

## Chapter IV

### 4. Results

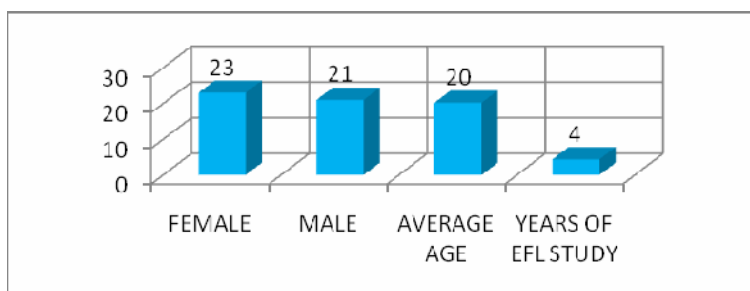
As mentioned in section 3.2.1.4 of the previous chapter, this study gathered data from 44 elementary and 55 advanced EFL students from the three universities described in section 3.2.1.1. Table 1 shows the distribution of the participant students per university and per level.

**Table 1.**  
**Distribution of Participant Students per University and Level**

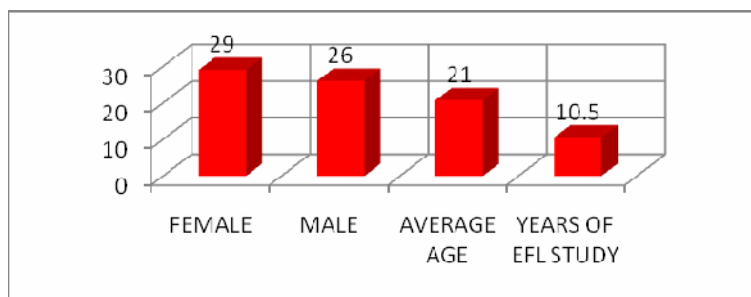
	Elementary Students	Advanced Students
University A	11	19
University B	14	24
University C	19	12
TOTAL	44	55

Graph 1 shows the distribution from the 44 elementary EFL students in terms of gender, average age, and average length of EFL study. Graph 2 shows the same information correspondent to the 55 advanced EFL participants.

**Graph 1.**  
**Elementary Students' Gender, Average Age, and Average of Years of EFL Study**



**Graph 2.**  
**Advanced Students' Gender, Average Age, and Average of Years of EFL Study**



#### **4.1 Quantitative Instruments Results**

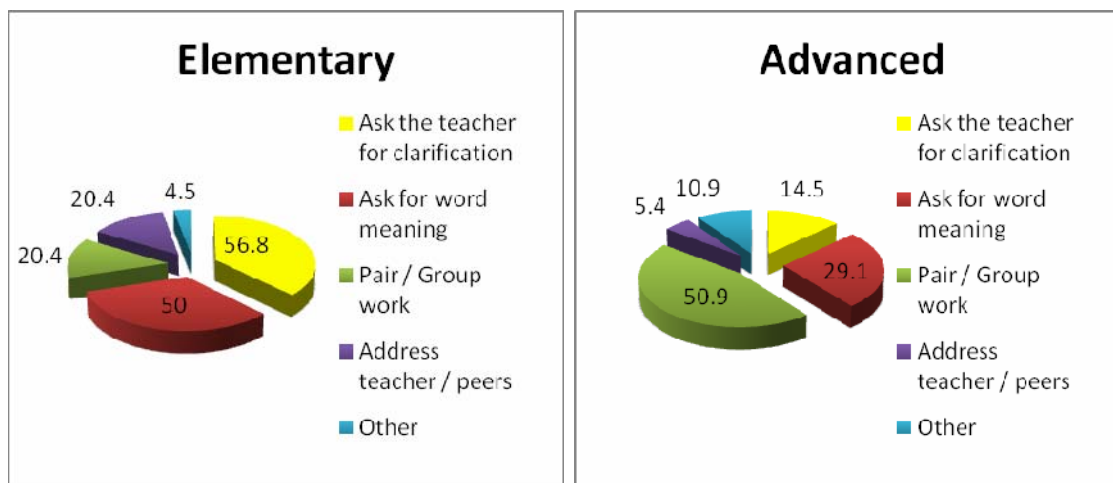
As stated in the previous chapter, two quantitative instruments were administered for the purposes of data collection: one questionnaire for the participant teachers and one for the participant students. Each instrument consisted of two sections and contained twenty items in Spanish, which were translated to English for the writing of this study.

##### **4.1.1 Student's Questionnaire Results**

The results of the student's questionnaire will be presented first. The first section of this instrument consisted of four statements in which the participant students had to choose the option or options that corresponded to their individual case. It is important to mention that several students selected more than one option and therefore, the total of the percentages' sum exceeds the amount of participants.

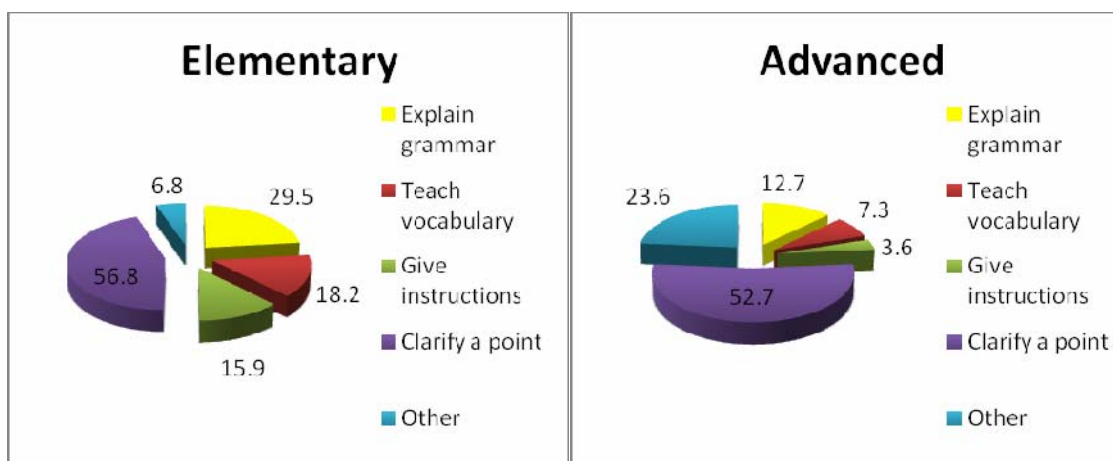
Graphs 3, 4, 5, and 6 show the results of the student questionnaire's first section in percentages, that is, how many students out of a hundred percent (44 elementary and 55 advanced) chose each option. In order to establish a better point of comparison, the results of both levels are presented together.

**Graph 3.**  
**Student's Questionnaire. Item 1: In English Class, I Use Spanish to...**



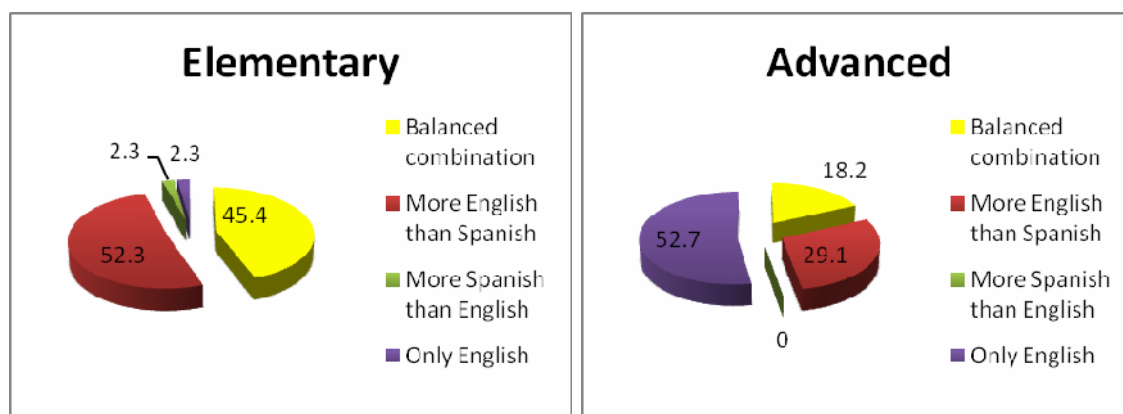
As it can be seen, the predominant option for elementary students was asking the teacher for clarification (56.8%) followed by asking for word meaning (50%), while pair/group work was the one selected by most advanced students (50.9%). The participants also had the option to write other purpose(s) for Spanish use in English class. The situations they added were: Talking to the teacher about absences and other administrative issues, saying what they have not learnt to say in English, participating, and asking their peers something they did not understand or missed.

**Graph 4.**  
**Student's Questionnaire. Item 2: I Would Like my English Teacher to Use Spanish to...**



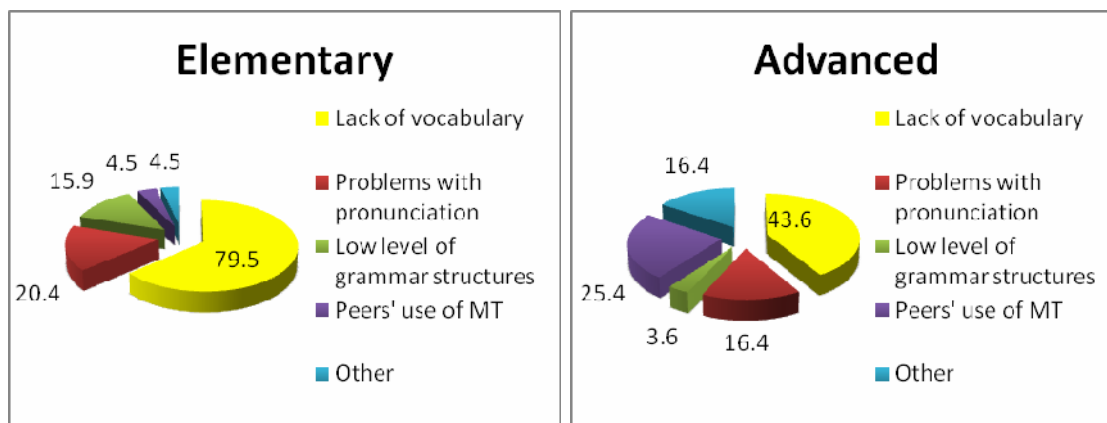
In Graph 4, it can be observed that the majority of both, elementary (56.8%) and advanced (52.7%) students would like their English teacher to use Spanish to clarify a point that was not understood. Similarly, in this item the participants had the option to mention for what other purpose(s) they would like their EFL teacher to use the MT. Interestingly, although an elementary participant wrote that for teaching complex words, three advanced students added in the option “other” that they would not like their teacher to use Spanish at all.

**Graph 5.**  
**Student’s Questionnaire. Item 3: In my English Class I Would Like...**



Graph 5 shows that most elementary students (52.3%) prefer having more English than Spanish in class, closely followed by a balanced combination of both languages (45.4%), which contrasts with almost the same percentage of advanced students (52.7%) who prefer only English in the classroom.

**Graph 6.**  
**Student's Questionnaire. Item 4: I Use Spanish in English Class Because of...**

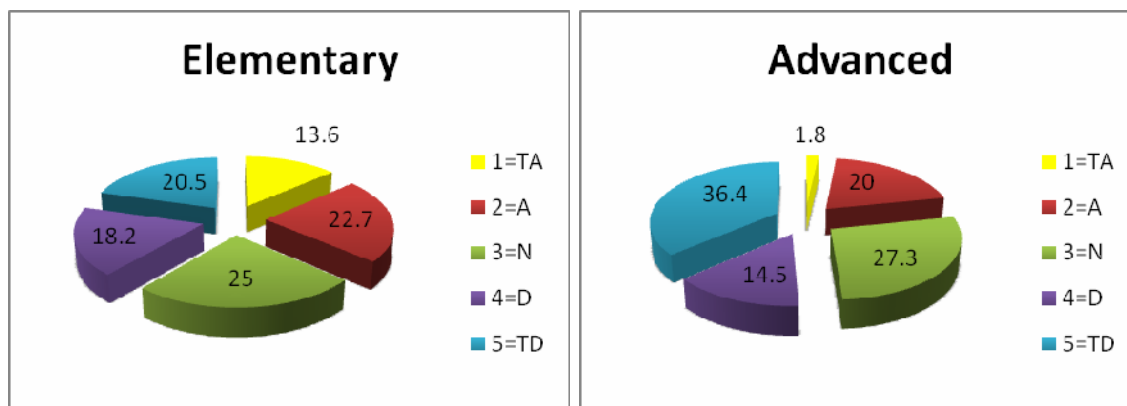


Graph 6 presents that the main reason for using MT in EFL class for both, elementary (79.5%) and advanced (43.6%) students, is the lack of vocabulary. As with the previous questions, other reasons that the participants mentioned were being ashamed of making mistakes or mispronouncing, not being able to express themselves in the L2, getting nervous when speaking in the L2, and some advanced students wrote they do not use Spanish in EFL class.

The second section of the students' questionnaire consisted of sixteen statements from which the participants had to choose the option they agreed with from a Likert scale going from 1 (totally agree) to 5 (totally disagree). As with the first section, the graphs of both levels are presented together for better comparison.

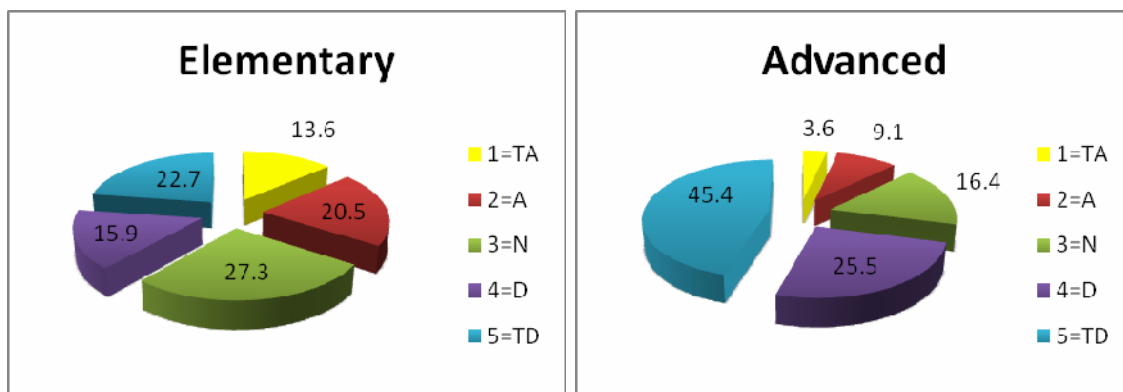
Graphs 7 to 22 present the percentage of students out of a hundred percent (44 in elementary and 55 in advanced level) that chose each option. Differences between the elementary and advanced level participants are more observable in this section. For the purposes of the interpretation, the percentage of participants who selected options 1 and 2 (totally agree and agree) will be considered together, as well as options 4 and 5 (disagree and totally disagree). The participants who selected option 3 of the Likert scale (neutral) will not be further mentioned.

**Graph 7.**  
**Student's Questionnaire. Item 5: The English Grammar Should be Taught in Spanish**



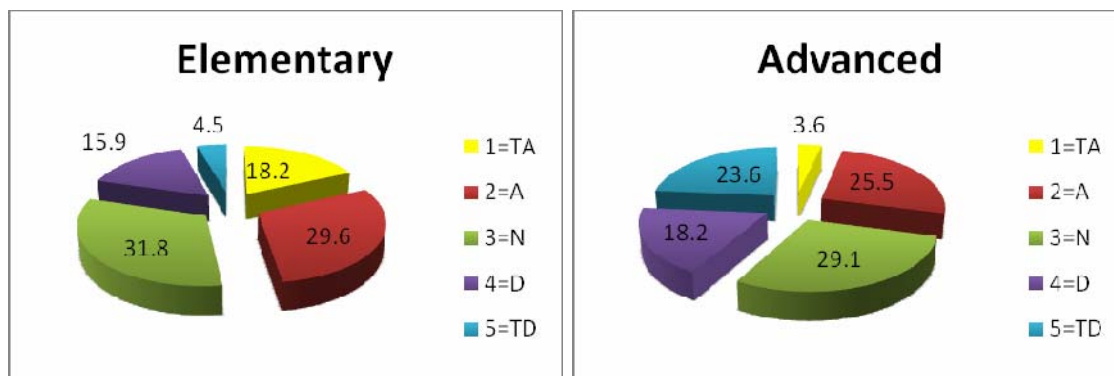
Graph 7 shows that 36.3% of the elementary level participants agree with the idea that the English grammar should be taught in Spanish, while only 21.8% of the advanced level students do.

**Graph 8.**  
**Student's Questionnaire. Item 6: The English Vocabulary Should be Taught in Spanish**



Similarly, in Graph 8 it can be seen that 34.1% elementary level students agree with the idea that the L2 vocabulary should be taught in the MT, while only 12.7% of the advanced level students feel this way.

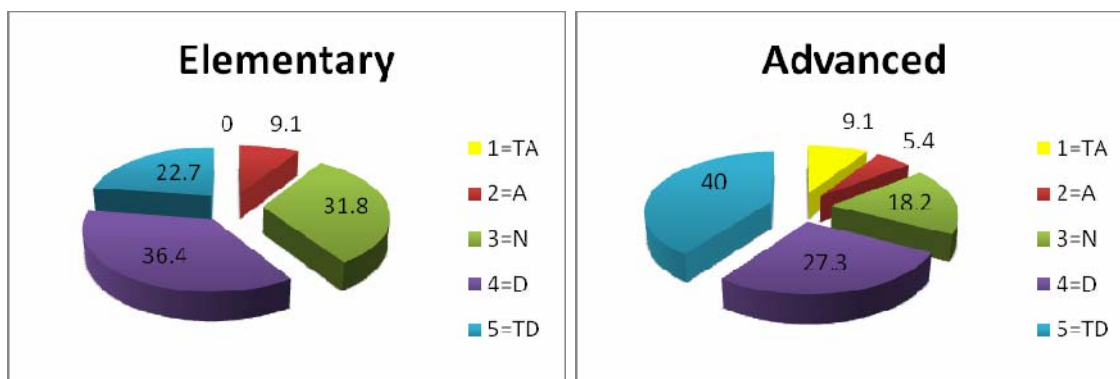
**Graph 9.**  
**Student's Questionnaire. Item 7: Students Should be Allowed to Express Ourselves in Spanish any Moment We Need to**



In Graph 9, it can be observed that 47.8% elementary level participants feel they should be allowed to express themselves in the MT whenever they need to, but only 29.1% of the advanced level students share this opinion.

Graphs 10 and 11 present the participants' opinion about the use of Spanish in the English classroom from both the students and the teacher.

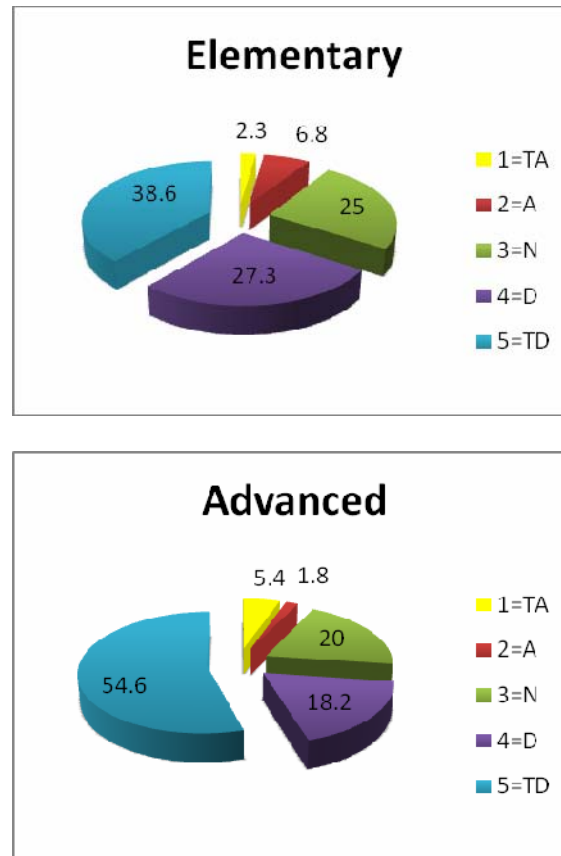
**Graph 10.**  
**Student's Questionnaire. Item 8: Students Can Use Spanish in the English Class but the Teacher Cannot**



As it can be seen in Graph 10, both elementary (59.1%) and advanced (67.3%) level participants disagree with the idea that students can use Spanish in the English class but the teacher cannot. Similarly, Graph 11 shows that 65.9% elementary and 72.8% advanced level students also disagree with the idea that the teacher can use the MT in the EFL class but the students cannot.

**Graph 11.**

**Student's Questionnaire. Item 9: The Teacher Can Use Spanish in the English Class but the Students Cannot**

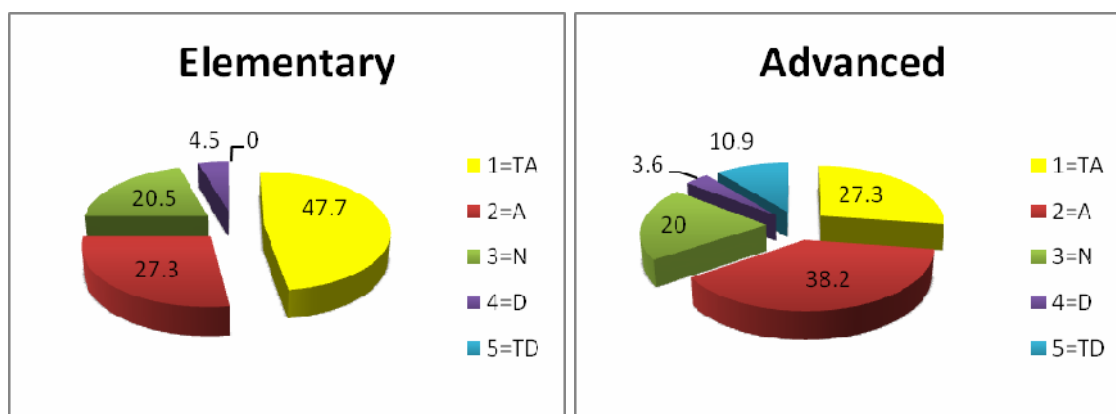


Interestingly, Graph 12 shows that 75% of the elementary and 65.5% of the advanced level participants agree with the idea that both the teacher and the students can use the MT in the EFL class if they consider it necessary.

**Graph 12.**

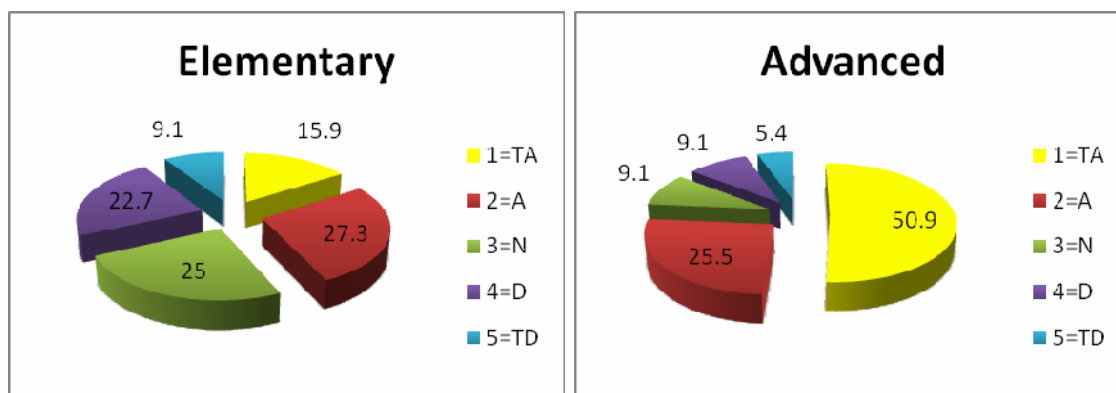
**Student's Questionnaire. Item 10: Both the Teacher and the Students Can Use Spanish in the English Class if They Consider it Necessary**





In relation to the previous item, Graph 13 shows that the idea that Spanish should be used in the English class only as “the last resource” is only shared by 43.2% elementary level participants in contrast with 76.4% advanced level students who agree with this.

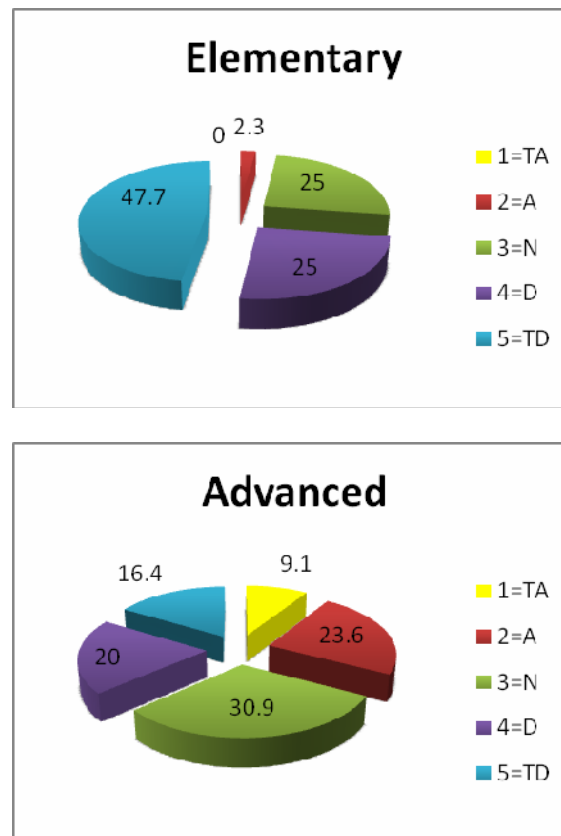
**Graph 13.**  
**Student’s Questionnaire. Item 11: Spanish Should be Used in the English Class Only as “the Last Resource”**



Related to the previous items and even more contrasting between the levels, Graph 14 presents that 72.7% elementary level students disagree with the idea that it is not necessary to use Spanish in the EFL class at all, while only 36.4% of the advanced level participants disagree with it.

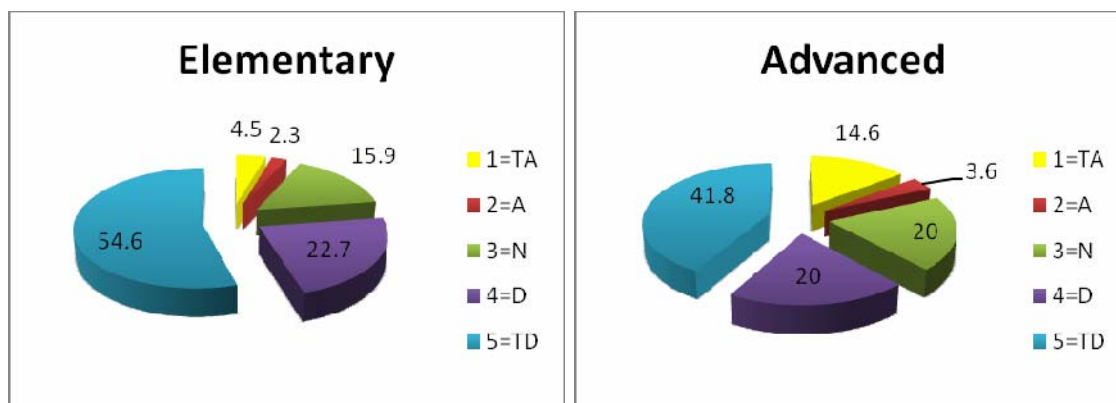
**Graph 14.**

**Student's Questionnaire. Item 12: It is not Necessary to Use Spanish in the English Class at all**



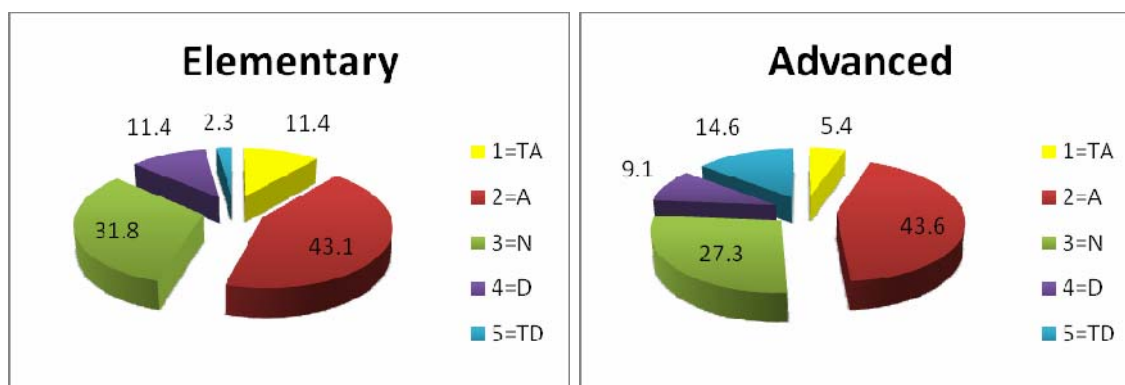
In what refers to penalization for using Spanish in the EFL class, Graph 15 shows that 77.3% elementary and 61.8% advanced level students disagree with this measure.

**Graph 15.**  
**Student's Questionnaire. Item 13: The Use of Spanish in the English Class Should be Penalized**



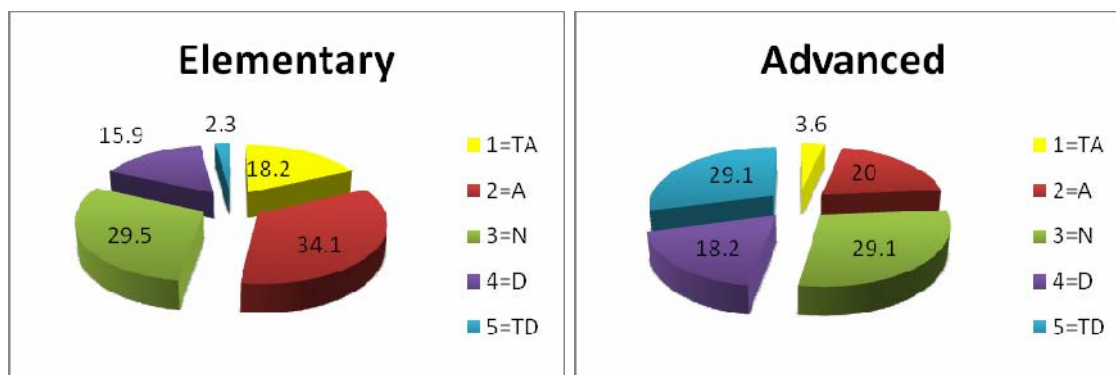
Opposite to the previous item, Graph 16 shows that 54.5% elementary and 49% advanced level participants believe that Spanish could be used as a means to teach English.

**Graph 16.**  
**Student's Questionnaire. Item 14: Spanish Could be Used as a Means to Teach English**



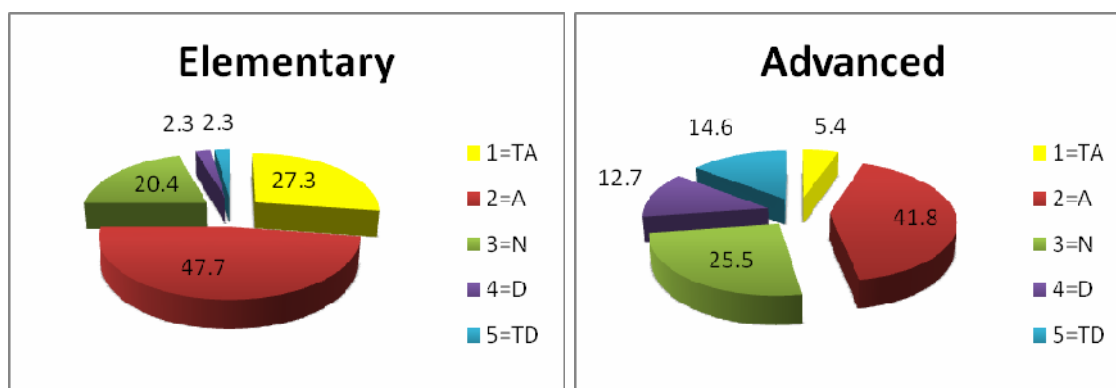
Graph 17 presents the participants' opinions on whether using Spanish in the English class benefits them. As it can be seen, 52.3% elementary level students feel it does, while only 23.6% advanced level participants share this opinion.

**Graph 17.**  
**Student's Questionnaire. Item 15: Using Spanish in the English Class Benefits me**



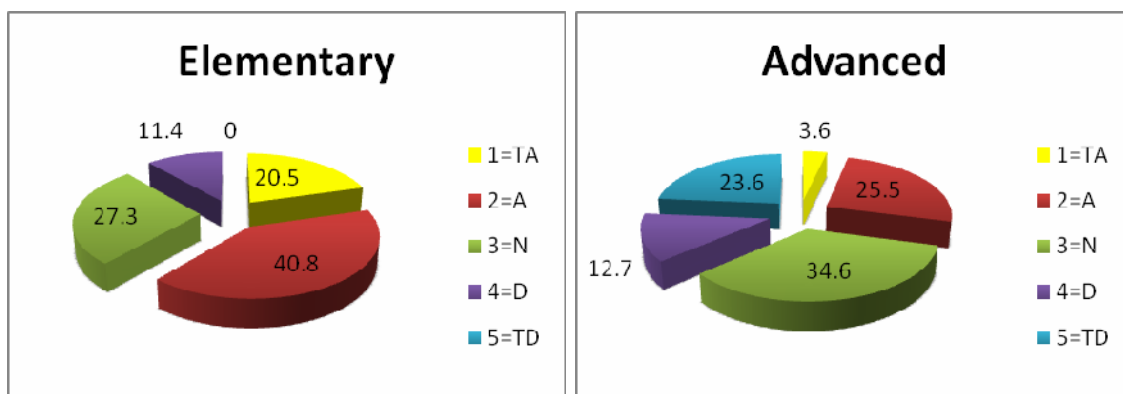
Similarly, Graphs 18, 19, and 20 asked the participants whether the teacher's use of Spanish in the EFL class helps them understand the L2 better, makes them feel more at ease, or more comfortable. In what refers to whether the teacher's use of Spanish helps them understand the L2 better, Graph 18 shows that 75% elementary and 47.2% advanced level students agree with this.

**Graph 18.**  
**Student's Questionnaire. Item 16: The Teacher's Use of Spanish in the English Class Helps me Understand the L2 Better**



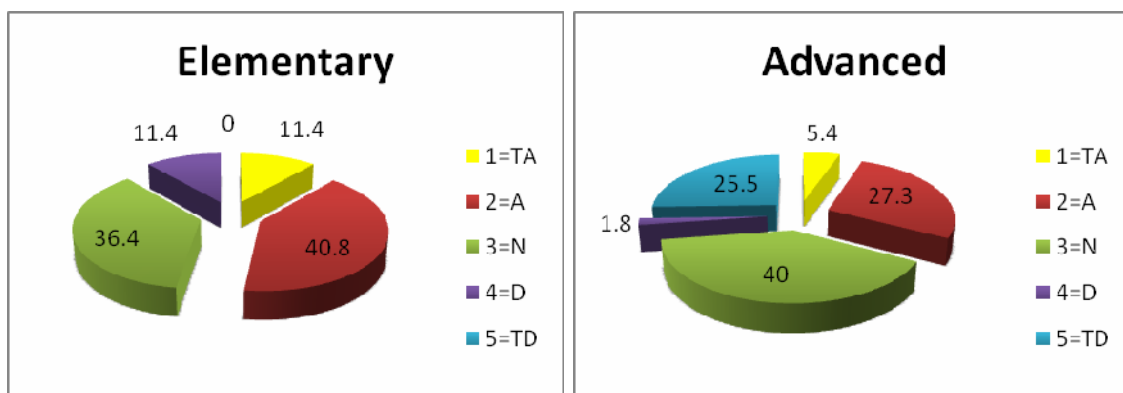
About reducing anxiety feelings by making them feel more at ease, Graph 19 presents that 61.3% elementary level participants do feel this way compared to 29.1% of the advanced level participants.

**Graph 19.**  
**Student's Questionnaire. Item 17: The Teacher's Use of Spanish in the English Class Makes me Feel at Ease**



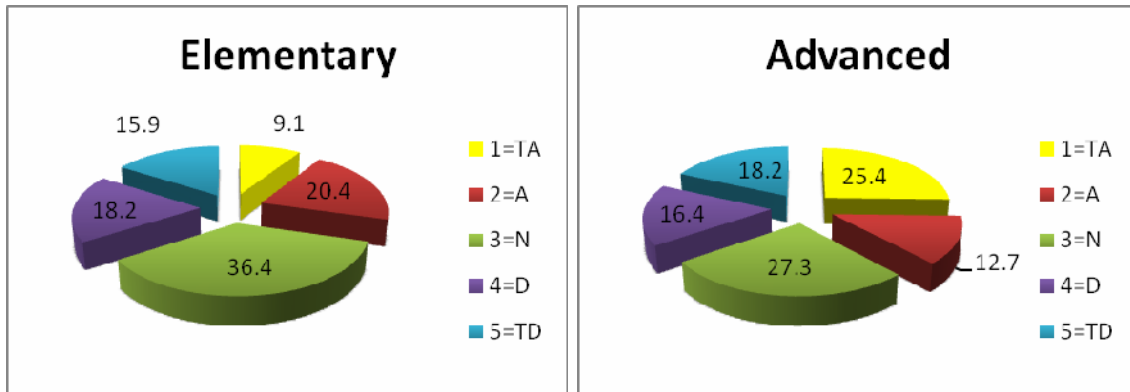
Similarly, Graph 20 shows that 52.2% elementary and 32.7% advanced level students feel more comfortable when the teacher uses the MT in the L2 class.

**Graph 20.**  
**Student's Questionnaire. Item 18: The Teacher's Use of Spanish in the English Class Makes me Feel more Comfortable**



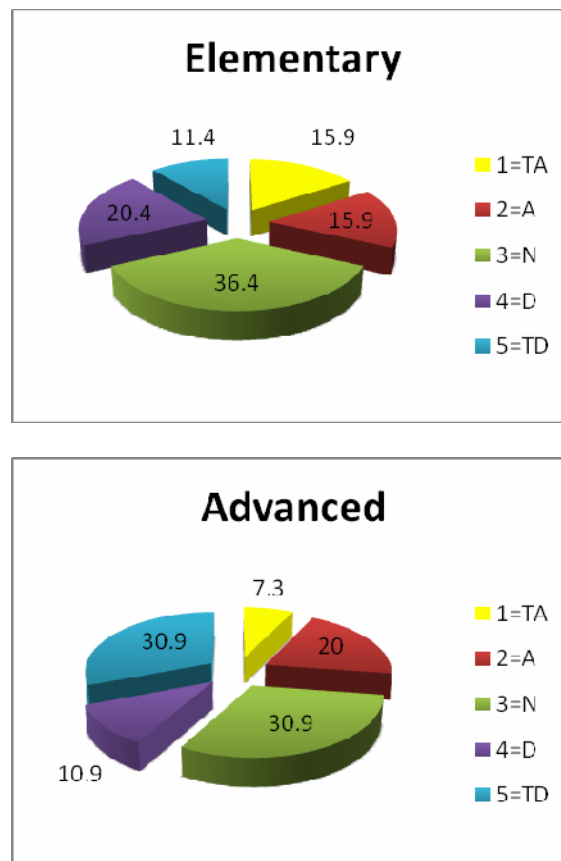
Item 19 contains a negative assesment by asking the participants whether they believe using Spanish in the English classes reduces the exposure they have to the L2. As it can be observed in Graph 21, 29.5% elementary and 38.1% advanced level students agree with this.

**Graph 21.**  
**Student's Questionnaire. Item 19: Using Spanish in the English Class Reduces the Exposure I Have to the L2**



Finally, Item 20 represented in Graph 22 contains a positive assessment by asking the participants whether they agree with the idea that using Spanish in the English class saves time they can use to practice the L2 more. 31.8% elementary and 27.3% advanced level students answered they agreed with this.

**Graph 22.**  
**Student's Questionnaire. Item 20: Using Spanish in the English Class Saves Time I Can Use to Practice the L2 more**



In order to analyze whether there was a significant difference of students' responses among institutions, the Kruskal-Wallis test was used. The procedure consisted of adding the points of the sixteen items in the second section of each student's questionnaire to obtain a score that would go from sixteen as a minimum (if all the answers were 1 or Totally Agree) to eighty as a maximum (if all the answers were 5 or Totally Disagree). Table 2 shows the results obtained. U1, U2, and U3 stand for University 1, 2, or 3 and letters E and A stand for Elementary and Advanced levels respectively. The amount of participant students per institution is in parentheses.

**Table 2.**  
**Student's Questionnaire Scores Among Participant Institutions per Level**

<b>Number of students</b>	<b>U1E (11)</b>	<b>U2E (14)</b>	<b>U3E (19)</b>	<b>U1A (19)</b>	<b>U2A (24)</b>	<b>U3A (12)</b>
1	46	44	44	46	53	59
2	61	48	50	40	56	42
3	40	45	42	44	58	60
4	49	45	52	54	42	72
5	31	41	50	46	59	56
6	46	53	58	43	51	57
7	36	51	50	47	58	49
8	50	51	45	61	64	63
9	51	57	50	57	45	46
10	53	34	41	53	61	51
11	42	45	45	48	44	37
12		43	50	53	50	50
13		49	50	46	44	
14		51	50	61	56	
15			49	50	52	
16			49	42	67	
17			55	44	48	
18			52	45	46	
19			41	42	60	
20					49	
21					60	
22					56	
23					53	
24					60	

Once these scores were obtained, the three institutions were compared per level using the Kruskal-Wallis Test through the statistics computer software GraphPad InStat 3™. In addition, there was a cross-comparison between institutions through the Dunn's Multiple Comparison Test. However, a deeper cross-comparison between universities and levels using the Mann-Whitney Test will be further presented. Table 3 shows the results obtained for both the Kruskal-Wallis and the Dunn's Multiple Comparison tests. The abbreviations on Tables 3 to 6 stand for not significant (ns), not quite significant (nqs), significant (s), very significant (vs), and extremely significant (es). These results will be discussed and interpreted in Chapter V.

**Table 3.**  
**Kruskal-Wallis and Dunn's Multiple Comparison Tests: Analysis of Significant Difference among Participant Institutions per Level**

ELEMENTARY				ADVANCED		
<b>Kruskal-Wallis Test</b>						
<b>P Value</b>	0.642	ns		0.059	nqs	
<b>Kruskal-Wallis Statistic KW</b>	0.8864			5.66		
	Number of points	Sum of ranks	Mean of ranks	Number of points	Sum of ranks	Mean of ranks
<b>U1</b>	11	222.5	20.227	19	398.5	20.974
<b>U2</b>	14	302	21.571	24	772	32.167
<b>U3</b>	19	465.5	24.5	12	369.5	30.792
<b>Dunn's Multiple Comparison Test</b>						
<b>U1 vs U2</b>	-1.344	ns	P>0.05	-11.193	ns	P>0.05
<b>U1 vs U3</b>	-4.273	ns	P>0.05	-9.818	ns	P>0.05
<b>U2 vs U3</b>	-2.929	ns	P>0.05	1.375	ns	P>0.05
	Median	Minimum	Maximum	Median	Minimum	Maximum
<b>U1</b>	46	31	61	46	40	61
<b>U2</b>	46.5	34	57	54.5	42	67
<b>U3</b>	50	41	58	53.5	37	72



As stated above, the results of the three universities were cross-compared by looking at two universities at a time through the Mann-Whitney Test also using the previously mentioned software. Table 4 shows the results obtained from the cross-comparison between the participant institutions at the elementary level and Table 5 at the advanced level.

**Table 4.**  
**Analysis of Significant Difference Through Cross-Comparison Between Participant Institutions in Elementary Level**

<i>Mann-Whitney Test</i>						
<b>U1E vs U2E</b>			<b>U1E vs U3E</b>		<b>U2E vs U3E</b>	
<b>Two-tailed P value</b>	0.8266	ns	0.3888	ns	0.5355	ns
<b>Mann-Whitney U-statistic</b>	72.5		84		115.5	
<b>U'</b>	81.5		125		150.5	
<b>Sum of ranks in Column A</b>	138.5		150		220.5	
<b>Sum of ranks in Column B</b>	186.5		315		340.5	
<b>Parameter</b>	Column A (U1E)	Column B (U2E)	Column A (U1E)	Column B (U3E)	Column A (U2E)	Column B (U3E)
<b>Mean</b>	45.909	46.929	45.909	48.579	46.929	48.579
<b>Number of points</b>	11	14	11	19	14	19
<b>Std deviation</b>	8.372	5.757	8.372	4.55	5.757	4.55
<b>Std error</b>	2.524	1.539	2.524	1.044	1.539	1.044
<b>Minimum</b>	31	34	31	41	34	41
<b>Maximum</b>	61	57	61	58	57	58
<b>Median</b>	46	46.5	46	50	46.5	50
<b>Lower 95% CI</b>	40.285	43.605	40.285	46.386	43.605	46.386
<b>Upper 95% CI</b>	51.533	50.252	51.533	50.772	50.252	50.772

**Table 5.**  
**Analysis of Significant Difference Through Cross-Comparison Between Participant Institutions in Advanced Level**

<i>Mann-Whitney Test</i>						
<b>U1A vs U2A</b>			<b>U1A vs U3A</b>		<b>U2A vs U3A</b>	
<b>Two-tailed P value</b>	0.0208	s	0.1232	ns	0.8799	ns

<b>Mann-Whitney U-statistic</b>	133		75.5		139	
<b>U'</b>	323		152.5		149	
<b>Sum of ranks in Column A</b>	323		265.5		449	
<b>Sum of ranks in Column B</b>	623		230.5		217	
<b>Parameter</b>	Column A (U1A)	Column B (U2A)	Column A (U1A)	Column B (U3A)	Column A (U2A)	Column B (U3A)
<b>Mean</b>	48.526	53.833	48.526	53.5	53.833	53.5
<b>Number of points</b>	19	24	19	12	24	12
<b>Std deviation</b>	6.319	6.838	6.319	9.644	6.838	9.644
<b>Std error</b>	1.45	1.396	1.45	2.784	1.396	2.784
<b>Minimum</b>	40	42	40	37	42	37
<b>Maximum</b>	61	67	61	72	67	72
<b>Median</b>	46	54.5	46	53.5	54.5	53.5
<b>Lower 95% CI</b>	45.481	50.946	45.481	47.373	50.946	47.373
<b>Upper 95% CI</b>	51.572	56.721	51.572	59.627	56.721	59.627

Finally, also using the Mann-Whitney test, participants of the three universities were compared between levels. Table 6 shows the results obtained.

**Table 6.**  
**Analysis of Significant Difference Between Levels per Institution**

<b><i>Mann-Whitney Test</i></b>						
	<b>U1E vs U1A</b>		<b>U2E vs U2A</b>		<b>U3E vs U3A</b>	
<b>Two-tailed P value</b>	0.5181	ns	0.0062	vs	0.1091	ns
<b>Mann-Whitney U-statistic</b>	89		77		74	
<b>U'</b>	120		259		154	
<b>Sum of ranks in Column A</b>	155		182		264	
<b>Sum of ranks in Column B</b>	310		559		232	
<b>Parameter</b>	Column A (U1E)	Column B (U1A)	Column A (U2E)	Column B (U2A)	Column A (U3E)	Column B (U3A)
<b>Mean</b>	45.909	48.526	46.929	53.833	48.579	53.5
<b>Number of points</b>	11	19	14	24	19	12
<b>Std deviation</b>	8.372	6.319	5.757	6.838	4.55	9.644
<b>Std error</b>	2.524	1.45	1.539	1.396	1.044	2.784
<b>Minimum</b>	31	40	34	42	41	37

<b>Maximum</b>	61	61	57	67	58	72
<b>Median</b>	46	46	46.5	54.5	50	53.5
<b>Lower 95% CI</b>	40.285	45.481	43.605	50.946	46.386	47.373
<b>Upper 95% CI</b>	51.533	51.572	50.252	56.721	50.772	59.627

It is important to remember that these analyses were done on the sixteen items together and not item by item because the amount of participant students was not the same in each group. The possible reasons and implications of a significant or not significant difference between levels and institutions shall be further discussed in chapter V.

#### 4.1.2 Teacher's Questionnaire Results

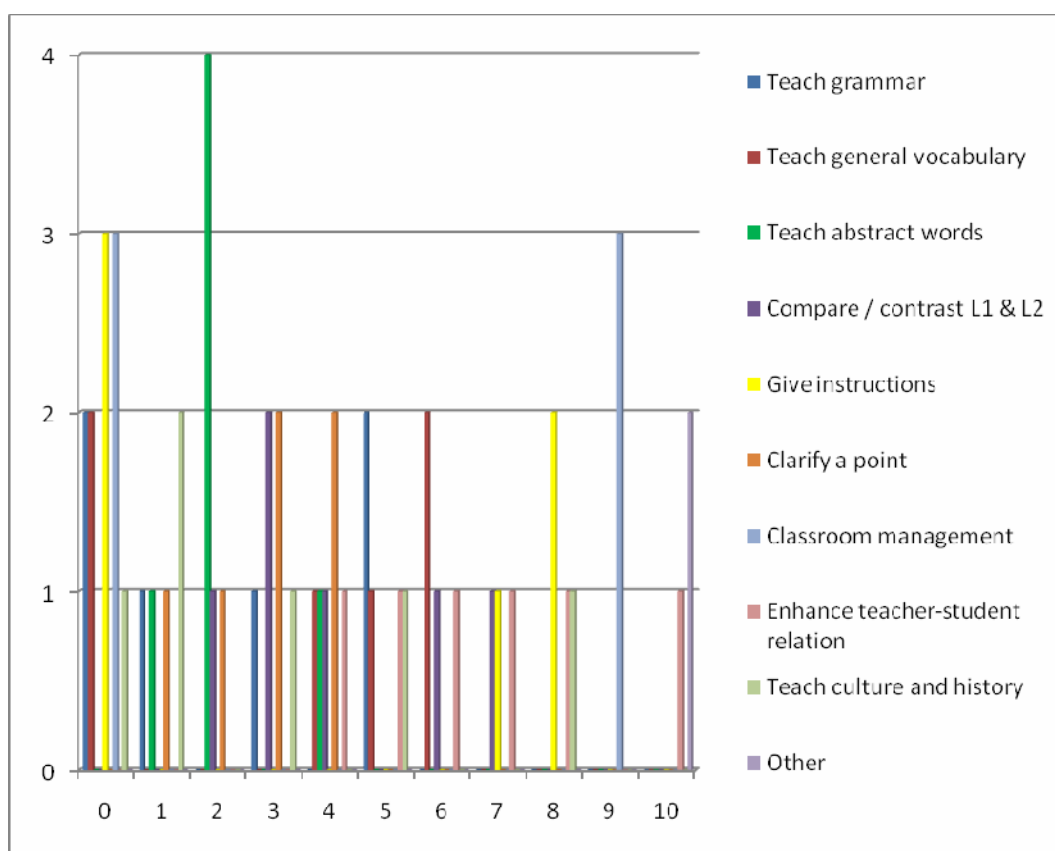
As mentioned in the previous chapter, six participant teachers, two of each institution and one of each level (elementary and advanced) were administered a questionnaire. Table 7 shows some general information about the participants.

**Table 7.**  
**Participant Teachers' General Information**

	<b>Level</b>	<b>Gender</b>	<b>Years of Experience</b>
<b>Teacher 1</b>	Elementary	Female	11
<b>Teacher 2</b>	Advanced	Female	32
<b>Teacher 3</b>	Elementary	Female	7
<b>Teacher 4</b>	Advanced	Male	8
<b>Teacher 5</b>	Elementary	Male	28
<b>Teacher 6</b>	Advanced	Female	10

The first section of this instrument consisted of three statements in which the six participant teachers had to rank in order of importance (1 being the most important) the options provided. If an option was not applicable to their teaching environment, they had to write a zero (0). They also had the possibility to write other options.

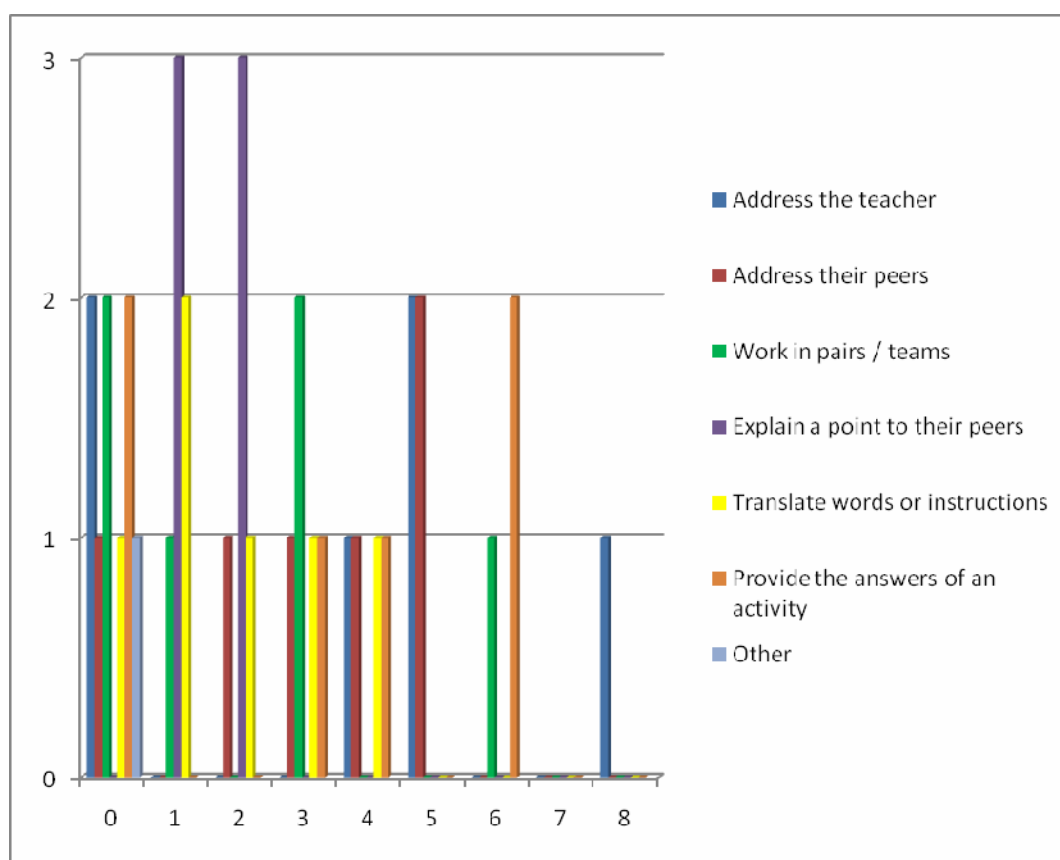
**Graph 23.**  
**Teacher's Questionnaire. Item 1. In English Class, I Use Spanish to...**



As it can be seen in Graph 23, two teachers selected using teaching culture and history as the most important reason for using the MT in English class. Four teachers selected teaching abstract words as the second most important reason. In position three, two teachers selected comparing/contrasting both languages and two other selected clarifying a point. In fourth place, two teachers also selected clarifying a point. Teaching grammar was ranked fifth by two other teachers. Two more

teachers selected teaching vocabulary in sixth place. Comparing/contrasting both languages, giving instructions, and enhancing the teacher-student relation were tied in number seven being selected by one teacher each. Giving instructions was ranked number eight by two more teachers. Three teachers selected classroom management as the ninth most important reason for using Spanish. Finally, two teachers ranked other option in number ten, mentioning they also use the MT to talk to students about administrative issues (e.g. absences) and to contrast cultural aspects of English and Spanish speaking countries.

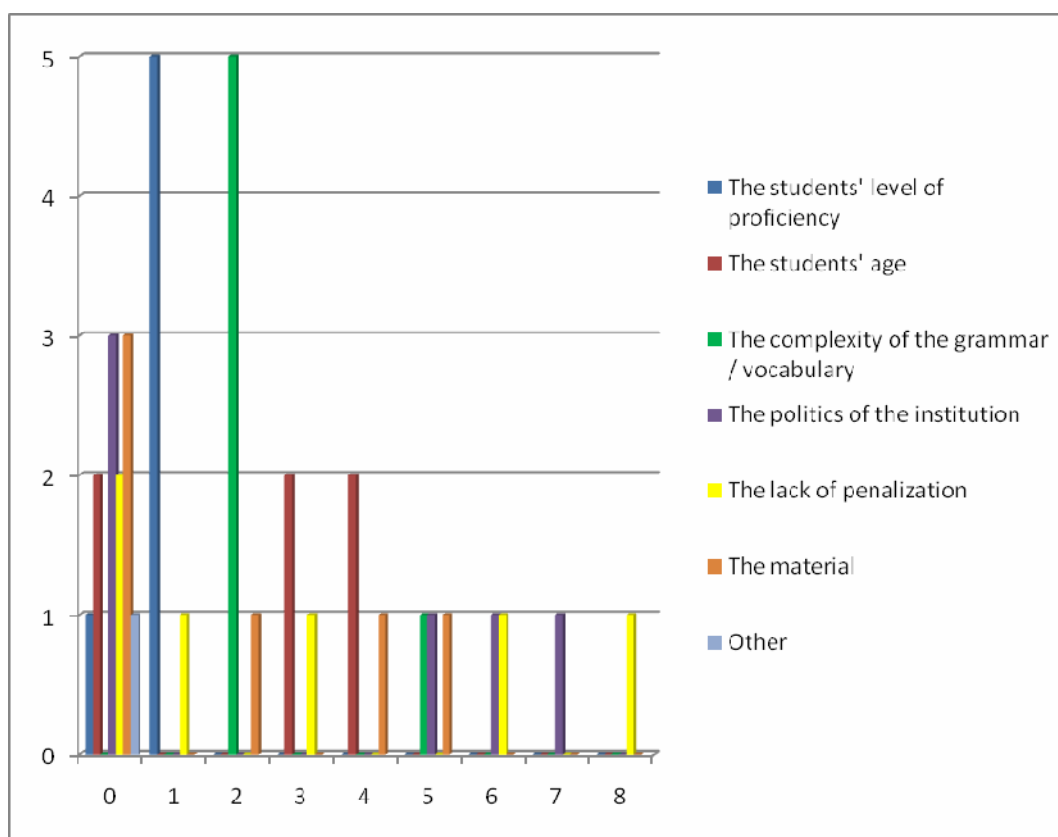
**Graph 24.**  
**Teacher's Questionnaire. Item 2. In English Class, I Allow my Students to Use Spanish to...**



Graph 24 shows that explaining a point to their peers was ranked as the first and second most important reason for allowing students to use Spanish in the English class by three teachers in each position. Two teachers selected working in

pairs / teams as reason number three. In the fourth position, there is a tie between addressing the teacher, addressing their peers, translating words or instructions, and providing the answers of an activity by one teacher each. Addressing the teacher and addressing their peers were ranked number five by two teachers each. Providing the answers of an activity was ranked sixth by two teachers. Finally, one teacher selected addressing the teacher as the least important reason (number eight).

**Graph 25.**  
**Teacher's Questionnaire. Item 3. I Believe the Use of Spanish in the English Class Depends on...**

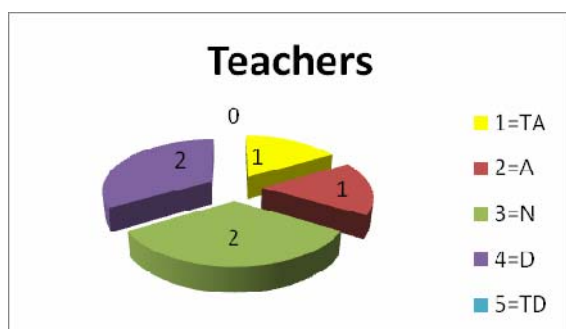


In Graph 25 it can be seen that five teachers agree that the students' level of proficiency is the main reason for using the MT in the EFL class. Five teachers again consider the complexity of the grammar/vocabulary as the second reason. Two teachers ranked the students' age as reason number three and two more as reason number four.

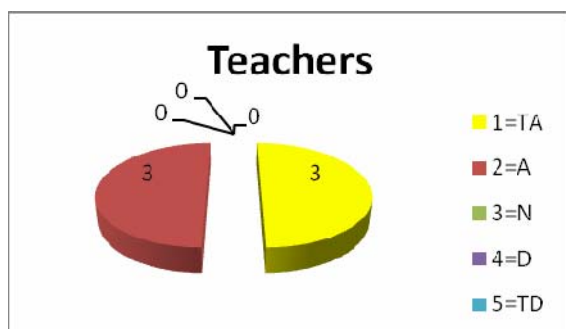
The complexity of the grammar/vocabulary, the policies of the institution, and the material were ranked number five by one teacher each. In number six there is also a tie between the policies of the institution and the lack of penalization by one teacher each. Finally, one teacher selected the policies of the institution as number seven and one more the lack of penalization as number eight.

The second section of the teacher's questionnaire consisted of seventeen items (numbers 4 to 20) in which the teachers had to select the option they agreed with from a Likert scale going from 1 (totally agree) to 5 (totally disagree). For the purposes of results analyses, options 1 and 2 (totally agree and agree) will be considered together, as well as options 4 and 5 (disagree and totally disagree). It is important to remember that option number 3 was for neutrality.

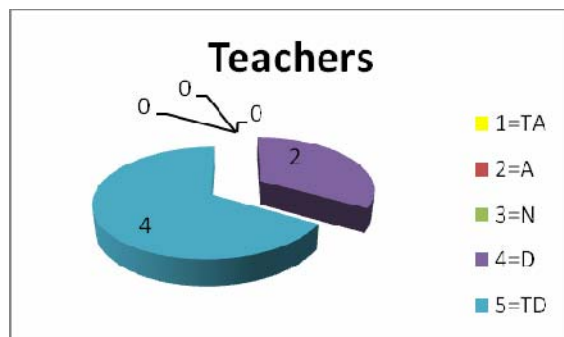
**Graph 26.**  
**Teacher's Questionnaire. Item 4. In English Class There Should be a Balance Between English and Spanish**



**Graph 27.**  
**Teacher's Questionnaire. Item 5. In English Class There Should be More Use of English than Spanish**



**Graph 28.**  
**Teacher's Questionnaire. Item 6. In English Class There Should be More Use of Spanish than English**



Graphs 26, 27 and 28 present the teachers' opinions about the amount of MT and L2 that should be used in the EFL class. As in the previous section, the results are presented by the amount of teachers (how many out of six) who selected each option.

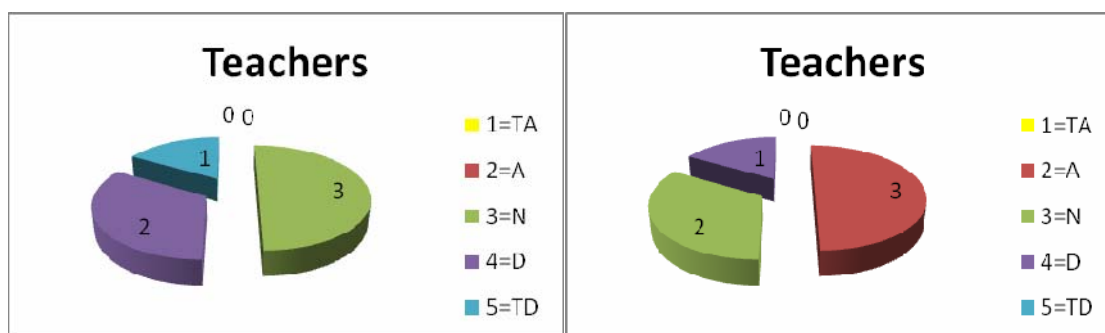
As it can be seen in Graph 26, the opinions were divided since two teachers disagree with having a balance of the two languages in the EFL class, two teachers agree with this, and two teachers remained neutral. Furthermore, the six of them agree that there should be more use of L2 than L1, as shown in Graph 27, which is consistent with the results in Graph 28, where the six participant teachers disagree with the opposite idea that there should be more use of the MT than of the L2.

Graph 29 shows that three teachers disagree with the idea that English grammar should be taught through the MT, while the other three remained neutral in their opinion. In addition, Item 8, represented in Graph 30, referred to the use of Spanish for teaching abstract words of the L2. Opposite to the previous item, three teachers agreed with this idea, one disagreed, and the other two remained neutral.

**Graph 29.**  
**Teacher's Questionnaire. Item 7. The English Grammar Should be Taught in Spanish**

**Graph 30.**  
**Teacher's Questionnaire. Item 8. The Abstract Words of the English Language (e.g. However) Should be Taught in Spanish**

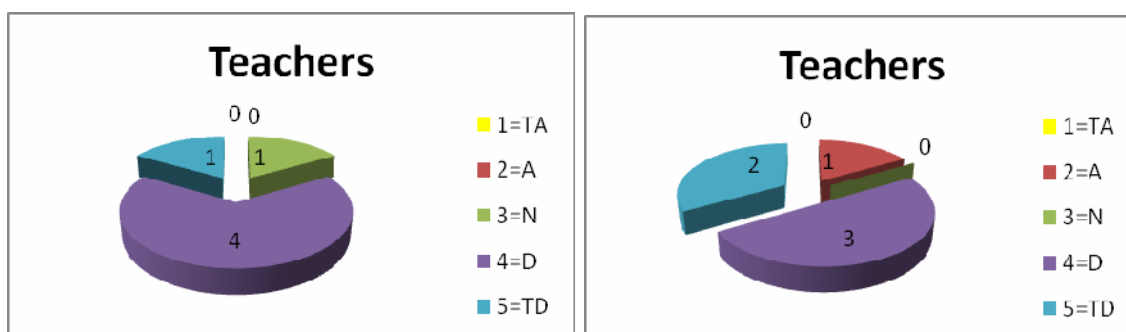




Items 9 to 14 asked the teachers' opinions about who should use Spanish in the English class. Graph 31 shows that five teachers disagree with the idea that students should be allowed to speak in Spanish any time they wish, while one remained neutral. In Graph 32, it can be seen that five teachers also disagree and only one agrees with the students using Spanish in class, but not the teacher.

**Graph 31.**  
Teacher's Questionnaire. Item 9. Students Should be Allowed to Speak Spanish in the English Class any Time They Wish

**Graph 32.**  
Teacher's Questionnaire. Item 10. The Students Can Use Spanish in the English Class but not the Teacher

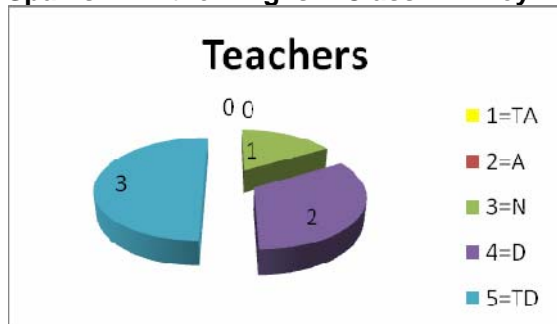


Similarly, Graph 33 shows that also five teachers disagree with the teacher using MT in the EFL class, but not the students. In contrast, Graph 34 shows that 5 teachers agree with the idea that both the teacher and the students can use Spanish in the English class if they consider it necessary. The remaining teacher was neutral.

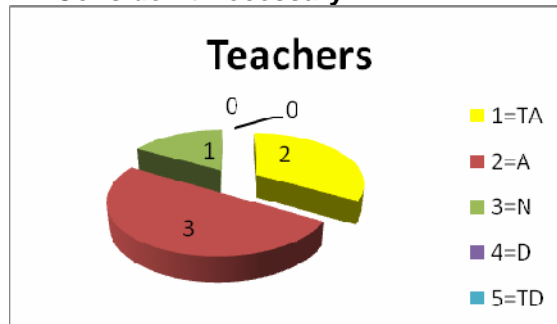
**Graph 33.**  
Teacher's Questionnaire. Item 11. The Teacher Can Use Spanish in the English Class but not the Students

**Graph 34.**  
Teacher's Questionnaire. Item 12. Both the Students and the Teacher Can Use

### Spanish in the English Class if They



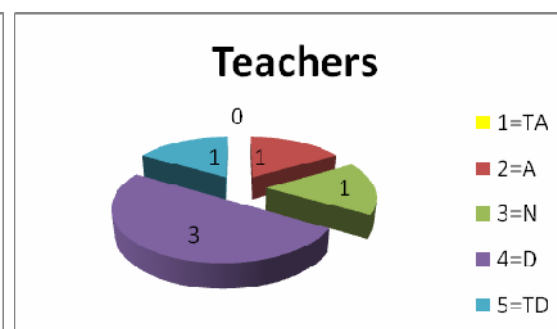
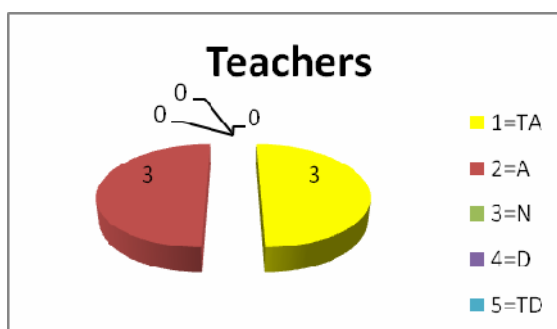
### Consider it Necessary



Graph 35 presents that the six teachers agreed that Spanish should be used in the English class only as “the last resource” but not totally excluded. Graph 36 shows that 4 teachers disagree with the idea that it is not necessary to use the MT in the L2 class at all, while only one teacher agreed with this and one remained neutral.

**Graph 35. Teacher’s Questionnaire. Item 13. Spanish Should be Used in the English Class Only as “the Last Resource”**

**Graph 36. Teacher’s Questionnaire. Item 14. It is not Necessary to Use Spanish in the English Class at all**

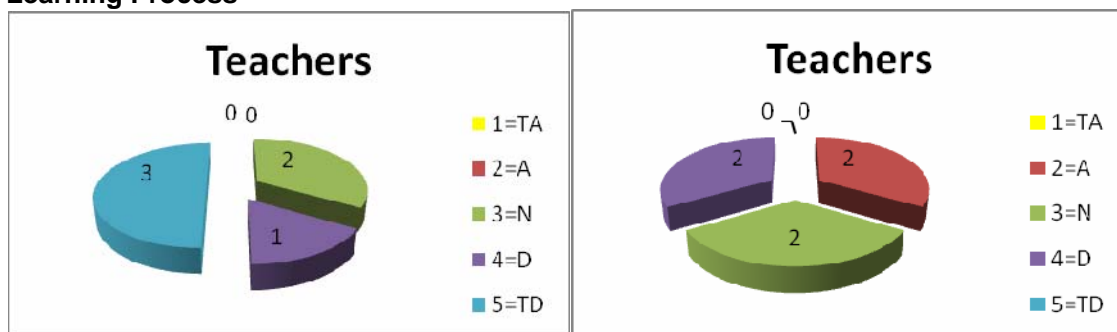


In addition, Graph 37 shows that 4 teachers disagree and two remained neutral about the idea that the use of Spanish in the English class should be penalized. Item 16 was the most divided in opinions since two teachers agreed, two disagreed, and two remained neutral about the idea that using the MT in the EFL class negatively affects the students’ learning process, as can be seen in Graph 38.

**Graph 37. Teacher’s Questionnaire. Item 15. The Use of Spanish in the English Class Should be Penalized**

**Graph 38. Teacher’s Questionnaire. Item 16. The Use of Spanish in the English Class**

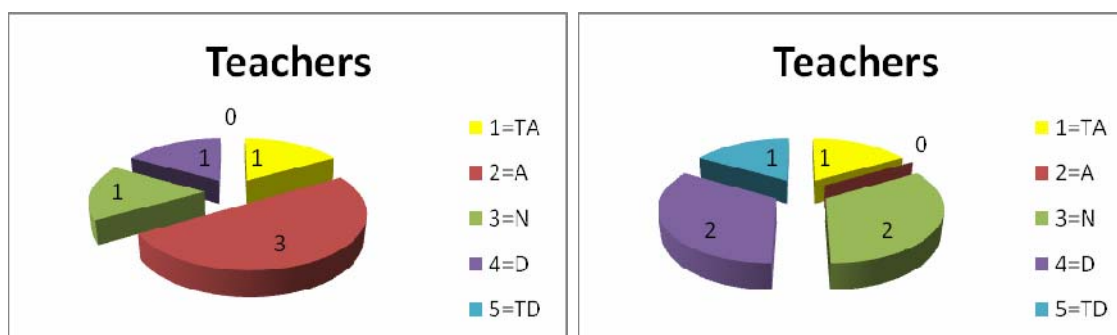
## Negatively Affects the Students' Learning Process



On the contrary, Item 17 was a bit more homogenous since four teachers agree, 1 disagrees, and 1 is neutral about the idea that Spanish could be used as a useful teaching tool in the EFL class. However, Graph 40 shows that 3 teachers disagree, two are neutral, and only one agrees with the assumption that using the MT in the L2 class is more beneficial than harmful for the students and the teacher.

**Graph 39.**  
Teacher's Questionnaire. Item 17.  
Spanish Could be Used as a Useful  
Teaching Tool in the English Class

**Graph 40.**  
Teacher's Questionnaire. Item 18. The  
Use of Spanish in the English Class is  
more Beneficial than Harmful for Both  
Students and Teachers



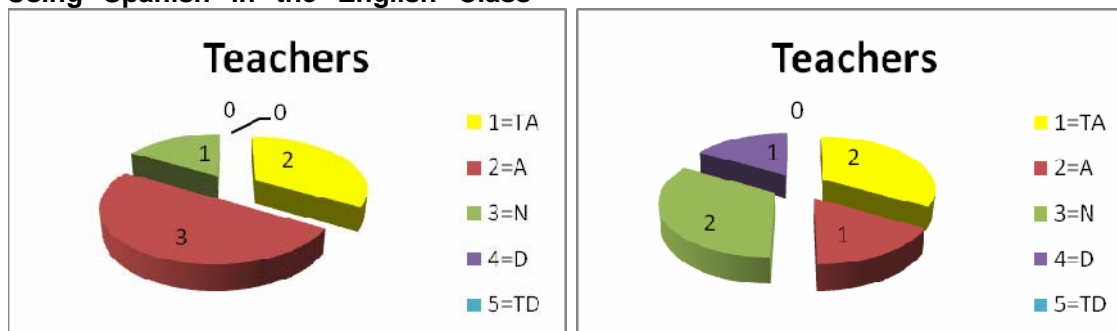
Furthermore, five teachers agree that using Spanish in the English class reduces the exposure that students have to the L2, while one remained neutral. Finally, three teachers agree that using the MT in the EFL class saves time students can use to practice the L2 more, while one teacher disagreed and one was neutral.

**Graph 41.**  
Teacher's Questionnaire. Item 19.  
Using Spanish in the English Class

**Reduces the Exposure that Students  
Have to the L2**

**Graph 42.**  
**Teacher's Questionnaire. Item 20.**  
**Using Spanish in the English Class**

**Saves Time Students Can Use to Practice the L2 More**



Due to the small amount of participant teachers, there was no analysis performed to determine whether there were any significant differences among the participants' opinions.

## 4.2 Qualitative Instruments Results

As explained in Chapter III, the qualitative instruments used in this research project were interviews to the participant teachers and coordinators along with class observations that were tape-recorded. The results of these instruments are presented through transcriptions of the most relevant items for the purposes of this study (see Appendixes F, G and H).

### 4.2.1 Teacher's Interview

As described in Chapter III, the teacher's interview consisted of twenty open questions from which the most relevant for the purposes of this research are transcribed and presented through tables (see Appendix F). Because all the participant teachers and the interviewer are non-native speakers (NNS), the researcher decided to perform the interview in Spanish. Information referent to names of institutions or any other information that may endanger the participants' anonymity was edited.

All in all it seems to be that the six interviewed teachers agree in their ideas about the use of the MT in the L2 classroom. As expected, the teachers said they try

to avoid the use of the learners' L1 as much as possible, probably due to departamental policies, the teacher training they have received, or their own L2 learning experiences. Nevertheless, all the teachers agreed that the MT is necessary when working with elementary level learners.

#### 4.2.2 Coordinator's Interview

The coordinator's interview consisted of eighteen open questions that are also transcribed and presented through tables (see Appendix G), excepting those related to personal information (Items 1 to 3). Although two participant coordinators were English-native speakers, their proficiency level in Spanish is near native; therefore, the researcher decided to perform the interview in Spanish with their previous consent. Table 8 shows some general information about the four participant coordinators.

**Table 8.**  
**Participant Coordinators' General Information**

	University	Gender	Spanish NS / NNS	Teacher Experience	Coordinator Experience
<b>Coordinator 1</b>	A	Female	NS	14 years	5 years
<b>Coordinator 2</b>	B	Female	NNS	31 years	31 years
<b>Coordinator 3</b>	B	Female	NNS	30 years	11 years
<b>Coordinator 4</b>	C	Male	NS	23 years	2 years

As with the teacher's interview results, information referent to names of institutions or any other information that may endanger the participants' anonymity was edited. Similarly to the teachers' answers, the interviewed coordinators agreed in that the MT is necessary at elementary levels and that it should be reduced to the same extent that learners gain proficiency.

#### 4.2.3 Class Observations

As mentioned in Chapter III, two classes were observed in each participant university (U1, U2, and U3), one of elementary (E) and one of advanced (A) level. These classes were tape-recorded and transcribed, focusing mainly on the situations where the mother tongue was used either by the teacher or by the students. Every time there was an interaction in the mother tongue, the observer timed it and classified it depending on the purpose for its use.

The results of each observation are presented through charts (see Appendix H), giving an example of each situation in which the mother tongue was used in that particular class indicating the time (minute of the class when it happened), participant of the interaction (Teacher (T) or student (S)), purpose of its use, transcribed example of the interaction, and amount of times that kind of interaction occurred.

After analyzing the results, conclusions were drawn in order to answer the three research questions approached in this study and presented in chapter I. Based on this, pedagogical implications will be presented to provide EFL teachers, coordinators, and students with information concerning the roles that may be given to the MT in the EFL classroom. Finally, suggestions for further research will be given, which might ultimately lead to the creation of more MT materials and textbooks to be used in EFL contexts.

