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*ENGLISH TEACHERS' ATTITUDES CONCERNING THEIR USE OF L1 IN THE CLASSROOMS: AN
EXPLORATORY SEQUENTIAL STUDY*

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English Teachers' Attitudes Concerning their Use of L1 in the Classrooms: An Exploratory Sequential Study
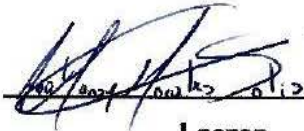
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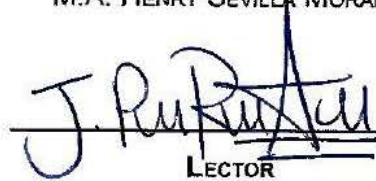Mág. José Miguel Vargas Vásquez

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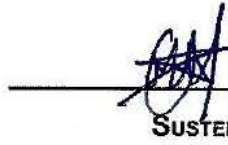
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ABSTRACT

This study aimed to explore what common attitudes in-service MEP English teachers hold towards their own use of L1 in the classroom by conducting an exploratory sequential study in the Western zone of Costa Rica (San Ramón, Palmares, Sarchí, Grecia, and Naranjo). The literature reviewed expounds on the lack of evidence in Costa Rica to acknowledge the attitudes that arise in teachers while using the resource of L1 further to advance students' progress in their L2 learning process. A QUAL-Quan research design was used for this study. Four MEP English teachers comprised the *qualitative* sample, which consisted of a semi-structured interview and a post-interview reflection form. After administering these instruments, twenty-two educators collaborated in the *quantitative* stage, which involved the administration of a survey, giving a final total of twenty-six informants. The four qualitative interviews were handled during Zoom sessions, while the post interview reflection and survey were run using Google Forms documents. Some of the participants were contacted directly at MEP institutions, while others were reached via social media. In general, findings indicate that the majority of the participants acknowledged using Spanish in their classes, which was generally linked with the attitude of empathy toward students. Results also suggest that, according to the participants' beliefs, making use of L1 works as a tool for teaching-learning purposes, which facilitates comprehension, benefits class management, promotes a sense of confidence, and decreases levels of frustration, anxiety, and stress. None of the informants reported to endorse unlimited use of L1; instead, they highlighted that it is paramount to control the amount of L1 employed in order to avoid its overuse.

Keywords: *translanguaging, foreign language, monolingual, bilingual, translation, attitudes*

RESUMEN

La presente investigación indaga sobre las actitudes de un grupo de docentes de inglés en servicio del MEP sobre el uso de la primera lengua (L1) en sus clases de inglés; se trata de un estudio exploratorio secuencial realizado en la zona de Occidente de Costa Rica (San Ramón, Palmares, Sarchí, Grecia y Naranjo). El estado de la cuestión se basa en la falta de evidencia científica en Costa Rica en torno a las actitudes de docentes de inglés en relación con el uso del L1 como recurso pedagógico para coadyuvar al proceso de didáctica del inglés. Se adoptó un diseño CUAL-Cuan y se contó con la participación de cuatro docentes de inglés del MEP en la etapa *cualitativa*, la cual consistió en una entrevista semi-estructurada y un formulario de reflexión posterior a la entrevista. A partir de esta etapa, se reclutaron 22 docentes para la fase cuantitativa, la cual se basó en una encuesta, para un total de 26 informantes. Las entrevistas se llevaron a cabo mediante la plataforma Zoom y el formulario de reflexión a través de *Google Forms*. Se contactó a la mayoría de los docentes por medio de las autoridades del MEP; a los demás, mediante plataformas digitales. A modo sumario, los hallazgos indican que la mayoría de los participantes admiten emplear su L1 en las clases de inglés, lo cual se relaciona con la actitud de *empatía* con sus estudiantes. Asimismo, los resultados revelan que, según las *creencias* de los docentes, el L1 puede ser utilizado como una herramienta pedagógica, la cual facilita la comprensión de la materia, beneficia el manejo de clase, promueve la autoconfianza y disminuye los niveles de frustración, ansiedad y estrés. Ninguno de los sujetos indicó utilizar su L1 indiscriminadamente; por el contrario, la mayoría recalcó la importancia de emplearlo de forma dosificada, a fin de evitar un uso excesivo.

Keywords: *translingüismo, lengua extranjera, monolingüe, bilingüe, traducción, actitudes*

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Chapter I: Introduction

This is an analysis of teachers' attitudes concerning their use of their first language (L1, Spanish) when teaching a second language (L2, English). The study was conducted in the Western Area of the Central Valley of Costa Rica, where English is taught as a foreign language (FL). The study sparks off in part from examining the norms of the Ministry of Public Education (MEP, by its initials in Spanish) which English teachers must follow in their work environments. In most public education institutions, these instructors and their students are not openly allowed to include their L1 in the tasks as the MEP encourages English-only policies in the general curricular program (MEP, 2017). As a collateral preliminary, the authors of this report themselves have experienced the effects of L1 policies (or lack thereof) in their L2 learning process at the University of Costa Rica. In the context of an exploratory sequential design like the one being reported on here, this is relevant because it sets authors' backgrounds and lays out possible intersubjectivities in further data analysis and helps identify counterbalancing strategies to neutralize them.

Regarding previous studies, several recent authors have argued that using L1 in an L2 lesson is not necessarily a *right or wrong* issue. For instance, many researchers have begun to study the students' reactions concerning the teacher's use of L1 in classes through the years. Fallas (2019) analyzed students in the EFL program at a Costa Rican university about their spontaneous and intuitive use of translanguaging (also reported as *bilingual languaging*). He found that senior students use translanguaging for different purposes, such as giving their opinions, offering critiques, asking questions, expressing emotions, or narrating something. Moreover, empirical literature has also reported on instructors' attitudes about the use of L1 in their classrooms. Akulova (2019), on the other hand, focused on teachers' attitudes towards L1 use, and whether it was a source that assisted or distracted the learning process in the classroom. The results showed that there is strong evidence of positive attitudes in the teachers' response toward the use of L1 in the classroom.

When it comes to evidence on employing L1, previous studies from De la Campa and Nassaji (2009) reported that L1 was used as a pedagogical tool in several instances in which the main factor influencing this behavior was to explain

task instructions. In addition, Pan and Pan (2010) studied the use of L1 in the foreign language classroom and suggested that L1 should be used to construct knowledge where the unlimited use of L1 is not endorsed. Their main discoveries are that using L1 may help reduce insecurities, assist in establishing interpersonal relationships and communication, and consolidate students' learning.

When referring to previous studies around teachers' attitudes, Copland and Neokleous (2010) detail the feelings expressed by English teachers in Greece, which involved: guilt, denial, and rejection towards the use of L1 (Greek). Their analysis provides a perspective which questions the prevalent teaching philosophies by which teachers all over the world are subjected to. On the other hand, Şimşek (2011) indicates that participants found L1 use as a fun element to their classroom dynamic and, in fact, removed negative feelings making learning a more pleasant experience for both the students and the instructors.

Despite these and other theoretical developments—such as those by Fallas (2015)—, several gaps are yet to be addressed. Most importantly, except for the study by Fallas, the entirety of these previous studies were not conducted in Costa Rica and there was no delimitation to a specific level (high school, college, or any other), context, or country. In addition, some researchers did not work directly with the participants; that is, they only compared existing empirical studies (e.g., Pan & Pan, 2010). Some investigations also included teacher self-evaluations (Edstrom, 2006), which are not enough evidence to take these findings as conclusive. Finally, interpretations were based on varying sample sizes, such as in the paper by De la Campa and Nassaji (2009), who only studied two participants, which affects generalizability. To add up to the empirical evidence on the use of L1 in the L2 classroom, the present study was conducted in Costa Rica and worked directly with twenty-six participants from various geographical areas of the Central Valley of Costa Rica (see *Methodology* section for expansion).

Seeking to open room for reflection on an issue that has attracted comparatively little attention in Costa Rica, the main goal of this study is to explore the attitudes English teachers have if or when they use L1 during their lessons and the purpose surrounding their behavioral, cognitive, and affective decisions when under the stated circumstances, as will be further developed in the *Purpose Statement* of this report.

Antecedents

Several policy and theoretical-based antecedents can be identified on L1 use in the FL classroom. On the policy-based side, many Costa Rican public high schools and state universities alike have traditionally operated under the assumption that English-only use in the classroom should be the norm; the current MEP English syllabus, as well as several other MEP documents, establishes that teachers should avoid the use of L1 in class and students must complete their tasks using just L2 (MEP, 2017). As stated previously, the researchers conducting this project have experienced this tendency in their educational preparation at the university level. Within this context, it is not uncommon that MEP teachers and higher education professors adhere to the English-only tendency in the classroom, but it is not always clear whether in practice they do that with a clear epistemological posture in mind. On the theoretically based side, according to broader international literature, several discussions regarding the use of L1 in FL teaching classrooms have discussed the implications behind this practice. For instance, Yavuz (2012) has analyzed English teachers' attitudes concerning the use of L1 in the teaching of L2, with findings show that instructors prefer using L1 since it provides a low anxiety atmosphere for both students and teachers. Galali and Cinkara (2017) have studied learners' and teachers' attitudes towards using L1 in their English classes, and they have concluded that, under certain classroom circumstances, L1 plays a facilitating role for comprehension in the acquisition of the target language (TL). Finally, Pan and Pan (2010) researched theoretical perspectives within the literature that support L1 in FL classrooms. Their findings indicate that L1 use has positive effects on both foreign language instruction and learning. Some examples of these benefits are the opportunities to provide the students with clearer ideas and more meaningful learning by making sure the content is understood. When instructors limit themselves to explaining concepts or structures in English, doubts are likely to surface, but many are likely to remain unsolved in the absence of L2 proficiency. When comparing the official narrative that L1-only classes should be the norm in a FL instruction context versus emerging studies on translanguaging, interrogatives emerge as to the scientific evidence behind one or another side of the pendulum. To account for theoretical fairness, a fuller description of empirical studies in favor and against using L1 in the language classroom is offered in the theoretical framework of this project.

Problem Statement and Rationale

A preliminary analysis of research on the use of L1 in foreign language classrooms indicates that the evidence is divided over the use of translanguaging in the L2 classroom. Studies supporting this method include those reported by García (2009), Yusuf (2010), Mazzaferro (2018), Akulova (2019), and Fallas (2019). On the opposing side of the issue, dissenting voices include research by Turnbull (2001 as cited in Taskin 2011), Fishman (1966 as cited in Vogel & García 2017), Añasco and Salha (2014), and Genesee (2015).

In Costa Rica, although not explicitly acknowledged, the MEP's English syllabus is based on monolingual perspectives to L2 instruction, which can be related to what Genesee (as cited in Rojas, 2016) has said about these perspectives: they "align English language teaching with strategies that promote strict use of the target language" (p. 11). One common belief is that "the use of the L1 decreases the amount of time spent in the target language; hence students' exposure to L2 input is reduced" (Hall, Smith, & Wicaksono, 2011, as cited in Rojas, 2016, p. 10). This philosophy, however, raises questions as to the empirical effectiveness of using only L1 to acquire the target language (TL); if scientific evidence is available, one wonders whether it has been locally based or rather imported from English as a second language (ESL) contexts. Unsystematized anecdotal evidence suggests that banning L1 altogether when teaching English can cause teachers to experience guilt, regret, anxiety, frustration, and other feelings generally perceived as negative when thinking about or actually using L1 in the classroom. Research-based evidence coming from classroom settings in Turkey, Kyrgyzstan, Greece, and Canada (Akulova, 2019; Copland & Neokleous, 2011; Edstrom, 2006) has indicated that some teachers felt at least one of these emotions during their lessons, given that they struggle with what is believed to be ideal in the language classroom versus the reality of their practices. This practical problem has led the researchers to conduct a that provides insight into English as Foreign Language (EFL) teachers' attitudes about L1 usage in the Western Area of the Central Valley in Costa Rica, specifically in the MEP's secondary high school context.

Research Questions

Central Question

What are the common attitudes of MEP English teachers from the Western Area of the Central Valley in Costa Rica (San Ramón, Valverde Vega, Naranjo, Palmares, Zarcero) regarding their use of L1 in the English classroom?

Sub Questions.

1. What common feelings do these teachers typically hold regarding their use of L1 in the English classroom?
2. How do the attitudes along the use of L1 in the classroom compare between teachers from the Western area of Costa Rica?
3. How do the attitudes of Costa Rican English teachers compare to empirical literature from other parts of the world where L1 has been used in the classroom?

Purpose Statement

General Objective

1. To explore what common attitudes MEP English teachers hold toward their own use of L1 in the classroom by conducting an exploratory sequential study in the Western zone of Costa Rica.

Specific Objectives

1. To discover what common attitudes English teachers typically hold regarding their usage of L1 in their classrooms.
2. To describe MEP English teachers' attitudes in the Western Area of the Central Valley in Costa Rica in regard to their usage of L1 in their classrooms using basic descriptive statistics.
3. To compare the data collected from the teachers with the studies about the teachers' use of L1 in other parts of the world where L1 has been used in the classroom.
4. To create a series of recommendations (such as guidelines or flyers) for English teachers and MEP authorities based on the findings from the current study which address: (a) the pros and cons of the use of L1 in EFL

classrooms and (b) when, where, and how the use of L1 could be implemented in EFL.

Preliminary Operationalization of Variables

In attitudes, the Tripartite Model of Attitudes will be used as proposed by Rosenberg and Hovland (1960), in which three different components of a person's responses are present: the cognitive, the affective, and the behavioral. The cognitive being manifestations of belief, the affective expresses the person's feelings, and lastly, the behavioral is an expression about intended behavior. A combination of any of these can be present in a person's response to environmental stimuli.

Furthermore, Andersen, Evans, and Harvey (2012) documented feelings as emotional states or reactions that all human beings have. These authors argue that children are almost always aware of how teachers behave or react; what is more, their perspective of the teachers' performance may influence their learning process. Thus, when talking about teachers, feelings have an essential role in their teaching quality and performance.

Mazzaferro (2018) highlights that translanguaging was originally proposed by Williams (1994) to hint at a pedagogical practice that sustains the development of language skills through the concurrent use of two languages in classroom activities. Besides, this concept can be defined as the flexible use of linguistic sources that students have in the effort to make sense of learning by creating activities to develop linguistic skills (García, 2009).

The teaching and learning process is understood as an integrated process in which an instructor defines specific learning objectives, evaluates students' learning needs, works on the development of learning and instruction strategies, creates and applies a plan of work, and assesses the outcomes of teaching (Ololube, 2015). This definition is suitable for the purpose of the study since this is the environment that will be taken into account when implementing this research.

Relevance

This exploratory sequential (QUAL-Quan) study reports on MEP teachers' attitudes towards their use of L1 in the classroom by conducting an exploratory study in the Western Area of the Central Valley in Costa Rica. This QUAL-Quan model is

comprised of two stages: (1) a qualitative stage consisting of exploring the subject with a small sample of individuals using semi-structured interviews and a post-interview reflection form; and (2) based on the qualitative data, a quantitative phase based on a simple numerical analysis to characterize general impressions of a larger sample on the issue. The study provides fellow teachers with a point of view on the use of L1 within their subject. Furthermore, this study provides research-based results to help teachers and researchers reflect on issues that involve the use of L1 in English teaching contexts in Costa Rica. It also helps curriculum planners and decision-makers reflect on changes that could be made for a more evidence-based outlook on translanguaging in the L2 classroom. Lastly, the findings will allow institutional authorities and stakeholders to analyze the evidence to decide on the uses of L1 in the classroom to improve the teaching and learning process in English classes.

The long-term purpose of this study is to open an avenue of further reflection towards the use of L1 in the classroom hoping to balance the status quo regarding this subject in Costa Rica. The data generated by this research, through the acknowledgment of teachers' perceptions on this topic, could be used to re-think (where possible and relevant) the way English is taught in the Costa Rican context of public secondary education. In addition, based on the data analyzed, we seek to counterbalance the stigmatization placed so far on teachers for their use of L1, so that a gradual conceptual shift can be considered, so that translanguaging is acknowledged as a natural practice of bilingual and monolingual users, and therefore as a tool that, if used judiciously, can assist the L2 instruction process.

Chapter II: Theoretical Framework

Since the current study is based on a QUAL-Quan design including an exploratory stage first, followed by a quantitative phase that seeks fundamental numerical analysis, a theoretical framework is presented to offer the grounding to explain the results from the QUAL section. The framework is based on the third strategy proposed by Barrantes (2013): building a framework out of several empirical advances when a single unified theory is not available to match the nature of the study. Thus, discussion of findings will not be based on a single theoretical lens, but on different pieces of empirical discussions threaded around various concepts, which are explored in this study. In order to strive for organization, the framework is divided into five parts: translanguaging, translation as a pedagogical tool, attitudes on the use of L1 and L2 in the classroom, monolingual versus bilingual approaches in language teaching and learning, and foreign language classrooms stereotypes about their curricular and physical structures.

Translanguaging

Choosing the language to teach is not a simple decision; leaning towards one position or another has implications beyond the classroom. This brings a vital concept to reconsider for professors teaching an L2: Translanguaging, the advantages, and controversies of it.

'Trawsieithu' or translanguaging is a concept that was first coined by Cen Williams in Welsh in 1996 to hint at a method to develop the learning language skills in classroom activities (Mazzaferro, 2018). It is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize the communicative potential" (García, 2009, p.40). In a manner of speaking, translanguaging can be conceived as a hybrid language used in classrooms to improve the learning process. However, this pedagogical strategy may pose a dilemma for teachers who use translanguaging to support their classes and master the complexities of a single language (Mazzaferro, 2018). Overall, Mazzaferro and García's definitions support translanguaging as a pedagogical strategy to understand that the combination of L1 and L2 in the classroom helps to improve English as an Additional Language (EAL). Translanguaging is not a language; it is a way to communicate when someone or a teacher needs to explain a certain topic by using L1 while teaching L2. In other

words, this communication method is generally applied by bilingual people to provide further explanation.

One of the controversies is that professors devoted to eradicating bilingualism see translanguaging pedagogy as intimidation in education. On the other hand, instructors committed to developing bilingualism fear that translanguaging may destroy the only way to develop and maintain two languages (Fishman, 1966, as quoted in Vogel, & García, 2017). Another one is what Añasco and Salha (2014) state when citing Atkinson (1987), that ignoring L1 in monolingual classrooms is almost unquestionably to teach less than maximum efficiency. Even though L1 is not an appropriate basis for a methodology, it has a range of roles to play; for example, in clarifications when students fall in frustration.

Translation as a Pedagogical Tool

In order to contextualize the topic even further, this section presents insights into how translation has been used as a pedagogical tool. This contextualization seeks to offer a glimpse of the current status quo around this topic. Philosophies about the use of L1 in the foreign language (FL) classroom are as multiple as controversial. Similar to translanguaging, translation as a pedagogical tool has been misjudged when teaching in FL classrooms. Cook (2009, as cited in Kelly and Bruen, 2014), lists some reasons for rejecting its use where he highlights the struggling process of translating from one language to another. He also stresses that L2 processing could become dependent on L1 since learners are more likely to be influenced by their mother tongue. In addition, Cook claims that L2 acquisition could be affected by the students' native speed and skills in processing information (p. 3). Nonetheless, pedagogical translation has gained unprecedented attention on the part of researchers and practitioners.

Even though most EFL teachers have apparently abandoned translation as a pedagogical tool, recent literature suggests a renewed interest. Leonardi (2010) indicates that pedagogical translation should be considered a helpful strategy that promotes language acquisition if it is appropriately implemented. It provides students with the ability to develop language awareness concerning forms and functions. It is also claimed that one of the most beneficial aspects of translation for pedagogical purposes is the control of first-language interference over second-language learning (p. 81).

The previous statement is complemented by the contribution of Samardali and Ismael (2017), who assert that, in second-language teaching, translation is considered a favorable tool. However, they recommend that teachers not overuse it to provide learners with the chance to think about and use L2. They remark that pedagogical translation should be seen as the last option since learners should be first encouraged to grasp meaning from context. Moreover, they point out that translation can be helpful in some specific areas such as "clarifying new words and phrases, explaining grammatical issues, teaching idiomatic and culture-bound expressions, explaining reading passages, dealing with errors related to L1 interference, checking the students' reading and listening comprehension as well as explaining classroom activities" (p. 68).

Furthermore, in the words of Canga and Rubio (2016), pedagogical translation is a fruitful resource that helps learners in their language learning process; nonetheless, it should not be used as the only strategy to teach or learn a language. Instead, it is considered a complementary tool to work with many others. In addition, Canga and Rubio indicate that learners' willingness is strengthened since there is a feeling of comfortability when making use of their L1. Thus, confidence is enhanced when they switch to the target language (TL). Translation also helps students become conscious of grammatical divergences between L1 and TL; hence, they can correct common misconceptions (p. 149).

Having discussed some theoretical foundations for translanguaging and translation in language teaching, we will now explore some theories on attitudes toward the use of L1 and L2 in the classroom.

Attitudes on the Use of L1 and L2 in the Classroom

A growing body of literature recognizes the importance of attitudes in the use of L1; therefore, it is vital to provide an overview of some of the main attitudes and feelings that the use of L1 and L2 evoke in the classroom. We will focus primarily on the self-conscious emotions of guilt, shame, and empathy (Tracy, Robins, & Tangney, 2007).

To begin, let us address guilt. This emotion is a private feeling that entails a self-evaluation of morals from a negative point of view. The person is responsible for their "behavior, goals, beliefs or traits" (Miceli & Castelfranchi, 2018, p. 711). The key point emphasized by the authors is that guilt comes from a place of responsibility,

this being the tasks that have been entrusted to an individual and the subsequent results, either positive or negative, from the exerted actions controlled by the individual. Viewed from the EFL teaching perspective, the task or responsibility that the instructor has been given is to teach lessons completely in English in order to immerse the student into the language. At this point, it is the teachers' responsibility and decision to act in accordance. Failing to comply with one's responsibilities will either lead to reparative behavior, in the best-case scenario or to self-punitive behavior (ibid, p. 712). In other words, a teacher who feels guilty for using L1 in the classroom is facing a self-evaluation of continuing with the infringement of one's morals or correcting the behavior.

The following central concept within the domain of feelings is shame. Unlike guilt, shame is not fixated on responsibilities. Instead, this feeling concerns itself with the public's negative evaluations – or the fear thereof, in regard to our actions (ibid, p. 713). In most cases, shame is produced from uncontrollable situations or reactions, although still causing self-reflection and evaluation. The kind of self-evaluation that takes place within this emotion is questioning one's competence to carry out a task that impacts the ideal self, which, therefore, leads to a fear of being exposed (Tracy et al., 2007, pp. 210-211). An EFL teacher could be faced with this kind of behavior when they find themselves unable to explain a concept or give task instructions in the TL and have to resort to the use of L1. The circumstances surrounding an incident like this could be out of the teachers' control; however, the action taken is what leads an individual to self-reflection. At this point, shame can either motivate the withdrawal of such behavior or increase the efforts to continue improving the ideal self (Miceli & Castelfranchi, 2018, p. 711).

Along with shame and guilt, as self-evaluative emotions, it is relevant to include a counterpart: empathy, as an altruistic emotion. Tracy et al. (2007) identify empathy as one of the emotions "that motivate moral responses to those in distress" (p. 117). Empathy then becomes a prosocial behavior in which the individual is moved to focus on the welfare of others. Seen from the English teaching perspective, instructors could often decide to use L1 because of a natural response of putting themselves in the student's perspective. Empathy helps the teacher connect with the distress or suffering of their students during a task or an activity that might be complex to some. Ignoring such a humane reality defies the morality of the person in charge, therefore, triggering shame and/or guilt. On the other hand,

responding to empathy can strengthen human relationships and the trust to communicate openly without judgment.

        To conclude this section, it is important to point out that human emotions and attitudes are complex, and each individual can react differently in the same situations. Nonetheless, the various attitudes that EFL teachers could manifest in the use of L1 in the classroom could be interconnected with shame, guilt, and empathy as they are umbrella emotions for many other micro-emotions and attitudes. Having defined what is meant by shame, guilt, and empathy, we will now move on to discuss monolingual versus bilingual approaches.

Monolingual vs. Bilingual Approaches on Language Teaching and Learning

        When it comes to talking about language teaching and learning, the methodologies teachers use in classes are usually blamed for the students' performance in the language. Still, students' commitment to the subject is crucial too. Miller and Ginsberg (1995) put all these thoughts together in one term, *folk linguistics*. This term is defined as the group of concerns students and teachers have in regard to making the language learning process effective. Because of that, based on the previous ideas regarding language teaching and learning, we will refer to some teaching-learning, monolingual, and bilingual methodologies that have been used in some classes to measure the advantages and disadvantages of using one or the other.

        On the one hand, Lee and Bong (2019) documented a theory of language learning based on motivation. They highlighted that the need to be able to communicate in a second language has significantly increased. Because of that, many people have tried to acquire these skills, but some of them have not succeeded because, according to the authors, it is crucial to be motivated to achieve language goals successfully. They linked this theory to other motivational approaches, such as self-determination theory, future time perspective, and the mindset theory.

        On the other hand, Norton and Toohe (2011) proposed that language learning has changed within society. They based their qualitative research on poststructuralist and socio-cultural theories that were extremely marked by gender and sexuality. They referred to how having social power or vulnerability may influence the language performances of individuals. They also reviewed the language learning processes of

different regions around the world. Furthermore, the authors pointed out how technology has changed the way a language is learned. They also referred to the advantages and disadvantages for those who give technology a chance and for those who do not give it a try. What is more, Norton and Toohey argue the importance of having a solid identity when learning a language; this would provide people with more probability to acquire a second language successfully.

Regarding monolingual methodologies, Paradis (1998), refers to a unilingual or monolingual speaker as a member of "an idealized homogenous group of speakers of any of the various sociolects of a language" (as cited in Mack, 1997, p. 114). In other words, a monolingual approach is when a person commands only one language fluently to communicate ideas. Mack (1997) argues that students who take one or two years of a foreign language are still considered monolingual speakers because the interpretation of monolingual refers to when a person has been exposed to a specific language from early years and who can only function successfully in one language. It also assumes that non-native speakers may or may not be bilingual.

Chambers (1991) and Turnbull (2001), both cited in Taşkın (2011), contend that methods of a monolingual approach do not only rely on the target language but also require the total avoidance of the use of the first language. These authors stress that this approach implies that the target language must be the only means for learners and instructors to interact in the classroom. Therefore, L1 is rejected; instead, there is support for the exposure to FL and its extensive application (p. 2). Furthermore, rejecting the use of the first language, Genesee (2015, cited in Rojas, 2016), suggests that the monolingual approach states that when L1 is used in the classroom, time devoted to the TL decreases; consequently, there is a reduction of the learners' exposure to TL (p. 10).

Over the years, scholars have expressed concerns regarding the use of monolingual, native-speaker models as unique models in EFL programs. For example, Fallas (2016) has proposed the possibility of "ridding language education programs of this pervasive monolingual bias so that ways are found to allow L2 users/learners to stop characterizing themselves as deficient speakers of their additional language" (p. 250). Arguably, beyond the personal attitudes against native speakerism, a political stance seems to be taking shape regarding the use of L1 in L2 classes as a policy to teach EFL.

Regarding bilingual methodologies, Yan, Shen, and Tang (2014) documented that when an environment is under a monolingual approach, the content is not inclusive but exclusive because the information expressed by using the L2 is going to be understood just by those who have plenty of knowledge of the language used. Those who do not will have problems understanding. Given this, the authors support the bilingual approach on social media and lessons when it is required. They say that using L1 to clarify the content expressed with L2 would provide a more extensive reach of people who understand the content to be developed.

In addition, Desjardins and Fernandez (2018) point out that "bilingualism contributes to increased performance on tasks of executive functions," therefore, enhancing the overall development of an individual. Barbosa (2020) also favors bilingualism as a way not to undermine students' identities. Furthermore, the use of bilingual methodologies in the classroom provides a comprehensive language and cultural development, which enriches the process of language learning.

The previous section has shown that the teaching-learning process and the monolingual and bilingual methodologies demonstrate how diverse the process of acquiring a language is. It also allows us to take the first steps into this research project by helping us compare the uses of L1 and L2 combined or not in a class.

Foreign Language Classroom Stereotypes About Curricular and Physical Structures

Many studies have brought to light the most common perspectives of how a language classroom should look like. Some of them explain the do's and don'ts teachers and students need to follow in a language lesson. Because of that, in the following lines, some of these theories will be referenced to help build this research project and support the perspective of the behaviors, spaces and features that must be found in a foreign language classroom.

First of all, Dufon (2008) refers to the importance of using socialization and the acquisition of pragmatics theories in the foreign classroom to make it more effective. She holds that second language learning has been dominated since its inception by cognitive approaches. Because of that, the methods teachers use in class have changed as well. She based her research on improving the effectiveness of how a language is learned and acquired.

Then Schwab (2011) documented how a theory based on participation may influence the progress of a class. He claims that teachers usually use dialogues to enhance students' speaking; however, these exercises are not always enough to get good proficiency from the learners in the language. Therefore, the author proposes to include multilogues in the curricular methodologies; these are, speaking conversations involving more than two people and reinforcing the interaction between teacher-student and student-student way more. This theory was set in German classrooms for two years, and the data shows good results.

Finally, López, Martinez, and Yazan (2019) based their research on the exclusion of "vos" when teaching Spanish in foreign language classrooms. They observed five Spanish lessons and noticed that the use of *vos* is almost nonexistent. They mentioned the language management theory, which modifies curricular content when teaching a language. Although these authors are focused on Spanish lessons, this situation happens in English classes, too. Some examples are when we are told not to use contractions while writing or when we are taught that we should not call the number zero as the letter "o." This puts in evidence that, no matter the language, setting methodologies and avoiding subjects from the curricular content occur frequently in foreign language classrooms. According to the authors, some people avoid topics to make languages easier to understand or just because they do not know how to teach them correctly. Nevertheless, the authors hesitated when supporting these actions because they consider that in the learning process, every content is essential. They also said that avoiding subjects limits not only the language but also cultural identity and social patterns because *vos* is used by millions of people; it should be taught in Spanish lessons.

Having reviewed some preliminaries about translanguaging, translation as a pedagogical tool, attitudes on the use of L1 and L2 in the classroom, monolingual versus bilingual approaches in language teaching and learning, and foreign language classrooms stereotypes about their curricular and physical structures, and after having also provided a general account of empirical studies conducted around the theories on L1 use in FL classrooms, the lines ahead offer the literature review section.

Chapter III: Literature Review

Academic performance by using L1 has raised high doses of interest around the world; thus, many studies have focused on the students' viewpoints and how the use of this method directly or indirectly impacts the teacher's feelings when they use L1 during their classes. Since this study will endorse a QUAL-Quan model, the following chronologically ordered review of the literature on findings about L1 use in English lessons, as well as studies on teacher attitudes, will be provided when using L1. While this investigation does not seek to test hypotheses for generalizability of results, the studies reviewed will help theorize on empirical results in the *Discussion* section of this report.

Evidence of Employing L1 in the Classroom

Many researchers began to study the students' reactions regarding the teachers' use of L1 in classes through the years. For example, De la Campa and Nassaji (2009) examined the purposes, the frequency, and the reasons why L1 is used in L2 classrooms at an anglophone university in Western Canada. The paper was carried out in two sections of the same second-year German as a foreign language course, and the instructors were two native speakers of German. The research was conducted using instructor interviews, video and audio recordings of the German classes, and stimulated recall sessions. The data revealed that the instructors used a noticeable amount of L1 during their classes to achieve different goals as a pedagogical tool. Some factors that influenced the use of L1 were based on personal beliefs. According to evidence, L1 was also employed to explain the activity instructions to facilitate L2 learning, make use of humor, check for comprehension, and contrast L1-L2. The most remarkable limitation of this paper is the small sample size. Due to only two instructors being participants, the results cannot be generalized. Furthermore, they were German professors, and their backgrounds could not necessarily be compared to instructors from Costa Rica. From the results, De la Campa and Nassaji called to use L1 as a pedagogical tool to improve students' participation. This paper suggests that the teaching context may have a significant effect on L1 use in L2 classrooms.

In 2010, Yusuf (2010) described how L1 is used in Turkish language classrooms to focus on form and how teachers' cognition drives the use of L1 in

foreign language classrooms. Three English teachers were interviewed using pre-observation interviews and classroom observations. The pre-observation stage aimed to get teachers' views about explicit and implicit focus on linguistic features. Concerning data collection, both the interviews and videotapes of the classes were transcribed. From the data collected from the interview, prevalent topics related to an explicit focus on form and L1 use emerged. In addition, raw data was coded according to these themes. The researcher also coded the classroom observation transcripts in order to focus on form and L1 use instances explicitly. Later, the data were sorted to synthesize the instructors' comments and classroom practices as they relate to an explicit focus on form and L1 use. With the results, the researcher concluded that instructors use L1 in their classrooms to make emphasis on form in order to ensure students' understanding, reach more students, teach complex concepts, and save time.

In the same way, a paper by Pan and Pan (2010) showed an argument derived from theoretical perspectives and empirical research within the existing literature, supporting the use of L1 in foreign language classrooms. The argument addresses three key issues: rationales for L1 use, positive effects L1 has on foreign language learning and instruction, and how L1 assists instructors in foreign languages. This study was developed at the Tamkang University of China and used a mixed method. The paper argues for the appropriate use of L1 in a foreign language learning environment by drawing on theoretical perspectives and empirical work in the existing literature. They found that the use of L1 in FL classrooms is justified, but none of its supporters endorse its unlimited use. It was claimed that L1 should be used to construct knowledge, reduce any insecurities that may arise, promote efficiency, facilitate interpersonal relationships and comprehension, and consolidate students' knowledge about the foreign language, such as vocabulary, sentence structures, and cultural aspects.

Five years later, Paker and Karaağaç (2015) conducted a study, based on both qualitative and quantitative research designs, aimed to find to what extent the instructors in the School of Foreign Languages at Pamukkale University use the mother tongue in their classes. The use and functions of L1 were analyzed and discussed. Data collected from classroom recordings, questionnaires, and interviews indicated that it is inevitable to make use of L1 in the foreign language teaching process, and it actually provides diverse functions, such as building rapport by

making jokes, showing concern to the students, and showing empathy. Findings also showed that even though using the TL as much as possible in the classroom is vital, it could not be denied that L1 is an inseparable part of the TL teaching-learning process, and it is needed from time to time.

In addition, Galali and Cinkara (2017) inquired about students' attitudes towards using L1 in their English lessons, both by the students themselves and by the instructors. The survey also determined the reasons why the students switch from English to their L1, such as to clarify grammatical points. The research was conducted at Salahaddin University, Erbil, at the end of the first semester of the 2016-2017 academic year. It consisted of a mixed-method approach of data collection and analysis. In regards to the quantitative data collection, two hundred and fifty-eight EFL students completed a questionnaire. In addition, data were collected via face-to-face semi-structured interviews with eight EFL learners in the qualitative stage. From the results, the researchers revealed that participants had a slightly positive attitude towards using their L1 concerning the facilitation of their TL learning.

Two years later, Fallas (2019) published a paper where he analyzed students of the EFL program at a Costa Rican university on their spontaneous and intuitive translanguaging. The study involved nineteen senior students who were completing their B. A. in English as a Foreign Language and taking the course *Oral Communication VI* in a Costa Rican public university. The researcher analyzed data employing a mixed-method approach for data collection and analysis. Fallas found out that senior students use translanguaging for different purposes, such as giving their opinions, offering critiques, asking questions, expressing emotions, narrating something, among others. By interviewing instructors, it was also found that L1 can be used for dealing with difficult grammar points, explaining idiomatic expressions, comparing L2 to L1, transitioning from task to task, and even tackling social purposes. The paper indicates the use of L1 in classes as a way to enrich the discussion between students and the teacher while learning an L2.

Besides the studies reviewed above, literature from different parts of the world has reported on instructors' attitudes about the use of L1 in their classrooms, which we discuss in the lines ahead.

Exploration of Teachers' Attitudes in other Parts of the World Using L1

As learning processes tend to be very similar between nations, it is possible to compare a couple of them to Costa Rican contexts. Similarities and differences between Costa Rican teachers' attitudes and foreign teachers from different parts of the world in regard to the usage of L1 in a language classroom are found in the following section. The year 2006 would see the publication of an unconventional study. Here, Edstrom set five goals for herself in a self-evaluative study. The first goal was to find out the amount of L1 she actually used in one semester, then to analyze the purpose and functions of the L1 use, next to comparing her and her students' perceptions about her practices, and finally to identify the reasons or motivations for using L1 in the classroom. The researcher gathered her data from one of her classes at a University in Canada; this was an introductory Spanish class that lasted one semester and had 15 students.

The author employed a mixed-method approach in which she audio-recorded 24 sessions, kept a reflective journal, and administered a written questionnaire to her students to document the use of L1 during the semester. The results from the questionnaires and the reflective journal showed that the instructor and the students' perception of the use of L1 was around 5-10% of usage, but the actual recordings showed there was between 17-42% use of L1 (in account of total class time). The instructor shared she had feelings of regret and guilt as she noticed her constant use of L1, and how it increased as the semester went on. Of course, the results could be subjective. Nonetheless, findings hint at some shared attitudes in the field of L1 use in the classroom. Moreover, Edstrom stated that it is vital for teachers to establish student-teacher rapport and solidarity with learners, encourage respect, and foster a positive teaching and learning environment to facilitate the student-teacher relationship and lowering learners' anxiety.

In 2010, Copland and Neokleous set out to discover why and when teachers use L1 and how they felt about it, and consequently, compare the pedagogic ideal with the reality in the classroom. This study comprised four teachers, each with their own after-school program in a private language institution in Cypriot, Greece. Although it was not stated, given the data collection instruments used for this research, we could observe it had a qualitative approach consisting of audio-recorded sessions and interviews, which were then analyzed qualitatively. The

researchers were able to identify 11 functions (praise, jokes, explaining/revising language skills and systems, hints, markers, translation, opinions, instructions, questions and answers, logistics, and reprimands) of L1 in the sessions. Despite the high frequency of the L1, the teachers expressed feelings of guilt when using said language and rejection or negation of the practice. In the interviews, it was reflected that the teachers' attitudes towards L1 did not accurately report on their classroom practices, to which the researchers linked this phenomenon to attitudes of guilt, where admitting the use of L1 would only disprove the teachers' teaching philosophies.

The following year, Şimşek (2011) investigated student teachers' perspectives on mentor teachers' use of native language (L1) and code-switching in the EFL class. This researcher administered a survey consisting of three closed-ended and four open-ended questions, which yielded a result that most of the informants supported the judicious and selective use of the mother tongue for varied pedagogic purposes, such as to facilitate checking comprehension, the teaching of vocabulary and grammar. As well as to give instructions by using L1, create an atmosphere to remove negative feelings, save time, manage the class, form links between L1 and L2, give feedback, and build on a fun element to the class and make L2 learning more pleasant.

One year later, Yavuz (2012) studied instructors' attitudes toward using L1 in their classrooms. This paper was conducted amongst twelve Turkish experienced English teachers at twelve different primary schools in Balikesir, Turkey. They were surveyed concerning the use of L1 in class. Moreover, the questions were not theoretical. In fact, there was only one neutral question: *What is the place of L1 in your teaching?* This question was formulated in order to get their thoughts to verify later if these would yield to what has been found in the literature. Finally, Yavuz's findings indicated that English teachers prefer using L1 in class since it comes up with a low-anxiety atmosphere for both students and teachers. It was also found that classes with a great number of students force teachers to resort to L1 to instruct and control the students, teach abstract vocabulary, check for comprehension, and explain an activity.

Five years later, Shabir (2017) analyzed the idea of modifying the popularity of teaching approaches and strategies over time by using L1 and L2 in English classes to increase the students' skills. The study involved 21 non-natives, 2 native students,

and all of them enrolled at the School of Languages and Comparative Cultural Studies at the University of Queensland, Australia. The data analysis for this quantitative research was to examine the beliefs of participants, but also the amount and the purpose of the use of L1 in L2 classrooms. The results stated that all teachers' thoughts about the use of L1 to teach English demonstrated some degree of disagreement. Despite their conflicts in their beliefs, all teachers concurred that the use of L1 should be as limited as possible. They think that English should be the main vehicle of classroom communication as it could allow practicing L2.

In a more recent study, Akulova (2019) focused on teachers' attitudes towards L1 use, and if it was a resource that assisted or distracted the learning process in the classroom. The information was collected from the Universities of Sakarya and Kocaeli in Turkey and the Universities of Bishkek in Kyrgyzstan. A total of 41 teachers from different career majors participated, all of which were English teachers or from the English department. Akulova used a qualitative approach through the use of an open-ended questionnaire. Strong evidence of positive attitudes was found in the teachers' response towards the use of L1 in the classroom; surprisingly, some teachers refused to accept it as a common practice.

Despite their valuable contributions, these previous studies show many pitfalls. Such deficiencies are, first of all, that the majority of the studies were conducted in countries where the context is entirely different from Costa Rica's. Also, some researchers did not work directly with a population to apply and experience the theory in a real context; they simply used other studies to make comparisons and conclusions. One study was not restricted to a specific level or country. Another gives a general teachers' perception and reflection regarding their students' use of L1 and not their own. Additionally, some of the researchers were aware of complex local teaching problems, and they knew that teachers should have space for them to work on their goals, strengths, and weaknesses in the do's and don'ts in a class; however, they did not create any space to validate if this could help the teachers or not. In addition, more shortcomings of these previous studies have been clearly recognized. For instance, one of these studies was a self-evaluation; therefore, there were only one teacher's subjective results. Another research studied only four teachers. Furthermore, one study only used the terms "positive" and "negative" about the teacher's types of attitudes and did not go into detail as to what they were

exactly. Finally, interpretations were based on very small sample sizes or very large sample sizes.

Based on the previous literature review, the main objective of this study is to explore what teachers' attitudes are towards their own use of L1 in the EFL classroom by conducting an exploratory sequential study of the Western zone of Costa Rica because despite the studies undertaken, there are not enough up-to-date studies achieved in the Costa Rican context. This is because seeing that many of the contexts measured are different or have changed, the results could be dissimilar in today's Costa Rican context. Reflecting on that general limitation, the literature reviewed in this paper expounds on the lack of evidence in Costa Rica to acknowledge the attitudes that arise in teachers while using the resource of L1 further to advance students' progress in their language learning process. With this in mind, the lines ahead provide an overview of the methodological framework.

Chapter IV: Methodological Framework

As stated previously in this paper, the general goal of this study was to explore what common attitudes English teachers hold concerning their usage of L1 in their classrooms. This general objective was split into four specific objectives. The first and second specific objectives involved a qualitative and quantitative stage, where MEP English teachers' attitudes in the Western Area of the Central Valley in Costa Rica regarding the use of L1 in their classrooms were discovered and then numerically analyzed. Concerning the third specific objective, researchers compared the data collected from participants with empirical studies about the teachers' use of L1 in other parts of the world. The last objective was to create a series of recommendations (such as guidelines or flyers) for English teachers and MEP authorities based on the findings from the current study which address: (a) pros and cons of the use of L1 in EFL classrooms and (b) when, where, and how the use of L1 could be implemented in EFL.

Measures and Depth

Based on the focus of this research, a QUAL-Quan method was followed because there have been no studies on the subject. This means the content represents the qualities of the participants; however, it does not leave numbers behind. Some quantitative information was also obtained to complement the results. The depth was exploratory; according to Sevilla (2021), an exploratory study seeks to unveil a preliminary understanding of the investigating subject while opening doors to discover new content. This research showed some deep analysis of different sources that guided our steps to have a clearer perspective and build a more robust study. These sources also contributed to giving us ideas to get our own conclusions about the topic; thus, we discovered new characteristics that were important in the results. Given these aspects, the depth was considered exploratory because it is a type of research used to study a problem that has not been deeply researched, so it is carried out to start generating scientific data to build further hypotheses, theories, and scientific knowledge as a whole. Once more solid developments on the topic are achieved, a stronger body of studies could be conducted using other depth levels, such as descriptive, explanatory, or even experimental studies.

Design

As a result of the objectives of this study, the approach that best suited this model was the exploratory sequential mixed method. The data in the first stage was obtained with a qualitative semi-structured interview along with a post-interview reflection form which subsequently opened to quantitative analysis in the second stage by implementing a survey, tying everything off in our third stage which compared our results with similar results in other studies. According to Creswell (2014), this approach develops better measurements with specific samples of populations (p. 226), which was of great importance in our process for achieving theoretical triangulation, especially in the discussion of findings where results are compared both to existing theory and to empirical studies reviewed in this report. By using an exploratory sequential method, this study allowed for a deeper understanding of the situation lived by many EFL teachers in Costa Rica; thus, providing insight into possible changes in educational programs.

Scope

According to Barrantes (2013), research can also be defined in terms of its time frame (or chronological scope) as longitudinal or cross-sectional. Our study represents a cross-sectional scope seeing as the time required to carry out this investigation was significantly less than that of a longitudinal. The data collection instruments allowed us to work efficiently, and the results were easier to find. The information obtained through the instruments backrested our written data and final results.

Paradigm

We combined three paradigms to direct the lines of our research. The paradigms we used were naturalism, post-positivism, and social constructivism. Jones and Yarbrough (1985) stated that the naturalistic paradigm represents an analytical observation of a subject's natural habitat without getting involved with internal procedures more than necessary. This paradigm was particularly useful in accomplishing our first specific objective, which was to discover the attitudes and feelings that exist among teachers; for the reason that we were able to construct meaning from what the participants shared and identified some common feelings

and attitudes. As a result, the data obtained was used to create a quantitative instrument for a larger population in our second objective using a post-positivist standpoint, which recognized that our claims of knowledge about human behavior cannot be positive, and there is a need to carefully measure and observe the variables further in order to refine them (Creswell, 2003). Regarding our third and final objective, we compared the feelings and attitudes of Costa Rican English teachers with English teachers in other parts of the world by implementing a social constructivism paradigm. The main function that social constructivism provided to this part of our research was the negotiation of meaning that can take place from the information gathered and our previous knowledge about the context from other cultures allowing these factors to shape our interpretation and assist us in arriving at a conclusion (Creswell, 2003).

Epistemology

Considering the predominantly qualitative nature of our study, an emic epistemology best described our analysis of the participating population. Yeganeh, Su, and Chrysostome (2004) indicate that an emic approach is used to depict a specific culture by examining particular viewpoints of concepts or practices and constructing meaning from the way the participants perceive it. An emic epistemology allowed us to dive into the specific classroom culture of English teachers in Costa Rica; thus, helping us understand the prevailing attitudes and feelings shared amongst the participants in this particular setting. Although we later compared the data with results in other parts of the world, our main focus remained on understanding the specific culture of using L1 in Costa Rican English classrooms without extrapolating this information into different cultures or studies.

The Setting/Context

This research was conducted in fourteen different high schools in the Western area of the Central Valley in Costa Rica. At the MEP level, this area comprises thirty high schools, out of which five are bilingual and will not count towards participation.

Participants

The population analyzed consisted of a total of twenty-six high school English teachers from different high schools in the Western zone of Costa Rica to study and generalize their attitudes regarding the use of L1 in their classrooms. Participants were subdivided into two groups: four participants for the qualitative stage and twenty-two participants for the quantitative section.

Participants for the Qualitative Stage

Four English teachers from high schools in the Western area of Costa Rica participated in the qualitative stage of our investigation. Purposive Sampling was used to select the participants from the interviews as this allows for similar positions (Sevilla, 2021). The criteria for selecting the subjects were as follows:
- Participants' first language must be Spanish.
- Participants must be in-service MEP English teachers with at least 1 year of experience.
- Participants must work as teachers in the Western area of Costa Rica (San Ramón, Valverde Vega, Naranjo, Palmares, Zarcero).
- Participants must not work in bilingual institutions.

Participants for the Quantitative Stage

Once the data analysis from the qualitative phase of the study was put together, twenty-two new individuals took part in the quantitative stage with the purpose to start describing, using a slightly larger sample, general trends that could be used in future studies to test for generalizability. For this part of the research, convenience sampling was used in which teachers from the same five areas (San Ramón, Valverde Vega, Naranjo, Palmares, Zarcero) were informed via mass email, WhatsApp groups, and social media posts about the research taking place.

Instruments

Following the Tripartite model proposed by Rosenberg and Hovland (1960), our instruments aimed to capture the participants' behavioral, cognitive, and affective manifestations by implementing an interview in the first stage, and a survey in the second stage.

Semi-Structured Teacher Interview

As part of the qualitative stage in this research, the four informants who participated surpassed at least one year of experience in public high schools. This instrument consisted of ten questions divided into three main sections: Behavioral, Cognitive, and Affective. As presented in the Tripartite model, the behavioral section, through three questions, enabled the discovery of the teachers' actions in terms of how often they use or allow L1 in the classroom. Following this segment, there were four questions in the cognitive portion to discern teachers' beliefs towards the use of L1 in the classroom. Lastly, but perhaps the most crucial part of the interview, the affective section elicited information about how the teachers felt during and after their use of Spanish, as well as the social-affective impact it had on their relationship with their students; this section had a total of four questions. The former two questions were set as open-ended questions to not influence their negative or positive responses. This instrument was administered to develop the qualitative section of this inquiry. Finally, to cover the gaps in this instrument, as well as to further understand the responses from the interview, a post-interview reflection was administered to the four participants.

Survey

Pinsonneault and Kraemer (1993) explained the term survey as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (p. 77). Surveys can also be used to assess needs, evaluate demand, and examine the impact (Salant & Dillman, 1994, p. 2). As part of our aim to numerically analyze the previously acquired information to explore what common attitudes MEP English teachers have towards their own use of L1 in the classroom, we chose this instrument for its innate ability to gather information from larger groups of participants.

The survey was created once the interviews were administered, transcribed, and tabulated. The questions were formulated from the patterns the previous instrument generated. As in the interview, this instrument was divided into three sections, behavioral, cognitive, and affective. Finally, all the data collected were classified based on the participants' answers.

Data Analysis Techniques

We are following Wa-Mbaleka 2018 (as cited in Wa-Mbaleka, 2021) model for data analysis, which is summarized below.

- Step 1: Complete transcription of data
- Step 2: Organize your data
- Step 3: Read transcripts 3-4 times
- Step 4: Develop initial codes
- Step 5: Code all your transcripts
- Step 6: Find recurring ideas
- Step 7: Move to abstraction of your ideas
- Step 8: Write the interpretation of all the data
- Step 9: Member check and final revisions
- Step 10: Addressing each RQ specifically (pp. 78-81)

Procedures

Ethics

To comply with ethical standards, before potential participants provided data, researchers made use of consent forms in order to inform them about the study's main objective, rights, terms, and conditions of participation. Gay, Mills, and Airasian (2009) explain that "this requirement is intended to reduce the likelihood that participants will be exploited by a researcher persuading them to participate when they do not fully know the requirements of the study (p. 21)." Thus, "the nature of consent implies voluntary agreement to participate in a paper about which the potential subject has enough information and understands enough to make an informed decision (MacKey and Gass, 2005, p. 27). In addition, the research followed the principle of leaving an audit trail; thus, any person involved in the research process can consult and verify data. Moreover, in order to keep the participants' identities confidential a citation nomenclature was created to code the participants' responses.

Once the consent form was provided, the first four teachers met with the researchers via Zoom for the interview. After the results from all the participants were collected, we transcribed and tabulated the answers, which served as the foundation

to create the quantitative survey. Once all this information was gathered, we compared it qualitatively with data from other teachers in similar studies in other parts of the world.

Quality Control in Qualitative Research

As stated by Gay, Mills, and Airasian (2009), "in qualitative research, validity is the degree to which qualitative data accurately gauge what we are trying to measure" (p. 391). To obtain validation, the study implemented two validation techniques. First, the paper focused on three levels of triangulation: data, methodology, and researchers. "Triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross-check information (Ibid, p. 393)". In addition, Johnson (1992) points out that triangulation is significant since it reduces interviewer bias. Thus, triangulation strengthens the accuracy of the information (p. 146). Second, this research followed the principle of leaving an audit trail. Gay, Mills, and Airasian (2009) indicate that "this process makes it possible for someone (maybe a critical friend, principal, or graduate student) to act as an external auditor to examine the processes of data collection, analysis, and interpretation (p. 393)". Thus, in the case of this research, the audit trail took the form of a written description of the data collection process.

In order to achieve validity, we used the following two validity measures:

a. First, triangulation was obtained by combining the interview, survey, and literature review.

b. Second, an academic expert was consulted to check the compatibility between the research objective and the instruments.

In addition to these measures, every effort was made to:

a. Study aspects that, according to the professional literature, are common when studying the issue of translanguaging, as recommended by MacKay and Gass (2005).

b. Fortify content validity by following Creswell's (2014) suggestion that, in an exploratory sequential mixed methods design, the quantitative phase needs to build carefully from the qualitative stage.

To ensure the credibility and dependability of the results, descriptive validity was implemented throughout all stages of interaction with the participants. According to Gay, Mills, and Airasian (2009) "researchers must ensure that they are not distorting anything they see or hear or making up events based on inferences…the researcher must make sure that the quotations are accurate" (p.392). Given this fact, when referencing participants' responses, direct quotations were used appropriately and an interpretation of what was heard is given based solely on the facts provided. In addition, dependability is ensured by providing the raw interview transcriptions located on the appendix section of this research. Lastly, the semi-structured interview and survey were piloted with different MEP English teachers across the country and any feedback given was taken into account to adjust the instruments as needed.

Chapter V: Data Analysis for Qualitative Stage

The present chapter compiles the data analysis for the study whose general objective was to explore what common attitudes MEP English teachers hold toward their own use of L1 in the classroom by conducting an exploratory sequential study in the Western zone of Costa Rica. The analysis is based on the coding process that resulted from qualitative semi-structured interviews and a post-interview reflection with four participants. Descriptive coding was used, which according to Wa-Mbaleka, consists of using a phrase or a keyword that summarizes the essence of what a participant has said in a specific type of data (2021). To attain anonymity and a better organization of the data analysis, the following nomenclature to cite the participants' exact words is used.

Table 1.

Citation Nomenclature for Qualitative Data Analysis

Instrument Type	Data Source	Citation Nomenclature
Semi-structured interview	In-service MEP English Teachers	SSI-P01
Post-interview reflection	In-service MEP English Teachers	PIR-P01

Note: The table above lists the citation code that is used throughout this section to quote participants during the semi-structured interviews and the post-interview reflection. Adapted from "The Good, the Bad and the Unthinkable of Learner Autonomy in EFL" by Sevilla (2020).

Once the raw data were coded, and then put into categories, the following themes or mother categories emerged: conflicting perspectives around the use of Spanish in the English classroom, common grounds regarding the use of Spanish in the English classroom, and teachers' insights for communication alternatives to avoid excessive use of L1. With that in mind, the following subsection displays the data analysis concerning the first theme.

Theme 1: Conflicting Perspectives Around the Use of Spanish in the English Classroom

When asked about various aspects of L1 use in the English (L2) classroom, the four participants showed, at one point or another, conflicting views about how they use Spanish (L1). This theme is best understood by breaking it down into three categories: behavioral aspects, cognitive aspects, and affective aspects which guided their decision-making when it came to using L1 while teaching English.

Concerning *behavioral aspects*, informants showed some apparent contradictions across the data they provided. For example, when asked about the frequency of and the circumstances under which they would use Spanish, participant one has stated that he used Spanish only, when necessary, as a last resource. In this informant's own words, "I use Spanish only when necessary because, today, we have different technologies and different strategies to use. So, I use it as a last resource only when necessary" (SSI-P01).

When asked about the same issue, participant three argued that she has been put in a position where she no longer has much choice over her use of Spanish since her priority is to avoid conflict with the institution's principal, her students, and their parents. She directly stated, "[...] I have faced my principal twice and she has said that I need to lower the level of English; and why does she do this? Because she doesn't want to have problems [...]" (SSI-P03). In regards to what else influences her behavior, she claimed, "I don't have time to be having my students' parents there asking me and telling me and I need you to show me the rubrics and the tests and the indicators and whatever just because his or her son or daughter didn't get a good grade. So those are some of the reasons why I use Spanish [...]" (Ibid).

In comparison, whereas participant one has control over his use of L1 and implements it strategically, participant three reports being forced to behave in a way that assimilates to institutional and parents' demands.

Continuing with behavioral aspects, regarding whether participants' use of L1 in the classroom has increased or decreased throughout their years of teaching, different opinions emerged during the data coding process. For example, participants one and four accepted that their use of L1 has decreased. In their own words "[...] I think it has decreased a little. I was more, you know, I had more proclivity to using Spanish" (SSI-P01, sic); likewise, "I think that the use has decreased. I try to use a lot of body language" (SSI-P04). As evident from these chunks of data, since both

participants seem to share a concern for keeping up with the target language, they have resorted to alternatives to increase L2 use.

On the contrary, participants two and three acknowledged that their use of L1 has increased over the years. On the one hand, when asked whether their use of Spanish has increased or decreased, interviewee two remarks: "Yeah. During all these years, I think it has increased [...] when I arrived at that high school, and I don't have a classroom[...] they don't speak English and probably they I didn't get English in their schools and in that environment, you have to improvise" (SSI-P02, sic). In the same way, interviewee three explains that:

It increased [...] At the beginning, I was just so, just so English, and you have

to speak in English [...] but it was so tiring. It was so overwhelming; [...] going

against everything and I had many problems [...] I don't have that energy now;

I have more experience, and I prefer to have my mind in a good state rather

being talking a lot of English in my class and that many people are lost [...] I

think that comes with experience. Because at the end, we are like formed by

the system and that's sad (SSI-P03, sic).

Having analyzed their answers, we discovered that differing reasons and motives exist as to why each participant has either increased or decreased their use of L1. General consensus also seems to exist about why this has occurred, as each have different backgrounds. The semi-structured interview was not meant to delve into these reasons because it sought a preliminary understanding of the issue at hand; nonetheless, these interrogatives may need further exploration.

The second category inquired was *cognitive aspects*, which pertains to the informants' personal beliefs towards the use of Spanish in the English classroom. On the one hand, interviewee one asserted that L1 has to be used sparingly and strategically during English classes: "I think it should be avoided to be used in excess[...] I think it should be used wisely [...] for a specific point where you need to clarify and you need everybody to understand" (SSI-P01). Evidence from this quote suggests an awareness of the strategic role Spanish may play in delivering English classes, although no further details were provided by this participant.

In the same manner, our third informant did not support the use of L1, holding that it is not the best tool for students' learning, but it's inevitable; she remarks, "I don't think that would be like the best way to do things, I would love to speak full English in my class, and I would really like to have all my students understanding me, but it..., that is not real" (SSI-P03). The comment above illustrates how she wishes to teach all the classes in English, but she knows that is not the reality that Costa Rican high schools have; she also affirms that using Spanish is not the most beneficial way to do things since it does not provide the students with much language improvement, but as it was previously said, it is unavoidable.

Along the same line of personal beliefs, respondent four also indicated that using Spanish should be avoided as there are other ways to arrive at a solution: "I think it shouldn't be used. I mean, there are a lot of techniques that you can use when students don't understand" (SSI-P04). On the opposing end of the matter, participant two supported the idea of using Spanish in the classroom by highlighting the following: "Yeah, I think if you use the Spanish, it's pretty helpful [...]" (SSI-P02) and when asked if it prevented the L2 learning process, his response was very straightforward: "No, I don't think so, no" (SSI-P02). This participant's answer contrasts with the others' since according to him there is no further inconvenience of using Spanish to teach English.

Now, having displayed their answers related to cognitive aspects, we found that three of the four participants have a somewhat common belief towards the use of L1 in their classrooms, whereas the other participant provided quite a contrasting standpoint. This makes the perspective broader since one of the informants believes that using Spanish during class somehow helps students to learn English.

Moving on to *affective aspects,* which refer to feelings towards the use of Spanish in the classroom, participants have shown different and often contrasting views about the subject. For example, when interviewee one was asked about his feelings while using L1 to teach L2, he states that he enjoys it when L1 is not used during his lessons, although he does not report holding any regrets if he has to use it for a particular purpose. He has made this clear when he stressed:

I don't have any remorse or bad feelings. But what I do is: I reflect on myself,

and "did the class go well? Yes, but it can be better" [...] So what I do is I

recalculate, I evaluate myself, what went wrong, and then try to do a better job next time (SSI-P01).

This piece of evidence adds up to show the significant role of encouraging reflection in one's teaching job. It is known that this reflective task leads to awareness of what is happening in the actual classroom. Thus, it seems that being a self-reflective agent helps use L1 for specific purposes, notice discrepancies and recognize the worth of one's practices at a deeper level, considering changes.

When the same question was asked to the second participant, he agreed and stated that he has no issues when using Spanish; he contended

If I use Spanish? I feel okay. I'm feeling good. [...] learning is a process, and

it's a long process, okay?, so I feel okay. [...] I mean, in this part, when you're

talking about feelings, well, I have discovered you are more than a teacher

and an English teacher, you're more than any subject teacher. [...] My point is

that students see English as another… uh… subject, that's the point

(SSI-P02, sic).

On the contrary, informant three points out that she feels guilty depending on the level that she is teaching. In her own words,

It depends on the topic [...] because when I speak or when I use Spanish with

seventh graders, I don't feel any problems to be honest. But when I speak in

Spanish with my last year students or with 10th grade, uh for me it's like [...]

It's like sadness or yeah, or a feeling of disappointment or and sometimes I

feel like... I don't know… it's… whatever, it's okay [...] (SSI-P03, sic).

When it comes to the fourth participant's feelings concerning L1 use, she also clarified that it depends on the situation. As she explained:

I teach seventh graders and there are some who have special needs, [...]

when I use it for them, I feel okay because I know that they need the

Spanish. But sometimes, when I have to use it in the class because there is

something [...] I have explained this a lot and they keep saying the same

thing, I feel pressured. [...] but sometimes, [...] there is no way. I just need

to use it (SSI-P04).

According to what was stated by participants three and four, it can be
evidenced that the feeling of guilt occurs only in specific circumstances, but that
sometimes the use of Spanish is necessary to explain because the students do
not understand what they are being taught. In short, the conflict with their feelings
is when they are teaching higher grades.

On the whole, in terms of affective aspects, a clear affinity between
participants one and two is evident about not having any issues while using L1
during their lessons. Nevertheless, our third and fourth informants showed that their
feelings depend on certain conditions while using L1 as they provided more specific
contexts, such as feeling comfortable while using L1 with beginners or students with
special needs. On the other hand, they have reported feeling disappointed, sad, and
even pressured when they use L1 with advanced students or after explaining
something for a long time in English. Once more, data from the semi-structured
interview has hinted at some common attitudes and feelings about the use of L1 in
the L2 classroom; however, the causes for such feelings are yet to be fully explored.

Having examined the main conflicts in perspectives among these four
participants it became clear that there were also moments in which the participants
had some degree of conflict within themselves when giving their responses. In an
effort to provide a thorough analysis of conflicting perspectives on the use of Spanish
in the English classroom, we found it crucial to also point out several instances of
self-conflict amongst the informants.

In terms of behaviors, participant two countered the idea that L1 should not be
banned in his classroom because it is helpful, yet later he stated that he enforces the
use of L2 when students ask for permission to go to the bathroom. As he has put it:

When you give some commands I think in that way it's not very helpful to use

in Spanish [...] when they ask for permission most of the time well they want

to go to drink water and go to the restroom [...] They come to you and say uh

[¿Profe me deja ir a tomar agua?] no in English if you said in English, that's

okay (SSI-P02, sic).

Contrastingly, when students are working on a task among themselves, he lets them use Spanish:

Even among them, okay because you are going to see like the the one

student understands you in English okay so you are going to see she or he

explained to another person in Spanish so you have to do this. Okay. They

explain among them. That's very useful (SSI-P02, sic).

Therefore, interviewee two invites us into the reality of his classroom, in which instruction time consists of the use of Spanish most of the time. However, there is a controversial issue: as the evidence shows, there are specific moments like when a student asks for permission to go to the bathroom; on such occasions, the teacher does demand that they use English, but it is not part of the lesson of that day. This calls into question the true role that the use of Spanish plays in the classroom and whether it is used as a teaching tool or simply as a means of communication.

Another self-conflicting aspect worth referring to is that of participant four, where she stated that L1 should not be used in class and its use prevents students from acquiring L2. In her own words:

[...] when you use Spanish, [...] they sometimes become lazy about using the

English. I have had some good students who are very good at English and

they use Spanish because it's like: "I mean, I don't want to do anything, so I

know English." Well, sometimes this is about motivation, but I would say that

when you use a lot of Spanish, this will stop the using of English and the

learning too (SSI-P04, sic).

Although she also stressed that the use of L1 motivates students to use L2 and that it helps students create a link in meaning, she clarified: "I think it shouldn't be used. [...] However, there are some students who need Spanish, just to relate. There are some terms that are very abstract and sometimes they need the relationship in Spanish [...]" (SSI-P04). Here, this participant was referring that she would sometimes use Spanish words and phrases to help students make a connection in meaning which counters her behavior of using other techniques, so students do not become lazy and expect the Spanish equivalent every time. There is

a clear self-struggle with the desire to avoid Spanish versus the demands of the lesson in the attempt to get meaning across. Then again, details on the motives and specificities behind this apparent self-struggle are yet to be further investigated.

Overall, in terms of conflicting perspectives on Spanish use in the English classroom, our participants shared a variety of contrasting viewpoints both across one another as well as within themselves. Concerning behavioral aspects, it became evident that there are several reasons behind each participants' decision about when and how to use Spanish, thus leading to an increase or decrease of this behavior throughout the years. In the cognitive aspects, our informants shed some light into what they actually believe about L1 use, providing several contrasting points in what is ideal and what the reality of the classroom demands. Regarding affective aspects, the evidence gathered showed dissimilar perspectives as half of the participants felt either indifferent or accepting of this behavior, whereas the other half showed disappointment and even pressure when using L1. The whole of this first theme sheds light into the reality experienced by the current participants and the struggle of making judgment calls about when and how to use Spanish as a tool in English teaching.

Theme 2: Common Grounds Regarding the Use of Spanish in the English Classroom

Having displayed conflicting views concerning L1 use in the classroom, the following part of this study moves on to describe in greater detail the common grounds found in our participants, specifically, in the behavioral and affective aspects given that common grounds in the cognitive aspect were not found.

Concerning *behavioral aspects*, informants showed some common opinions across the data they provided. For example, in light of classroom management, when interviewees two and four were asked about their behavior regarding the use of L1 during their classes, they highlighted that it is not allowed if students ask for permission such as to go to the bathroom or to go drink water, they have to use L2 to. In their own words:

Spanish okay because, for example, some... something very, uh, typical when

they ask for permission most of the time, well, uhm, they... they want to go to

drink water and go to the restroom or, okay, if you say uh. They come to you

and say uh *¿Profe me deja ir a tomar agua?*. No in English if you said in English, that's okay okay so, most of them learn those two expressions, okay? So when you give commands (SSI-P02, sic).

Most of the time, they try to speak in Spanish, but what I say to them is like: I don't understand. Or sometimes, they say *¿puedo ir al baño?*, so, I told them like… well, I tell them like: May I go to the bathroom? So, they say: Well, teacher, may I go to the restroom or the bathroom. But they use it, but I try to say it in English, so they can understand that the idea is that they try to speak in English (SSI-P04, sic).

As evident from these chunks of raw data, interviewees two and four agreed that using L2 is mandatory when students ask for specific information such as commands, and permissions. It seems that at least those phrases encourage students to use L2 during English classes.

Along with the purpose of class management, three participants concur on one of the most common reasons; using L1 to give instructions for carrying out a lesson's activities in a timely manner. For instance, our first informant states:

[...]and I have explained instructions this way, in the other way, and they still don't get it. Ok, I approach them, let's say, individually, and then I explain that to Spanish, just to keep the, you know, the fluency of the class and that they understand; that they don't get... to avoid frustration (SSI-P01).

Similarly, participant three contends that in order to stay on track with the number of lessons per week, she has to resort to some of the use of Spanish:

[...]when I'm trying to explain something, and I have been trying to get my students at least get something of what I'm explaining and it takes, like, more than a lesson just to explain something very simple then you said, well this will tell take me more than a lesson, two lessons or three lessons and those are the lessons that I have per week. So, you have to choose continue working

like this like leaving them like very confused and lost or speak some words in

Spanish that are like key for them to understand, and that's what I do

(SSI-P03, sic).

This view was echoed by another informant, who disclosed that "[...] sometimes when they don't understand the instructions, I approach them and I tell the instructions in Spanish, but just to them […]" (SSI-P04). Although her approach is more based on making sure every student is on the same page, informant four places emphasis by using L1 in this part of the session in order to have a productive lesson in which students are able to get the most out of the activities.

Another specific reason for instructors to use L1 is when their students are losing focus on the lesson's current activity. This can be seen when participant three admits that she lightens the mood and draws students' attention back to her and the lesson by telling jokes:

Then I also try to be funny let's say in class because when I am being funny or

I am trying to make jokes or laughing about anything they try to pay attention

and those jokes, I try to do it in Spanish because if not then they won't get it,

and they won't have fun just me, and that's not funny right (SSI-P03).

Another interviewee alluded to the notion of classroom management by using L1 when students are not paying attention and are acting up: "I use it when students are misbehaving. For example, sometimes, I say to them: "Please, stop this chit-chat!," but if they don't understand, then the second time I would use Spanish for that purpose, and they are misbehaving" (SSI-P04, sic).

Furthermore, according to evidence provided by the participant, another role of L1 is communicating complex meanings and concepts students do not understand. In this case, our third interviewee puts forward that the use of L1 is present "when you are running against time, and they are completely lost; [...] you could use [...] some keywords or translate; say it in English and those words in Spanish for them to like, you know, to get like something" (SSI-P03).

Regarding the use of L1 to explain language-specific content to help students during the learning process, participants one, two, and three point out that they use

Spanish to teach grammar and relate certain abstract terms to clarify. Talking about this issue an interviewee said:

> I use the words in Spanish. Also as a reference for grammar. Let's say when
>
> we are explaining some difficult things to students, and they have a difficulty
>
> to grasp the idea [...] for a specific point where you need to clarify and you
>
> need everybody to understand (SSI-P01, sic).

Similarly, another teacher mentioned that he uses L1 to teach grammar because it helps students grasp the idea of what is being taught, he implies that "to teach grammar [...] I think it's better, students understand better" (SSI-P03). As well, participant three alluded that "there are some terms that are very abstract and sometimes they need the relationship in Spanish, and this happens with the present perfect" (SSI-P03), and when the interviewer asked if she uses L1 to explain grammar, she mentioned that "it helps them because they can do a relationship. So, they can compare the languages" (SSI-P03).

As reported previously by the three interviewees, they use Spanish during their classes to give a general idea of the use of grammar, to help students connect, and to compare both languages especially when they are using difficult or abstract terms. In short, L1 is used to help learners get the correct use of the language during the teaching-learning process.

Furthermore, participants one, three, and four showed general agreement when asked about whether and when it is appropriate to use Spanish. They all reported that using Spanish should be a tool exclusively used with beginners and students who have a sort of curricular placement; in view of the fact that it makes no sense to force students to convey an idea, they are not able to produce due to a lack of vocabulary, proper language structures, or other cognitive reasons. Consequently, full English classes should be used and enhanced with advanced students the most. Using their own words:

> I understand where you are, so I'm not going to push you to do something you
>
> can't. But on the contrary, when students are intermediate or advanced and
>
> they speak Spanish only because of laziness because it's easier for them and

it's their language by default, and they just don't want to make an effort that

actually interferes with their learning (SSI-P01, sic).

Likewise, participant three referred to the differences in age and English performance in students as a factor in allowing them to use Spanish or not. In her own words:

[...] one student in ninth grade came and said teacher [¿puedo ir al baño?]

and I said yes! and he left, and uh my students were was were saying… Why

do you ask us to speak English and you are not asking them to speak in

English? And I said because you are older, I know the level that you have

(SSI-P03, sic).

Other responses to this question included that of participant four, who also supports using Spanish under certain conditions and not with all the students. As she exemplified, "Yeah! Well, also, there are some students who have some needs[...] and just if I know that there is a special situation with them" (SSI-P04, sic).

Their three arguments suggest that they care about the students' learning process; they strongly believe everyone in the class needs to understand the subject matter. Regardless of whether they believe in English-only classes or not, they seem willing to make modifications to help students understand even though that could create inner conflicts on what they think is the right way to teach.

Evidence provided by the four participants supports the idea that using L1 judiciously to give instructions, tell jokes, or provide keywords is a strategic way of helping students understand, stay on track with the tasks, and deal with discipline problems, as well as avoid miscomprehension and frustration. In addition, this section reveals a common perspective of English teachers and their use of L1 in an effort to lower the affective filter among students. Indeed, it is known that these teachers' attempt to consider students' emotions and attitudes determines their academic success and motivation within their learning process, developing a healthy self-esteem and a critical mindset about their performance both inside and outside the classroom. Following this line of argument, the lower the affective filter, the higher the possibilities students have to succeed in the learning of L2; here is where instructors play a crucial significant role when making use of Spanish strategically.

Turning now to the *affective aspects* evidenced in the interviews, a common view amongst all interviewees was that using L1 helped create solidarity with their students. The participants on the whole demonstrated that there are instances when using L1 becomes an essential part of connecting and establishing healthy student-teacher relationships.

When asked if using Spanish during their lessons created barriers or promoted solidarity, this particular informant reported: "They are trying to say something they don't have the tools, ok? That case, yes, you can promote solidarity; I understand where you are, so I'm not going to push you to do something you can't" (SSI-P01, sic). It is evident from this response that the teacher understands their students' abilities and their limitations, it is then that Spanish is used as a tool not only to achieve communication but also as a means of emotional support.

This view was echoed by another informant who agreed that Spanish has been a source to create solidarity with his students as expressed in his response:

I mean, in this part, when you're talking about feelings, well, I have discovered

you are more than a teacher and an English teacher, you're more than any

subject teacher you have to be like a psychologist and a father and a brother,

and whatever. [...] they have too many problems in their life[...] I started doing

those *compartir* and that makes [...] in touch with your students, okay?

(SSI-P02, sic).

Here the participant is making reference to instances where he lets students bring food and watch movies post-exam season in order to bring stress levels down. As affirmed by the teacher, the point of using L1 during his classes goes far beyond the subject itself, it helps to create solidarity with his students. He also stated that his colleagues use the same technique to help students by using Spanish during English classes and having these sorts of activities in their classrooms.

When it was the third interviewee's turn to answer the same question, she affirmed that using L1 in the class definitely creates solidarity with students since that allows them to understand better and not feel lost during the lessons. She argues that sometimes it is possible to even see students crying because they do not understand specific topics, so using L1 to her is a way to create a safe place for students to feel comfortable. She specifically reported the following:

Definitely. [...] when I'm explaining something, and I just passed by my view,

and I realized that one student is making like confusing face or like completely

lost face, and I say something for them to like to settle down into topic. Then,

they feel thankful. You know. They even make a smile or at the end, they

come and "teacher thank you because you did this, and I understood". You

know. I don't want my students to feel lost (SSI-P03, sic).

In like manner, our fourth subject outlined the paramount role of being aware of how beneficial it is to make use of L1, avoiding being too ambitious. Concerning the use of Spanish, she contends that

[...] it has created solidarity because sometimes if you just speak in English,

they're afraid to say something; even they are afraid to ask for going to the

bathroom because they don't know how to do it. So, if you are just very pushy

about that, they are kind of afraid of saying something (SSI-P04).

Having presented their four arguments, they all agreed on the fact of having students on the same line regarding the lesson content. The interviewees comprehend that some students may not understand L2 as others, and as teachers, they intend to somehow help them get their ideas across. Using L1 in the class under these conditions does not represent any discomfort to any of them but is a useful way to show solidarity to students as they feel well and understand the dynamics at the same time.

Another common matter regarding affective aspects is that of participants one and three when they shared the same feeling of pride when students perform certain tasks using L2. They both affirmed that even though students' performance is not always on point, they feel motivated to see them trying. Informant one explained this using the following words: "Well, good. I like it. Personally, I like it when students pay attention; when they speak English in class" (SSI-P01, sic). This response is in correlation to how the participant feels when Spanish is not used as much during any given point in the lesson.

In a similar fashion, informant three expressed her sympathy when she recounts that, even if students do not produce English phrases correctly at all, the

simple fact that they make an attempt is enough for her to feel that she is doing a good job. Following this same idea, she asserted that

> [...] they are trying to tell me something in English. They try to make blah,
>
> blah, blah, and at the end, they come up with something in English, not
>
> correctly but they say it. So, those are the moments that made me feel proud
>
> [...] (SSI-P03, sic).

As shown above, when students make an effort to use the L2 during classes to provide answers or ask questions, the teacher feels satisfied, noticing that their learning is evident. Taken together, these results provide important insights into behavioral and affective aspects shared by the interviewees. Whether as a means to maintain the class in line with the schedule and general structure or as a filter to minimize negative feelings, all teachers alluded that using Spanish during English classes encourages solidarity since students are not just teenagers who must attend classes, but complex human beings holding an array of personal characteristics that need to be honored within the context of a sensitive pedagogy. It also becomes evident that using English successfully, although desired, is an ideal that can be adjusted to make students and teachers feel proud of the implementation of language structures in the classroom.

Theme 3: Teachers' Insights for Communication Alternatives to Avoid Excessive Use of L1

Having discussed conflicting views regarding L1 use and common grounds found in the collected data, the final theme to emerge in this study addresses insights provided by our four informants concerning alternatives in order to avoid excessive doses of Spanish in the English classroom. Although this theme was not devised a priori from professional literature consulted, but rather derived from our respondents' meaningful experiences resulting in a set of practical behaviors and habits worth shifting attention towards. This theme became especially significant to our study as it goes hand-in-hand with our fourth objective, which is to create a series of recommendations for English teachers and MEP authorities in order to help guide the decision-making process of how and when to judiciously use Spanish in

the English teaching classroom; which will be developed in later sections of this research.

When asked about the notion of not being able to use L1, participant one explained his views on how to strike a balance between the two languages in pursuance of, in his opinion, a favorable experience with his students.

I would say the best way to get students to learn it is, you know, to go

little-by-little; to have a process where you allow some Spanish and then you

switch into English a little more, you know, step-by-step, until they get to that

level and in a comfortable way (SSI-P01).

In this manner, this participant is explaining that although he tries to minimize Spanish, he makes it part of the learning process and slowly introduces English in a way which is not intrusive to the student. Although he does not go into the specifics about which sources he employs to achieve this goal, this method is indicative, at least in principle, of behavioral aspects that could be implemented on the part of the teacher in the classroom.

Another teaching method reported by the second interviewee was the use of multimedia sources in order to make the lesson a bit more interactive and attractive to the students. He expressed the following: "After the evaluation week, I'm planning to see a movie with my... my groups [...] We have to.. let's play... play some songs, see some movies. Okay! we have to motivate in different ways" (SSI-P02, sic). This evidence adds up to show that the use of multimedia sources such as movies and music help to avoid the excessive use of L1 during the teaching process as it becomes a multifunctional tool, approaching multiple intelligences found in students. Undoubtedly, it is not just about playing a song; instead, this process involves the introduction, practice and review of this didactic material, making use of the approach or method that best suits what it is expected.

Finally, the last informant highlighted that information and communications technology (ICT), nonverbal communication, and body language are vital to creating a teaching-learning process with minimum L1 use during the lessons. She provided the following clarification:

[...] if I have to explain a topic in English [...] I usually use a lot of visual aids and body language, and I have seen that the students understand what I am explaining to them even if it is only in English (SSI-P04).

The above response illustrates that participant four is also conscious of regulating the use of L1 in the English classroom; thus, she referred to the importance of using the body and technological sources to balance the use of L1. Promoting teaching methods to regulate the use of Spanish can guarantee, according to our participant, that students understand the contents not only through verbal communication but through non-verbal as well. What is more, while balancing L1 usage, the teachers' feelings of frustration decrease, too. This happens as a result of seeing students grasping the ideas and feeling comfortable at the same time.

All these insights were unexpectedly brought to light by the participants who agreed that using L1 is a supportive tool to enhance English learning in the class. However, according to them, L1 is facilitative as long as it does not interfere with students' progress with L2. Their views on the issue suggest a conscious effort to regulate the use of Spanish in the English classroom with a clear goal: facilitating student understanding without abusing L1, but at the same time without eluding it where necessary.

Additional Insights from Participants

Given that the previous analysis raised a number of questions that needed further investigation, a post-interview reflection form was created for participants to expand on aspects from the semi-structured interviews. Of the initial four participants, three participated in the reflection form; the data are analyzed in the following lines.

Participant 2

Regarding participant two, we wanted to further develop on three of his answers from the interview. The first question concerned his beliefs on whether using Spanish in the English classroom hinders the learning process, to which he responded during the interview with a very blunt "No, I don't think so, no" (SSI-P02). For the reflection form, we asked him if he could further expand on that answer, to which he responded: "Because our brain is amazing. Our brain has the ability to

learn both languages. Explaining some concepts in the mother tongue helps much more to understand the cultural richness that is found in each word of the target language" (PIR-P02). It has now become evident that participant two claims to make use of L1 for so much more than just language learning but also for cultural learning and so he welcomes the use of both languages in his classroom understanding the extent of his students' abilities.

This participant supplemented this answer with his second response on the reflection form, where we asked him why he believed using just English in the classroom was not very helpful, to which he replied, "As long as students don't have a real need to communicate in the target language, they won't take it seriously. Speaking English during classes does not guarantee learning it" (PIR-P02). These data suggest that our informant believes that learning a language is influenced by many things other than the happenings in the classroom. Lastly, when describing his feelings about using Spanish in his lessons, he mentioned he feels "empathetic, confident, comfortable" (PIR-P02). This information sheds light on his general standpoint about the use of L1 in his English classes, and the affective components involved in his reasoning and actioning.

Participant 3

Concerning participant three's answer from the interview to how she feels when using Spanish in the classroom, we received confirmation on the reflection form that she has mixed feelings which are dependent on the students' grade level and personal language level. She provides the following statement:

> Depends, because the higher the level in working with, the worst sensations
>
> or pressure I feel. Because I should not use Spanish. With higher grades, I
>
> feel disappointed, ashamed sometime, and sad. But with 7th grades, I feel
>
> skeptical because they sometimes do not understand so I think at some point
>
> it's necessary (PIR-P03, sic).

From these data, it is made evident that the participant feels pushed into using English in the classroom, which dictates her actions and, as a result, influences her feelings, which in the majority seem to gravitate towards the negative spectrum of emotions.

Participant 4

Concerning participant four, we asked her to develop one of her answers from the interview. The question was related to her feelings when she used Spanish during English classes. She remarked on the following:

"I feel kind of guilty sometimes ashamed when I use Spanish because I am

teaching a language so I am supposed to use it. However, I reflect about the

times I have used Spanish and I understand that I did it as the last resource.

Usually when teaching abstract topics or complex structures. Overall, I am

satisfied because I really did my best to use English throughout the lesson"

(PIR-P04, sic).

Once more, this participant shows how using Spanish while teaching English causes a bittersweet reaction on her. On one hand, feeling guilty or ashamed while using Spanish in the class reflects uncomfortability which is not an expected emotion coming from teachers. However, she breaks these patterns by acknowledging that she uses Spanish only when necessary. She, as the rest of the participants, shows that the use or not of L1 in a classroom influences the way they feel.

This section has analyzed the qualitative data from the semi-structured interview and the post-interview reflection form. All things considered, the next section will look into the quantitative phase of the study.

Chapter VI: Data Analysis for Quantitative Stage

Since this is an exploratory sequential analysis, this phase of the study will be concerned with exploring whether the themes identified in the qualitative part are shared by a larger group of in-service MEP English teachers from the Western Area of the Central Valley of Costa Rica. As stated elsewhere in this report, the goal of this research is to explore what common attitudes MEP English teachers hold towards their own use of L1 (Spanish) in the classroom. Due to the descriptive nature of the study, the analysis seeks no statistical generalizations of any sort, but to characterize general impressions on the issue using basic numerical analysis so that: 1) a more thorough exploration on the subject can be achieved and 2) an avenue for further research can be opened.

To contextualize this second phase, after administering the qualitative instrument, some interrogatives emerged which called for the need of further exploration through a basic numerical analysis for which we administered a quantitative survey to a larger sample of 36 participants. This survey was sent to MEP English teachers from the Western Area of Costa Rica whose first language was Spanish, had at least one year of English teaching experience in MEP, and did not belong to any bilingual high schools. To further filter participants, four screening questions were used at first to make sure that only participants who truly met the selection criteria were considered for this section of the data analysis, which left the research with a total of 22 informants in the end. For the purpose of organization, the analysis will continue the same organizational pattern as the interviews, that is, behavioral, cognitive, and affective aspects around the use of translanguaging in the English language classroom. Also, visual data displays (in the form of tables) will accompany verbal descriptions of data where necessary.

Behavioral Aspects

This set of questions aimed to explore instructors' behaviors regarding the macro issue of L1 use in the classroom: whether they use it, whether they approve of the ways in which other colleagues use it, the extent to which L1 use has increased/decreased, among other related aspects.

The analysis begins with a plain fact: 95.5% of the informants reported to use Spanish (L1) during their English classes, and only 4.5% claimed they do not.

However, when asked about cases where they resort to L1, answers were much more varied. For purposes of numerical analysis, they are divided into the *highest, middle*, and *lowest third* here (see *Chapter IV: Data Analysis for Qualitative stage, table 1* for details). In the highest third, informants claimed to use L1 to make clarifications about language structures (66.7%), explain abstract words or complex meanings (61.9%), explain grammatical differences between L1 and L2 (47.6%), and teach about grammatical aspects in general (47.6%). In the middle third, data show that a second group of teachers report to use L1 mainly to give instructions (42.9%), check for comprehension in the classroom (38.1%), and to teach vocabulary (38.1%). Yet, in the lowest third, other subjects indicated to employ it for class management (33.3%), help teach pronunciation differences between target, and mother language, and offer feedback (28.6% for each aspect). What is striking about these numbers so far is that, in the qualitative stage, most interviewees reported to use L1 the most often to give out instructions, whereas in this quantitative part, only 42.9% reported to do so. Another aspect that merits attention is the differences in frequency with which teachers reported to use L1 for teaching grammar versus teaching pronunciation. That is, 47.6% highlighted resorting to it for grammar instruction, while a much lower 28.6% claimed to do so to address pronunciation differences. This gap is certainly something to explore in further investigations. The numbers herein analyzed are presented in table 2.

Table 2

Options that describe the cases in which teachers would resort to the use of L1 in the classroom

Cases in which L1 is used	Number of Participants	Percentages
The Highest Third		
Make clarifications about the language	14	66.7%
Explain abstract words or complex meanings	13	61.9%
Introduce the main differences in grammar between L1 and L2	10	47.6%
Teach grammar	10	47.6%
The Middle Third		

Give instructions	9	42.9%
Check comprehension	8	38.1%
Teach vocabulary	8	38.1%
The Lowest Third		
Class management	7	33.3%
Introduce the main differences in pronunciation between L1 and L2	6	28.6%
Give feedback	6	28.6%
Other	0	0%

Source: raw data from the questionnaire.

The next area of behavioral aspects inquired on how often teachers thought Spanish should be used in the classroom. Interestingly, none of them chose *always* or *never*. The majority (59.1%) reported to believe it should be used *sometimes*, 36.4% chose *rarely*, and 4.5% selected *often* as their choice. An additional aspect was whether they support the use of Spanish in the EFL class for teaching purposes, a striking 72.7% answered affirmatively, while 27.3% reported to consider that as a no. Something that deserves attention is that, as stated previously in this data analysis, 95.5% had acknowledged to use L1 during their English classes, and only 4.5% claimed they did not use L1 while they were teaching, but now only 72.7% actually support it (analysis of affective aspects concerning the use of translanguaging may shed further light onto this issue).

Regarding whether the use of L1 has increased during the informants' years of teaching, the majority (45.5%) reported that the use of Spanish remains the same, 36.4% claimed that it has increased, and 18.2% reported that it had decreased. The last element of behavioral aspects was if teachers have had control over the amount of English and Spanish they use during their lessons. The majority (95.5%) highlighted that they do, while a small (4.5%) percentage stated that they did not have control. This question came about from the qualitative stage in which several participants claimed they faced circumstances where they did not have control over the amount of Spanish they used in classes.

Cognitive Aspects

Turning now to the cognitive evidence on beliefs informants personally hold concerning the use of L1 in the English classroom, the set of questions administered involved L1's usefulness for teaching purposes, teacher-student communication, and students' language learning process.

This second section of the analysis begins by displaying the frequency with which teachers believe Spanish should be used by English teachers in the classroom. In this case, 45.5% of the subjects pointed out that teachers should *rarely* resort to the use of Spanish, 36.4% reported that it should *sometimes* be used, 13.6% agreed that language teachers should *never* make use of L1, while 4.5% indicated that it should *often* be applied as a source. To finish off, none of the participants claimed to believe that L1 should *always* be employed. Despite previous responses, where most of the informants claimed that Spanish should rarely be used by teachers, 86.4% suggested that mother tongue can be convenient for teaching purposes when asked about L1's usefulness.

The next area of cognitive aspects inquired about L1's benefit to teacher-student communication and its collaboration to create links between L1 and L2. One-half of the informants (50%) affirmed to support the use of Spanish as a facilitator of teacher-student communication, 18.2% of them claimed to be neutral, 22.7% agreed it helps, and 9.1% were completely against L1 as a tool to promote communication among educators and learners. Furthermore, when asked whether creating links between L1 and L2 helps learners' language learning process, 50% of the participants agreed, 22.7% strongly agreed, 22.7% neither agreed nor disagreed, and 4.5% strongly disagreed; none of them disagreed. Taken together, these results seem to indicate that the teachers' behaviors, as stated in the previous section, are largely related to their beliefs that using L1 to establish teacher-student communication and to create links in the learning process are beneficial to students.

The last part of this section consists of an analysis in regards to the informants' opinion about the following statement: "Using Spanish is not the most beneficial way to teach English; however it is inevitable," to which 59.1% of the subjects agreed, 22.7% strongly agreed, 13.6% neither agreed nor disagreed, 4.5% reported to strongly disagree, while none claimed to disagree. In order to further understand the participants' reason behind their answer, we asked them to briefly elaborate on their response to the said statement. Most of the responses dealt with

the topic of helping learners during the process so that they are in a friendly learning environment. Table 3 shows at full length the responses from the 22 participants.

Table 3

Participants' Views on the Statement "Using Spanish is not the most beneficial way to teach English; however, it is inevitable"

Participant	Comment
P1	*Even if we try not to use it, some students need an extra resource.*
P2	*In case you do not use it, students get not so much interest in class and start making a mess in class.*
P3	*No es lo más beneficiosa porque los chicos se mal acostumbran y luego solo quieren que se les hable en español*
P4	*I work at night high school. That is why my students are adults and some have not studied for long periods of time. Use some Spanish gives them a kind of confidence*
P5	*Most student need the classroom instructions to be taught in Spanish*
P6	*In EFL contexts the use of L1 offers great opportunities for students to activate certain linguistic schemata that are necessary for students to comprehend L2 contents*
P7	*Sometimes use Spanish in classes is necessary because some Ss. will feel lost in classes*
P8	*When you are giving instructions and someone cannot get what you are saying, for example students with special needs.*
P9	*Using Spanish is helpful for students with curricular adecuation or learning difficulties.*
P10	*It is somewhat inevitable at the beginning stages. Students feel overwhelmed and using some Spanish make them feel clearer in some topics*
P11	*There are grammatical structures that students in Costa Rican high school do not understand if the teacher do not explain it in Spanish, as a teacher for 23 years and in a community where students are not interested in another language is necessary.*
P12	*If you're teaching other Spanish native speakers the new language, you already know how to deal with certain linguistic aspects in the learning process, because you already went through it. So Spanish can become an ally rather than an enemy.*
P13	*It is inevitable When we are teaching grammar*

P14	*As a teacher in most of the cases I have to talk in English because students don't understand what I am saying, so for that reason I have to use it even though I don't want it."*
P15	*It is needed, we need to be realistic.*
P16	*In Costa Rica students speak Spanish, making connections between the 2 languages is absolutely necessary for students to have a better understanding of the new structures and vocabulary the are acquiring.*
P17	*Sometimes, they want to know something else in L1*
P18	*We must encourage the use of English all the time. However, sometimes using L1 becomes necessary to clarify concepts or ideas. So, we make sure our students fully understand what they are doing and learning.*
P19	*Because sometimes L1 is a support learning tool*
P20	*Its important to be aware about our students levels*
P21	*It's inevitable to use Spanish in the class, especially because we have students with different levels; most of them are leveled as beginners or less than that, that's why we rely on using Spanish, unfortunately.*
P22	*Por experiencia sé que estudiantes con pocas expectativas y bajo interés académico no valoran el aprender y usar el inglés durante la clase*

Source: raw data from the questionnaire.

An analysis of cognitive aspects as reported by these informants cannot be articulated without acknowledging two possibilities. The first is that, in reflecting on their use of L1, these teachers are engaging in metacognitive processes; that is, self-monitoring their own teaching and assessing the philosophical assumptions that bring them into translanguaging. The second is that it is yet to be investigated whether this metacognitive process can be combined with *student* metacognitive strategies that can be activated through the use of L1 in the EFL classroom.

Affective Aspects

In the final part of the survey, respondents were asked about affective aspects to figure out teachers' emotions during their lessons when using L1. The analysis begins by showing whether participants reported to believe that the use of L1 may be linked to how teachers and students feel during the lesson while employing Spanish. The majority (81.8%) reported to hold positive feelings, while a minority of 18.2% reported to perceive that as negative. To those participants who stated to feel

positive, we asked them in the next question to indicate the situations in which they feel using L1 may be helpful.

For purposes of numerical analysis, the responses in this section are divided into the *highest*, *middle*, and *lowest third* as they were in table 2. In the highest third, 72.2% of the informants claimed that the use of L1 reduces learners' anxiety and creates a more relaxing learning environment, 55.6% argued that it gives learners a sense of confidence and helps them be stress-free, 50% indicated that it helps develop empathy with their students, 50% affirmed to L1 creates a more encouraging atmosphere to students' L2 learning, and 44.4% highlighted that L1 helps establish teacher-student-rapport. In the middle third, 38.9% of the subjects pointed out that L1 saves time during lessons, 33.3% reported that it helps create solidarity with their students, 33.3% claimed that L1 can add a fun element to the class and makes L2 more enjoyable, 22.2% alluded that it reduces their anxiety and creates a more relaxing teaching environment, another 22.2% highlighted that it spares learners from a feeling of frustration they might have within their FL learning. In the lowest third, 11.1% affirmed that L1 use gives them a sense of confidence and helps them be stress-free, and another 11.1% claimed L1 techniques allow them to use richer and more didactic material, which means more comprehensible input and faster L2 learning, 5.6% pointed out that L1 can improve the communication with learners, and 5.6% of the informants claimed that L1 spares them from a feeling of frustration they might have within their FL teaching. Interestingly, the most common answers from the respondents were in regard to how their students feel and the importance L1 has in making the environment welcoming for their students, leaving the option choices related to the teachers feelings in the lowest third. The numbers herein analyzed are depicted in table 4.

Table 4

List of benefits using L1 during the English learning-teaching process

Options that represent benefits of your own use of L1 during the English learning-teaching process	Number of Participants	Percentages
The Highest Third		
L1 reduces learners' anxiety and creates a more	13	72.2%

relaxing learning environment.		
L1 use gives learners a sense of confidence and helps them be stress-free.	10	55.6%
L1 helps develop empathy with your students.	9	50%
L1 creates a more encouraging atmosphere to students' L2 learning	9	50%
L1 helps establish teacher-student-rapport	8	44.4%
The Middle Third		
L1 can save time during lessons.	7	38.9%
L1 helps create solidarity with your students.	6	33.3%
L1 can add a fun element to the class and makes L2 more enjoyable	6	33.3%
L1 reduces your anxiety and creates a more relaxing teaching environment.	4	22.2%
L1 spares learners from a feeling of frustration they might have within their FL learning.	4	22.2%
The Lowest Third		
L1 use gives you a sense of confidence and helps you be stress-free.	2	11.1%
L1 techniques allow you to use richer and more didactic material, which means more comprehensible input and faster L2 learning.	2	11.1%
L1 can improve the communication with learners	1	5.6%
L1 spares you from a feeling of frustration you might have within your FL teaching.	1	5.6%

Source: raw data from the questionnaire.

The next area of affective aspects inquired about the teachers' feelings when they use at least some Spanish during their classes. Of the total emotions reported by the informants, 60.9% constitutes what is typically perceived as positive emotions, whereas 39.1% represents what is viewed as negative emotions. The results from this question present the reason why teachers claim to use L1 during their classes, as it gives them positive feelings when they use Spanish for teaching purposes. This

also explains the reason why on the behavioral aspect 26.3% claimed not to support the use of Spanish in their classes despite also acknowledging that they use it anyway. The numbers herein analyzed are laid out in table 5.

Table 5

List of emotions when teachers use L1 during their classes

Question	Adjectives	Number of Participants	Percentages
	Negative emotions/feelings		
	Guilty	6	
	Frustrated	3	
	Stressed	2	
	Worried Hurried Tired Disappointed Baffled Upset	1 each	39.1%
	Positive emotions/feelings		
If you have used **at least some Spanish** in the classroom, please refer to your emotions and feelings using 2-3 adjectives.	Confident	8	
	Understood	3	
	Happy	2	
			60.9%

Relaxed Support for students Successful Empathetic Helpful Fine Comprehensive Stressless Communicative Focused Efficient	1 each

Source: raw data from the questionnaire.

The final question of the survey refers to affective aspects of the emotions and feelings if the teachers use English only when teaching. Based on the same data tabulation used in table 5, the majority of the teachers reported 62.5% of negative emotions, while 31.3% claimed to have positive ones, and 6.2% indicated to hold neutral emotions; in this particular response, the neutral emotion indicated by the participant was *challenged,* which can be either positive or negative depending on the context and/or person. The results from this question reflect a clear contrast on how teachers feel towards English-only lessons versus being able to implement some Spanish, as seen in the previous question. The numbers herein analyzed are shown in table 6.

Table 6

List of emotions if teachers use only L2 during their classes

Question	Adjectives	Number of Participants	Percentages
	Negative emotions/feelings		
If you **only use English** in the classroom, please refer to your emotions and feelings using 2-3 adjectives.	Frustrated	9	62.5%
	Guilty	5	

Disappointed		
Worried		
Confused		
Stressed		
Impatient	1 each	
Hurried		
Not getting communication		
Disrespectful		
Positive emotions/feelings		
Confident	8	
Successful	2	
Competent Capable of doing Comfortable	1 each	31.3%
Neutral		
Challenged	1 each	6.2%

Source: raw data from the questionnaire.

On the whole, this section revealed that the benefits which our participants highlighted when using L1 were primarily based on helping students' feel at ease with the learning process and creating a more relaxing environment. In addition, teachers' demonstrated to feel more comfortable when being able to use at least some Spanish as opposed to only having to use English.

This section has analyzed the quantitative data from the survey instrument. The next section will look into the discussion of findings.

Chapter VII: Discussion of findings

Taken together, the semi-structured interviews, the follow-up reflection forms, and the survey administered in this two-phase study have yielded baseline data to discuss the findings in the light of the research questions and theory reviewed in this report. In general, MEP English teachers from the Western Area of the Central Valley in Costa Rica share common attitudes concerning their use of L1. In terms of affective aspects, most participants highlighted emotions such as guilt and shame, but mostly empathy. This last aspect is crucial since translanguaging was reported as a purposefully used resource by the participants in the EFL classroom. From these findings, it has become apparent that even if the participants might feel frustrated and guilty, they acknowledge several cases in which to resort to the use of L1; they reported doing so to attain better instruction by keeping L1 use balanced, so that non-purposeful or excessive use was avoided. On the whole, the main findings are that: a) implementing L1 in the classroom was mostly linked with *empathy* towards students, b) L1 is considered a purposefully-used resource, c) participants agree that L1 should be used in a judicious and selective manner. Nonetheless, the current findings are to be interpreted with caution given that the sample does not allow for extrapolation to further contexts.

Comparison Between our Findings and Those of Previous Studies

The third objective of this investigation was to compare the data collected from the teachers with the studies about the teachers' use of L1 in other parts of the world where L1 has been used in the classroom. Therefore, after collecting, analyzing, and discussing the data, the lines ahead present a comparison between our research with other investigations around the world about teachers' use of L1 in the language classroom. When comparing our work to those produced in the more global landscape, our results tie well with them wherein L1 use is supported and beneficial for teaching purposes.

Specifically, our findings match the conclusions by De la Campa and Nassaji (2009), where evidence showed that the mother tongue is used to explain an activity, to give instructions to facilitate the L2 learning process, to check for comprehension, and to contrast L1-L2. In line with Yusuf (2010), our findings also show that the use of L1 is favorable for students' understanding, to reach more learners, to teach complex terminology, and to save time. Our investigation's results also reinforce the

claims by Yavuz (2012), who found that L1 use helps to teach abstract vocabulary, check for comprehension, explain lesson activities, and promote a low anxiety atmosphere for both learners and instructors. In like manner, current findings support evidence from Şimşek (2011), who showed that judicious and selective use of L1 is beneficial as a pedagogical tool, for instance, to facilitate checking comprehension, vocabulary, grammar, giving instructions, promoting a classroom environment without negative feelings, managing time and the class, creating links between L1 and L2, providing feedback, and including a fun element to the class.

This comparison is relevant since Şimşek's findings come from a similar context, which, although not exactly the same as the one where the current study was conducted, helps establish points of convergence and divergence between the investigations so that practical and theoretical decisions can be made in the future. For example, the answers obtained when both instruments were administered were interestingly similar, although the L1 of the teachers we chose was different to the L1 from the Şimşek's participants. Nevertheless, all the answers seemed to be related between one study and the other, as they had a high, specific, and detailed inclination on the benefits that using L1 brings to the teaching-learning community while teaching L2. When it came to talking about the disadvantages, they were also similar: mostly all the responses remarked that L1 is beneficial as long as it is not excessively used.

Furthermore, our results align with those of Fallas (2019), whose study was also conducted in Costa Rica and demonstrated that the use of L1 helps deal with difficult grammar points, for comparing L2 to L1, and for social purposes. Nevertheless, it is vital to point out that congruence needs to be taken with a good dose of caution since his study was done in a public university setting that, naturally, does not fully match the realities of the MEP high schools where our study took place. In addition, Galali' and Cinkara's (2017) study suggested that L1 helps to clarify grammatical aspects. These and our findings were also reported by Edstrom (2006) and Paker and Karaağaç (2015), who contends that L1 use is crucial for teachers to establish rapport and solidarity with students, promote respect, and encourage a positive teaching and learning environment to facilitate relationships, reducing students' anxiety, and showing empathy. Moreover, a similar thematic pattern of results was obtained by Pan and Pan (2010), where the authors point out

that L1 helps to overcome any insecurities that may arise, and also facilitate interpersonal relationships and comprehension.

Results Considered from Theoretical Perspectives

The outcomes from this two-phase, sequential mixed methods research have provided rich insight to delve into the use of the mother tongue in EFL classrooms from a series of theoretical lenses. In regard to translanguaging, we found that the English teachers who participated in our research made use of both languages: Spanish and English in the classroom, which is supported by Mazzaferro (2018) and García (2009), who agree that translanguaging is a pedagogical strategy, acknowledging that combining L1 and L2 in the classroom is beneficial to improve the second language learning and teaching process.

Contextualizing the previous aspect further, translation might be considered part of translanguaging. As evidenced, Spanish is used to, for instance, clarify new terminology or explaining grammatical aspects. Explained by Leonardi (2010), translation as a pedagogical tool helps learners develop language awareness in regard to forms and functions, and to take control of L1 interference over L2. Similarly, Samardali and Ismael (2017) contend that pedagogical translation is beneficial as long as it is not overused. In the same line of thought, Canga and Rubio (2016) consider translation a complementary tool that helps enhance confidence, strengthening students' willingness which provides a sense of comfortability.

Despite these authors' affirming that translation can be a useful tool for teaching purposes, one participant from our study explicitly acknowledged that she made use of this resource and indicated that the reason she would translate was because she was running behind schedule and students were completely lost. However, there were other teachers who indirectly suggested they may somehow use translation; for example, to give the meaning of an English word in Spanish.

As stated in the theoretical framework, the three emotions of significant importance were guilt, shame, and empathy (Tracy, Robins, & Tangney, 2007). During the qualitative interviews, most of the answers alluded to how instructors reported a direct desire to help their students in the process and understand the learners' limitations; therefore, although not explicitly mentioned, their responses display acts of empathy. Likewise, in the quantitative survey that was set up to follow up on the QUAL stage, when listing the benefits of using L1 (table 4), the options

with the highest percentages are centered around making the student feel comfortable in a stress-free environment in which empathy is developed. As far as guilt and shame are involved, both emotions were equally expressed by participants in the qualitative and quantitative stage, with guilt being the predominant emotion not only in situations where English is the only language they utilized but also when the instructors admit to resorting to the use of L1. Nonetheless, it is vital to notice that both shame and guilt, as well as other emotions generally perceived as negative, were more detectable when teachers only used English.

Findings might further support the idea of a need for a more bilingual, comprehensive approach to L2 instruction. According to Yan, Shen and Tang (2014), making use of the mother tongue involves a more extensive reach of people. In the same way, Desjardins and Fernández (2018) affirm that bilingualism enhances the overall development of a person. Likewise, Barbosa (2020) advocates for bilingualism as a manner to not threaten learners' identities. This is consistent with what has been found in this study's results, which show that, apart from L2, making use of L1 reportedly helps erase barriers between teachers and students through the promotion of solidarity. Specifically, from a bilingualism theoretical lens (as opposed to a monolingual one), the majority of participants agree that when making use of Spanish in the L2 classroom, empathy is promoted as it reduces anxiety, creates a much more relaxing environment, gives a sense of confidence, and builds a more encouraging learning atmosphere. As evidenced from the data analyzed in the previous section, resorting to L1 may help spare learners and educators from a feeling of frustration they might develop during their FL learning and teaching process, promoting their development in spaces where they are prompt to feel comfortable and their identities are not threatened.

Taken together, the findings from both QUAL and Quan stages of this investigation seem to align with theoretical standpoints that shift from monolingual to more bilingual or multilingual perspectives of L2 education. Caution, however, needs to be exercised regarding the interpretation of these findings. For one thing, they are based on the conceptual interpretations of the informants involved; for another, they originate from small samples that, although relevant within the limits of this study and generally aligned with research conducted outside Costa Rica, need to be understood within their own contexts, as will be elaborated on in the limitations section of the conclusion.

With this in mind, the following section presents the conclusions, limitations, and recommendations for future research.

Chapter VIII: Conclusions

The purpose of this study was to explore what common attitudes MEP English teachers hold towards their own use of L1 in the classroom by conducting an exploratory sequential study in the Western Area of the Central Valley of Costa Rica. By analyzing the data collected from the qualitative and quantitative stages and discussing it in the light of previous studies about the teachers' use of L1 in other parts of the world, our goal was to show the MEP English teachers' attitudes concerning their use of L1 during their L2 classes. By and large, our results have allowed us to draw three broad conclusions.

The most obvious finding to emerge from this study is that even though it is institutionally established that English should be the only language during classes, the majority (95.5%) of our participants acknowledged using Spanish in their classes. The claim presented regarding their feelings leaned more towards emotions generally perceived as positive emotions. These data contrast with that of the literature review in which guilt and shame were prevalent; however, in our case, the behavior of implementing L1 in the classroom was mostly influenced by the emotion of empathy towards the students. The latter was especially true in the responses the teachers gave when listing the benefits of using L1 as they revolve around helping the students and not so much on how instructors themselves felt or their overall comfortability (see table 4 in data analysis for quantitative stage). On the contrary, using only English during lessons was more heavily related towards emotions generally perceived as negative, which becomes relevant since it is what is expected from the Ministry of Public Education (MEP). These findings contribute in several ways to our understanding of emotions and critical decision-making in the classroom, given that the results showed that empathy has a heavier value than any guilt or shame a system could place on a professor.

The second conclusion is that, according to the participants' beliefs (cognitive aspect), making use of L1 works as a tool for teaching-learning purposes, which facilitates comprehension, benefits class management, promotes a sense of confidence, and it decreases levels of frustration, anxiety, and stress. This shows a positive interpersonal aspect shown by the participants where, by making use of L1

from a more pragmatic approach, teachers lead interest towards their students while creating a pleasant class environment taking into account their needs. In general, these results match the findings of a great deal of the previous work around the world concerning the use of L1. From the sample studied, most of the cases where Costa Rican teachers resort to the use of L1 are similar to how instructors from other parts of the world did it, especially for making clarifications, explaining abstract words or complex meanings, teaching grammatical aspects, and introducing main differences between L1 and L2. All this is done, according to the data analyzed, with the purpose of favoring understanding and aiding the teaching-learning processes as a whole.

As a final concluding remark, participants highlighted the importance of controlling the amount of L1 employed in order to avoid its overuse. At first, when we started administering the instruments some difficulties and/or confusion to express facts about how the participants felt while teaching a class were noticed; this seems to reflect that teachers are not used to being asked about their feelings within their workplace. Then, after detailing and clarifying some of the questions, most of the informants reported that using Spanish only when necessary is justified because it brings benefits to the teaching-learning process and, for that reason, they experience positive feelings. Nevertheless, other participants claimed that using L1 with or without control will always produce negative feelings. These patterns were compared to studies made in North America and Europe, and the results suggest that, although the emotional dimension is not frequently considered when evaluating a teacher's performance, in the end it highly impacts the ways in which the classroom unfolds.

Broadly, the findings from this study help make space for reflection on the use of L1 in the classroom to balance the status quo on the subject in Costa Rica. The insights may also provide educators and researchers with a research-based lens concerning the use of L1 in the English classroom in Costa Rican contexts, as a preliminary at least, to start turning their attention to a topic that is surely more complex than we generally realize. Results could also interest curriculum planners, decision-makers, stakeholders, and institutional authorities to decide on whether and to what extent use of L1 could be used to aid English teaching and learning. Although the present results must be interpreted with caution since the sample does not allow for generalizability, an empirical basis has been added to the emerging body of studies dealing with the far reaching issue of translanguaging in Costa Rica.

Limitations

Despite the theoretical and practical contributions highlighted, limitations must be acknowledged and recommendations proposed so that future research takes them into consideration for similar investigations, both in Costa Rica and elsewhere.

First, the sample used was small. It was based on four participants for the qualitative part and twenty-two participants for the quantitative stage, for a final total of twenty-six respondents. At the beginning of the project, we expected to work with 40 participants to have a stronger point of reference in the results, but when the time for administering the quantitative section came, getting in contact with high schools and teachers became harder than expected due to pandemic and the online classes. In addition to that, the Western Area of the Central Valley was selected as the geographical delimitation for choosing institutions since it is the house of the University branch and because when the project started all the researchers lived in San Ramón or in its surroundings, so that the data collection was accessible for us all. Nevertheless, it became challenging to reach more institutions since by that time not all the researchers lived in San Ramón anymore, and some teachers did not have enough time to collaborate because they were unavailable due to the institutional celebration of holidays. Besides being small, the sample used also focused only in the Western Area, so research in other areas could help show other results in regard to this topic.

Second, after analyzing the semi-structured interview it became evident that a post-interview reflection form would be needed; however, at the time of contacting the teachers again to complete this instrument it became challenging to get their responses. While factors such as participants' availability, workload, and willpower to participate in the study constitute a limitation in terms of logistics, limitations in terms of scientific knowledge generated from the study are also implied.

Finally, although these are not methodological limitations per se, a number of interrogatives arose from this study from both the semi-structured interview and the survey which were not covered in the study. Firstly, there are different reasons among teachers as to why each of them has either increased or decreased their use of L1. Second, data indicate evidence of self-conflict in the participants regarding their intention to avoid Spanish versus the classroom reality, which often requires at least some use of L1. Third, the study did not observe teachers' practices in the

classroom to further corroborate the similarities and differences between their beliefs about translanguaging and their actual classroom practices.

Recommendations for Future Research

To tackle at least some of the limitations previously acknowledged, below we discuss three recommendations future researchers may take in future studies.

Firstly, we suggest expanding the sampling area to obtain a larger number of participants and generate more conclusive results. Along the same lines, future studies could replicate this design in high schools outside the Western Area of the Central Valley to generate more evidence from both qualitative and quantitative perspectives.

Concerning the low-participant response rate, the possibility of a compensation system for participants' time and efforts could be assessed. This could be beneficial especially in research programs where additional support is available. If monetary compensation is not available, alternatives should be sought to encourage higher response rate. For example, participants could be met at a local coffee shop, an inviting public space, or a space which encourages the gathering of genuine data for interviews.

One last recommendation is to conduct further inquiries on the subject studied to fortify the empirical evidence gained so far. This can be done by using qualitative methods that include classroom observations, such as grounded theory, ethnographic research, case studies, or phenomenological designs; quantitative approaches aiming for generalizability could follow, such as survey research, experimental and quasi-experimental investigations, as well as correlational studies.

Despite the limitations identified, a few steps for further research, reflection, and improved pedagogical practices have been presented. A detailed investigation in any of the previous lines should not only give continuity to our work but also branch off into new topics which could help achieve a more balanced view on all the complexities behind the topic of translanguaging in the L2 classroom of Costa Rica and elsewhere. For now, the current study has yielded preliminary conclusions that assist our understanding of English teachers' attitudes toward the use of Spanish in the English classroom at secondary schools from a specific geographical area of Costa Rica.

Chapter IX: Recommendations for English Teachers and MEP Authorities

Based on the findings from our study, a series of recommendations for English teaching practitioners and MEP authorities are proposed in this chapter. Naturally, they are to be understood as preliminary guidelines which could help achieve more research-informed practices, but never as cure-all, generalizable norms for all teachers and authorities to adopt. Each educational actor is of course free to customize these suggestions to suit their local needs.

To better equip English educators in Costa Rica, MEP authorities could create mandatory training courses, conferences, and workshops to provide ways and benefits to use L1 correctly to create a friendly environment between teacher-teacher and teacher-student. The recommendations shown below are aimed to increase solidarity and counterbalance the dominant narrative that English classes should be taught exclusively using the L2. Thus, in this chapter, we elaborate on recommendations for policy and practice regarding the topic studied. As a final note, the suggestions come from both the empirical evidence gathered from this study, as well as findings from the professional literature reviewed in the current investigation.

Practical Recommendations for English Teachers

This subsection presents a series of recommendations from a behavioral, cognitive, and affective lens whose implementation is considered vital to expand on the contribution of the use of L1 in the English classroom as a mediation tool when used properly. It is crucial to highlight that teacher knowledge of students' L1 must be judiciously applied in the teaching process, both in the presentation of contents and class activities, taking advantage of its potential and always taking into account the corresponding instructional goals.

Recommendations on Behavioral Aspects

- **Checking for comprehension.** Teachers could make use of L1 when assessing comprehension about what students have learned about L2, for instance, vocabulary, grammatical units, items, or rules.

- **Giving instructions.** L1 could be used, when necessary, to make sure that the whole message about tasks, instructions, and exercises has been transferred in a proper way.
- **Language comparison and contrast.** L1 could work as a useful resource when describing similarities and differences between L1 and L2.
- **Explanations:** Making use of L1 can help teachers explain abstract words and complex meanings in a less time-consuming but more effective manner.
- **Control L1 overuse.** To avoid dependency on using L1, it is vital to use it wisely and appropriately by always considering the teaching context, teaching purpose, and other variables of the educational enterprise.

Recommendations on Cognitive Aspects

- **Practical use of L1.** Teachers could use the mother tongue knowingly, assessing whether it is necessary and considering the benefits of using it while teaching.
- **Avoiding overuse of L1.** Using L1 during a Foreign Language class is not explicitly prohibited, but teachers must be aware of the proper use of the mother tongue so that the teaching-learning process is not affected by the overuse of L1. Use the L1 as a methodology during your L2 class.
- **Use L1 wisely.** Although it is commonly believed that avoiding the use of the L1 in classes may be the best method to learn another language, the reality of schools in Costa Rica is different, so teachers must analyze the population and the progress they have during their learning process since, at a higher level in the group, less use of the L1 should be used.

Recommendations on Affective Aspects

- **Self-reflection.** Teachers could list their emotions and analyze them to verify which of them (positive and negative) are more prevalent. They may analyze whether there is any immediate action they can take to relieve those feelings. Once they have created the list of your emotions when using the mother tongue, they could think about how they feel after using L1 during your classes; for example, what benefits arose from using the L1? Did it help in the teaching-learning process? Was L1 used to create solidarity with my

students? Have I analyzed how I can improve the appropriate use of the mother tongue for my classes without affecting my students?

- **Speak to authorities.** If teachers' feelings cannot be resolved through self-reflection, they should identify which authority they need to speak to in order to tackle these feelings. They should also identify if parents are involved in order to solve these issues.
- **Peer support.** Instructors may want to talk to colleagues about how they can reduce negative thoughts about using the L1 in FL classes and create a friendly and collaborative work environment. Through this study, it was suggested that most teachers have similar feelings; therefore, it may be safe to talk about it with others.

Practical Recommendations for Policy Makers and Curricular Authorities at the MEP

Another important practical implication is that, in order for teachers to be able to apply the recommendations aforementioned, policy makers and curricular authorities at MEP should also consider shifting views and practices. The following recommendations can be used to develop targeted interventions aimed at assisting English teachers with the many implications that come with implementing L1 as a resource in the classroom.

Teacher Training Recommendations

Recommendations for teacher training include the following:
- **Striving for balanced views on classroom perspectives.** assessing the possibility of balancing monolingual with multilingual perspectives.
- **When, where, for how long, and with what purpose should we use Spanish?** This can be achieved through workshops given by known experts in the area.
- **Help teachers recognize the theoretical rationale for or against translanguaging, so that informed decisions can be made.** We understand that this topic can still be somewhat difficult for some; therefore, talks and conferences can be hosted to provide further information on this subject.

- **Tackling the issue of guilt: when teachers follow and when they break the English-only rules of the classroom.** There should be a safe space for teachers to talk about their feelings, especially on issues that place a heavy emotional burden on them. Some participants expressed discomfort on the topic of using L1. This could be an opportunity to do focus groups with a psychologist to help teachers navigate these feelings.
- **Providing specialized training.** This can be done by experts on translanguaging or related topics, on how to deal with conflicting views on the subject (principals, parents, teachers, students, MEP authorities, etc).
- **Revisiting the philosophical foundations of English-only classes to see whether they have been based on EFL or ESL.** Since Costa Rican English education is based on an EFL model, where students leave the classroom and will not be exposed to English as they would in an ESL context like in the US, approaches need to be customized to suit local needs, never assuming that one size fits all, and much less that an EFL environment should play by the same rules of an ESL setting.

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Appendices

Appendix A. Consent Letter

UNIVERSIDAD DE COSTA RICA | SEDE DE OCCIDENTE SO | Departamento de Filosofía, Artes y Letras Sección de Lenguas Modernas

Fecha: 29 de octubre de 2021

CARTA DE CONSENTIMIENTO
INFORMADO

Estimado/a profesor/a:

El suscrito, docente de inglés de la Licenciatura en la Enseñanza del Inglés de la Universidad de Costa Rica, Sede de Occidente, por este medio informa que Alisson Leiva Guerrero, Meilin Campos Morales, Jennifer Quirós Montenegro, y Snaider Chaves González, estudiantes activos del referido programa de licenciatura, se encuentran realizando su proyecto de graduación titulado: **«Actitudes de los profesores de inglés respecto a su uso del idioma español en las clases de inglés: un estudio secuencial exploratorio»**, bajo mi dirección y supervisión. La importancia del estudio reside en que proporciona a los compañeros profesores un punto de vista sobre el uso del español dentro de su clase. Asimismo, aumenta el volumen de estudios empíricos sobre un campo de especialización poco explorado en el contexto de la educación secundaria en inglés de Costa Rica. Finalmente, el propósito a largo plazo de este estudio es abrir una vía de reflexión a través del reconocimiento de las percepciones de los docentes sobre este tema para reconsiderar la manera en que se enseña el inglés en Costa Rica.

Por lo anterior, solicito muy respetuosamente su autorización para participar como informante de esta investigación, según los detalles aportados a continuación.

Objetivo general de la investigación:

Explorar qué actitudes comunes tienen los profesores de inglés de MEP hacia su propio uso del español en el aula mediante la realización de un estudio secuencial exploratorio en la zona occidental de Costa Rica.

Descripción general de su participación en este proceso:

Esta investigación requiere la recolección de datos, los cuales serán obtenidos a través de entrevistas y encuestas a profesionales de la Dirección Regional de Occidente del MEP, como usted. Los datos que usted proporcione se mantendrán estrictamente confidenciales y se utilizarán de forma profesional; esto es, se utilizarán con fines investigativos únicamente, lo cual coadyuvará en el análisis de los datos y esbozar conclusiones para el estudio. En caso de reuniones de Zoom, también se le solicita su permiso para grabar las sesiones. Solo los investigadores verán y usarán estas grabaciones.

Riesgos y beneficios:

El estudio no conlleva ningún riesgo. Los beneficios consisten en que su participación aportará datos que servirán, en primer término, a los encargados de esta investigación a concluir con su proyecto de graduación para optar por el grado de Licenciatura en la Enseñanza del Inglés; en un segundo plano. En un segundo plano, se obtendrán beneficios científicos en términos del avance del conocimiento sobre el tema en cuestión.

Confidencialidad:

El proceso será estrictamente confidencial y manejado con los más altos principios de ética investigativa. Se protegerá su identidad durante todo el proceso de investigación. Asimismo, los estudiantes a cargo del proyecto garantizan salvaguardar los datos y utilizarlos para propósitos académicos únicamente.

Participación voluntaria:

Su participación es estrictamente voluntaria, y usted tendrá derecho a realizar las preguntas que estime oportunas antes, durante y después del proceso de investigación.

Con las mayores muestras de agradecimiento y consideración se suscriben, atentamente,

HENRY SEVILLA MORALES (FIRMA)
Digitally signed by HENRY SEVILLA MORALES (FIRMA)
Date: 2021.10.29 15:25:18 -06'00'

Digitally signed by TAMATHA ANNE RABB ANDREWS (FIRMA)
Date: 2021.10.31 22:56:08 -06'00'

M.A. Henry Sevilla Morales

Cédula. 5-351-318

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Coordinadora Sección de Lenguas Modernas

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Correo 1: tamcambronero@gmail.com

Machote de autorización de los docentes

En fe de lo explicado mediante la carta de solicitud de consentimiento informado (firmada por los académicos Henry Sevilla Morales y Tamatha Rabb Andrews), yo _____, mayor de edad, cédula número _____, docente de inglés de la institución _____, he leído toda la información descrita en esta fórmula, antes de firmar. Por lo tanto, por este medio acepto participar como sujeto de investigación en este estudio.

Nombre:

Firma:

Teléfono de contacto:

Appendix B. Interview

Universidad de Costa Rica

Sede de Occidente

Departamento de Filosofía, Artes y Letras

Sección de Lenguas Modernas

Researchers: Meilin Campos Morales, Snaider Chaves González, Alisson Leiva Guerrero, Jennifer Quirós Montenegro.

Topic: English Teachers' Attitudes Concerning their Use of L1 in the Classrooms: An Exploratory Sequential Study.

Instructions: There are three sections in this interview, each containing a small summary of the intended purpose. The time allotted for this interview is approximately 30 minutes, depending on your answers. Please answer each question based on your personal experience.

Note: All the information you provide in this interview will be kept strictly confidential and for the exclusive use of the researchers.

Participant Information

Age:_____

Gender:_____

Years of Teaching Experience:_____

Number of Years Teaching in MEP:_____

Contact Information: _____

English Area

Academic English ____

Conversational English ____

English for specialties____

Section 1 Behavioral Aspects: This section refers to your actions as an EFL teacher and the use of Spanish in the classroom

1. Do you use Spanish in your classroom? If so, under what circumstances?

   _____

   _____

2. Do you allow your students to use Spanish in the classroom? If so, under what circumstances? If no, why not?

   _____

   _____

3. Would you say your use of Spanish in the classroom has decreased or increased throughout your years of teaching? Why do you think that is?

   _____

   _____

Section 2 Cognitive Aspects: This section refers to the beliefs you personally have towards the use of Spanish in the classroom.

4. Do you think Spanish should be used in the (English) classroom? If so, why and how?

   _____

   _____

5. Do you think the use of Spanish in the (English) classroom helps students learn English? If so, why?

   _____

   _____

6. Do you think the use of Spanish in the (English) classroom prevents students from learning English? If so, in what ways? If not, could you please expand on your answer?

_____

_____

Section 3 Affective Aspects: This section refers to your feelings towards the use of Spanish in the classroom

7. If or when you use Spanish *during* your English classes, what feelings do you notice are present (in yourself)? If you do not use Spanish, how does that make you feel?

_____

_____

8. Whether you use Spanish or not, how do you feel *after* the lesson has finished?

_____

_____

9. If you use Spanish in the classroom, or if you could use it, do you believe it helps to create solidarity with your students or does the lack of it create barriers?
Please explain why or why not.

_____

_____

10. Knowing that the use of Spanish is strictly banned and frowned upon in your high school, but also knowing that there are moments where you and your students would benefit from the use of it, how does that make you feel?

_____

_____

Thank you for your participation!

Adapted from Gaebler, P. (2014). L1 Use in FL Classrooms: Graduate Students' and Professors' Perceptions of English Use in Foreign Language Courses. *CATESOL*, *25*(1), 66-94.

Appendix C. Interview Transcriptions

Interview SSI-P01
Interviewer (00:00)
Right! Perfect! [name], so if you do not mind, we are gonna go ahead and begin.

SPI-P01 (00:11)
Yeah! Let's start!

Interviewer (00:13)
So, just to remind you,.. Well, of course, you know us from class; Meilin, Snaider, Alisson and myself are working on a project titled English teachers' attitudes of using Spanish in the classroom. And..., so we want to explore the different types of attitudes or emotions that might arise from this behavior in the classroom and..., so no judgment. I mean; we accept whatever it is that you believe because we don't, at this point,... we don't have anything set. We're gonna take it from here. So, feel free to answer as you wish. So, in this first section we are going to begin... We have three sections in our interview and this one is based on behavioral aspects and so what we want from this section; what we want to gain from here is kind of understand your behavior of course it is in the classroom as far as English or Spanish. So, we want to start off by asking you: do you commonly use Spanish in your classroom and if so, under what circumstances do you resort to this behavior?

SPI-P01 (01:38)
I use Spanish only when necessary because, today, we have different technologies and different strategies to use. So, I use it as a last resource only when necessary. Let's say some specific examples: when I need to explain a fruit, students don't understand, right? Let's say I don't have any images or pictures to show, so I use the words in Spanish. Also as a reference for grammar. Let's say when we are explaining some difficult things to students, and they have a difficulty to grasp the idea; let's say present perfect and then, as a reference, I use it in Spanish and it's easier for them to understand. So, yeah, most of the time, I use it as a last resource, especially for low level students when they have difficulties to understand instructions, ok?, and I have explained instructions this way, in the other way, and they still don't get it. Ok, I approach them, let's say, individually, and then I explain that to Spanish, just to keep the, you know, the fluency of the class and that they understand; that they don't get..., to avoid frustration.

Interviewer (02:56)
Exactly! Great! So, that sounds like you have a great system in place and you mention that when you're giving them instructions. And so, at this point, would you allow your students to answer back in Spanish? Do you allow them to use Spanish in the classroom? If so, under what circumstances?

SPI-P01 (03:16)
Yes, under those circumstances. Especially if they are beginners, they are not used to speaking English. I cannot push them to speak in English if they don't have enough input. So, I think they should be allowed to use it in a natural way and, little by little, progress into more English.

Interviewer (03:42)
Awesome! So, you said little by little, increase that. So, I know you've been a teacher professor for many many years, how... I mean, would you say your use of Spanish in the classroom has increased or decreased throughout your years of teaching, and why do you think that is?

SPI-P01 (04:05)
It's hard to say, but I think it has decreased a little. I was more, you know, I had more proclivity to using Spanish. When I was... I don't know, I didn't have so many strategies or techniques to use in classroom and through experience, I learned to, you know, to use body language, to use other approaches such as the silent way, or audiolingual, or you know, all those different techniques in order to teach English using it, ok? So, I think it's a lot about experience. The more experience you get..., it's also interest, if you're interested in learning those strategies to teach English, ok? But I don't think is something that can be; that should be banned. And also, the fact that we have a lot of technology today. So, I think the students have a high level of English because they play video games in English; they can watch YouTube videos, or Netflix. So you know, they have a lot of technologies, so they are more familiar with the language than in the past. So, that's why students understand English easier; more easily.

Interviewer (05:37)
That's interesting! That's an interesting point you made. I might haven't thought of that. But, so now, going along this same line of "we have technologies, we have other resources such as body language, using other approaches," but even so, you mention you have used Spanish when it's important to use it; when it's helpful. But now, going outside of your..., like "what you do and your behaviors", we want to know in general, if you think Spanish should be used in the English classroom; like other professors, your colleagues, other teachers that you see and if so, why and how do you think that should go about?

SPI-P01 (06:28)
Yeah, from my experience, I think it should be avoided to be used in excess. And this is something I've seen in many teachers just greeting the class "Good morning, how are you?" by memory, you know?, and after that, they start teaching in Spanish. They give the rest of the class talking in Spanish. That's when I think it should be avoided because they don't push the students to think in English and that's a skill they need in order to communicate; in order to get vocabulary and fluency, but I think

it should be used wisely, ok? Spanish only in moments when you want to call the attention of students. Let's say for a specific point where you need to clarify and you need everybody to understand. I think you can do that, ok? But a little percentage of the class, not the whole class.

Interviewer (07:35)
Yes, we agree. But..., and so, when you have used Spanish, and it's the last resort, and you have used it during a lesson, not just the instructions, but let's say an English lesson, has that helped students learn that particular English moment lesson that you've done? Because you know as you said we cannot use it in excess, but when you do, is it helpful?

SPI-P01 (08:05)
Yes, I think it's helpful because it helps to diffuse the tension if I... I have also tried speaking only English in class and some students feel sometimes frustrated and they get anxious and they feel like they don't understand and they are like, you know, in jail. And they are trying to communicate because, at the end of the day, this is what it's all about; it's about communicating, so when they feel like this, I don't think it's good for the class, and that's when I think: I using a little Spanish helps them, ok, relax. Ok, this class is not like you are going to be in China and you're not going to understand anything, and then they start punishing themselves because they don't understand or they cannot perform a task properly. So in that case, yeah, I think it could be useful.

Interviewer (9:08)
Oh, and just going back to a little bit of what you were saying that, of course, using it in excess is bad for the student, it doesn't push them to be..., uhm, to achieve with the lesson it's meant for. So, can you expand a little bit more on where you think Spanish prevents students from learning English? I know you mentioned it a little bit more, but could you expand?

SPI-P01 (09:32)
Yes, it could be an interference. Especially, when students are not pushed to thinking in English, ok? And at some point, if they don't get that skill, they would be dragging that bad habit. I'd say a bad habit of thinking in Spanish, and then, when they speak in English, they use Spanish structures. That's what causes interferences, ok? And they start communicating in English with a lot of mistakes, ok? And that's what I think it's not appropriate, ok?. So, that's why students need to learn the correct structure, the correct way to communicate in English. And also in order to get a good fluency, ok?, they need to think in English.

Interviewer (10:35)
Exactly! Very well put! And that totally makes sense exactly as you mentioned it. I have had that experience that using Spanish structures if we use too much Spanish.

Ok, [name], so we're moving into the last section which is "affective aspects" and what we want to get out of this last part is more referring to the attitudes and feelings. You've already mentioned some of them, which is great for us. I will just get back on that train again and it's: when you use Spanish during your class, I want to know how you feel? How do you feel in that moment that maybe you gave an instruction in Spanish? Uhm, said the fruit name in Spanish or any of that kind of behavior that you use, what feelings do you process in that moment if you can recall?

SPI-P01 (11:30)
Well, I don't have any issues using Spanish a little bit. If I use it all the class, I don't feel well; I don't feel like I taught properly, ok? But when I use it properly as I think, I don't have any problems. I remember a principal, a very wise principal, who told us "you are the owner and the Lord of your classroom, you are the expert, so nobody knows more of the subject than you. So, you can teach the class the best way you know." So, yeah, this is how I learned it, and I don't have any regrets using Spanish in class.

Interviewer (12:18)
Alright, and also I know I'm referring to a lot of the use of Spanish, but when you do not use Spanish, how does that make you feel as well?

SPI-P01 (12:28)
Well, good. I like it. Personally, I like it when students pay attention; when they speak English in class. And..., what is hard is trying to teach them and trying to speak in English and they reply and respond in Spanish all the time. And if you know, they have the level to speak in English, but they still do it in Spanish because it is easier, you know, because of laziness. That's when it feels, you know, you are trying to do your best, but you are not getting the best response.

Interviewer (13:17)
So, a little bit of frustration...

SPI-P01 (13:18)
A little frustration, exactly.

Interviewer (13:22)
Ok, I understand. And so, that's during the class, but also let's say you either used it or didn't use it, and then you're analyzing how your class went.... because that's..., we always do that as teachers. When we have a break, we're thinking about how did the class go. So, whether you use Spanish or not, think about any of those circumstances. How do you feel after what happened happened? What feelings come to mind?

SPI-P01 (13:55)
Well, the same thing; I don't have any remorse or bad feelings. But what I do is: I reflect on myself and "did the class go well? Yes, but it can be better", so, next time I'll be... I'll try to engage the students a little more, so that they don't need to speak Spanish, ok? So what I do is I recalculate, I evaluate myself, what went wrong, and then try to do a better job next time.

Interviewer (14:31)
Exactly! Very well! Uhm, so, let's think about institutions that absolutely do not allow Spanish; have zero tolerance to Spanish. Do you believe if you... oh, sorry, that was number 10, but let me go ahead and do number 10, that's ok guys. So, if that's completely frowned upon and knowing that this is strictly frowned upon, but also knowing that there are moments that you personally have experience and have seen that students could benefit from this use, how would you feel in that..., if you were in that situation?

SPI-P01 (15:17)
Ok, well, first, I've never been in that situation. I've never heard of a school in Costa Rica where that happens, so I've never seen completely English; a 100% English class at least in public schools here in Costa Rica. Maybe some private schools; they promote more use of English. But if that's the case, yeah, it just leads to frustration. Let's talk about the Costa Rican context. First, we learn English as a foreign language; that's not even second language. So, we need to take that into consideration, and so I would say the best way to get students to learn it is, you know, to go little-by-little; to have a process where you allow some Spanish and then you switch into English a little more, you know, step-by-step, until they get to that level and in a comfortable way.

Interviewer (16:34)
Absolutely, absolutely! And that you mention being comfortable in the classroom, I can notice that it's something important for you to have your classmates..., I mean your students be comfortable in the classroom. So, if you use Spanish in the classroom or if you could use it let's say if you're not allowed to. Have seen or do you believe that it has created solidarity with your students or vice versa the lack of Spanish, does it create a barrier in your students?

SPI-P01 (17:12)
Yes, I think. it's when you allow them, it's... I think we need to make a distinction and that distinction is not is not easy to distinguish. When students use Spanish because they have no other way, because they don't know how to say something, they don't have that vocabulary, they want to say it. Let's say they are beginners, ok? They are trying to say something they don't have the tools, ok? That case, yes, you can promote solidarity; I understand where you are, so I'm not going to push you to do something you can't. But on the contrary, when students are intermediate or

advanced and they speak Spanish only because of laziness because it's easier for them and it's their language by default and they just don't want to make an effort that actually interferes with their learning. ok? So, in that case, I try students to use as much English as possible and sometimes it's a struggle, ok? Because that depends on their attitude. It depends on their discipline and in that case, we need to promote all of that in class and it depends a lot on personality. If you have a strong personality, ok, and you Get the students to respect you, ok, they will understand this is the English class, ok, and at the same time if you allow advanced students to speak Spanish whenever they want, you are going to be seen as an easy going teacher. "It's ok, so I don't need to pay attention to the instructions because if I don't pay attention, I'll just ask him "oh, do it in Spanish", and it's going to be easier for them. So, in that case, I think it's not appropriate, ok?.

Interviewer (19:40)
Very well put, [name]! Throughout all your answers it was very clear where you stand and how there should be a balance. And, uhm, this really shed light on what we're trying to find out about these behaviors and feelings and attitudes that are present because some people might feel that they're in the wrong, but everything here as long as it's valid and I do appreciate your answers. This concludes our interview for today. And we all here appreciate your time and taking a little bit out of your Saturday morning to help us out with this. Thank you so much!

SPI-P01 (20:22)
Thank you, Jennifer!

 End.

Interview SSI-P02
Interviewer (00:00)
So, we are recording [name]. Before we begin, I am going to be leading the interview and my classmates, Meilin, Snaider, and Alisson will be taking notes and assisting in the behind the scenes. So you might just see me talking, but do not be intimidated by everyone here. As you know, we are taking notes. So feel free to answer as you wish. As you know, we are working on our project for our Licenciatura thesis and our topic is called English Teachers Attitudes Concerning Their Use of L1 in the Classroom. And so we are just at this point exploring. So we are curious. We do not have any prejudgments. Do not be afraid to give us your perspective because at this point we really do not have much of a perspective. So do not worry about saying yes to something or not to something. Okay?

SSI-P02 (01:11)
Okay.

Interviewer (01:12)

All right. Thanks. So, we are going to begin, we have in our interview three sections. This first section is Behavioral Aspects. So we mainly want to discover what type of behavior you resort to in your classroom in regards to L1 or L2. All right. So to begin and start us off, we're going to start with the main question here and it is do you use Spanish in your classroom? And if you do, under what circumstances do you do that?

SSI-P02 (01:50)
Yes, I do. To teach grammar. Yeah. I think it's better, students understand better.

Interviewer (02:04)
Right. So grammar and any other circumstances that you would also use Spanish, or is it strictly grammar Spanish, but everything else is English.

SSI-P02 (02:17)
Yeah. And sometimes to explain what they have to do if they are working with a book to explain the exercises.

Interviewer (02:30)
Awesome. So when you explain these exercises or when you're doing your grammar lesson, you said you resort to using Spanish. Do you allow your students at that moment to use Spanish as well or what other circumstances do you allow students to use Spanish?

SSI-P02 (02:57)
Well, yes, I allow them to use Spanish. They explain to each other the exercises, or when they have to do something related to grammar, even when they have to make a conversation. Yeah

Interviewer (03:20)
Or the opposite, when you don't allow them?

SSI-P02 (03:23)
No no no, I do not do that. In this case, my, I have a positive... I think… I use Spanish in my classes. I am not like in the past, but as an English teacher, you don't have to use it because I have read something and I think it's better sometimes to use mother tongues. In this case, we are EF… because we teach a foreign language. Right? And sometimes it is pretty difficult working with them and making them love this language because they don't need it. They don't need it. This is my point. They don't need English. Okay? It doesn't matter if you can go to many trainings with some English advisors or even with the Ministry of Education and they can tell you many things. Like if you don't speak English, you do not have… you're not going to find a job or you're not going to be in a University. That's a lie. Because if you study

medicine, let's say most people like to study medicine. Well, my question is do you need to speak English to be a doctor? No way. All those doctors after they are working. Those doctors, then after they are working, they start learning English because they probably want to go out of the country or they need to to read some news research or even they need to charge you more. Okay. It's better if you run a business with English spoken, but in my case, I got more than 20 years teaching, and that is the point. So, most of my colleagues use Spanish. So, the point is I work with students who live in rural areas. But if I were in San José downtown, I think it would be the same. We don't need English. The students don't need English to communicate because neighbors speak Spanish. It's totally different if we live in Spain, where you have friends and you have Portugal in the other part. In many countries, they have different languages. So they have to come and try to work with a common language. Right? But that's the point here. So it's not mandatory. I speak English to them. I use some audios and some videos, and try to force them. And another aspect that I don't like about the MEP and I hope this new government change a little bit is that if you force them, you are going to have some trouble. You know, even your tone of voice.

That's the point. And my point is that students see English as another subject. Okay. Like mathematics, They like mathematics, so I got a good grade in English. And most people say, oh, you just speak English. No, no excess. Let's say Diana got a good trade in English and then I got a good trade in mathematics. And nobody asks her, OK. Do you know this function, how to resolve that? No. The problem is because we are forced out. Everybody criticize English teachers because you are in six years in high school and most people don't speak English. Yeah. But most people read a little bit.

Interviewer (07:58)
Well, that's an interesting point, [name]. That's quite a different perspective. And I really like that. It's going to be a nice challenge for us with your perspective and you're bringing a lot to the table. And now you mentioned that you've worked for 20 years, you have 20 years of experience. And so I want to kind of know, when you started versus today, would you say the use of Spanish has increased or decreased throughout your years of teaching?

SSI-P02 (08:39)
Yeah. During all these years, I think it has increased, yeah. But it's difficult at the beginning. When I just graduated from Universidad de Costa Rica, I moved to a place in Nicoya, a technical high school. I don't have a classroom. So….Well, I remember, I was pretty young, like 20 22 to 23 years old. I have all these theories here. Your professors in la UCR don't have to speak Spanish right?… when I arrived to that high school, and I don't have a classroom because nobody teaches these things and you don't have a classroom. It's funny because I wear some formal clothes. And I asked to my principal in this moment and where I was going to teach? Do you see that Guanacaste Tree? Beautiful… you can go there. (10.09)

Even I have to change my clothes, then the next week I use jeans, a different…. Apollo t-shirt because wow the weather was hot that better for me so I started teaching with people, with 7 graders from different part of Nicoya because the technical high school is in Nicoya downtown but from different towns around Nicoya and they don't speak English and probably they I didn't get English in their schools and in that environment, you have to improvise.

Interviewer (11.01)
Wow, what a challenge [name].

SSI-P02 (11:04)
It's totally a challenge. What I used (x3) is music in my classroom. My classroom is a little bit different. So, if they are working for example in grammar exercises in their books I play some music, the music they like. I'm a little updated because…. Because I liked 80's, but now I like almost kind of popular songs playlists. They work better better OK like ok like um huh it's it's because I like music yeah and if if in this this is this is if I were a math teacher, I probably would do the same if I were a social study teacher I probably do the same. I'm free, that's the points. I'm free in my classroom, after 20 years. My first year, I didn't have a classroom I had a different methodology.

Interviewer (12.22)
In talking about this freedom [name], knowing that what we are taught in college and what the MEP imposes but seeing your experience and your perspective, do you think Spanish should be used in the classroom without these taboos? If so, why? and how? or if not, why not?

SSI-P02 (12:47)
No, I think it it should be used to explain to explain grammar, especially grammar okay! So, yeah most of the time and explain some exercises but especially grammar, I think we should use it.

Interviewer (13:06)
Okay, and when you have used this to teach grammar or give the instructions.Um… versus to not use it, do you think it helps the students learn the English exercise when you're helping them with a little bit of Spanish?

SSI-P02 (13:23)
Yeah I think if you use the Spanish, it's pretty helpful, yeah! it's really helpful yeah it uh! it feels like well I think you got another question about feelings but uh… you got more confidence with them.
Even among them, okay because you are going to see like um the the one student understand you in English okay so you are going to see she or he explained to

another person in Spanish so you have to do this. Okay. [Tenemos que hacer esta conversación así y azá]. They explain among them. That's very useful.

Interviewer (13:29)
They're now trying to see the other side of the coin; do you think using Spanish prevents students from learning English?

SSI-P02 (13:06)
No, I don't think so, no. No, in our case no. I don't think so, no.

Interviewer (14:30)
All right, so yeah that's interesting because just as um well trying to understand you know the MEP what we are taught and all these things that we are to be um 100% English all the time, so, um, when do you think like what ways do you think we could balance that out to use English or Spanish, um, so that it helps but it also doesn't prevent from learning.

SSI-P02 (15:07)
Yeah, do you want me to say yeah

Interviewer (15:10)
What ways would you use Spanish and what ways would you not use Spanish? just trying to understand here um and to my colleagues um question five and six, it's just when we how does it help, and how does it not help in the classroom

SSI-P02 (15:37)
Okay, yeah, uh, I told you that is very helpful when you, explain some part of grammar right right!
Right, that's good. Let me think about the other part, well. when you give uh some commands I think in that way it's not very helpful to use in Spanish okay because for example some something very, uh, typical when they ask for permission most of the time well um they they want to go to drink water and go to the restroom or, okay, if you say uh. They come to you and say uh
[¿Profe me deja ir a tomar agua?]
no in English if you said in English, that's okay okay so, most of them learn those two expressions, okay? So when you give commands and all any and when you when you going to practice the speaking part, some conversations, you don't have you don't use Spanish. Spanish just for the for the the grammar or… is when I say when I mentioned instructions is um in some grammar instructions grammar exercises in the book, okay. Just for that all right.

 Interviewer (17:16)
Awesome! so we're moving now into our last section of the interview, and this is the of the interview for us personally and this is the affective aspect of you as a person and as a teacher, and I want to know if or when you have used Spanish during your classes when it is happening what feelings do you have what feelings do you notice

in yourself whether you use Spanish and it was helpful or if you did not use Spgoodanish and you think oh I should have said this in Spanish it would be helpful, how do you feel dealing with this situation?

SSI-P02 (18:00)
uh well, I think we got more confidence I think they... when I explained the grammar part in Spanish, um…

Interviewer
Again sorry, to interrupt you is like what you feel as a teacher right.

SSI-P02 (17:16)
 If I use Spanish? I feel okay. I'm feeling good. I feel I'm teaching because at the beginning I told you my, my first years under a Guanacaste Tree, so, in a very very hot place. So, and in in those two or three years, I was thinking to to be in another place I don't know, make my make computers and other things because I I don't I don't think it was working, but this is a process after 20 years learning is a process and it's a long process, okay?, so I feel okay. If I get that my students got in this case from seven to when they are in the in seventh-graders seventh grader to twelfth graders if they got…. um… if they can have a conversation with some [gringos] and then if they can understand some of their their favorite songs, and have… um… and write like the curriculum between English and in great that's that's okay even for MEP. it's uh B2 yes in 12th grader or 11th grader in academic high school it's like B2 according to. But I feel okay with what I'm doing. I mean, in this part, when you're talking about feelings, well, I have discovered you are more than a teacher and an English teacher, you're more than any subject teacher you have to be like a psychologist and a father and a brother, and whatever because they are going they…it's amazing they have too many problems in their life… most of the students in every high school I've been in… I got more than 20 years but… I've been in many parts of the country and it's exactly the same how to talk with many… uh…. colleagues it's exactly the same you have many many many problems… that…sometimes you have to, for example, this week is.. uh… evaluation week after the evaluation week.
I'm planning to see a movie with my my groups the movie is in Spanish, it's about us it's name is [Campiones] it's… um … it's from Spain and it's about uh a basketball coach with… uh… who have to work with disabled people, and we have to in we are going to do some [compartir] okay… so, they have to to bring something to eat it depends because it is in the morning like that's more breakfast in yeah and you know.. I started doing that, and I was in Nicoya and all the professors started doing that, not just English teachers, and here in San Carlos is the same.
I started doing those [compartir] and that makes makes… uh… that you got… uh… you are more…. um…. in touch with your students, okay? Because it's something different. My point is that students see English as another… uh… subject that's the point. Okay? That's the point and I've learned that a hobby changed, yeah! I hope it

changed, but if you have for example I was talking with my English advisor in… uh… on last Wednesday or Thursday Tuesday, I don't remember and I told her we tried to motivate them I told her we motivate them to to study hard for this… uh… final… uh… the final test that is um…[el examen de lingüística de la UCR que hace] I told this to her: [cuando los estudiantes saben que estos exámenes no valen nada, solo es un requisito, es un examen que se hace en todos los colegios, verdad, es un requisito, podemos motivarlos mucho, pero es muy desmotivante ver que a los que siempre estudian, salir igual que a los que no estudian, y además, cuando ellos saben que el examen final. A nosotros nos cambiaron de bachillerato, todavía en bachillerato había un poco de presión de que ellos tenían que aprender algo por lo menos para leer. Y muchos colegas de mi edad me dicen que en estos 5 años no aprendí nada, tengo un amigo que criticaba, no aprendí nada, y no aprendí Inglés. Pero no estudiantes pirotecnia, y tuvistes que leer muchos pero muchos libros en inglés, entonces ve, el objetivo era ese de bachillerato. Y entonces ahora cambian a una prueba oral, bueno todavía no es oral, solo ha sido de marcar con equis, pero es por computadora y listening, en donde los estudiantes ahorita saben que no vale absolutamente nada, ¡como quedamos todos los profes de inglés con la motivación y tratar de que se enamoren de] We have to we have to…okay!... let's play a play some songs see some movies. Okay! we have to motivate in different ways, but that's the point that's the point with this.

Interviewer (25:11)
Yeah! so let me skip over to to question nine. Because this is very in hand with what you are talking about, and it's the fact that… um… well i want to ask if you use spanish in your classroom do you believe it helps to create solidarity with them or the opposite? If you if you maybe, if you only use English, what happens there? How are you feeling, how do your students feel versus if you're using Spanish as you're saying now?

SSI-P02 (25:56)
Uh if i if i use uh just English problem… I think… when…. well I don't know exactly because… uh…. uh…. just english, but I think, I think, it's not gonna be very helpful or I'm not going to be like the nice nice teacher right because I think with what

Interviewer (26:27)
What you're saying is that um you I can see you're you're a teacher, a professor who likes to make connections with your students, and… I mean I can see if you can tell me that's true if Spanish has been a resource to create solidarity with them.

SSI-P02 (26:53)
Yes yes yeah yes, Yeah. that's that's that's my point people I don't know it's gonna be very helpful this… um… my opinions with your investigation, with your research but… um… but I know, I know most of my colleagues use Spanish in their classes okay, and even, if you and you see the other problem is when you are with your

English advisor, there are many colleagues, there are many English professors, and most of them don't like to speak English in front of other English teachers, you know why, because they think, and and that's that's that's true is because we are Ticos, so we are going to criticize if you mispronounce some words, especially let's say if you Jennifer if you are like a national English advisor and you mispronounce a word, and you are in front of in a very big.. uh… place Ticos English professors they are going to quit this last year… if you ask me uh [name] can you give a speech yeah I can give any speech to any to foreign people… uh… I can be in front of one 200 300 people but if those people are Ticos English teachers I would say no way! yeah.

Interviewer (28:30)
That's funny.

SSI-P02 (28:40)
Yeah sounds interesting, but it's yeah I'm talking about my experience people so in this case and I I have read but I don't remember the the research paper, but I read some some research in Australia about this topic in in Australia they use.. um.. well, they speak English, but they they speak another, it was in a place when their mother tongue was different, they say that sometimes they use the mother tongue in in foreign language classes.. uh… it's it's okay, it's good.

Interviewer (29:10)
So, I'm going into our last question just to wrap up the interview, um, how would you feel if imagine maybe this is not the real situation, but imagine if you were not allowed to use Spanish, it was strictly forbidden strictly um banned from the high school you work with, how would you feel [name] if you could not zero Spanish?

SSI-P02 (29:40)
Pretty bad, I would feel bad.

Interviewer (29:43)
Can you explain it? Why you felt really bad?

SSI-P02 (29:55)
Yeah! because uh probably.. um.. most of my students.. will feel depressed because of their grades.Yeah!

Interviewer (30:19)
All right, awesome [name], you have provided us an awesome perspective for us you know we're very young still and possibly not anywhere near uh with experiences you and this really helps us not only for the research, but personally I have learned a lot from you today with your answers and I can kind of confirm some beliefs I had in my mind about what it's like to be a teacher being like so many years and I love that you mentioned you have worked here and there everywhere it is the same that that helps

me again personally that helps me a lot to understand and to cope with a lot of the feelings I have myself um so I do appreciate all of your honest answers and the input you have provided to us today we this concludes the interview um if you have any questions for us [name] or any other comments you would like to provide you know see yeah just to before you go.
End.

Interview SSI-P03
Interviewer (00:00)
Hi [name], how are you?

SSI-P03 (00:6)
I'm good and you?

Interviewer (00:08)
I'm good thank you!
Thank you for, like Snaider said, thank you for taking time off your evening to help us out with this with our thesis and we appreciate you also um giving your info to Snaider, I think it was like um you helped other groups and we got your contact information so that was very nice of you.. um… So, I'm sure well if you were able to read just a little bit about what our thesis is about let me just um tell you a little bit our topic is called "English teachers attitudes concerning their use of l1 in the classroom" so as you're able to see from the title we are really interested and curious about knowing the teacher's point of view about this of course we may see a lot of research but around the students perspective the students behaviors but we want to just shift that a little bit and focus it on the teachers so we as future English teachers can also have um more knowledge in this area and just overall learn from everything that we can gather from this research and so to start off we're going to begin with this section this interview is divided into three sections and this first section is about the behavioral aspects again of you in the classroom and so we want to know now that we know the title the topic if you use Spanish in your classroom we want to know and then if you do under what circumstances do you resort to this behavior

SSI-P03 (2:04)
Yeah, um yes, I do use Spanish in my class and I use it because well in the high school that I work… let's say this is going to sound like not so nice but I want to be honest and at the end I hope that this uh you found it useful for your thesis… um… There are different type of students and the system or the type of high schools are um… making like a bigger differences between them because for example, when you try to get into a bilingual high school you had to make a test right and um… the best results are the ones that have the chance to get to that to the to the high school right then there are different type of high schools for example, the academic ones and the technical ones.

I work for a technical high school and in those high schools normally people get there because they don't have economic resource to pay an a university career major right. So, they go there to get a technical degree and then um they start working, right! So, well the type of students that I get are the ones that that are like in the lower academic development or academic performance, and sometimes when we get to… uh…. to work and we start working we think that we have to do everything in English, and I agree. However, when you get to the high school, and you face the reality, and you face that students are totally lost, and you need to cover a program and you need to fill out many things… uh… daily work… um… things that are related with um… administrative part, then you realize that if you don't try to push them in this way by using Spanish then they won't get it. They just won't get it, and… um… there is another part that is that for example, I have faced my principal twice, and she has said that I need to lower the level of English, and why does she do this? because she doesn't want to have problems and at some point at the beginning for me was okay… because I had a lot of energy, and I was young, and many things, right! And but at this point I don't have time for problems neither, and I am not agree on lowering that much the level because at the end that is not my job, I am not doing what I thought that I was going to do, but… um… I don't have time to be having my students' parents there asking me and telling me and I need you to show me the rubrics and the tests and the indicators and whatever just because his or her… uh… son or daughter uh didn't get a good grade. So those are some of the reasons right why I use Spanish.

Interviewer (6:20)
okay that's very interesting and it really opens up… um… our vision on what reality can be in the classroom and I can see well on your end you established that you do resort to this, and then so would you also allow your students to use Spanish? and um just specify a little bit more on what circumstances during the lesson does that happen?

SSI-P03 (6:52)
Yes I allow my students to to use Spanish but it depends on the student because you get to know your students as some point that you say well I know that "Juanito" can speak in English and I know that "Anna" cannot. So, I allow "Anna" to speak in Spanish more than "Juanito", and when I have like higher levels for example, today it was funny because I had some students of um the last year and I had nineth grade in my class and I was helping my uh last year students with some "trabajo communal" that they have to do, and um one student of ninth grade came and said teacher [¿puedo ir al baño?]and I said yes! and he left, and uh my students were was were saying… why do you ask us to speak English and you are not asking them to speak in English? And I said because you are older, I know the level that you have. I know that the ones that I had there they are good in English. But you know something I have realized today that I applied my ninth grade uh academic English test, that the level and system have lowered the level of English so my students

today in ninth grade are not able to accomplish the things that I used to do three or four years ago. So, that's why I allow them to speak in Spanish otherwise sometimes they are not going even to ask you for permission to go to the restroom and that is not healthy for me at least definitely.

Interviewer (9:03)
We'll touch on that point a little bit later in the interview about um relationship but um this next question you kind of already touched base on this before um... earlier today um and it's whether your use of Spanish in the classroom has decreased or increased throughout the years as teaching now you mentioned that because of this you know trying to avoid problems with the parents and the principal you mentioned you decreased the level of difficulty in English yes but did Spanish increase or decrease?

SSI-P03 (9:43)
the amount of Spanish that I use in class

Interviewer (9:45)
Yeah! Yours

SSI-P03 (9:50)
It increased

Interviewer (9:51)
Yeah!

SSI-P03 (9:51)
Yeah! throughout the years because let me tell you something, as I was telling you; at the beginning, I was just so… just so English, and you have to speak in English and go ahead and you can do it,and "blah blah blah" but it was so tiring it was so overwhelming because I was like uh as we said swimming against everything. Right! uh going against everything and I had many problems because of that. So, as I was telling you um now, I don't have that energy uh now I have more experience, and I prefer to have my mind in a good state rather being talking a lot of English in my class and that many people are lost that's the first one and I just get just tired. You know? and that I think that comes with experience. Because at the end we are like formed by the system and that's sad. Have you ever worked in a high school? Nope you guys not yet?

Speaker 3 (11:18)
Not in MEP, well, not in a high school at general

SSI-P03 (11:21)
Okay yeah that's sad but I hope that, well, let's continue

Interviewer (11:25)
It's fine [name] that you mentioned this because it's kind of what we are thinking it just you're bringing a lot to the table about what we already had some speculations about right um there's the ideal world but then what's the reality? and we should talk about this a little bit more because of something you mentioned which is really important which is the mental health of many professionals in this area and that's an awesome point that you're making. Um…. now going into our second section which is the cognitive aspect, which is wanting to explore your beliefs which is exactly a great segway with what you're saying and from your experience [name] that you have seen the reality of things, do you believe not just in your classroom do you believe Spanish should be allowed in other classrooms other settings in the in the like in the education if so why and how which is very important to know, how do you think Spanish should be used in the English classroom?

SSI-P03 (12:45)
Um… for example, when I'm trying to explain something, and I have been trying to get my students at least get something… uh… of what I'm explaining, and it takes like more than a lesson just to explain something very simple then you said, well this will tell take me um more than a lesson two lessons or three lessons and those are the lessons that I have per week… um… So, you have to choose continue working… uh… like this like leaving them like very confused and lost or speak some words in Spanish that are like key for them to understand, and that's what I do. Actually, last week I had a conversation with a group, they were complaining with the with the "profe guía". Right! because they said that I explained English my lesson. So, for me was so funny because I said yes, I am an English teacher. So, what? um and I told them. Well because they say uh why don't you just translate the words? And I said sorry this is going to sound not nice, but I am not a translator, I am a teacher, I'm trying to teach English. And… uh… they say, well why don't you just use some words in Spanish? and I say yes! that's what I do, but the problem here is that their minds are going to get used to to wait for the Spanish explanation they're going to think in English and then I won't do that all in Spanish no! So, that would be one case. That I would say, well, when you are running against time, and they are completely lost then yes you could use some words some keywords… um… or translate say it in English and those words in Spanish for them to like you know to get like something. Then I also try to be funny let's say in class because when I am being funny or um, I am trying to make jokes or laughing about anything… uh… they try to pay attention and those jokes I try to do it in Spanish because if not then they won't get it, and they won't have fun just me, and that's not funny right. So, um I do it like this. Uh, another case it's for example when uh they have a special situation, and they are trusting you and you see that they need to explain but they don't found the words about feelings or about thoughts about a special situation in their family then Spanish definitely. Um, what else. Maybe when I get for example, today that I apply my tests um with lower grades for example seventh grade or eighth grade even, um,

they are so immature they are like they are special. So, if you speak only in English, they are going to be afraid, and that fear is not going to allow them to understand. Right! the affective filter it's very important and if you don't lower the filter then they just won't get it. So, my job would be like… no sense, right.

Interviewer (17:38)
It makes a lot of sense

Interviewer (17:40)
yeah, that makes a lot of sense and um again it really reaffirms some of the things we have been researching about and it really um hits the nail on the head. These next two I'm going to combine kind of um see because I know you're saying about you're allowing Spanish in situations for example personal situations maybe for instructions for jokes and this, um, but have you used Spanish let's say for, I know you're using keywords, in this and you have you seen that it helps them or vice versa? do you think Spanish prevents them to learn English? So not just to to you know talk about a situation or get something right but when we're in the lesson does that help or does it prevent getting the the topic that you're teaching

SSI-P03 (18:37)
I would be glad to say that it helps them, but um I don't think so, I don't think that would be like the best way to do things, I would love to speak full English in my class, and I would really like to have all my students understanding me, but it..., that is not real. Um, you know when I work with uh with the last year students, some of them are just amazing you can have great conversation with them and they are going to understand everything, and you can even have fun right with them speaking, and they learn a lot because they are forced to use English and that's one thing that for me it's key, let's say in class. However, there are many aspects like personality, like abilities, like things that they have faced, maybe with another teacher in the in English that, um, that are just factors that they, I mean they just can't understand they just can't produce they just don't speak you know for example; I have one student that up to day I heard his voice in my class and that is not possible, right! that is not possible, and we have been working for three months right? Um So, I would really love to speak only English and force them, but as I said I will have many problems and I don't want to and yes it interrupts the process of learning because as I was telling you, they were… they get used to have those keywords in Spanish, right! so their minds are thinking that "there comes the Spanish word I'm going to wait for that word to understand". Right!

Interviewer (20:55)
Exactly

SSI-P03 (21:00)
Yeah!

Interviewer (21:14)
All right So, we're moving now on to the last section um so far everything you've been mentioning has been very helpful and so just to um get here it's kind of like the meat of our research it's the affective aspect so we kind of want to explore your feelings um and so I want to know what feelings do you notice in yourself when you are using Spanish in the classroom or if you do not use it…um, also what feelings come to you? because I know you mentioned the battle of uh mental health and the time and all this. So, what other how can you express those feelings to us in more detail?

SSI-P03 (22:07)
I think it depends on the topic. For example, that I'm teaching or on the level because when I speak or when I use Spanish with seventh graders, I don't feel any problems to be honest. But when I speak in Spanish with my last year students or with 10th grade uh for me it's like… it's I don't know, I feel like, I don't know how to say it.

Interviewer (22:59)
Is it maybe a feeling? What is it like a feeling?

SSI-P03 (22:58)
It's like sadness or yeah, or a feeling of disappointing… or and sometimes I feel like… I don't know… it's…. whatever, it's okay, um you know with 11th grade I have one specific group of accounting. I am teaching accounting in English, and I am not an accountant. I am an English teacher um, so I have noticed that language can be a barrier for my students to understand what I'm trying to explain because you know I teach for example leadership to my accounting students and English is a mean of teaching it's not like the goal let's say because the topic is leadership. So, I have noticed that English can be a barrier for them to understand what I'm saying about leadership, but I have noticed also that if I try to speak full English with them with that specific group they now comparing to last year, have a better performance and they get like uh in an environment that seems they are in the door and they are trying to tell me something in English they try to make blah blah blah and at the end they come up with something in English, not correctly but they say it. So, those are the moments that made me feel proud, that made me feel like self-sufficient or um that it makes sense what I do in the classroom, but when I, for example, the ninth grade students today I had like five students that were crying just because just because they fell overwhelmed or, and I said well, and to what extent they just came to the exam just did it and do you really study? do you really put your effort there to improve? because I noticed in class they don't even try to produce, they don't even try to think. You know? the pandemic thing. I didn't wanted to speak about this but it's something that we cannot just avoid the next period uh make them not thinking not think. What they did in pandemic was to put it the text in the translator copy and

paste, and in that sense, they don't even think their minds are just sleeping. So, we have we have now a big goal to make them start thinking again and try to produce, but that takes time. While I will use Spanish.

Interviewer (26:59)
So, going back to a little bit of about what you've mentioned about when you use Spanish and these different kind of situations, I can see you're very good with making judgment deciding when to use Spanish and when not to use Spanish and so I want to know because this is something you kind of mentioned before but we can expand a little bit more. If you if when you have used Spanish do you believe that it helped to create solidarity with your students or does the lack of it create barriers which you mentioned before you said it creates a little bit of barriers but on the opposite does it bring solidarity to your relationship with them?

SSI-P03 (27:48)
Definitely. because.. um… when I… um excuse me for just a second.
[participant took a moment to deal with a situation]
Sorry guys… Um I think that uh when I'm explaining something, and I just passed by my view, and I realized that one student is making like confusing face or like completely lost face, and I say something for them to like to settle down into topic Then, they feel thankful. You know. They even make a smile or at the end they come and "teacher thank you because you did this, and I understood". You know. I don't want my students to feel lost. One that was crying today she was crying next to me, and I was saying well why you didn't come to my classroom and ask me before the test? because right now I cannot… not say what you want me to say at this point I cannot why you didn't do it? and she was just crying and crying. I don't want this I don't feel good with this. Um, and I think that if I sit down with her and I speak the whole explanation in Spanish. Then, she will get it but it… that is not my job. So, it's something difficult to decide sometimes.

Interviewer (30:27)
So, this is a great segway to kind of wrap up with this last question because I can kind of see there are moments of struggle and that I can see sometimes Spanish has helped or it can be a resource but how would you feel if Spanish was strictly banned, and you could not use it at all and… but you know there are moments like this that you mentioned where you and your students would benefit from it i mean can you imagine that and can you express

SSI-P03 (31:02)
It be really hard for them. I mean if I get a job in a bilingual high school, I won't have any problem I would be like happy and like I am and in the place that I should be but um if they if they need me to use Spanish for them to feel better I would do it. The problem is that if they just say you cannot use Spanish anymore um, I would say yes okay what sources are you going to give me then? are you going to give me extra

time? are you going to, like, make the curriculum more uh adaptable or more flexible? or what are you going to give me for me to make the class only in English? or are you going to give my students a… I don't know… like speaking class or extra activities that uh that make them like being in contact with English? or what are you going to do? what would be like the plan? Because it cannot be just a decision like this one, and at the end this is the… what they think we should do right we shouldn't speak in Spanish, but that is not coherent with our reality in Costa Rica. That's not our reality at all, and I think they don't realize it I think that they just bring ideas from different countries and try to apply it here in Costa Rica and it doesn't matter what it doesn't matter if it doesn't matter anything. They just apply it and that's it and you have to do it and then don't even think how are they going to do it. So, yes, I cannot use Spanish well, it's okay, but then what resources are you going to give me?

Interviewer (33:37)
Exactly, well great way to put it, [name]. we really appreciate everything that you have said today has really um helped us see um again kind of what we were um expecting a little bit from what we have researched our literature review and all this and very helpful what you have brought to our research and we really appreciate that with that we conclude the interview section of our meeting today um before we go one of my classmates is just going to ask you a few things just like um contact information some of the things you already answered and with that we finished um but really awesome your answers thank you so much

SSI-P03 (34:32)
Thank you I know that we all go through this and we hope that many people help us right so I'm doing this because in a couple of years you are going to be the ones teaching in high school and there are going to be also students at the university that need your help so I hope that in a couple years a couple of years you also like give this favor back to them exactly and that's something that's very important to us because yes there is a lot of research around the students and that's really

Interviewer (35:13)
Awesome, then again, we're bringing a lot of methods and approaches but what about the teachers how do they feel with all these changes with all the pressure with all the guidelines and policies. It's a little bit much and the reality is different so. Yes.

End.

Interview SSI-P04
Interviewer (0:00)
All right! Perfect! So, to start us off, I want to go right into asking you if you use Spanish in your classroom, and if so, under what circumstances?

SSI-P04 (0:18)

I use it when students are misbehaving. For example, sometimes, I say to them: "Please, stop this chit-chat!," but if they don't understand, then the second time, I would use Spanish for that purpose, and they are misbehaving.

Interviewer (0:41)
Okay, and is that exclusively the only situation you would use it?

SSI-P04 (0:44)
Yeah! Well, also, uhm..., there are some students who have some needs, uhm, and sometimes when they don't understand the instructions, I approach them and I tell the instructions in Spanish, but just to them, and just if I know that there is a special situation with them.

Interviewer (1:12)
Like a learning disability or anything like that, curricular placement?

SSI-P04 (1:15)
Yeah!

Interviewer (1:18)
I see! And so, when this interaction happens, do you allow your students to answer or use Spanish in the classroom, and are there any other circumstances you would allow Spanish?

SSI-P04 (1:38)
Most of the time, they try to speak in Spanish, but what I say to them is like: "I don't understand". Or sometimes, they say [¿puedo ir al baño?], so, I told them like..., well, I tell them like: "May I go to the bathroom?" So, they say: "Well, teacher, may I go to the restroom or the bathroom". But they use it, but I try to say it in English, so they can understand that the idea is that they try to speak in English.

Interviewer (2:08)
Interesting! Very good technique! Uhm, so, [name], I'm sure you've been teaching for quite some years now, and taking into consideration that the ideal is that we use English all the time during the classroom, would you say your use of Spanish has decreased or increased throughout your years of teaching, and why do you think that is?

SSI-P04 (2:36)
I think that the use has decreased. I try to use a lot of body language. So, when I give instructions, I use my arms; I use my body; and I use everything to do that. And sometimes, if I have a TV, so I give them examples, so, in English, so, they know what they have to do, or at least they see what they have to do.

Interviewer (3:07)
Nice! Alright! So, moving on to our second section, we now want to understand your beliefs; kind of where you stand on this perspective that we're trying to investigate. And I want to know if you think Spanish should be used in English classrooms?, if so, why and how, or if not, can you explain why not?

SSI-P04 (3:40)
Okay, I think it shouldn't be used. I mean, there are a lot of techniques that you can use when students don't understand. However, there are some students who need Spanish, just to relate. There are some terms that are very abstract and sometimes they need the relationship in Spanish, and this happens with the present perfect. Sometimes, they cannot relate that, so, they..., in English, sometimes, we say: "Think in English", but they cannot relate that, so I like, sometimes, to give them examples in Spanish just to one sentence, so they say like: "Oh, that's that". So, they..., and I think that's the only thing when there is an abstract term. But in elementary school, I would say that you shouldn't use Spanish because they are children, so they learn very well and also in seventh graders so..., sometimes, they need Spanish but a few words not many. And as I told you before, you can use a lot of techniques.

Interviewer (5:08)
Now, that you mentioned this specific grammar lesson the present perfect, have you noticed that using Spanish during whether it's grammar or when the student needs that extra help to link or relate the words have you noticed that it helps them learn english if so why do you think that is just in the sense of cognitive level, why do you think it helps them?

SSI-P04 (5:40)
I think that it helps them because they can do a relationship. So, they can compare the languages. So, that's why I think that's like the... And sometimes ..., well, when I was learning English, that helped me because I could do the relationship and also with the timeline, so you see that this is for just one event, and this one could happen in the past, in the present, and then the future. So, that kind of visual aid and also the relationship that you have with your native language, I would say that this helps in abstract terms.

Interviewer (6:22)
Alright! So, now, going back to just a little bit about what you mentioned for elementary students: it shouldn't be used, maybe even... Well, I don't know, but if you're in high school, some students are advanced..., do you think the use of Spanish; a lot of use of Spanish would prevent students from learning English, if so in what ways, or if you don't think it's going to prevent, could you also tell me why.

SSI-P04 (6:52)
Sorry? I don't understand the question.

Interviewer (6:55)
Do you think Spanish prevents students from learning English?

SSI-P04 (7:07)
What do you mean? Like in advanced levels they talk a lot of Spanish and at the end they don't learn English. Is that what you mean?

Interviewer (7:15)
Just going back to making reference to what you were mentioning about elementary students, or if, you in high school, if you have noticed, in whatever level that you teach, if using Spanish prevents students from learning English?

SSI-P04 (7:38)
I think that, when you use Spanish, students say: "Oh! I can use Spanish too." So, they sometimes become lazy about using the English. I have had some good students who are very good at English and they use Spanish because it's like: "I mean, I don't want to do anything, so I know English." Well, sometimes this is about motivation, but I would say that when you use a lot of Spanish, this will stop the using of English and the learning too.

Interviewer (8:17)
I see! Like it's not putting pressure on them; it's not pushing them. I understand. Okay! So, moving on, we have just a few more questions here now. This part we want to explore your feelings. So, feel free to let me know anything that you might feel using words connecting to these feelings. So, this question I want to know if or when you're using Spanish during your English classes, what feelings are present in yourself if you've noticed it? Or if you do not use Spanish, how do you feel about 100% English in your classroom?

SSI-P04 (9:13)
I think that I have used Spanish in most of my classes because I teach seventh graders and there are some who have special needs, so I need to use it for them. And some..., when I use for them, I feel okay because I know that they need the Spanish. But sometimes, when I have to use it in the class because there is something that I am explaining that the students can't , or they can't learn, or I have explained this a lot and they keep saying the same thing, I feel pressured. I mean, because what teacher says to us is that we can't use Spanish and I feel pressured about doing that, but sometimes, you need to use it, I mean there is no way. They keep saying the same thing, so sometimes, I just need to use it.

Interviewer (10:25)
Yeah, I understand. So, taking into that, let's say sometimes we get carried away as teachers and afterwards, how do you feel if you, let's say there was a situation with a

student with special needs or something like this, and okay, you use Spanish or didn't use Spanish, after the lesson is finished, do you reflect on that and are there any other additional feelings that you didn't mention that come to you?

SSI-P04 (11:08)
Yeah, sometimes, I think about how different I could do this, I mean, if I correct that in Spanish, I think that: "Well, is there another way I could do it but in English?" So, that's why I think..., like try to avoid the Spanish and to look for other ways in English.

Interviewer (11:34)
Great! Okay, nice retroflection there. And so, let's see. Now, this next question..., kind of what we're talking about especially with students with special needs or with you were saying instructions or something like that, if you have used Spanish in the classroom or you could use it a little bit more do you help ..., I mean, do you believe it has helped to create solidarity with your students or the opposite does the lack of Spanish create barriers?

SSI-P04 (12:19)
I think it creates solidarity. Sometimes I just explain the instructions in English and I just say: "Is it clear?." So, if most of the students say "yes", there are some that are like: "Uhm!," so his or her friends are going to tell what they have to do; well, what he or she has to do in Spanish, so at the end, we can do the activity because the friends tell the person what he or she has to do.

Interviewer (12:54)
But has it helped create solidarity with you and the students? I know maybe the students; the classmates they help each other, but what about you?

SSI-P04 (13:06)
I think it has... Yeah, it has created solidarity because sometimes if you just speak in English, they're afraid to say something even they are afraid to ask for going to the bathroom because they don't know how to do it. So, if you are just very pushy about that, they are kind of afraid of saying something.

Interviewer (13:40)
Yes, I understand what you're saying. All right, so, now [name], this last question it's just a little bit like trying to imagine that... Well, we have these situations where whether giving instructions, or asking to go to the bathroom things things like these that are maybe in every once in a while, but trying to imagine that using Spanish is extremely banned; you cannot use it, but knowing that there are moments where you and your students would benefit from it, how do you feel if you absolutely could not at all use Spanish?

SSI-P04 (14:36)

I think I would feel comfortable because the idea of explaining the topics in English is something that I have... I mean, if I have to explain a topic in English, I have looked for different ways to do it in this, I mean, in a way that they can understand. So, I usually use a lot of visual aids and body language, and I have seen that the students understand what I am explaining to them even if it is only in English.

Interviewer (15:16)
Interesting! All right! Well, [name], thank you so much this brings us to the end of our interview. You have mentioned a lot of interesting things for us that we'll go ahead and compare with our other interviews. We will go ahead and send you our investigation when we are kind of finished, so that you can go over it and maybe see what we were looking at and what we found, but also so that you can verify that what we captured from this interview is reliable and that it represents what you what you stand for, alright? So, just before we go we just want to know a few details about your years of experience, your academic field... One of my classmates is going to go ahead and get that information from you, and then after that, we are finished.

SSI-P04 (16:20)
Thank you!

Interviewer(16:21)
You're welcome!

Appendix D. Post-Interview Reflection Form

Universidad de Costa Rica

Sede de Occidente

Departamento de Filosofía, Artes y Letras

Sección de Lenguas Modernas

SSI-P01

Dear participant:
      We are reaching out to you for this second part of the study in order to further understand your views and standpoint in regards to your feelings.
The goal of this second contact is to expand our perspectives regarding some of the answers you provided in the previous instrument.
To conform with ethical standards, the research team comprised by Meilin Campos, Alisson Leiva, Snaider Chaves, and Jennifer Quirós ensure to keep your information **confidential** and **used strictly for research purposes**. Your honesty and time will be highly appreciated.
Should you have any questions, please contact us via email:
snaider1965@gmail.com or Whatsapp (+506) 6001 6119.

During the interview, we touched base on how you feel when you use Spanish and you answered: *" I don't have any remorse or bad feelings"*

Using the adjectives from the following word cloud as a basis.

depressed miserable
regretful skeptical
happy excited
sad
empathetic
satisfied
anxious
lost doubtful pathetic
ashamed content
understanding
frustrated confident
relaxed
proud
comfortable disappointed
guilty
optimistic
stressed embarrassed
nervous

Using the adjectives from the word cloud as a basis, how would you describe your feelings when you have used Spanish? Please elaborate on your response.

_____
_____

SSI-P02

Dear participant:
    We are reaching out to you for this second part of the study in order to further understand your views and standpoint in regards to your feelings.
The goal of this second contact is to expand our perspectives regarding some of the answers you provided in the previous instrument.
To conform with ethical standards, the research team comprised by Meilin Campos, Alisson Leiva, Snaider Chaves, and Jennifer Quirós ensure to keep your information **confidential** and **used strictly for research purposes**. Your honesty and time will be highly appreciated.
Should you have any questions, please contact us via email:
snaider1965@gmail.com or Whatsapp (+506) 6001 6119.

1. In regards to what you believe about the use of Spanish in the classroom and whether it hinders the English learning process, you answered that *it does not.* In order to dig deeper into your beliefs, could you please reflect on your answer and further explain why you believe using Spanish does not prevent the English learning process?

_____
_____

2. In regards to what feelings you hold towards the use of Spanish in the English classroom, you replied that using just English *"is not gonna to be very helpful"*. Could you please elaborate on why using just English is not helpful?

_____
_____

3. During the interview, we touched base on how you feel when you use Spanish and you answered: *"I feel okay. I'm feeling good."*

Using the adjectives from the following word cloud as a basis.

Using the adjectives from the word cloud as a basis, how would you describe your feelings when you have used Spanish? Please elaborate on your response.

_____
_____

SSI-P03

Dear participant:

      We are reaching out to you for this second part of the study in order to further understand your views and standpoint in regards to your feelings.

The goal of this second contact is to expand our perspectives regarding some of the answers you provided in the previous instrument.

To conform with ethical standards, the research team comprised by Meilin Campos, Alisson Leiva, Snaider Chaves, and Jennifer Quirós ensure to keep your information **confidential** and **used strictly for research purposes**. Your honesty and time will be highly appreciated.

Should you have any questions, please contact us via email: snaider1965@gmail.com or Whatsapp (+506) 6001 6119.

During the interview, we touched base on how you feel when you use Spanish and you answered: *"It depends on the topic [...] because when I speak or when I use Spanish with seventh graders, I don't feel any problems to be honest. But when I speak in Spanish with my last year students or with 10th grade, uh for me it's like [...] It's like sadness or yeah, or a feeling of disappointing or and sometimes I feel like... I don't know… it's… whatever, it's okay [...] "*

Using the adjectives from the following word cloud as a basis.

depressed miserable
regretful skeptical
happy excited sad
empathetic
satisfied anxious
lost doubtful pathetic
ashamed content understanding
frustrated confident relaxed
proud comfortable disappointed
guilty optimistic
stressed embarrassed
nervous

Using the adjectives from the word cloud as a basis, how would you describe your feelings when you have used Spanish? Please elaborate on your response.

_____
_____

SSI-P04

Dear participant:
        We are reaching out to you for this second part of the study in order to further understand your views and standpoint in regards to your feelings.
The goal of this second contact is to expand our perspectives regarding some of the answers you provided in the previous instrument.
To conform with ethical standards, the research team comprised by Meilin Campos, Alisson Leiva, Snaider Chaves, and Jennifer Quirós ensure to keep your information **confidential** and **used strictly for research purposes**. Your honesty and time will be highly appreciated.
Should you have any questions, please contact us via email:
snaider1965@gmail.com or Whatsapp (+506) 6001 6119.

During the interview, we touched base on how you feel when you use Spanish and you answered: *"I teach seventh graders and there are some who have special needs, [...] when I use it for them, I feel okay because I know that they need the Spanish. But sometimes, when I have to use it in the class because*

there is something [...] I have explained this a lot and they keep saying the same thing, I feel pressured. [...] but sometimes, [...] there is no way. I just need to use it"
Using the adjectives from the following word cloud as a basis.

depressed miserable
regretful skeptical
happy excited sad
empathetic
satisfied anxious
lost doubtful pathetic
ashamed content understanding
frustrated confident relaxed
proud comfortable disappointed
guilty optimistic
stressed embarrassed
nervous

Using the adjectives from the word cloud as a basis, how would you describe your feelings when you have used Spanish? Please elaborate on your response.

_____

_____

Appendix E. Survey

Universidad de Costa Rica

Sede de Occidente

Departamento de Filosofía, Artes y Letras

Sección de Lenguas Modernas

As part of our final graduation project on English Teaching at the University of Costa Rica, we are undertaking a research project titled: **English Teachers' Attitudes Concerning their Use of L1 in the Classrooms: An Exploratory Sequential Study.**

The research team is comprised by *Meilin Campos Morales, Snaider Chaves González, Alisson Leiva Guerrero, and Jennifer Quirós Montenegro.*

The project seeks to gather the views of a number of high school English teachers in the western area of Costa Rica (Occidente). To do this, we developed a short survey and we would be extremely grateful if you would answer the following questions.

The survey should take no more than fifteen minutes to complete and all answers are anonymous and confidential; the information you provide will be used for academic purposes *only.*

The findings of the project will be available at the end of December 2022. If you would like to receive a summary of our findings, please input your email address at the end of the survey.

Should you have any questions, please contact us via snaider1965@gmail.com or Whatsapp (+506) 6001 6119.

Thank you very much for your time!

Part I: Participant Screening

Screening

In order to ensure validity, the following questions are for screening purposes.

If you get redirected to the end of the survey, please click "Submit".

1. Is Spanish your native language?

   Yes (continues to question 2)

   No (skips to end of survey)

2. Have you been working at MEP for at least 1 year?

   Yes (continues to question 3)

   No (skips to end of survey)

3. Do you teach at least 1 high school group located in "Occidente"?

   Yes (continues to question 4)

   No (skips to end of survey)

4. Is the "Occidente" high school you work at a Bilingual high school?

   Yes (skips to end of survey)

   No (continues to question 5)

Section 1 Behavioral: This section refers to your actions as an EFL teacher and the use of Spanish in the classroom

5. Do you use Spanish while you are teaching?

   Yes (continues to question 6)

   No (skips to question 7)

6. Please select the options that describe the cases in which you would resort to the use of L1 in the classroom.

☐ Check comprehension

☐ Class management

☐ Give instructions

☐ Make clarifications

☐ Teach vocabulary

☐ Introduce the main differences in grammar between L1 and L2

☐ Introduce the main differences in pronunciation between L1 and L2

☐ Explain abstract words or complex meanings

☐ Teach grammar

☐ Give feedback

☐ None of the above

☐ Other uses: _____

7. How often do you think Spanish should be used in the classroom ?

1= Never
2= Rarely
3= Sometimes
4= Often
5= Always

8. Do you support the use of Spanish in the EFL class for teaching purposes?

Yes

No

9. Has the use of L1 increased, decreased, or remained the same throughout your teaching experience?

Increased

Decreased

Remained the same

10. Do you feel you have control over the amount of English and Spanish you use during your lessons?

      Yes

      No

Section 2 Cognitive: This section refers to the beliefs you personally have towards the use of Spanish in the classroom.

11. In general, how often do you think Spanish should be used in the classroom by English teachers?

      1= Never
      2= Rarely
      3= Sometimes
      4= Often
      5= Always

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

12. Do you think Spanish can be useful for effective teaching purposes?

      Yes (skips to question 14)

      No (continues to question 13)

13. What drawbacks do you think using Spanish may have in the EFL class?

      _____
      _____
      _____

14. Do you think the use of L1 facilitates teacher-student communication?

      1= Strongly disagree
      2= Disagree
      3= Neither agree nor disagree
      4= Agree
      5= Strongly agree

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

15. Do you believe that creating links between L1 and L2 during your English

    lessons benefits the students' language learning process?

        1= Strongly disagree
        2= Disagree
        3= Neither agree nor disagree
        4= Agree
        5= Strongly agree

                    1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

16. According to the following statement:

    "Using Spanish is not the most beneficial way to teach English; however, it is

    inevitable"

    How would you rate your opinion towards the previous statement?

        1= Strongly disagree
        2= Disagree
        3= Neither agree nor disagree
        4= Agree
        5= Strongly agree

                    1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

17. In 20 words or less, please explain your answer to the previous question.

    _____
    _____
    _____

Section 3 Affective: This section refers to your feelings towards the use of Spanish in the classroom

18. Do you believe using Spanish can be helpful towards how teachers and students feel during the lesson?

    Yes (continues to question 19)

    No (skips to question 20)

19. Which of the following options represents benefits of YOUR OWN USE of L1 during the English learning-teaching process?

    ☐ L1 reduces your anxiety and creates a more relaxing teaching environment.

    ☐ L1 reduces learners anxiety and creates a more relaxing learning environment.

    ☐ L1 helps create solidarity with your students.

    ☐ L1 helps develop empathy with your students.

    ☐ L1 use gives you a sense of confidence and helps you be stress-free.

    ☐ L1 use gives learners a sense of confidence and helps them be stress-free.

    ☐ L1 spares you from a feeling of frustration you might have within your FL teaching.

    ☐ L1 spares learners from a feeling of frustration they might have within their FL learning.

    ☐ L1 techniques allow you to use richer and more didactic material, which means more comprehensible input and faster L2 learning.

    ☐ L1 can save time during lessons.

    ☐ L1 helps establish teacher-student rapport.

    ☐ L1 can add a fun element to the class and makes L2 learning more enjoyable.

    ☐ L1 creates a more encouraging atmosphere to students' L2 learning.

    ☐ Other benefits: _____

20. If you have used at least some Spanish in the classroom, please refer to your emotions and feelings using 2-3 adjectives.

    For example: 1. Frustrated. 2. Happy. 3. Sad.

    _____

21. If you only use English in the classroom, please refer to your emotions and feelings using 2-3 adjectives.

    For example: 1. Frustrated. 2. Happy. 3. Sad.

    _____

    Thank you for your participation!

Appendix F. Flyer

ENGLISH TEACHERS ATTITUDES CONCERNING THEIR USE OF L1 IN THE CLASSROOM: AN EXPLORATORY SEQUENTIAL STUDY

RECOMMENDATIONS FOR MEP AUTHORITIES, POLICY MAKERS, AND ENGLISH TEACHERS

MEP AUTHORITIES AND POLICY MAKERS MAY PROVIDE TEACHERS TRAINING THAT

- Strives for balanced views on classroom perspectives.
- Helps to answer when, where, for how long, and with what purpose Spanish should be used.
- Helps recognize the theoretical rationale for or against translanguaging for informed decisions.
- **Tackles the issue of guilt**: when teachers follow and when they break the English-only rules of the classroom.
- Provides specialized training on how to deal with conflicting views on the subject.
- Revisits the philosophical foundations of English-only classes to see whether they have been based on EFL or ESL.

RECOMMENDATIONS CONCERNING ENGLISH TEACHERS' USE OF L1

BEHAVIORAL ASPECTS

- **Check for comprehension and provide explanations** to assess learning about L2, and explain abstract words or complex meanings.
- **Give instructions** to make sure that the whole message about tasks has been transferred properly.
- **Compare and contrast L1 and L2** by describing similarities and differences between both of them.

COGNITIVE ASPECTS

- **Think of their practical use** to analyze if it is necessary and the benefits of using it while teaching.
- **Be aware of the frequency of its use** to avoid dependency on using L1.
- **Use it wisely** by analyzing the population and the progress they have during their learning process.

AFFECTIVE ASPECTS

- **Self-reflect** by listing your feelings about using L1 and analyzing them within the teaching-learning process.
- **Speak to authorities and parents** to tackle unresolved feelings.
- **Find peer support** to talk about thoughts when using the L1 in class, and create a friendly and collaborative work environment.

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Departamento de Filosofía, Artes y Letras
Sección de Lenguas Modernas

18 de enero de 2023

M.Ed. Maynor Badilla Vargas
Director de la Sede de Occidente
Universidad de Costa Rica

Estimado señor director:

Por medio de la presente, y en calidad de director del trabajo final de seminario de graduación titulado **«English Teachers' Attitudes Concerning their Use of L1 in the Classrooms: An Exploratory Sequential Study»**, hago constar que los estudiantes responsables de dicho TFG han incorporado todas las observaciones proporcionadas por el tribunal examinador. La autoría del trabajo corresponde a los siguientes estudiantes:

- Meilin Campos Morales, carné B71546
- Brayner Snaider Chaves González, carné B72137
- Alisson Leiva Guerrero, carné B53816
- Jennifer Quirós Montenegro, carné B55651

De usted, con las mayores muestras de respeto,

M.A./ Mág. Henry Sevilla Morales
Director del TFG
Cédula 5-351-318
Correo: henry.sevillamorales@ucr.ac.cr

___

C.
Comisión de Trabajos Finales de Graduación del FAL
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