SURVEY: Secondary Teachers' Use and Beliefs about First Language and Target Language Usage

Section A: Beliefs about language usage in the classroom

A1. Directions: Please indicate which language you believe should be used to teach each of the following (NOTE: **TL** refers to the "Target/Foreign Language." **L1** refers to the students' "First Language."):

What is the highest level of Spanish that you teach? [Dropdown menu]

		<u>All</u> TL	<u>Mostly</u> <u>TL</u>	<u>Equal</u> TL and L1	<u>Mostly</u> <u>L1</u>	<u>All</u> <u>L1</u>
1.	Grammar					
2.	Vocabulary					
3.	Speaking					
4.	Writing					
5.	Listening					
6.	Reading					
7.	Culture					

A2. *Directions: Please check the box that best fits your opinion of each statement.*

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	
a.	Grammar lessons are best taught in the L1						
b.	If a student asks a question in the L1, the teacher should answer the question in the L1, as well						
c. d.	It is necessary to use the L1 for classroom management If a student does not understand a new						
e.	vocabulary word in the TL, the teacher should give a definition in the TL When talking about serious issues with						
C	students, such as plagiarism or final exams, it is best to use the L1						
f.	If class time is running short, the TL should still be used, even if it means falling behind on the class's schedule						
g. h.	Students should be able to understand all of the TL a teacher uses Using the L1 in the classroom detracts						
i.	from the students' motivation to use the TL If a teacher communicates exclusively in the TL, they create an even singly formal						
j.	the TL, they create an excessively formal environment in the classroom Using the L1 academic words, such as						
~	"quiz" or "midterm," is essential to keeping the students' attention						

Section B: Code-Switching Theories

Macaro, 2001, has classified theories on **code-switching** (altering between the foreign language and the first language) into three categories:

- 1. The Virtual Position. The classroom is like the target country. Therefore we should aim at total exclusion of the L1. There is no pedagogical value in L1 use. The L1 can be excluded from the FL classroom as long as the teacher is skilled enough.
- 2. The Maximal Position. There is no pedagogical value in L1 use. However, perfect teaching and learning conditions do not exist and therefore teachers have to resort to the L1.
- The Optimal Position. There is some pedagogical value in L1 use. Some aspects of learning may actually be enhanced by use of the L1. There should therefore be a constant exploration of pedagogical principles regarding whether and in what ways L1 use is justified. (pg. 535)

Directions: Consider each of these views. Then, answer the questions below.

B1. Which of these theories do you agree with most? [Dropdown menu]

Virtual Position Maximal Position Optimal Position

B2. Please explain your response to B1.

B3. Which of these theories do you disagree with most? [Dropdown menu]

Virtual Position Maximal Position Optimal Position

B4. Please explain your response to B3.

B5. Which theory is most similar to your current teaching style? [Dropdown menu]

Virtual Position Maximal Position Optimal Position

B6. Please explain your response to B5.

Directions: Read each dialogue below, and then answer the questions following each.

(Level 2 Spanish Class) Teacher: Hola clase. Tenemos mucho que hacer hoy. Empezamos. José, el chicle en la basura, por favor. José: ¿Qué? Teacher: Tu chicle. Ponlo en la basura. (Points at mouth) José: ¿Mi chicle? Teacher: Your gum. Put it in the garbage, please.

C1. Do you think this was an acceptable time to use the L1?

Yes or No

C2. Please explain your response.

(Level 4 Spanish class)

Teacher: Hay dos tipos de verbos: verbos transitivos y verbos intransitivos. Cuando usa un verbo transitivo, puede usar un objeto directo. ¿Todos recuerdan qué es un verbo transitivo? ¿Qué es?

(Class is silent)

Teacher: Pues, es...es un verbo that does something directly to something else. Por ejemplo...to eat. You eat a sandwich, correct? Comes un sandwich. The sandwich is a direct object, objeto directo.

C3. Do you think that this was an acceptable time to use the L1?

Yes or No

C4. Please explain your response.

(Level 1 Spanish class)

Teacher: Verbos en el indicativo que cambian como "tener" se llaman "verbos de bota."

¿Comprenden? Las formas que cambian forman una bota.

Student: ¿Maestro? ¿En ingles, por favor?

Teacher: Sí.

Student: How do you know if a verb is a "boot verb?"

Teacher: Um...well...it takes some memorization. You just have to learn the forms of the verb. Verbs like tener are a root verb for other words, like contener, and verbs and their roots all work the same. Student: Okay.

C5. Do you think this was an acceptable time to use the L1?

Yes or No

C6. Please explain your response.

(Level 3 Spanish)

Teacher: Entonces, yo quiero hablar de su examen final. ¿Sí? Your final exam. Vale veinte porcentaje de su nota. Twenty percent, guys. Es muchísimo. You can't just wing this. Necesitan estudiar.

C7. Do you think this was an acceptable time to use the L1?

Yes or No

C8. Please explain your response.

Section D: Background Information

Directions: Please answer the following questions.

D1.	What	is	your	current	school?	[Dro	pdown	menu]
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D2.	How many tota	l years have you	been teaching at your	current school?
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D3. How many total years have you been teaching? [Dropdown menu listing years 1 - 15 or more]

D4.	What is the typic	al class size that	you teach?					
	15 or less	16-20	20-25	25-30	\Box 30 or more			
D5.	What level(s) of	Spanisn do you t	each? (Select all that	apply)				
	1 st year	\square 2 nd year	\Box 3 rd year	\Box 4 th year	$\int 5^{th}$ year or more			
D6.	How many Span	ish teachers are c	currently in your schoo	ol building?				
	One One	Two	\Box Three to five	\Box Six to eight	☐ Nine or more			
D7.	How would you	describe the loca	tion of your school?					
	Urban		□ Suburban	Rural	l			
D8.	What is the high	est degree you ha						
	N							
	□ None	$\square \frac{BA/BS}{minor}$	BA/BS major	Master's Doc Degree Deg	etoral gree			
D9.	What is your leve	el of certification	to teach?					
	A.1							
	□ Alternative certification		Certification in my state	□ National Board Certified	□ _{None}			
D10	• What is your nat	tive language (If	you have more than o	ne, choose the one that	at you speak most			
prof	iciently)?							
	English		\Box Spanish	□ Other				
D11	•	ct/department ha	•	usage in the classroo				
D12	. Have you taken	classes pertainin	g to foreign language	teaching/pedagogy? I	If so, explain what			
phil	osophies on L1 us	age in the classro	oom you have learned	from them.				
D13	Please give an	estimate:						
	I speak in	n the L2 about	% during class ti	me.				
D14	. Would you be v	villing to be cont	acted for a follow-up	interview and classroo	om observation on this			
	topic?	— Vac	— Nc					
		\square Yes	□ No					

If YES to D14, please provide your email address: