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Advantages and Disadvantages of the Use of L1 in Basic English

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Abstract:

Krashen, S. (1995) states: the language learning process accelerates when students are provided by comprehensible input in the target language. The objective of this presentation is to identify the advantages and disadvantages of using Spanish in the EFL classroom. The participants were: a teacher and 5 students. The instruments include interview guides to the teacher and students and a class observation format. The results revealed that: the teacher felt forced to use the students' L1 for: instructions and activities.

Krashen, S. (1995) afirma: el proceso de aprendizaje de idiomas se acelera cuando los estudiantes son expuestos por el input comprensible en la lengua meta. El objetivo de esta presentación es identificar las ventajas y desventajas del uso de español en el aula de inglés como lengua extranjera. Los participantes fueron un profesor y 5 estudiantes. Los instrumentos incluyen guías de entrevistas para el profesor y los estudiantes y un formato de observación de clases. Los resultados revelaron que: el profesor se sintió obligado a utilizar la lengua materna de los estudiantes para: dar instrucciones y actividades.

Palabras clave:

Mother tongue, advantages, disadvantages, comprehensible input, target language.
Primera lengua, ventajas, desventajas, input comprensible, lengua meta.

Resumen:

This study emerged after observing a situation in some of the language classrooms at CIEX: The students' first language (Spanish) is constantly overused by the teachers, in basic English courses in order to explain some grammar rules, to indicate the instructions for a language activity, to communicate ideas or to ask the students to perform a task.

Specialists in the area of language teaching and linguists such as Krashen, S. (1995) and Cook (2001), who are in favor of using English in the classroom. The main research question that leads the research is: Are there any advantages and/or disadvantages in the use of the students' first language from the teacher in Basic English classes at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano" (CIEX)?

The main objective of this presentation is to identify the advantages and disadvantages of using Spanish in the EFL classroom with the aim of offering some suggestions to improve the teaching practice of the CIEX language teachers. The participants were: an English teacher and 5 students of basic courses in a private language school. The research instruments were an interview guide to the teacher, an interview guide to the students and a class observation format. Finally, the results revealed that: the teacher felt forced to use the students' first language in the class for: instructions, tasks and activities. Besides, the majority of the participants agreed that the use of Spanish is a didactic tool that enhances the learning and teaching processes.

Referencias:

Cook, V. (2001). Principles of Language Learning and Teaching. The Canadian Modern Language Review. Canada: University of Toronto.

Cook, V. (2001). Second language learning and language teaching. London: Arnold.

Krashen, S.D., & Terrel, T.D. (1995). **The Natural Approach. Language Acquisition in the classroom.** London: Prentice Hall Europe Harmer, Jeremy. (2007). **The Practice of English Language Teaching.** Malasya: Longman.

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

- a. **Key words**.- five, in English and in Spanish.
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Introduction: describe 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.
Purpose: state and explain the research objectives, intentions, questions or hypothesis.
Method: mention and justify the research method that was selected, describe briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
Product: present the main findings, the degree to which the research objectives were reached and the answers to the research questions.
Conclusion: suggest the importance of the findings, considering the contribution to the theory, the research area and professional practice. Suggest practical uses as well as possible applications for further research.
- c. **Introduction:** present the research topic area, studied theme and the research study it is: descriptive, explaining, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem.
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- e. **Research methodology:** describe the design features (case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc.) **Data type** (describe and justify the database, or universe, or sample, etc.) **Subjects** (characterize 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 and conclusions.**
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- h. **Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
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TOPICS FOR THE ARTICLES:

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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 10 pages containing text

1-2 pages containing references (using the APA format) (American Psychological Association).

LANGUAGES:

The article can be written in English, French, German, Mandarin Chinese or Spanish.

Include: Author/s biography/ies indicating:

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