teacher clarified: “...”Sería “estar” because at this moment she is doing an action”...

(Class Observation 12th March of 2015)

There is another example:

OBR02J:

“The teacher started the instructions for the next activity that consists on some sentences: “...”En esta actividad ustedes van a leer las oraciones que están en el tablero y van a escribir cual va en presente simple y cuál en presente progresivo de acuerdo a los adverbios de tiempo”...

Teachers believed that using the elicitation of grammar technique could obtain information from students about grammar structures in topics such as present simple and present progressive. Moreover, the above extracts showed that the teacher used the mother tongue as a tool for students to recognize verbs, subjects and English tenses which will facilitate the creation of complete sentences.

On the other hand, Darn (2009), states that elicitation is a suitable method that help to promote the students involvement in the lesson and develops students centered classroom, therefore, through this teaching method, students could participate and work actively in

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English class without neglecting student interaction with classmates where they share their grammar knowledge and correct themselves.

Furthermore, the researchers interpreted that teachers through the some observations made to the students, they found a grammatical error that is common in classrooms (verb to -be), therefore, teachers intended to review with the students that English tense, using the L1 to achieve the student recognize and memorize the grammatical structure. This process was based on the beliefs and experiences acquired by the language teachers.

Subcategory 3: Teachers believe students' mother tongue plays a supportive role for classroom management.

Nation, (2003). Argued that it is important to highlight the mother tongue role for classroom management as a technique to give students a great deal of comprehensible input is through classroom management.

The following sample illustrates what it was quoted before:

OBR03S-8:

When students were making a lot of noise, teacher said in
English:

“I am talking to third grade”

When some students keep talking in class teacher repeated in
Spanish

“¡estoy hablando con tercero B”

(Observation: 12th of March 2015)

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INT-TA-1-13:

“I use L1 to organize the classroom, for disciplining because the students don't analyze the English discipline commands the same as in Spanish”

(Interview: 21th of May 2015)

Consequently, one of the moments where it was evidenced that teachers used of L1 and L2 languages was in classroom management, in a situation where students had misbehavior; as a consequence of a lack of positive response in English, teachers tried to organize the classroom using the students' mother tongue based on their beliefs about the mother tongues' role to maintain the discipline of the English classes.

Also, the above statements showed the English teaching strategy to maintain the discipline in class through the use the mother tongue, this strategy is used by many teachers who need to control the students behavior, in this case the participant said that is more effective to control the class if they give the instruction in Spanish, because the students tend to obey if they understand the command. Here, there are two examples of command used by teacher for classroom management

Based on Voicu's, (2012) theory, classroom management is sometimes hard to be done in the second language. For instance, when a serious problem occurs in the classroom, it is necessary to include not only English policy but also including Spanish

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OBR04J - 6:

Teacher started to give instructions for the final activity of past and present simple. Then the students asked if they could bring the books from another classroom and the teacher answered in English: "Listen, you do not pay attention. Who did not bring the book? ¡Give me your agendas!"

Then, in Spanish:

"Califico la actividad de clase, el que no la haga saca 1..."

(Observation format: 16th of March 2015)

OBR04J-7

"Va solo un estudiante...va solo ella... ¿y su libro? ¿Por qué no lo trajó?"

(Observation: 16th of March 2015)

OBR07L-15

"Andres, por favor no vinimos a jugar, por favor, mira las plantas y flores"

(Observation: 13th of March 2015)

To conclude, the observation extracts showed that teacher also maintained the control of the class through the use of L2 in classes. Nevertheless, teachers linked discipline commands with classroom rules using both languages, where the students must accomplish them to have an optimum learning environment without interruptions or disorders.

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Category 2: Teachers' beliefs about the role of the mother tongue in English classes.

Searching different reasons why teachers use the mother tongue, researchers identified that teachers had in mind some beliefs that were acquired in their teaching and learning process, granting them the personal meaning through the reflection. Therefore, the use of mother tongue in English classes plays an important role in the language teachers beliefs, because through them, teachers decide in which moments they need to use Spanish in the foreign language teaching.

The following extracts show the beliefs about the role of the mother tongue in English classes:

QU-001

El español juega un papel muy importante en el aprendizaje de la segunda lengua del niño, ya que por medio del español el profesor puede lograr explicar de una manera en que todos los estudiantes entiendan y a si mismo apliquen y practiquen en su contexto. Muchos estudiantes al iniciar el proceso de aprendizaje no entienden, por eso necesitan más herramientas que los lleven al aprendizaje final de la segunda lengua.

(Questionnaire: 12th of august 2015)

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QU-001

The Spanish plays an important role in the second language learning process of the students, because when the teacher uses the Spanish she/he can explain in a way that the students understand the topic, practice and apply the acquire knowledge in their context. Many students at the beginning of the learning process do not understand, for this reason they need tools that help them to lead the final learning of the second language.

(Questionnaire: 12th of august 2015)

The questionnaire conducted to the coordinator showed the point of view about the use of the mother tongue as an enabling teaching strategy for specific topics in L2, which students may find difficulties to understand them.

Here, there is an example where the teacher believes that the use of mother tongue in English class is useful to associate both languages:

INT-TF-1-14:

It is easier when they understand something in their L1 because they are able to associate it. For this reason, I think that the mother tongue is really useful to teach any topic in English because the students learn and understand better in their first language.

(Interview: 20th of May 2015)

INT-TA-1:

...I used Students' mother tongue when I see that students are very confused in the topic, I have to stop and start explaining the same in Spanish.

(Interview: 20th of May 2015)

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QU-01:

The influence of the mother tongue when learning a foreign language is important because students must gather tools from Spanish.

(Questionnaire: 12th of august 2015)

QU-01:

La influencia de la lengua materna en el aprendizaje de la segunda lengua es importante, ya que los estudiantes deben recoger herramientas que encuentran en el español.

(Questionnaire: 12th of august 2015)

This is an ambiguous example of teachers' beliefs on the important role that has the mother tongue in English class, where she believed that finding similarities between L1 and L2, the students could improve their linguistic abilities (speaking, reading writing and listening) and their English level, by making connections among both languages

In addition, teachers alternated between two languages, giving an active role to the use of Spanish in English classes, although not all teachers did not share the same beliefs about the use of the mother tongue in foreign language classes, code-switching is a process that facilitate the students' learning and communicative process, according to Numan and Carter (2001)

In the following paragraphs, researchers presented the evidence of the beliefs that teachers had about the use of L1 in L2 lessons, taking into account that teacher teaches English in a bilingual school, to analyze deeply this category it was important to divide it in a subcategory which was related to beliefs about the use of L1 depending on the students' English level.

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Subcategory 1: Teachers beliefs on the use of L1 depending on the students' English level

The following statements reflect teachers' opinions about teaching English using students' mother tongue depending on the English level of the students.

INT-TM-4

"I use my mother tongue when a specific group of students do not understand or do not have a good English level".

(Interview: 16th of May 2015)

INT-TL-5

"I allow my students speak Spanish in class activities, because not all of them have the same knowledge of English".

(Interview: 16th of May 2015)

Through the information gathered in the interviews, the researchers noticed that language teachers in their lessons are aware of the different students' English level in the classroom and decide to focus on the students with a low English proficiency level and they show the belief of using students' mother tongue as a tool to make those students understand a specific topic.

As Atkinson (1987) states, the use of L1 in English lessons is helpful for students who are not highly proficient in the target language; therefore, for teachers, the use of mother tongue plays an important role in English teaching, especially for the low proficiency students.

According to Luigi Pirandello School's principal in a practitioners meeting (2014), the reasons why there are students with different English levels in the same classroom are:

- Students who enrolled the school since kinder garten and have the enough knowledge of English language.
- New students who come from non-bilingual schools.

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- Students who come from a context where there is not enough or completely knowledge of English subject.

The above is an interpretation of how the language level of students in the same class can affect the L2 teaching due to the different ways that students learn and practice the second language. In this case, where teachers use the mother tongue at certain moments of the class, students who have a low English level may feel comfortable to participate in the lesson.

An example where teacher used the Spanish to ask question and the students participated actively at the beginning of the class to give the context:

OBR07L

T: ¿Qué han visto ustedes alrededor del parque cuando salen a break?

S: “Hay mucho pasto, teacher”

T: ¡Super good! Our first plant is “pasto”.

(Observation: 13th March 2015)

OBR07L

...The teacher said: “Tell me the flowers’ colors that you had seen in the park?”

In that moment some of students did not understand

So, she said: “Diganme los colores de las flores que han visto en el parque”

And some of students started to speak in English the colors: (Green, Yellow, Red...)

(Observation: 13th March 2015)

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It is important to highlight that the previous data was taken from the observations and those are evidence to show that somehow, the student English level is important to develop a class using the second language, however, when the teacher identified that many student in all classes did not have a sufficient level to interact and understand the foreign language, the teacher could adapt the belief that the use of the mother tongue is necessary for the student gets in context of learning a second language, as it was shown in the example above.

QU-001

Mi concepción acerca de la enseñanza bilingüe es promover el uso de la segunda lengua con el fin de que los estudiantes salgan del colegio obteniendo un buen nivel B2 o C1 si es posible. Por otro lado, pienso que el español tiene una fuerte unión con la segunda lengua ya que es la que permite que los estudiantes desarrollen la capacidad de crear la estructura gramatical en sus mentes y de esta manera producir la segunda lengua de una manera más natural.

(Questionnaire: 12th August 2015)

QU-001

My conception about bilingual education is to promote the use of foreign language with the purpose that students graduate from school with a good level B2 or C1 if it is possible. On the other hand, I think that Spanish has a strong link with the foreign language that allows students to develop the ability to create grammatical structure in their minds and produce the foreign language in a more natural way.

(Questionnaire: 12th August 2015)

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The participant in the questionnaire refers to the use of mother tongue in L2 lessons as a benefit for students who have a low proficiency level of English because it may help to develop the linguistic abilities; therefore, we interpreted that in the bilingual school there is not a complete exclusion of the Spanish, especially for students who are at their first levels of a second language learning.

In order to ensure that those students achieve high language levels, the school offers another alternative that is extra English lessons, where teachers create different teaching strategies taking into account students' English levels to improve their communication skills in a foreign language.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS.

This final chapter will show the conclusions as well as the implications that were taken from the analysis, which help the teachers to recognize the importance of this research project in their teaching practices of a foreign language, in this case English. After that, there are the limitations of the study which are established in terms of the application of instruments, methodological design and collection of data.

Conclusions

Relevant findings.

The main objective was to describe the teachers' beliefs about the use of mother tongue in English class in a bilingual school. During the data collection process, we designed some research instruments such as (class observations, teacher's interviews and a questionnaire) in order to obtain relevant information about a variety of teacher's beliefs on the use of L1 in English lessons.

Therefore, a relevant finding of research is that the use of mother tongue in L2 lessons is not a methodology but it is used as a teaching tool that helps in the classroom management, checking meaning and teaching grammar.

In addition, another finding was that Language teachers in their lessons are aware of the students' English level in the classroom and focus on the students with a low English proficiency level and they show the belief of using students' mother tongue as a tool to make those students understand a specific topic.

As a final relevant finding of this project, it was that teachers believed that finding similarities between L1 and L2, the students could improve their linguistic abilities (speaking,

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reading writing and listening) and their English level, by making connections among both languages.

Research question Answers.

With regard to the research question: Which are the teachers' beliefs about the use of mother tongue in English class in a bilingual school?, after the analysis process, researchers found that teachers in a bilingual school had some beliefs related to the moments when they use the mother tongue in English classes, such as:

- Teachers believed that the use of mother tongue could help students to understand and produce grammar structures easier.

From the data analysis process, we found as a second believe, the contributions given by teachers about the use of mother tongue when teaching grammar structure where they elicited the grammar to explain and make a review on how to complete sentences, that teaching technique was used by the teachers to make students produce and learn grammar structure for themselves using the mother tongue, because teachers believed that Spanish can help the students to understand and codify the structures of both languages by finding their similarities in order to produce L2.

- Teachers believed that students' mother tongue could be a tool in the checking meaning process and for classroom management.

Other moments where teachers applied their believed about the use of mother tongue in English lessons were in checking meaning and classroom management where teachers believed that Spanish could be a useful tool to clarify the meaning of some words and expressions that students do not understand in English and at the same time, they could communicate with their classmates in natural way using the foreign language. Also, it was analyzed the discipline

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moment when teachers applied their beliefs to organize and control the class using L1 when the students did not understand the discipline commands in English.

Implications

Pedagogical implications.

This research project has implications in the pedagogical field in terms of using the mother tongue as a teaching strategy in L2 classroom, the reasonable use of Spanish to teach grammar, vocabulary and instructions and the use of the mother tongue depends on English level of students.

Also, during the research process, we noticed that a reasonable use of Spanish is essential for English teachers and students, when teaching grammar and vocabulary, using L1 and L2 creates connections between both languages allowing students to recognize grammar rules and vocabulary in different contexts e.g. teaching present perfect to talk about experiences with a particular topic (technology and sports).

Finally, the use of mother tongue depends on the students' English level has pedagogical implications because teachers in their teaching experiences noticed that students do not produce and understand the foreign language in an appropriate way due to their low English level, which makes teachers use the mother tongue as a strategy in order to reinforce the students linguistic abilities such as: reading, writing, speaking and listening.

Limitations

This project implicated unexpected aspects that influenced either positively or negatively; one of these aspects was the changing schedule, where the school' schedule was not based on days of the week but in numbers ie Mondays became "day 1" and Tuesdays became "day 2" and so on. Therefore, the schedule changed when there were holidays or special schedule, for example,

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Tuesdays became “day 1” no longer 2. For that reason, the school schedule did not allow to continue with the collection of data. In some cases, we could not complete the observation class because there were extracurricular events. Nevertheless, we as researchers solved this limitations by organizing our time with teachers´ and in this way, we completed the observation classes.

At the moment of applying the interviews to the six teachers, a specific teacher did not answered the questions related to classroom observations, and she decided not to participate in our research project, because she did not have enough time to complete the interview. Therefore, we decided to continue with five teachers because the research was already advanced to seek another teacher.

In searching of authors who have explored about the use of mother tongue in the English classes, We realized that there were some studies related to our topic, nevertheless, our project is focused on the beliefs system that teachers reflect when using L1 in the English lessons, also this project has a bilingual context that might make it different to others.

Further research

This thesis studied the different beliefs that teachers in a bilingual school have about the use of the mother tongue in English lessons. Taking into account, the results of this project, it is important to carry out a further research on the teachers beliefs about the role of the L1 in L2 classes in two bilingual schools, focusing not only on language teachers but teachers from different academic subjects such as: mathematics, chemistry and social sciences which are taught in the foreign language, in order to make a contrast between two educational contexts and analyze the certain moments where teachers use Spanish in the classes, on the other hand, another

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interesting further research project is to implement activities that contain strategies for teachers to avoid the overuse of Spanish in English classes.

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Annex1: Data collection Matrix

comments	Theme: L1 to teach grammar structures.	Sub-Themes	Instrument	Theoretical / document support
	The teacher started the instructions for the next activity that consists on some sentences: "...En esta actividad ustedes van a leer las oraciones que están en el tablero y van a escribir cual va en presente simple y cual en presente progresivo de acuerdo a los adverbios de tiempo..." 3	T: used his/her mother tongue to give and intruction to complete an activity in class and this way they can identify sentence patterns to teach grammar structures,	OBR02J-6	
	Question: ¿Esto es ser o estar? 3	T: Used L1 to clarify sentence answers to teach grammar structures.	OBR03S-4	
comments	Theme: L1 Elicitation of linguistic forms: grammar	Sub-Themes	Instrument	Theoretical / document support
	The students started to work in their notebooks and the teacher was checking their work. T: "¿Qué te falta en la oración?" the "-ing"	Teacher started to check Individual students work and then she noticed that the students did not do the activities correct so she gaves a feedback on accuracy activity.	OBR02J-7	
	¿cómo se diría en negativo? "She is not dancing". Ahora, ¿Quién me quiere dar su propio ejemplo? 4	L1 Elicitation of grammar sentences regarding action verbs through examples made by students.	OBR03S-6	
	When the teacher reviewed the student's work she asked: ¿con qué frecuencia hace Melissa la tarea?	L1 for corrective feedback, Individual student feedback on accuracy activity.	OBR05S-5	
	Then the teacher said yo quiero saber como decir yo tengo una flor roja in English 4	L1 Elicitation of grammar sentences regarding action verbs through examples made by students.	OBR07L-7	
comments	Positive praise in L1 TO L2	Sub-Themes	Instrument	Theoretical / document support
	T: ¡Muy bien! Excellent job! 5 "very good!... ¡muy bien! 5	Positive praise translation from I1 to I2	OBR02J-9	
	super good our firts plant is pasto. 5	Positive praise translation from I1 to I2	OBR05A-4	
	Si mis amores también hay de color verde 5	Positive praise in English to motivate the participation.	OBR07L-4	
	Teacher said good work in your books and if you have any question, tell me. 5	Positive praise in English to motivate the student to continue doing the activity	OBR08M-6	

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comments	Theme: conducting carefully practice of the language.	Sub-Themes	Instrument	Theoretical / document support
	T: Bueno... chicos, necesito que para mañana sus libros estén marcados y los pongan acá para revisarles la siguiente tarea... 6	Teacher inform in Spanish to the students that they have to complete a task.	OBR02J-10	
	Copiaste mal el cuadro... te falta una pregunta... lo copiaste mal... lo hiciste mal... 4	Is learning and teaching explanation where the teacher use the first language to clarify what does the students do in the activity.	OBR05S-5	
	Fabian, this answer is wrong please organize the sentence.	L2 for corrective feedback, Individual student feedback on accuracy activity	OBR010M-15	
	no necesitas copiar esto... antes de entregar revisen lo que tengan... el verbo va en tercera persona...esto no está en tercera persona...	L1 for corrective feedback, Individual student feedback on accuracy activity.	OBR05S-3	
	T: What is to create your own tale, it is going to be evaluated the speaking and writing part...es decir que el trabajo es oral y escrito... 1	Teacher uses code switching where the teacher uses elements of native language when conversing with each other.	OBR04J-2	
	donde estas copiando las respuestas de las preguntas? Por favor en tu cuaderno.4	Here teacher use the first language to correct the process that is wrong this process is called explanation context where the teacher needs to collect enough information to know if it is clear the activity or instruction.	OBR07L-11	
	chicos por favor abran los libros en la pagina ciento diez 4	this is an instruction gave by the teacher in Spanish to catch the attention of the students.	OBR08M-3	
	Recuerden que en las preguntas también van las respuestas no necesitan otra vez copiar toda la pregunta. 1	Is learning and teaching explanation where the teacher remember what does the students do in the activity.	OBR05S-3	
	recuerden que deben escribir las cosas que hacen antes o despues de clases.6	Is learning and teaching explanation where the teacher remember what does the students do in the activity.	OBR06L-10	
	She gave activity instructions to the students for the second time in Spanish 1	L1 to repeat the informative instructions	OBR01A-5	
comments	Theme: Instructional Information	Sub-Themes	Instrument	Theoretical / document support
	... Les voy a decir en español... sus notas del primer periodo son muy bajas...D	Informative instructions in L1 of students' grades	OBR01A-1	
	Then the teacher said do you copy the topics of the second period? 1	Curriculum planning to do in the second term.	OBR08M-2	

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	chicos por favor abran los libros en la pagina ciento diez 4 T: Voy a explicar en español porque no me están entendiendo... el proyecto es individual... se evalúa speaking, writing y listening... 1	Informative instructions about a project (for the second time) in L1	OBR04J-5	
comments	Theme: L1/L2 to introduce the context of a new lesson	Sub-Themes	Instrument	Theoretical / document support
	"bueno vamos a ver las clases de plantas que tenemos alrededor	T: uses the MT to give the learning context (topic)	OBR07L-2	
	Que han visto ustedes alrededor del parque cuando salen a break? Then he started to said what is a foundation?	T: uses their mother tongue to asking a question to interact in class and put the students in the learning context. Teacher- Students class interaction in English and this way promotes the use of English in class	OBR07L-3 OBR08L-8	
context	"tu cuando te levantas tiendes la cama antes o despues" : "bueno una pregunta ustedes si tuvieran un perro lo alimentarian antes o despues 2 She gave activity instructions to the students for the second time in Spanish T: Tienen que hacer un cuadro comparativo... escriben en el primer cuadro... Then "teacher said a que personas estas fundaciones les hace bien	Use of simple and information questions in I1 to explain and make clarifications of familiar contexts (daily routines) Here teacher used the learning and teaching explanation, because she did not know if the students understand, so she decided to give the same information in spanish. L1 is used by the teacher to observe if the students know about the topic. Other explanation for this may is to interact with the group.	OBR06L-5 OBR01A-6 OBR08M-9	
comments	Theme: T and S response towards grammar structure review in I2. teacher started the class by reviewing the topic from last class: "what was the topic yesterday? Some students answered "present	Sub-Themes	Instrument	Theoretical / document support
		T and S response towards grammar structure review in I2.	OBR02J-1	
Comments	Theme: learning and teaching presentation	Sub-Themes	instrument	Theoretical / document support

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

For example, in vocabulary activities, I use a lot of pictures and those kind of things in order to not to use the mother tongue. When is necessary I use small percentage of Spanish.	Elicitation of vocabulary regarding weather conditions through pictures.	INT-TA-1-7	
The over use the mother tongue could be a disadvantage because the idea is to use many tools just to speak, show images and explain in English and this way the students become accustomed to listen in English and also produce it.	Teacher introduce the new in their classes new techniques that they used to illustrate their topic just promote the use of English.	INT-TM-2-11	
Teacher started the class by showing some pictures to the students related to the ways of communicating (Mobile phone, computer, camera, letter, and phone), then, she ask to a student: What do you need to send a photo? When the student did not answer, she explained; ¿ qué objeto de las imágenes que observaste se usa para enviar fotos?	teacher use didactic materials and questions to present the target structure and new language in their English class.	OBR09A-2	
She continued showing the pictures and asking the students : "¿Ayer estaba caluroso?" "¿Cómo estaba el clima hace tres semanas?"	teacher use didactic materials and questions to present the target structure and new language in their English class.	OBR02A-4	
2) Teacher in the 9 minutes said: " me estan escuchando bien alla al fondo, es claro lo que acabo de explicar?"	Elicitation of vocabulary regarding professions through pictures.	OBR08M-5	
He started to explain the class just in English, the main topic is about the money, he brought some images that he showed in class.	Elicitation of vocabulary regarding professions through pictures.	OBR08M-4	
Finally he put on the board the homework and he explained the homework just in English, and some of the students understand if a student did not understand the teacher tried to explain with some images and body movement	It is important because in this part the teacher uses many methodologies to promote the of L2 in class.	OBR08M-11	
Then he showed some images about the abilities that people have, like play soccer, do homework, cook, play video games, ride a bike. Etc, so the teacher started to show the first image that was cook.	teacher used teaching and learning presentation of vocabulary regarding abilities through pictures.	OBR010M- 3	
Now, he shows the second image	Elicitation of vocabulary regarding abilities through pictures.	OBR010M- 8	
For example, in vocabulary activities, I use a lot of pictures and those kind of things in order to do not to use the mother tongue. When is necessary I use small percentage of Spanish.	teacher introduces to their class new material to teach the topic and illustrate meaning of the topic using just English.	INT-TA-1-7	
Luisj Pirandello tiene como oferta de valor la utilización y desarrollo de una metodología especial formando niños y jóvenes con capacidad de ser competitivos internacionalmente	Participant said that they Create many methodologies to improve the students skills through different realistic context	QU-001-5	

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	students can work with new vocabulary, content, and many games related to the topic	Using presentation learning and teaching way to promotes the use of L2 in class through the interaction with their partner.	INT-TF-1-5	
	In secondary we can work better with this methodology but in primary it's a little difficult because in speaking listening skills	in the school there are many methodologies but it depends on the student's level	INT-TM-2-3	
	In this school we can use different resources to do our classes	English classroom resources as a virtue in the school	INT-TL-5-2	
	In a bilingual school it is important to motivate the students in their English language learning process.	Students' motivation as an important tool to teach English.	INT-TL-5-6	
Comments	Theme: curriculum	Sub-Themes	Instrument	Theoretical / document support
	The weakness I have observed with the bilingual project of this year, is the time that we spend working on the "holidays".	Difficulty to develop the topic for the bilingual Project...Why?????	INT-TA-1-2	
	So some topics can not be developing although we can work with the curriculum topics.	There are some topics that it cannot develop in class, but teacher must follow the curriculum.	INT-TF-1-6	
	curriculum is to teach in English and give the instruction or procedure in order to explain specific objectives using the second language.	: The main part of the curriculum is to promote the use of L2 in class	INT-TF-1-9	
Comments	Theme: improving skills	Sub-Themes	Instrument	Theoretical / document support
	students can learn to handle some social and linguistic competences.	English is important to develop some linguistic competences	INT-TF-1-2	
	* Como toda institución educativa nosotros manejamos una política de mejoramiento de las competencias comunicativas en la segunda lengua en el estudiante, brindamos al estudiante una educación diferente, donde el estudiante debe de estar en la capacidad de dominar la segunda lengua.	Participant has a conception about the bilingual education in the Luigi Pirandello School.	QU-001-3	
	It is a place where the students express can express in English in different situations as buying something in the coffee shop ask direction and create spaces to develop English competences	Creative strategies to express our skills through different realistic context	INT-TF-1-8	
	the idea is that your students communicate in the second language	promote the use only English in I2 class	INT-TL-5-9	
	Also, it is important to improve the students' knowledge and skills in the second language.	The bilingualism model of the school.	INT-TA-1-1	

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	<u>The bilingualism model in the Luigi Pirandello School is based on working 13 hours per week but those hours are classified in skills, so teachers have to plan classes having in mind each skill.</u>		INT-TM-2-1	
	<u>listen, in this activity you will answer the questions in present perfect, then, you will work with a partner and you will ask about your partner's answers.</u> <u>T: ¿Entonces qué es lo que tienen que hacer?</u> <u>The students answered in Spanish activity instructions that teacher said previously.</u>	here teacher use many activities in pairs to encourage the students improve speaking skill	OBR09A-5	
	<u>students can improve in each skill daily and constantly</u>	In this part the students are learning in the conducting carefully practice way, where the teacher uses many materials to involve to the students learn more about the topic and improve their different skills in English class.	INT-TM-2-2	
	<u>the idea is to explain and use different strategies to teach just in English</u>	Teacher uses different effective practices guide to uses just English in class	INT-TM-2-9	
	<u>I create many activities to the students speak in English but if they do not have dictionary or a synonym to use the word and they want to know so, I do not permit to my students use Spanish</u>	Students are involved in a form on interaction either by practicing in a dialogue or activity in pairs. Is a presentation learning and teaching technique	INT-TM-2-13	
Instrument	Theme: Methods for Classroom Management	Sub-Theme	Comments	Theoretical / document support
	<u>"I used L1 to organize the classroom, for disciplining because the students don't analyze the English discipline commands the same as in Spanish"</u>	teacher uses their mother tongue as a method for classroom management.	INT-TA-1-13	corregido
	<u>T: "Va solo un estudiante... va solo ella... ¿y su libro? ¿Por qué no lo trajó?"</u>	Use Spanish to tell off the students due to discipline problems in the classroom.	OBR04J-7	corregido
	<u>1) Andres por favor no vinimos a jugar, por favor mira las plantas y flores.</u>	teachers should use the students' first language in their second/ foreign language to catch the activity attention.	OBR07L-15	corregido
	<u>"si quieren jugar ahora salen al parque" por favor terminen la actividad.</u>	teachers should use the students' first language in their second/ foreign language to catch the activity attention.	OBR08M-10	corregido

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	She started to give instructions for the final activity of past and present simple. The students asked if they can bring the books from another classroom and then the teacher answered in English: "Listen, who did not bring the book? You do not pay attention Give me your agendas!" then in Spanish:	Teachers should use the students' first language in their	OBR04J - 6	
	T: ¡Los veo hablando! ¡No tienen por qué estar hablando!	Teacher uses their mother tongue to say that in this	OBR01A-2	corregido
	When students were making a lot of noise, teacher said in English:		OBR03S-8	
	. No hablar mientras estamos trabajando	Use of Spanish to tell off the students due to discipline problems in the classroom.	OBR05S-1	corregido
comments	Theme: Checking Meaning in L1/L2	teacher beliefs about checking meaning in L1 TO L2	Instrument	Theoretical / document support
	A student asked the teacher about the meaning of the word "warrior" and the teacher told the meaning in Spanish: "es guerrero".	teacher uses the mother tongue to do a clarification because it can brings to the pupil the trust in a foreign-language expression	OBR01A-3	
	The teacher asked the students for the meaning of the word developing, and then she answered in Spanish: "es desarrollar o desarrollo" 1	Teacher in this context used the first language to ckeck if the students know the meaning of a word.	OBR02J-3	
	When some students asked the teacher for the mesaning of the sentence: "She is dancing" the teacher answered in spanish: "esto significa ella está bailando"	Teacher gives first the sentence in English but later she used spanish to involve to the students in the topic of the class.	OBR03S-5	
	The teacher asked the students for the meaning of "story", when the students answered in spanish "cuento" She said: "Yes, historia o cuento"	Clarifying the meaning of a specific word during the presentation stage of the class in L1e.	OBR04J-3	
	"qué significa wash the dishes "lavar los platos".	Clarifying meaning of a specific word using the L1.		
	T: Use MT to check the students' knowledge, and Clarifying the meaning of a specific sentence during the presentation stage of the class in L1e		OBR06L-9	
	" profe como se dice flor en ingles" teacher said 1) "se dice flower", repeat flower...	Here teacher used the first language to inform to the students the meaning of the word to motivate the students learn new vocabulary.	OBR07L-5	
	teacher said recaudar dinero, fondos, plata that are the meaning 1	Clarifying the meaning of a specific word during the activity of the class in L1	OBR08M-7	
	meaning and context. When a student does not have a meaning of something in Spanish, it is difficult to get it in English.	L1 to L2 in Teacher- Students class interaction or clarify meaning Translation L2 to L1		INT-TF-1-13

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	It is easier when they understand something in their L1 because they are able to associate it. For this reason I think that the mother tongue is really useful to teach any topic in English because the students learn and understand better in their first language.	Transfer provides better understanding/learning	INT-TF-1-14	
	they can use their first language to clarify the meaning and then they produce this doubt in a conversation or share with their partner.	Use the MT because this provide to the student new vocabulary, and allow to the student acquire this word to use in their sentences or activities.	INT-TF-1-15	
	"es de color violeta in English is violet.	Clarifying the meaning of a specific word during the presentation stage of the class	OBR07L-14	
	you have to use the first language in order to make a review about all the concepts or grammar structures that your students don't understand in the foreign language	Justification of using L1 to clarify concepts.	INT-TL-5-5	
COMMENTS	Theme: teacher beliefs about bilingualism	Interpretation	Instrument	Theoretical / document support
	I considered that many people do not have clear this topic. For me bilingualism is not only have a lot of hours of English during the week	Teacher beliefs on be in a place and learning share in different context. (Many of people do not know what is a bilingual school) teacher is focus on the result, not on the product or time	INT-TF-1-7	
	My perception about bilingual school in Colombia is that many schools use this word "bilingual" to catch the client attention	The Bilingualism in Colombia is used as a business.	INT-TM-2-4	
	My perception on bilingual schools is that it is useful for the students who are learning a second Language or to make them interest in a new language.	A bilingual school is useful to make the students interest in a second language.	INT-TL-5-4	
	. Most of the bilingual schools don't use English totally.	English is not totally used in bilingual schools.	INT-TA-1-5	
	Mi concepción a cerca del Bilingüismo es promover el uso de la segunda lengua con el fin de que los estudiantes salgan del colegio obteniendo un buen nivel B2 o C1 si es posible	Participant beliefs about the bilingualism vision of Luigi Pirandello. It is important to highlight the English level of the students.	QU-001	
	A bilingual school is specialized in teaching a second language all the time, all the subjects and is not allowed to use the mother tongue.	Teaching English in a bilingual school vision		
COMMENTS	Theme: Advantage of using L1			
	I think an advantage is when you are teaching grammar structures, the idea is to speak in English all the time	L1 to identify sentence patterns to teach grammar structures.	INT-TA-1-9	
	I think an advantage of using L1 is when you are teaching grammar structures, the idea is to speak in English all the time	L1 to identify sentence patterns to teach grammar structures.	INT-TA-1-10	

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	One advantage is when you want to clarify key concepts to the students or when you want to make a review with some vocabulary items that students don't know.	Teacher use the explanation learning and teaching way, where the teacher always improve their teaching process in class making a review if the classroom topic.	INT-TL-5-8	
	Y pienso que el español tiene una fuerte unión con la segunda lengua ya que es la que permite que los estudiantes desarrollen la capacidad de crear la estructura gramatical en sus mentes y de esta manera producir la segunda lengua de una manera más natural	Participant beliefs about the link that have L1 to L2. Here the participant mention that L1 help the students to recognize the grammar structure in English	QU-001-2	
	It is easier when they understand something in their L1 because they are able to associate it. For this reason I think that the mother tongue is really useful to teach any topic in English because the students learn and understand better in their first language.	L1 can be useful in explaining grammar to students, particularly since grammar terminology will "make little sense" to beginner-level students.	INT-TF-1-14	

Comments	theme: disadvantage of using L1			
	I think that the use of the mother tongue in the English classes shouldn't be allowed because the idea is that the students communicate in a foreign language.	L1 should not be used in English lessons.	INT-TA-1-6	
	. I think is a disadvantage because the students need to communicate in the second language and if we use a lot of Spanish they won't do it.	Over use of L1 as a disadvantage when teaching English.	INT-TA-1-12	
	it could be a disadvantage because the idea is to use many tools just to speak and explain in English and this way the students become accustomed to listen in English and also produce it.		INT-TM-2-11	
	I think that the principal objective in a Bilingual school is that the students learn the second language	Teaching English in a bilingual school vision	INT-TF-1-11	

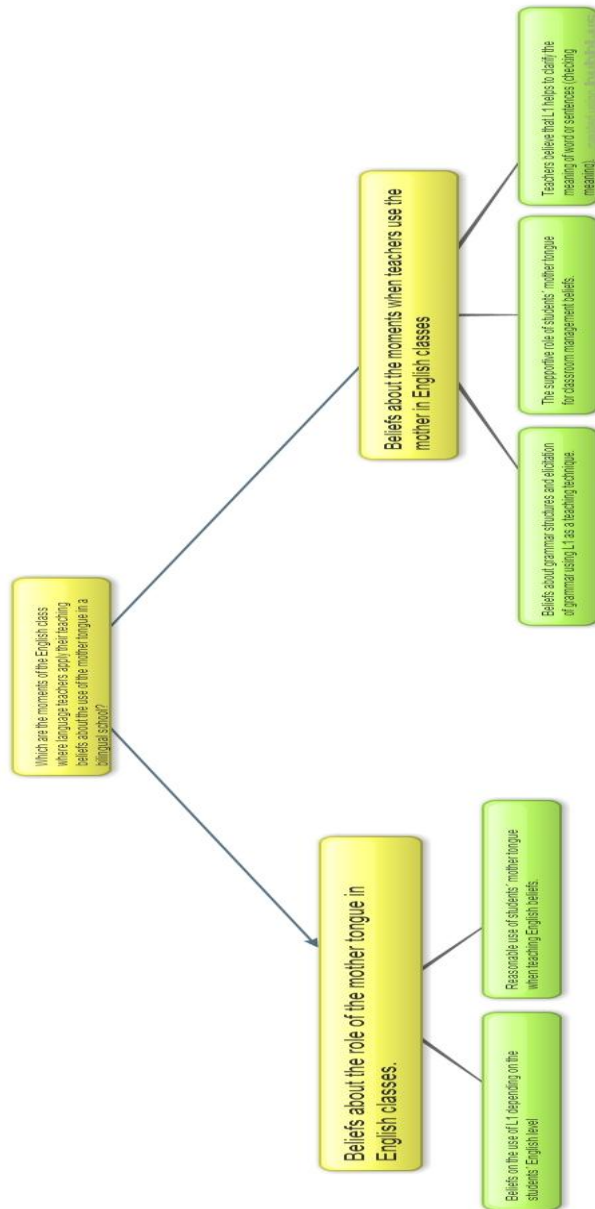
COMMENTS	Theme: Missunderstanding	Sub-Themes	Instrument	Theoretical / document support
	...or when you see that your students are very confused in the topic you stop and start explaining the same in Spanish.	L1 to L2 code switching	INT-TA-1-11	
	English class when I need to explain or highlight something the students do not understand specially in grammar rule 1	Use MT to explain the structure of grammar	INT-TF-1-17	
	y finalmente Lograr que los estudiantes alcancen un nivel de competencia del idioma inglés equivalente B1 en adelante.	The participant mentioned that is important to learn the second language as an advantage for the students.	QU-001-4	
	When it is necessary to use the first language is because a specific person does not understand anything.	the use of L1 depends on the students level	INT-TM-2-10	

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

	I used my mother tongue when a specific group do not understand or do not have good English	the use of L1 depends on the students level	INT-TM-2-12	
COMMENTS	Theme: Use of L1 depending on English level of students	Sub-Themes	Instrument	Theoretical / document support
	I allowed that my students speak Spanish when they do not know the meaning of any word in English	Allow the students use MT when they do not have good level, or do not know the meaning of a word	INT-TF-1-18	
	students try to speak in English or some don't have the level required for the school.	the teacher always has a Multi-level classrooms where the students communicate in English at a variety of different levels. For this reason teacher need to use their mother tongue to do their presentation.	INT-TL-5-3	
	T: ¡Les he repetido muchas veces, chicos! ¡No entiendo porque están tan confundidos!	the teacher always has a Multi-level classrooms where the students communicate in English at a variety of different levels. For this reason teacher need to use their mother tongue to do their presentation.	OBR01A-6	corregido
	I used my mother tongue when a specific group do not understand or do not have good English	Teacher understand that they have to do a content that include comprehensive vocabulary to complete the goal of the class, so they observed all of the time the students level	INT-TM-2-12	
	tongue when I can prove that the students don't understand something some words or expressions in English and to repeat information when I see they are confused.	teacher notice when a student does not understand for this reason he reacts to explain the same instruction in Spanish	INT-TL-5-11	
	When they want to express something and they don't have the whole vocabulary to do it	Teacher gives to the students the word that they may use in their activity to motivate the students learn and use it this later in their context	INT-TL-5-12	
COMMENTS	Theme: Elicitation of linguistic grammar forms	Sub-Themes	Instrument	Theoretical / document support
	When the students did not answer, the teacher clarified: "...Sería psiar because at this moment she is doing an action...T	L1 to L2 code switching during the past and present tense activity instructions.	OBR03S-4	
	Cuando yo digo why es ¿por qué?: T: ¿Por qué esta oración no está en presente progresivo? T	L1 to L2 code switching during the past and present tense activity instructions.	OBR03S-7	
	"y si yo no quiero poner "he" que pongo?...También se puede poner el nombre de la persona ...	Teacher uses this to find out if the students already know the topic explained before.	OBR06L-2	

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

Annex 2: Categories & Subcategories Mind map



Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

Annex 3: Class Observation



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



OBSERVATION REPORT OBR02J

Participant:		Observer's name			
Teacher J					
School /Room	Grade / Class	Date	Time	Nr of	
Luigi Pirandello	6B	10-04-15	8:30	1	

Objectives: To identify the causes why the teacher uses the mother tongue in English class. To analyze in what specific moments the teacher incorporate L1 in L2 class.

Directions: The form below is intended to collect information of teaching behaviors about the use of mother tongue in English class. Later they should be analyzed by collecting relevant data in order to get final results for the project. To put the specific time and stages when the teacher uses the mother tongue in English class. Fill out the comments square to clarify for what the teacher used L1 in L2 according to the moments.

Time	Spanish Utterance	Context
10 Min	<p>The teacher started the class by reviewing the topic from last class: "what was the topic yesterday? Some students answered (present continuous)</p> <p>T: Okay...</p> <p>She showed some pictures on the board using the class projector...</p> <p>T: What are they doing? Con el balón... T: ¿Ustedes que juegan normalmente? T: ¿es oración simple o progresiva? T: Es progresiva porque cambia...</p> <p>The teacher asked the students for the meaning of the word <i>developing</i>, and then she answered in Spanish: "es desarrollar o desarrollo"</p> <p>She continued showing the pictures and asking the students:</p> <p>¿Ayer estaba caluroso? ¿Cómo estaba el clima hace tres semanas?</p>	<p>In the presentation part, the teacher asked questions to the students using the mother tongue (Spanish)</p>
20 Min	<p>T: ¿Cuáles son las expresiones de tiempo? T: ... ¿Cuál podría reemplazar Now? T: ¿Cuándo celebra Diego su cumpleaños?</p> <p>The teacher started the instructions for the next activity that consists on some sentences: "... En esta actividad ustedes van a leer las oraciones que están en el tablero y van a escribir cual va en presente simple y cual en presente progresivo de acuerdo a los adverbios de tiempo..."</p>	<p>At the time when she was explaining the topic, she used L1.</p> <p>For the activity in class, the teacher first the teacher gave the instructions in English but then but then, she repeated them in Spanish.</p>

Comentado [A1]: T and S response towards grammar structure review in L2.

Comentado [MC2]: Use of simple and information questions in I1 to make clarifications of familiar contexts i.e. sports
Use of I1 questions to review a grammar structure i.e. the present continuous.



Comentado [MC3]: Clarifying the meaning of a specific word during the presentation stage of the class in L1.e.

Comentado [A4]: Elicitation of vocabulary regarding weather conditions through pictures.

Comentado [MC5]: L1 to ask questions related to English language vocabulary about time expressions.

Comentado [MC6]: L1 to identify sentence patterns to teach grammar structures.

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

 Corporación Universitaria Minuto de Dios Licenciatura en Idioma Extranjero – Inglés		
30 Min	T: "¡es individual! The students started to work in their notebooks and the teacher was checking their work. ¿Cuál de ellas en la oración? the "-ing" The teacher pointed out the sentences on the board and asked the students: ¿Quién es el sujeto? ¿Cuál es el verbo?	: When she was checking the students work, she asked the students some question in L1.
40 Min	T: Who wants to complete this sentence? (pointing out the board) S: "He never serves lunch" T: ¡Muy bien! Excellent job!	When the students di the activity, the teacher answered using both languages: L1 and I2
50 Min	T: Bueno... chicos, necesito que para mañana sus libros estén marcados y los pongan acá para revisarles la siguiente tarea... The teacher finished the class by telling the homework for the next class. T: "Tienen que trabajar en la unidad 2 del libro, puntos 2 y 5, ¡para mañana!..."	When she was explaining the homework for the class, she used Spanish to tell the students the points that they needed to work on their books.

Comentado [MC7]: Individual student feedback on accuracy activity.

Comentado [MC8]: Whole class checking English grammatical understanding

Comentado [MC9]: Positive praise translation from I1 to I2

Comentado [MC10]: Homework instructions

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

Annex 4: Concern format.



Bogotá 12 de Marzo de 2015

Señor(a):

**LICENCIADOS EN IDIOMAS EXTRAJEROS
Colegio Luigi Pirandello.**

Ciudad

Asunto: Participación en Proyecto de Investigación

La presente es para comentarles que desde hace 6 meses hemos estado trabajando en un proyecto de investigación el cual tiene como nombre TEACHER'S BELIEFS ON THE USE OF MOTHER TONGUE IN ENGLISH CLASS. El objetivo de este proyecto es conocer las causas por las cuales los profesores de Inglés utilizan la lengua materna en clases de Inglés, y para adquirir más información para complementar el proyecto necesitamos de su participación anónima para realizar 4 observaciones de clases, entrevistas, y diarios de campo los cuales realizaremos en el transcurso de las siguientes semanas. Cabe aclarar que de ninguna manera usted se encuentra en la obligación de participar en nuestro proyecto, de igual manera le informamos que si usted como docente desea aportar alguna experiencia, información o preguntar sobre algún procedimiento del proyecto está también va a ser tenida en cuenta o resuelta en su debido momento. Como lo mencionamos anteriormente, su participación en este proyecto será anónima, esto quiere decir que su nombre no será asociado con los resultados finales y que solo nosotras como ente principal del proyecto sabremos de su identidad. Además si usted en algún momento siente que desea retirarse del proyecto, lo podrá realizar de manera libre.

Por otro lado si usted desea obtener los resultados finales de este proyecto, nosotras compartiremos el proceso final de esta investigación. Ya que este proyecto le beneficiará brindándole la oportunidad compartir sus experiencias y retos en la vida laboral como docente.

Solicitamos amablemente que firme este formato de consentimiento para la participación en este proyecto de investigación. Una copia de esta carta le será dada con el fin de que usted tenga conocimiento de todo lo mencionado anteriormente en estas líneas.

FIRMA DEL DOCENTE

FECHA

María Camila Bernal y Leidy Susana Castrillón – Corporación Universitaria Minuto de Dios

Teachers' beliefs on the use of mother tongue in English lessons in a bilingual school

Annex 5: Authorization Letter.



Bogotá 19 de Febrero de 2015

Señor:

JORGE NARANJO
Rector colegio Luigi Pirandelo

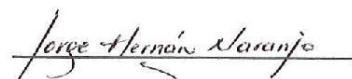
Ciudad;

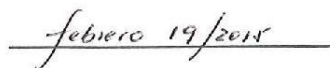
Asunto: PERMISO PARA IMPLEMENTAR PROYECTO DE INVESTIGACIÓN


La presente es para comentarles que desde hace 6 meses hemos estado trabajando en un proyecto de investigación el cual tiene como nombre TEACHER'S BELIEFS ON THE USE OF MOTHER TONGUE IN ENGLISH CLASS. El objetivo de este proyecto es conocer las causas por las cuales los profesores de Inglés utilizan la lengua materna en clases de Inglés. Y para adquirir más información para complementar el proyecto necesitamos de su aprobación para realizar 4 observaciones de clases a cuatro profesores del área de Inglés; dos de primaria y dos de bachillerato. Además de realizar Entrevistas, y diarios de campo los cuales aplicaremos en el transcurso de las siguientes semanas.

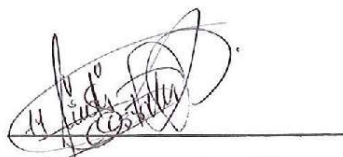
Por otro lado si usted desea obtener los resultados finales de este proyecto, nosotras compartiremos el proceso final de esta investigación. De igual manera, este proyecto le beneficiará brindándole la oportunidad de conocer las experiencias de sus docentes en área de Inglés.

Solicitamos amablemente que firme este formato de aprobación para implementar el proyecto en sus instalaciones educativas. Una copia de esta carta le será dada con el fin de que usted tenga conocimiento de todo lo mencionado anteriormente en estas líneas.


Firma del rector


Fecha


María Camila Bernal


Ledy Susana Castrillón