

CIEX JOURN@L

INNOVATION AND PROFESSIONAL DEVELOPMENT

No. 17

RESEARCH PAPERS

Students' & Teachers' Voices

VALUES AND CULTURE

Personal Development and Growth



Advantages and Disadvantages of L1 in BA English Language Classes

Recibido: Septiembre 21, 2023

Aceptado: Octubre 15, 2023

Autora:

Lic. Maria Guadalupe Guerrero Derramona - lupitagd330@gmail.com

Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

ABSTRACT

The advantages and disadvantages present to students and teachers different perspectives to take into account the use of L1 in the English language with the purpose of developing the four skills. This research presents a study about the use of L1 in BA English classes at CIEX, with the intention of finding different ways to teach English considering the L1 use in English classes. The methodology included a qualitative approach and phenomenology to understand the advantages and disadvantages of the L1 use in English classes at CIEX BA, considering the different factors that are involved with students and teachers. The main findings of the study demonstrated that the use of L1 is important in the classroom to help students' understanding and that depending on the students' level could be the use of L1.

KEY WORDS

L1 use, advantages, disadvantages, English language, perspectives.

RESUMEN

Las ventajas y desventajas presentan a los estudiantes y profesores diferentes perspectivas para tomar en cuenta el uso de la L1 en el idioma inglés con el propósito de desarrollar las cuatro habilidades. Esta investigación presenta un estudio sobre el uso de la L1 en las clases de inglés de BA en el CIEX, con la intención de encontrar diferentes formas de enseñar inglés teniendo en cuenta el uso de la L1 en las clases de inglés. La metodología incluyó un enfoque cualitativo y fenomenológico para proporcionar las ventajas y desventajas del uso de la L1 en las clases de inglés en CIEX BA, considerando los diferentes factores que están involucrados con los estudiantes y profesores. Los principales resultados del estudio demostraron que el uso de la L1 es importante en el aula para ayudar a la comprensión del alumno y que dependiendo del nivel del alumno podría ser el uso de la L1.

PALABRAS CLAVE

Uso del primer idioma, ventajas, desventajas, idioma inglés, perspectivas.

Introduction

Human beings can communicate their ideas, opinions, knowledge, and beliefs without a limit to each other. Thus, all students can have successful communication in the English language. To have good language development, it is important how the four skills (listening, speaking, writing, and speaking) could be used. Learning a new language involves points where interaction with more people is suggested to develop the language (Skinner, 1957). There are cases where learners have some difficulties in learning a new language, however, it depends on their age (Krashen, 1981). To have enough information to understand the process of language learning, it is important to consider the factors in personal experiences, for instance, the purpose of studying the target language. Language teaching has an important role, where with the teacher's help, the learner can develop the language according to their needs. The influence of L1 in language learning has been discussed in different aspects, however, there are different opinions about its use. Another aspect that has an important impact is the purpose of the learner, in other words, the reason they are learning English. In many cases, the role of the L1 is to facilitate classroom instruction, and important innovations have continued to focus on the process of learning. For instance, according to Galali & Cinkara (2017), "L1 plays an important role in second learning in a classroom" (p.380).

Research questions

The main question in this research is the following:

- What are the advantages and disadvantages of L1 use in English language classes at CIEX Bachelor of Arts in English Program?

The subsidiary research questions that help to find some answers about this study are the following:

- What type of factors may determine the use of L1 in the English language class?
- What are the purposes that teachers and students to use the L1 in English language classes?
- How do teachers and students take advantage of L1 use in English classes?
- What disadvantages do teachers and students find in the L1 in English classes?

General objective

The central research objective is designed to provide direction to the study and defines the research purpose as follows:

The main research objective of this study is to identify the advantages and disadvantages of L1 use in English Language classes at CIEX BA.

Specific objectives

These objectives are related to the subsidiary research questions and are the tasks to be carried out during the investigation process. They are stated as follows:

- To identify the advantages in teachers and students of L1 use in English language classes.
- To determine the disadvantages teachers and students find in the L1 use in English classes.
- To describe the purposes of L1 use in English language classes for teachers and students.
- To examine the factors that may determine the use of L1 use in the English language class.

Justification

The impact that this study could have in CIEX classrooms is that teachers might be able to adapt or modify their classes so that students can develop their skills using different types of methods, according to the student's needs. The benefits for teachers and students could generate a good environment in each English class, obtaining good results in the learner's learning. However, understanding the role of L1 use is an important factor for each student's learning depending on the situation or the context. The students need to know the different ways to learn another language using the L1 or avoiding it. Different points need to be considered, and for that reason, teachers can identify different ways to develop their classes considering each level's needs and the use of L1.

Delimitation of the research

This researcher is focused on classes at CIEX BA classes with students who are learning this foreign language in a private school, specifically at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano." To understand the role of the L1 in the English classroom; the study examines how teachers and learners at CIEX use L1 and how they could take advantage of that resource in classes, adding that there are different tools, strategies, techniques, and methods to create a good environment in classes with the use of L1, at the same time schools could have different ideas L1 use, considering the student's level.

Background information

The use of language around the world is the principal way to communicate different ideas or share information with another person. As humans, it is important the social environment where people are related with. To know the process for learning another language could consider different ways to contribute to the learning process considering some techniques, methods or approaches that teachers or students could use to acquire the language.

Nowadays, deciding to learn a new language is considered important in different countries of the world, and the way to teach has an important role. The use of a first language in English classes could be beneficial for students that are beginners or when students have specific questions or doubts.

In some cases, the use of L1 and L2 in a balanced way could have good results in an English class. According to Klein (1986), "knowledge of the mother tongue influences how the learner approaches another language" (pag.367). Learning a new language involves areas to develop the English learning process (O'Malley & Chamot, 1990). Teaching a new language includes key information that will help to understand better the use of L1 in classes.

Learning English as a foreign language

- A global impact in the last years.
- Institutions or schools have a great interest in the study of English.
- The importance of English in different cities or areas has increased over the years, for that reason it is important to know what learning English as a foreign language is; according to the Cambridge Dictionary (2022), it refers to teaching a new language that is not the principal and at the same time it is not an official language in the country.
- There are different benefits of learning English in different areas. It is important to know how L1 and L2 could be differentiated in a foreign language class and the perspective that

students and teachers have on the topic.

L1 use in English learning

- L1 can have an impact on facilitating the teaching process and they could be more productive in classes (Rinvolucrí, 2001).
- There are different opinions, also when learners are “ignored” when they ask or speak in their L1 they might feel vulnerable during his / her learning process, and it is important to have a balance (Schweers, 1999).
- It is important to take into account the learner’s English level and the way that the language is viewed.

Advantages of L1 use

- Depending on different ideas or experiences.
- Contribute to a good learning process in English classes.
- Different investigations, several specialists have positive perceptions and identify positive uses for L1 use in classes.
- According to Deller and Rinvolucrí (2002), “L1 is a useful tool” (p.94) because it can create a positive result.

Disadvantages of L1 use

- According to Cook (2001) the first language should be prohibited in a class because learners can exploit the target language, as it should improve their skills.
- When learners are using their L1 in classes, the language that they are learning (English) could be a little more complicated to develop the four skills (speaking, reading, writing, and listening) in an effective way (Auerbach, 1993, as cited in Hanáková & Metruk, 2017).
- Scholars’ opinions agree on the fact that L1 use does not only affect the language learning process but also pedagogical and linguistic areas.

Research approach and method

This study is based on foreign language the qualitative research approach will explore, do interviews, or take another direction to analyze the data (Becker, 1963 cited in Aspers & Corte, 2019). This approach is useful to obtain the perspectives of students and teachers on how students are developing the target language in the classroom, 31 student-teacher, student-student, and with different activities that are involved with an English subject. Furthermore, this approach has the benefit of recognizing some important moments and situations in which students or teachers use L1 or L2 during classes.

The context of the research

This study takes place in CIEX, Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano” which is in Chilpancingo, Guerrero. The institution was founded in 1992 in the same city, and each generation has had significant development in the area with good results. 32 CIEX institution offers different types of academic programs, depending on the interest of the person, or maybe, what the necessity is, for instance, courses in English, French, and German, diploma courses in English from basic level to advanced level, and BA and master’s degree.

It is important to mention that in BA classes in school mode, the first subjects are in Spanish. Some of them are, for instance, autonomous learning, general computing, and contemporary pedagogy in the first semester, and in the second semester, general didactics, educational psychology, and

oral and written communication. This is because students are starting to learn English. However, in each class that is in Spanish, the teacher in charge of that subject always tries to implement the English language little by little, with the purpose that students become familiarized with the target language. On the other hand, in second grade, some content subjects are taught in English, for instance, oral expression, specialized didactic for English language teaching, foreign language teaching methodology and linguistics, and of course, English subjects.

Participants

This study takes place at in Chilpancingo Guerrero Mexico, the participants of this study are first-grade and second-grade students from the Bachelor of Arts in English Letters at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano" CIEX, which according to Common European Framework have from an A1 to B1 level of English, respectively. These students are part of two different groups that are in a face-to-face modality from Monday to Friday at this institution. The participants in BA English are between 18 years old and 22 years old, depending on the grade that they are in (first grade and second grade).

Additionally, the two teachers of English I and III at CIEX are also participants in this study, the teacher from the first grade is 31 years old, and he has been teaching English for 9 years, and on the other hand, the teacher from the second grade is 24 years old, and he has been teaching English for 4 years and a half.

Data collection techniques

The data collection techniques of this study are going to generate a key of development during the investigation.

- **Interviewing**

Identifying how and what the purpose of using interviews is can help to understand and try to identify different opinions, perspectives, and points of view from the participants (Creswell, 2012).

In this technique, different types of interviews can help to gather information depending on the purpose, the objectives, and the information that is necessary to the study, for instance, feelings, emotions, experiences, activities, situations, and descriptions about the study of this research (Anderson, 1990, cited in 2013)

- **Observation**

It will help to appreciate the information that is important to this research, for instance, participant-observer, and non-participant observer (Creswell, 2014). Each kind of observation is helpful as a firsthand experience with the participants.

This technique is related to the interaction and activities that participants can have during specific moments, adding to the conversation and behaviors (Angrosino, 2007, cited in Creswell, 2013).

These techniques help to understand better the different points of view that teachers and students had about the L1 use in English classes, discovering the different moments that the participants use Spanish in their respective classes.

Data collection instruments

The instruments used during this study were followed with the purpose to know the different perspectives about learners and educators by answering some questions by the participants.

a) Interview: The participants answered 7 questions related with the use of L1 in classes, also

the experiences that each participant has had during their learning process in English classes.

- b) Observation: During 4 observations for each group (first grade and second grade) were analyzed in different aspects, for instance, if students ask in Spanish or in English, how the teacher solve some questions or doubts, etc.

General results

This study was analyzed with the application of the interview and the 8 observations from the participants considering the experiences, opinions, or the perspectives.

Results for interviewing

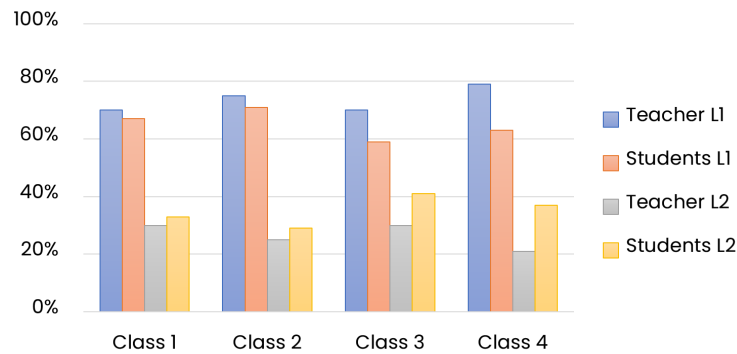
- First grade (teacher)
He agreed with the use of L1 in English classes, with the purpose students understand better the instructions, a topic, or a word during the classes, also students could feel more comfortable because students are becoming familiar with the language. According to Deller and Rinvoluceri (2002), "L1 is a useful tool" (p.94) because it can create a positive result, also considering the moments when the use of L1 can be implemented inaccurate explanations of topics.
- Second grade (teacher)
He agreed with the L1 use in English classes when students may have some complications or difficulties to understand the English language due to the lack of practicing the English language. However, it is important the use of English in the class, because for many students is the unique moment where students practice the language including the different factors that could depend for students the use of L1 in English classes. According to Copland and Neokleous (2002), the importance of each factor that could impact each student's needs depends on the personal goals, including if students feel motivated during the activities in classes.
- First grade (students)
The participants agreed with the use of L1 their English classes, based on the different needs that they have during the class. For instance, the vocabulary that is unusual, to ask for questions, and to feel more comfortable. According to Hardbord (1992, cited in Hnáková, 2017), L1 can avoid learners' confusion, and the relationship between learner-educator can facilitate their communication and the learning of the language in the classroom.
- Second grade (students)
The participants agreed with the use of L1 in classes to facilitate the comprehension of different topics during the classes, however, it is important to use more English, because if students reduce the use, after that, students could forget some of the vocabulary or to the process could be more complicated to comprehend the topic. According to Auerbach (1993, as cited in Hanáková & Metruk, 2017), when learners are using their L1 in classes, the language that they are learning (English) could be a little more complicated to develop the four skills (speaking, reading, writing, and listening) in an effective way.

Results of the observation format

During the observations the different perspectives, points of view, opinions were analyzed

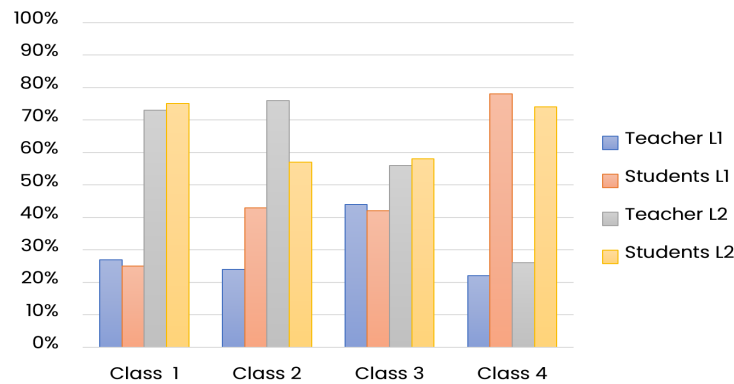
according to the study, in the same way, how the performance of the languages (L1-L2) were observed.

First grade



The table shows the amount of Spanish (L1) and English (L2) language used in classes by the teacher and the students observed in four classes.

Second grade



The table shows the amount of Spanish (L1) and English (L2) used by the teacher and students in second grade and the investigation during four classes observed.

Conclusion

This study is focused and analyzed based on the use of L1 in English classes, taking into account the experiences and perspectives of each participant, some important points are the following:

- The use of the L1 language is variable depending on the learning level of each student and the interest that they could present in every class.
- Teachers have an important role, both students and teachers can take advantage of the L1 in classes, but without losing the purpose of the class, to use L2 in each moment when students could practice the four macro skills and develop an understandable class for students and teachers.
- Students keep silent when they do not feel comfortable or are not sure about a word or phrase.
- Students use L1 when they do not know a word in English, including the meaning, or when they want to share a joke that in English does not have the same sense or a topic that is not related to the class.
- The impact of both languages (Spanish / English) can influence the student’s learning process, adding to the language level that each student is in.
- The purposes of L1 that students could present are based on their perspectives, the necessities, or the goal that they have for different areas, for instance, in their personal or professional life.

References

- Acheampomaa, A. (2016). Language acquisition (Acquiring languages beyond knowledge in the first language). [Thesis for B.A degree in international studies in Education]. University of Iceland School of Education
- Brown, A. (2021). Monolingual versus multilingual foreign language teaching: French and Arabic at beginning levels. *Language Teaching Research*. 1:26. p.1 – 2
- Cambridge (2022). Cambridge Dictionary. [online] Retrieve from April 19th, 2022.
- Creswell, J. (2012). *Educational Research*. Boston: Pearson.
- Creswell, J. (2014). *Research Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE
- Creswell, J. (2013). *Qualitative Inquiry Research Design, Choosing Among Five Approaches*. California: SAGE.
- Galali, A. & Cinkara, E. (2017). The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students. *Advances in Language and Literary Studies*. 8:5. p.54
- Hanáková, M. & Metruk, R. (2017). The Use of L1 in the Process of Teaching English. *Modern Journal of Language Teaching Methods*. 7:8. p.1- 2
- Hanáková, M. & Metruk, R. (2017). The Use of L1 in the Process of Teaching. *Modern Journal of Language Teaching Methods*. 7:8. p. 3
- Manel, M., Hassan, A. & Buriro, H (2019). Learners' Attitudes towards Teachers' switching to the mother tongue (The Case of Secondary school learners in Algeria). *Indonesian TESOL Journal*. 1:1. p. 9 – 10.
- Masoumi, S. & Paramasivam S. (2021). Use of L1 in the Iranian EFL Classroom. *International Journal of Education*. 9:2. p. 34 – 35.

CIEX JOURNAL

FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN ITS EIGHTEENTH
ISSUE OF THE CIEX JOURNAL
(ELECTRONIC AND PRINTED)

"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED NOW ALSO IN
LATINDEX, CONACYT AND GOOGLE SCHOLAR)

This call is addressed to: Professors – Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any researcher and scholar who wish to publish research articles, research essays, or thesis results, all related to the main topic of the Journal: Language, Culture and Teaching. The sections of the Journal are:

- a) Students' & teachers' voices: National and International Research Articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture.

The guidelines to write and present the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and in Spanish, 100 words), containing the following aspects:

- a) Introduction:** This section describes the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
- b) Purpose:** Here the writer states and explains the research objectives, intentions, questions or hypothesis.
- c) Research method:** In this part, the author mentions and justifies the research method that was selected, describes briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
- d) Product:** Here, the writer presents the main findings, the degree to which the research objectives were reached and the answers to the research questions.
- e) Conclusion:** This section suggests the importance of the findings, considering the contribution to the theory, the research area and professional practice and suggest practical uses as well as possible applications for further research.

3. Body of the article:

- a) Key words:** Five, in English and in Spanish.
- b) Introduction:** Present the research topic area, studied theme, and the research study, mentioning if it is: descriptive, explanatory, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem or topic.
- c) Literature review:** Present the main terms, concepts, and theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years old.
- d) Research methodology:** Describe the research approach: qualitative, quantitative or mixed.
- e) Describe the research method:** Case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc. Describe the **data type** (describe

CIEX JOURNAL

and justify the data base, or universe, or sample, etc.) Characterize the **subjects** (describe the participants in the research). **Context** (describe the geographic and the institutional context where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

- f) **Main findings.** Synthesize, present, interpret and argue the most significant results found.
- g) **Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
- h) **Main applications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.
- i) **Conclusions.** Describe the main conclusions generated from the answers to the research questions.

Topics for the articles:

1. Language learning and teaching processes.
2. Professional competencies development.
3. Teaching methodology based on constructivist principles.
4. Alternative language learning theories.
5. Curriculum design: design of language programs or language courses.
6. Design, selection and adaptation of language teaching materials.
7. Language learning evaluation.
8. Language and culture.
9. Research and professional development.
10. Educational technology in languages.

Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 12 pages containing text (from 3000 to 5000 words approximately)
- 1-2 pages containing references (using the American Psychological Association APA format)

Languages: The articles can be written in English or Spanish.

The editorial process includes a rigorous academic review by a strict pair of “blind” reviewers and the use of **Plagius software** to verify that ethical standards are respected and that there is no plagiarism in any of the documents.

Please upload the articles on the CIEX JOURNAL WEBSITE: <http://journal.ciex.edu.mx>

Deadline to send the proposals: January 31st, 2024.

Editor: M.A. Hugo Enrique Mayo Castrejón - journal@ciex.edu.mx

LICENCIATURA EN INGLÉS

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA
INGLÉS Y LINGÜÍSTICA APLICADA**



CONVOCATORIA

El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** (Modalidades: Presencial y/o en línea) o la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada** a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2023-2024, presentando el examen de admisión que se realizará mediante previa cita hasta el 30 de agosto de 2024, conforme a los siguientes:

REQUISITOS

Los interesados en participar deben realizar todos los trámites y procedimientos institucionales, además de cumplir con los requisitos descritos en el cronograma y el instructivo correspondiente a esta Convocatoria, los cuales son:

- » Leer y aceptar los términos y condiciones de la convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la institución para realizar una cita para el examen de admisión.
- » Pagar el derecho de examen de selección.
- » Presentar el examen de selección y una evaluación de valores y actitudes en el lugar, día y hora señalados, mediante previa cita.
- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
- » En caso de ser seleccionado en la **Licenciatura en Letras Inglesas**, contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados en la institución.
- » En caso de ser seleccionado en la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**, contar con Título de Licenciatura, Cédula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

Informes:

Teléfono: 747 49 4 79 73

WhatsApp: 747 108 1203

Página web: www.ciex.edu.mx

Correo electrónico: info@ciex.edu.mx