



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS**

Work presented as requirement for obtaining the bachelor's degree as

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**PROFILE**

**TITLE OF RESEARCH WORK**

**“The usage of mother tongue when teaching English as a foreign language: The case of décimo año de Educación General Básica “B” at Unidad Educativa “Juan de Velasco”, in the city of Riobamba, Chimborazo province during the academic period february 2021 – july 2021”**

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**Riobamba, Ecuador. 2021**

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**“THE USAGE OF MOTHER TONGUE WHEN TEACHING ENGLISH AS A FOREIGN LANGUAGE: THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “JUAN DE VELASCO”, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC PERIOD FEBRUARY 2021 – JULY 2021”**

The author is solely responsible for the ideas, opinions, and comments contained in this paper.



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## TUTOR CERTIFICATION

Mgs. María Dolores Avalos, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Leonardo Alexander Escobar Gullqui, prior to obtain the degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas: Inglés" whose theme is:

**“THE USAGE OF MOTHER TONGUE WHEN TEACHING ENGLISH AS A FOREIGN LANGUAGE: THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “JUAN DE VELASCO”, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC PERIOD FEBRUARY 2021 – JULY 2021”**

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this research work in honor of truth.

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS**

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Riobamba, 17 de septiembre de 2021



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## **DEDICATORY**

This study is dedicated to my mother and siblings, who have been a vital pillar in my personal and professional development and who have never hesitated to assist me in achieving my goals.

Leonardo Alexander Escobar Gullqui

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Leonardo Alexander Escobar Gullqui

## INDEX

<b>COVER</b> .....	i
<b>AUTHORSHIP</b> .....	ii
<b>TUTOR CERTIFICATION</b> .....	iii
<b>COMMITTEE MEMBERS CERTIFICATE</b> .....	iv
<b>URKUND CERTIFICATION</b> .....	v
<b>DEDICATORY</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>INDEX</b> .....	viii
<b>TABLE INDEX</b> .....	x
<b>TABLE GRAPHIC</b> .....	x
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER I</b> .....	1
<b>REFERENTIAL FRAMEWORK</b> .....	1
<b>1. INTRODUCTION</b> .....	1
<b>1.2 RESEARCH PROBLEM</b> .....	3
<b>1.3 PROBLEM STATEMENT</b> .....	3
<b>1.4 PROBLEM FORMULATION</b> .....	5
<b>1.4.1 GUIDING QUESTIONS</b> .....	5
<b>1.5 OBJECTIVES</b> .....	5
<b>1.5.1 GENERAL OBJECTIVE</b> .....	5
<b>1.5.2 SPECIFIC OBJECTIVES</b> .....	5
<b>1.6 OBJECTIVES OPERACIONALIZATION</b> .....	7
<b>1.7 JUSTIFICATION</b> .....	8
<b>CHAPTER II</b> .....	9
<b>2. THEORETICAL FRAMEWORK</b> .....	9
<b>2.2 THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED</b> .....	9
<b>2.3 THEORETICAL FOUNDATIONS</b> .....	10
<b>2.3.1 MOTHER TONGUE DEFINITION</b> .....	10
<b>2.3.2 THE IMPORTANCE OF THE MOTHER TONGUE IN TEACHING PROCESS</b> .....	10
<b>2.3.3 MOTHER TONGUE IN ENGLISH CLASSROOM</b> .....	11
<b>2.3.4 POSITIVE EFFECT OF USING THE MOTHER TONGUE WHEN TEACHING ENGLISH</b> .....	12
<b>2.3.4.1 Decrease Anxiety</b> .....	12



2.3.5	REASONS AND PURPOSES FOR USING THE MOTHER TONGUE WHEN TEACHING ENGLISH .....	12
2.3.5.1	Beginners .....	13
2.3.5.2	Comparison .....	13
2.3.5.3	Giving instruction .....	14
2.3.5.4	Clarification and Checking understanding .....	14
2.3.5.5	Time saving .....	14
2.3.5.6	Classroom management .....	15
2.3.5.7	Culture .....	15
2.3.6	CODE-SWITCHING BETWEEN MOTHER TONGUE (SPANISH) AND SECOND LANGUAGE (ENGLISH) .....	16
2.3.6.1	Types of Code-Switching .....	16
2.3.7	GRAMMAR TRANSLATION METHOD .....	17
2.3.7.1	Advantages of using grammar translation method .....	17
2.4	DEFINITIONS OF BASIC TERMS .....	18
CHAPTER III .....		19
3.	METHODOLOGICAL FRAMEWORK .....	19
3.2	RESEARCH DESIGN .....	19
3.3	ONTOLOGY AND EPISTEMOLOGY .....	19
3.4	RESEARCH TYPE .....	20
3.5	LEVEL OF THE RESEARCH .....	20
3.6	METHODS OF RESEARCH .....	21
3.7	TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA .....	21
3.8	POPULATION AND SAMPLE .....	23
3.9	PROCEDURE .....	24
CHAPTER IV .....		26
4.	RESULTS AND DISCUSSION .....	26
4.1	TEACHER'S INTERVIEW RESULTS .....	26
4.2	STUDENTS' QUESTIONNAIRE RESULTS ANALYSIS .....	34
4.3	ANALYSIS OF THE OBSERVATION SHEET RESULTS .....	42
CHAPTER V .....		50
5.	CONCLUSIONS AND RECOMMENDATIONS .....	50
5.2	CONCLUSIONS .....	50
5.3	RECOMMENDATIONS .....	50
BIBLIOGRAPHY .....		51
6.	ANNEXES .....	54

## TABLE INDEX

Table 1. - What part of the class do you use the mother tongue in? Why? .....	26
Table 2. - According to your criteria, do you agree that the teacher uses his/her mother tongue (Spanish) in English classes? .....	27
Table 3. - If the previous answer is in favor. What are the reasons that you drive to use the mother tongue (Spanish) in the English classroom? .....	28
Table 4. - What are the advantages of using the mother tongue (Spanish) in English classes? .....	30
Table 5. - What are the disadvantages of using the mother tongue (Spanish) in English classes? .....	31
Table 6. - What method do you use as a teacher to teach English in which the student's mother tongue is used? .....	32
Table 7. - What teaching experience have you gained by using the mother tongue in English classes? .....	33
Table 8. - How often does your teacher use the mother tongue (Spanish) in English class? ....	34
Table 9. - How often do you use the mother tongue (Spanish) in English class? .....	35
Table 10. - How often does your teacher use the mother tongue when teaching grammar? ...	36
Table 11. - How often does your teacher use the mother tongue when teaching vocabulary? ..	37
Table 12. - How often does your teacher use the mother tongue to give instructions on how to do an activity?.....	38
Table 13. - How often does your teacher use the mother tongue to teach idioms or slang about the L2 culture? .....	40

## TABLE GRAPHIC

Figure 1. - How often does your teacher use the mother tongue (Spanish) in English class? ..	34
Figure 2. - How often do you use the mother tongue (Spanish) in English class? .....	35
Figure 3. - How often does your teacher use the mother tongue when teaching grammar? ....	36
Figure 4. - How often does your teacher use the mother tongue when teaching vocabulary? ..	38
Figure 5. - How often does your teacher use the mother tongue to give instructions on how to do an activity?.....	39
Figure 6. - How often does your teacher use the mother tongue to teach idioms or slang about the L2 culture? .....	40

<b>Figure 7. - Teacher uses the mother tongue (Spanish) during the English class. ....</b>	<b>42</b>
<b>Figure 8. - The mother tongue is used by the teacher to compare and contrast both languages (Spanish and English). ....</b>	<b>43</b>
<b>Figure 9. - The mother tongue is used by the teacher to explain complex grammar points. ...</b>	<b>44</b>
<b>Figure 10. - The mother tongue is used by the teacher to give instructions about the activities. ....</b>	<b>45</b>
<b>Figure 11. - The mother tongue is used by the teacher to clarify and check student's understanding. ....</b>	<b>46</b>
<b>Figure 12. - The mother tongue is used by the teacher to save time. ....</b>	<b>47</b>
<b>Figure 13. - The mother tongue is used by the teacher to manage the classroom. ....</b>	<b>48</b>
<b>Figure 14. - The mother tongue is used by the teacher to refer to student's cultural aspects. For instance, proverbs, idiomatic expressions or slangs. ....</b>	<b>49</b>

## RESUMEN

Con el paso de los años, dominar el inglés se ha convertido en un requisito indispensable en los entornos educativos y laborales. Por lo tanto, el aprendizaje del idioma Inglés en la realidad en la que vivimos es irreversible. Sin embargo, resulta imposible ignorar que durante la enseñanza y aprendizaje de esta lengua no se involucre aspectos gramaticales, de pronunciación o culturales de la lengua materna de los estudiantes. A pesar del uso diario de la lengua materna por parte de los docentes de Inglés durante las clases, se ha determinado que la adquisición de la segunda lengua no ha sido alcanzada como se esperaba. A través del análisis previo realizado en la Unidad Educativa Juan de Velasco, se pudo detectar que el problema en el aprendizaje del idioma Inglés gira en torno al sobre uso de la lengua materna de los estudiantes y la profesora de Décimo año de Educación General Básica, entorpeciendo el proceso de aprendizaje del segundo idioma ya que se desconoce que la lengua materna debe ser utilizada única y exclusivamente como una herramienta de enseñanza dentro del proceso de enseñanza-aprendizaje del idioma Inglés al igual que se desconoce cuándo y cómo utilizarla durante las clases. Por lo tanto, este estudio se enfoca en analizar el uso de la lengua materna en la enseñanza del idioma Inglés en la Unidad Educativa Juan de Velasco. Para alcanzar los objetivos establecidos una profesora de Inglés y treinta y seis estudiantes de Decimo año de Educación General Básica “B” fueron considerados como población del estudio. El tipo de estudio que fue desarrollado es de una investigación cualitativa con nivel descriptivo; mientras que el método de la investigación empleado fue etnográfico. Además, se utilizó tres tipos de técnicas las cuales fueron la observación, la entrevista y la encuesta con sus respectivos instrumentos que son la ficha de observación, la entrevista etnográfica, y el cuestionario. Los resultados de la investigación se basan en un análisis descriptivo-cualitativo de la importancia, proceso y efectividad del uso correcto de la lengua materna en la enseñanza del inglés.

**Palabras clave:** lengua materna, herramienta de enseñanza.

## ABSTRACT

Over the years, mastering English has become an indispensable requirement in educational and work environments. Therefore, learning English in the reality in which we live is irreversible. However, it is hard to deny that the teaching and learning of this language does not include grammar, pronunciation, or cultural characteristics of the students' mother tongue. Despite the daily use of the mother tongue by English teachers during classes, it has been determined that the acquisition of the second language has not been achieved as expected. Through the previous analysis carried out in the Unidad Educativa “Juan de Velasco”, it was detected that the problem in the learning of the English language revolves around the overuse of the mother tongue of the students and the teacher of Décimo Año de Educación General Básica, hindering the process of learning the second language since it is not known that the mother tongue should be used solely and exclusively as a teaching tool within the teaching-learning process of the English language as well as when and how to use it during the classes. Thereby, this study focuses on analyzing the use of the mother tongue in the teaching of English in the Unidad Educativa “Juan de Velasco”. In order to achieve the established objectives, an English teacher and thirty-six students of Décimo Año de Educación General Básica "B" were considered as the study population. The type of study that was developed is qualitative research with descriptive level; while the research method used was ethnographic. Still further, three types of techniques were used which were observation, interview and survey with their respective instruments which are the observation sheet, the ethnographic interview, and the questionnaire. The results of the research are based on a descriptive-qualitative analysis of the importance, process and effectiveness of the correct use of the mother tongue in the teaching of English.

**Keywords:** mother tongue, teaching tool.

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## **CHAPTER I**

### **REFERENTIAL FRAMEWORK**

#### **1. INTRODUCTION**

Nowadays, learning English has been regarded by many people and companies as an indispensable condition for their living and working environment. In the process of acquiring English language, the teacher is the basic pillar who guides students to learn English language correctly. In that sense, the teacher must consider the needs and preferences of the students. In order to the teaching and learning of foreign language to be meaningful, it is essential that students become familiar with the new language according to their mother tongue.

Since the first study on the acquisition of foreign languages that began almost 40 years ago, it has become abundantly obvious that the role of mother tongue in the acquisition of a second language, for instance, English is ready to be reconsidered. Before starting the teaching of a foreign language, it is important to consider the students' mother tongue and its functions. According to Corder (1993), the mother tongue is the starting point when you want to learn a foreign language like English, the mother tongue will eventually undergo a sequence of reorganizations or improvements to progressively have a system close to the foreign language system. In this way, students will feel more comfortable with learning the second language, and in this sense, they will avoid feeling disgust or repudiation when learning the foreign language.

The mother tongue has been used by teachers as a teaching tool for years, but it has not been recognized as a valid tool due to different disputes between researchers who argue that foreign language should only be used in the teaching process of a new language. However, Learners can be helped by mother tongue to understand how English works. If it turns out that using the mother tongue is helpful for the classroom, both the teacher and the student will benefit from it. Furthermore, the native language should only be used in certain circumstances during the English class. At the beginning of the school's establishment, it's a good idea to work with students to agree on policies regarding their use (Voicu, 2012).

Using L1 might be helped in some cases, for example, in Ecuador that Spanish has been considered as everyday language, therefore, the usage of the mother tongue (Spanish) can be beneficial for the acquisition of the second language since students will be able to assimilate certain parts of the foreign language with their native language.

At Décimo Año de Educación General Básica “B” in Unidad Educativa “Juan de Velasco”, it was pointed out that the mother tongue was used as a tool in the English teaching process, but it has not been done effectively. If the mother tongue is better used in this process, then the frequency of using the mother tongue language was not as frequent as in this case, but it was used specifically in definite moments, thus gradually leaving the usage of the mother tongue when teaching English.

This research has been organized in three chapters:

- **Chapter I:** Referential framework contains the research problem, problem statement, formulation of the problem, general and specific objectives, and the justification.
- **Chapter II:** Theoretical framework presents the theoretical background regarding, all theoretical foundations basis about the usage of the mother tongue when teaching English, and the basis terms definitions.
- **Chapter III:** Methodological framework includes research design, type, level, methods, population and sample of research, techniques, and instruments for collecting data, schedule, bibliography, and annexes.

## **1.2 RESEARCH PROBLEM**

Analysis about how the mother tongue is used when teaching English language at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco, in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

## **1.3 PROBLEM STATEMENT**

Learning English is considered important to many people, and particularly to those who want to get better jobs or receive a quality education. For this reason, many countries around the world have adopted the English language as the source of their education and study plans. This is because the concept of Anglicization has dominated the world which has caused many people to stop using their mother tongue in favor of English, specifically, in classroom instruction for the purpose of immersion (Almoayidi, 2018).

On the other hand, Atkinson (1987) stated that the mother tongue is considered an advantageous tool for many students around the world because it is strongly linked to the students' preferred learning strategies. For instance, to give the opportunity to learners to choose to translate without encouragement from the teacher, to let students use their mother tongue as a humanistic approach because it allows them to say what they want. By using the mother tongue, teachers can explain unknown words, new words, complex sentence structures, difficult concepts. Furthermore, it helps to the students increasing their motivation, and decreasing their anxiety (Kayaoğlu, 2012).

Some studies developed in the country have proven that the usage of the mother tongue into the English classroom can be used with Ecuadorian students to support their academic language acquisition. The authorities in the area also support the usage of the mother tongue in the English classroom since the curricular proposal that they propose is flexible and facilitates the educational inclusion of the students, regardless of their mother tongue (L1) since 2016 (Ministerio de Educación, 2016). Most of the teachers in educational institutions, use the mother tongue in teaching English to facilitate, promote the English language



acquisition and prevent frustration, desertion, and repulsion to the foreign language by the students.

In the case of using mother tongue in the classroom, it is said that it is being used for academic purposes. Through observation practices, it was realized that students and professors at Décimo Año of Educación General Básica in Unidad Educativa Juan de Velasco use the mother tongue (Spanish) for certain purposes during English class. Basically, mother tongue is used to clarify doubts or explain overly complex concepts or grammatical structures. So, some advantages are gotten. For instance, students learn the second language easily as they compare both languages and mark differences between them. In addition, by doing this whole process making mistakes can be avoided when learning the foreign language.

In this context, to discover how the mother tongue can be used at the time of teaching and learning English and how it can be done to get the most effective results is the objective of the study. For this purpose, a survey will be applied to teachers and students. This process benefited both teachers and students, since the mother tongue was used for academic purposes at specific times.

All the facts presented in this research confirm the value and relevance of the research. Its feasibility depends on whether the teacher and students were willing to help the Researcher to obtain the information originally requested. In addition, the human, technological and economic resources were available to perform the research.

## **1.4 PROBLEM FORMULATION**

How is the mother tongue used when teaching English language at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco, in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021?

### **1.4.1 GUIDING QUESTIONS**

- How do teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco conceive the usage of the mother tongue in teaching English language?
- How do students of the Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco perceive the usage of the mother tongue in the process of teaching English language?
- How is the usage of the mother tongue objectified in the process of teaching English at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco?

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

To analyze how the mother tongue is used when teaching English language at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco, in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

### **1.5.2 SPECIFIC OBJECTIVES**

- To identify from the testimonies of teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language for educational purposes and as an alternative of teaching.
- To identify from the point of view of students of Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language.

- To observe how the mother tongue is used as an alternative of teaching English language by the English teacher at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco.

## 1.6 OBJECTIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
<b>Methodology</b>	How is the mother tongue used when teaching English language at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco, in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021?	How do teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco conceive the usage of the mother tongue in teaching English language?	To analyze how the mother tongue is used when teaching English language at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco, in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.	To identify from the testimonies of teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language for educational purposes and as an alternative of teaching.
		How do students of the Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco perceive the usage of the mother tongue in the process of teaching English language?		To identify from the point of view of students of Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language.
		How is the usage of the mother tongue objectified in the process of teaching English at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco?		To observe how the mother tongue is used as an alternative of teaching English language by the English teacher at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco.

Made by: Leonardo Escobar

## **1.7 JUSTIFICATION**

The researcher has realized that the majority of English teachers use their mother tongue (Spanish) as a means to teach the English language, but they misuse this teaching technique by overusing it. Voicu (2012) mentioned that the judicious and rational use of the mother tongue within the classroom can only be beneficial and advantageous. The correct use of the mother tongue facilitates the successful achievement of the objectives in the English teaching process without exploiting its use.

Furthermore, this research is essential since it helps the teachers to know, understand and recognize when they can use the mother tongue correctly and without hindering the acquisition of the foreign language in the English teaching process. According to some research, English teachers can use the mother tongue within the classroom purely for academic purposes and as a teaching alternative. Teachers can use L1 as a teaching strategy to explain the meaning of difficult words, give instructions, explain complex ideas, explain complex grammar rules, and save time.

The research is indeed relevant for the researcher, who was able to apply and generate new and creative patterns by using the mother tongue in the English classroom and prevent overusing this educational technique based on the findings. Furthermore, as a future English teacher, the findings of this study helped to refine the technique since it showed how to use the mother tongue as a teaching aid for the second language (English) correctly.

It is important to emphasize that the main beneficiaries of this research were the students and the teacher at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco. Concurrently, this research was feasible because there were technological, human, and economic tools that would enable the realization of research instruments to gain an accurate understanding of the problem's needs. It has the approval and permission of the Institution's Director and teachers, with whom the Researcher worked during the execution and observation practices.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.2 THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

The use of the mother tongue in the teaching of the English language has been a topic of study along the time due to its effective use in the teaching-learning process. Thus, there are some studies that are related to this research project. For instance, "**THE MOTHER TONGUE AND ENGLISH LANGUAGE TEACHING**" is an investigation developed by David Carver. In which the main objective is to demonstrate how teachers can use the mother tongue effectively in the process of teaching the English language, and suggested that, they can use the mother tongue to save time, explain complex grammatical rules, and explain explicit comparisons.

Another relevant study called "**OVERUSING MOTHER TONGUE IN ENGLISH LANGUAGE TEACHING**" done by Cristina-Georgiana Voicu shows that the target language should be used as the medium of instruction most of the time and the change to the mother tongue when the situation warrants it. The rational and judicious use of L1 in English classes can only be beneficial. In addition, the use of L1 must be coupled with the effective teaching of the foreign language, taking into account the mother tongue and the cultural background of the students and thus be used in the best way.

After searching for research in the UNACH database containing the same proposals as my project, it must be noted that there is no similar research at Universidad Nacional de Chimborazo.

## **2.3 THEORETICAL FOUNDATIONS**

This theoretical framework is constructed with scientific information which help the researcher to understand the main factors involved in the research: teaching, mother tongue and their relationship in the process of English teaching.

### **2.3.1 MOTHER TONGUE DEFINITION**

Mother tongue refers to someone's first language or native language. Tomblin (2019) defines this as the language you speak most frequently. However, from the perspective of many authors, the meaning of mother tongue will always refer to the language the child has used or spoken since birth. To illustrate this point, it is a specific language that children hear and use through the mother, father, or other family members at home. Kumar (2014) mentioned that the term "mother tongue" can be traced back to the language spoken by the mother. This will be the main language the child learns. The author affirms that mother tongue is a language that people have learned since birth, and it has become the basis of their social identity and a means of developing their learning methods. In addition, Adeyemi, Adebola, Bassey, & Oluwabunmi (2019) mentioned that the mother tongue is the language that a group of people from a particular location learned in their early years of life and that gradually became their natural tool of thinking and conversation. The word "mother tongue" applies not only to the language taught from one's mother, but also to the speaker's dominant and home language. Often known as first language (L1).

### **2.3.2 THE IMPORTANCE OF THE MOTHER TONGUE IN TEACHING PROCESS**

Mother tongue may be a powerful and effective tool in language teaching. For instance, Atkinson (1987) pointed out that the mother tongue is considered to be a very important tool for many students in the world to learn a foreign language because it is closely related to the students' preferred learning strategies.

Tomblin (2019) believes that the mother tongue is essential, because when children learn and develop their mother tongue, they indirectly develop many basic skills, such as critical thinking and literacy. These skills lead to formal education of the individual. In addition, the author mentioned that if students want to learn the foreign language, any skills and concepts mastered in their native language will not be a challenge.

According to Benson (2005), the bilingual course is based on the student's mother tongue, also known as L1. During this course, the student's mother tongue will be used in the teaching and acquisition of the second language. In addition, the foreign language (also known as L2) must be taught in a systematic way, that is, students will be able to gradually transfer the skills learned in their native language to unknown or L2. Furthermore, the use of mother tongue helps to understand sounds and symbols or meanings and symbols.

In bilingual classrooms and courses, students' foreign language learning can be more accurately assessed. This is because students are able to express their opinions freely when they are diagnosed with the knowledge the teacher has learned, so that the teacher can identify what knowledge is missing to teach and identify students who need help (Benson, 2005).

### **2.3.3 MOTHER TONGUE IN ENGLISH CLASSROOM**

In recent years, researchers have taken an interesting approach to the use of mother tongue in classrooms and believe that using mother tongue is beneficial to the teaching process of English. Voicu (2012) mentioned that the view on the use of mother tongue in the foreign language of teaching has recently changed, which has become more flexible. This statement still maintains the concept that the more English used in the classroom, the better, but the use of L1 is also considered an important teaching and learning tool. To illustrate this point, Mario Rinvulcri once defended the direct method of prohibiting the use of mother tongue, but now he believes that the student's mother tongue plays an important role in the teaching of the foreign language. Therefore, the teaching of the foreign language becomes dynamic, and the mother tongue can become a useful teaching tool in the communicative second



language classroom. For instance, when a student is learning English grammar and has difficulty, it may be helpful to use the native language by giving examples that are equivalent to the student's language.

## **2.3.4 POSITIVE EFFECT OF USING THE MOTHER TONGUE WHEN TEACHING ENGLISH**

### **2.3.4.1 Decrease Anxiety**

The result of many studies is that using mother tongue helps to reduce students' anxiety and increase their motivation, because in this way, teachers can prevent students from feeling repelled and refusing to learn a foreign language. Kayaoğlu (2012) observed that quite a considerable number of teachers have used their mother tongue as a tool to relieve students' anxiety when learning foreign languages. Moreover, when teachers limit them to only communicate with their partners through the foreign language, it is no secret that students feel that they are not motivated. As a result, students begin to feel anxious and will inevitably embark on a path leading to failure. Therefore, foreign language teachers, in our case English teachers, should consider using their mother tongue in teaching to avoid psychological pressure on students and suppress the idea of using the foreign language in its entirety.

The use of mother tongue strengthens students' emotional areas when learning a foreign language (English), which enables them to improve self-confidence, self-esteem, and identity as well as motivation, initiative and creativity. Teachers who allow students to use their native language (Spanish) in the classroom provide them with better development opportunities and participation in the teaching process (Benson, 2005).

## **2.3.5 REASONS AND PURPOSES FOR USING THE MOTHER TONGUE WHEN TEACHING ENGLISH**

According to Voicu (2012), Gulzar (2010), and Rodríguez & Oxbrow (2008) mother tongue is not a problem. The problem is knowing when and how to use it correctly in the process of teaching English. Teacher must remember that the use of L1 should only be regarded as "a teaching tool." There are some reasons to use L1 appropriately in a Foreign Language class.

### 2.3.5.1 Beginners

For students who are just starting to learn, the native language may be more useful. But as they improve their language learning, the foreign language will become the language that takes the initiative in this teaching process (Voicu, 2012). In other words, it is especially important for beginners to use their mother tongue, because in our case it is difficult to fully teach English only in this language to beginners, which will only cause students to refuse to learn a second language. Especially when the teacher tries to teach some grammatical aspects of the language.

### 2.3.5.2 Comparison

The use of the mother tongue that focuses on showing the similarities and differences between the two languages can be a beneficial activity for the teaching process. Appropriate use of mother tongue as a teaching tool can help increase knowledge about the language systems of these languages to help students understand and compare them. It is no secret that students use their mother tongue to compare two languages psychologically. Why not explicitly use their mother tongue as a means to improve foreign language acquisition in the classroom (Rodríguez & Oxbrow, 2008).

The comparison between English and mother tongue (Spanish) that is our case can be an extremely useful tool in the teaching process, because understanding the differences and similarities between both two languages can improve the learning process of students. In particular, students can identify and distinguish the structures.

There are two main reasons to use the comparison:

**Grammar:** The comparison between the grammar of the native language and the grammar of the foreign language may be helpful because this comparison can highlight the differences between the two languages in terms of grammar, thereby avoiding negative language transfer. On the other hand, comparison can also highlight the similarities between the two languages and promote the learning of the grammar of the second language (Voicu, 2012).

**Vocabulary:** Comparing the vocabulary of the native language and the foreign language can be of great help, because relating new words that students are learning in L2 with their mother tongue can help them acquire the vocabulary faster and in a way that they do not feel frustrated. The use of the mother tongue is helpful especially with the words that teachers cannot explain or teach through flashcards or body movements, in that situation the mother tongue is accepted as a teaching tool to teach vocabulary (Voicu, 2012).

### **2.3.5.3 Giving instruction**

Following step-by-step instructions to obtain the desired result is an essential part of avoiding mistakes and disappointments. Gulzar (2010) said that if teachers and students want to avoid misunderstandings, it is vital to use their mother tongue when giving instructions to students. In other words, the teacher must use the mother tongue to explain some parts of the instructions that the students cannot fully understand. Obviously, the teacher will not say all the instructions in the mother tongue, but only those parts that make the students confused. Therefore, the result of the activity will be effective.

### **2.3.5.4 Clarification and Checking understanding**

The teacher will repeatedly experience whether the students are understanding everything he/she says. The teacher uses the native language to identify whether the student understands everything he/she says in class. This will help him discover the flaws in the explanation he provided earlier. For instance, teachers can ask students questions about the topic in Spanish and English to find out if they are paying attention or need help.

### **2.3.5.5 Time saving**

Using L1 as a time-saving tool is very helpful and, in many cases, even beneficial. This is because in many cases, it is better to give students the equivalent of certain aspects of the language, such as the vocabulary or grammar in their mother tongue, because this will enable teachers to make continuous progress in the teaching process without explaining one or two parts that the student cannot understand in the language they are learning. To illustrate this,

a teacher wants to teach his students the word "fast". In the explanation of him using the foreign language, he says: "This is an action performed by someone or something at high speed." However, this explanation can be extended while if the word were translated directly into the students' mother tongue, it would be sufficient (Voicu, 2012).

#### **2.3.5.6 Classroom management**

Voicu (2012) mentioned that it is difficult to control student behavior and discipline using only foreign languages. This happens because not all students can understand everything the teacher tells them in the second language. Therefore, using the L2 to control class is useless. In other words, the teacher must use the mother tongue to control the behavior and discipline of the students, because this will be the only way that he can effectively face the students, especially so that all students can understand.

#### **2.3.5.7 Culture**

Language is a vehicle for cultural aspects. If the teacher prohibits the use of mother tongue, he treats the L1 culture as inferior. In addition, cultural differences and similarities can be emphasized to help learners accept and tolerate differences while retaining their cultural uniqueness. This can be done through various activities where L1 plays an important role (Voicu, 2012).

**Proverbs:** Students may be given some proverbs in foreign languages, and if they exist, they will be asked to find the corresponding proverbs in their native language. If not, they will try to translate the proverb into their language.

**Idiomatic Expressions/ Slangs:** Again, finding the corresponding idioms or a translation of target language idioms might be immensely helpful to detect cultural differences or similarities.

**Songs:** Translate the lyrics of the songs that students like into a pleasant experience.

**Jokes:** Fun activities can be based on jokes. Students can translate, talk or joke to create a stress-free environment.

### **2.3.6 CODE-SWITCHING BETWEEN MOTHER TONGUE (SPANISH) AND SECOND LANGUAGE (ENGLISH)**

According to Gumperz (1982), code switching refers to the exchange of two grammatical systems that are relatively different. That is, this happens when a speaker exchanges the language that he is using to communicate with another totally different language, this is used to emphasize or reiterate his message that he is trying to communicate. For example, the use of Spanish and English are two totally different systems that a speaker masters almost perfectly and uses them to improve communication and clarify his ideas in any of those languages. On the other hand, Ahmad & Jusoff (2009) mentioned that the code change is used as a teaching tool in which the teacher will use the combination of Spanish as the mother tongue and English as the second or foreign language where the teacher uses this code change between both languages to execute the aforementioned purposes.

#### **2.3.6.1 Types of Code-Switching**

Some authors mention that there are different types of code changes, such as Poplack (1980), Romaine (1989), and Gumperz (1982). Among those types we will mention the most prominent:

**Tag-switching:** It happens when a sentence in one language is inserted into a sentence in another language. It seems that fixed greetings or farewell phrases are often involved in changes. Since phrases are subject to minimal grammatical restrictions, they can be easily added to various points of a single language expression without violating the grammatical rules (Poplack, 1980). In simple words, it is the change of a phrase or word from one language to another within a sentence. For instance, *Él es de Ecuador, así es su cultura, you know.*

**Inter-sentential switching:** This happens in the clauses of the sentence, where each clause is spoken in one or more languages. According to Romaine (1989), since most utterances must conform to the rules of two languages, inter-sentential switching between two languages requires more fluency than using tag-switching. In other words, inter-sentential

change this occurs outside the bounds of a sentence. For instance, *Eso lo hice yo*, what happened? *O Le dije que no compre la comida que el me pidió*. He got really angry.

**Intra-sentential switching:** This is considered the most difficult form of code modification because it requires bilinguals to have an enough understanding of the grammar rules of the two languages. Therefore, the stronger the speaker's ability to use two languages, the more they have the ability to switch codes from one language to another in one sentence or clause (Poplack, 1980). That is, the code change occurs within the same sentence. For instance, *Leonardo tiene los game tickets*.

### **2.3.7 GRAMMAR TRANSLATION METHOD**

According to Khan & Mansoor (2016), the grammar translation method (GTM) is based on the teaching and learning of a second language using the mother tongue as a tool. The activities carried out in this way are the translation of the second language into the native language of different texts and the study of grammatical rules. In addition, when using this method, the use of mother tongue is dominant or greater than the use of the foreign language. When teaching grammar or vocabulary, the teacher should use grammar translation methods, because for students, it is these language parts that are most complicated. The method involves the teacher translating every word and phrase in the text into the student's native language so that the student can recognize, associate, and distinguish the different structures of the two languages.

#### **2.3.7.1 Advantages of using grammar translation method.**

- Students can understand the meaning of unknown words and complex sentences well.
- With a good understanding of grammatical rules, students can understand the message by reading the text, and can produce sentences that are written grammatically correct.

- Knowledge of morphology and grammar will enable students to identify and solve problems based on their daily life.
- Grammar Translation Method requires less effort from the teacher.
- This is a time-saving method because it is the easiest way to explain some vocabulary elements.

## **2.4 DEFINITIONS OF BASIC TERMS**

In this section, some specific terms used in the research are defined since the study suggest that these terms have to be understood as follows:

**(L1) Mother tongue** is the first language that you learn when you are a baby, rather than a language learned at school or as an adult (Cambridge Dictionary , 2020).

**Teaching process** is the interaction which the knowledge of teachers is transferred to their students.

**(L2) Foreign language** is a second language that a person tries to learn (Oxford Learner´s Dictionaries, 2020).

**ELT** means English Language Teaching.

**Teaching tool** is an object (such as a book or picture), a device (such as a computer), or a methodology or technique used by a teacher to enhance instruction in the classroom (Merriam-Webster, 2020).

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.2 RESEARCH DESIGN

The research was framed by an explanatory paradigm because it aims to understand the reality and behavior of the research object. Most importantly, this paradigm helped to establish a direct interaction between the researcher and the research subject, because it was influenced by the active participation of the people participating in the research (in this case, including students and teachers of Décimo Año de Educación General Básica “B” in Unidad Educativa “Juan de Velasco” in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021). Interpretative/relativistic was my ontological viewpoint. In the same sense, my epistemological stance was transactional and subjectivist since the researcher and the object of study interact throughout the investigation, necessitating the application of hermeneutics and dialectics. The mother tongue is used to teach English, and there is no intention to propose any other interventions in the process. The design of the study was qualitative because it focused on analyzing the main reasons, opinions and motivations derived from the research subjects. In addition, it explored, characterized, and explained the reasons for using the mother tongue in English Language Teaching (ELT) from the information collected where the problem occurred and the people involved, to find possible solutions to the problem in the future. In addition, the researcher used the micro-ethnographic method to obtain the information needed for this research, which helped to identify, analyze, and provide solutions to the researched problems.

#### 3.3 ONTOLOGY AND EPISTEMOLOGY

**Ontology.** - My ontological standpoint was interpretive or relativistic. Reality is apprehensible in the form of numerous and intangible mental constructions that are socially and experientially grounded, local, and specific in character, and whose shape and substance are determined by the individuals or groups that possess the constructs (Guba & Lincoln, 1994). Thereby, testimonies of the participants are neither more nor less "true" in any strict way, but rather more or less informative and/or sophisticated.



**Epistemology.** - My epistemological position was transactional and subjectivist. This is due to the fact that the researcher and the object of inquiry are dynamically linked, thus "findings" are actually generated as the investigation progresses (Guba & Lincoln, 1994).

### **3.4 RESEARCH TYPE**

**Qualitative.** – It implies an interpretive and naturalistic approach to the subject. This means that the qualitative researcher studies the things that are happening in their natural environment, trying to interpret and make sense of the problems that people bring to them (Denzin & Lincoln, 2003). It was used because the problem is based on the appreciation and interpretation of things in the natural context of the phenomenon to be studied, which implies the displacement of the researcher, where real and significant information was collected about how the mother tongue is used in the teaching of the English language with students at Décimo Año de Educación General Básica "B" in Unidad Educativa "Juan de Velasco" in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021. In addition, this did not pose a hypothesis, but rather, based on open questions and inquiries, interpretations and conclusions were built about the phenomenon to be studied.

### **3.5 LEVEL OF THE RESEARCH**

**Descriptive research.** - It aims to describe a phenomenon and its characteristics. This research focuses on knowing what, how and why of things. Therefore, tools such as observation and survey are used to collect data (Gall, Gall, & Borg, 2007). Qualitative research is more holistic. It refers to how the objects of study should be analyzed together. This research involved a collection of data that was obtained from various sources in order to better understand the ideas of the participants, including their perspectives, opinions, and attitudes (Nassaji, 2015).

It was used because it showed a description about how teacher use the mother tongue when teaching English at Décimo Año de Educación General Básica “B” in Unidad Educativa

Juan de Velasco in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

### **3.6 METHODS OF RESEARCH**

**Micro-ethnography method:** it is the practice of concentrating fieldwork on a single social institution by observing and interpreting phenomena. As a result, the research is a constrained activity that needs minimal time and may be completed by a single researcher or ethnographer (Murillo & Martínez-Garrido, 2010). In other words, it seeks to characterize and evaluate collective ideas, beliefs, meanings, knowledge, and behaviors. Therefore, this method assisted in describing what occurs in a classroom in terms of the usage of the mother tongue when teaching English language in order to arrive at an ecological explanation of what occurs among the participants. The research was carried out at Décimo Año de Educación General Básica "B" in Unidad Educativa "Juan de Velasco" in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021, because in this institution there is a phenomenon the usage of the mother tongue at the time of teaching the English language.

### **3.7 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

#### **TECHNIQUES:**

**Observation** is a technique of observing and describing the behavior of the study participants, it is an alternative for collecting information and data that are relevant during this process. It is also known as a participatory study since the researcher has to link with the participant and for this he has to participate in the same scenario as theirs (Bhasin, 2020).

In this study the observation technique was used because it permitted to the researcher to observe how the teacher at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021 develops a class and if she uses the mother tongue to teach English and how often she uses it.

**The interview** is defined as a qualitative research technique that refers to the execution of individual interviews with a small group of respondents to explore and learn their

perspectives on a particular idea, situation, or problem (Boyce & Neale, 2006). This technique was applied to obtain information from the criteria of the teacher at Décimo Año de Educación General Básica “B” about the usage of the mother tongue into the classroom in “Unidad Educativa Juan de Velasco” in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

**The survey** is used to answer questions that have been raised about a previously established problem, which will help to assess needs and set goals to describe the quantity that exist (Isaac & Michael, 1997). This technique was applied to get information from the point of views of the students at Décimo Año de Educación General Básica “B” about the usage of the mother tongue into the classroom in “Unidad Educativa Juan de Velasco” in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

#### **INSTRUMENTS:**

To implement the three instruments described below into action, a number of procedures were taken to ensure that they could be validated and, as a result, be reliable for execution and data collecting. The first stage was to conduct a concept literature search, which entails looking for a similar model that matches the researcher's needs as well as the study concept. After reviewing the literature and the model, it was moved on to the approach of key words, which aided in the formulation of the items discovered in each of the instruments. Following the completion of the item formation, the questions were filtered via the researcher's logical validation, which evaluates if the questions agree with the aim of the study and its objectives. Regarding the validity of the researcher, it was sought the validity of the research tutor, followed by the validation of the members of the career committee who authorized the three research instruments.

**An observation sheet** was used as an instrument to collect information on the subject of study. It included items based on the specific objectives that were established in the theoretical framework of this research which were applied at Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021. The objective was to obtain information on how the teacher uses the mother tongue when teaching English language.

**An ethnographic interview** is defined as an informal interview that occurs in a natural environment in order to obtain information about the lives, behaviors, and opinions of the study participants. These interviews happen between the researcher and the participants in a spontaneous way, and the objective of applying these interviews is to know more about the participants by giving testimonies in their own words and in a natural environment (Allen, 2017). This instrument allowed to the researcher gets the opinions or point of view of the teacher at Décimo Año de Educación General Básica “B” about the usage of the mother when teaching English language in the Unidad Educativa Juan de Velasco in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

**A questionnaire** is defined as a compilation of questions given to a group of people in order to collect statistically valuable information on a particular subject (Roopa & Satya, 2012). This instrument was used to obtain statistical information from the students at Décimo Año de Educación General Básica “B” about the usage of the mother when teaching English language in the Unidad Educativa Juan de Velasco in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

### **3.8 POPULATION AND SAMPLE**

**Population.** – This research was developed in Unidad Educativa “Juan de Velasco” located in the city of Riobamba, Chimborazo province, with students of Décimo Año de Educación General Básica “B”, constituted by 36 students and 1 teacher because I did the observation practices in this course, and I have incredibly good references from them since it is a very collaborative group. Owing to the population is small, it was not required to take a sample, and therefore the study considered the total population.

According to Belmont's report (1979), three principles regulate participant protection. Respect each participant's autonomy in an ethical manner. Thus, to appreciate autonomous people's ideas and decisions while avoiding impeding their actions. To ensure their well-being. That is, the beneficence principle. For the purposes of this study, beneficence is defined as causing no damage while increasing benefits and decreasing harms. Finally, there is the concept of fairness, which maintains the moral standards of fair methods and outcomes in subject selection. These principles were followed throughout the research to avoid having

a negative influence on the participants and to ensure that the data were solely utilized for academic purposes.

### **3.9 PROCEDURE**

In this research, an area of work, data collection and analysis of the information obtained was required. It is important to emphasize that this research belongs to the field of **methodology**. Because it was focused on analyzing the usage of mother tongue when teaching English as a foreign language in students at Décimo Año De Educación General Básica “B” in Unidad Educativa “Juan De Velasco” in the city of Riobamba, Chimborazo province during the academic period February 2021 – July 2021.

In order to carry out the investigation, some steps were followed. Therefore, before starting the observation sheet, the interview, and the questionnaire, it was important to obtain the approval of the tutor and the commission of investigation of the language career and had the right to conduct the observation sheet, the interview, and the questionnaire at Unidad Educativa “Juan de Velasco” located in Riobamba city in Chimborazo province. The population of this study was selected to analyze the usage of mother tongue when teaching English as a foreign language.

An observation sheet, an interview, and a questionnaire were performed to obtain the information needed for the investigation. In addition, it is important to mention that these three different instruments were applied in order to collect information from each of the parties involved, so the interpretation of the data was done through the triangulation of the testimonies of the students and the teacher, the observation of the class and the theory that supports this research. The types of **methodological triangulation** and **triangulation of theories** were used. This methodological triangulation refers to the use of many qualitative and quantitative instruments to examine the same phenomena in a larger context rather than restricting the study by using only one instrument, similarly, the application of theory triangulation assists to evaluate and understand data based on theorizing established in the study project. (Benavides & Gómez-Restrepo, 2005). The application of the research tools

was carried out in a class, and the researcher explained to students and teacher that these tools were used for academic purposes and no have a negative impact on their academic performance.

It should be mentioned that the research project has some **limitations**. Although the population that was considered served to achieve the study's objectives, it is very difficult to generalize the research results due to the fact that it is a very small population, which is why a larger population should be considered. This leads to the second limitation, which is the self-reported data, which is divided into two; selective memory, it was appreciated that the participants could not remember certain experiences or events that happened in the past with respect to the questions that were posed to them, in the same way that it was possible to appreciate the exaggeration in their testimonies in a positive or negative way. Therefore, a bigger population should be evaluated to obtain more valid and trustworthy replies.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1 TEACHER'S INTERVIEW RESULTS

##### Objective N° 1

To identify from the testimonies of teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language for educational purposes and as an alternative of teaching.

**Table 1. - What part of the class do you use the mother tongue in? Why?**

Question	Subcategorie	Teacher's answers Key phrase
What part of the class do you use the mother tongue in? Why?	Usage of the mother tongue	There are times when it is necessary to use the mother tongue since the students do not understand what they should do.

Done by: Leonardo Escobar

##### Analysis

The teacher replied that “Throughout the class there are times when it is necessary to use the mother tongue since the students do not understand what they should do, despite the methods and strategies that are used” representing 100%.

##### Interpretation

The teacher usually uses the mother tongue (Spanish) during the English class for different purposes since it is necessary for the students and herself, this information was confirmed with the response of the students and with the observation of the previously held class that affirmed the usage of the mother tongue in the classroom. According to Atkinson (1987), the native language is a valuable tool for many students and teachers all over the world since it is directly related to the students' preferred learning techniques. However, this does not mean that the English class should revolve around the use of the mother tongue; on the

contrary, it means that the appropriate and limited use of the mother tongue can be beneficial for English language acquisition.

**Table 2. - According to your criteria, do you agree that the teacher uses his/her mother tongue (Spanish) in English classes?**

Question	Subcategorie	Teacher´s answers Key phrase
According to your criteria, do you agree that the teacher uses his/her mother tongue (Spanish) in English classes?	Usage of the mother tongue	The reality in our environment is different. I do not agree but we have to use.

Done by: Leonardo Escobar

### Analysis

The teacher said that “Unfortunately, our educational system has been neglected, the success would be to use only the L2 but the reality in our environment is different. I do not agree but we have to use” representing 100%.

### Interpretation

Based on the second table and the teacher's response, the teacher agreed to use the mother tongue since they have no other option, which means that they use it by obligation instead of using it as it is, as a teaching tool. Contrasting this answer with the observation of the class that was carried out, it can be concluded that the teacher, like many teachers, do not know how to use the mother tongue for their benefit and the benefit of the students. According to Tomblin (2019), mother tongue is vital because when infants learn and develop their mother tongue, they indirectly acquire several basic abilities in the acquisition of the second language. These abilities pave the way for the individual's formal education. Furthermore, he claims that if pupils desire to study a second language, whatever abilities, and concepts they have acquired in their home tongue would not be a difficulty.



**Table 3. - If the previous answer is in favor. What are the reasons that you drive to use the mother tongue (Spanish) in the English classroom?**

Question	Subcategorie	Teacher's answers Key phrase
If the previous answer is in favor. What are the reasons that you drive to use the mother tongue (Spanish) in the English classroom?	Usage of the mother tongue	The main reason for its use is that most students do not understand.  The majority of students only receive and practice the second language in class time and nothing else.

Done by: Leonardo Escobar

### **Analysis**

The teacher said that “The main reason for its use is that most students do not understand 100% what the teacher explains using the second language. We have all studied for 12 or 16 years in which the subject of English is present but why during all this study time do we not produce a second language? This occurs because only in our country, especially in fiscal institutions, the majority of students only receive and practice the second language in class time and nothing else”, representing 100%.

### **Interpretation**

Based on the teacher's response, the usage of the mother tongue in the English classroom has a specific reason, which is to check the comprehension and understanding of the students regarding a topic. However, contrasting the words of the teacher with those of the students and the observation of the class, the mother tongue has more reasons for its usage. This is used to teach grammar, vocabulary as well as to give instructions, and to teach idiomatic expressions, slang or even proverbs. According to Voicu (2012), Gulzar (2010) and Rodriguez and Oxbrow (2008) mother tongue can be a beneficial teaching tool as long as it is only used as a tool and exposure to the second language is prioritized and it can be used in seven cases.

- **Beginners**

It is very crucial for beginners to use their mother tongue because it is impossible to properly teach English to beginning in this language solely.

- **Comparison**

The use of one's mother tongue to demonstrate the similarities and contrasts between two languages may be a helpful practice for the educational process.

There are two main reasons to use the comparison:

- Complex grammar rules
- Complex vocabulary

- **Giving instruction**

Following step-by-step directions to get the intended outcome is critical to avoiding errors and disappointments.

- **Clarification and checking understanding**

Students can be asked questions about the topic in both Spanish and English to see whether they are understanding or need assistance.

- **Time saving**

It is preferable to provide students with the equivalent of some features of the language, as this allows teachers to make advance in the teaching process without having to explain one or two sections that the student does not comprehend.

- **Classroom management**

Not every student understands what the teacher says in the second language. As a result, utilizing the L2 to control class is pointless.

- **Culture**

Language serves as a conduit for cultural elements. Cultural distinctions and similarities can be highlighted to assist learners in accepting and tolerating differences while maintaining their cultural distinctiveness.

- Proverbs
- Idiomatic Expressions/ Slangs

- Songs
- Jokes

In addition, they mention that the teacher must identify when and how to use the mother tongue in teaching English to avoid overusing it and prevent linguistic interference between the two languages.

**Table 4. - What are the advantages of using the mother tongue (Spanish) in English classes?**

<b>Question</b>	<b>Subcategoric</b>	<b>Teacher´s answers Key phrase</b>
What are the advantages of using the mother tongue (Spanish) in English classes?	Usage of the mother tongue	There are no advantages to using the mother tongue in English class.

Done by: Leonardo Escobar

### **Analysis**

The teacher said that there are no advantages to using the mother tongue in English class.

### **Interpretation**

According to the teacher's answer, there is no advantage to using the mother tongue during English classes which is respectable but how true is this? Voicu (2012), like many previously mentioned authors, affirm that the use of the mother tongue is essential since it helps the student to assimilate the new information with information similar to their native language, allowing them to advance in their learning, and still further, is used to deal with panic attacks, stress or nervousness of students when learning a second language. According to Benson (2005), when children study a new language (English), using their mother tongue enhances their emotional regions, helping to strengthen self-confidence, self-esteem, and identity, as well as motivation, initiative, and creativity.

**Table 5. - What are the disadvantages of using the mother tongue (Spanish) in English classes?**

Question	Subcategoríe	Teacher's answers Key phrase
What are the disadvantages of using the mother tongue (Spanish) in English classes?	Usage of the mother tongue	The students do not make an effort to learn the second language.

Done by: Leonardo Escobar

### **Analysis**

The teacher said that “The students do not make an effort to learn the second language, for this reason the mother tongue is used so that they understand the activities they must carry out”.

### **Interpretation**

Based on the teacher's response, she does not mention any disadvantage caused by the use of the mother tongue in the English class, but rather by the students' lack of interest in learning. There is no doubt that there are disadvantages of **overusing** the mother tongue when teaching English such as the overgeneralization of some grammar rules (Voicu, 2012). However, the disadvantage that she mentioned is caused by the system we live nowadays which is 100% virtual and by the methodology, technique and strategy that are used in the teaching process. Once the previous questions have been analyzed, it can be said that the problem is not the use of the mother tongue but the **overuse** of it.

**Table 6. - What method do you use as a teacher to teach English in which the student's mother tongue is used?**

Question	Subcategorie	Teacher's answers Key phrase
What method do you use as a teacher to teach English in which the student's mother tongue is used?	Usage of the mother tongue	She uses cooperative learning and according to the reality of our environment, project-based learning is also used.

Done by: Leonardo Escobar

### **Analysis**

The teacher said that “I use cooperative learning and according to the reality of our environment, project-based learning is also used”.

### **Interpretation**

The teacher uses two methods which are cooperative work and project-based learning. It is interesting to see how the teacher never mentions the Grammar Translation Method (GTM) which she uses throughout the class, this information goes hand in hand with the observation sheet previously applied. A lack of knowledge of the terms and methods that teachers apply during their English classes can be appreciated, since the two methods applied by the teacher do not focus on the use of the mother tongue during the teaching of the second language as the GTM does. Based on the observation of the class and the responses of the students, the teacher applies teaching methods in which the mother tongue (Spanish) is almost 100% used such as GTM, and code switching. The grammatical translation technique (GTM), according to Khan and Mansoor (2016), is centered on teaching and learning a foreign language by using mother tongue as a tool; nevertheless, it is important to note that it is only utilized as a tool. On the other hand, Gumperz (1982) defines code switching as the interchange of two grammatical and linguistic systems that are relatively distinct but similar. Both approaches are used in somewhat different ways, but they both work toward the same aim.

**Table 7. - What teaching experience have you gained by using the mother tongue in English classes?**

<b>Question</b>	<b>Subcategorie</b>	<b>Teacher's answers Key phrase</b>
What teaching experience have you gained by using the mother tongue in English classes?	Usage of the mother tongue	Sometimes she does not have reached the goals set at the beginning of the school year.

Done by: Leonardo Escobar

### **Analysis**

The teacher said that “Sometimes I have not reached the goals set at the beginning of the school year for the reasons mentioned above”.

### **Interpretation**

The teacher did not get any benefit or positive experience from using the mother tongue in the English classes despite the fact that this is her teaching instrument. However, for all the aforementioned, teachers can acquire good experiences and great benefits by using the mother tongue but without abusing it, that is, using it at specific times and not overusing it.

## 4.2 STUDENTS' QUESTIONNAIRE RESULTS ANALYSIS

### Objective N° 2

To identify from the point of view of students of Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language.

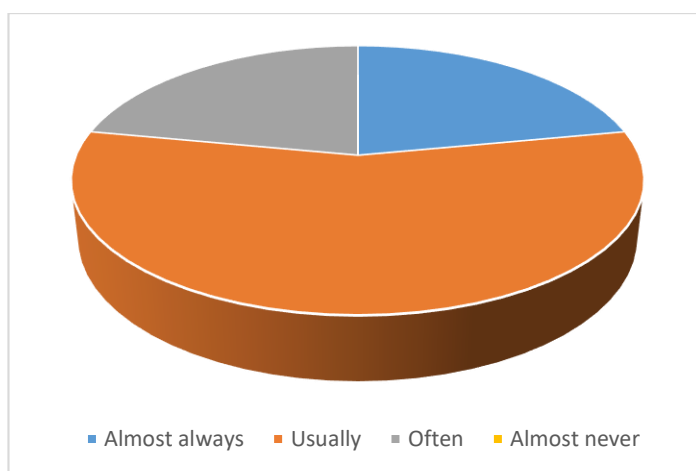
**Table 8. - How often does your teacher use the mother tongue (Spanish) in English class?**

Options	Participants	Percentage
Almost always	8	22%
Usually	20	56%
Often	8	22%
Almost never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 1. - How often does your teacher use the mother tongue (Spanish) in English class?**



Done by: Leonardo Escobar

### Analysis

In the previous table it can be noticed that 8 students said that the teacher almost always uses the mother tongue (Spanish) in English class which represents 22%, 20 students said that the teacher usually uses the mother tongue (Spanish) in English class representing 56%, while

8 students said that the teacher often uses the mother tongue (Spanish) in English class which represents 22% and the last alternative was not selected representing 0%.

**Interpretation**

A large number of students said that the teacher uses the mother tongue (Spanish) most of the time during English classes, so the mother tongue goes from being a teaching tool to an interference in the students' learning since they are not being exposed to the language, they are learning but most of the time they are exposed to their mother tongue with slight exposures to the target language. Consequently, the learning of the second language will be low or even null, as mentioned by Voicu (2012), the second language is the priority during the teaching and the mother tongue will be used only in special cases without leaving aside the main objective which is the English language.

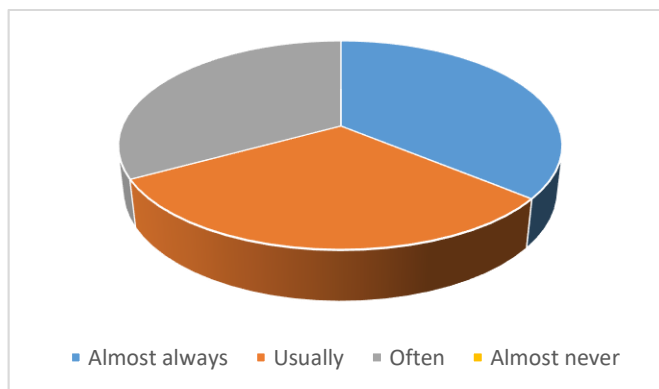
**Table 9. - How often do you use the mother tongue (Spanish) in English class?**

Options	Participants	Percentage
Almost always	13	36%
Usually	11	31%
Often	12	33%
Almost never	0	0%
<b>Total</b>	36	100%

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 2. - How often do you use the mother tongue (Spanish) in English class?**



Done by: Leonardo Escobar



## Analysis

13 students replied that they almost always use the mother tongue (Spanish) in English class which represents 36%, 11 students answered that they usually use the mother tongue (Spanish) in English class representing 31%, while 12 students said that they often use the mother tongue (Spanish) in English class which represents 33% and the last alternative was not selected representing 0%.

## Interpretation

Confirming the students' response with what was previously stated in the previous announcement, they are not being exposed to the language they are "learning" which is the English language. Therefore, all the problems that the teacher mentioned above are not due to the use of the native language but to the lack of exposure to the target language and the overuse of the native language.

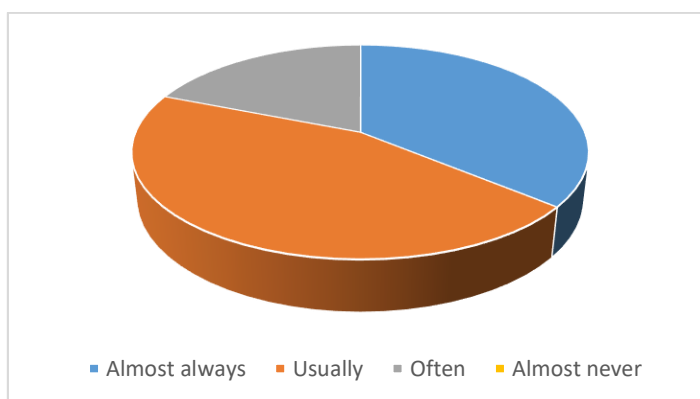
**Table 10. - How often does your teacher use the mother tongue when teaching grammar?**

Options	Participants	Percentage
Almost always	13	36%
Usually	16	45%
Often	7	19%
Almost never	0	0%
<b>Total</b>	36	100%

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica "B" in Unidad Educativa Juan de Velasco.

**Figure 3. - How often does your teacher use the mother tongue when teaching grammar?**



### Analysis

Based on the data, it is shown that 13 students replied that the teacher almost always uses the mother tongue when teaching grammar which represents 36%, 16 students answered that the teacher usually uses the mother tongue when teaching grammar representing 45%, while 7 students said that the teacher often uses the mother tongue when teaching grammar which represents 19% and the last alternative was not selected representing 0%.

### Interpretation

Most of the students confirmed that the teacher uses the mother tongue when teaching grammatical rules. Therefore, this indicates that the use of the mother tongue is essential at this point as pointed out by the previously mentioned authors where the GTM is used. However, based on the observation it can be said that the use of the mother tongue at this point was totalitarian which is not beneficial for the students since they do not have the opportunity to practice the second language. As noted by Voicu (2012), the usage of the mother tongue must be prudent and reasonable in order to be useful and favorable in the process of learning or acquiring the second language.

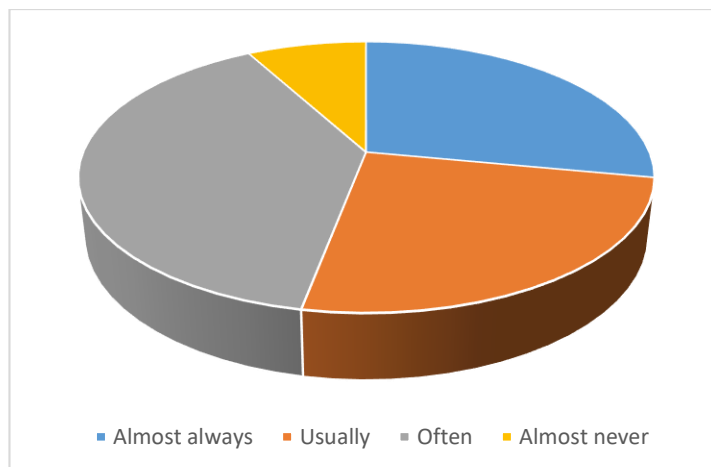
**Table 11. - How often does your teacher use the mother tongue when teaching vocabulary?**

Options	Participants	Percentage
Almost always	10	28%
Usually	9	25%
Often	14	39%
Almost never	3	8%
<b>Total</b>	36	100%

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 4. - How often does your teacher use the mother tongue when teaching vocabulary?**



Done by: Leonardo Escobar

### **Analysis**

Based on the data, it is shown that 10 students answered that the teacher almost always uses the mother tongue when teaching vocabulary which represents 28%, 9 students said that the teacher usually uses the mother tongue when teaching vocabulary representing 25%, while 14 students replied that the teacher often uses the mother tongue when teaching vocabulary which represents 39%. Finally, the last 3 students said that the teacher almost never uses the mother tongue when teaching vocabulary representing 8%.

### **Interpretation**

In this case, the teacher's usage of the mother tongue to teach vocabulary was low. It can be deduced that for teaching vocabulary there are many tools that can be used without the need to involve the mother tongue. In fact, it is true, teachers have more options with respect to vocabulary such as Realia. Realia is an excellent teaching medium that use real-world objects to demonstrate tangible items to pupils (Irawan, 2017). This technique is 100% reliable as it involves 100% second language practice and in a more effective way without using the mother tongue unless it is a vocabulary that is difficult to show with real objects, i.e., abstract things.

**Table 12. - How often does your teacher use the mother tongue to give instructions on how to do an activity?**

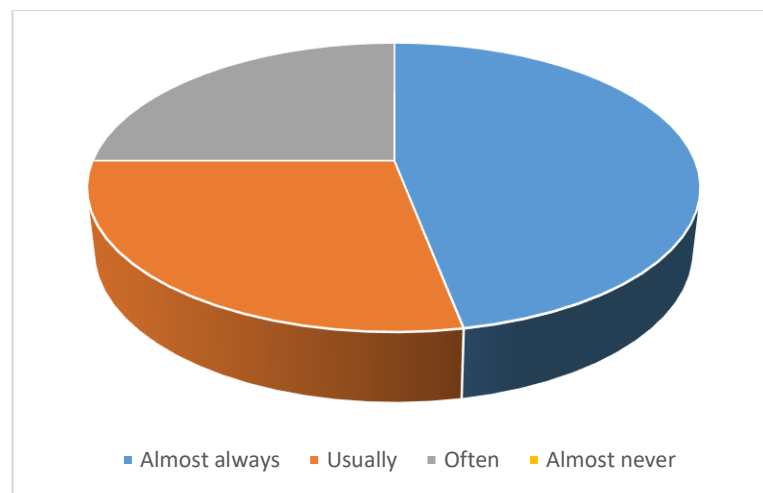
<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
Almost always	17	47%

Usually	10	28%
Often	9	25%
Almost never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 5. - How often does your teacher use the mother tongue to give instructions on how to do an activity?**



Done by: Leonardo Escobar

### Analysis

17 students replied that the teacher almost always uses the mother tongue to give instructions on how to do an activity which represents 47%, 10 students answered that the teacher usually uses the mother tongue to give instructions on how to do an activity representing 28%, while 9 students said that the teacher often uses the mother tongue to give instructions on how to do an activity which represents 25% and the last alternative was not selected representing 0%.

### Interpretation

Based on the students' responses, the usage of the mother tongue when giving instructions about an activity by the teacher is very common. Just as Gulzar (2010) mentioned, the use of the mother tongue is vital at this point to avoid misunderstandings and thus be able to

perform the activity in an effective way. As a result, the teacher applies this strategy every class so that her students get good results in their work.

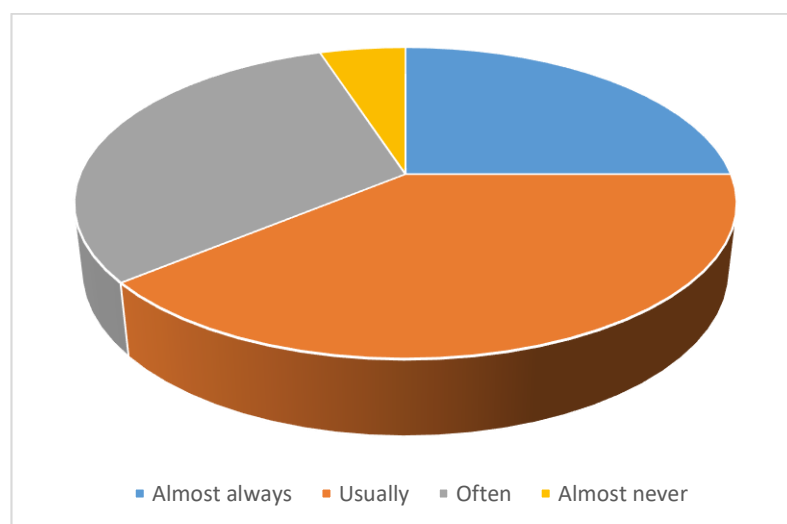
**Table 13. - How often does your teacher use the mother tongue to teach idioms or slang about the L2 culture?**

Options	Participants	Percentage
Almost always	9	25%
Usually	14	39%
Often	11	31%
Almost never	2	5%
<b>Total</b>	<b>36</b>	<b>100%</b>

Done by: Leonardo Escobar

Source: Survey applied to students of Décimo Año de Educación General Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 6. - How often does your teacher use the mother tongue to teach idioms or slang about the L2 culture?**



Done by: Leonardo Escobar

### Analysis

Based on the data, it is shown that 9 students answered that the teacher almost always uses the mother tongue to teach idioms or slang about the L2 culture which represents 25%, 14 students said that the teacher usually uses the mother tongue to teach idioms or slang about the L2 culture representing 39%, while 11 students replied that the teacher often uses the mother tongue to teach idioms or slang about the L2 culture which represents 31%. Finally,

the last 2 students said that the teacher almost never uses the mother tongue to teach idioms or slang about the L2 culture representing 5%.

### **Interpretation**

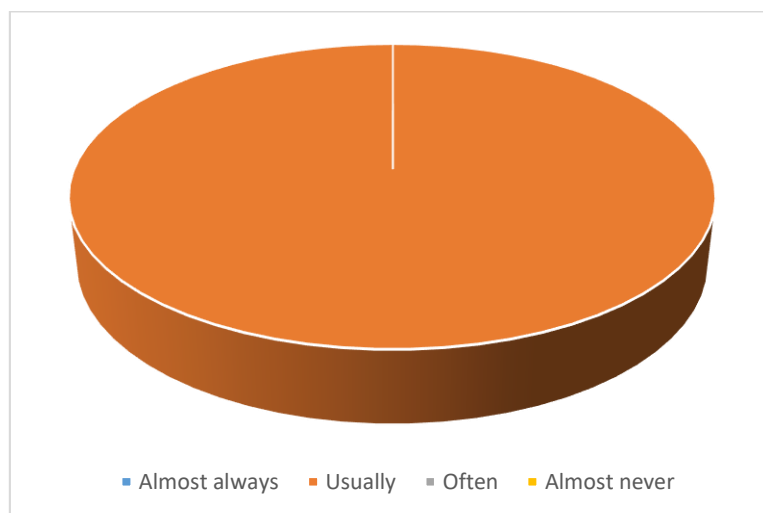
According to the students' responses, the teacher teaches idiomatic expressions to the students through the mother tongue, this is done in order to give an equivalent of the idiomatic expression to the students' mother tongue since there is no literal translation of the expressions. However, based on the observation of the class it was not perceived that the teacher teaches any type of idiomatic expressions or slang to the students, it could only be observed that the class revolves around the teaching of grammar. It is essential to mention that identifying the equivalent slang or a version of target language idioms could be extremely useful in detecting cultural similarities and dissimilarities (Voicu, 2012).

### 4.3 ANALYSIS OF THE OBSERVATION SHEET RESULTS

#### Objective N° 3

To observe how the mother tongue is used as an alternative of teaching English language by the English teacher at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco.

**Figure 7. - Teacher uses the mother tongue (Spanish) during the English class.**



Done by: Leonardo Escobar

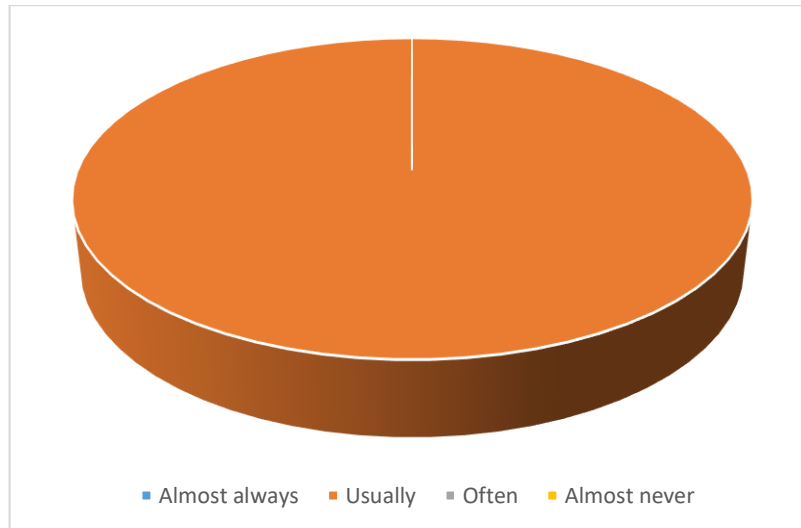
#### Analysis

Based on the observation sheet, the teacher usually uses the mother tongue (Spanish) during the English class which represents 100%.

#### Interpretation

The teacher uses the native language most of the time during the English class. This affects the learning process of the students, as mentioned above, the lack of exposure of students to the second language is really worrying since the exposure to the second language is only 40%, which again leads us to mention and emphasize that the use of the mother tongue must be used only when it is really necessary and prioritize the use of the second language.

**Figure 8. - The mother tongue is used by the teacher to compare and contrast both languages (Spanish and English).**



Done by: Leonardo Escobar

### **Analysis**

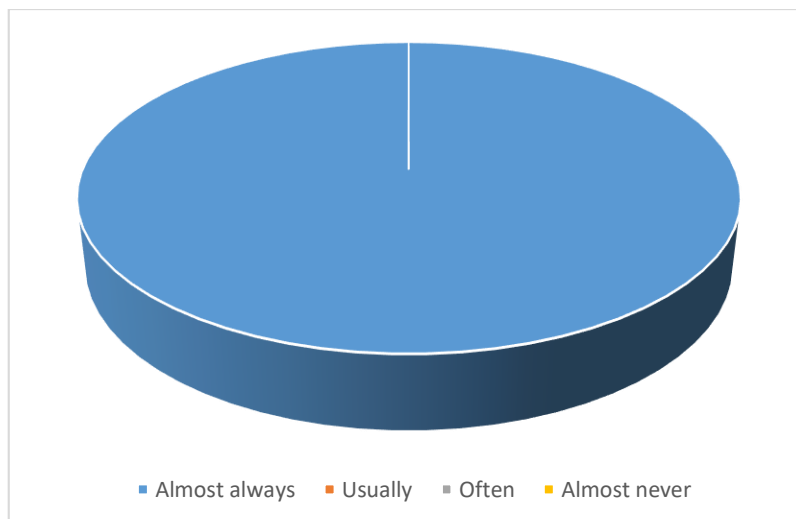
According to the observation sheet, the mother tongue is usually used by the teacher to compare and contrast both languages (Spanish and English) which represents 100%.

### **Interpretation**

One of the most frequent uses by the teacher during the English class in which the mother tongue was used was in the comparison of both languages, Spanish and English. Rodríguez & Oxbrow (2008) mention that it is beneficial to use the mother tongue when teaching a second language, since it allows to show similarities between both languages and more importantly to highlight the differences that exist between both languages in order to avoid any type of linguistic interference in the future.



**Figure 9. - The mother tongue is used by the teacher to explain complex grammar points.**



Done by: Leonardo Escobar

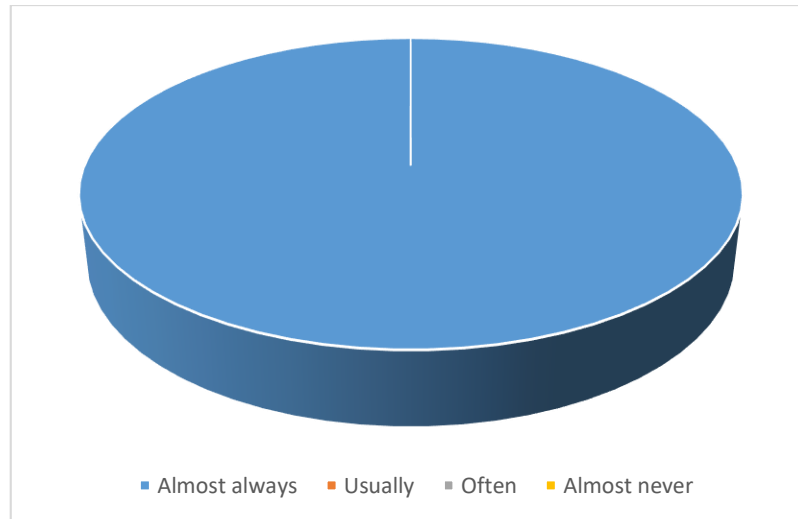
### **Analysis**

Based on the observation sheet, it is shown that the mother tongue is always used by the teacher to explain complex grammar points representing 100%.

### **Interpretation**

In effect, the teacher uses the mother tongue to teach grammatical rules. However, it could be observed that the use of the mother tongue is not exclusively for complex grammatical rules but for everything related to grammar and the classes are practically 100% in Spanish at this point, which indicates that there is a lack of knowledge in the use of the mother tongue in English classes and especially in the teaching of grammar. Although Grammar Translation Method aims to teach grammar through translation and the use of the mother tongue does not mean that the class is completely in Spanish, this method is a combination of both languages without ignoring the importance of both languages. In other words, there is a balance in its use.

**Figure 10. - The mother tongue is used by the teacher to give instructions about the activities.**



Done by: Leonardo Escobar

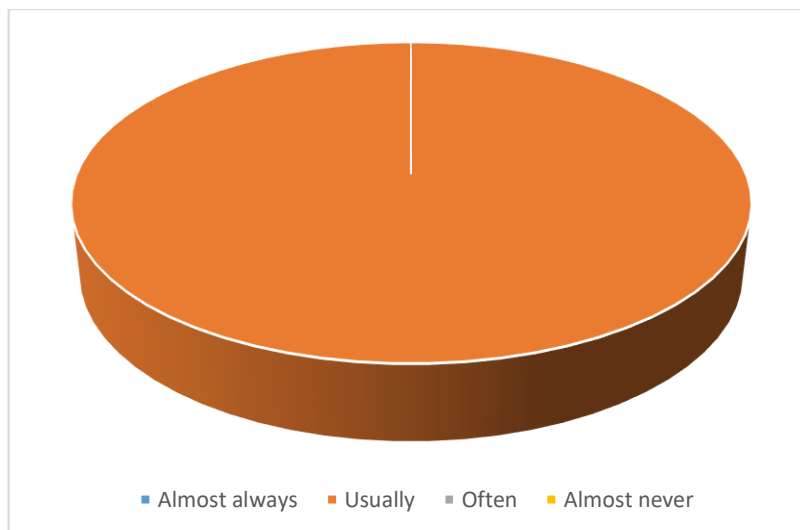
### **Analysis**

Based on the classes that were observed, the mother tongue is always used by the teacher to give instructions about the activities which represents 100%.

### **Interpretation**

As Gulzar (2010) stated, the usage of the mother tongue when giving instructions is vital because both the teacher and the student want to avoid misunderstandings and ignorance about the execution of an activity. That is to say, both the teacher and the student want an activity to be carried out as it was originally planned.

**Figure 11. - The mother tongue is used by the teacher to clarify and check student's understanding.**



Done by: Leonardo Escobar

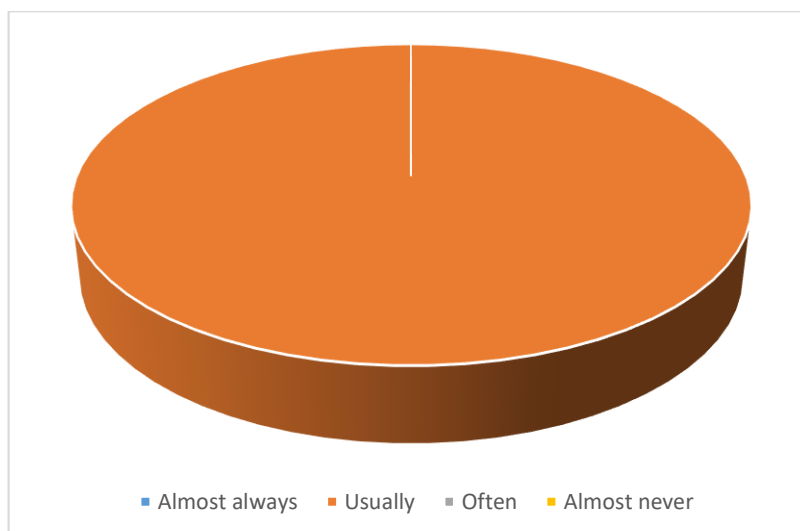
### **Analysis**

Based on the observation sheet, the mother tongue is usually used by the teacher to clarify and check student's understanding representing 100%.

### **Interpretation**

In this part of the class, it could be observed that the usage of the mother tongue was largely by the students, the teacher gave the students the opportunity to use the mother tongue (Spanish) to express their ideas or concerns if they could not convey them in the English language. This is an excellent usage of the native language since the student does not feel the panic, anxiety, or stress of not being able to say something in English (Kayaoğlu, 2012). Evidently, the usage of the target language is the priority but if they cannot find the words to say their ideas, they are given the opportunity to express them in their native language. It is important to mention that at this point, the teacher is not evaluating the usage of the language but the understanding of the subject matter.

**Figure 12. - The mother tongue is used by the teacher to save time.**



Done by: Leonardo Escobar

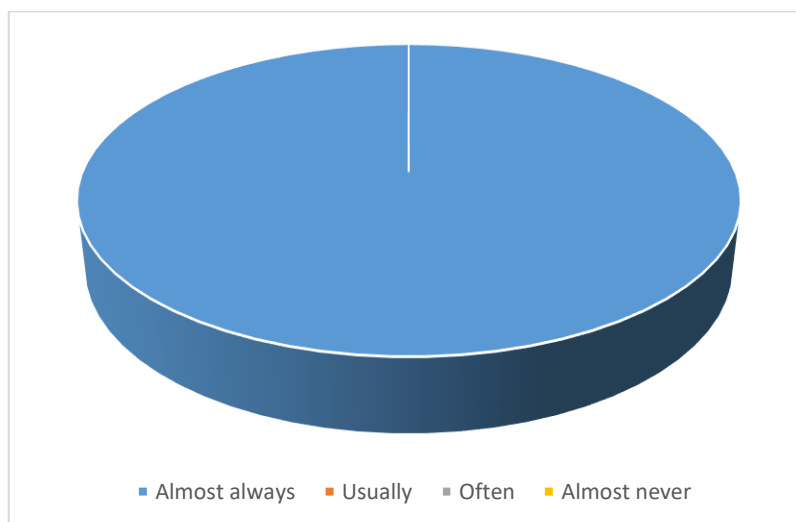
### **Analysis**

According to the observation sheet, the mother tongue is usually used by the teacher to save time which represents 100%.

### **Interpretation**

It is a fact that the mother tongue has been used to save time during classes. This is due to the ease that it represents in the teaching-learning process. According to Voicu (2012), it is often preferable to give learners the equivalent of certain language components, such as vocabulary or grammar, in their mother tongue, as this allows teachers to continuously progress the teaching process without attempting to explain one or two parts which the student couldn't really comprehend in the new language. This has been confirmed by the response of the teacher, the students, the observation of the class, and the arguments of the authors. This is one of the benefits of using the mother tongue, since in the reality of education it is very difficult to cover a topic in one hour of class in 100% of the second language.

**Figure 13. - The mother tongue is used by the teacher to manage the classroom.**



Done by: Leonardo Escobar

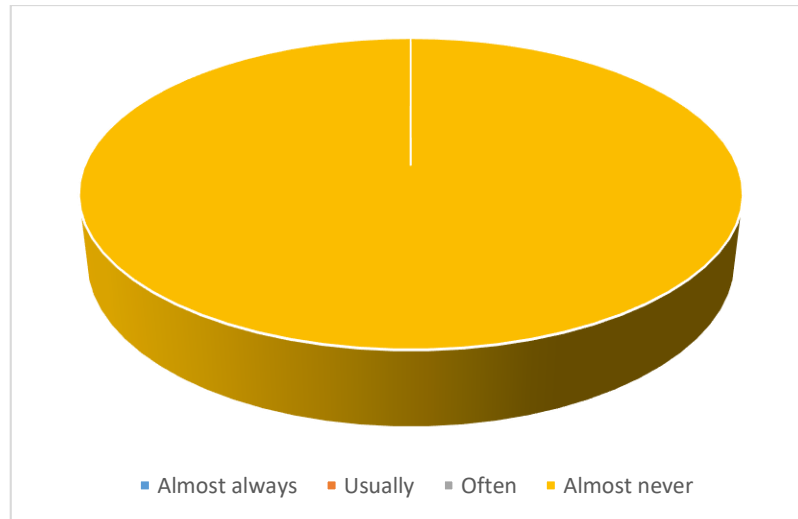
### **Analysis**

Based on the classes that were observed, the mother tongue is always used by the teacher to manage the classroom which represents 100%.

### **Interpretation**

One of the most common uses of the native language that teachers apply during English classes is to control any type of disciplinary action from the students. Using only a foreign language to regulate student conduct and punishment is challenging. This occurs because not every student understands what the teacher says in the second language (Voicu, 2012). However, this is used exclusively in extreme cases in which the second language has no effect, but for mild cases the second language should be used exclusively, since it is possible to apply phrases or sentences that the students can understand without translating them.

**Figure 14. - The mother tongue is used by the teacher to refer to student's cultural aspects. For instance, proverbs, idiomatic expressions, or slangs.**



Done by: Leonardo Escobar

### **Analysis**

Based on the observation sheet, it is shown that the mother tongue is not used by the teacher to refer to student's cultural aspects. For instance, proverbs, idiomatic expressions, or slangs representing 100%.

### **Interpretation**

As mentioned above, the teaching of idiomatic expressions is extremely important in the English class, since it captures the students' attention with respect to a topic and with respect to the learning of the second language. At this point, the intervention of the mother tongue cannot be ignored. While it is true that many of these expressions can be easily understood in the original language, on the other hand, there are many other expressions that need to be translated and given their equivalent in the student's mother tongue in order to be understood.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.2 CONCLUSIONS**

- It was identified in Unidad Educativa "Juan de Velasco" that the mother tongue is not considered a beneficial teaching tool, on the contrary, due to the high percentage of usage that is used during the teaching-learning process, it is seen as an obstacle and a problem.
- It was recognized in Unidad Educativa "Juan de Velasco" that the mother tongue is used in an inadequate and excessive manner throughout the class, therefore students are being affected in their learning by the over usage of the mother tongue (Spanish) and the lack of exposure to the second language (English).
- It was analyzed that the usage of the mother tongue in second language teaching fails in its effectiveness as a teaching tool due to the lack of knowledge on how and when to use it during English classes. Therefore, it causes the over usage of this tool and provokes the lack of interest of the students and their lack of commitment to study the second language.

#### **5.3 RECOMMENDATIONS**

- The teacher should plan and propose with the students how to implement and use the mother tongue during English classes by both of them so that it is more effective to know when and how to use the mother tongue to avoid second language acquisition problems, the over usage of the native language as well as linguistic interferences.
- The process of using the mother tongue when teaching English language should be improved, not eliminated. Therefore, the usage of the native language should be focused on the needs, level, and age of the students in order to enhance the language development of the students.
- The usage of the mother tongue in our current educational reality cannot be ignored. Therefore, the educational institution or the English area of the school should organize courses in which teachers can be instructed on how to use the mother tongue in English classes only as a teaching tool and technique in order to avoid its misuse and abuse.

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## 6. ANNEXES



### UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

#### CARRERA DE IDIOMAS

#### INTERVIEW GUIDE

**Description:** The instrument was developed in accordance with the Theoretical Framework. It is composed of 6 questions that depend on the specific objectives established for the investigation.

**Objective:** To collect from the testimonies of teachers at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language for educational purposes and as an alternative of teaching.

**Instruction:** Answer the following questions according to your criteria.

#### Questions

1. What part of the class do you use the mother tongue in? Why?

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2. According to your criteria, do you agree that the teacher uses his/her mother tongue (Spanish) in English classes?

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3. If the previous answer is in favor. What are the reasons that you drive to use the mother tongue (Spanish) in the English classroom?

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4. What are the advantages of using the mother tongue (Spanish) in English classes?

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5. What are the disadvantages of using the mother tongue (Spanish) in English classes?

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6. What method do you use as a teacher to teach English in which the student's mother tongue is used?

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7. What teaching experience have you gained by using the mother tongue in English classes?



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**CARRERA DE IDIOMAS**

**SURVEY**

**Description:** The instrument was developed in accordance with the Theoretical Framework. It is composed of 6 questions that depend on the specific objectives established for the investigation.

**Objective:** To collect from the point of view of students of Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco the usage of the mother tongue in teaching English language.

**Instruction:** Answer the following questions according to your criteria.

**Questions**

**1. How often does your teacher use the mother tongue (Spanish) in English class?**

Almost always  Usually  Often  Almost never

**2. How often do you use the mother tongue (Spanish) in English class?**

Almost always  Usually  Often  Almost never

**3. How often does your teacher use the mother tongue when teaching grammar?**

Almost always  Usually  Often  Almost never

**4. How often does your teacher use the mother tongue when teaching vocabulary?**

Almost always  Usually  Often  Almost never

**5. How often does your teacher use the mother tongue to give instructions on how to do an activity?**

Almost always  Usually  Often  Almost never

**6. How often does your teacher use the mother tongue to teach idioms or slang about the L2 culture?**

Almost always  Usually  Often  Almost never



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**CARRERA DE IDIOMAS**

**OBSERVATION GUIDE**

**Description:** The instrument was developed in accordance with the Theoretical Framework. It is composed of 8 indicators that depend on the specific objectives established for the research.

**Objective 3:** To observe how the mother tongue is used as an alternative of teaching English language by the English teacher at Décimo Año de Educación general Básica “B” in Unidad Educativa Juan de Velasco.

<b>INDICATORS</b>	<b>Almost Always</b>	<b>Usually</b>	<b>Often</b>	<b>Rarely</b>
Teacher uses the mother tongue (Spanish) during the English class.				
The mother tongue is used by the teacher to compare and contrast both languages (Spanish and English).				
The mother tongue is used by the teacher to explain complex grammar points.				
The mother tongue is used by the teacher to give instructions about the activities.				
The mother tongue is used by the teacher to clarify and check student's understanding.				
The mother tongue is used by the teacher to save time.				
The mother tongue is used by the teacher to manage the classroom.				
The mother tongue is used by the teacher to refer to student's cultural aspects. For instance, proverbs, idiomatic expressions, or slangs.				

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