

The impact of Teachers' Language Use on eighth Graders' Behavior

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Resumen

Si bien diferentes teorías de adquisición de segunda lengua proponen la exposición en alto grado de los aprendices a esta como mejor manera de adquirirla, se sabe poco de la relación que existe entre el comportamiento en las aulas de clase y su uso. Por tal motivo, este proyecto de investigación busca respuestas que puedan contribuir a disminuir y controlar problemas de comportamiento a través del uso apropiado de la segunda lengua (inglés) y primera lengua (español). Esta investigación cualitativa llevada a cabo en un grado octavo de un colegio público de Pereira, Risaralda (Colombia) tiene como métodos de recolección de datos entrevistas, observaciones y diarios. El análisis de los datos reunidos muestra que el uso de la primera lengua por parte de los profesores del estudio se da como herramienta para facilitar, clarificar instrucciones, y controlar comportamientos de indisciplina en los estudiantes. Sin embargo, este uso también se deriva de la falta de experiencia de dichos profesores. En relación al comportamiento y actitudes de los estudiantes, se muestra que el comportamiento de indisciplina ocurre como consecuencia del rol del profesor como controlador de la clase. Además, se revelan los efectos en el comportamiento de los estudiantes en clases donde la segunda lengua es usada en un alto grado de exigencia.

En conclusión el presente estudio indica que el uso correcto de la segunda lengua y primera lengua no solamente resultan en un aprendizaje efectivo de la lengua, sino que también garantizan el control de la indisciplina de los estudiantes en las clases. A pesar de que el uso de la segunda lengua puede ser un desafío para los estudiantes, los profesores pueden aprovechar el uso de la primera lengua en los momentos que requieren su ayuda para controlar los problemas de comportamiento.

Abstract

Although several language acquisition theories suggest exposing language learners to L2 in high degree to best acquire the language, little is known about the relationship between behavior in classrooms and the use of the second language. Therefore, this research project seeks answers that may contribute to decrease and manage problem behavior through the appropriate use of L2 (English) and L1 (Spanish). This qualitative research carried out in an eighth grade from a Colombian public secondary school in Pereira, Risaralda has as main methods for data collection interviews, observations and personal journals. The analysis of the data gathered shows that the teachers' use of L1 can be a tool for giving, clarifying instructions, and controlling student's disruptive behavior, its use may also derive from the teachers' lack of experience. In regard to students' behavior and attitudes, it is shown that disruptive behavior may occur as a consequence of teacher's lack of role as the class manager. Besides, it is revealed the effects of the use of the second language in students' behavior in challenging classes.

In conclusion, the present study indicates that the correct use of L2 and L1 can not only result in effective language learning, but it can also guarantee control of students' misbehavior in class. Even though the use of L2 may be challenging for students, teachers may take advantage of L1 in moments that require its help to manage problem behavior.

Introduction

This study addresses the relationship between second language learning and behavior in classrooms. It seeks answers that may decrease and manage problem behavior in second language teaching scenarios. Even though there are several language acquisition theories that highly support the exposure to the second language to successfully acquire the language, there is little investigation about the use of L2 and behavior. Therefore, the study intends to give answer to questions in relation to the effects that the second language may have in students' attitude and behavior, and to the teachers' use of L1 in the teaching action.

This qualitative research project is carried out in an eighth grade from a Colombian public secondary school by three teacher researchers. A number of six classes were implemented through a communicative language teaching approach. The main methods for data collation are interviews, observations and personals journals. The analysis of the collected data indicates that there are two different effects in students' behavior in relation to the use of L2: engagement and distraction. In contrast to the use of L1 it was revealed that the mother tongue results as consequence of the need to: giving and clarifying instructions, and controlling students' disruptive behavior. In addition, there is also a third use of L1 that derives from the teacher's lack of experience.

Finally, the teacher's role as the class manager is highly significant when controlling students' behavior. By having appropriate use of L2 to expose learners, and taking the use of L1 as a tool and not as the goal to learn, teachers can manage classes and can control problem behavior effectively.

Statement of the problem

Nowadays language learning has taken great significance for the complement of many professions in different fields. Teachers face challenges with the application of current approaches and witness new issues that emerge with them. For example, with the communicative language teaching approach, learners in their early language learning stages experience some difficulties when facing interaction in the target language. Mortimer (cited by Freeman 1998) states that learners tend to “turning off” while paying attention. In other words, they get distracted because of the lack of listening comprehension ability, decreasing their concentration, and as a result losing interest and possibly creating behavioral problems such as indiscipline, noise and interruptions. According to Kaplan (2005) the communicative language teaching has come out over the past several decades in response to changing views on the nature of communicative language use and the abilities that imply it, providing opportunities for teachers and learners to use the target language for communicative purposes in their classrooms.

Teachers are aware of this new assumption, and of the need of using the target language to develop real language learning. This approach brings concerns about the appropriate use of L2 to control students` behavioral problems.

Since second language learning is a complex process and that the excessive use of L1 would not lead in real acquisition as several language learning theorists suggest, teachers know that the exposure to the target language is necessary at the moment of teaching. However, most of the cases when teachers use L2 and students do not have the language level to understand, they tend to experience distraction that may end in indiscipline. As Harmer (2002) states “when students are engaged with a task or a topic they are unlikely to behave disruptively,” “But if they lose that

engagement they may misbehave.” In other words, having students engaged in tasks by using an appropriate and understandable language may guarantee efficient control of students’ behavior.

Even though there are several aspects that affect the language learning process, currently there is not much research on theory that helps teachers and researchers understand how problem behavior in all language learning scenarios may be treated or prevented. Some authors suggest a view on this issue, Gardner (cited by Lightbown and Spada 1985) says that “Motivation and interest are related to successful language learners; they facilitate the students’ understanding and immediately predispose the learners to learning”. Motivation and interest in the students can reduce problem behavior as they create an environment that helps learners like and be engaged in the tasks. Harmer (2002) also proposes a similar view on this matter; he states that “Students who are interested and enthusiastic do not generally exhibit problem behavior”. This is because students who are interested see learning tasks appealing.

As the general aim of this research, we look for answers that contribute to decrease problem behavior taking advantage of the use of L2. Little is known about the relationship between behavior and second language. Therefore the purpose is to contribute to our understanding of how taking advantage of using L2 to decrease behavioral problems and to see how they are affected by each other.

As Kaplan, R. says (2005) the importance of applying L2 to language learning scenarios is enriching for the learners. It provides them real life situations for the language, encourages them in communication and gives the chance to practice and use the language. This project will take into account different factors since it is a practical application to be adapted in several moments. The research questions that guide this study are as follows: **What effects does the use of L2**

have on English students' attitude and behavior? And under what conception do novice teachers use L1 in their teaching action?

Theoretical Framework

Indiscipline is an issue that influences and affects learning in all classrooms; in the second language learning scenario the duty for teachers is to keep control over these disruptive moments by having appropriate classroom management and strategies that can help decrease this type of situations. In view of the new emerging language teaching approaches, teachers face new outcomes in relation to the use of L2. Consequently, new inquiries concerning the appropriate use of L2 and L1 start rising.

Communicative Language Teaching

The current study looks for establishing how the use of L2 (English) deals with behavior in the process of learning a foreign language through an appropriate exposure of L2. In past decades, teachers of second language worked with the grammar translation method by focusing on learning only grammatical structures and taking the use of L1 as the basis. But, nowadays the communicative language teaching has come out with effective ways of encouraging learners in L2 and in real language learning as the Content-based instruction and task based instruction do.

The main purpose of second language teaching is preparing students for learning in the best way. Thus, the communicative language teaching (CLT) increases the use of the language and the development of learners' communicative competence. According to Richards and Rodgers (2001) "CLT is group work structured in such a way as to enable student interaction, the exchange of information, as well as cooperation rather than competition in learning. As CL

emerged from CLT, it encourages the development of critical thinking skills and communicative competences, by means of carefully structured activities of social interaction.” According to this the CLT is one of the best tools when talking about constant feedback between partners. The interaction process is determinant at the time of learning. The present study intends to apply this communicative language teaching approach which may also be suitable for having control of students’ disruptive behavior.

Disruptive Behavior

Taking into account that this study is also focused on the effects that L2 has in the students’ attitude and behavior, disruptive behavior is an undeniable issue that affects every learning scenario in all contexts. Some theoreticians refer to this issue as problem behavior, indiscipline, misbehavior or disruptive behavior. In the present study we will take it mainly as disruptive behavior and the other concepts as synonyms. Algonquin College, (1995) states that “Disruptive behavior is any behavior that significantly and/or persistently interferes with the learning process and/or the rights, safety and security of those in the teaching-learning environment”. In fact, disruptive behavior is a big challenge which all teachers have to deal with. In this research project, disruptive behavior is one of the issues to be addressed. This issue is evidenced in all classrooms and may occur because of different causes. Kuhlenschmidt and Layne, (1999) determine that “Disruptive student behavior may have nothing to do with the instructor or the class. Teachers may think they are not well prepared or they did something wrong for causes misbehavior, but if teachers evaluate behavior before taking action it gives practice and reflection”.

IES, (2008) also adds that “Some teachers have a class in which one or a few students exhibit persistent or significant problem behaviors, those that are disruptive, oppositional, distracting, or deficient. Sometimes when a number of students in a classroom demonstrate such behaviors, it can create a chaotic environment that is a serious impediment to learning for all students”. Teachers can claim several causes why disruptive behavior happens: students’ background, lack of classroom management, lack of motivation and teachers’ lack of strategies to prevent and correct disruptive behavior. Teachers may also agree that when students are not disciplined on time, disruptive behavior can become a common and frequent problem at the time of teaching. In all cases there must be strategies and useful tools that can reduce disruptive behavior. Nilson and Jackson (2004) state that “developing mutual bills of rights in a classroom is more than a means to reduce incivility; it is also an opportunity to teach students some important life lessons. Before starting a class, the instructor should agree some ground rules with the whole group in order to keep control with previous accordance”. Disruptive behavior is an obstacle and issue that needs to be solved or at least treated by teachers in all learning scenarios. One of the important aspects for successful CLT is to have well disciplined classrooms where real communication may take place and teaching and learning may progress efficiently.

Novice Teachers

One of the causes of disruptive behavior in the classroom is the lack of control by new teachers who face these behavioral issues at the time of teaching. Achinstein&Barret (2004) argue that “Concerns like being unprepared for meeting pupils’ needs, classroom management and understanding school culture might cause problems at first. There appear two major trends from

the research on new teachers' concerns about classroom contexts and students: a "practice shock" and a "cultural mismatch". The former, the practice shock, as the literature defines, is "novices' transition from idealism to the reality and complexity of classroom life." In theory about teaching, teacher students may find innumerable strategies and procedures to prevent and treat problem situations in the classroom. However, at the time of teaching there appear disruptive behaviors in unique circumstances that new teachers have to deal with and which can be challenging. Onafowora, (2004) also states the importance of experience: "therefore the novice is challenged with balancing theory with practice acquired through experience, and since practice improves with experience, the affective capability may not develop at the same pace as the cognitive capability". At it was found in this study, novice teachers had to face situations they were not prepared for. The lack of experience and previous knowledge is a determinant factor when teaching. This is why the current research attempts to know under what conception novice teachers use L1. Once a teacher has previous knowledge about a specific situations can deal with the fact in a better way.

One more negative aspect about being a novice teacher is named by Housner and Griffey (1985) cited by Hogan (2009) "When thinking about the classroom while planning instructional strategies (lesson planning), novice teachers tend to regard the class as a whole. That is, novice teachers do not think in terms of individual students". Novice teachers do not prepare class thinking in individual students. They think in the whole class. That is why more issues may appear.

Lesson planning is significantly relevant for novice teachers. According to Housner and Griffey (1985) if novice teachers are also not well prepared for planning it becomes in a higher problem at the time of teaching. If the novice teacher do not anticipate problems for the class because of the lack of experience it may cause negatives effects in the classroom such as disruptive behavior, student's lack of understanding and bad time management.

Not only negative aspects about novice teachers emerge in different studies, there are also positive facts, according to Hernandez and Gonzalez, (2008) new teachers spent a smaller proportion of their time on actual teaching than their more experienced peers: on average, less than three-quarters of new teachers' classroom time was spent on actual teaching and learning". It means that novice teachers are better when managing the time. They organize classes better and teach more in less time. In the current study, novice teachers are referred as new teachers for their task of teaching in a new context and new environment.

Internal Factors

When learning a second language, learners experience different emotional factors which affect the process of learning. As Ellis (1994) cited by Madrid, D (1995) points out that "it is not the student's social per se (in itself) what is determinant but its effect on the student's previous experience, stimuli, attitudes and motivation". In fact, past experiences, good or bad teachers, classes and what is more the desire or discourage of learning what it is been taught, is a password for successful. If a student feels apathy or displeasure about the class it also affects the appropriate students' behavior. These factors are part of the learning process and also reveal the importance of knowing how to deal with problem behavior. The teacher's attitudes and

preparation of the classes are also very important when teaching because students may feel more engaged at the time of learning. Factors such as student's background, motivation, previous experience in the area and subjects preferences, are some internal factors which may affect the learning process. In order to focus on motivation gender also plays an important role when teaching and learning. According to Burstall cited by Madrid (1995) "females had a more positive attitude to learning an L2 than males. She found out that many more low-achieving boys tended to drop the L2 class. Nevertheless, the girls with low outcomes did not. Gardner and Lambert (1972) also found that female students were more motivated for the learning of L2 and had more favorable attitudes than male students". Based on the current study it was not found that girls were more engaged or arranged to learn English, but it was evidenced that females were more dedicated or committed a the time of doing what the teachers proposed. Among the different facts that can limit the learning process, Hutchinson and Waters cited by Hum (1987) argue that "Learning of a language is an emotional experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning". Here internal factors mean that the factor inside the students themselves plays an important role in learning an English vocabulary. That is why, there is only one factor included here, pupils' feelings. According to Felix (1977) as cited in Leontiev& James (1981: 133), "Students are the most important factor in learning an English vocabulary". There are some characteristics of students, such as age, motivation, behavior, etc. Talking about age, the way of learning of teenage students will be different from adults, so the teachers must be aware of this difference. Young children tend to have limited attention span whereas the adults tend to pay attention longer to the lesson". Students' age is also a feature that may affect internal factors at the time of teaching. That is why teachers must be aware of all the factors in order to have a successful learning process.

Classroom Management

One of the most important elements of teaching is classroom management. This concept includes a lot of other aspects of teaching that make it an umbrella term and especially if it refers to the teaching of a second language. This present study is focused on students' behavior and communicative language teaching, so classroom management plays a relevant role. The following definition confirms the importance of classroom management when dealing with problem behavior.

Emmer and Stough cited by Oliver (2007) point out that "The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes good instruction possible. Although clear instructions are definitely an important resource at the time of classroom management it does not guarantee that behavior problems appear". Thorough and clear instructions definitely have a big influence in positive behaviors; this should be complemented with efficient classroom management to prevent problem behavior. Preventing and looking for strategies allow teachers to have a better control of their classes. In the current study, it is noticed the importance of classroom management since disruptive behavior is a common issue that teachers face because of the lack of appropriate strategies when talking about classroom management.

Qinglan (2003) states that, "Effective management requires teachers to define their expectations for their students at the beginning of the school year." Discipline is the main preoccupation of teachers of young learners. Many teachers find it necessary to establish a list of

rules to make their expectations clear and to keep discipline. In relation to this it is important for teachers to keep in mind that rules and criteria for evaluations should also be taken into account. Clear steps to follow can be a good way of controlling students 'disruptive behavior.

The importance of classroom management is also mentioned by Zerin (2009) "generally classroom management refers to a process where a teacher organizes and controls students' movement, behavior and interaction pattern during a lesson. A teacher's most important job in the classroom is to create the conditions in which effective learning can take place". The most important aspect when talking about classroom management is the teacher as the class manager: the controller in the negative situations and the leader in the learning tasks. Once students follow a correct process of learning, in this case appropriate behavior in the classroom because of effective classroom management, learning can be successful.

Methodology

Type of Study

The present study is a qualitative research which aims to gain insight of the process that marks language learning in scenarios where behavioral problems take place as an issue that affects classrooms. According to Denzin (2005), qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The current study will take into account: study design, context, participants, data collection methods, researcher's role, and data analysis. This investigation deals with the behaviors and their consequences that are affected by the environment. As a case study it is an intensive analysis of an individual group stressing developmental factors in relation to context. It is also a descriptive study that as Shepard (2003) suggests it "is used to explore causation in order to find underlying principles."

The study is focused on behavior and the use of L2 in an eighth graders' environment. Therefore, the study intends to collect data that can lead to understand the problem, and can guide to find a possible solution on this phenomenon. The purpose is to extend the view in specific, relevant and detail information about how the use of L2 can be applied to change students' misbehaviors in schools.

Context and setting

The current research was carried out in a public primary and secondary school in Pereira-Risaralda (Colombia). The school has eight hundred students 18 rooms from 1 grade to 11 grades, it also has two computers room, chemistry and physics laboratory, a media room, a library, a big restaurant and a coliseum for all the students. The school also has appropriate resources for teachers, like interactive rooms.

There are twenty-two teachers, two coordinators and a Principal. The teachers are classified in; two English teachers, three physics, biology and chemistry teachers, two math teachers, two social studies teachers, one of physical education and one teacher of art, two Spanish teachers, a technology teacher. The school has two English teachers who are responsible for the whole school in the teaching of English as a foreign language. One of the teachers is in charge of the eighth grade that was the sample for the study. Two of them are Bachelors of English Language Teaching and the other two are teachers without a college degree.

The Standards proposed by the Ministry of Education of Colombia are not followed yet at this school, its curriculum was designed based on the ‘Lineamientos Curriculares para Idiomas Extranjeros of Colombia’, and on the teachers’ assumptions and experiences as English teachers. One of the most relevant evidence of the current curriculum is shown when the main teacher gives all the classes in Spanish all the time. It was also evidenced that the standards by the Ministry of Education of Colombia are not implemented.

Participants

The selection of the participants was based on a useful tool, (Merriam, 2002) since this is a qualitative study and it sought to understand a particular phenomenon from the participants' views. Besides, this specific population composed the object of the study being the main actors of this research from whom we could learn. We observed language use and behavior. The participants for this research were a group of eighth graders, thirty one students, fifteen girls and sixteen boys, considered to be at a basic level, and also three English teachers. This specific kind of students were selected because of their age (between 14 and 15 years) and because their English level. All this characteristics were appropriate in order to reach the goal of our study. There were three pre-service teachers that carried out the teaching activities. The students for the sample were also selected taking into account their strengths and weaknesses.

Data collection Methods

This study took into account three main methods for data collection; observations, interviews and personal reflection journals. "Observations in research is a tool when it serves a formulated research purpose, (this tool) is planned deliberately, is recorded systematically, and is subjected to checks and controls on validity and reliability." Kidder, (1981) cited by Merriam, (1998) The observations for this research were seven and were focused on teacher's language use and students' behavior. Before starting the implementation one observation was carried out. It had the purpose of having previous perception about the development of the class and also to focus on students' behavior when having classes with the in-service teacher. This observation evidenced that almost all the class was developed in Spanish and sometimes students showed

inappropriate actions for the normal sequence of the class, in other words misbehavior. In this study the observations were also planned intentionally and developed in a detail way in order to get the information that was relevant. In this case one of the two observers wrote everything that happened and the other one filled a format.

The observations took approximately one hour per week in a minimum of seven classes. Time was estimated so that students were exposed to the target language.

This study had two different opened interviews: a teacher's interview and students' interview. "Qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects." "The main task in interviewing is to understand the meaning of what the interviewees say." Kvale, (1996)

The interviews were designed with the purpose of getting information that would reveal how students and teacher thought about English and teaching English as well. How the personal concept about these two areas could influence their learning process and their opinion about the classes developed by the pre-service teachers.

This study had three different research journals. Each pre-service teacher had a personal and detail journal of the classes. "Researcher's journals are a form of reflective writing which researchers engage in during a project and through which they document their personal experience of the research process." "Such writing is sometimes referred to as a research journal." Thomas, (1995)

Data Analysis

This study developed a grounded theory method, as Allan, G. (2003) says the first step is data collection, through a variety of methods. From the data collected, the key points are marked with a series of *codes*, which are extracted from the text. The codes are grouped into similar *concepts* in order to make them more workable. From these concepts, *categories* are formed, which are the basis for the creation of a *theory*, or a reverse engineered hypothesis.

After using all methods, the study went through different stages of analysis that contained first, the coding of the information; second, the identification of concepts and third the interpretation of the different concepts and situations found.

Researcher's Role

Three researchers in this case Participant-observers developed the study and participated by giving instructions. One researcher taught while the others two observed not only the teacher but also the students and the context. The two observers took field notes in the situations that happen during the use of L2.

Observations were carried out by three researchers, two as observers and a third one who was participant observer. According to Adler, (cited by Merriam, S. 1998) “participant as observer is called as an *active membership role* in which researchers are involved in the setting's central activities assuming responsibilities that advance the group, but without fully committing themselves to members' values and goals.” In this investigation researchers used reflection journals or personal journals in which they recorded their feelings and reflections about what

they observed in the classes. The journals were developed for complementing what was found in the observations and interviews.

Instructional Design

A number of six classes were implemented in this research study and they were the guide for the investigation. The instructional design was accomplished during two months of English classes. There was one-hour section every week and during the teaching stage, we covered simple present and present progressive tense. Every class had its own learning aim and each will be sequentially developed and implemented according to the learners' needs.

Class number 1

***Aim:** At the end of the lesson the learners will be able to identify and express daily routines in real contexts by using daily life expressions.*

In this first class, the teacher started the implementation with a great percentage of English something with which the students were not used to it since their normal teacher used a very low percentage of English during the classes. So, the first part of the class was dedicated to get to know each other and on the presentation of the short course. After this, the students were presented with examples of statements that use the present simple form. The teacher gave the students a worksheet where they identified some action verbs with some images. The teacher asked some questions about what they knew about the statements, and he gave some more examples of those statements that have the same present simple form, so that they identified its

structure. The students read a text in which they interacted with it and later picked up those action verbs that had present simple form. Later, the teacher pointed out how to express the previous sentences with negative and question form.

Class number 2

Aim: *At the end of the lesson the learners will be able to use daily routines statements such as 'I get up, she has a shower, we get dressed, they go to work, etc.*

The teacher reviewed the last class topic by eliciting the students what they remembered from the short reading they had. The teacher asked the students to write some sentences from the reading as examples of present simple. The sentences were written on the board by the students.

The teacher presented thirteen daily routines by showing the learners images of them. After they were presented, the teacher showed the images without the names, and the students said the routines they see. The teacher said an example per each routine by using different pronouns and the present simple to make reference to the previous topic. (Present simple through professions)

The teacher told the students to ask to one their classmates three questions about three routines. For example: What time do you get up? What time do you have breakfast? What time do you go to bed? The students worked in pairs and each partner shared to the group his/her classmate's answers.

The teacher played a recording about the daily routines. The students listened to the thirteen routines, and they wrote them on their notebooks in the order they hear them. After this, the teacher asked the students to number them in the correct order.

The teacher gave the students a worksheet in which they had to read some sentences about a man's day. With the information provided they had to write and complete the sentences. For example: Steven gets up at seven o'clock. The students read the sentence and they write what it is supposed to be next. At the end, the teacher and the students discussed and will check the answers.

The teacher stuck the images of daily routines on the board, then, he asked for some volunteers to go to the board and to match one image with one routine. Each student matched only one and said the time he/she has the routine: For example: I go to bed at 9 p.m.

Class number 3

Aim: *At the end of the lesson the learners will be able to express activities they and others are doing at the moment of speaking, they will also be able to ask and answer questions about actions that take place at the moment of speaking.*

Teacher started the class handing a comic where students saw situations that take place at the moment of speaking. Students read the comic and identified when they thought the action was happening. The teacher asked for a volunteer to say whether it is present progressive or to give a short explanation about the use of it.

The teacher pasted on the board 10 images in present progressive. Students had to identify the action and the sentences which belong to that image Example: I am writing a letter. She is not sleeping in this moment. Are you doing the homework? Students had to write on their notebooks the sentences with the correct image.

The teacher handed a list of 10 verbs which are useful to work in the class. The verbs were in present, present progressive and each verb had an image. Students saw the list. They worked in pairs. Now students listened a song (I'm sexy and I know it) in which they had to identify some missing words. Students had to find the words in the back of the paper. They filled the gaps to complete the song. Also they found sentences that happen at the moment of speaking. They listened to the song twice and then the teacher asked for a volunteer to write the complete sentence on the board. Classmates said if it is correct or not.

The teacher handed a reading which tells a story about a wonderful holiday. The students read the text and underlined the sentences in present progressive. Then they changed the sentence into interrogative form. Students said they sentences in interrogative form.

Class number 4

Aim: *At the end of the lesson the learners will be able to speak about actions at moment of speaking.*

Teacher checked student's homework. Teacher asked for volunteers to read the sentences they had to write from affirmative in to interrogative sentences. The students wrote the sentences on the board and the rest of the group should say if the sentence is correct or not.

Students received a paper where they find a picture. The picture had a boy and a girl and they can also find clothing vocabulary. Teacher introduced the phrase she is wearing... or he is wearing and explains what it means. For example: I am wearing a bracelet or she is wearing a sweater. Showing a student, now the teacher asked to complete a text in which they find a description about the couple in the picture. They wrote: is wearing... and he is wearing or the clothing vocabulary they had in the image. Then students shared the answers with the hall group.

Students listened to a description about an image. They followed the activity and identify each sentence about what are they doing. They had to write a number for each group of people. They listened to the audio three times. To checked every sentence. Once they finish they should stand in front of the class and answer the activity. Each student answered one sentence.

Students received an image where they see a street with a lot of people. All of them are doing different things. Students had a short list and they had to match with the picture. Teacher pasted the poster with the same image on the board and when students finished the exercise they had to answer the poster on the board. Students said sentences where they spoke about what their classmates are doing at the moment of speaking.

A number of six classes were implemented in this research study and they were the map for the investigation. Every class had its own learning aim and each was sequentially developed and implemented according to the learners' needs.

Class number 5

AIM: At the end of the lesson the learners will be able to identify actions that happen at the moment of speaking.

In the fifth class the teacher started the class giving back the copies in which the students were working “present progressive” in order to remind the last topic worked. Students had to demonstrate that they know how to use present progressive telling some sentences of the copies. Then the teacher played an audio recorder which describes some pictures of the copies that the students had, they recognized which picture the audio was talking about and then organized them according to the sequence of the descriptions. The students could listen to the descriptions only for three times, but the teacher could help them using body language or descriptions clearer.

Class number 6

AIM: At the end of the lesson the learners will be able to recognize the difference between the use of statements of facts and sentences of actions in process. They will be able to recognize when they should use simple present and when they should use present progressive.

In the last class the teacher gave some examples about how to use the different frequency adverbs in simple present. He used a chart where he explained the percentage of the frequency adverbs and how it should be used. The teacher started saying some examples with frequency adverbs like (I never go to the river, I always run in the morning, I sometimes eat breakfast). Then the teacher gave a little time to students create sentences using the frequency adverbs.

The teacher presented a game in which the students should throw a dice in which there were some verbs and the tense in which that verb should be conjugate. In groups of 4 people, a volunteer per group went in front of the class, threw the dice and said the correct sentence using verb in which the dice was indicated. The person who said the sentence correctly got a point for his/her group.

In conclusion all the topics were developed according to the curriculum from the school and were carried out through a communicative language teaching by establishing language basis in the first classes and then developing the correspondent tasks.

Findings and Discussion

In this chapter the most important findings which emerged from the study are sequentially presented by giving evidence, analyzing, interpreting data and discussing them with different authors.

1. The teacher's use of L1 as a tool in the foreign language learning scenario

The current finding deals with the use of L1 (Spanish) in different teaching events that take place in the classroom as a result of the need for clarification of instructions and organization in the English classes. Thus, this finding is divided into three categories; the first one is focused on the analysis of the teacher's use of Spanish for giving instructions, the second one on the way of controlling student's misbehavior, and the third one on the teacher's use of L1 as a result of lack of experience.

1.1 The use of Spanish for giving and clarifying instructions

According to the data collected on the research process, it demonstrates that the use of L1 (Spanish) is determined by the way the students understand the teacher's use of L2 (English). In other words, the use of L1 emerges as result of students' lack of understanding of instructions. The following evidence taken from a class observation and an interview indicates that the teacher uses L1 to give and clarify instructions which may be unfamiliar or complex for the students.

***O6TK-** The teacher asks ¿What is the structure of this sentence? Then she uses Spanish ¿Cuál es la estructura de esta oración? Since the students did not react or answer her question.*

In this sample data the teacher acknowledges that it is a tough question and needs to be clarified in Spanish so that the students understand what has been said.

IS3- ¿Que haces cuando no entiendes lo que dice tu profesor en inglés?

Pregunto en español y que me responda en español.

As pointed out in the data, the teacher uses L1 to clarify when she noticed that the students did not answer her question or seem to struggle with the instructions. This suggests that although, the teacher takes into consideration the need to expose the learners to L2, there may be moments that require the teacher to switch to L1, so that the class may develop as it is planned.

These two samples as many others taken during the observations revealed that the students were used to having English classes with a significant amount of instruction in L1. As shown in the data and especially with the interviews, the students also indicated that their English classes with their regular teacher were mostly developed in Spanish. In fact, this was evidenced in the first observation before the research started, and for this reason, in the first lessons of the implementation the students required the teacher's use of L1.

IS5- ¿Que tan a menudo la profesora (in-service teacher) utiliza inglés en clase? ¿Poco, regular mucho? ¿Y qué opinas de eso?

- Poquito, porque uno no le entiende y es bueno porque uno así aprende más.

The data also noted that the students were not used to English when the implementation of classes took place. They found it unusual to have classes where English was used most of the time. They stayed quieter and stared at each other when the classes were developed in the target language. Although, the students did not refuse to be exposed to English, they felt the need to use L1 in order for them to comply with the assigned tasks.

IS2: ¿Como te gustaría que fueran tus clases de inglés? ¿Qué le agregarías, cambiarías o quitarías? ¿Por qué?

-Que una parte sea en Ingles para entenderla y la otra en Español.

As the previous samples show, some students had the belief that if they speak in Spanish they might learn English easier. They believe this since they have been exposed to a traditional methodology. Based on this, the analysis suggests that students seem to have a misconception; they think that if they understand the development of the tasks when instructions are in Spanish, they learn more English. However, they do not realize that once they are more exposed to English they learn it faster. They seem to see English a complex language for communication. The following data from an observation points out the way Spanish had to be used for giving clarification.

O4TK- *The teacher asks a volunteer to write the first sentence on the paper. Then she says: 'We are going to share the sentence' and then she switches to Spanish: 'Cada grupo va a escribir una.'*

At the beginning of the implementation of the project, the teacher researchers needed to use Spanish for providing instruction as it mentions in the sample **O4TK**. Consequently, as the classes continued the students improved their English comprehension, and the use of L1 decreased. However, for complex instructions the teachers still switched back to L1, so that the students could understand clearly what they might find difficult. As the observation revealed in the previous data, the teacher had to clarify specifically the procedure for the activity when she found that they were confused with what they had to do.

The L1 may be seen as a tool in different situations where students' lack of understanding does not let the classes develop appropriately. When having unclear instructions in the students' minds the classes seem to slow down and some negative issues related to behavior can emerge. At this point the L1 becomes in a helping factor in the process of learning a second language. Its use can be a way to communicate effectively and taken as an advantage in the classroom. According to Nation (2001) "There is the common theme that the L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2." The L1 can give a clear and meaningful view of what is being said in L2 when there

is an immediate necessity to do so. Nation also states that “The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used.” In other words, the L1 should be a tool that only serves to clarify ideas and shouldn’t be the language of interaction in classes. In the second language learning classroom the L1 applied appropriately with students and teachers may become in a real helpful tool for the second language acquisition process.

1.2 The use of Spanish for controlling student’s disruptive behavior

The use of L1 by students and teachers is evidenced in most of the second language learning scenarios. This situation is debated in the process of learning a foreign language; many theories support that the use of target language in the classroom, is the best way to be exposed and thus acquired the L2. Nonetheless, there are some others theoreticians that suggest that the use of L1 may be a useful tool when teachers need to control student’s behavior. As it is demonstrated in the following data, the teacher uses L1 as she may think it is necessary to do so.

O4TK- Some music starts to play in cell phone. The teacher says: “Quien tenga el celular con música lo apaga”. Then the music stops.

As the data shows, the teacher makes use of Spanish at the moment when the class has been interrupted by disruptive behavior, in this situation, noise. As it is evidenced in sample O4TK, the teacher knows that the use of L2 in this case may not be useful if students do not understand what she means. As soon as the teacher says in Spanish: “Quien tenga el celular con musica lo apaga”, the student got the message immediately and the music stopped.

The teacher researcher’s journal also confirms the evidence from the teacher’s observation when speaking about the use of L1 to call students attention.

JITC-“One of the discipline issues from the group that I noticed is that students frequently stand up from their seats to chat while the class activities. At these moments, I was forced to use Spanish because I felt that if I didn’t do it, they will continue interrupting and they would think that there wasn’t any problem with what they were doing.

As the journal points out, the teacher acknowledges that it is essential for the development of the class. The use of L1 emerges in moments where indiscipline issues emerge in the class. Apart from this, it was found in the first observation made to the regular teacher at the beginning of the research project and in the teacher researchers’ classes that students’ misbehavior was common at the moment of teaching. In both cases students behaved inappropriately not because of the class but because of their age and attitude. In those cases the use of L1 had to be used as a strategy to prevent and stop that behavior. The following sample also corroborates what is mentioned in this paragraph.

OITC- “Teacher says “silencio por favor, pongan atención.”

This suggests that even though students need to be exposed to the L2 as much as possible, as the communicative approach argues, the L1 can be applied in circumstances where it becomes in a tool, in this case, for controlling students’ disruptive behavior. Cameron (2001) points out that “L1 is justified to be used particularly when the teacher and pupils need to compromise or negotiate disciplinary and other management circumstances.” The L1 works as a resource at the moment negative disciplinary issues emerge; teachers can manage disruptive behavior through its help. Cameron also states that “in the classroom, noise and indiscipline might seem to occur to circumstances, for example: when the class size is big then the noise and indiscipline’s probability is greater.” Among other tough circumstances that can prompt indiscipline, Cameron explains that “Therefore, the teacher needs L1 for its immediate effect in order to minimize the noise or indiscipline during the task”. According to Cameron and to the current study, the teacher’s use of L1 in the classroom depends and occurs in situations which require an effective

way to communicate. It is important to use the target language as much as possible to expose learners to L2. However, the use of L1 should be considered too for positive uses like controlling students' disruptive behavior.

1.3 The teacher's use of L1 as a result of lack of experience

In the foreign language learning field there are several factors that affect the learners' learning process. However, there is one which significantly influences the development and progress of the classes and consequently the learners' language acquisition process. Experienced teachers may know that to have an appropriate environment for learning it is necessary to have efficient classroom management as much as sufficient exposure to L2 as it was the purpose of the current study. In their early practices, new teachers start facing behavioral issues that they learned from theory but that in real practice they have never dealt with. In relation to this, the following data shows the way the teachers in the study used L1 (Spanish) for classroom management where it was unnecessary.

O5TF: The teacher says: Listo, hagan silencio pues para que escuchen la grabación. Que su acento es un poco diferente. Vean lo que vamos a hacer.

When giving instructions the teacher believes that it is necessary to use L1 to give a clear and effective instruction. But the use of Spanish was needless since the teacher could have used body language or even gestures to make students pay attention to the listening activity and to develop the task successfully. The teacher did not put enough effort to make students do what he needed by using L2. As the two following data also reveal, the novice teacher did not even try to give the instructions in L2. In addition, in the second data, a personal journal, the teacher was conscious of the unnecessary use of L1 after she reflected on the class.

O3TK: *The teacher then walks around the classroom to check the sentences. She says: “Les voy a dar este papel para hacer oraciones en pregunta” (I’ll give you this worksheet to make question sentences) “Lo van a hacer en parejas” (You’ll work in pairs).*

J3TK: *I realized that I used Spanish several times compared with what I had planned to use. At that time I did not realize that I could have used English in some moments and more often. I felt anxious about students misunderstanding instructions.*

The personal journal showed that there was an internal factor that caused a negative effect in the teacher’s performance. This feeling of stress and perhaps confusion led the novice teacher to take inappropriate decisions such as using Spanish when not needed. Even though, she had determined to do things differently from the beginning in her lesson planning. After sharing the teacher’s reflections with the two teacher researchers, all teachers agreed that there were moments that L2 should have been used for some instructions or commands; however, because of lack of experience or high level of anxiety the teacher used L1 unnecessarily. Another reason, why this teacher switched to L1 is that she seemed to underestimate students’ knowledge of L2 and their comprehension, and considered that they were not able to understand what it was said in L2 and thus the use of L1 was considered to be more appropriate. The next data mentions the way in which another novice teacher used some strategies to make students understand the activities by using L2. This evidence indicates that even though the teacher researchers used L1 in some situations, they also used L2 appropriately in all the implementation.

J1TC: *When I saw that they didn’t get what I told them to do, I used my hands. For example, when I said, ‘we’re going to work in pairs’, I pointed to two students and I showed the number ‘two’ with my hands. In general, there were a few students that even though they didn’t understand so much, they tried to guess what I said, and tried to translate what they heard into Spanish.*

According to the data the teachers in this study are aware of how, when and where to use Spanish, but at the time of teaching they face internal factors such as anxiety, frustration and insecurity and external factors as the students' behavior that led them to use Spanish. But the main aspect that influenced the decision of using L1 was the lack of experience or effort that resulted in lack of use of paralinguistic features. In the case of the teachers of this study, they have had teaching experience but not with the grade for the study, eighth grade. So, this was new for them. Therefore, we can confirm that their lack of experience could have led them to mistakes that they probably did not think might occur.

The issues faced by novice teachers such as anxiety, lack of language strategies and lack of effort are commonly mentioned in the language teaching context. These factors have a huge outcome in the development and results of the students' learning; they determine the success in the teaching-learning process. As it was pointed out, in the current study, inexperience was one of the aspects that caused these issues. This idea is also stated by Achinstein & Barret, (2004) (cited by Mustafa Öztürk, 2008) who say that "Research on new teachers identified two critical challenges in relation to how novices view their induction status: a 'practical shock' that results in an over focus on controlling students and a 'cultural mismatch' that causes novice to see diversity as a problem." This assertion coincides with the view by Kevin (1986) who argues that "Pre-service students who are not aware of these experiences may have trouble when they start their first teaching job." The results of the present study also indicates and coincides with the authors previously mentioned that although novice teachers can face emotional issues that lead them to take inappropriate decisions as the unnecessary use of Spanish, these feelings seem to stand out more frequently in novice. However, as novice teachers gain more experiences these feelings become more manageable, and thus they are able to develop and carry out their teaching successfully.

2. Students' behavior and attitudes in the English language classes

In the Colombian language teaching field teachers from public schools have the challenge of developing appropriate strategies of classroom management which may engage students in learning, now that they not only have to face numerous groups but also facing students' misbehavior. In relation to this, the following finding is divided into two categories; the first one states the types of disruptive behavior that teachers have to face in the English classes, as a result of factors such as lack of classroom management, and the second one describes the effects in students' attitudes, in regard to challenging classes.

2.1 Students' disruptive behavior as a result of lack of Classroom management

Although there are several issues that can affect students' behavior such as lack of motivation or interest, it was observed in the study that the students' misbehavior came out when they did activities that were not related to the class; for example, playing, chatting and walking around, this as a consequence of factors such as: lack of classroom management but especially regarding the teacher as the class manager. The first sample describes how two students who are distracted interrupt the class. The following data was taken from an observation.

O4TK- The teacher gives the explanation of a sentence. At that moment, a boy was running and almost hit the teacher. This happened because a student was chasing him. The two students went out of the classroom. Before this happened, they were talking and were not paying attention to the teacher.

As the previous sample shows, the English class was interrupted by students' misbehavior that was the consequence of lack of control by the teacher. The students involved in the previous data were doing a different activity to what the others were supposed to do, and this resulted in distracting the class. The teacher saw what was happening; however, she did not say or do anything to stop this conduct. This type of behavior definitely has a negative impact in the language learning classes, since all the class is being affected.

The next sample from an observation also describes a similar situation in a different class where two students talk and interrupt the class while the teacher is explaining.

***O3TK-**The teacher explains on the board the conjugation of verb to be: I am, you are, etc. Suddenly, a student starts to chase his classmate to hit him. Although the teacher did not say anything, the students decided to stop.*

One of the issues which were observed is that the students were used to doing other activities while having class; for example, talking, playing, and getting out the classroom. According to what the students said, this was their normal behavior. In fact, in one of the interviews a student states that they may even behave better in the English class than in the others subject matters. The data revealed that one of the aspects that prompted misbehavior was the lack of engagement or interest in the students that came out as a result of lack of classroom management.

***O4TK-** at one corner of the classroom, a student is playing with a toy “trompo”. Another student goes to play, too. And then another. The teacher asks: “Have you finished” They say yes. The teacher says in Spanish: “Van a parar de jugar con el trompo”*

This sample points out the way some students had their attention on a game. These students seemed to be more interested in playing than in the class. They were having fun with the toy that caused distraction in the other students. This kind of misbehavior affected the class because the students stopped doing the class activity and started making noise. This suggests that they had this disruptive behavior as a result of not being engaged in the activities, and this as a consequence of the teacher’s lack of classroom management at the moment of controlling not only a number of students but also all the students’ behavior. Not only until the situation becomes really disturbing and noticeable does the teacher actually takes a position in this disruptive event by calling students attention and asking them to stop.

The real explanation for the cause of disruptive behavior has different views with reference to different theorists. However, the main basis on this study is the lack of teachers' classroom management. According to Lemlech (1988) (cited by Kemal Kayikci), "Classroom management consists of many interrelated and complicated dimensions arising from class and environment." "The teacher, as the class manager, is expected to lead the class environment, considering these dimensions as an orchestra." The results from the current study strongly support the view that when teachers do not manage the classroom effectively, this inefficiency leads students to behave inappropriately and more especially when teachers do not control disruptive behavior immediately. This may cause in students a sense of freedom leading them to do what they please, and thus prompting more problem behavior.

Jones (1988) (cited by Kemal Kayikci) argues that "teachers should first understand students' needs and the relationship of behavior related to these needs. Afterwards they should provide a good classroom management in order to answer the personal needs of the students in the classroom." The current investigation also agrees and claims that teachers also should think on the importance of good lessons to prevent problems concerning disruptive behavior. Once teachers have a perspective of their students they can develop strategies for correcting misbehavior, managing the class, and setting activities successfully. The teacher as the class manager needs to see his/her students as a whole group or unit and not as divided subjects who act by their own. The teacher should be the leader who organizes the individuals, as musicians, so that the class may really work as an orchestra.

2.2 The effects of challenging classes on students' attitudes through the use of L2.

This study was carried out in a way in which the main intention was the use of L2 to develop the lessons. This methodology made the classes challenging for the students, who had never been exposed to this kind of teaching. By the analysis of different aspects of the use of L2, the research arrived at the conclusion that the exposure of L2 causes two different effects in students' attitudes: at the time students are encouraged and exposed to listen to instructions in L2, they are more likely to be engaged and to pay attention to the teacher's explanations;

However, once the students do not understand the teacher's speech in L2, they may feel frustrated and may get distracted.

As in the data collected it was evidenced, at some moments the students seemed to be more interested and engaged to pay attention to the teacher's explanation when only using L2 for giving instructions; this happened due to the fact that explanations and instructions in L2 become more challenging, and require more attention for them to understand. The following sample data indicates one of the students' reactions with reference to challenging classes when using only L2 for giving instructions by the teachers.

IS4-¿Cómo comparas la disciplina de la clase de inglés con las otras clases? Buena / mala / regular / ¿porque?

En inglés nosotros nos comportamos bien, pues a veces hay problemas pero me parece que en las otras clases nos comportamos peor. Porque en las de inglés estamos más concentrados, (y) por lo que las otras son más fáciles. El inglés es un lenguaje que no tenemos acá en Colombia.

This situation reveals that in classes in which L2 is used, there is more engagement than in classes developed in L1 since students feel the necessity to pay more attention and be concentrated in order to get the teacher's explanations in L2 and don't lose the sequence of the topic. As the student says in the previous data taken from an interview, instructions in a different language are more challenging; students need to be very concentrated and with an excellent disposition to avoid distractions that can interfere to their learning objective. In addition, the following sample data taken from the first's class observation, describes the positive effects of using L2 as a challenging tool.

OITC - When the teacher is asking questions about personal information in English, some students answer correctly by using English. These students were actively participating since the very beginning of the class.

This sample demonstrates that when students are engaged in the class, they have a better behavior, and they can carry out the activities successfully. It was not necessary for the teacher to use the mother tongue to explain the activity. By using only demonstrative examples, the students were more involved in the topic and they could understand. The students' participation is a clear demonstration that they were engaged and paying attention to the class.

The following sample taken from the last's class journal shows a totally different effect, in relation to the use of L2. In this situation, the students were not engaged while having instructions in L2, and this caused some behavioral problems and interruptions that had a negative impact in the development of the class.

***J6TF** – By using English (L2) the teacher started the class explaining the use of the frequency adverbs throughout a rule of percentages and with some examples. However, the teacher was not able to use English appropriately to give a clear and understandable explanation, so that the students seemed to be like they didn't really understand because they didn't make any comment. So then, the teacher asked a question but the students took the question as a joke and their attention was deviated.*

As the previous sample shows, the students did not understand from the beginning the explanation in L2. Instead, they got confused and they were not able to answer the teacher's questions. Due to the complex explanation of the teacher, the students lost the concentration. This issue points out the way in which the teacher's use of L2 created a sense of confusion in the students that led them to get out of focus and made them look for a manner to express that feeling. Thus, the L2 became from being a challenging tool in an overwhelming factor in the class. The following data from an interview also supports this assumption.

***IS2** - ¿Como comparas la disciplina del clase de inglés con las otras clases? Buena / mala / regular / ¿porque?*

Se comportan mejor en las otras, y no en la de Ingles, porque las otras materias. Pues, para uno son más relajadas e ingles le da mucha dificultad a uno.

The student from this interview states that their behavior is not that good in the English classes, as it is in the others, in view that they feel that English is more challenging and thus it has negative effect as misbehavior issues for them, since they prefer to have easy activities and instructions that they can do without much effort.

There are several effects in students' attitudes when using L2; however, as it was previously indicated in this study, the use of L2 may become from being an engaging tool a negative factor with incorrect usage. Kuhlenschmidt, (1999) agrees and argues that "if disruption revolves around an assigned task, (teachers should) examine the task elements." "Vague or confusing instructions can lead to frustration..." Thus, challenging instructions in L2, where students may feel lost or confused about an assigned task can generate undesirable results as disruptive behavior. On the other hand, the IES (Institute of Education Sciences U.S) 2008 states that "lessons delivered in small steps, at the appropriate level of difficulty, and with ample opportunities for practice result in higher levels of on-task behavior and student engagement." In other words, the use of challenging activities which demand the students' higher capacity motivate them to have a good development and in this way it catches students' attention. Also, as it was found in the present investigation if tasks and the use of L2 are adequately challenging, students may be more focused and engaged in classes. The fact of using L2 for task instruction may always be challenging. It is up to teachers make it proper for learners, so that students may find instructions and tasks understandable and engaging for learning.

Pedagogical and Research Implications

After implementing this study there are some relevant implications that need to be highlighted. First, this research study states that the use of L2 in a high percentage for giving instructions by the teacher can have two different effects in students' behavior: engagement in understanding instructions in L2, and distraction as instructions may be seen complex in L2. Secondly, some research concerns are also going to be mentioned in the following section. These concerns refer to the selection of participants before doing research.

Some pedagogical recommendations for language teachers are here mentioned: teachers should take into account students' level in their English subject due to the fact that the over use of the target language frustrates students or discourage them. Additionally, the designed activities should be considered according to students' interest, profile and background given the fact that these aspects seem to engage students. Another important aspect is the appropriate design of lesson plans, the sequence of the activities and coherence among them which are fundamental in order to keep students active and focused on the activities; most importantly is that the classes should not only be delivered in the target language all the time since there are situations in which the use of L1 can be more useful than the L2; for example, when clarifying instructions and controlling students behavior.

Moreover, some concerns to the present research suggest that teacher researchers should make a diagnostic of the sample group before the implementation, so that they may familiarize with the group and with the students' learning preferences and they may prepare their lesson plans according to the diagnostic. Seeing that qualitative research needs detailed description, it is recommended that researchers use electronic devices such as video recorders that get thorough report of the data. Finally, it is also suggested to have more than 6 classes for implementing owing to the fact that this number of classes is not enough to collect sufficient data.

Limitations

Throughout the present study the researchers faced some difficulties that made this process more challenging; some of these limitations are presented in this section.

Even though the schedule of the classes was established from the very beginning, the implementation of the classes for the collection of the data was altered several times; this was due to some of the school's policies as rescheduling class hours, programming events and holidays, among others. Therefore, these classes had to be rescheduled at a different time, thus the students had to take the English classes in a different classroom setting affecting their interest and motivation; for example, the last class was programmed in the last hour before going home, so the students' disposition was not the same than at the beginning of the implementation.

Although the purpose of this investigation was to use English most of the time in the implementation, the teacher-researcher had to deal with the fact that students were used to being exposed to English classes with a great amount of instruction in L1. They indicated that their English classes with the in-service teacher were mostly developed in Spanish; due to this the research-teachers had to make a great effort to have students understand the importance of being exposed to the target language. Sometimes, the teacher-researcher had to switch to Spanish (L1) more than it was expected in order to achieve the objective established for the class.

The three teachers that carried out the implementation had already had teaching experiences at different educational institutions. However, this type of population selected for this study were eighth graders, and a large group from a public school this was something new for all. Therefore their previous experience was of little contribution to them, mainly due to the students' behavioral issues.

Conclusions

This study aimed to seek answers that might contribute to the English language teaching area in a Colombian context in regard to the effects that the L2 has in the students' attitude and behavior, and concerning the use of L1 by teachers in their teaching action. Consequently, there were several issues that were found throughout this process, some related to the use of L2 and some to the use of L1. Although the purpose of the study was focused on the appropriate use of L2 by teachers as means to encourage learners participation and thus decrease the levels of misbehaviors in class, the results obtained in this study show that L1 is an important tool that servers as an instrument to stop students' disruptive behavior. The aforementioned results are summarized in five aspects.

Even though the analysis of the use of L2 was the starting point in the research, it was observed that there were many outcomes related to the use of L1 and which were connected to the way the teachers manage the classroom; for example, the use of L1 for giving and clarifying instructions. It was revealed that the L1 is also as relevant as the L2 is in scenarios where the teacher and the students share the first language owing to the fact that the L2 to develop the tasks proposed by the teacher and to give instructions and communicate using highly frequently vocabulary which does not require clarification as for the use of L1 it can become an effective and helpful tool to clarify and encourage students' participation and understanding when instruction are above their level.

Another result that emerged from this study is that the use of L1 severs as a source that teachers take into consideration to stop negative conducts in the classrooms, even though L1 is not the goal, it is an instrument implemented by the teachers to control students' disruptive behavior and thus to achieve the real goal, which is the learning of the target language (L2).

The last relevant aspect in respect to the use of L1 showed that the lack of experience has a significant influence in the teachers' performance due to the fact that teachers may have internal feelings such as stress, anxiety, frustration and insecurity that may lead them to overuse the L1 or to underestimate students understanding.

One of the subjects of exploration in this inquiry was how the students' behavior was affected by the teacher's language use. It was revealed that the teachers as the class manager is fundamental in the process of teaching, and its lack or inefficiency can generate disruptive behavior in the students, as a consequence students' lack of engagement that may slow down the students' language learning process. However not all the problems behavior was caused by the teachers' classroom management, but also because the development of the activities was not according to the lesson plan for each class, maybe spending more time than which was estimated before in the lesson plan or perhaps the activities was not chosen appropriately to level of the students and the moment of the topic. It means the students did not have enough knowledge to develop the activities. .

Finally, there was an important discovery in reference to the effects that challenging classes have on the students' attitudes when using L2 for instruction. It was demonstrated that the use of L2 has two different effects in the students' minds. The first one (positive) made the students be engaged in more concentration as they needed to pay additional attention to understand the teachers' use of L2. The second effect (negative) made the learners get frustrated or distracted as the tasks were more challenging or they could see the activities complex for them.

Appendix

LESSON PLAN

Teacher:	Observers:		
Date of the class:	Class Number:		
AIM:			
Estándares Básicos de Competencias (MEN)			
Estándar General:			
Estándares Específicos:			
Indicadores de logro:			
Assumed Knowledge:			
Materials:			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Warm up			
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:			
REFLECTION SESSION:			
What went well? How do you know that? What didn't go that well?			

What would you do different next time?



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INSTITUTION: Alfredo Garcia	Branch:
NAME OF THE PRACTITIONER: Carlos Molina- Felipe Gomez- keli Guevara	
GRADE & GROUP: 8	ROOM:
TIME TABLE: Thursday	LEVEL OF LEARNERS (CEF) A1
NUMBER OF LEARNERS: 31	AVERAGE AGE OF LEARNERS: 14-15
<p>GENERAL DESCRIPTION OF THE CLASSROOM: It is small, just the appropriate and enough for the teenagers. There are exactly 31 chairs and some windows. They are not opened The hall school is big and it has a lot of instruments to make learning better. Many appropriate spaces to develop each skill and to reach the purpose in all the subjects.</p>	
<p>PROFILE OF THE LEARNERS: Students are in A1. They are exciting about learning English although some of them look like predisposed to the subject. They need to need English in order to communicate in other language that is why English is seen as a necessity. They are in average on 14- 15 years old. They are tall. Girls are more quite than boys. They enjoy listening to music such as reggaeton. They try to participate on the activities. Students are used to speak and to listen in Spanish and that is why they need to interact more with the language.</p>	
<p>GENERAL OBSERVATIONS: Students seem to be afraid about speaking in English all the time.</p>	

LESSON PLAN

Date of the class: April	Class Number: <u> 4 </u>		
AIM: At the end of the lesson the learners will be able to speak about actions at moment of speaking.			
Estándares Básicos de Competencias (MEN): Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria. sobre temas personales			
Estándar General: Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes Sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.			
Estándares Específicos:			
<ol style="list-style-type: none"> 1. Sigo las instrucciones dadas en clase para realizar actividades académicas. 2 2. Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. 2, 3 3. Comprendo la información implícita en textos relacionados con temas de mi interés. 2 4. Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 5. Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 			
Indicadores de logro:			
<ol style="list-style-type: none"> 1. Identifico en una imagen las acciones de cada personaje y puedo expresar que están haciendo en una oración completa 2. Puedo describir que estoy usando en el preciso momento en que estoy hablando 			
Assumed Knowledge: They know simple present tense and introduce themselves.			
Materials: CD, Flash-cards, tape-record and printable material			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED	COMMENTS

		SOLUTIONS	
Study Hangman 7:25 to 7:35 10 minutes Activate 7:35 to 7:40 5 minutes	<p>Teacher checks student's homework. Teacher asks for volunteers to read the sentences they had to write from affirmative in to interrogative sentences.</p> <p>The students should write the sentences on the board and the rest of the group should say if the sentence is correct or not.</p> <p>Students receive a paper where they find a picture. The picture has a boy and a girl and they can also find clothing vocabulary. Teacher introduces the phrase She is wearing... or he is wearing and explains what it means. For example: I am wearing a bracelet or she is wearing a sweater. Showing a student. Now the teacher asks to complete a text in which they find a description about the couple in the picture. They should write: is wearing... and he is wearing or the clothing vocabulary they have in the image. Then students share the answers with the hall group.</p>		
7:40 to 7:55 15 minutes engage	<p>Students listen a description about an image. They should follow the activity and identify each sentence about what are they doing. They also have to write a number for each group of people. They can listen the audio three times. To check every sentence. Once they finish they should stand in front of the class and answer the activity. Each student should answer one sentence</p>		
7:55 to 8:20	<p>Students receive an image where they see a street with a lot of people. All of them are</p>		

<p>25 minutes</p> <p>Engage</p>	<p>doing different things. Students have a short list and they have to match what they are doing with the corresponding picture. Teacher pastes the poster with the same image on the board and when students finish the exercise they have to answer the poster on the board.</p> <p>Students should say sentences where they speak about what their classmates are doing at the moment of speaking.</p>		
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EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Study the verbs seen in class.

REFLECTION SESSION:

What went well?
How do you know that?
What didn't go that well?
What would you do different next time?

Observation Format

Observation:

Time:

Date:

Tasks or activities	Teacher's attitude	Ss' Attitude	Interaction patterns SS- SS T-SS	T'S use of language	Comments	R/ER'S Reactions

Format for teacher's and students' interviews

Students' Interview

- ¿Cómo te llamas?
- ¿Cuántos años tienes?
- ¿Cuanto llevas estudiando Ingles?
- ¿Te gusta el Ingles? ¿Porque?
- ¿Consideras que has aprendido algo?
- ¿Entiendes cuando tu profesor da la clase solo en Ingles?
- ¿Qué haces cuando no entiendes lo que dice tu profesor?
- ¿Utilizas tú el Ingles durante la clase?
- ¿Con que frecuencia lo utilizas? 100% 70% 50% 30% 10%

Teacher's Interview

- ¿Como te llamas?
- ¿Cuanto tiempo llevas enseñando ingles?
- ¿Cuales son tus estudios realizados de Ingles? ¿Duración? ¿diplomado, licenciatura, maestría, doctorado, u otros?
- ¿Con que frecuencia usas Ingles en clase? 100% 70% 50% 30% 10%
- ¿Por qué escogió este porcentaje?
- ¿Considera usted que los estudiantes tiene gusto por el ingles? ¿Porque?
- ¿Que tipo de estrategias utiliza para que los estudiantes entiendan sus explicaciones en Ingles?
- ¿Utiliza alguna de estas ayudas visuales? ¿Video beam, flashcards, posters?
- ¿Considera usted que estas ayudas visuales mejoran la comprensión de sus explicaciones en Ingles? ¿Por qué?
- ¿Qué hace usted cuando los estudiantes no entienden sus explicaciones en Ingles?
- ¿Qué hace usted cuando los estudiantes le piden que hable o traduzca al español?
- ¿Cómo es el comportamiento de los estudiantes mientras usted habla solo en Ingles?
- ¿Qué hace usted cuando el comportamiento de los estudiantes no es el apropiado para la actividad que están desarrollando?

Sample of the observation.

July 26, Thursday

Observation number 6

Last day

The class starts at 11:40 instead of 11:35. Students are very talkative. The main teacher and the English teacher have an argue with one student. The student is disrespectful and speaks aloud all the time. The teacher starts to explain frequency adverbs. He says frequency adverbs are used with simple present and are used to express habits. The teacher draws on the board a time line and explains frequency adverbs.

Teacher also explains what is always, often, sometimes, seldom and never and a percentage for this frequency adverb. The teacher says in Spanish: si a ustedes les preguntan con qué frecuencia se bañan? los estudiantes responden. Nunca

The teacher asks students to create a sentence which each frequency adverbs.

20 percent of the students do not pay attention. Some students work in a different activity.

The teacher asks for a volunteer to write the sentences on the board. These are some sentences:

- I seldom play domino
- I always ride a bike

Then the teacher asks to make groups of 4 people. A student says in Spanish: grupos de 4 personas?

Students speak a lot. At least 8 students do not work in the activity.

Teacher writes on the board: present progressive and explains that is used to speak about what is happening right now. Example: he is studying

One student touches a classmate hair. One student goes to the board and writes: she is listen the teacher. The teacher says ¿ que le falta ? And one student answers la s, and a different student says ing.

Then a student goes and writes the teacher is working. The teacher clarifies: los adverbios de frecuencia solo se usan en present simple. The teacher asks for a volunteer from each group and gives a number from 1 to 8. He writes on the board the numbers. The first student rolls the dice. The teacher reads the verb “take” and asks to say a sentence with that verb.

The student says I have take a paper. Teacher asks if the sentence is correct or not. Students say no and teacher correct the sentence on the board. The next girl rolls the dice and takes drink verb. She says I always drink juice and the teacher gives 1 point to that group.

Students are motivated to work now. They raise their hands to participate. Four students play to fight. Teacher asks them to sit down

The next participant writes I sometimes study English. The next group writes, she work always in this factory.

The last group writes: never work. Classmates say: malo malo. Le falta la persona.

The middle of the class Speak a lot. Some students start to listen to music. Some of them are out of the room although it has not finished.

A student says: escriba yo bebo leche. The group had to write a sentence with the verb drink.

When the activity ends students start to go out. It is 12: 23 and they are tired.

The teacher says the class is finished. Thanks for your attention.

Sample of the interview.

Students' Interview

Cómo te llamas?

Martina Grajales

Cuántos años tienes?

16

Has estudiado ingles antes? Donde?

No, solo en el colegio

Cuantas horas de ingles ves a la semana?

Dos

Te gusta el Inglés? Porque? Para que es necesario?

Mas o menos, porque me parece muy duro.

Consideras que el inglés es importante para ti? Porque?

Sí, porque eso le ayuda a uno más adelante, para seguir estudiando una carrera.

Que piensas de tus clases de inglés? Porque?

Que son chéveres, porque uno aprende cosas diferentes.

Que opinas de la manera de enseñar de tu profesora de inglés? Por qué?

Enseña muy bien, porque uno aprende mejor.

Como te gustaría que fueran tus clases de inglés? Que le agregarías? O cambiarías o quitarías? por qué?

No, así están bien. De pronto le agregaría más dinámica.

Como es tu participación en clase? Buena / mala / regular / porque?

Pues más o menos, porque a veces hay cosas duras, entonces yo me quedo callada.

Como comparas la disciplina del clase de inglés con las otras clases? Buena / mala / regular / porque?

Es buena, porque todo mundo está atento a lo que hace la profesora, y en la otras clases todo el mundo es haciendo lo que no es de la clase, en cambio en Ingles todos son atentos, y pasa porque quizás no le gusta a los demás.

Que tan a menudo el profesor utiliza inglés en clase? Poco regular mucho? Y qué opinas de eso?

Solo cuando pone trabajo. Es bueno que utilice poco ingles porque así uno aprende mas.

Entiendes cuando tu profesor utiliza ingles en clase?

No

Que haces cuando no entiendes lo que dice tu profesor?

Pregunto en español y que me respondan en español.

Consideras que hubo alguna diferencia en la manera de enseñar entre las clases normales y los profesores sustitutos?

Sí, porque ustedes todo lo hablan en Inglés, en cambio ella no.

Como te sentiste en las clases con los profesores sustitutos, porque?

Rara, si no entendía nada.

Tu comportamiento en la clases con los PS fue diferente al de la profesora regular?

Porque

Sí, porque me quedaba callada y a veces no hacía nada, porque no sabía lo que los profes estaban hablando

Sample of a journal

Thursday, April 26th, 2012

Class Number: 1

Teacher: Carlos Humberto Molina Villegas

In this first class, I made a big effort to make students understand the topic and the procedures for the activities. I knew that they might not be used to listen to English all the time in their English classes, so I was patient when presenting or explaining

something. At different moments, some students told me that they didn't understand; sometimes, they showed that by complaining. This was likely to happen; I was prepared to use other strategies like body language. When I saw that they didn't get what I told them to do, I used my hands, for example, when I said 'we're going to work in pairs', I pointed to two students and I showed the number 'two' with my hands. In general, there were a few students that even though they didn't understand so much, they tried to guess what I said, and tried to translate what they heard into Spanish.

As this was the first class, facing the students with this new language teaching methodology for them was challenging. At some situations, I definitely had to use Spanish, for example when I saw that they were doing something different and were making a lot of noise.

One of the indiscipline issues from the group that I could notice is that they were used to stand up from their seats and to chat while class activities. At these moments, I was forced to use Spanish because I felt that if I didn't do it, they would continue interrupting and they would think that there wasn't any problem with what they were doing.

Although it was a little difficult for the students to understand and for me too, to be understood, we could do the activities that we proposed in the lesson plan, and we could use English most of the time. I could say that we achieved the objectives for the class. There were more things to improve but we started the learning process.

Observation Format

Observation:

Time:

Date:

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