



UNIVERSIDAD AUTÓNOMA DEL
ESTADO DE QUINTANA ROO

DIVISIÓN DE HUMANIDADES Y LENGUAS

**Attitudes and Practices of English Language Teachers towards the
Use of Translanguaging in EFL Classrooms at the University of
Quintana Roo**

Tesis

Para obtener el grado de
Licenciada en Lengua Inglesa

Presenta

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Chetumal, Quintana Roo, México, mayo de 2024



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ABSTRACT

Through time, different approaches have been adopted in English language teaching. One relatively new approach is translanguaging, which “embraces the use of the first language as an aid” (Jingxia, 2010, cited in Scopich, 2018, p.10) while learning English as a foreign language. This practice in EFL classrooms is still debatable and the teachers’ attitudes about using it vary greatly. Studies such as the one carried out by Burton and Rajendram (2019) suggest that “research on the attitudes of instructors toward translanguaging is scarce, especially in higher education” (p. 26). This study aims to explore the attitudes and practices of English language teachers toward the use of the L1-Spanish in the EFL classrooms at UQROO. It was conducted in two phases, using a mixed methods design. During phase one, 11 English language teachers belonging to the Centro de Enseñanza de Idiomas (CEI) of the same university were surveyed. Subsequently, four of them were selected, using convenience sampling in order to be observed. The results demonstrated that majority of participants recognize the benefit of using students’ L1, especially in contexts involving lower proficiency students. However, only some of them claimed to encourage its use in the classroom. In addition, classroom observations showed that participants make use of Spanish with more frequency than claimed and they do encourage this practice in contexts involving students’ intervention. Moreover, findings revealed that only in two of the contexts given, the language of instruction, frequency, and claimed attitudes of half of the participants completely aligned. It is expected this study triggers further research, allowing teachers to adopt new approaches to English teaching and to be open to incorporate translanguaging in their practice.

Key words: translanguaging, L1, Spanish, attitudes, practices, EFL classroom.

CHAPTER 1 INTRODUCTION

Through time, different beliefs, perspectives, and approaches have been adopted in English teaching. According to Nagy (2018), in the past, it was believed that the best way to teach English was by adopting a monolingual approach. This approach, in general terms, assumed that only the target language (TL) could be used in instruction, without providing any chance for the translation between this and the first language (L1) or using the students' L1 as a resource inside the classroom (Burton & Rajendram, 2019). Nowadays, due to the fact that educational settings have changed, it has become necessary to adopt new approaches to teaching, which considers the diversity of the classroom, with respect to the background of the students, their different linguistic skills and competences (Nagy, 2018).

One relatively new approach to English teaching is translanguaging. It has been perceived in different ways by several authors, giving rise to a variety of definitions that range from considering it as “the flexible use of the learners’ linguistic resources in the effort of making meaning of the learning” (García, 2009, as cited in Padilla et al., 2016, p. 301), “treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401) to seeing it as “the use of one language in order to reinforce the other, in order to increase understanding and in order to augment the pupil’s activity in both languages” (Nagy, 2018, p. 46). For the purposes of this study, translanguaging will be defined as the role and the use of students’ L1 while learning English as a foreign language.

The use of translanguaging in the context of education in EFL classrooms is still debatable (Khairunnisa & Lukmana, 2020), and the teachers’ perspectives and attitudes about whether to use it or not vary considerably. These attitudes and perspectives become important since they are the

ones that “shape teachers’ pedagogical practices and classroom language” (Burton & Rajendram, 2019, p. 21). Unfortunately, even though translanguaging has been studied by numerous scholars, and its benefits and pedagogical value inside the English language classroom have been emphasized in numerous studies, research on the attitudes of instructors toward translanguaging, at an international level, is scarce, especially in higher education contexts (Burton & Rajendram, 2019). Moreover, Scopich (2018) points out that very few studies have explored teachers’ awareness and attitudes toward the use of translanguaging practices in the EFL classroom and that there is a vital need for further research to investigate what their opinions are on this practice. Looking at our immediate context, more specifically at the Autonomous University of the State of Quintana Roo, the lack of research in this respect is evident.

Due to the reasons stated above, this research took place at the University of the State of Quintana Roo (UQROO), currently known as Autonomous University of the State of Quintana Roo (UQROO). It used a mixed method design in order to explore the attitudes and practices of English language teachers toward the use of the L1-Spanish (translanguaging) in the EFL classroom. This study defines attitudes as “a set of beliefs, feelings, opinions and inclinations that lead to a certain behavior” (Moscovici, 1988 as cited in Ospina et al., 2005, p. 18). Considering all these aspects and to meet the aforementioned objective, the following research questions were formulated:

- What are the attitudes of English language teachers in the Centro de Enseñanza de Idiomas toward the use of students’ L1 in EFL classrooms at the Autonomous University of the State of Quintana Roo?

- How do the practices of English language teachers in the Centro de Enseñanza de Idiomas align with their attitudes toward the use of students' L1 in EFL classrooms at the Autonomous University of the State of Quintana Roo?

The benefits expected from this research are, firstly, to contribute to filling the gap in research about this topic, more specifically in the context of higher education in Mexico. It is expected that the results will serve as a basis to acknowledge and dismantle the myth behind the use of the L1 in the foreign language classroom, from which, in the future, new perspectives and approaches to English teaching could be adopted in the EFL classrooms of the Autonomous University of the State of Quintana Roo (UQROO).

CHAPTER 2 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter, the literature review and theoretical framework that underpin this study are introduced. The main aim of this research is to explore English teachers' practices and attitudes toward the use of translanguaging in the EFL classroom. Therefore, it draws from two positionalities framed in Second Language Acquisition (SLA) theories to explain the opposing approaches to language teaching. The first one includes the Universal Grammar of Chomsky, Separate Underlying Proficiency (SUP) and the "Two Solitudes" Model. The second one, on the other hand, includes the Multi-competence notion of Cook, the Common Underlying Proficiency (CUP) theory of Cummings and the Theory of Translanguaging.

This chapter is divided into four sections. The first section compiles some of the definitions of translanguaging. The second one offers an overview of the use of translanguaging in the language classroom, making emphasis on the practices and benefits. The third section provides a description of the theories and models that underline the existing approaches to teaching, intending to explain not only the debate among scholars on whether translanguaging should be used in the language classroom, but also the variety of practices and attitudes towards translanguaging. Finally, the fourth section reviews the main findings of some of the current research that has been carried out on the teachers' practices and attitudes towards the use of translanguaging, specifically in the context EFL.

2.1 Definition of translanguaging

In order to better understand the main goal of this research, it is necessary to start by defining translanguaging. Therefore, this section compiles the different definitions and concepts of translanguaging offered in the literature. Canagarajah (2011), for example, defines translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). In the same way, William (2002, as cited in Nagy, 2018) claims that “translanguaging in education refers to the use of one language in order to reinforce the other, in order to increase understanding and in order to augment the pupil’s activity in both languages” (p. 46). When defining translanguaging, it is also imperative to mention García and Wei, two well-known authors and researchers on this topic. García (2009, as cited in Padilla et al., 2016) defines translanguaging as “the flexible use of the learners’ linguistic resources in the effort of making meaning of the learning” (p. 301). Also, both authors collaboratively offer another concept claiming that translanguaging “refers both to the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices” (García & Wei, 2014 as cited in Vallejo, 2018, p.87). Additionally, trying to clarify their definition, the same authors argue that translanguaging:

doesn’t refer to two separate languages nor to a synthesis of different language practices or to a hybrid mixture. Rather translanguaging refers to new language practices that make visible the complexity of language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states. (García & Wei, 2014 as cited in Creese et al., 2018, p.842)

2.1.1 Spontaneous and pedagogical translanguaging

When it comes to translanguaging, it is necessary to mention that it can also “refer to pedagogical strategies used to learn languages based on the learners’ whole linguistic repertoire or to spontaneous multilingual practices and the way those practices can be used in a pedagogical way” (Cenoz & Gorter, 2015, p.314). Moreover, translanguaging “can be used both spontaneously (when speakers engage in a translanguaging activity) and pedagogically (when translanguaging is used with a pedagogical purpose and is based on instructional strategies)” (Li Wei, 2014; Lewis et al., 2012, as cited in Nagy, 2018, p. 45).

Regarding the definitions stated above, two aspects can be concluded. The first one is that translanguaging clearly goes beyond the conception that considers it as the simple practice of switching languages in the classroom, involving more complex aspects such as its purpose as a linguistic process and the pedagogical approaches. Secondly, it is evident that the terminology used to describe each definition of translanguaging is diverse and varies from one author to another. However, in any case, all of them converge at one point when considering translanguaging as practices that promote and stand for the use of the language learners’ L1 (and all the languages being part of their repertoire) in the process of acquiring a target language. For the purposes of this study, and to provide a clearer understanding of what translanguaging is about throughout its development, the researcher will use the term translanguaging to allude to the practice of using the L1 Spanish and the target language English within the classroom.

2.2 Translanguaging in the language classroom

Since this research encompasses not only the attitudes but also the practices of English teachers towards the use of translanguaging in EFL teaching, this section aims to provide a general idea of the implications and benefits of using translanguaging in a language classroom.

2.2.1 Practices

There are several ways in which translanguaging practices can be applied in the language classroom. “It all depends on the linguistic background and language proficiency of the students” (Nagy, 2018 p.47). For example, authors such as Celic and Seltzer (2012) suggest using translanguaging practices like previewing the topic/text in their home language (brainstorming, making connections, etc.), viewing the topic/text in English and reviewing the topic by writing down what they learned about it in their home languages and/or English. They also propose multilingual research, comparing multilingual texts as well as reading and responding to multilingual texts. Additionally, Nagy (2018) emphasizes practices such as:

reading a text in one language and summarizing it in another, doing research on a topic in L1, report on it in L2, allowing the use of L1 in group work, explaining something in L1 after the explanation in L2 has failed, translating terms from L2 into L1. (p.45)

Similarly, Pacheco (2016, as cited in Nagy, 2018) provides examples of a creative use of translanguaging in the language classroom for requesting information (*What’s a javelina?*) and clarification (*Was asistente the same as assistant?*), providing or affirming a particular answer

(*Corrección. Yes, like correction/ You got it. It's corriendo*) or demonstrating expertise (*They are having a fiesta*).

2.2.2 Benefits

When it comes to the benefits, Baker (2011, as cited in Yuvayapan, 2019) claims that there are four benefits of translanguaging, which include “promoting a deeper and fuller understanding of content, helping students to develop skills in their weaker language, facilitating home-school cooperation and developing learners second language ability concurrently with content learning” (p. 680). In the same way, Nambisan (2014) points out that translanguaging “helps instructors to cultivate their students’ knowledge by acknowledging and utilizing the diverse base of knowledge that students have in their native language” (p. 14). Some other benefits worth mentioning have to do with the atmosphere inside the classroom and the learners’ participation. For instance, it can “help to project a safe environment where their identities and cultures are valued, which helps the more reserved students take a more active and involved role in their education” (Martin, 2005, as cited in Nambisan, 2014, p. 14).

In the same way, in contexts such as foreign and second language classrooms, translanguaging benefits have also been shown. For example, Chukly-Bonato (2016 as, cited in Nagy, 2018) observed how by eliminating the pressure of having to articulate in perfect English, it was possible to create a calmer and more relaxed atmosphere in the classroom; and as a consequence, students could also take an active part in class and use their language skills more confidently. Also, according to Burton and Rajendram (2019), translanguaging as a pedagogical practice helps to “enable cross-linguistic transfer, promotes collaborative language learning, and help students develop a more critical understanding of language and culture” (p. 26).

In general terms, the practices of translanguaging are clearly manifold, and the evidence in existing literature shows that it can bring several benefits, not only in the process of learning itself but also in the classroom environment and the learners' behavior and development. The examples of practices stated before will be used as references in this study.

2.3 Theoretical considerations

In order to comprehend the existence of the variety in English teachers' attitudes and practices toward the use of translanguaging in the EFL classroom, this section emphasizes two major opposing approaches to language teaching, as well as the theories and models they draw on. It also intends to explain how these two different perspectives have triggered a debate about whether using or not translanguaging in the language classroom.

2.3.1 Monolingual approach to language teaching

A monolingual approach to language teaching holds that “the target language should be the only medium of instruction” (Jingxia, 2010, as cited in Scopich, 2018, p. 10). This approach specifically draws on two different theories: The Universal Grammar (UG) of Chomsky and the Separate Underlying Proficiency (SUP) theory. The first one has treated monolingualism as “the normal state of mankind” (Lenung, 2009, p. 55), and it regards language competence “as innate, monolingual and arising from a homogeneous environment” (Canagarajah, 2011, p. 4). Similarly, the SUP theory assumes that “there is no connection and no transfer between first and second languages, and each language functions on its own” (Erdin & Salı, 2020, p. 3). It also suggests that “proficiency in a second language is only achieved through instruction in and exposure to that language, and first language should not be used for instruction” (Erdin & Salı, 2020, p. 3). The monolingual approach is also undergirded by the “two solitudes” model. This term was coined by

Cummings, not to advocate it, but “to counter it with his proposal of bilingual instruction in L2 classrooms” (Mukhopadhyay & English, 2016). In this model, languages are treated separately, and learners’ first language is regarded of less value (Erdin & Sali, 2020, p. 2); however, “there is not any research in the literature supporting this point of view” (Baker & Jones, 1998, as cited in Erdin & Sali, 2020, p. 2). Creese et al. (2018) contribute to this notion by proposing a “parallel monolingualism,” which maintains that “each Language is separate and proposes that each be used for specific functions” (Nambisan, 2014, p. 12).

In this way, people who speak more than one language are regarded as individuals that are composed of two monolinguals in one (Cardona, 2020). In other words, they are regarded as “individuals who possess two independent language systems” (Baker, 2011; García & Wei, 2014; Grosjean, 2010; Lorenzo, Trujillo, & Vez, 2011, as cited in Cardona, 2020, p. 18). This traditional notion also implies that “languages have boundaries that separate them” and thus, there should not be obstruction between the two languages (Rivera & Mazak, 2016, as cited in Cardona, 2020, p. 18).

2.3.2 Translanguaging approach

A second approach, translanguaging, “embraces the use of the first language as an aid” (Jingxia, 2010, cited in Scopich, 2018, p.10). Translanguaging scholars have evoked Vivian Cook’s (1999) notion of *Multi-competence* to combat all the monolingual assumptions presented before (Canagarajah, 2011). From this point of view, “multilinguals parallel process the diverse languages in their repertoire even when they function in a relatively homogeneous language”(Canagarajah, 2011, p. 4). The translanguaging approach also draws on the Common Underlying Proficiency (CUP) theory, coined by Cummins (1984), which claims that “when individuals produce output, languages operate separately, but in terms of cognitive functions, they

work interdependently, which means knowledge of the first language influences the acquisition of the second language (Erdin & Salı, 2020, p. 3). This model underlies translanguaging because “it places first language and second language side-by-side and offers that resorting to the first language contributes to the “development of the second” (Erdin & Salı, 2020, p. 3).

2.3.3 Translanguaging as a theory in pedagogy

Translanguaging itself has been also regarded as a theory by some authors. According to Vogel and García (2017), translanguaging:

posits that rather than possessing two or more autonomous language systems, as has been traditionally thought, bilinguals, multilinguals, and indeed, all users of language, select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts. (p. 1)

In general terms, this theory is undergirded by three main premises. The first one is that “individuals select and deploy features from a unitary linguistic repertoire in order to communicate” (Vogel & García, 2017, p. 4). The second one is that “it takes up a perspective on bi- and multilingualism that privileges speakers’ own dynamic linguistic and semiotic practices above the named languages of nations and states” (Vogel & García, 2017, p. 4). Finally, the third premise holds that “it still recognizes the material effects of socially constructed named language categories and structuralist language ideologies, especially for minoritized language speakers” (Vogel & García, 2017, p. 4).

From this perspective, language teaching is seen as “a dynamic process that engages students’ multiple meaning-making resources” (Mazak, 2017, as cited in Burton & Rajendram,

2019, p. 24), in which the educators' role is "to engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones" (García & Kano, 2014, as cited in Burton & Rajendram, 2019, p. 24). In this sense, translanguaging pedagogy "involves instructors helping their learners to become more aware of their entire linguistic repertoire, and how to use the various features of their repertoire for different situations, purposes, and tasks" (Wiley & García, 2016, as cited in Burton & Rajendram, 2019, p. 24). According to García, Johnson, and Seltzer (2017, as cited in Burton & Rajendram, 2019), translanguaging pedagogy has three main components:

- (a) a translanguaging stance, which is the belief that the diverse language practices of students are valuable resources that should be used in the classroom;
- (b) a translanguaging design, which involves the design of strategic plans that are informed by students' diverse language practices;
- and (c) translanguaging shifts, which require the ability to make moment-by-moment changes to the lessons according to students' needs. (pp 24-25)

Regarding the set of theories and models described above, it can be assumed that both monolingual and translanguaging approaches possess a strong basis. Therefore, the different positions, beliefs, and perspectives among scholars toward the use of translanguaging as a supporting tool in the process of learning and teaching English have caused a debate that continues to these days. These different positions, at the same time, are also reflected in the practices inside the language classroom. This research will be conducted through the lenses of these theories and models as well as the two opposing approaches that emerge from them.

2.4 Research on English teachers' practices and attitudes toward translanguaging use in the EFL classroom

This final section introduces an overview of some of the research that has been carried out on English teachers' practices and attitudes in relation to the use of translanguaging. It emphasizes the most relevant findings of each study as well as the gap existing in research about this topic.

As mentioned, translanguaging is relatively a new approach and there is still a necessity to develop research, especially when it comes to attitudes and practices towards translanguaging in EFL classrooms. However, few studies have been carried out on this topic. In the Mexican context, examples of this include the research carried out by Escandon (2019), which “sought to explore translanguaging in the linguistic landscape of Tijuana” (p.1), in the US-Mexico border. Also, it is worth mentioning the work of Schissel et al. (2018) which “examined how teachers in a multilingual context perceive and practice translanguaging in language classrooms” (p.2) of Oaxaca, Mexico.

Carroll and Sambolín (2016, as cited in Burton & Rajendram, 2019) claim that studies investigating instructors' attitudes have found that they “often experience tensions related to how often, when, where, and why they should use translanguaging in the classroom” (p. 26). Also, other studies showed that “while some instructors may recognize the value of translanguaging, they usually believe that it should be targeted to specific tasks, situations, and proficiency levels” (Burton & Rajendram, 2019, p. 26).

Nambisan (2014, as cited in Yuvayapan, 2019) “examined the attitudes and practices of English language teachers in Iowa towards translanguaging and found that the majority of the participants did not implement translanguaging practices in their classrooms although they believed in the importance of them” (p. 681). In the same way, McMillan and Rivers (2011 as cited in

Yuvayapan, 2019) “examined the attitudes of Native-English speakers of translanguaging at a Japanese university. They found that these teachers had positive attitudes about the selective use of L1 in English classes contrary to institutional policy” (p. 681).

In addition, Scopich (2018) carried out a study on the attitudes and practices of translanguaging by EFL teachers, in Croatia. Using questionnaires and classroom observations as well as a quantitative and qualitative analysis of the data, she found that “a considerable number of teachers implement translanguaging in their EFL teaching and acknowledge its benefits in these contexts”; however, they believe that “the use of the L1 should be kept to a minimum and only a small number of them claim that L1 should not be present at all in the EFL classroom” (p. 49). During her observations in the classroom, Scopich also noticed that translanguaging was used with the purpose of “making students’ comprehension of both unrelated and topic-related concepts easier and more successful,” and also that teachers specifically, “translanguaged during vocabulary analysis, grammar explanation, while emphasizing important points, giving feedback and directions, facilitating student responses and during classroom management” (Scopich, 2018, p. 49).

Another study conducted in an EFL classroom in Turkey was developed by Yuvayapan (2019). In this study,

English language teachers’ perceptions of translanguaging were examined through a questionnaire. Classroom observations were done to examine for what purposes they apply the use of L1 in their teaching and semi-structured interviews were done to Figure out the reasons of the differences between their perceptions and actual use of L1 (p. 678).

By means of quantitative and structural-coding analysis, the researcher found that EFL teachers' practices "went against their perceptions in some particular situations." The majority of the participants "felt that the use of Turkish by students was important to enable participation with lower proficiency students and they encouraged the use of Turkish in their classes"; however, there was "a sense of avoiding the use of Turkish to promote assistance to peers during activities and to explain problems not related to the content although over half of them emphasized the significance of these instances" (Yuvayapan, 2019, p. 690). A study in the University of Bogotá also shows that EFL educators see the L1 as "a tool to teach vocabulary and concludes that the L1 may be beneficial for communicating with learners in lower levels, for concept checking, for preparation of tasks, and for managing time effectively" (Cardona, 2020, p. 92).

2.4.1 Existing gap in the research

As mentioned previously, even though translanguaging and its benefits have been subject of study in numerous studies, there is a gap when it comes to the teachers' attitudes and practices about the use of translanguaging in EFL teaching. In relation to this, Burton and Rajendram (2019) claim that "even though many studies have focused on the pedagogical value of translanguaging in the English language classroom, research on the attitudes of instructors toward translanguaging is scarce, especially in higher education" (p. 26). Similarly, Scopich, (2018) emphasizes the necessity of developing research on this topic, by mentioning that:

to date very few studies have explored the translanguaging practices in the EFL classroom, and students' and teachers' awareness and attitudes towards these occurrences; therefore, there is a vital need for further research to address whether teachers and students in EFL

contexts are familiar with translanguaging, investigate what are their opinions on this practice and, finally, analyse the frequency of translanguaging. (p. 6)

Additionally, Nambisan (2014) points out the importance of filling this gap in research. He says that “one initial task to address the current gap in the literature is to survey the mindset of English language teachers towards including translanguaging into their classrooms (p. 31). Similarly, to the studies presented above, in order to contribute to fill this gap in research, the objective of this study is to explore the attitudes and practices of English teachers toward the use of students’ L1 (Spanish), as a translanguaging practice, in EFL classrooms at UQROO.

CHAPTER 3 METHODOLOGY

This chapter introduces the methodology applied in the development of this study. It defines the approaches and the design chosen by the researcher based on the nature of the questions stated at the beginning of this paper. Also, it encompasses the context where this study took place, as well as the sampling procedures and criteria for the selection of the participants. Finally, this chapter elaborates on the data collection instruments and analysis used in this study, and it delineates the procedures followed.

3.1 Research questions

As mentioned earlier, the main objective of this study was to explore the attitudes and practices of English language teachers towards the use of students' L1, as a translanguaging practice, in EFL classrooms, at UQROO. Therefore, the following research questions were formulated:

- What are the attitudes of English language teachers in the Centro de Enseñanza de Idiomas toward the use of students' L1 in EFL classrooms at UQROO?
- How do the practices of English language teachers in the Centro de Enseñanza de Idiomas align with their attitudes toward the use of students' L1 in the EFL classrooms at UQROO?

3.2 Research design

Regarding the nature of the research questions stated above, this study used a combination of quantitative and qualitative approaches; therefore, it followed a mixed methods design. This, certainly, allowed the researcher to accomplish the triangulation, which according to Heale and Forbes (2013), "is the use of more than one approach to researching a question with the objective

of increasing confidence in the findings through the confirmation of a proposition using two or more independent measures” (p. 98). In this sense, “the combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone” (Heale & Forbes, 2013, p. 98). Additionally, this study can be regarded as sequential and explanatory as it will begin with a quantitative phase that includes a broader sample, followed by a qualitative phase using a smaller sample of teachers (Creswell & Plano, 2012).

3.3 Participants

This section mainly provides a more detailed description of the participants that took part of this study, as well as the sample procedure and criteria that was used in order to choose them. It also gives an overview of the context in which the research took place.

3.3.1 Research context

The UQROO is the main public university in the state of Quintana Roo, and it has six campuses located in the cities of Chetumal, Cozumel, Playa del Carmen, Cancun, and Felipe Carrillo Puerto. This research was carried out at the main Chetumal campus, which offers around 16 bachelor programs divided into three academic divisions, which include Sciences, Engineering and Technology, Humanities and Languages and Economics and Political Sciences. The Chetumal campus also has, among many other services and facilities, a Language Learning Center (CEI), which is the direct context where the participants of this study were embedded. The CEI has a group of 30 professionals in the field of language teaching and is responsible for the instruction of English Language classes throughout all the different campuses in the University. This area of the UQROO is entrusted to provide academic services to the educational programs in a transversal way, via the general English program.

3.3.2 Sampling procedure and criteria

This study was carried out in two phases. The first one (quantitative phase) used a stratified random sample of 11 participants who fulfilled the criteria of current English language teachers belonging to the Language Learning Center (CEI) at UQROO. They were sent an electronic survey through Google Forms. The participants selected were stratified by language level. They taught English as a general core course, corresponding to one of the four English levels of introductory, basic, pre-intermediate, and intermediate. The following table shows the pseudonyms and the number given to each of these participants in phase 1.

Table 1 .

Participants of phase 1

Participant pseudonym	Participant number
Eden	P1
Daniel	P2
Mary	P3
Gabriella	P4
Emma	P5
Ana	P6
Natalia	P7
Amelia	P8
Olivia	P9
Gael	P10
Damian	P11

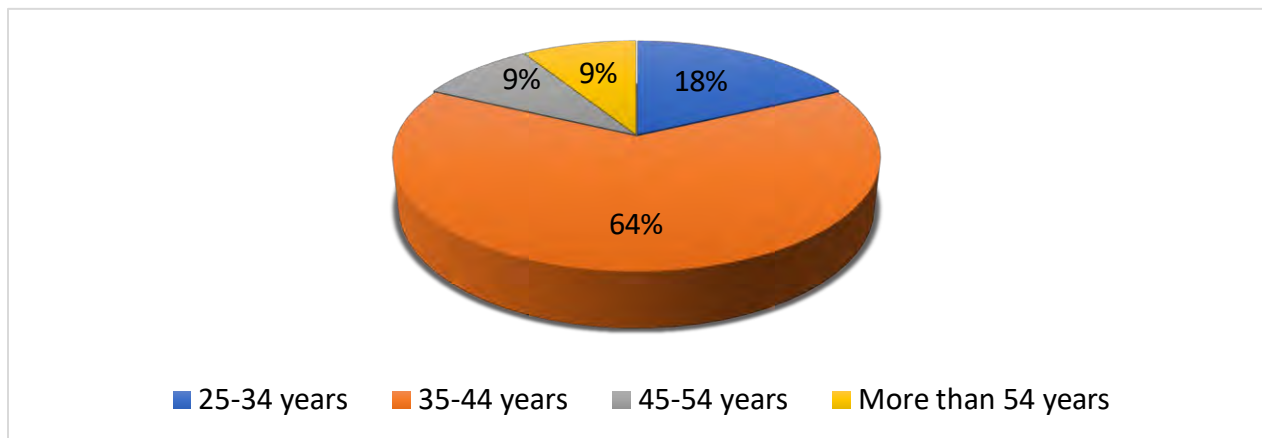
Source: own elaboration

From this sample, 63.6% were women and 36.4% were men. The age of 64% of the total ranged from 35 to 44 years old, while 18% were between the ages of 25 and 34. Only the ages of

a very small portion ranged from 45 years to more than 54 years old. Therefore, the most part of the chosen population are women, ranging from 35-44 years old (Figure 1).

Figure 1

Age of participants

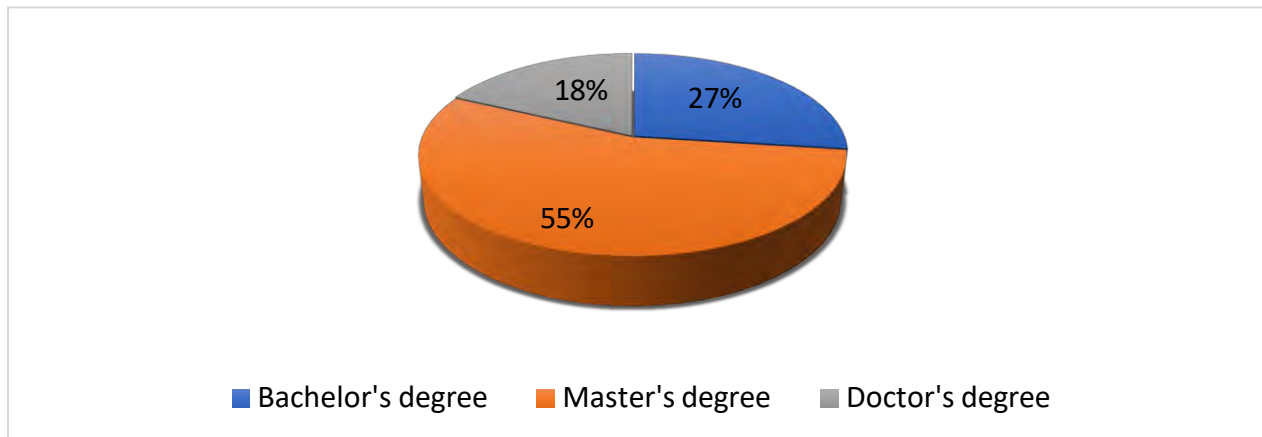


Source: own elaboration

Additionally, in terms of the last degree obtained by the participants, 55 % have a master's degree, 27% have a bachelor's degree, and only 18% claimed to have a doctor's degree. Finally, the majority of the surveyed participants (37%) have between 12 and 16 years of work experience at the UQROO, while the two lowest percentages (18 %) have between 7-11 years and 17-21 years of experience.

Figure 2

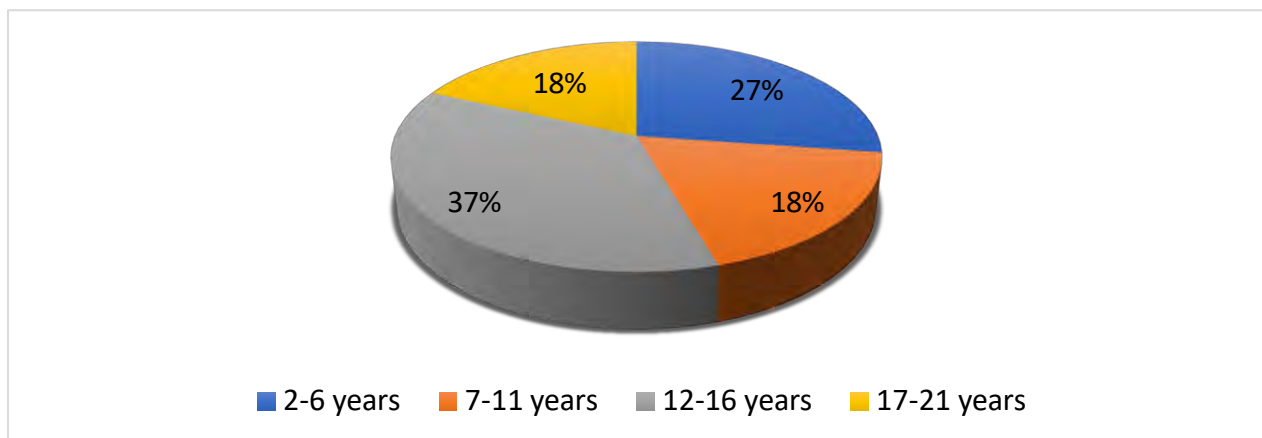
Participants' last degree obtained



Source: own elaboration

Figure 3

Participants' years of teaching experience



Source: own elaboration

Subsequently, the second phase (qualitative phase) included four participants of the first phase to observe some of their classes. These participants were selected using a non-probability convenience sampling since the classroom observations highly depended on the willingness and openness of the participants to be observed during their teaching practice. This type of sampling involves “selecting a sample based on time, money, location, availability of sites or respondents,

and so on” (Merriam, 2009, p. 79). The following chart specifies the four participants that were chosen in phase 2.

Table 2

Participants of phase 2

Participant pseudonym	Participant number
Mary	P3
Gabriella	P4
Ana	P6
Natalia	P7

Source: own elaboration

3.4 Instruments

In order to carry out this research, two instruments were used to collect data: an online questionnaire and classroom observations. The questionnaire was applied during the first phase of the study to gauge the English language teachers’ attitudes and practices towards the use of Spanish (L1) in their classrooms. This instrument seems to be the most suitable for this research purpose. According to Johnson and Christensen (2017), “researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants (p. 183). In other words, “researchers attempt to measure many kinds of characteristics using questionnaires” (Johnson & Christensen, 2017, p. 183).

The questionnaire was adapted using the one by Nambisan (2014), which is also based on the work of McMillan and Rivers (2011) (see appendix A). Since Nambisan’s study took place in

an English as Second Language (ESL) context, three items related to the teachers' and students' native language, teachers' level of proficiency in the students' L1, and the context of teaching (bilingual/dual language school or mainstream school) were deleted from the original questionnaire. On the other hand, three items related to the teachers' general information (gender, age, degree) and four items related to teachers' attitudes were added. A total of 18 items were included in the questionnaire for the current study, which aimed to gather information about two aspects: first, teacher's general information such as gender, age, degree, and years of teaching experience; second, the opinions and perceptions of English language teachers about the use of Spanish in the classroom, the importance that they place on it, and the frequency with which it is used in their classrooms. The questionnaire items focused on this last aspect were presented in a closed-ended format and Likert-type scale, which is "a rating system originally devised in order to measure attitudes, opinions and perceptions in a scientifically accepted and validated manner" (Joshi et al., 2015, p. 397).

According to Ospina et al. (2005), Likert scales are often used in attitudes measurement. They are considered easy to create; also, they allow to achieve high levels of reliability and, in comparison with other scales, they require a few items. On the other hand, the close-ended questions about attitudes and behavior have shown different advantages. Firstly, Hyman and Sierra (2016) claim that closed-ended questions don't require critical communication skills and they are simpler to answer since the respondents only have to select from a set of alternatives. Moreover, they are quick to answer, and that gives the researcher the chance to ask more questions on a broader range of topics (Hyman & Sierra, 2016). Also, closed-ended questions need little or no interviewing skills to be administered. They are easily pre-coded, and they require basic analyses (Hyman & Sierra, 2016).

The questionnaire used in this study also included four open-ended questions, which “offer participants an opportunity to provide a wide range of answers” (Hyman & Sierra, 2016, p. 13). These questions allowed the teachers to answer how beneficial they consider translanguaging and their general perceptions and opinions about the use of Spanish in the classroom by both teachers and students. These items also supported the information obtained from Likert-type questions by allowing the researcher to reflect on their answers and the reasons behind them.

The questionnaire was applied online using the free software package Google Forms. The questionnaire was sent to the participants via e-mail. Subsequently, the results of the questionnaire were saved in the researcher’s account. The questionnaire was administered online because of the many advantages it may bring to the study. Firstly, according to Joshi et al. (2015), internet questionnaires are inexpensive since they only require software that is sometimes free for small-scale projects. Moreover, it allows the researcher to include everyone in the sampling frame and the participants can complete the questionnaire anytime they want to, not to mention that they imply a quick turnaround (Joshi et al., 2015).

The second instrument used in this study was the natural and non-participative classroom observations. These observations were carried out during the second phase of the study in order to observe the practices of English language teachers in relation to the use of Spanish (L1) inside the classroom. According to Johnson and Christensen (2017), observation in research refers to “the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest” (p. 197). The same authors claim that observation is an important way of collecting information because, in social and behavioral sciences, attitudes and behavior are not always congruent; that is, people do not always do what they say or think. Therefore, “due to this potential incongruence between attitudes and behavior, it is useful for researchers to collect observational data in addition to self-data” (Johnson & Christensen, 2017, p. 197). Two

observations per participant were conducted over a period of two weeks. Because this study was carried out during a global pandemic, the observations were conducted online by means of Microsoft teams, which was one of the official platforms used in online classes at the university at that moment.

With the use of these two instruments described above, the researcher was able to achieve data triangulation, through which “findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results” (Hales, 2010). Moreover, triangulation can strengthen conclusions about findings and reduce the risk of false interpretations (Hales, 2010).

3.5 Procedures

In order to have an estimate of the answering time of the instrument and to measure its validity and reliability, during the first phase, the initial step was to pilot it with 3 teachers who were not participating in the study. Once the validity and reliability of the instrument was deemed positive, the researcher contacted the corresponding authorities to proceed with the application of it. Therefore, following the ethical procedures and consent, the next step was to send a request to the head of the Language Learning Center (CEI) in order to ask for his permission to request the participation of the English language teachers of the CEI. Once the head’s approval was obtained, the researcher proceeded to contact the potential participants to ask them for their approval to take part in the study. The four teachers who confirmed their participation in the study were asked to sign a letter of consent, which was included in the first section of the online questionnaire. The questionnaire was applied online, so the researcher sent each participant the link to access the questionnaire via e-mail. When participants submitted their responses, the following step was to carry out the corresponding quantitative/qualitative data analysis.

Once the researcher analyzed the data resulting from the questionnaire application, the researcher proceeded to the second phase, which involved classroom observations. Participants were invited to participate voluntarily. Classroom observations were scheduled according to the availability of each participant, and they were video/audio recorded for further analysis. When the researcher finished carrying out the classroom observations, the next step was to conduct a qualitative analysis of the collected data. The data analysis is described in the following section.

3.6 Data analysis

In this study, the researcher relied on both qualitative and quantitative data analysis. For the analysis of the data obtained from the questionnaire's Likert-type items (5 and 3-point Likert type), the researcher used descriptive statistics to calculate the percentages of each of them, which includes central tendency frequencies. According to Boone and Boone (2012), these are the types of descriptive statistics recommended to properly analyze Likert-type items since they fall into the ordinal measurement scale due to the fact that the numbers assigned to them express a "greater than" relationship instead of implying how much greater that relationship is.

In order to analyze the qualitative data resulting from the classroom observations of the second phase of the study, transcriptions of the audio/video recordings were first carried out. According to Davidson (2009), transcription is "a practice central to qualitative research" (p.35). It is considered a "representational process" (Bucholtz, 2000; Green et al., 1997, as cited in Davidson, 2009, p.37), and it:

encompasses what is represented in the transcript (e.g., talk, time, nonverbal actions, speaker/hearer relationships, physical orientation, multiple languages, translations); who

isrepresenting whom, in what ways, for what purpose, and with what outcome and how analysts position themselves and their participants in their representations of form, content,and action. (p. 38)

This method was used in this study since it involves close observation of data through repeated careful listening (and/or watching), which at the same time gives rise to a familiarity withthe data that can facilitate realizations or ideas which emerge during analysis (Bailey, 2008).

Additionally, the researcher made use of coding in order to analyze each extract of the transcriptions as well as the open-ended questions from the questionnaire. Merriam (2009) claims that coding is also known as “the process of making notations next to bits of data that strike you as potentially relevant for answering your research questions” (p.178). Open coding was used at the beginning of the analysis since it allows the researcher “to be as expansive as he wants when identifying any segment of data that might be useful, as well as to be open to anything possible at this point” (Merriam, 2009, p.48). In this case, the notes, comments, or codes intended to be used for this analysis were made in accordance withthe second research question previously stated, paying special attention to those English teachers’ practices inside the classroom related to their attitudes towards the use of the L1 Spanish.

Subsequently, once the researcher finished assigning codes to each bit of data or information, axial or analytical coding was used. This kind of coding can be defined as the process of grouping the open codes (comments or notes) that seem to go together (Corbin & Strauss, 2007,as cited in Merriam, 2009), and “it goes beyond descriptive coding” (Merriam, 2009, p. 180). According to Richards (2005, as cited in Merriam, 2009), analytical coding “comes from interpretation and reflection on meaning” (p. 180).

At the end of this process, the researcher obtained a draft outline or classification system

that allowed for the construction of the possible categories for this study. Merriam (2009) considers a category as a “conceptual element that “covers” or spans many individual examples (or bits or units of the data you previously identified) of the category” (p.181). As the process of assigning codes went on, the researcher refined and revised the initial set of categories to make changes such as adding or renaming categories. For this study, segments or units of the data were organized in folders labeled with a category name. Each of these units of data had original identifying codes (for example, the observed participant’s name or line numbers of the extract) since this would “enable the researcher to return to the original transcript, field notes, or document to review the context of the quote” (Merriam, 2009, p.182).

In general, the analysis of the qualitative data used comparative and inductive strategies. The researcher started by looking at and paying attention to particular and detailed pieces or bits of data, which were then reduced, and more general categories were formed (Merriam, 2009). In the process of assigning codes and attributing them to different categories, comparisons among them were also necessary. By the end of this analysis, a sense of saturation was reached and, thus, a more deductive mode, which is, according to Merriam (2009), “to reach the point at which no new information, insights or understanding are forthcoming” (p. 183).

3.7 Trustworthiness

This section provides an overview of the strategies that the researcher applied in order to increase the credibility and validity of this study. A brief definition of each of them is provided, as well as a description of its importance in research trustworthiness. Additionally, this section emphasizes how these strategies were used.

3.7.1 Triangulation

One of the strategies used during the development of this research is triangulation. This term has its origins in “the field of navigation where a location is determined by using the angles from two known points” (Heale & Forbes, 2013, p. 98). Triangulation is “probably the most well-known strategy to shore up the internal validity of a study” (Merriam, 2009, p. 215). According to Noble and Heale (2019), “ combining theories, methods or observers in a research study can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome” (p. 67). In addition, “it helps to explore and explain complex human behaviour using a variety of methods to offer a more balanced explanation to readers” (Joppe, 2000, as cited in Noble & Heale, 2010, p. 67).

Denzin (1978) has proposed four types of triangulation (Merriam, 2009), from which, only two were used in this study. The first one is triangulation using multiple methods of data collection, also known as methodological triangulation, which “promotes the use of several data collection methods such as interviews and observations” (Noble & Heale, 2019, p. 67). Merriam (2009) claims that this type of triangulation refers to “comparing and cross - checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow - up interviews with the same people” (p. 216).

In this study, a mixed-methods design was used, and both questionnaires and classroom observations were carried out. This allowed the researcher not only to obtain data of different natures (qualitative and quantitative data) but also to check, compare and analyze this data from different perspectives or angles. In addition, the use of the quantitative method, along with the qualitative method in this study, helped to expand and broaden the information obtained from the participants, providing findings with a stronger basis. In this way, this study was able to reach

both kinds of triangulation.

3.7.2 Peer examination

Finally, another strategy used in this study was peer examination, also known as peer review. This strategy refers to the process included in the thesis or dissertation committee in which each member reads and comments on the findings (Merriam, 2009). Therefore, this study was conducted under the supervision of a professor knowledgeable and experienced in the topic of translanguaging. Moreover, it was rigorously revised by the members of a thesis committee, who made comments on some aspects of the work, such as the theoretical basis that underpins the research and the methodology that was used; they also helped revise the interpretations of the findings based on the obtained data.

CHAPTER 4 FINDINGS

The main objective of this research was to identify the attitudes and practices of English language teachers towards the use of Spanish, as the L1, in EFL classrooms at the Autonomous University of the State of Quintana Roo. The data from this study were collected through an online questionnaire and classroom observations. The findings suggest that participants' attitudes aligned with their practices in most of the contexts commonly presented inside the classroom. This alignment between attitudes and practices will further be examined in two main sections, according to the research questions framed in this study. The first section will focus on the attitudes of English language teachers towards the use of Spanish as the L1 in the classroom, while the second one will analyze how the practices of English teachers regarding the use of L1 and L2 in the classroom aligned with their claimed attitudes.

4.1 Attitudes of English language teachers towards the use of the L1 in the classroom

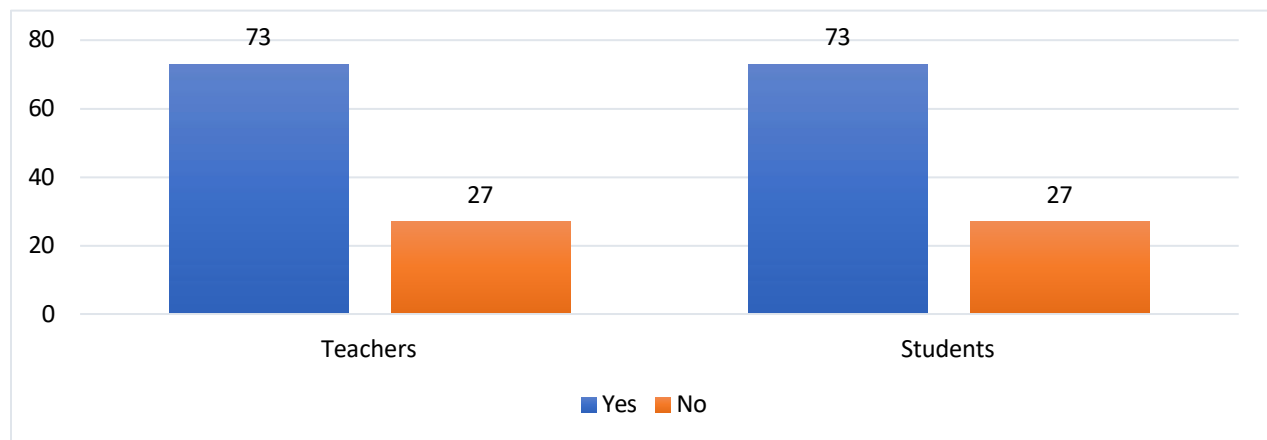
The first research question that guided this study was regarding the attitudes of English language teachers in the Centro de Enseñanza de Idiomas toward the use of students' L1 in EFL classrooms at the Autonomous University of the State of Quintana Roo. This section is divided into two main parts. The first one analyzes teachers' general attitudes towards this practice, while the second one will examine teachers' attitudes related to the use of Spanish in specific contexts and for different purposes.

4.1.1 Teachers' overall attitudes regarding the use of Spanish in ELT

As part of the questionnaire, participants were asked about their attitudes regarding the use of Spanish during English language classes. According to Figure 4, 73% (n=8) of the participants considered that both teachers and students should use Spanish during English language lessons, while only 27% (n=3) of them thought this practice, either by the teacher or the student, should not happen in this context.

Figure 4

Teachers' general attitudes regarding the use of Spanish in EFL classrooms

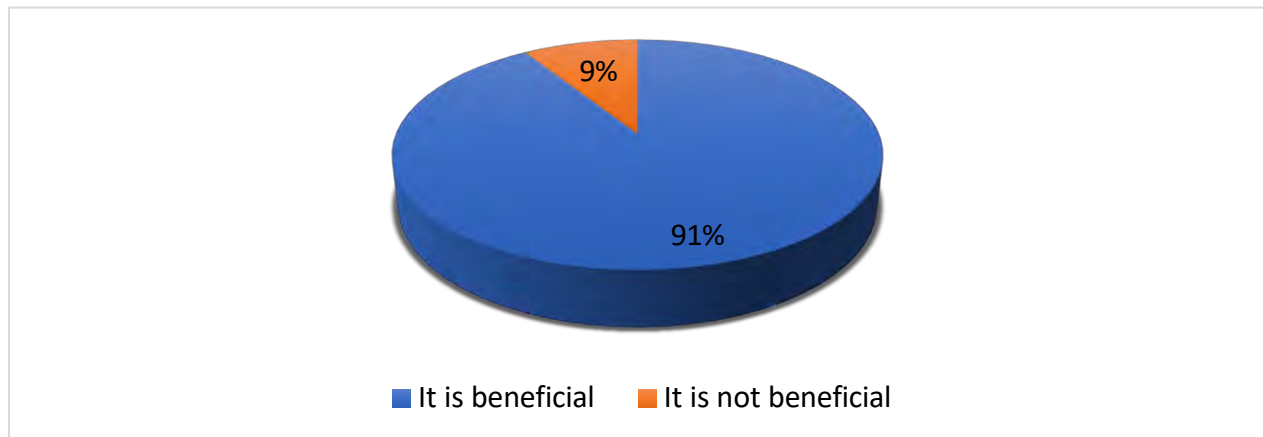


Source: own elaboration

Another aspect covered in the questionnaire was the benefit of students' L1 in the English language classroom. Participants were asked whether they found the use of Spanish during English language lessons beneficial. As shown in Figure 5, 91% (n=10) believe this practice is beneficial, while only 9% (n=1) disagree with this statement.

Figure 5

Teachers' attitudes related to the benefit of Spanish usage in the EFL classrooms



Source: own elaboration

It is remarkable that even though 73% (n=8) of the participants showed themselves in favor of using Spanish during the English language lessons, a bigger percentage was aware of the benefits that using the L1 in the classroom can bring to the English language learning process.

Qualitative findings from this study allowed us to identify the situations and contexts in which participants believed using Spanish is beneficial or detrimental. Table 3 shows the main codes that emerged from their answers. It is divided into two main categories. Each of them is analyzed in the following paragraphs.

Table 3*Contexts of L1 detrimental and beneficial usage*

Category	Axial Code	No	Code	Participants
Contexts in which using the L1 is beneficial	When teaching content	1	When providing explanations related to content	P1, P7, P8
		2	When clarifying important/complex information	P3, P5, P10, P11
	In low proficiency classrooms	3	When it comes to students with basic/ introductory levels	P2
	When there is no pedagogical purpose in its use	4	When the L1 is overused by the teacher	P3, P9, P6
		5	When it is not directly asked by the students	P5
Contexts in which using the L1 is detrimental	When evaluating	6	In activities of production	P4
			In exams	P8
	When teaching content	7	Explaining content	P10
	Classroom management and routine procedures	8	Giving instructions	P10
7		Asking for permission	P10	

Note: This table shows the contexts in which participants considered detrimental or beneficial the use of Spanish during the EFL lessons. The codes emerged from the participants' answers to an open-ended question from the survey applied. Source: own elaboration

The first category corresponded to the situations in which teachers consider the use of the L1 as beneficial in the classroom. These situations included providing explanations related to content. Participants expressed that using Spanish is beneficial “when teaching abstract grammar concepts” (P1) or “explaining different structures” (P7). Additionally, participant 8 emphasized that sometimes it is important to “explain complicated topics using very simple language and, in the language, they understand better”.

Moreover, teachers added a second situation in which the use of the L1 can be beneficial. This has to do with clarifying important or difficult information. According to participants, using Spanish can also be convenient when clarifying “instructions and a concept or very difficult word or phrase” (P3) since it “helps students' comprehension and the class to run smoothly” (P3). On the beneficial use of Spanish, it was also mentioned that using Spanish “in a low level is important” (P2).

When it comes to the context in which participants did not consider it favorable to use Spanish, four codes emerged. First, this practice was considered detrimental when it had no pedagogical purpose. For example, “when you abuse using it (Spanish) in the classroom or when you use it for whole translation of sentences or texts” (P9). They recognize that “sometimes it is useful and easier, but not all the time” (P3). Also, participants emphasized that Spanish can affect students when it is used “in unnecessary moments or when it's not required or asked by them” (P5) since “it may not help them to try to use the target language in their speech” (P5) and “you are sending the message of translating every single word, which does not allow students to think in English” (P6). Situations such as assessments and evaluations were also included in this category. Participants claimed that the use of Spanish “is not recommended when the purpose of an activity is production” (P4) or in exams because students can “believe they can speak Spanish too” (P8).

Finally, the fourth and fifth codes correspond to classroom management and routine procedures. In this respect, teachers argued that “if you use it [Spanish] for basic things like giving instructions, explaining vocabulary or students use it for asking for permissions” (P10), it can be detrimental for students.

4.1.2 Teachers’ attitudes about the use of Spanish in specific contexts in ELT

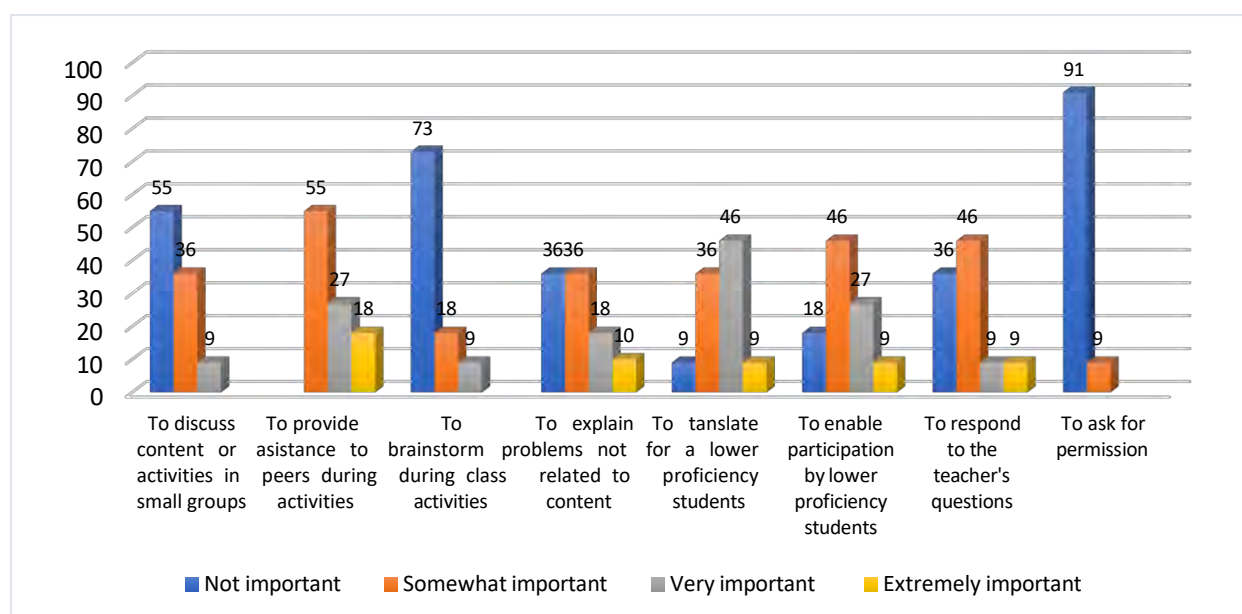
The questionnaire also aimed at collecting information related to how important participants consider the use of Spanish is in specific contexts inside the classroom for students. Broadly speaking, Figure 6 shows that the category ‘somewhat important’ is present in all the contexts covered in the questionnaire. Moreover, categories such as ‘not important’ and ‘very important’ were only absent in contexts where students asked for permission and provided assistance to peers during activities, respectively. The category ‘extremely important’ was the only one present in five of the seven contexts given, and it is absent in situations that include discussing content or activities in groups and asking for permission.

It is worth mentioning that a considerable percentage of participants did not believe it is important for students to use Spanish in contexts such as discussing content or group activities (55%, n=6), brainstorming during class activities (73%, n=8), and asking for permission (91%, n=10). Less than 40% considered this practice as somewhat important/ very important.

When it comes to providing assistance to peers during activities, enabling participation by lower proficiency students, and responding to the teacher’s questions, the most frequent answer given by the participants was somewhat important, showing percentages of 55%(n=6), 46% (n=5) and 46% (n=5), respectively. In these contexts, less than 30 % considered using Spanish is not important at all. However, once again, the smallest percentages mainly corresponded to the categories of very and extremely important (between 9-27%).

Figure 6

Teachers' attitudes towards students' Spanish use in specific contexts



Note: This figure shows how important it is for teachers that students use of Spanish in specific contexts of the EFL classroom. It emerged from the Likert scale questions of the survey applied. Source: own elaboration

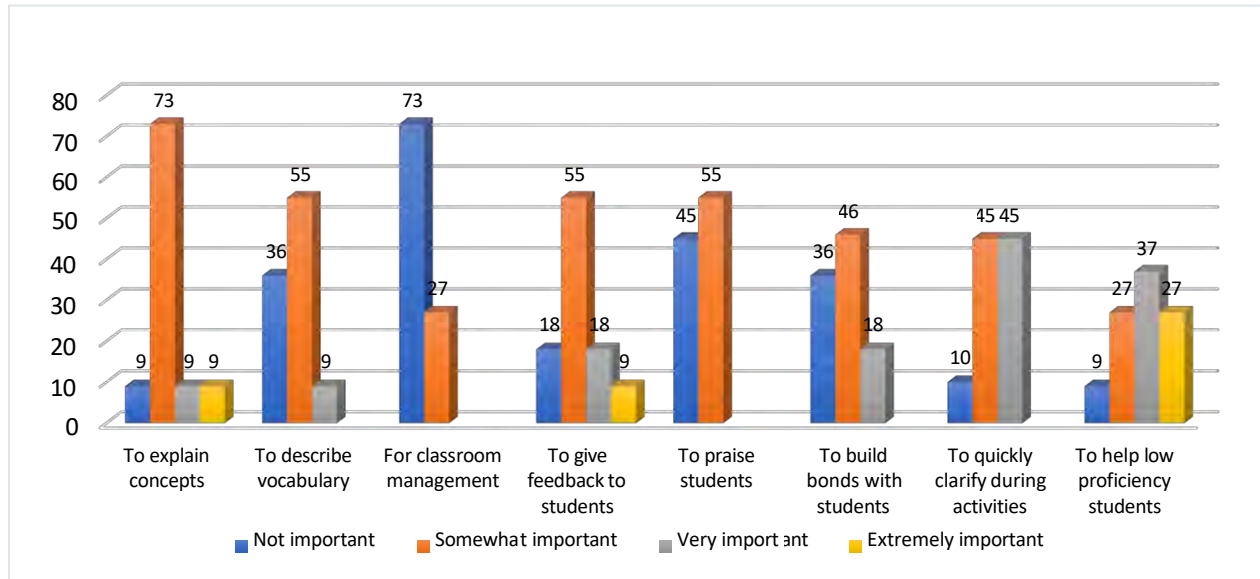
Finally, two more interesting findings are worth mentioning. First, most of the surveyed participants (around 46%, $n=5$) believed that when it comes to translating for lower proficiency students, it is very important for learners to use Spanish. Only 9% ($n=1$) of them did not give any importance to this practice, at least not in this specific context. Secondly, when it comes to explaining problems unrelated to content, the biggest percentages corresponded to the categories not important and somewhat important. As pointed out in Figure 6, both of them reflected a percentage of around 36% ($n=4$), while only 18% ($n=2$) and 10% ($n=1$) of participants believed using Spanish is very/extremely important for students in this same context.

Similarly, participants were also asked about how important they consider it is for teachers to use Spanish in situations within the classroom. Figure 7 shows that while categories such as 'not important' and 'somewhat important' were present in all the contexts proposed, the category of

‘extremely important’ was considered only in contexts that included explaining concepts, giving feedback to students, and helping low-proficiency students. Additionally, the category ‘very important’ was absent only in situations involving classroom management and praising students.

Figure 7

Teachers' attitudes towards the use of Spanish in specific contexts



Note: This figure shows how important it is for teachers the use of Spanish in specific contexts of the EFL classroom, according to the participants’ perspective. It emerged from the Likert scale questions of the survey applied. Source: own elaboration

When it comes to contexts such as describing vocabulary, giving feedback to students, and praising students, 55% (n=6) of participants believed that it is somewhat important for teachers to use Spanish. Also, in these specific contexts, it is worth mentioning that the second most frequent answer was the category ‘not important,’ reaching percentages of 36% (4), 18% (n=2), and 45% (n=5), respectively.

In the case of the moments in which the teachers’ aim is to build rapport with students, a significant number of participants (around 46%) considered this practice sort of important or not

important at all (36%). Surprisingly, in all these mentioned contexts, only a few participants (between 9% and 18%) considered that it was very/extremely important for teachers to make use of Spanish.

The use of Spanish for classroom management was also regarded as not important by 73% (n=8) of the participants, while 27% (n=3) believed this practice is little important. In this case, the rest of the categories weren't even considered by the teachers. A remarkable aspect of these data is that providing explanations, clarifying during activities, and helping low-proficiency students were the only contexts recognized by the teachers as moments in which using Spanish can be beneficial (Table 3).

In the case of situations where it is necessary to provide explanations of concepts, 73% of participants believed that it was somewhat important for teachers to use Spanish, while only 18% (n=2) considered it was very/extremely important. Nearly the same percentage (around 27% n=3) recognized that using Spanish was beneficial in this context. Moreover, when it comes to clarifying during activities, 45% (n=5) of participants believed it was somewhat important to use Spanish. Interestingly enough, the same percentage (45%, n=5) considered this practice very important. Once again, it was noted that a similar percentage of teachers found using Spanish beneficial in this specific situation.

In summary, an important percentage of the participants agreed that Spanish should be used, either by the teacher or students, inside the EFL classrooms. They also recognized the benefit of this practice during English language lessons, especially when it comes to lower proficiency students and in contexts that involve explaining or clarifying more elaborated or relevant information. However, despite showing an open attitude towards the use of the L1, participants tended to give some or no importance to this use (either by the teacher or students), at least in the most common moments that can occur inside the classroom. It is remarkable that teachers' beliefs

about the importance of using the L1 in at least 2 of the contexts (explaining the content and providing clarification during activities) aligned with their beliefs about the benefit of this practice in such contexts.

4.2 Practices of English language teachers regarding the use of Spanish in ELT

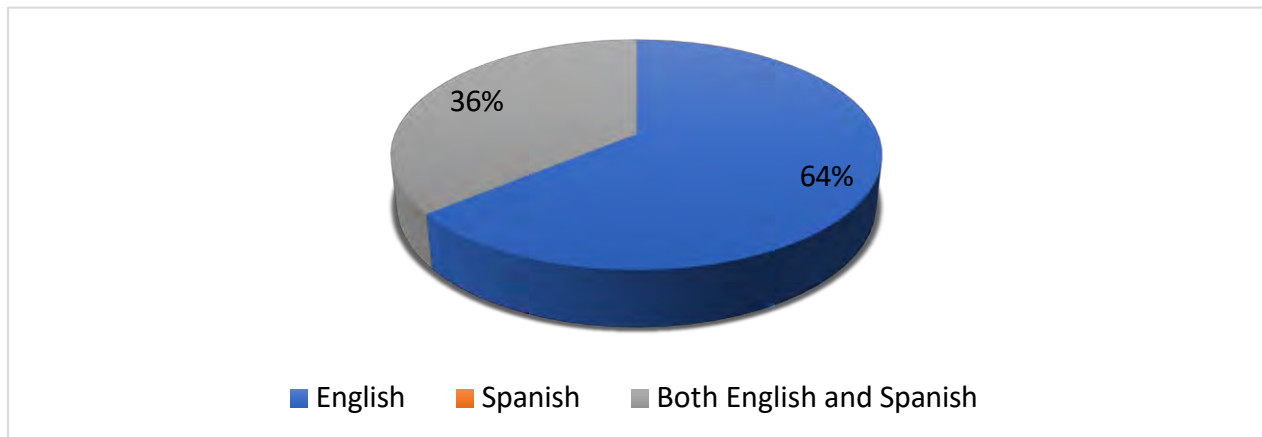
The second research question that guided this study was how the practices of English language teachers in the Centro de Enseñanza de Idiomas aligned with their attitudes toward the use of students' L1 in EFL classrooms at UQROO. This section draws on teachers' claimed attitudes regarding their practices and the observed practices in classrooms. First, the overall role of L1 in ELT practices will be discussed. The second section will address the role of L1 in specific contexts. A final section is dedicated to the overall alignment between the claimed attitudes and practices.

4.2.1 The role of L1 in ELT practices

As shown in Figure 8, when it comes to the language of instruction, around 64% (n= 7) of the teachers said they exclusively used English inside the classroom, while 36% (n=3) claimed to use both English and Spanish.

Figure 8

Teachers' claimed main language of instruction

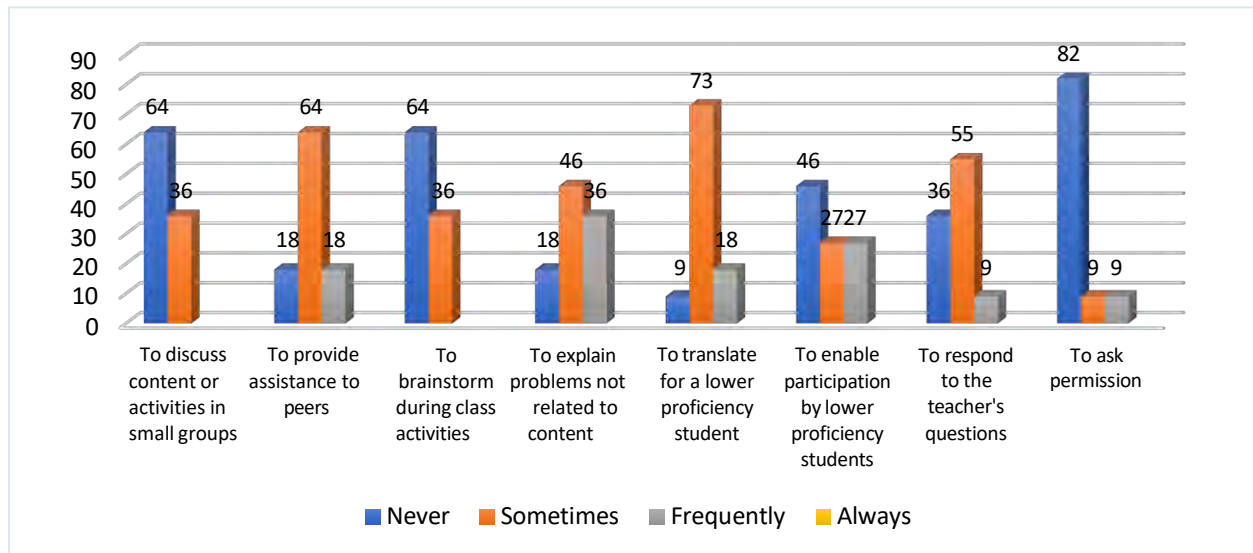


Note: This figure displays the main language of instruction reported by the participants of the first phase in the online survey. Source: own elaboration

The encouragement of the use of Spanish inside the classroom was a practice of interest in this study. Figure 9 displays the frequency with which participants encouraged students to use their L1 at different moments of the class.

Figure 9

Teachers' encouragement practices in relation to the use of L1



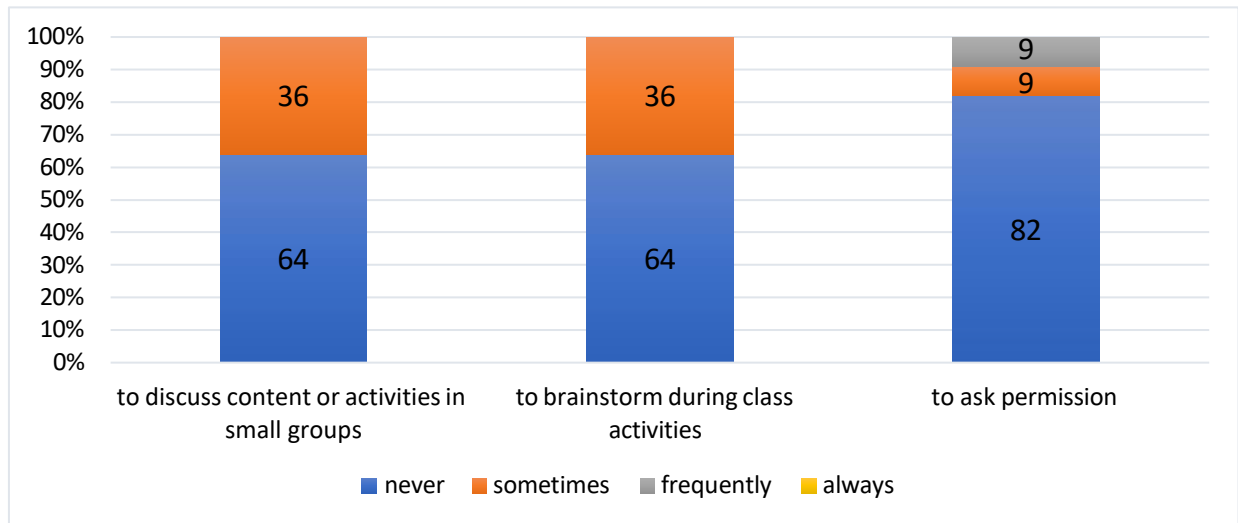
Source: own elaboration

In general, the categories “never” and “somewhat” were considered by the participants in all the contexts provided. In contrast, the category “frequently” was present in at least 6 of the situations, not being chosen by teachers when discussing content or activities in small groups and brainstorming during class activities. The category “always” was not present in any of the contexts.

A remarkable aspect is that more than 60% ($n=7$) of participants claimed to never encourage or use Spanish in activities, such as discussing content or group work (64% $n=7$), brainstorming during class activities (64% $n=7$), and asking for permission (82% $n=9$). When comparing this frequency to the claimed use of Spanish in these three specific contexts, we can observe an alignment between the participants’ attitudes and the importance they give to this same practice since similar percentages of participants (more than 50% $n=6$) do not find the use of Spanish important at all, as shown in Figures 10 and 11.

Figure 10

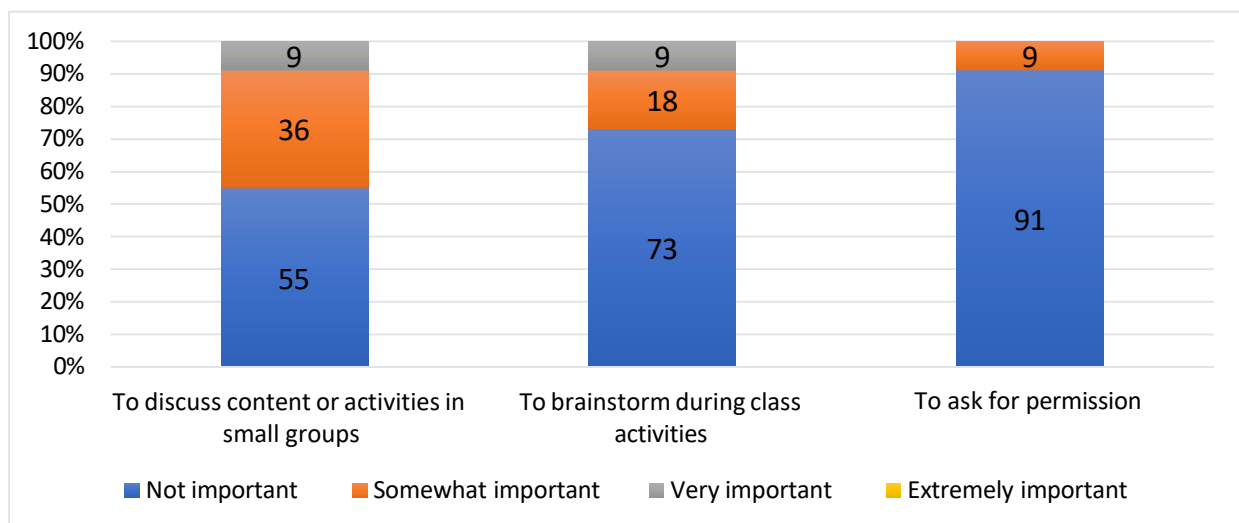
Teachers' encouragement practices in relation to the use of L1 in specific contexts



Note: This figure displays the claimed frequency with which teachers encourage the use of the L1 for purposes such as discussing content in small groups, brainstorming during class activities and asking permission. Source: own elaboration

Figure 11

Teachers' attitudes towards the use of Spanish by students in specific contexts

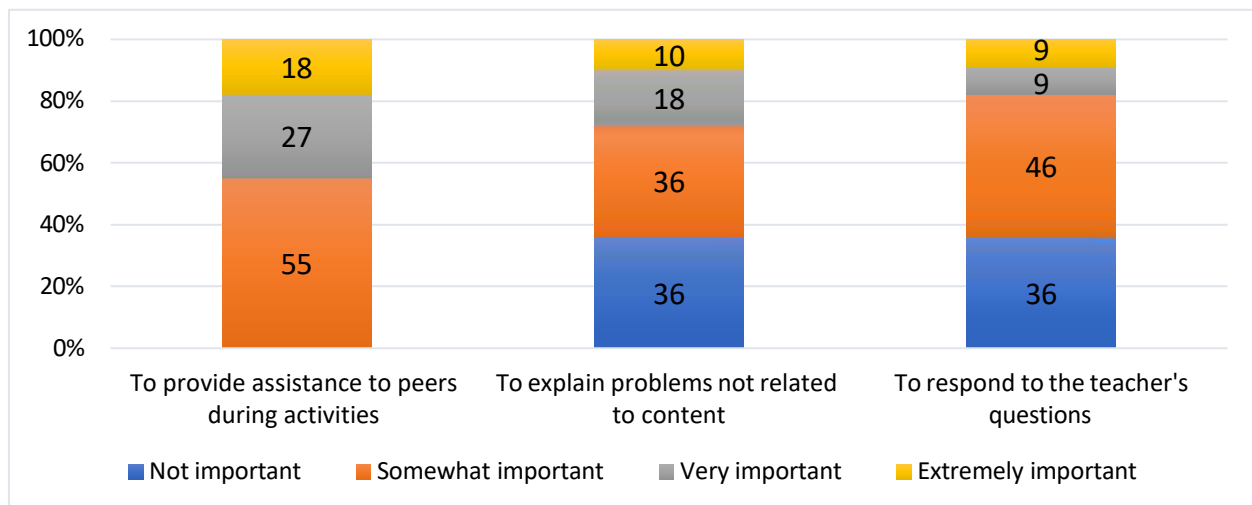


Note: This figure displays how important participants consider the students' use of the L1 for purposes such as discussing content in small groups, brainstorming during class activities and asking permission. Source: own elaboration

This same coherence between attitude and practice was also observed in contexts such as providing assistance to peers (64%, n=7), explaining problems unrelated to content (46%), and responding to the teacher’s questions (55%). The largest percentage of participants claimed that using Spanish is somewhat important for students and similar percentages suggest it is only sometimes encouraged. When it comes to explaining problems unrelated to content, around 36% of the teachers claimed that they do not find it important to use Spanish; however, the same percentage said they frequently encouraged or observed this activity in their classrooms.

Figure 12

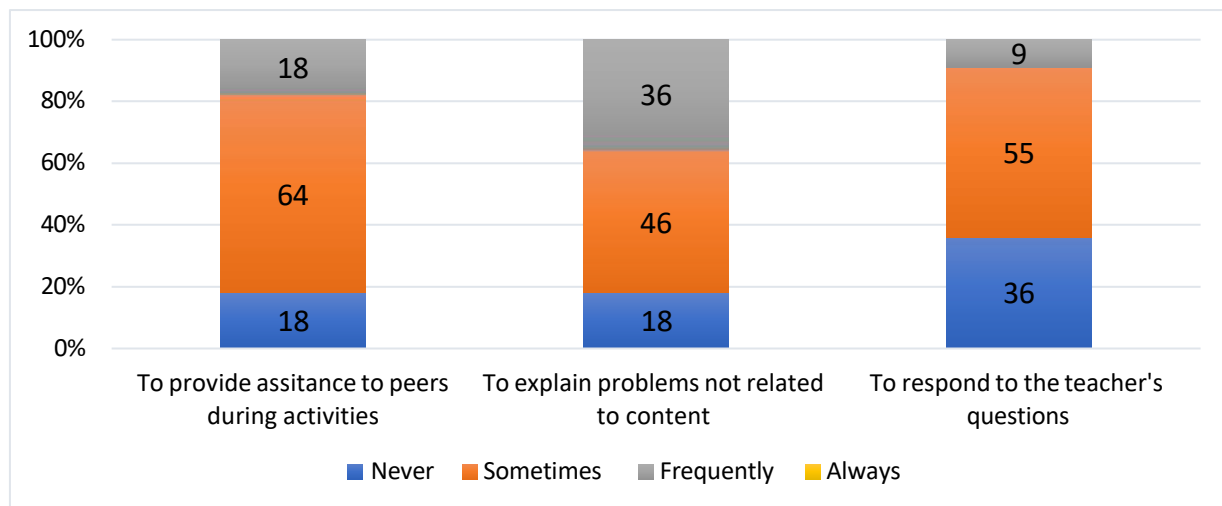
Teachers’ attitudes towards the use of Spanish by students in specific contexts



Note: This figure displays how important participants consider the students’ use of the L1 for purposes such as providing assistance to peers during activities, explaining problems related to content and responding to the teacher’s questions. Source: own elaboration

Figure 13

Teachers' encouragement practices in relation to the use of L1 in specific contexts

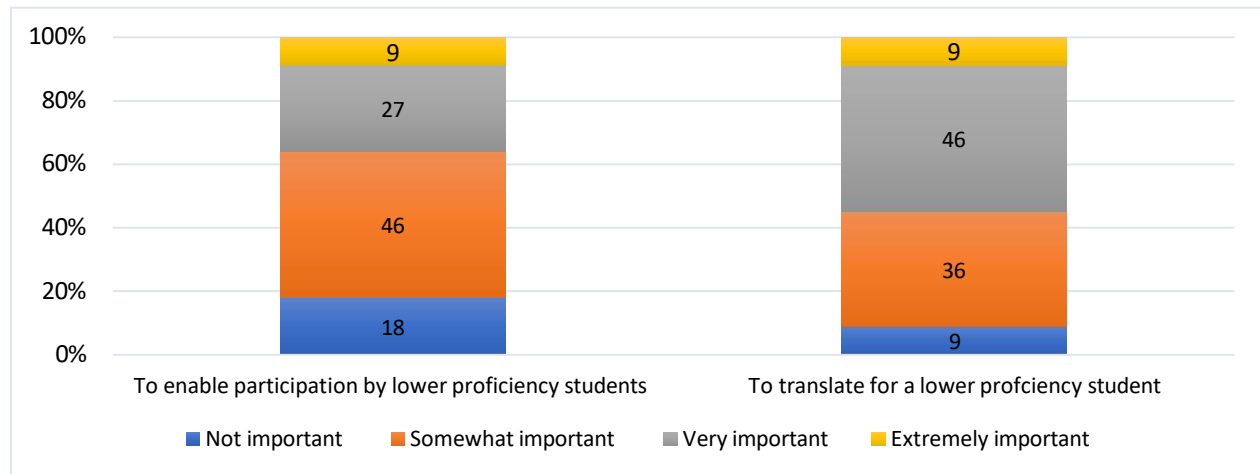


Note: This figure displays the claimed frequency with which teachers encourage the use of the L1 for purposes such as providing assistance to peers during activities, explaining problems related to content and responding to the teacher's questions. Source: own elaboration

On the other hand, looking at specific situations, such as translating and enabling participation by lower proficiency students, two interesting findings arose. Firstly, even though 46% of the participants believed it is very important for students to use Spanish when translating for a lower proficiency student, 73% encouraged its use for this same purpose, and only 18% reported doing it frequently. Secondly, when it comes to enabling participation for a lower proficiency student, 46% of the teachers claimed that it is somewhat important that students use their native language, but the same percentage never encouraged them to use it in this specific context. As illustrated in Figure 15, 27% of teachers claimed to carry out this practice more frequently.

Figure 14

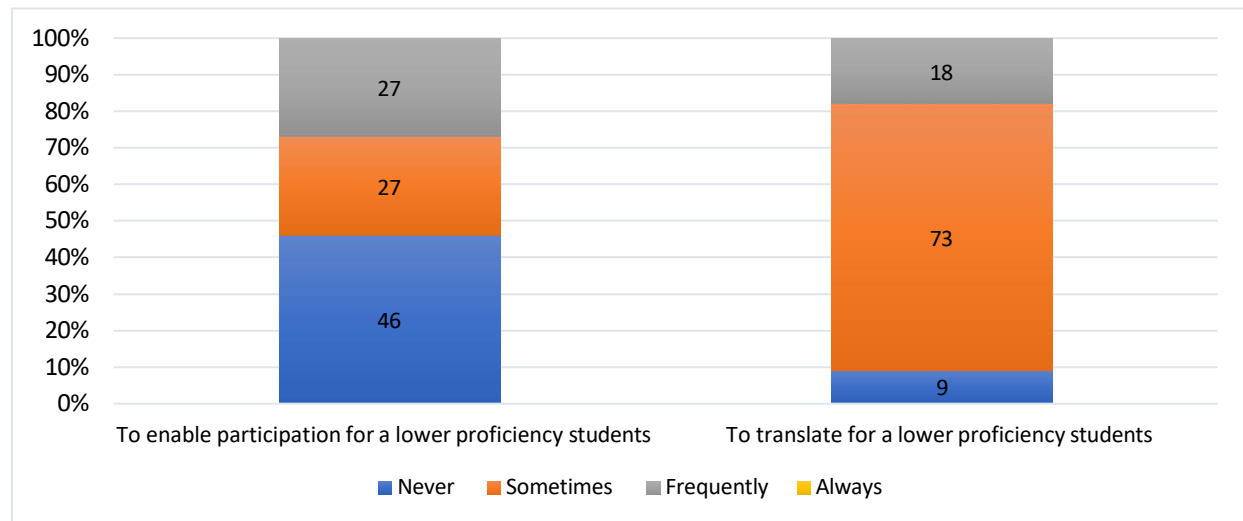
Teachers' attitudes towards the use of Spanish by students in specific contexts



Note: This figure displays how important participants consider the students' use of the L1 for purposes such as enabling participation by lower proficiency students and translating for a lower proficiency. Source: own elaboration

Figure 15

Teachers' encouragement practices in relation to the use of L1



Note: This figure displays the claimed frequency with which teachers encourage the use of the L1 for purposes such as enabling participation by lower proficiency students and translating for a lower proficiency. Source: own elaboration

Considering the information stated above, it is important to go back to contexts such as responding to teachers' questions and enabling participation by lower-proficiency students. Despite the fact that 46% and 36% of the participants (respectively) admitted they never encouraged students to use Spanish in these two specific situations, classroom observations indicated that they carried out this practice with more frequency. During classroom observations, it was noted that teachers allowed students to use their L1 freely when participating (Table 4).

For example, in the classrooms of participants Mary and Gabriella, students were allowed to use Spanish when answering questions related to understanding or comprehension. Therefore, when uttering questions such as “¿Qué recuerdan acerca de lo que leyeron de Katerin?” (referring to the reading exercise), or “¿Cómo estaba ese hombre? ¿Cómo se portó ese hombre? How did he react? How did he feel?” (referring to a listening exercise). To these questions, some students replied “Bueno, pues que era ¿Cómo se dice esto? ¿Una professional climber mountaineer? Cuando se trepaba en las montañas no iba a compañada y no utilizaba equipo de seguridad” [16] and “No sé, teacher. Estaba muy tranquilo y luego se sorprendió” [51]. There are two remarkable points from these transcriptions. Firstly, students' main language choice (Spanish) was not relevant for teachers since the purpose of the activities was to receive a proper answer from them and test students' understanding. Secondly, teachers also made use of English and Spanish when asking the questions, which could implicitly encourage students to use their L1, as observed in the first student's response.

This same practice was also observed in teacher Ana's lessons. She used Spanish when asking students questions such as “¿Cuál es el significado de *would*? Por sí solo no tiene un significado” [46] (making reference to the modal verb) and invited them to make a comparison between the ending of words in Spanish and English when using this modal, formulating questions

such as “¿Alguien recuerda qué terminación es? *Would* le cambia la terminación” (referring to the equal in Spanish) [48].

A similar dynamic was observed in teacher Natalia’s class. When covering grammar topics, students were asked about the use and differences between ‘have gone to’ and ‘have been to’. For this question, teachers allowed answers in Spanish such as “Recuerdo que el *gone to* significa que ha ido ¿no?” [11] “Y *have been to* es que ha ido y ha regresado. Pues ha ido, pero no sé en específico cuándo va a regresar” [12].

As demonstrated in earlier paragraphs, in the four cases, teachers allowed students to use their native language when participating and answering questions.

Table 4*Relation attitudes-practices of encouragement towards the use of Spanish*

Participant	Context	Attitude	Claimed practice of encouragement (frequency)	Observed practice inside the classroom
Mary	Responding to the teacher's questions	Extremely important	Frequently	Frequent encouragement/ allowance inside the classroom
	Enabling participation by lower proficiency students	Extremely important	Frequently	Frequent encouragement/ allowance inside the classroom
Ana	Responding to the teacher's questions	Not important	Never	Frequent encouragement/ allowance inside the classroom
	Enabling participation by lower proficiency students	Very important	Never	Frequent encouragement/ allowance inside the classroom
Natalia	Responding to the teacher's questions	Somewhat	Sometimes	Frequent encouragement/ allowance inside the classroom
	Enabling participation by lower proficiency students	Somewhat	Sometimes	Frequent encouragement/ allowance inside the classroom
Gabiella	Responding to the teacher's questions	Somewhat	Sometimes	Frequent encouragement/ allowance inside the classroom
	Enabling participation by lower proficiency students	Very important	Sometimes	Frequent encouragement/ allowance inside the classroom

Note: This table shows a comparison between the participants' claimed attitudes and practices and the observed practices in relation to the encouragement of the L1 use inside the EFL classroom. Source: own elaboration

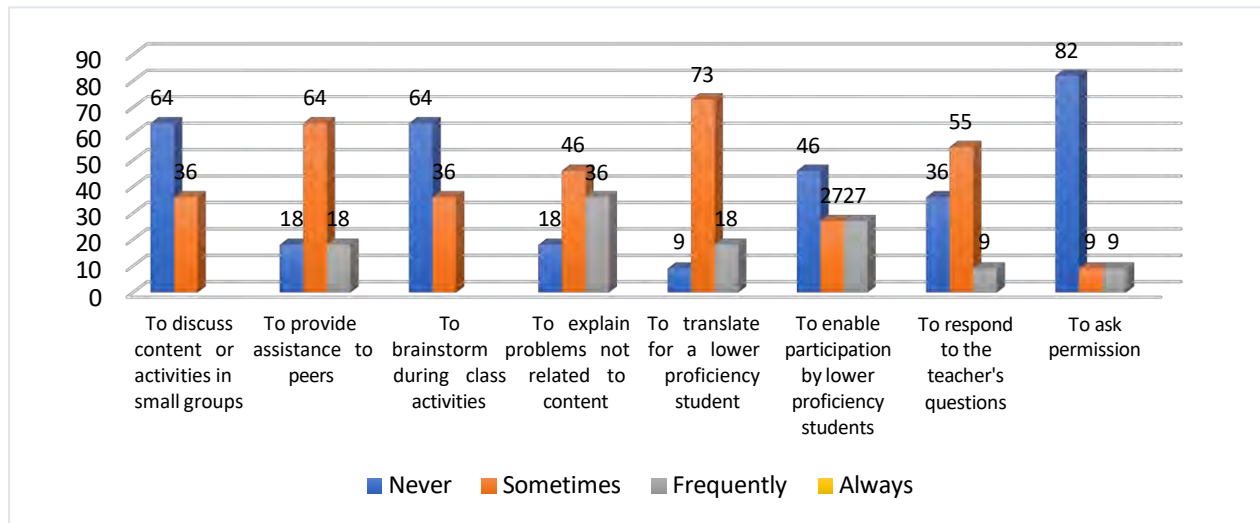
Participant Ana (P6) said that students' L1 was not important when answering the teacher's questions and that enabling participation by students using Spanish is somewhat relevant. In both contexts, this participant claimed that she never encouraged the use of students' native language, even though her practices demonstrated the opposite. In the case of teacher Natalia (P7), the use of Spanish in both contexts was reported as somewhat important for students. In alignment with this, she claimed to encourage the use of Spanish sometimes in the same two contexts. On the other hand, Gabriella found the use of Spanish for answering questions somewhat important; Thus, she sometimes encouraged students to make use of it. Moreover, when enabling the participation of students, she expressed that this activity was very important, but once again, she occasionally promoted this practice. Finally, from the cases analyzed in this study, it is worth mentioning that Mary was the one whose perceptions and practices mostly aligned since she claimed that using the native language for answering questions and participation was extremely important, and she frequently encouraged its use among her students.

4.2.1 The role of L1 in ELT practices in specific contexts

The frequency with which teachers use Spanish during their lessons is another aspect of their practice addressed in this research. Figure 16 shows how often participants claimed to use Spanish in a set of specific contexts. In general, the categories "never" and "sometimes" are present in all the contexts given, while the "frequently" category was chosen in at least 5 of them, which included explaining concepts, describing vocabulary, giving feedback to students, clarifying during activities and helping low proficiency students. The category "always" was not regarded in any of the contexts.

Figure 16

Teachers' claimed frequency of the use of Spanish in specific contexts

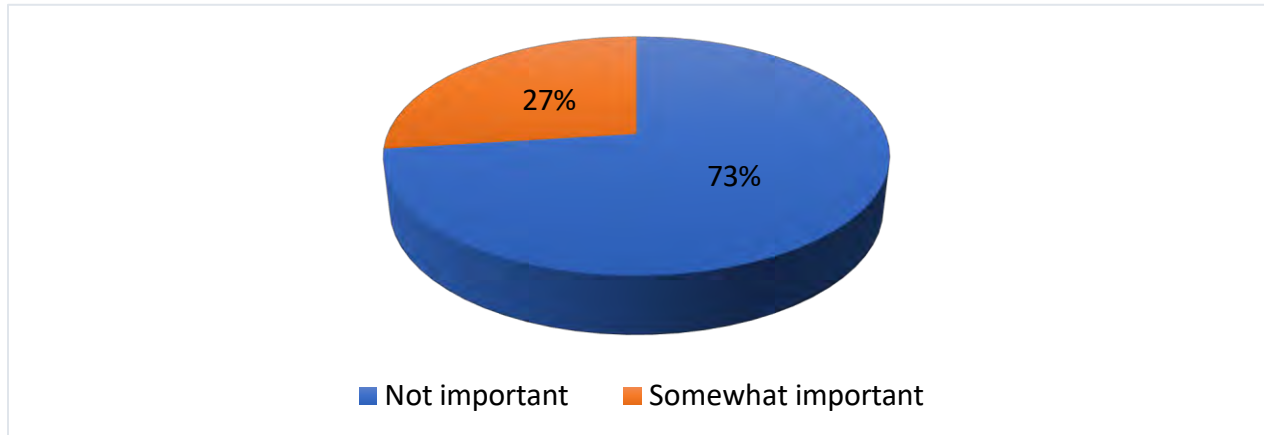


Note: This figure shows the claimed frequency with which participants use Spanish in specific contexts of the EFL classroom. It emerged from the information reported in the Likert scale questions of the survey applied. Source: own elaboration

Looking at some of the contexts individually, some interesting findings emerged. Firstly, when it comes to classroom management, around 64% of the participants reported never using Spanish in their classroom. What is particularly interesting is that a larger percentage (73%) claimed not to find this practice important at all. Also, 27% believed that using Spanish is somewhat important; however, the 46% said that they actually carried out this practice in their lessons sometimes (Figures 17 and 18).

Figure 17

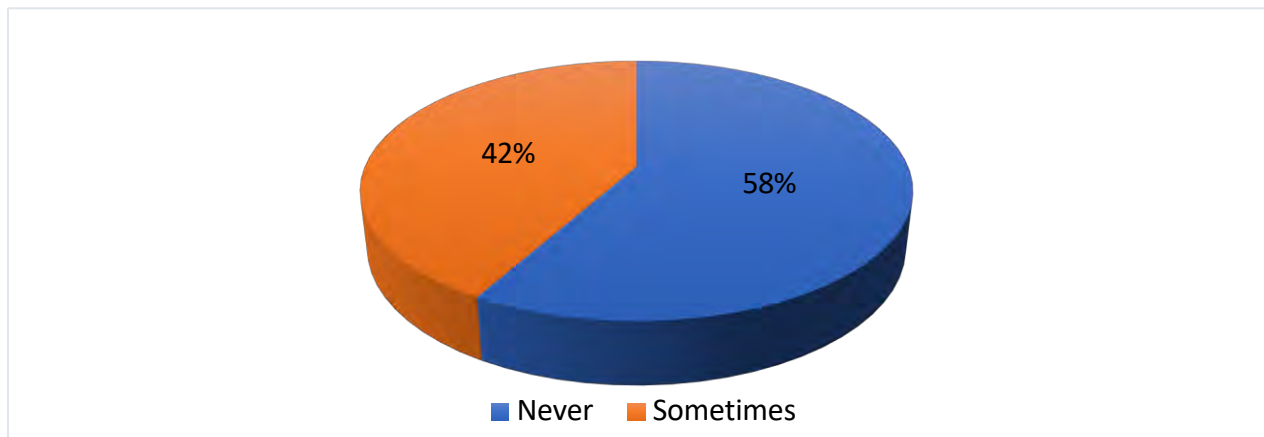
Teachers' attitudes towards the use of Spanish in classroom management



Note: This figure displays how important participants consider the use of the L1 for classroom management. Source: own elaboration

Figure 18

Teachers' use of Spanish in classroom management

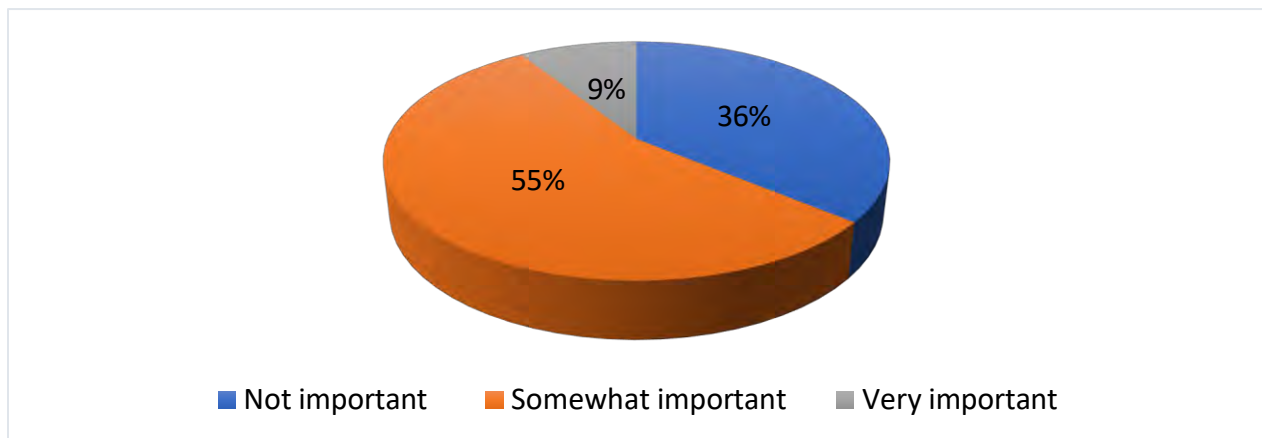


Note: This figure displays the claimed frequency with which participants use the L1 for classroom management. Source: own elaboration

Describing vocabulary is another interesting context. According to Figures 19 and 20, 36% (n=4) of the teachers said that using Spanish for this purpose is not important, while 46% (n=5) claimed not to do it in their classes. 55% (n=6) believed that this practice is somewhat important, but a 46% (n= 5) used their native language only sometimes in the same context. Finally, it can be noted that only 9% of the participants found using Spanish for describing vocabulary very important, and a similar percentage (8%) carried out this practice frequently.

Figure 19

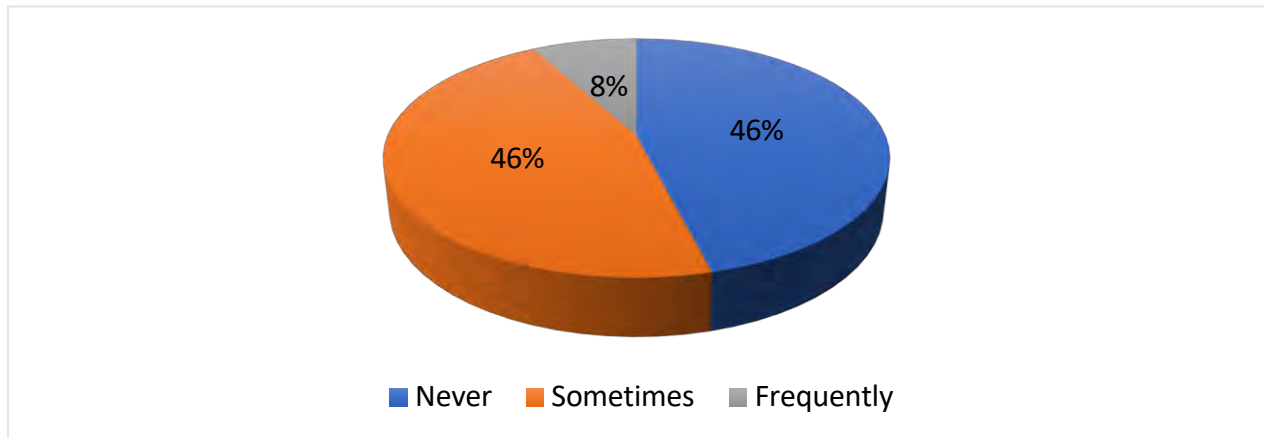
Teachers' attitudes towards the use of Spanish to describe vocabulary



Note: This figure displays how important participants consider the use of the L1 to describe vocabulary. Source: own elaboration

Figure 20

Teachers' use of Spanish to describe vocabulary

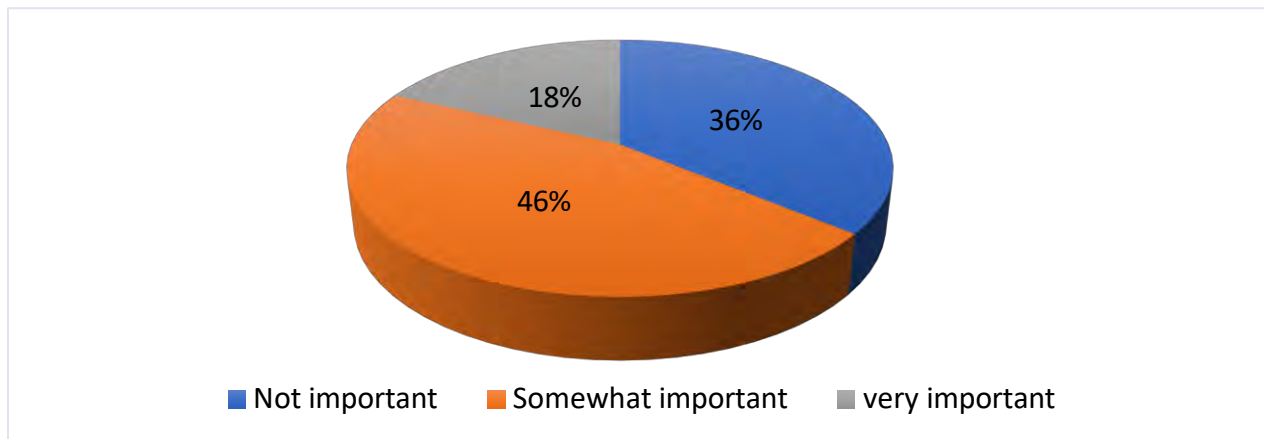


Note: This figure displays the claimed frequency with which participants use the L1 to describe vocabulary. Source: own elaboration

When it comes to building rapport with students, 36% considered using Spanish is not important at all. This same percentage affirmed they never used it in the same context. It is also interesting that 46% percent of participants believed that this practice is somewhat important, but a larger percentage (64%) sometimes used Spanish. It is important to mention that even though 18% of the participants considered the use of Spanish very important for this context, none claimed to carry out this practice.

Figure 21

Teachers' attitudes towards the use of Spanish to build bonds with students

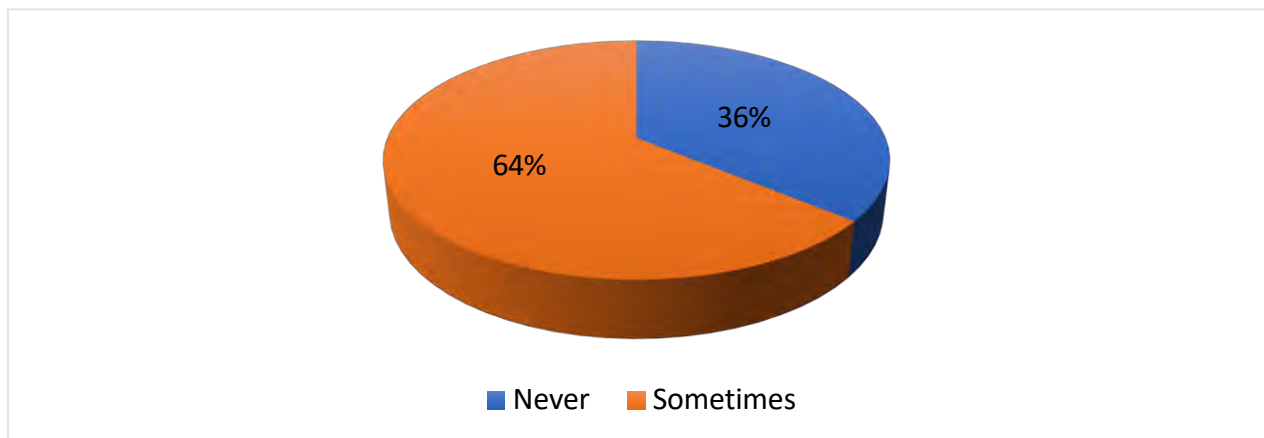


Note: This figure displays how important participants consider the use of the L1 to build bonds with students.

Source: own elaboration

Figure 22

Teachers' claimed use of Spanish to build bonds with students



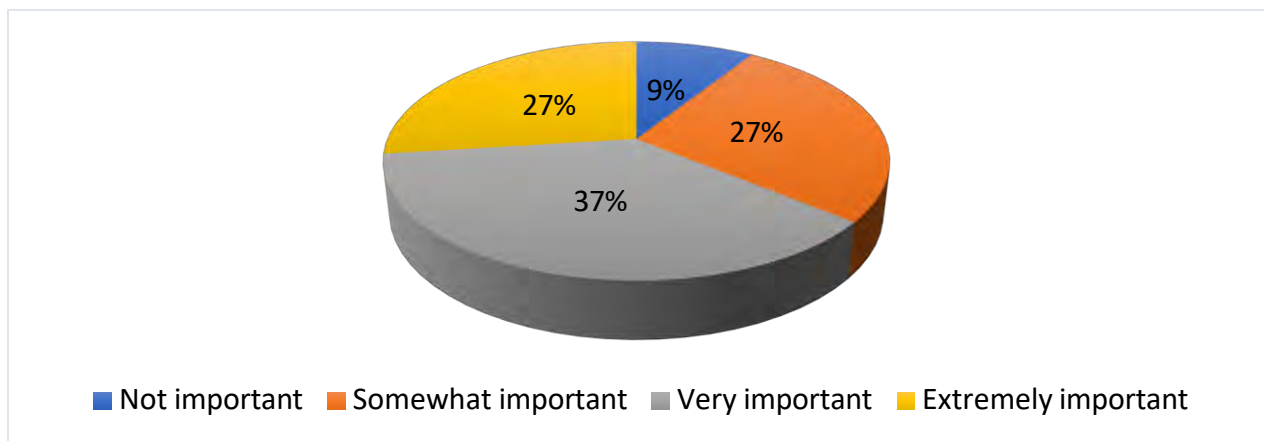
Note: This figure displays the claimed frequency with which participants use the L1 to build bonds with students.

Source: own elaboration

Helping low-proficiency students is another context that is worth mentioning. As demonstrated in Figures 23 and 24, 9% of the participants believed that the use of Spanish in this context is not important at all, 8% claimed never to use it in their practice. Also, for this same purpose, 27% found using Spanish somewhat important, but a larger percent (46%) claimed to make use of it sometimes during their lessons. In the same way, it can also be noted that even though 37% of the teachers considered this practice very important, 46% of them frequently used Spanish in this specific moment of the class. Additionally, 27% of participants expressed that using the students' native language was extremely important when helping lower proficiency students, but none claimed to always carry out this practice.

Figure 23

Teachers' attitudes towards the use of Spanish to help low proficiency students

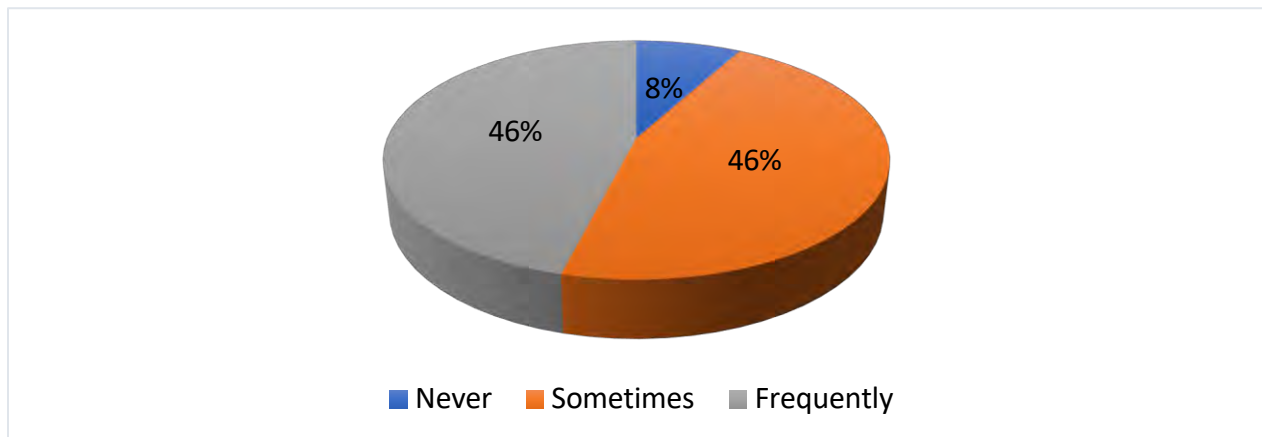


Note: This figure displays how important participants consider the use of the L1 to help low proficiency students.

Source: own elaboration

Figure 24

Teachers' claimed use of Spanish to help low proficiency students

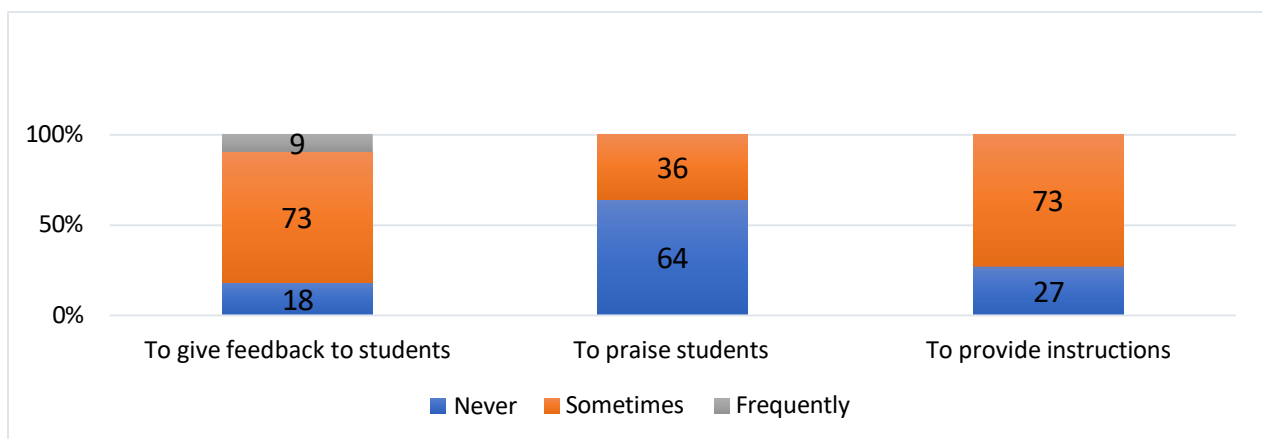


Note: This figure displays the claimed frequency with which participants use the L1 to help low proficiency students. Source: own elaboration

Giving instructions, feedback, and praising students are moments of interest in this research. According to Figure 25, when giving instructions, 27% (n=3) of the teachers never used Spanish during English lessons, while 73% (n=8) of them sometimes carry out this practice.

Figure 25

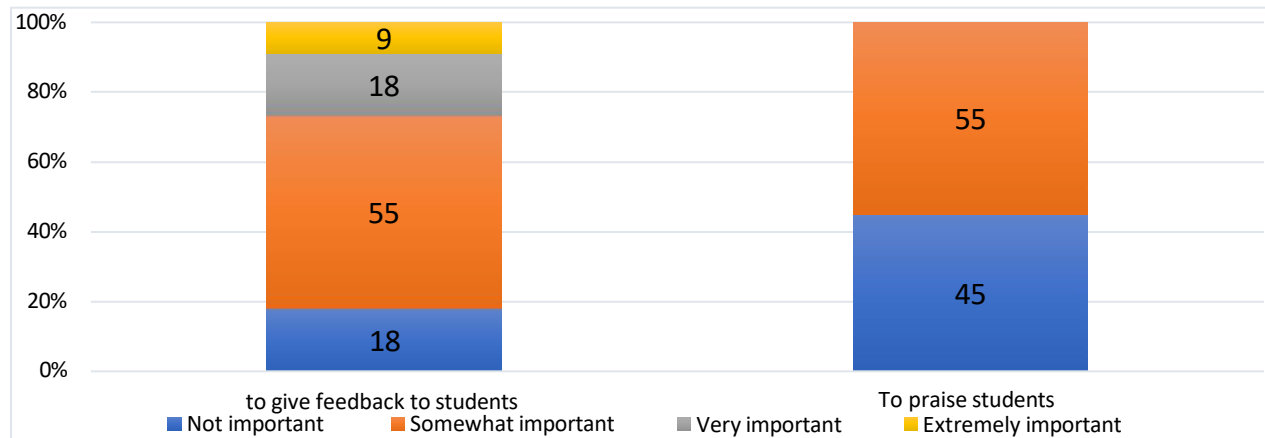
Teachers' use of Spanish in specific contexts



Note: This figure displays the claimed frequency with which participants use the L1 for purposes such as giving feedback to students, praising students, and providing instructions. Source: own elaboration

Figure 26

Teachers' attitudes towards the use of Spanish in specific contexts



Note: This figure displays how important participants consider the use of the L1 for purposes such as giving feedback to students and praising students. Source: own elaboration

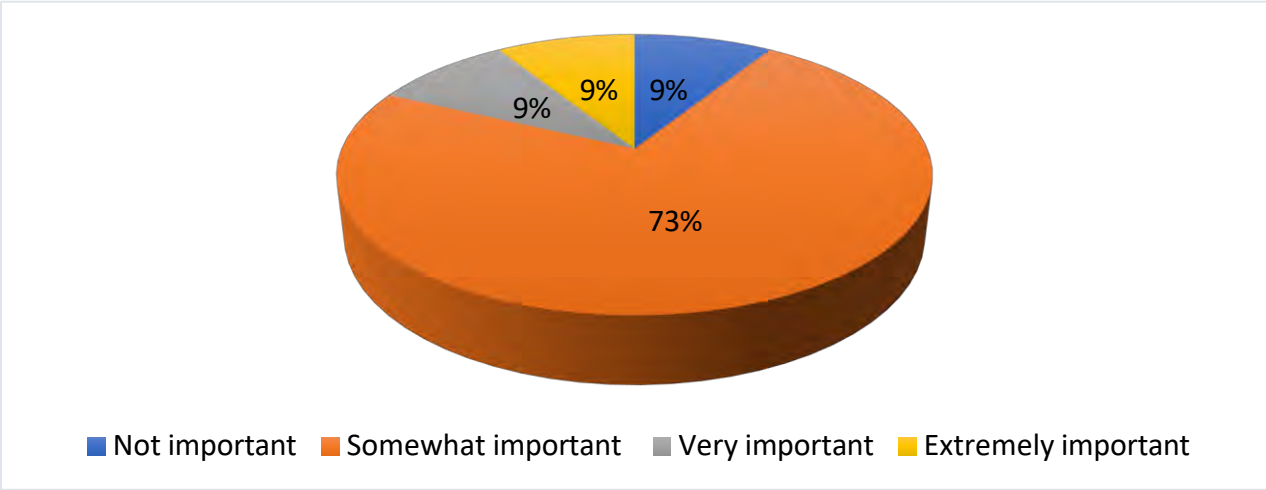
When comparing Figures 25 and 26, some aspects are worth mentioning. In terms of providing students with feedback, 18% of teachers considered the use of the L1 as not important at all; hence, the same percentage claimed to never make use of it in the classroom. Also, it is important to mention that although 18% considered this practice very important, only half of them (9%) affirmed to frequently use Spanish during their lessons. Equally, only 9% of the participants believed that the use of Spanish is extremely important. Praising students is also one of the contexts analyzed in this paper. As shown in Figures 25 and 26, 45% believed that using Spanish is not important at all, but a higher percentage (64%) never did it in their practice inside the classroom. In contrast, for this same purpose, only 55% consider it somewhat important; however, only 46% sometimes carry out this practice.

Finally, when clarifying during activities, only 10% find using Spanish not important but a 27% never make use of it for this purpose. Additionally, it is worth mentioning that 45% consider

this practice very important. Nevertheless, only 18% frequently do it as part of their teaching practice (Figures 27 and 28).

Figure 27

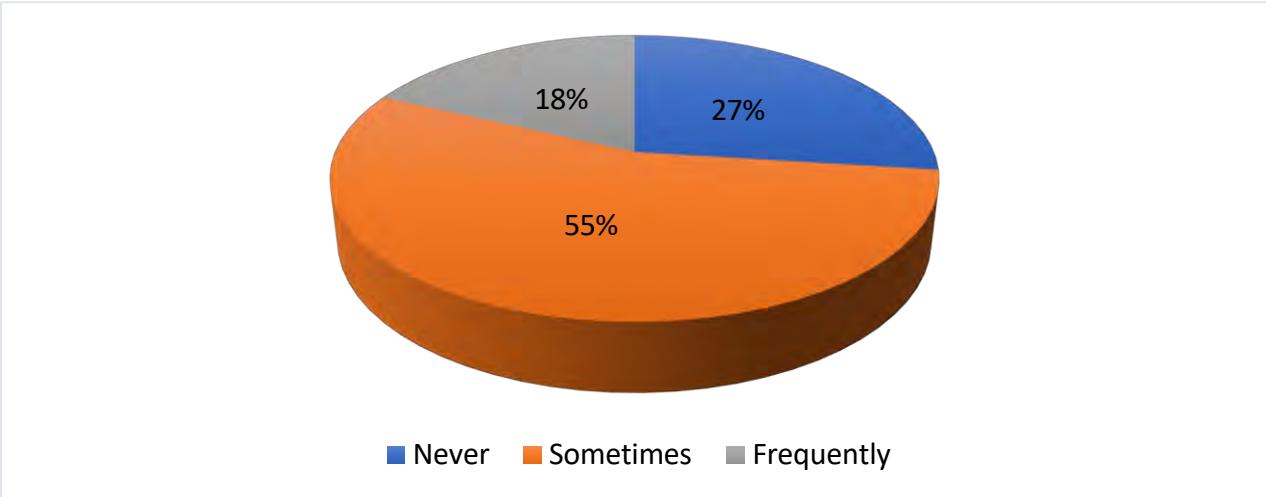
Teachers' attitudes towards the use of Spanish to clarify during activities



Note: This figure displays how important participants consider the use of the L1 to clarify during activities. Source: own elaboration

Figure 28

Teachers' use of Spanish to clarify during activities



Note: This figure displays the claimed frequency with which participants use the L1 to clarify during activities.

Source: own elaboration

4.3 Alignment between the attitudes and the practices of English language teachers regarding the use of L1

This section analyzes the alignment between English teachers' practices and attitudes in relation to the use of Spanish in different contexts inside the classroom. Therefore, it goes deeper into the observed practices of each of the participants of the second phase (Table 5) and it addresses information related to teachers' claimed attitudes and practices once again. When it comes to the main language of instruction, individual answers showed that half of the participants reported using both languages, English and Spanish, while the other half claimed only to use English (Table 5).

Table 5

Claimed language of instruction per participant (phase 2)

Participant	Language of instruction
Mary	Spanish and English
Ana	Spanish and English
Gabriella	English
Natalia	English

Note: This table shows the claimed language of instruction reported by the four participants who took part in the second phase of the study. Source: own elaboration

Table 6 shows the contexts observed during the participants' classes as well as the language of instruction that predominated the most in each of them. In general, classroom observations showed that teachers' claimed language(s) of instruction aligns with the language used in their current practice. For instance, Mary and Ana claimed to use both languages during their lessons, so Spanish and English predominated in 6 /8 and 4/7 contexts identified, respectively.

Table 6*Teachers' language of instruction in specific contexts*

Context	T. Mary		T. Ana		T. Gabriella		T. Natalia	
	Segment	Language	Segment	Language	Segment	Language	Segment	Language
To make requests to the students	5	Spanish	1	English	7	English/ Spanish	2	English
To ask questions related to the topic revised	10	English/ Spanish	24	Spanish/ English	5	English	6	English
To provide instructions	19	English/ Spanish	4	English/ Spanish	7	English	11	English
To provide feedback	11	Spanish/ English	19	Spanish/ English	7	English	8	English
To track students' progress/understanding	11	Spanish			3	English	2	English
To provide explanations of different kind	3	English/ Spanish	7	English	1	English		
	6	Spanish			7	English/ Spanish		
To restate/summarize information	6	English/ Spanish	22	English/Spanish	3	English/ Spanish	6	Spanish/ English
	3	Spanish	1	Spanish				
To translate information of different kind	4	English/ Spanish						

Note: This table shows the participants' language(s) of instruction observed during classroom observations (second phase) in specific contexts. Such contexts were identified in the same observations. Source: own elaboration

4.3. 1 To provide instructions

One of the contexts that was worth exploring during the classroom observations was providing instructions to students. Turning back to information previously given about the frequency of the Spanish use in this context, it is important to recall that most of the participants (73%) claim to use Spanish sometimes (Figure 26). Tables 7 and 8 show the individual answers of the 4 teachers of the second phase related to the use of Spanish in this context.

Table 7

Teachers' language of instruction to provide instructions

Participant	Language used
Mary	English/ Spanish
Ana	English/ Spanish
Gabriella	English
Natalia	English

Note: This table shows the language(s) of instruction observed in classroom observations in order to provide instructions. Source: *own elaboration*

Table 8

Teachers' claimed use of Spanish to provide instructions

Participant	Belief	Frequency
Mary	Extremely important	Sometimes
Ana	Somewhat important	Never
Gabriella	Very important	Sometimes
Natalia	Somewhat important	Sometimes

Note: This table shows a comparison between the teachers' attitudes and claimed frequency in the use of Spanish to provide instructions. Source: *own elaboration*

Participant Mary (P3), for example, reported that she sometimes uses Spanish to provide instructions (Table 8). This practice aligns with the language choice she made during her lessons. Classroom observations showed that the participant actually used both languages, Spanish and English, at this specific moment (Figure 7). In fact, a very interesting pattern was observed. When giving more elaborated and complete instructions, the teacher first made use of English. However, since the students' level corresponds to basic, the teacher constantly drew on Spanish to repeat the instructions for them.

In this way, when guiding the students in an activity that included the different ways in which a person can give advice, the teacher told the students:

In this case, we are going to use all those different ways to give advice not only should or shouldn't but everything we have seen so far. We are going to use *think* in combination with *should* or *shouldn't* and comparatives. We are going to use *could*, *why don't you* or imperatives for this short conversation" [53].

After uttering the instructions in English, the teacher repeated the same idea in Spanish and said:

De aquí van a escoger una situación. Tenemos seis situaciones diferentes ¿Hasta ahí vamos bien? Tenemos seis situaciones diferentes y vamos a escoger una. Vamos a escribir una conversación como la que vimos el día de hoy y en esa conversación vamos a dar varias recomendaciones, pero de diferente forma, no de una sola forma [54].

When it comes to simple indications, the use of both languages, Spanish and English in different moments of the class was also observed. On some occasions, participant Mary (P3)

approached students with short instructions such as “¿Cuál es el segundo problema? Hannia, ¿puedes leer el segundo problema?” [18] or “okay, let’s check. Daniel, can you complete number two?” [75].

The case of teacher Ana (P6) was quite different. The participant claimed never to use Spanish when giving instructions to the students (Table 8). This claimed practice partially coincided with classroom observations since even though English was the language that predominated the most in this context, Spanish was also observed in limited moments of the class. For example, when practicing the structure of the conditionals using the chat box, she constantly asked students to complete sentences exemplifying the revised structures. Therefore, sometimes she uttered short and simple instructions, such as “So, I am going to write an example of the beginning of a conditional sentence, and you are going to complete the sentence, right?” [7] or “If you don’t like vegetables, coma, use an imperative sentence. Complete the sentence using imperatives” [21]. In both cases, the indications were given only in English; however, in more complex instructions, she started mixing both languages. One example of this situation was noted when the teacher uttered instructions like:

I am going to check your answers in the chat box. Sus respuestas van al chat. So, this is how we are going to work. Aldrich tienes la número dos de Julie. Annet, you have number two de Antonio. Aranza, you have number three de Julie. Beatriz, (you have) number three de Antonio [84].

We can observe several things in the extracts of Mary's (P3) and Ana's (P6) classroom observations. The first one is that the patterns in the use of the two languages align with the language of instruction teachers reported to use inside the classroom (English and Spanish)

(Table 7). Also, even though there wasn't an exclusive use of one language or another, the use of Spanish was observed on repeated occasions during their lessons. The second one is that the two participants claimed to sometimes and never (respectively) draw on the L1 to provide instructions, so there seems to be a discordance in terms of the frequency of its use (Table 8).

On the other hand, unlike the cases of the first two teachers, the cases of teachers Gabriella (P4) and Natalia (P7) were different. According to the results of the questionnaire, both of them claimed to use Spanish only sometimes (Table 8); however, for this specific context, they exclusively made use of English (Table 7). For example, in the case of teacher Gabriella, she approached specific students to give them indications such as "Okay so, what is the instruction? Leslie, read the instruction, please. So, we have there all the words for maybe traveling or maybe not. Jose Ricardo, can you read the first column, please?" [10]. Moreover, participant Gabriella (P4) used English for complex instructions that involved an elaborated dynamic. For example, in one of her classes, she uttered indications like:

This is the instruction: you are going to travel with your friend. You are going to organize the activities that you are likely possible to do. Decide where, the number of dates and clothes. When you have the conversation, *try* to use *may*, *might*, and *will* probably [20].

As noted in the transcriptions, there is no alignment between the claimed practice and the real practice of this participant since there was no use of Spanish at all, at least not in this context.

Likewise, participant Natalia's (P7) language of preference in this context was English. As in the cases previously presented, when providing simple indications to specific students, she said expressions like "Johana, can you read the explanation please?" [28] or "Adolfo, can you read the first five? Please, like one two, three, four five, from two on" [28]. In addition, it was noted that

when providing more extended instructions for online activities, she also used English and uttered a more complex speech, such as:

We are going to talk about the physical features that we can find in the USA, all right? So, you have here a map of the country and then, you have a couple of sentences with some spaces you are going to write the words that you hear on a video. I am not going to show you the video, you are only going to listen to the video and check out your answers [5].

Once again, there is no coherence between the teacher's current practice in terms of the language used, and her claimed practice in the questionnaire. In general, in the cases of participants Gabriella (P4) and Natalia (P7), there are some interesting findings. The language of instruction in their lessons (English) coincided with the one they informed. Nevertheless, when it comes to the frequency of the use of the L1, it was noted that even though they mentioned that sometimes they used Spanish to give instructions, they never did it. Finally, it is worth mentioning that it appears there is no connection between the level of English the four teachers are currently teaching and their language choice, at least not in the case of teacher Ana and teacher Natalia, who teach intermediate and basic, respectively, since the languages they use are the opposite of what it is expected in those specific levels.

4.3.2 To provide feedback/praise students

This section will refer to those situations in which teachers provide corrective feedback and praise students. As illustrated in Figure 26, 55% percent of participants considered that using Spanish to give feedback is somewhat important. However, 73% reported that they sometimes carry out this practice in their lessons (Figure 25). On the other hand, when it comes to praising

students, 55% of the teachers affirmed that it is somewhat important to use the L1 (Figure 26), but only 36% claimed to make use of it sometimes and a larger percentage (64%) do not do it at all (Figure 25). Individual answers of the observed participants resulted very interesting since they might differ from such general results.

For example, Tables 9 and 10 show that participant Mary believes that using Spanish to give feedback is somewhat important. However, when it comes to praising students, she thinks it is not important to use the L1; so, she reported never using Spanish for this purpose in lessons. Regarding this information, the participant’s beliefs align with her claimed practice, which at the same time also coincides with her real practice in the classroom.

Table 9

Teachers’ language of instruction to provide feedback/praise students

Participant	Language used
Mary	English/ Spanish
Ana	English/ Spanish
Gabriella	English
Natalia	English

Note: This table shows the language(s) of instruction observed in classroom observations in order to provide feedback or praise students. Source: *own elaboration*

Table 10

Teachers’ claimed use of Spanish to provide feedback/praise

Participant	Belief	Frequency
Mary	Somewhat/ important	Sometimes/
	Not important	Never

Ana	Extremely Important/ Not important	Frequently/ Never
Gabriella	Very important/ Somewhat important	Sometimes/ Sometimes
Natalia	Somewhat important / not important	Sometimes/ Never

Note: This table shows a comparison between the teachers' attitudes and claimed frequency in the use of Spanish to provide feedback or praise students. Source: *own elaboration*

During classroom observations, it was noted that Mary used English mainly to praise students and to make brief and simple corrections to the students. This was evident when revising certain grammatical structures, and she uttered expressions such as “Okay, tell her or ask her to cook, over there, more healthy food. Very good! The rest of the sentence is okay” or when making comments about the students' pronunciation like “Okay, excellent! Very good Andrea! So over there the only thing is the pronunciation of this word (choose) is *choose*. I think you should *choose* (she repeated the word in the correct pronunciation), yes? Okay? But well done! Excellent sentence”. Spanish was also used in this context, but only to correct students' answers. Participant Mary (P3) referred to an important aspect of the verbs in past simple tense and told the students expressions like “¿Por qué no puede ser *was*? Porque el verbo no es el verbo to be. El verbo que tenemos aquí, el verbo principal es *camp*, okay? So, where and when did you camp? Entonces aquí sería, what?”

The individual answers of Ana were also very interesting. According to the data, when providing feedback, teacher Ana considered the use of Spanish extremely important, and she claimed to frequently carry out this practice during her classes. When praising students, she expressed that the L1 was not important; so, she reported never making use of it. Once again,

participants' attitudes coincided with their claimed practice. In general, the participant made use of both languages, but the use of English was more evident when praising students with short phrases such as “Very good Nataly! If I study hard, I pass the exam. Very good! That is a first conditional sentence” [9] or “Very good! Es presente simple, right? Very good Bella! Thank you” [55]. When it comes to the use of Spanish, it was more focused on giving corrective feedback, and its use was more frequent. For example, when clarifying some information about the concept of conditionals, the teacher explained to the students “Okay, no. Not really. Conditional sentences have different names, y sí necesitan tiempos verbales como les dije y tienen que identificar tiempos verbales para saber completar un conditional sentence, right? Pero no se llaman así” [5].

In general, in this context, participants Mary (P3) and Ana (P6), tended to make use of both languages, whether separately or together. Once again, their practices, at least in the context of providing feedback to the students, align not only with the languages of instruction they claimed to use inside the classroom but also with the frequency with which they said they use Spanish and the attitudes expressed towards this practice.

The case of teacher Gabriella differs a lot from the two first cases. Individual answers showed that this participant believes that using Spanish to provide students with feedback is very important; however, she claimed to use Spanish sometimes for this same purpose. When it comes to praising students, the participant's attitudes and claimed practice coincide since she considered Spanish use as somewhat important; so, she only reported to sometimes make use of it (Table 10). Classroom observations, however, indicated that for both contexts, the teacher made exclusive use of English (Table 9). For example, when correcting pronunciation, she said expressions like “Good, thank you very much! So we have there: hairdryer, iron, journey, luggage, pack, penknife, scissors (she repeated in correct pronunciation)” [22]. Additionally, when providing feedback about a confusing concept or a definition given by the students, she expressed “Not exactly Leslie. Maybe

you are talking about a diary. I don't know what you mean exactly, but journey. What is Journey? Journey is only one way" [15]. As noted in these extracts, the language choice in this specific case and context was English.

Similar findings were identified in the case of Natalia (P7). In her individual answers, the participant expressed that the use of the L1 when giving feedback to students is somewhat important, so she sometimes claimed to use Spanish to carry out this practice. She also argued that the use of Spanish is not important to praise students, so she claimed to never use it in her lessons (Table 10). Natalia's claimed practices and attitudes coincide; however, classroom observations showed that she only used English in both contexts, which means there is no alignment with her current practice. For example, when providing feedback about a grammar topic, such as the use of *has been in* or *has been to* in a sentence, she replied to the students:

"Yes, *has been to*, because this person is already at home, okay? Yes, my uncle used to be a sailor, yes? Is not a sailor anymore so this person now stays at home, okay? So, the answer is *has been to*" [14].

On some other occasions, the teacher corrected them and said phrases to praise them at the same time, such as "*has your brother been to*, yes, it is correct! Yes, nice Beli! but the subject is your brother, okay? Has your brother been to a football match again? Very good! [15]. Teacher Natalia also used short and simple phrases to praise students when their answers were correct, like "Excellent, yes! It is correct. Very good, Johana. Nice!" [16].

In summary, the language of instruction used by teachers Gabriella (P4) and Natalia (P7) when giving feedback and praising students coincided with the one they informed in the survey. However, it was also observed that these participants didn't use Spanish at all for these specific

purposes, despite claiming they did it sometimes. Once again, a misalignment in the frequency of its use is presented. Finally, it seems that there is no relationship between the level of English and the language choice, at least not in the case of teachers Ana and Natalia, who teach intermediate and basic, respectively, since the languages they use are the opposite of what it is expected in those specific levels.

4.3.3 To make questions/requests to confirm understanding

Making questions to confirm students' understanding was a context of interest during the classroom observations. The kind of questions that were regarded under this code included asking the students for the meaning of unknown words or phrases. This is the case of teacher Mary (P3), who made use of Spanish to ask questions such as “¿Hay alguna expresión que no conozcamos aquí? ¿Todo bien? ¿Qué significa my favorite dress won't do up? [48]. In the cases of teacher Ana and Gabriella, English was the language chosen, and they asked questions such as “If you see an injured animal, What is injured? Who wants to tell me? [27] or “What about plains? What are plains? Do you know? Do you have any idea of what is a plain? [24].

Under this code, we can also find the teachers' request to translate words/phrases from English into Spanish. During classroom observations, Gabriella (P4) approached students with questions such as: “The noun in Spanish, what is the name of noun in Spanish. ¿Cómo se le dice al noun en español?” [33] or “In Spanish to help you, what is the meaning of likely? In Spanish, what is the meaning of likely? What is the meaning of *may* and what is meaning of *might*?” [36]. Similarly, participant Mary (P3) asked students to give the meaning of a phrase in Spanish “Por ejemplo, aquí en la conversación dice: perhaps you could give up sugar ¿Qué significaría esto? Perhaps you could give up sugar for a start” [51]. As shown in the transcriptions, in both cases, the teachers, whether implicitly or explicitly, asked students to translate from one language to

another, and at some point, they also encouraged students to use their L1 by using their Spanish too.

In general, when it comes to the language of instruction, some aspects can be highlighted. Firstly, in the case of teacher Mary (P3), the language that predominated the most in this context was Spanish. In the case of Ana (P6), English was the main language identified. In both cases, the language choice of each participant did not coincide since they claimed to use Spanish and English as languages of instruction. On the other hand, in the case of Gabriella, both languages were present. This differs from the language of instruction she claimed to use, which was English. Finally, in the case of Natalia, English was used when making requests to the students, which aligned with the language of instruction claimed in the questionnaire.

Questions about topics revised is another aspect covered in this section. One representative example is the case of Mary (P3) who made use of both languages, English and Spanish, to utter expressions *like* “So, over here I have established that that person has had the experience. This was established. Now, I want to know the details ¿Qué le preguntarían si quisieran saber detalles de esa experiencia?” [58] and:

¿Cuál creen que podría ser la pregunta ahí? It has to be in present perfect. She was a professional climber. She climbs mountains and the Eiger is a Mountain. ¿Cuál sería la pregunta o la idea más lógica para preguntar ahí? [67].

On some other occasions, Mary (P3) made use of Spanish for the same purposes and in similar contexts. For example, when talking about giving advice, using the modal should and the verb think, the teacher asked some questions to the students about the combination of these two structures, such as “Y ¿Qué palabras podemos utilizar para una sugerencia leve? para remarcar que

es una sugerencia leve ¿Qué palabra vimos?” [2] or “Y ¿Qué pasa si quiero dar una recomendación negativa? ¿Cómo sería la combinación de *think* with *should*?” [4].

This same tendency to use a combination of both languages was observed in the case of teacher Ana, in similar contexts. For example, the objective of one of her sessions was to review the structure of the different conditionals, so when talking about the structure of the zero conditional, she asked students “but what is the only difference? ¿Cuál es la única diferencia si digo If I study hard, I pass the exam o que yo dijera I pass the exam if I study hard ¿Cuál es la única diferencia?” [10]. Similarly, when trying to help students remember the differences between a verb tense and a verb form, the teacher asked them some questions:

So, let’s check about the differences. When you are using past simple you are using only one verb and, what is the verb form? ¿Cuántas formas del verbo hay aquí? ¿Cuántas tienen aquí? ¿Cuántas hay aquí? Tienen base form, past simple, past participle, you have three. Pero yo les había dicho que las formas del verbo son 4, right? [63].

As noted, the teacher made use of both languages, Spanish and English.

The case of teacher Gabriella was quite different. For example, the purpose of one of her classes was to review the differences between the modal verbs will, might, and may to talk about probabilities; therefore, she asked questions to help students analyze examples of sentences given, such as:

It was we repair the fence tomorrow. I want the idea of likely. What are you going to use there: will probably, may or might? What are you going to use? It is likely. What are you going to use: will, probably, may o might? You have to complete [8].

As noted, the language of preference in this context was exclusively English. The same language choice was also observed in the case of Natalia, who used English to ask the students what they could recall about the topic seen in previous classes uttering expressions such as:

Okay, let's try to remember. What is the use of *have gone to*? What is the meaning? You can explain it in Spanish or in English. What is the use or the meaning of *have gone to*? The first one, what is the meaning guys? Who remembers? [10].

Generally speaking, in the case of the first two participants, there are some aspects that are worth pointing out. First of all, there is a similar pattern in language choice. Both teachers not only made use of Spanish and English in different moments of their classes, but they also used a combination of them sometimes. On the other hand, when it comes to the language choice in the cases of the teachers Gabriella and Natalia, the use of English was more frequent. Moreover, it is important to mention that there seems to be no relationship between the level of English and language choice, at least in this specific context. As pointed out in the chart, teacher Ana, for example, is currently teaching intermediate English; however, she didn't show a preference for one language. On the other hand, in the case of the teacher Natalia, who is in charge of a group of basic level, a tendency to mostly used English was observed. Finally, when it comes to asking questions, especially to analyze and recall grammatical structures, there is coherence with the language of instruction the four participants claimed to use during their lessons.

As noted in the transcriptions above, the language choice of the teachers in this context suffered a slight change. Firstly, the exclusive use of Spanish appeared, at least in the case of the first participant, teacher Mary. During the sessions with these participants, more frequent and considerable use of the native language was observed. Regarding this information and the nature of the context, in which full comprehension is required by the students, there could be a relationship between the level of English of this group (basic) and the language of instruction used by the teacher. However, it is not possible to generalize all the cases since, as shown in the chart and the transcriptions, two of the teachers, Gabriella and Natalia, once again made use of English in this specific context. Due to the fact that they teach high and low levels of English, their preference for the target language could be occurring for different reasons. In terms of the language of instruction, they claimed to use it in their classrooms, there was a clear coherence between what they said and their practices related to tracking students' progress.

4.3.4 To provide explanations

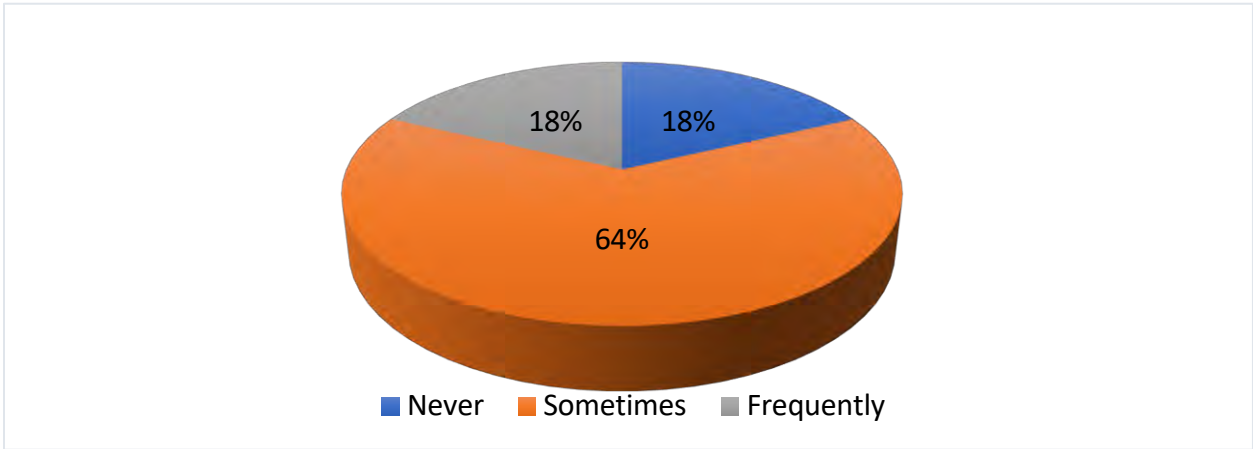
Providing explanations is another context identified in the classroom observations. It involves explaining complex topics, explaining some definitions or concepts, and restating/summarizing certain information as well as giving instructions. It is worth mentioning that studies such as the one carried out by Scopich, (2018) could also identify during the classroom observations the “functional uses of teachers’ translanguaging” (p.32) in similar categories like grammar explanation and vocabulary analysis.

In this study, some of these contexts were not observed in all of the teachers’ practices, and the language used in each of them varied a lot. Before starting to analyze the four cases, when it comes to explanations, it is important to go back and revise some of the data collected in the questionnaire in relation to this context. As displayed in Figure 30, most of the participants

surveyed (around 73% n=8) believed that it is somewhat important to use Spanish to explain concepts to students, while only 18% find it very and extremely important. Moreover, 64% of the participants claimed that they sometimes use Spanish in this same context, while the only the 18% reported to frequently carry out this practice. Other 18% affirmed to never make use of the L1 for this purpose. A similar outcome arose in a research conducted by Nambisan (2014) in which “although most of the teachers find it important, the majority of them do not practice this frequently in their classrooms” (p.85).

Figure 29

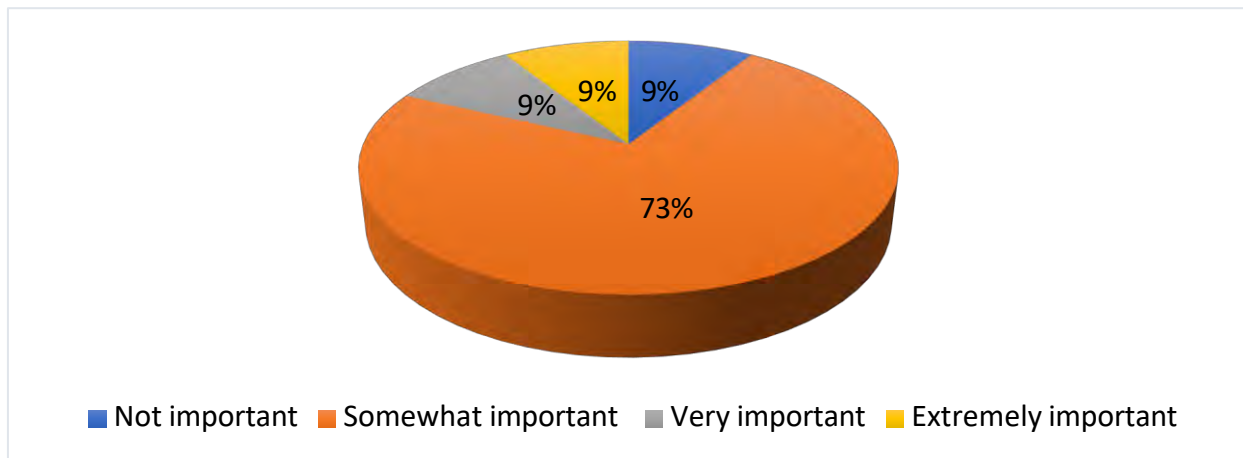
Teachers’ use of Spanish to explain concepts



Note: This figure illustrates the claimed frequency with which participants use Spanish to explain concepts. Source: own elaboration

Figure 30

Teachers' attitudes towards the use of Spanish to explain concepts



Note: This figure illustrates how important it is for participants to use Spanish to explain concepts. Source: own elaboration

Individual answers of the participants are quite similar to the general results. They are shown in Tables 11 and 12, and they are analyzed per participant in the following paragraphs.

Table 11

Teachers' language of instruction to provide explanations

<i>Participant</i>	<i>Language used</i>
<i>Mary</i>	<i>English/ Spanish</i>
<i>Ana</i>	<i>English/ Spanish</i>
<i>Gabriella</i>	<i>English/ Spanish</i>
<i>Natalia</i>	<i>English</i>

Note: This table shows the language(s) of instruction observed in classroom observations in order to provide explanations. Source: own elaboration

Table 12*Teachers' claimed use of Spanish to provide explanations*

<i>Participant</i>	<i>Belief</i>	<i>Frequency</i>
<i>Mary</i>	<i>Extremely important</i>	<i>Frequently</i>
<i>Ana</i>	<i>Somewhat important</i>	<i>Sometimes</i>
<i>Gabriella</i>	<i>Somewhat important</i>	<i>Sometimes</i>
<i>Natalia</i>	<i>Somewhat important</i>	<i>Sometimes</i>

Note: This table shows a comparison between the teachers' attitudes and claimed frequency in the use of Spanish to provide explanations Source: own elaboration

In the case of Mary (P3), she found the use of Spanish extremely important when explaining concepts; therefore, she claimed to frequently use students' L1 for this purpose. This reflects an alignment between her attitudes and claimed practice, at least in this context. This coherence was also recognized in classroom observations. Even though this participant made use of both languages, the use of Spanish was present with more frequency in their lessons. One good example involves the phrasal verb 'give up', about which the teacher said:

Give up cuando se combina con una palabra que está relacionada con comida quiere decir que tú tienes que dejar o no puedes dejar eso. Por ejemplo, aquí en la conversación dice: perhaps you could give up sugar. Entonces give up aquí es dejar de hacer algo en este caso dejar de consumir algo. I can't give up sweet stuff [51].

The teacher (P3) also used Spanish to explain the concept of imperative verbs. She told the students:

¿Saben qué son los imperativos? En español ¿me puedes decir un imperativo? [46]. El imperativo sería: limpia tu cuarto. Aquí por ejemplo, es una sugerencia muy directa. Por

ejemplo: no comas dulces, camina, haz ejercicio. Entonces, ahí también los imperativos nos ayudan a dar una recomendación, pero es una recomendación más directa [47].

As noted in these two last segments, the teacher not only used students' L1 to explain the whole concept, but she also used it as a reference to students' conceptual knowledge in Spanish. Additionally, during the sessions, it was necessary for teachers to provide explanations of more complex concepts, such as grammatical structures. In the case of teacher Mary (P3), this situation was observed when trying to explain structuring a sentence using comparatives and the modal verb should. She told the students in English:

So, you have two options. So, we have both are nice, but one is nicer than the other, yes? Okay? So, in this case the red shirt is nicer than the blue shirt. So, the piece of advice is I think you should buy the red shirt because it is nicer than the blue one [9].

This results differ from the one

Summarizing or restating information can be another context considered under this code. The case of Ana (P6) was very interesting. According to the data obtained in the questionnaire, this participant believed that using Spanish to explain concepts is somewhat important (Table 12). This belief also aligns with her claimed practice of using the language sometimes for this same purpose during lessons. Similarly, classroom observations showed that her real practice also coincided with the given information since she not only used English to provide explanations to the students but also drew on Spanish for this same purpose on some occasions inside the classroom (Table 11). For example, when teaching important points of the structure of the conditional zero, she uttered some explanations such as:

For a zero conditional es present simple and present simple or present simple and imperative sentence, right? [24] So, that is the zero conditional. Entonces, un first conditional usa will y nada más. Y tienen que poner presente simple en la cláusula donde tiene if [41].

In the same way, in another session, this pattern was repeated. The purpose of this session was to recall the structure of some verb tenses and she restated:

Con el pasado simple, mi auxiliar es *did*. Con el present perfect, mi auxiliar es *has* or *have*.
Con el pasado simple ¿qué forma del verbo uso? El pasado simple, pero si es negativo uso el base form después de mi auxiliar, que es el verbo *did*, right? Con el present perfect, siempre voy a utilizar el verbo en past participle, always, no matter if the sentence is affirmative or negative. I am going to use the verb in past participle always, okay? [77].

In the cases of participants Mary (p3) and Ana (p6), it is worth mentioning that besides their claimed practices and attitudes aligning with their real practice (see Tables 11 and 12), there was considerable use of Spanish during classroom observations. Therefore, this practice also coincided with their opinion about Spanish being beneficial in English language classrooms and they also agreed that the “L1 can be used as a tool to process and internalize the target language”.

On the other hand, in the cases of teachers Gabriella (P4) and Natalia (P7), claimed beliefs and claimed practices also aligned. Individual answers indicated that both participants considered the use of Spanish somewhat important when it comes to providing explanations of concepts, and they claimed to sometimes carry out this practice in their lessons (see Table 12). In this sense,

classroom observations also showed a coherence between the teachers' (P4 and P7) attitudes and practices, as expressed in the questionnaire, and their current practices since even though a tendency to use English during their lessons is still present, Spanish was also used sometimes in limited moments of the lessons. For example, in the case of teacher Gabriella (P4), during her lesson on the use of the modal verbs "might, may, and will," probably, her language choice was exclusively English. During this session, she explained that:

It's 30 %. *Might* means a slight possibility, but you doubt it. *May* is more possible. It's 60% possible. It means possible or perhaps. So, from the three of them which one has the least possibility? *Might* and *may* are in the middle and will probably is 90%. It is likely, so we have there that when we are talking about possibilities, the order is: will probably is 90%, may is 60% and might is 30% [3].

Eventually, the participant (p4) restated the same information in Spanish, explaining:

This is what I want you to understand: cuando utilizo *will probably* significa que es más probable que suceda, pero si utilicé *might* significa que hay un pequeño porcentaje de que suceda pero no estoy seguro de que pase y el *may* está en medio, osea puede ser que si suceda, puede ser que no, so that is the difference [38].

Another moment in Gabriella's (P4) class where both languages were observed involves explaining concepts and providing definitions to the students. Some of her lessons had the purpose of teaching vocabulary. Therefore, she needed to provide some explanations or descriptions of

certain vocabulary in order to help students to understand their meaning. Some specific words she made emphasis on were journey, trip, and voyage, about which she said:

Trip is the two ways. Por ejemplo: Chetumal- Bacalar, Bacalar-Chetumal. The two ways means I go to the place and I'm back. Journey is only one way. Maybe your journey to school is from your house to school or to your house to work. It is only one way, but trip means that you go and you are back. It is two ways. You have there *voyage*. Obviously, this is a French word. What is the idea of voyage? It is long. It is very, very, very long. It is long. It takes lots of days, lots of hours [15].

As noted in this segment, the teacher made a comparison of three concepts to make students understand the meaning of each word using English exclusively. However, she also made use of Spanish to explain the difference between the noun and the verb, which are grammatical categories that also exist in the student's native language. In this respect, she mentioned:

“Es el nombre de todas (las cosas), así lo podemos definir. El sustantivo es el nombre de todas las cosas. Por ejemplo: pencil, notebook, a card, my plant [35]. As Gordillo said in Spanish: el verbo es la acción” [33].

As observed in the segments, the teacher made use of students' basic knowledge of the grammar of their native language, Spanish. Likewise, teacher Natalia (P7) repeated the same pattern in the language choice. For example, when reviewing some prepositions of movement, the teacher made some comments explaining important information, such as “so, as she mentioned, we use a preposition, this type of preposition to indicate movement in our speech, and usually we use

them after some verbs. Specially verbs of movement [29]. As noted, the teacher made use of English to provide students with explanations. However, in one of her sessions, the exclusive use of Spanish was also observed in a similar situation. During this session, the difference between *have gone to*, *have been to*, and *have been in* was revised, so the teacher gave a short summary of these structures, telling the students:

“Okay, entonces *have gone to* (quiere decir que) ya se fue y ahí se quedó. *Have been to* (quiere decir que) fue y regresó en seguida o ya no está en el lugar a donde fue o regresó a su lugar de origen. *Have been in* (quiere decir que) fue pero como dice Johana: no ha especificado cuando. Es decir que se queda por un tiempo prolongado, okay? [13].

Generally speaking, as pointed out in Table 6, the pattern in the use of languages when providing any kind of explanation to the students differs considerably from the contexts analyzed in the previous sections. The four participants made use of both languages in their practices. This finding is quite interesting, especially in the cases of Gabriella (P4) and Natalia (P7), since English has been predominant in most of their classes. However, their practices seem to be still in alignment with the language of instruction they mentioned in the questionnaire. Only a few times, they used Spanish, and this use was limited to moments that required explanations involving restating/summarizing information. In the cases of teacher Ana and teacher Mary, they have been showing a tendency to use both languages at different moments of the class. Therefore, in the same way, there is still coherence in their practices inside the classroom.

4.3.4 To translate information for the students

Translating information of different kinds was another context that is worth mentioning in this paper. This included instructions, elaborated information provided in the course book as well as sentences and phrases. Translations were mainly from English to Spanish, but there were also observed translations from Spanish to English.

Participant Mary (P3) used Spanish to translate instructions. This mostly happened when students didn't seem to be sure about what they had to do in certain activities. In one of her sessions, students had to formulate and ask some questions to their classmates using some structures previously seen in class, so the teacher translated for them:

Primero estableces el tema sobre qué les quieres preguntar. La experiencia vamos a decir. Después, ya que estableciste el tema, tienes que pensar en una pregunta de información específica sobre eso qué les preguntaste primero y que quieras indagar más, okay? Por ejemplo, le quieres preguntar a Jonatan: Jonatan have you ever climbed a mountain? Ese es establish the topic or the fact. Después, le preguntas otra pregunta sobre información específica. Vamos a decir que Jonatan tiene que contestar: yes, I have. Tu preguntas entonces: who did you climb that mountain with? I went alone, I climbed alone or I climbed with my best friend.

Interestingly enough, this participant also translated from Spanish to English. This was observed when trying to help students formulate a certain type question, the teacher constantly translated some sentences, such as “¿Habías reprobado una materia? Have you ever failed a subject?” [90] Or “¿Cuál fue la última materia que reprobaste? What was the last subject you failed?” [90].

Similarly, the use of the native language was also observed in the case of teacher Ana (P6). In this case, she used Spanish to translate specific sentences or phrases of the instructions provided in the coursebook of her class. For example, in one of her activities, while reading the instructions for the students, she uttered:

So, you have in here: look at the table and write sentences about Julie and Antonio. So, look at this. The first one dice: write a blog (es decir) escribir un blog, Julie lo hizo ayer, Antonio te dice que nunca lo ha hecho [83].

In addition, she translated (from English to Spanish) a list of adverbs of time provided in one of the activities. These adverbs are commonly used in present perfect and past simple sentences and included “Since two o’clock (es decir) desde las dos de la tarde, for half an hour (es decir) por media hora, since yesterday (es decir) desde ayer, for ten years (es decir) por diez años, and since 27th June (es decir) desde el 27 de junio” [89]. Similarly, this participant (P6) made use of Spanish to translate some examples of sentences with the structures being studied. For example, when the participant tried to make emphasis on one important rule to formulate the second conditional she mentioned “También pueden invertir las cláusulas: tu tendrías mucho tiempo, si estuvieras en esta situación. Entonces, for the second conditional you are going to use past simple, and you are going to use *would*” [45].

In the cases of the teachers Gabriella and Natalia, the practice of translating was not observed at all. Therefore, in this specific context, the tendency to exclusively use English was evident and once again there is a coherence between the language these two participants (P4 and P7) claimed to use during classes and their practice inside the classroom, at least when it comes to translating information. Additionally, since the pattern in the use of language and the level of English is the same as in most of the contexts previously analyzed, it can also be concluded that

there does not seem to be a relationship between the level being taught and the language choice of the participants.

Since most of the translations had the purpose of clarifying information, it is worth emphasizing some of the participants' answers to the survey. Firstly, Participants Ana, Gabriella, and Natalia said they believe that using Spanish for clarifying during activities is somewhat important; however, as shown in the extracts, only teacher Ana made use of it occasionally. Interestingly enough, this teacher was the only one who claimed not to use students' L1 for this same purpose at all. Secondly, in the specific case of teacher Mary, there is an evident alignment with her practices since she recognized that using Spanish for clarifying is very important, and she affirmed to draw on it sometimes during her lessons. Nevertheless, it was possible to observe a more frequent use on her behalf.

Finally, regarding all the data analyzed in this findings section, four aspects must be concluded. Firstly, it can be said that teachers' claimed language of instruction aligned with the language(s) they used in their real practice in more than a half of the contexts and situations observed during their lessons. Secondly, it was said that a considerable percentage of participants recognized the benefit of using Spanish and they showed a positive attitude towards this practice. However, inside the classroom, the teachers did not always encourage the use of Spanish or give it enough importance. In fact, small percentages of participants used or encouraged the use of Spanish in very limited moments.

CHAPTER 5 DISCUSSION

This chapter summarizes the main findings obtained from this study and their relation to existing literature. It is structured into two main sections according to the research questions and the findings.

5.1 Attitudes of English language teachers towards the use of students' L1 in the EFL classroom

In terms of teachers' attitudes, the findings from this study showed that most participants (73%) considered that both teachers and students should use Spanish in EFL classrooms. These findings seem to be consistent with a study carried out by Jahan and Shafiqul (2016), which analyzed the attitudes and practices of English language teachers towards the use of L1 in Bangladesh and KSA. According to this study, an important number of teachers (more than 50%) believed that L1 should be used in English classes. Another study conducted by Scopich (2018) showed similar findings since participants claimed that it is acceptable for teachers and students to use the L1 on some occasions.

When it comes to the benefit of the L1 use, a bigger percentage (91%) recognized the benefit of this practice during English language lessons. A study conducted by Nambisan (2014) showed that most of the participants (18/19) found the use of L1 beneficial in the English language classroom. Yuvayapan (2019) also carried out a study with similar findings in which more than 50% of the participants recognized that this practice is beneficial.

When it comes to the importance participants give to the use of Spanish (either by teachers or students) in specific contexts, categories such as somewhat important and not important were the ones with the highest percentages in at least five of the eight contexts given. In contexts

involving lower proficiency students and clarifying and explaining content a significant percentage of participants found somewhat and very important to use Spanish in these contexts. This importance given to this practice might be related to the benefit they find in it since qualitative data pointed out that participants found beneficial the use of the L1 specifically for low proficiency levels and in contexts involving clarifying or explaining complex content. This outcome partially aligns with the findings of the mentioned studies carried out by Yuvayapan (2019) and Nambisan (2014) in which participants agreed that the use of L1 is important to help lower proficiency students.

Similarly, classroom observations carried out by Scopich (2018) showed that teachers' translanguaging practices were more frequent when explaining new grammatical structures and introducing and revising vocabulary. This finding partially aligns with the ones in the classroom observations of this study since even though not all the participants mostly made use of students' L1 very often for this purpose, this practice is still present in their classes.

5.2 Practices of English language teachers towards the use of L1 in the EFL classroom

When it comes to encouragement practices in the use of Spanish, this research also showed that categories such as 'sometimes' and 'never' were chosen by the highest percentages of participants in all the contexts given. More than 60 percent of participants claimed to never encourage the use of students' L1 in contexts such as discussing content or group work, brainstorming during class activities and asking for permission. Interestingly enough, similar findings emerged from Nambisan's (2014) work in these same contexts, in which most part of the participants claimed to 'not often' or 'never' use the L1 in the classroom.

In contexts involving providing assistance to peers, explaining problems related to content, translating for a lower proficiency student and responding to teachers' questions, the percentages of participants who claimed to 'sometimes' encourage the use of Spanish ranged from 9% to 73%. This finding differs from the results of the study of Yuvayapan (2019), in which the percentages of teachers reporting to make use of the students' L1 in the same contexts are smaller even though they are inside this range (33% - 42%). The nature of these contexts and also the level of English might be related to this difference, but the influence of these factors in the teachers' encouragement practices will need further research since Yuvayapan's study focused on teachers of different school grades with no relevance in the English levels.

Another important finding that arose from this study was that more than 50% of the participants claimed to use both English and Spanish as main languages of instructions during their lessons. Findings emerging from Khairunnisa and Lukmana's (2020) research are similar since more than 50% of participants chose English and the L1 to be employed in the classroom.

In terms of the frequency with which they used Spanish, categories 'never' and 'sometimes' were present in all the contexts given, while the 'frequently' category was chosen in at least 5 of them. More than 46% of the participants said they 'sometimes' make use of Spanish in at least 7 of the 9 contexts given, among which giving feedback, providing instructions, explaining concepts and building bonds with students were the ones with highest percentages (64% -73%). In contrast to this finding, Yuvayapan's (2019) research highlighted that, in general, there was a tendency to avoid the use of the L1 by teachers, in the same contexts. Nambisan (2014) also showed that in contexts such as giving feedback and explaining concepts, the majority of participants reported to never use the L1. It seems there is no relationship between the nature of the contexts and how often they use the L1; however, this difference in the frequency might be influenced by the level of English. Once again, more research on this respect must be carried out in order to prove it.

In the current study, in contexts such as classroom management, praising students and describing vocabulary, high percentages of participants claimed to never use Spanish. These outcomes are consistent with the same study of Nambisan (2014), in which most of the participants claimed to never or not often make use of the L1.

5.3 Alignment between attitudes and practices in relation to the Spanish use in the EFL classroom

One of the most interesting outcomes of this research was that in the majority of the contexts analyzed during classroom observations, there is an alignment between the claimed language of instruction and the main language used in real practice. In general, two of the participants (p3 and p6) of the second phase tended to use both English and Spanish, while the other two mainly drew on English in most of the contexts (p4 and p7). Yuvayapan's (2019) results differ from this finding since 3 of their participants showed a strong use of English during their classes.

The study also showed that there is an alignment between the attitudes and claimed encouragement practices in at least 6 of the 8 specific contexts, which are discussing content or group work, brainstorming during class activities, asking for permission, providing assistance to peers, explaining problems not related to content, and responding to teachers' questions. There is no alignment in two contexts, which include enabling participation by lower proficiency students and translating for a lower-proficiency students, since 46% percent of the participants believed that using Spanish in these contexts is 'very' and 'somewhat' important; but higher or similar percentages claimed to 'sometimes' and 'never' (respectively) carry out this practice. These findings seem to be opposite the ones obtained by Nambisan (2014), whose research showed a mismatch between the attitudes of the teachers and their claimed practices in most of the uses of

the L1, even though most of the participants found each use important. Once again, this difference in the encouragement practices tendency might be connected with the specific necessities of the students and the class in general, but this relationship will have to be explored in further studies.

In terms of the reported frequency of the use of Spanish, findings demonstrated that there was no complete alignment between attitudes and claimed practices in some of the contexts given. In contexts such as describing vocabulary and providing feedback to students, the attitudes of only a small percentage of the participants coincided with their claimed practices (9% and 18%, respectively) in the categories of ‘very important/frequently’ and ‘not important/never.’ Unlike these cases, when building bonds with students, the attitudes of a larger percentage (36 %) of the participants coincided with their claimed practices, since they said they don’t find it important to use Spanish for this purpose and, thus, they also claimed to never carry out this practice.

In contrast, in the case of contexts such as praising students and clarifying, there was a more evident misalignment. First, when praising students, around 45% of the participants believed that using Spanish is not important at all, but a larger percentage (64%) claimed to never use it in their practice. Also, more than 50% percent considered this practice somewhat important but a smaller percentage claimed to sometimes carry out this practice for the same purpose. Similarly, when it comes to clarifying during activities, only 10% of the participants found using Spanish not important but a larger percentage claimed to never use it (27%). 45% of the participants considered this practice very important; however, only 18% claimed to do it as part of their teaching practice. These findings seem to be barely similar to the ones emphasized in Yuvayapan’s (2019) work, in which overall results from claimed practices and attitudes showed that the use of L1 was not a regular practice in the classes of the participants. Similarly, Nambisan’s results revealed the majority of the participants found all the uses listed in his/her research important; however, the majority of the participants didn’t practice them frequently.

When it comes to classroom observations, findings demonstrated that participants encourage the use of Spanish with more frequency than claimed in the contexts responding to the teacher's questions and enabling participation by lower-proficiency students. Yuvayapan's (2019) classroom observations showed that the most frequent use of the students' L1 was observed in contexts such as vocabulary and clarifying during activities. This difference might be related to the nature of these contexts, since the first two involve students' intervention during the sessions, and the last two involve the students' use of language itself.

Besides this, there were some other important findings that are worth mentioning in some of the contexts identified. They will be described in the following paragraphs.

1.3. 1 To provide instructions

Language choice of p3 and p6 aligned with the language of instruction they claimed to use, which was English and Spanish. A constant use of Spanish was observed. There was also a misalignment in terms of the frequency reported by these participants, since they claimed to 'sometimes' and 'never' use Spanish in these contexts. The same pattern was observed in p4 and p7 since their language of instruction coincided with the one claimed, but there is no alignment in terms of the frequency since they said they 'sometimes' used Spanish, but they never did it for this purpose. When it comes to providing instructions, the research of Yuvayapan (2019) revealed that there is a contrast since one of the participants avoided completely the use of the L1 to explain students what they would do in activities and encouraged them to speak in English. The avoidance of the use of the students' L1 in this specific context might be caused by the level of understanding students have of the language or it could be related to the teachers' beliefs towards the use of the native language for this specific purpose; however, there was no depth analysis of the reasons

behind the participants' language choice in Yuvayapan's research. Therefore, further research must be done.

5.3.2 To translate information for the students

Most of the translation was used for clarifying information. Only p6 aligns with the frequency claimed in the survey, since she thinks this practice is somewhat important and she used Spanish occasionally. However, interestingly enough, she claimed to never use Spanish for this purpose. In the case of p3, there is alignment between their claimed practices and attitudes and their observed practices since she found important to use L1 for this purpose and she argued to put into practice this sometimes. A similar use of the L1 was observed in Yuvayapan's (2019) research since three of the five observed participants of the study demonstrated to make use of Spanish to clarify activities, instructions or meaning of words. In contrast, it is important to mention that this outcome do not align with Nambisan's (2014) research in which translanguaging for this same purpose was not very common among teachers and most of the participants claimed not to use of L1.

Finally, the findings of this research demonstrated that the level of teaching of the four participants is not related to the use of the L1 inside the classroom, except for one specific purpose which involves making questions that trigger the analysis of grammar structures. These findings differ from previous research, as demonstrated in the preceding paragraphs.

CHAPTER 6 CONCLUSIONS

The aim of this paper was to explore the attitudes and practices of English language teachers of the Centro de Enseñanza de Idiomas at UQROO regarding the use of students' L1- Spanish in the EFL classrooms. The findings demonstrated that most of the participants (more than 70%) not only recognized the benefit of using the students' L1, but also considered that it should be used during the EFL lessons. However, it was also revealed that a significant part of participants tended to give more importance to the contexts that requires clarifying/explaining content and involved lower proficiency students.

Results allowed to conclude that despite knowing the benefits of using Spanish, only some teachers claimed to encourage this use in most of the contexts typically found in an English language classroom, especially in contexts such as discussing content or group work, brainstorming during class activities, and asking for permission. The data analysis showed that although English and Spanish are the claimed main languages of instruction in at least a half of the participants, more than 46% of them reported to only sometimes use Spanish in most of the contexts, especially when giving feedback, providing instructions, explaining concepts and building bonds with students.

Outcomes related to encouragement in the use of Spanish showed that there is an alignment between the attitudes and the claimed encouragement practices in some contexts, such as discussing content or group work, brainstorming during class activities, asking for permission, providing assistance to peers, explaining problems not related to content, and responding to teachers' questions. However, when it comes to the claimed frequency, there is a misalignment in some contexts, such as describing vocabulary, providing feedback to students, praising students, and clarifying.

Classroom observations allowed for concluding that participants made use of Spanish with more frequency than claimed in the contexts responding to the teacher's questions and enabling participation by lower-proficiency students. Outstanding findings in specific contexts observed showed that, when providing feedback and praising students, only half of the participants (second phase) totally aligned in terms of language of instruction, frequency, and attitudes claimed. Also, with regard to making questions or requests, teachers tended to encourage the use of L1 in students, either implicitly or explicitly. When it comes to providing explanation, teachers tended to make use of both languages; however, the use of Spanish was very limited and their claimed language of instruction and the one observed kept in alignment.

Finally, the findings showed two important points. First, translation was a practice mainly aimed at clarifying information. Secondly, there seems to be no relationship between the level of teaching of the four participants and the use of Spanish during their lessons, except for the contexts that require making questions in order to analyze grammar elements.

Additionally, this study allowed to identify certain aspects that require to be explored in depth in further research. The role of the level of English as well as the nature of contexts such as providing assistance to peers, explaining problems related to content, translating for a lower proficiency student, responding to teachers' questions, providing feedback and giving instructions might be subject of further research since they could influence teachers' encouragement practices towards the use of the students' L1, as well as the frequency of its use. When it comes to the general use of the students' L1, aspects such as specific necessities or features of the students' mastering of the language might need to be explored in order to determine whether or not they have influence on the alignment between teachers' attitudes and their practices.

As mentioned at the beginning of this paper, this study has contributed to fill the gap in research about this topic in the context of higher education in Mexico. Specifically, it has provided

an overview of the teachers' attitudes and practices toward the use of Spanish, which at the same time serves as a basis or first step for further research that allows teachers to adopt new perspectives and approaches to English teaching and to be open to the possibility to incorporate translanguaging in their practice inside the EFL classrooms at the Autonomous University of the State of Quintana Roo (UQROO).

Finally, some limitations arose while carrying out this research. During the first stage of the study, one of the limitations was the lack of participation of teachers. The invitation to answer the online survey was initially sent to 30 teachers, but only 11 responded to the request. However, the final number of participants was enough to carry out the research. Moreover, the quality and specificity of the participants' answers in the opened questions included in the survey represented a limitation when analyzing the data. Some of the teachers' answers didn't include the information requested and some other were extremely brief, making it difficult to categorize them or draw conclusions from them. Originally, there were 12 participants but one of them had to be eliminated from the study for the same reasons. Lastly, the biggest limitation found in this research was that it was carried out during the pandemic due to COVID-19, and the classroom observations had to be conducted online. This situation didn't allow the researcher to completely see the interaction between teachers and students inside the classroom as well as different aspects of their expressions and behavior regarding the use of the students' native language.

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APPENDICES

Appendix A Online questionnaire about the use of L1 in EFL classrooms

Questionnaire about the use of L1 in the EFL classrooms

The aim of this questionnaire is to gather information about the attitudes and practices of the English language teachers towards the use of the L1 (Spanish) in the EFL classrooms, at the University of Quintana Roo. The obtained data will be analyzed and discussed as part of my undergraduate thesis. It is completely anonymous. Please answer each question as honestly as possible. Thank you for your participation.

***Obligatorio**

Gender *

Female
 Male

Age *

Tu respuesta

Degree *

Tu respuesta

Years of teaching experience *

Tu respuesta

How many students do you teach in a day? *

Tu respuesta

What is the main language of instruction in your classes? *

English
 Spanish
 Both English and Spanish

Do you think teachers should use Spanish during English language lessons? *

Yes
 No

Please explain the reasons of your previous answer: *

Tu respuesta

How often do you use Spanish in the classroom for the following situations? *

	Never	Not often	Somewhat often	Often	Very often
To explain concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To praise students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build bonds with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To quickly clarify during activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help low proficiency students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: This figure illustrates a part of the online survey created with the online tool Google Forms. The questionnaire was adapted using the one by Nambisan (2014). It was applied to the participants during the first phase of the study and it aimed to gather information about two aspects: first, teacher's general information such as gender, age, degree, and years of teaching experience; second, the opinions and perceptions of English language teachers about the use of Spanish in the classroom, the importance that they place on it, and the frequency with which it is used in their classrooms. Own elaboration.

https://docs.google.com/forms/d/e/1FAIpQLSeydyVepzRCL4ZWxJa_IMEbLEjrDDul7CfYOPnjU1j7E4r6Bg/viewform?usp=sf_link

Appendix B Observation protocol

SETTING	<ul style="list-style-type: none"> -Level of English -Class size -Class duration -Class organization (how it is organized in online modality)
PARTICIPANTS	<ul style="list-style-type: none"> -Relevant characteristics of the participants. -Main language of instruction (do they use English or both Spanish and English?) -Behavior patterns toward the use of Spanish/ English (do they encourage students to use Spanish? English? /How often? -do they avoid using Spanish? English?/ How often?
ACTIVITY AND INTERACTIONS	<ul style="list-style-type: none"> -When and for what purposes do they use Spanish? English? /How often? -When do they use English? Spanish? how often? -When do they allow students to use Spanish? English? -How often do they allow students to use Spanish? English? -When do they not allow students to use Spanish? English? -Reactions toward the use of Spanish and English (how they react when students/themselves use Spanish? English?)
CONVERSATION	<ul style="list-style-type: none"> -Language used for communicating between teacher and students. -any phrase, words, verbal patterns about the use of Spanish either by the themselves or by students (signals of approving or disapproving their use).
SUBTLE FACTORS	<ul style="list-style-type: none"> Non-verbal communication (any positive/negative emotion or feeling reflected in the voice tone/volume and facial gestures toward the use of spanish/english during the class, either by the themselves or by students).

Note: This table shows the observation protocol. It contains 5 main aspects, which guided the classroom observations carried out during the second phase of the study.

Appendix C Sample transcription of a classroom observation

SETTING

Level of English: basic

Class size: 16 students

Class duration: 1 hour 20 minutes

Class organization: The teacher projects the online book and a power point presentation in order to explain the topic. The students use their microphones or write their answers/participations in the comment sections.

PARTICIPANTS

Main language of instruction (do they use English or both Spanish and English?)

The participant uses both languages Spanish and English.

Behavior patterns toward the use of Spanish and English (do they encourage students to use Spanish? English? /How often do they do it?)

The teacher doesn't encourage them to use Spanish, but she let students to use Spanish freely the most part of the time class.

Do they avoid using Spanish/English and how often?

The participant doesn't avoid using Spanish at any time of the class. In contrast, she seems to draw on the use of Spanish to explain students a topic.

INTERACTIONS

When and for what purposes do they use Spanish? And how often?

The teacher uses English to explain what the students are going to do during the class and to ask questions to the students directly about the topic of the class:

“What's the meaning of giving advice? Is it a soft suggestion or a strong suggestion?” [1]

She suddenly turns to Spanish when she wants to make a clear question to the student. She seems to make use of Spanish to make sure students understand important questions or aspects of the topic:

“y ¿qué palabras Podemos utilizar para una sugerencia leve, para remarcar que es una sugerencia leve? ¿qué palabra vimos?” [2]

Once the participant gets the answer from the students she turns to English again and continues explaining the grammar structures or patterns of should to give advice:

Excellent, and in this slide we saw this combination: I think you should, yes? If you are giving a piece of advice, I think you should, I mean I want to lose weight a piece of advice could be: I think you should start a diet [3]

Once again, when asking questions to the students directly about the content she switches to Spanish “y ¿qué pasa si quiero dar una recomendación negativa?” “¿cómo sería la combinación de think with should?” [4]. She asks the students the question above, but they don't seem to understand, so she repeats the question in Spanish “ok, una combinación sería you shouldn't eat fatty food pero esta combinación de think y should ¿cómo lo podría poner en negativo?” [5]

The most part of the explanations for very specific aspects (for example structure of the sentences) was in Spanish and the examples in English. She also uses Spanish to recall information seen in last classes in cases such as “y ¿qué vimos en esta diapositiva? ¿de qué se trata esta diapositiva?” [6]

The L1 was used to make students analyze the structure of the sentences using should and think and also to make sure they understand what she is asking to them as it is shown in the following interaction:

Participant: sí, consejos recomendaciones. Pero aquí en esta diapositiva ¿qué tiene de peculiar esta recomendación? [7]

Students: que compara

Participant: ¡Muy bien! Que compara. Very good! (she confirms their answers are correct in Spanish) [8]

The teacher seems to make emphasis on the difference between the use of should in a comparison and the use of should in a recommendation.

Once again, the participant switches from Spanish to English to keep going with the explanation. But then again, she turns to Spanish, when students answer in Spanish to explain specific points of the structure she is showing them:

Participant: so in this case we have two possible options to possible, to possible solutions to a person who is asking for a piece of advice. So the person ask should I buy the red shirt or the blue shirt? [9]

Students: que si debe comprar la playera roja o la azul

Participant: Aja, o la azul. Entonces el problema que tiene esta persona es que no decide que playera comprarse y las dos posibles opciones para esta sugerencia que el pide pues son estas dos playeras. I think should buy the red one, ok? pero al decir the red one aquí nos dice si nosotros queremos dar información extra de por qué es la mejor [10]

She once again makes questions about specific aspects of the sentences:

Participant: ¿dónde está el comparativo en esta oración? En esta oración más completa [seg11]

Student: nicer

Participant: nicer, yes? So you have the blue shirt and the red shirt and what you are comparing both are nice. ¿Recuerdan que significa both? [12]

Students: Ambos

Teacher: exactly, so you have two options, so we have both are nice, but one is nicer than the other, yes? Ok? so in this case the red shirt is nicer than the blue shirt. So, the piece of advice is I think you should buy the red shirt because it is nicer than the blue one [13].

She turns again in Spanish to conclude “entonces aquí estamos contestando todavía una sugerencia pero además estamos dando un poquito más de información al comparar las dos opciones que tenemos. Ok? De eso se trataba esa diapositiva” [14]. In general, the participant

analyzes the sentences on the slide to identify the intention and the intention of each of them as well as the differences in the structure.

When do they allow students to use Spanish?

The participant allows the students to use Spanish to answer to her questions and to ask questions about the topic. The teacher allows students to use Spanish to translate the meaning of some examples and also to give more specific information or explain their own answers:

Participant: ¿De qué se trata esta diapositiva?

Student: ¿ De una recomendación?

Participant ¿qué más?

Student: should es para consejos advice, ¿no?

Participant: sí, consejos, recomendaciones. Pero aquí en esta diapositiva ¿qué tiene de peculiar [15]

Students can use English to provide examples of the grammatical topic seen. She gives simple instructions in English “(Student), can you read the first problem?”. Teacher allows students to use Spanish when they need to give answers about comprehension of an activity or about the meaning of a sentence or a paragraph

“Teacher: What’s the problem here? “

“Student: Que no están de acuerdo en el destino seg” [16]

Then she changes to Spanish to give more complex instructions to the students and explain the elements she has given them to carry out the activity. This can be seen in the following examples:

En el destino ok , entonces aquí les pongo dos opciones: Egypt or Playa del Carmen. En el consejo que ustedes hagan tienen que poner cual sería la mejor opción y aquí están algunas ideas de que podrían comparar el costo, la diversión y la temperatura ok? [17]

¿Cuál es el Segundo problema? (Student) puedes leer el segundo problema? [18]

Thank you (Student), so over here you have two options, yes? Two answers, two possible solutions Lucy’s food or healthy food y aquí tenemos algunas palabras o ideas que

Podemos que Podemos utilizar para comparar estas posibles o la posible sugerencia, ok healthy and fatty. [19]

The participant also gives instructions in Spanish. Then, she uses English again to restate the instructions she has just said.

Les voy a dar 5 minutos para que ustedes hagan o piensen en una sugerencia, una sugerencia para cada uno de estos problemas, ok? [20].

You have to come up with one suggestion, only one suggestion for each problem. You need to combine three things in your suggestion. You need to combine think, should and you need to also give extra information, adding a comparative in your answer [21].

She repeated the instructions in Spanish since students didn't understand the instructions and provides an example in Spanish, so they can understand what they have to do.

Vamos a escribir una sugerencia una solución a estos problemas combinando tres cosas la palabra think, la palabra should y vamos a añadir info extra de la razón por la cual esta opción que tu estás dando es la correcta o la más apropiada y vamos a incluir un comparativo. Sí? Entonces por ejemplo, yo puedo decir I think , I think you should, ahí estoy utilizando la palabra should, and you have two options here , yes? I think you should choose a different destination. Entonces aquí ya estoy poniendo think and should [22].

Students rarely speak English, only to provide examples related to the topic as in “teacher, for example, I think you should go to Playa del Carmen because it is cheaper and cooler than Egypt” [23]. Students participate using Spanish:

Teacher: who else has a different piece of suggestion piece of advice for problem one

Student: Yo maestra, I think you should choose Playa del Carmen because it is less expensive and has a wonderful and beautiful beach and good bars to party than Egypt.

Student: Teacher puedo participar? He Bueno yo le coloqué, I think you should talk with Lucy and tell her cooking healthy food. [24]

Teacher once again provide correct feedback in English as in “ok, tell her or ask her to cook, over there more healthy food. Very good! The rest of the sentence it’s ok” [25] and:

Ok excellent, very good (Student)! (also English used to cheer up students), so over there the only thing is the pronunciation of this word (choose) is choose, I think you should CHOOSE, yes? Ok? (English to provide corrective feedback) but well done! Excellent sentence. [26]

The teacher also uses English to share with the rest of the class the examples of the students who wrote their answers in the comment section.

For example, (Students) share their sentences in our chat. (Student) says: I think you should talk to him show him the incredible places you could visit together to convince him. That’s a good sentence... [27].

Once again, to make analyze students an example given by one the students the teacher switches to Spanish to make them some questions about the structure of the sentence.

Teacher: And then we have (Student), I think you should cook healthier food and help your health. Ok recordemos que healthy. Esta oración de (Student) está correcta, ¿qué le tendríamos que modificar? Si queremos seguir las reglas de los comparativos o las reglas que vimos la clase pasada. ¿Aquí donde está el comparativo de (student)?

Student: En el -er

Teacher: Aja en healthier

Student: pero es more healthy, no?

Teacher: exactly! [27]

Then she switches to English and say:

According to the rules we saw last class Healthy would be a long adjective, so I think you should cook more healthy food and help your health. That is correct! So the only thing is that Healthy is consider a long adjective so instead of saying healthier we need to add the word more. Pero aquí no necesitamos poner than porque no estamos poniendo el otro elemento que estamos comparando...[28]

She also uses English to explain instructions of an exercise:

So, we are gonna continue working with giving advice les sigo compartiendo pero ahora vamos a trabajar en nuestro libro. So, in these sentences we need to give a piece of advice and they are telling us is the same mechanics. There is a problem and we need to provide a piece of advice and these are some sentences that we can use in order to complete these pieces of advice. So please check the possible answers over here and tell if there is a word you don't understand. Only if there is a word you don't understand. No questions? So, let's start with the first problem or the first situation, what should I do ... [29]

In this part of the class the teacher asks students questions to make them rethink their answers and analyze them (indirect corrective feedback) using English.

Student: you should try walking or cycling.

Teacher: is there a connection there? Is there a logical connection there?

Student: no

Teacher: no right

Student: wear good trainers

Teacher: mm ok, what's the meaning of trainers? [30]

Student: pero ¿Cuál es la intención de la palabra entonces? ¿Cuidar el aspecto de la entrevista o llegar temprano?

Teacher switches to Spanish because the student seems not to understand the intention of the sentence:

Teacher: Otra vez, a ver (student) ¿qué me dijiste?

Student: En la primera oración no entiendo cual es la intención de la frase, ósea procurar llegar temprano a la entrevista o...

Teacher: bueno para mí la que mejor se conecta con esta situación ... quién hablo?

Student: iba a decir arrive late porque esa de go to the bed late la iba a usar para I feel tired in the morning [31]

Teacher: for me the most appropriated answer, from the options we have here es You should eat heathy snacks but is not really logical, yes? Ok so I think over here is not late but early or you should go to bed early [32].

Students: ¿y si ponemos shouldn't?

Teacher: Ok, very Good! Should or shouldn't

Student: you shouldn't arrive late [33]

Another similar example is shown in these extracts:

Teacher: I feel tired in the mornings,

Student: you should go to bed late

Teacher: aquí haríamos lo mismo que en la uno. You shouldn't go to bed late.

Para preguntar el significado de las palabras sometimes she uses Spanish and other times she uses English:

Teacher: I have a problem with my shoulder. So what's the possible solution there?

Student: Pues solo la que queda es la de lift weights today pero no tienen nada que ver ¿o sí? [34]

Teacher: sí ¿qué significa lift weights?

Student: weight es peso, lift es ¿liviano?

Teacher: no, lift es levantar, ayer vimos unos ejercicios ¿no?

Student: entonces sí de que ¿levanta pesas hoy?

Teacher: No debe, no debería ¿no?

Student: Bueno sí, no deberías. [35]

The teacher uses Spanish to recall information (specifically the meaning of a word) they saw in previous classes.

Teacher: you shouldn't lift weight today, en la clase pasada vimos estas dos palabritas. Vimos lift weighting y que también existía el verbo lift weighting. Dijimos que weight significa peso, pero también se puede utilizar cuando nos referimos al equipo de gimnasio a las pesas. Y lift es pesas entonces eso quiere decir literal levantar pesas y el nombre del deporte es weight lifting, right? [36] So let's check our answers.

Once again to give the instructions for another activity teacher uses English. But this time stops in the middle and ask the students what are the indications (if they understand them or not) in Spanish. She encourages students to translate the instructions to see if they understand. Also, she translates the instructions into English again.

So, over here we have a conversation, so it says watch or listen and read the conversation. You are gonna see the subtitles in the video. Find and underline five words that are different from the ones you hear. [37]

esa es una cosa que van a hacer. ¿qué entendemos aquí? Find and underline 5 words that are different from the ones you hear ¿Qué vamos a hacer aquí? [38]

Student: ¿encuentra y une las cinco palabras?

Teacher: encuentra y subraya cinco palabras que ¿qué?

Student: qué sean diferentes a lo que escuches

Teacher: Exactly, thank you. Esa es una cosa que vamos a hacer y otra cosa que vamos a hacer es vamos a escuchar esta conversación dos veces es identificar tres formas en las que se dan consejos. Over here, in this conversation there are three different ways to give advice., ok? so you have to do this and at the same time you have to find different ways to give advice. [39]

The teacher uses English to restate the instructions explained before.

Teacher: so find and underline five words that are different from the ones you hear. Yes? [40]. When she asks students questions about the words they could identify she uses English, but she allows them to use Spanish.

Teacher: So in that section did you identify the word that is different from what you heard?

Student: dice really?

Teacher: really ¿sí? Entonces aquí dice rarely so we are gonna underline this one because the word you heard was really. [41]

She repeats the instructions again in English:

Teacher: We are going watch the video again and in this case there are different ways in which Lora gives advice to Jack. So, try to identify in which ways she gives those pieces of advice. Ok? [42]

Teacher: So over here is the correct conversation. So, tell me identify in which sentences or the different ways in which lora is giving advice to jack. [43]

Teacher: ¿Cómo le da recomendaciones Lora a Jack?

Student: you should do more exercise

Teacher: Very good

Teacher: otra forma en la cual Lora le da una recomendación a Jack...

Teacher also allows students to use Spanish when sharing their answers of the exercise.

Student: Cuando dice que no beba cocacola ¿no es?

Teacher: yes, it's a recommendation [44]

Teacher summarizes the different ways they used to give advices using English.

Teacher: We have four different ways to give advice. The first one the one we have been working with is should and shouldn't. la segunda es why don't you... that is another way to introduce a pice of advice number tree could, ok? so imagine that I want to join a gym

but I don't have the money to do that so I really want to start going to do something I could do, a person gives me a piece of advice and says you could work extra hours to get more money or you could find a new job that pays better.... [45]

Teacher: And the last one is like ammm ¿saben que son los imperativos? ¿En español ?

Student: los que expresan ordenes o algo así?

Teacher: aja me puedes decir un imperativo?

Student: tienes que limpiar tu cuarto. [46]

Teacher: el imperativo sería limpia tu cuarto.... Aquí por ejemplo es una sugerencia muy directa, por ejemplo, no comas dulces. O camina, haz ejercicio. Entonces ahí también los imperativos nos ayudan a dar una recomendación, pero es una recomendación más directa. So, there are many other ways to give advice so we have one, two three and four in this conversation. Four different ways. [47]

Teacher once again, ask in Spanish if there is any other word they don't know of the next activity.

Teacher: ¿Hay alguna palabra o expresión que no conozcamos aquí?

Student: no maestra todo bien

Teacher: ¿todo bien? ¿Qué significa my favorite dress won't do up ?

Student: sí que significa won't

Teacher: won't es la contracción de will not.

Student: y do up es que no le queda? [48]

Teacher: ¡exactamente! Aquí por ejemplo, en la conversación dice Jack oh no! I can't do up these jeans quiere decir que el pantalón no le cierra. Do up is to fasten a zipper. So, if something if you cannot do up something like a piece of clothing is because that piece of clothing has become smaller or you have become bigger. Entonces do no significa cerrar, abotonar etc. y si algo no se pudo cerrar o abotonar es porque se hizo más pequeño o tú te hiciste más grande. [49]

Teacher: give up ¿sabes qué significa give up?

Student: ¿levantarse?

Teacher: no, that is get up

Student: rendirse.[50]

Teacher: rendirse, esa es un significado de give up. Rendirse. Pero además give up cuando se combina con una palabra que esta relacionada con comida quiere decir que tu tienes que dejar o no puedes dejar eso [51]

Por ejemplo, aquí en la conversación dice perhaps you could give up sugar. ¿qué significaría esto? Perhaps you could give up sugar for a start?

Student: primero deberías dejar la azúcar para empezar.

Teacher: yes, entonces give up aquí es dejar de hacer algo en este caso dejar de consumir algo. I can't give up sweet stuff

Student: ¿no puedo dejar las cosas dulces?

Teacher: exactamente no puedo dejar las cosas dulces.... [51]

Teacher pregunta al final de la clase

Teacher: ¿preguntas chicos?

Student: el de why don't you siempre va a ser en pregunta ¿no?

Teacher: yes, sí siempre eso sí. Usualmente las recomendaciones nos las dan directamente nuestros amigos o a quien le estemos solicitando la sugerencia why don't you. [52]

Usa ingles y español para las instrucciones de la actividad (translation)

The teacher uses both languages to give instructions. First, she uses English and then, she translates into Spanish.

Teacher: We are going to do this last activity. Ok? so we have number seven and it says choose a situation and create a short conversation. In this case wee agonna use all those different ways to give advice not only should or shouldn't but everything we have seen so

far. What are we gonna include in terms of language? The following: we are gonna use, think in combination with should or shouldn't and comparatives. We are gonna use could, why don't you or imperatives for this short conversation. Give advice and over here you have the situations. Give advice someone who wants to put on way, relax more, have a cheap holiday, meet new people, save money or become more confident [53].

Teacher: De aquí van a escoger una situación, tenemos seis situaciones diferentes. ¿Hasta ahí vamos bien? Tenemos seis situaciones diferentes y vamos a escoger una. Vamos a escribir una conversación como la que vimos el día de hoy y en esa conversación vamos a dar varios recomendaciones pero de diferente forma, no de una sola forma. La conversación es algo similar a lo que trabajamos aquí. Una conversación como esta en donde encontremos las diferentes formas de dar recomendaciones [54].

How often do they allow students to use Spanish?

The teacher allowed students to use Spanish

When do they not allow students to use Spanish?

There doesn't seem to be any moment in the class when teacher doesn't allow students to use Spanish. Actually, she allows them to freely use Spanish.

Language used for communicating between teacher and students.

The teacher mainly uses Spanish for communicating with students, but once in a while English and sometimes a combination of them in contexts such as clarifying information, giving instructions and explaining the meaning of phrases or sentences or words.

SUBTLE FACTORS

Any phrase, words, verbal patterns about the use of Spanish either by the themselves or by students (signals of approving or disapproving their use).

There is no signal of disapproval in teacher's face or gestures. She seems to be satisfied when students answer correctly or confirm they have understood a point of the topic, even when they do it in Spanish.