

UNIVERSIDAD ANDRÉS BELLO

FACULTAD DE EDUCACIÓN

MAGÍSTER EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

LEARNERS' SELF-EFFICACY PERCEPTIONS IN EFL CLASSES

Author

Samantha Mera Betancour

Teacher advisor

Dr. Marco Cancino Ávila

Santiago, Chile

March, 2020

ABSTRACT

This research aims to investigate Chilean 6th-grade students' self-efficacy beliefs in EFL classes through L2-only instruction. A semi-experimental mixed-method research design was applied to obtain relevant data in this study. The quantitative instrument selected is an adapted version of the "Questionnaire of English Self-Efficacy" (QESE) designed by Wang (2004), which was administered in an experimental and control group after and before the treatment. The qualitative instrument used was a focus group interview developed by the researcher based on the QESE most relevant results. After having conducted the post-treatment QESE, 12 students from the experimental group were randomly chosen. The results of the study revealed self-efficacy beliefs in both groups increased. However, the experimental group's sense of self-efficacy grew significantly less than the control groups. Qualitative results acknowledged four main elements related to

the development of English self-efficacy in L2-only lessons: teacher strategies, skills, students strategies, and the need for L1.

Keywords: L2-only instruction, Self-efficacy beliefs, Chilean EFL learners, Wang Questionnaire of Self-Efficacy, Experimental group, Control group.

RESUMEN

Este estudio tiene por objetivo investigar las percepciones de auto-eficiencia de alumnos de 6to año básico en clases de inglés enseñadas solamente en dicho idioma. El método mixto fue utilizado para obtener información relevante de esta investigación. El instrumento cuantitativo es una versión adaptada del Cuestionario de la auto eficiencia en inglés (QESE) de Wang (2004), realizado por un grupo de control y un grupo experimental antes y después de ser expuestos a las clases en inglés. El instrumento cualitativo fue una entrevista en grupo realizada por la autor. Las preguntas estaban basadas en las respuestas más relevantes de ambos QESEs. Luego de haber realizado el QESE post tratamiento, 12 estudiantes fueron elegidos de manera aleatoria para participar en la entrevista grupal.. El análisis de este estudio indica que la creencia de auto eficiencia en ambos grupos creció. Sin embargo, el sentido de auto eficiencia no fue tan elevado en el grupo experimental en comparación con el grupo de control. La entrevista grupal entregó cuatro aspectos principales que afectan el desarrollo de la auto eficiencia: estrategias utilizadas por estudiantes y profesor, desarrollo de habilidades del lenguaje, y la necesidad del uso de su lengua nativa durante la clase.

Palabras claves: Instrucción en segunda lengua, Percepciones de la auto eficiencia, Estudiantes chilenos de lengua extranjera, Cuestionario de la auto eficiencia en inglés de Wang, Grupo experimental, Grupo de control.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Universidad Nacional Andrés Bello for allowing me to conduct this study, especially to my thesis advisor Dr. Marco Cancino, whose support and experience have guided the development of this research. I also place on record my gratitude to the Programme's teachers for their help and advice in these years. I would like to thank the authorities of the school who approved the conduction of the study with 6th graders, the participants and their tutors. Last, but not least, I would like to take this opportunity to express my appreciation to my family for their unceasing encouragement and support provided in the elaboration of this study, especially my mother and my daughter.

TABLE OF CONTENT

ABSTRACT 2

RESUMEN 3

ACKNOWLEDGEMENT 4

1. INTRODUCTION 8

1.1 Background of the study 9

1.2 Statement of the problem 11

1.3 Purpose of the study 11

1.4 Organization of the study 12

2. LITERATURE REVIEW 13

2.1 L2-only instruction 13

2.2 Concept of self-efficacy 17

2.2.1 Self-efficacy beliefs in academic learning 20

2.2.2 Self-efficacy beliefs in second language learning 23

3 METHODOLOGICAL FRAMEWORK 25

3.1 Research design 25

3.2 Participants 26

3.2.1 Proficiency level 28

3.3 Instruments 28

3.3.1 Self-efficacy scale 29

3.3.2 Focus group interview 31

3.4 Procedure 32

3.4.1 Pilot study 33

3.4.2 Phase I 34

3.4.3 Phase II 34

3.4.4 Phase III: Class treatment 35

3.4.5 Phase IV 39

3.5 Data analysis 42

3.5.1 Quantitative data 42

3.5.2 Qualitative data 43

3.5 Ethical considerations 43
4. QUANTITATIVE RESULTS 45
4.1 Descriptive statistics 45
4.1.1. Descriptive statistics for self-efficacy 45
4.1.2. Self-efficacy in the four skills 47
4.2 Inferential statistics 51
5. QUALITATIVE RESULTS AND DISCUSSION 53
5.1 Focus group findings 53
5.1.1 Theme 1: Teacher's strategies 53
5.1.2 Theme 2: English language skills 55
5.1.3 Theme 3: Learning strategies 56
5.1.4 Theme 4: First language use 57
6. GENERAL DISCUSSION: RESEARCH QUESTIONS 60
6.1 Research question 1: What is the impact of an L2-only approach on the self-efficacy of these learners? 60
6.2 Research question 2: What are the perceptions of these learners regarding the L2-only approach? 63
7. CONCLUSIONS 65
7.1 Implications for pedagogy 66
7.2 Limitations 67
7.3 Recommendation for future research 68
REFERENCES 70

List of appendixes

Appendix A: Questionnaire of English Self-Efficacy 78
Appendix B: Adapted version of Questionnaire of English Self-Efficacy 80
Appendix C: Focus group interview protocol - English version 82
Appendix D: Focus group interview protocol - Spanish version 83
Appendix E: Focus group interview transcript - English version 84
Appendix F: Focus group interview transcript - Spanish version 92

List of tables and figures

Table 1. Summary of the study procedure 40
Table 2. Method of analysis 42
Table 3. Descriptive statistics for self-efficacy in pre and post questionnaires..... 46
Figure 1. Graph for mean scores in pre and post treatment questionnaires 47
Table 4. Descriptive statistics of elf-efficacy in four skills 47
Figure 2. Graph for means scores - Control group 50
Figure 3. Graph for means scores - Experimental group 52
Table 5. Repeated measures ANOVAS for each skill across groups 52

1. INTRODUCTION

As English has become a lingua franca around the world, the field of English Language learning and teaching has led to a number of debates. In relation to English as a Foreign Language (EFL), investigators and educators frequently discuss teaching methodologies, teacher and students' beliefs, language proficiency and knowledge, instructional practices in different levels and institutions. Hence, a variety of teaching methods and techniques have been regularly introduced to EFL learning. It is usually suggested that new methodologies are more effective than the ones used before and teachers must choose the most appropriate based on their teaching experience and context (Lightbown & Spada, 2013).

Learning success depends on many aspects. The context in which learners are taught the foreign language is one of the most important factors in the learning process. For example, EFL learners spend less time in contact with the language and they are also exposed to a smaller range of discourse types (Lightbown & Spada, 2013). Other important aspects to consider are individual differences and abilities to succeed in learning a foreign language: language learning intelligence, aptitude, learning styles, personality, attitude, motivation, anxiety, and learners' beliefs (Lightbown & Spada, 2013; Brown, 2000). Learners have opinions about how EFL instruction should be delivered to them so that they understand and learn. These thoughts are frequently based on previous learning experiences and assumptions about the kind of instruction that works better for them and how their individual characteristics may influence their foreign language learning. Following the same line of thought, Bandura (1994) mentions that it is important for an individual to feel capable of doing something in order to be able to perform it. He relates this feeling with the concept of *Self-Efficacy* (It is defined and explained below in the Literature Review

section), Bandura argues that "people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided" (p. 2). On the contrary, it is said that people who are not sure about their capabilities see difficult tasks as personal threats. Hence, they have a weak commitment to the pursued goals. Based on Bandura's explanation about self-efficacy it is possible to state that learning a new language may intimidate students if they do not feel capable. Therefore, English self-efficacy of learners is a relevant factor to consider when teaching it.

The method used to teach a new language is also important. There are a number of approaches that have appeared through history (i.e., grammar- translation method). Some authors (i.e., Scrivener, 2005; Mcdaniel & Ruiz, 2019) provide guidelines to conduct a lesson in the Second Language (L2) only and its relevance. Others (i.e., Zhao & Macaro, 2014; Joyce, 2015) explain the impact of using the First Language (L1) in learning the FL. However, there is not enough evidence regarding the impact an L2-only approach in learners' English self-efficacy beliefs in the world, and specifically in Chile.

1.1 Background of the study

Being proficient in English is essential for greater employment opportunities in Chile. It also facilitates "fair access to knowledge and progression through to higher study" (Matear, 2008, p. 134). According to Glass (2008), Chile's aim of becoming a bilingual country has been embraced for the last 25 years. Hence, government programs have been introduced in the last few years promoting the teaching and learning of the English language across the country making English a compulsory Foreign Language subject in Chile from 5th in secondary school to 12th grade in high school.

The school where this study is taking place is located in Puente Alto, Santiago, Chile. It is a subsidized institution that receives, mostly, socially disadvantaged children

and teenagers that live nearby. It provides primary education and technical-professional instruction in secondary school. It gives vocational training in two areas: cookery and technical drawing. The mission of the school is to guide the moral, intellectual, artistic and physical development of students through the transmission of 7 institutional values: Responsibility, discipline, creativity, excellence, solidarity, respect, and consciousness. Along these lines, the school pursues enlighten students' active and responsible participation in their communities. As it is possible to notice, English is not considered an essential learning feature in the school.

The institution receives a full subsidy from the Chilean Ministry of Education; hence, neither students nor tutors pay any amount of money to the school. It also follows the Ministry's educational program at all levels and subjects. Accordingly, the school curriculum includes 3 modules (45 minutes each) of English as a Foreign Language (EFL) subject from 5th to 8th grade in elementary school supported by the materials that the Ministry provides (Teacher's book, student's book, audio, and audio-visual materials) and these levels have from 29 to 45 students in each class.

Students do not use the English language outside of English lessons (see section 3.2). These learners are used to using the language only for specific situations inside EFL lessons, such as greeting, one-word instructions, among others explained in depth in the methodology section. Additionally, the teacher uses English when providing short and immediate feedback. Students are used to listening to the teacher explaining contents, more complex instructions or jokes in their L1.

1.2 Statement of the problem

The present author has been an EFL teacher in the school for four years and during this time it has been an everyday issue to convince students they are capable of learning and using English even when they achieve the subject's objectives of the year. So, the teacher has been using their L1 in order to lower learners' anxiety towards English by creating a flexible and calm classroom environment. Gradually, the teacher has been using more English in the lessons and also has asked students to communicate in English. On the one hand, students do not seem to have great issues in relation to written tasks, as they complete them in classes. On the other hand, oral tasks are frequently avoided by students. Some of them prefer failing the test rather than reading a sentence out loud in classes because they say it is something they cannot do. The factors that may cause these self-efficacy perceptions in learners may vary among students and this leads to the importance of this experiment. Once the impact of L2-only instruction has in the learners' self-efficacy beliefs is evaluated and the key aspects that may also influence these beliefs are recognized, the self-efficacy perceptions in FL learners will be fostered accurately.

1.3 Purpose of the study

Taking into consideration that not only teaching techniques but also learners' self-beliefs affect EFL learning, the purpose of this study is to assess the extent to which EFL learners' sense of self-efficacy is influenced by the teacher adopting an L2-only approach. So, the research questions for this study are:

- What is the impact of an L2-only approach on the self-efficacy of these learners?
- What are the perceptions of these learners regarding the L2-only approach?

As this investigation wants to establish a possible cause and effect between L2-only instruction and students' self-efficacy beliefs, and provide further insights on these variables relationship a mixed-method approach was adopted.

The results of this research will contribute to EFL learners' self-efficacy perceptions in people's knowledge and understanding. It will also provide evidence related to the effects that L2-only instruction may cause in similar contexts. Finally, it will benefit the development of further investigations related to foreign language teaching areas.

1.4 Organization of the study

This research has been structured in six chapters. This introductory chapter has presented the general background of the problem, the purpose and general features of this investigation.

In chapter 2, a review of current and empirical literature related to research conducted in the educational field is provided. These studies are connected with the learning of English as a Foreign Language (EFL), L2-only instruction and the role of self-efficacy in the process of learning a foreign language.

In chapter 3, it is explained the research design, methods, instruments, procedures, participants, how the data analysis is accomplished, and ethical considerations used to collect the data to answer the research questions of this paper. Next, chapter 4 shows the quantitative results of the research, descriptive statistics, the analysis of them. In chapter 5, qualitative results are shown, sub-conclusions and discussion about the obtained results are presented.

Finally, chapter 6 presents the answers to the research questions along with an overview of the main findings. It includes the implications for the educational field of this thesis, its limitations, and recommendations for future research.

2. LITERATURE REVIEW

Given the importance of understanding what an L2-only approach entails, how it may affect EFL learning and how it relates to learners' self-efficacy perceptions, it is necessary to examine the concept of L2-only teaching before exploring self-efficacy in depth. In this chapter, some traditional and popular teaching methods are briefly described, along with a discussion about the relevance of L1 and L2 in the FL lessons, and the importance of self-efficacy beliefs in learning a new language.

2.1 L2-only instruction

Throughout history, scholars have proposed a number of methods, approaches, and techniques to teach a foreign language (FL) in the classroom. In order to understand the importance of L2-only instruction and the role of the teacher in this approach, some of the most influential approaches are discussed below.

The grammar-translation method is a predominant classroom approach in some cultures (Scrivener, 2005). It consists of helping students to read and translate ideas from the second or foreign language to their first language (L1) (Lightbown & Spada, 2013). Hence, speaking and listening skills are not widely developed by students (Scrivener, 2005). In contrast, the audio-lingual method aims to create good language habits in students through listening to model dialogues (Scrivener, 2005), it focuses on helping students to speak in the FL at the hand of repetition and drills (Lightbown & Spada, 2013). Alternatively, the communicative language teaching approach is considered to be the method that contemporary teachers would choose when teaching the FL. This approach aims to learn the FL through meaningful communication and participation with a defined space for explicit teaching and traditional exercises (Scrivener, 2005). All these approaches

define how the FL should be taught regarding materials, activities, and language used by learners. The teacher is considered a guide or a facilitator of learning. However, other aspects of learning, such as classroom management and students' individual characteristics, are not widely discussed.

Scrivener (2005) gives a full guide for English language teachers. He describes classroom activities, guides teachers to understand their learners better, and deals with classroom management, planning lessons, among other points. As regards the language used by the teacher in the lesson, he expresses that "students learn a lot of their language from what they hear you (the teacher) say: the instructions, the discussions, the asides, the jokes, the chit-chat, the comments, etc." (p. 90). In relation to giving instructions and explaining the content in the FL, Scrivener understands that "it is problematic because of the quantity and over-complexity of the language used" (p. 90).

Zhao and Macaro (2014) debated, with quantitative data, whether L1 or L2 explanations of vocabulary lead to a better understanding and learning of the target lexical items. This research was carried out in China with 148 Chinese undergrads. The investigation's idea was comparing 3 different groups during reading classes. One group received vocabulary explanation in their L1, the second group received lexical clarification in L2 and the third group did not receive any kind of vocabulary focus comment. The results showed that some form of lexical focus is helpful for students since the group that unperformed the test was the one that did not receive lexical instruction. Regarding the use of L1 and L2, students who received explanations in L2 only did not obtain results as high as the ones obtained by the group that received L1 lexical explanations. The researchers propose several possible causes for this to happen; the use of L1 is more straightforward

and students can relate the equivalent concept in L1 and L2. Perhaps, listening to L2 explanations is trickier or the teacher used ideas that are not closely related to learners.

In line with this, Paul Joyce (2015) investigated the effects of using L1 translations versus L2 definitions when learning and testing L2 vocabulary knowledge. In this study, 47 Japanese EFL university freshmen studied 200 lexical items over a 10-week period. These participants were divided into two groups according to their scores in a vocabulary knowledge pre-test. One group worked with lexical definitions in their L1 and the other group received the definitions in English (L2). Along with this, a quiz was administered at the end of each week during class. The aim of these quizzes was to assess student vocabulary knowledge by matching the target words with definitions or translations in the language in which they had studied the target words. Afterward, the post-test, which was identical to the pre-test, was administered. Results illustrate that students achieved a greater score when they studied the L2 vocabulary in the same language as they were tested (L2). In addition, Joyce concluded that when L2 vocabulary is assessed through an L1 translation, test scores are significantly higher than when it is evaluated by means of an L2 definition.

Conversely, Scott and De la Fuente (2008) acknowledge that FL teachers are in general agreement that "the target language should be used as much as possible in the FL classroom" (p. 100). In fact, the success of an FL teacher is often related to his/her ability to conduct a whole lesson in the target language (Koike & Liskin-Gasparro, 1999; Valdés, 1998, as cited in Scott & De la Fuente, 2008). However, their research aimed to provide insight into the role of the shared L1 in L2 learners and to acknowledge the effects of prohibiting the use of L1 when learners are working collaboratively in L2 tasks. Accordingly, 24 college students whose L1 was English, were chosen as participants. It is

important to mention that students were studying French or Spanish as L2. As the participants shared the level of proficiency in their L2, they were divided into two groups. Participants of one group were allowed to discuss some tasks in their L1 and the participants of the other group were asked to use only their L2 in class. The analysis indicated that all students relied on their translation in L1 of the task to perform it. The main difference is that participants who were required to use L2 tried to simplify their vocabulary to help others to understand the task.

In line with these findings, Scrivener (2005) considers some recommendations when planning instructions or explanations, such as use short sentences and clear language, including only essential information in sequential order and demonstrating rather than explaining wherever possible. Gestures are considered a great ally when the teacher uses L2 in the class. To illustrate this, Scrivener emphasizes the importance of teaching students to interpret the gestures and always use the same. Another good ally in L2-only instruction is board-drawing"for the quick explanation of vocabulary items, for setting up a discussion, a dialogue or role-play, for story-building, you need pictures" (p. 97).

The idea that conducting a whole lesson in the L2 may be overwhelming for instructors who are not sure whether students are able to easily understand L2 or not. Mcdaniel and Ruiz (2019) acknowledged that students need structured lessons with a routine that they can follow, so they get used to instructions and activities. The authors agree with Scrivener regarding the use of visual aids and the repetition of the same body language. In addition, Mcdaniel and Ruiz (2019) emphasize the use of simple language patterns (e.g. present simple tense or cognates) when explaining since these elements benefit students’ FL understanding.

Along with the methodology used to teach and learn a foreign language, there are many other factors that affect the language learning process. General learning conditions and contexts are widely discussed. Researchers (i.e., Norton & Toohey, 2001) have acknowledged the fact that even when classroom conditions support second language learning, the language acquisition of learners may not be successful when they are not able to gain access to social relationships where the second language is needed. Likewise, there are other key factors that also play an important role in learning a second language; such as intelligence, language learning aptitude, learning styles, personality, attitudes, and motivation (Lightbown and Spada, 2013). The following section provides a general explanation of these factors and exhaustive evidence of the role of Self-efficacy beliefs in foreign language learning.

2.2 Concept of Self-efficacy

As described above, being successful in learning an FL depends on several factors. Most of them, as explained in the introduction section, are individual features that the learner has developed in his/her life and they are all connected. In relation to aptitude, defined as *"the ability to learn quickly"* (John Carrol, 1991 as cited in Lightbown and Spada, 2013), it has been found that children who are able to analyze language in-depth are more successful learners in an English second language program (Ranta, 2002). Associated with this, research has shown that communicative confidence is built by two variables: the level of anxiety L2 learners have and how competent (or incompetent) they feel about their L2 ability (i.e., Clément, Baker, and Maclntyre, 2003). Moreover, there is evidence that positive attitudes are strongly linked with learners' willingness to keep learning the foreign language (i.e., Masgoret & Gardner, 2003). These factors contribute to each other as a

spiral of development and growth of all individual aspects of learners. Hence, it is claimed that being successful in language learning is also related to self-esteem. Brown (2000) illustrates this by stating that “no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity” (p. 145).

In regards to self-esteem, Brown (2000) subdivides it into three types. General self-esteem has to do with one’s own worth across life situations. Its main characteristic is that this kind of self-esteem is resistant to change except by active therapy. Situational self-esteem deals with one’s self-appraisals in specific life situations. Finally, task self-esteem is related to certain tasks in particular situations. Similarly, literature has come across two other concepts related to self-esteem and L2 learning: self-concept and self-efficacy. While both constructs focus on personal competence perceptions, an important difference is their particular orientations (Bong and Skaalvik, 2003; Mercer, 2008; Thompson, Aizawa, Curle and Rose, 2019).

Self-concept beliefs are associated with the evaluation of our own abilities in comparison with others towards the creation of self-worth and competence standards (Parker, Marsh, Ciarrochi, Marshall, & Abduljabbar, 2014). These beliefs represent the result of integrating the perceptions that an individual holds about him/herself and the perceptions that others share about him/her. Studies support the role of self-concept as a non-cognitive factor that contributes to later achievement (Marsh, 2007; Marsh and Craven, 2006; Thompson et al., 2019).

A definition for self-efficacy is given by Bandura (1994), who refers to it as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p.2). It is mentioned that a person who has a strong sense of self-efficacy increases her human accomplishment and personal well-being in different ways since self-perceptions of efficacy determine the way the person thinks, feels, behaves and motivates herself.

An individual's levels of self-efficacy are developed by means of varied sources. Bandura (1994) established four as essential: mastery experiences, vicarious experiences, social persuasion and self-judgment. Mastery experiences are based on the level of success a person has in accomplishing tasks. Failure undermines self-efficacy when it occurs before a strong sense of self-efficacy has been developed. In contrast, success strengthens efficacy perceptions. Bandura (1994) provides the following explanation in order to understand this phenomenon: "A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort" (p. 2). Vicarious experiences have to do with efficacy perceptions provided by social models. A person's success increases the observer's beliefs that they are capable of succeeding in certain activities. Skill development and a sense of personal efficacy can also be promoted by means of social context. For instance, when people persuade an individual by saying that she possesses the capabilities to accomplish and master certain tasks, this person has been boosted to try hard enough to succeed in the given activities. According to Bandura (1994), people see their anxiety and stress reactions as a manifestation of vulnerability to poor performance. For example, fatigue, aches, and pains are considered to be signs of physical debility. Ergo, reducing people's stress

reactions and misinterpretations of their physical and emotional states is the fourth way of modifying self-efficacy beliefs (Bandura,1994).

A number of studies had identified self-efficacy beliefs as a predictor of success in different areas of human performance. Brown, Malouff, and Schutte (2005) found that, on the one hand, high self-efficacy in adolescent and adult athletes produced "high energy, full concentration, and pleasurable engagement" in a competition (p. 23). On the other hand, low self-efficacy increases “sadness and lethargy” (p. 23). Along with these findings, Judge, Jackson, Rich, Scott, and Shaw (2007) established self-efficacy perceptions as factors contributing to people’s work-related performances in low complexity tasks.

2.2.1 Self-efficacy beliefs in academic learning

Self-efficacy perceptions have been found to strongly influence individual behavior, participation and success in tasks. Furthermore, there are innumerable investigations linking self-efficacy with learning (Agustiani, Cahyadi, & Musa, 2016; Ahmad & Safaria 2013; Kim, Kim & Lee, 2019;). Taking into consideration Bandura’s four essential factors in self-efficacy growth, it is possible to suggest that self-efficacy perceptions are particularly polished at school since it is a setting where learners' self-perceptions are frequently influenced by the described sources coextensively. Indeed, Bandura (1994) defines schools as agencies "for cultivating cognitive self-efficacy"(p. 11). He supports his statement in the following terms:

"School is the place where children develop cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society. Here their knowledge and thinking skills are continually tested, evaluated, and

socially compared. (...) Students' belief in their capabilities to master academic activities affects their aspirations, their level of interest in academic activities, and their academic accomplishments" (Bandura, 1994, p. 11)

Based on the influence school has in learners' self-efficacy beliefs, a number of authors (i.e., Hampton & Mason, 2003; Britner & Pajares, 2006; Usher & Pajares, 2008; Bressoux, Joët & Usher, 2011) have investigated the degree to which Bandura's theorized sources of self-efficacy presume learners' self-efficacy perceptions in academic achievement. Britner and Pajares (2006) investigated how the self-efficacy sources predict learners' science self-efficacy. The participants were 319 students from 5th to 8th grade in a public school located in a small midwestern city of The U.S.A. The researchers assessed the sources of science self-efficacy in learners through the administration of the Sources of Science Self-Efficacy Scale, developed by Lent, Lopez and Bieschke (1991). This scale consisted of four subscales to measure the effects of mastery experiences (item sample: I got a good grade in science class last semester), social persuasions (item sample: My teacher believe I can do well in difficult science courses) physiological states (item sample: Science makes me feel uncomfortable and nervous), and vicarious experiences (item sample: Many of the adults I most admire are good in science). Science grade self-efficacy, science self-concept, science anxiety and science achievement were also evaluated. Results showed that, indeed, the named sources determine and shape learners' self-efficacy beliefs. Along with this, findings confirm that science self-efficacy is an important predictor of science achievement. Since self-efficacy influences academic achievement, a reduction of confidence in middle school period can have negative influences on students' high school and college achievement.

Bressoux, Joët and Usher (2011) assessed the influence of Bandura's hypothesized self-efficacy sources on the academic achievement of 3rd-grade elementary school students in France. Two questionnaires were administered to the students, one was focused on French self-efficacy beliefs and the other on maths self-efficacy beliefs. The Sources of Self-efficacy scale (by Lent et al., 1991) was used to measure Bandura's sources of self-efficacy. This scale consisted of four subscales related to mastery experiences, vicarious experiences, social persuasions and physiological and emotional states for French and math subjects. Finally, academic achievement and self-regulated learning beliefs were evaluated in both subjects, as well. Findings show, in general, that students with low self-efficacy also had low self-regulated learning beliefs and low academic achievement. In maths, specifically, girls reported lower self-efficacy beliefs and self-regulated learning beliefs than boys. In relation to academic achievement in maths, boys were more successful. Regarding French language subject, there were no difference among boys' and girls' sources of self-efficacy and self-regulated learning beliefs. However, the level of French self-efficacy in boys was higher than girls', even when girls academic achievement in French is superior than the boys'. Concerning the theorized sources of self-efficacy, in maths all four sources influenced variation in self-efficacy for self-regulated learning. In French, all but vicarious experiences are connected with learners' French self-efficacy beliefs and self-regulated learning.

Johnson, Pajares and Usher (2007) examined the influence of Bandura's theorized sources of self-efficacy on students' writing self-efficacy beliefs and academic level (elementary, middle, and high). Participants were 1256 students from 4th to 11th grade in three different public schools in the south of The U.S.A. The Sources of Self-efficacy scale

(by Lent et al., 1991) was adapted for writing domain. Writing self-efficacy questionnaire was administered and writing competence was rated by participants' teachers. Results reported that the four sources of self-efficacy are significantly correlated with writing self-efficacy. Findings show, in general, that participants who had greater mastery experiences, vicarious experiences, and social persuasions, obtained stronger writing self-efficacy, and were better writers according to their teachers. In relation to the academic level, elementary school students revealed stronger mastery and vicarious experiences, and social persuasions than did middle and high school. Elementary school students also presented higher levels of writing self-efficacy.

2.2.2 Self-Efficacy beliefs in second language learning

Learners' self-efficacy beliefs are particularly relevant in foreign language learning skills (i.e., Sardegna, Lee & Kusey, 2018; Zahibi, 2018; Woodrow, 2011; Alawiyah, 2018). For instance, Mills, Pajares, and Herro (2006) studied the relationship between self-efficacy, anxiety, and French as a foreign language proficiency in reading and listening skills. Results showed that learners' self-efficacy perceptions towards reading in French were closely related to their reading proficiency. Interestingly, self-efficacy beliefs regarding listening were positively associated with listening proficiency only in female participants. Alawiyah (2018) studied the correlation between students' speaking self-efficacy and their speaking achievement and how they influence each other. Findings showed a significant positive correlation between the two variables.

In the same line of thought, several scholars have examined the self-efficacy theory in other Foreign Language Acquisition schemes. For example, Moreno and Kilpatrick (2018) analysed the role of self-efficacy beliefs in FL classroom practice. It is stated that

they are indeed linked and that there are other factors that play important roles there such as peer familiarity and grading. Al-Amrani (2019) discusses how affecting variables (as self-beliefs) have an impact on students' willingness to communicate (WTC). It is explained in his investigation that "students' degree of WTC in English varied based on the communication contexts and types of interlocutor " (p. 58). Students had higher WTC when talking to friends than strangers. Leeming (2017) states that the more familiarized students become with the classroom, the higher their self-efficacy perceptions towards English language learning.

The relationship between self-perceptions of efficacy and teaching or learning techniques has also been investigated. Zhang (2018) studied self-efficacy beliefs in process-genre academic writing instruction. Before the experiment, the general level in academic writing self-efficacy beliefs of EFL graduates was low. In 14 weeks, learners were taught writing skills through the process-genre approach. This method aims to enable learners to have a good command of linguistic and contextual knowledge, and skills in using the language for writing. This study reveals that EFL learners' self-efficacy beliefs in writing increased after the process-genre approach was taught. Also, participants reported, in a post-treatment interview, an increasing level of confidence in academic writing. Likewise, Ucar (2016) reported that learner's level of self-efficacy is significantly related to their language learning strategies. As a consequence, it is possible to state that the methods and techniques used in the classroom affect EFL learners' self-beliefs of efficacy towards the language.

3. METHODOLOGICAL FRAMEWORK

In this chapter, the methodological framework of the present study is reported. The following sections describe the research design, the participants and their proficiency level, and the instruments used to know learners' self-efficacy beliefs and their perceptions about L2-only instruction. Also, the procedure which includes a description of some L2-only lessons for the reader to picture the class treatment, how quantitative and qualitative data were analysed, and the ethical aspects considered in this study are explained below.

3.1 Research design

Following a quantitative research proposal in this study, the dependent variable identified is self-efficacy beliefs of students towards language skills. This aspect is influenced by the independent variable which is L2-only teaching.

In this study, one unit of the curriculum in two 6th grade classes was taught. Contents and lessons were taught in participants' L1 and using English only for specific purposes in Group 2 (control group). Coincidentally, L2-only instruction was used to teach the contents in Group 1 (experimental group). A mixed method approach was used to gain a deeper and more integrated understanding of the relationship between L2- only instruction and students' self-efficacy perceptions, in such manner to be able to answer research question number one (What is the impact of an L2-only approach on the self-efficacy of these learners?) and research question number two (What are the perceptions of these learners regarding the L2-only approach?).

Before the intervention started, participants, of the experimental group (Group 1) and the control group (Group 2), completed an adapted version of the Questionnaire of English Self-Efficacy (Wang, 2004). This questionnaire was given in their L1 in order to guarantee students' comprehension of each question. The objective was to assess perceived learners' individual efficacy towards their English skills. Thereafter, both groups answered a version of the Starters Proficiency test developed by Cambridge Assessment to assure the level of English in both groups. The evaluated skills were reading, writing and listening. Once tests had been done, the intervention in Group 1(experimental group) started. The unit being taught was divided into twelve lessons; six of them were 90 minutes long and the other six were 45 minutes long. When the intervention was finished, the participants of Group 1 and 2 took the same Self-efficacy questionnaire they took at the beginning. Once the quantitative data were collected, results were compared and analysed.

In order to gain a deeper understanding of the intervention and its impact on learners, a focus group in students' L1 was conducted and recorded with participants in Group 1. The aim of this was to gather in-depth reports that could surface participants' perceptions and opinions regarding the intervention. Afterward, the recording was transcribed, codes and themes were identified, and participants' answers were analysed.

3.2 Participants

The institution where this study took place is located in Puente Alto, Santiago, Chile. It is a subsidized institution that has, mostly, socially vulnerable children and teenagers that live nearby. Hence, its aim is to educate and motivate students to develop their abilities and overcome the circumstances attached to their vulnerable backgrounds.

Since this school does not make any kind of discrimination in its admission procedure (such as diagnostic tests, family features, religion, among others), nor students are expelled if they do not reach the required level each year, it should be noted that students' profiles are comprehensively heterogeneous. In order words, in one class group, special needs, disruptive behavior, motivated, religious, passive, proactive, agnostics, and/or skilled learners, can be easily found.

These learners are used to using English only for specific linguistic purposes, such as greeting, asking for a bathroom break, one-word instructions, classroom commands, practicing pronunciation, and performing content activities. The teacher usually uses English when providing short and immediate feedback (spoken and written). Consequently, students are used to listening to the teacher explaining contents, examples, complex instructions, jokes and further topic related information in their L1 (Spanish).

As the school follows the Chilean ministry of education's curriculum proposal, it includes 3 modules (45 minutes each) of English as a Foreign Language (EFL) subject from 5th to 8th grade in secondary school. This institution has only one class group at each secondary level, but, there are two 6th grade classes of 29 students each. Considering that (a) 6th level is the only grade at the school that includes two groups, (b) both classes share similar English subject schedules and (c) they have the same number of students, the study was carried out with these classes. The class which participated in the intervention, labelled as Group 1, was the experimental group. The class that continued having English lessons as they were used to was the control group (Group 2).

3.2.1 Proficiency level

In order to guarantee a similar level of English language skills that students from both groups have, a version of the Starters Proficiency test developed by Cambridge Assessment was administered.

This instrument is written about familiar topics for children and its full version assesses the four skills: listening, writing, speaking and reading. Because of the level of students and time, the participants of this study took the Starters sample paper vol.1 (2018) downloaded from the Cambridge English website; listening, writing and reading skills were assessed. The instructions and examples of the instrument were explained in Spanish to ensure participants' understanding of the items. Hence, students were able to ask questions after reading the instructions but not while doing the test.

Afterward, the answers were checked by the researcher following the paper's marking key given by Cambridge Assessment. That is to say, the correct answers were the ones that matched the marking key, neither answers translated into Spanish nor with small spelling mistakes were accepted.

Finally, a t-test was run with the data collected from both groups. It showed that the L2-only group (M= 4.41) and the control group (M= 3.97) were not significantly different in terms of their baseline language proficiency (p= .429).

3.3 Instruments

As mentioned above, several instruments were used in this study in order to assess learners' proficiency and the impact of L2-only instruction on learners' self-efficacy

perceptions towards their English language skills. The instruments described below are a self-efficacy beliefs questionnaire and a focus group interview.

3.3.1 Self-efficacy scale

The first instrument is a Self-Efficacy scale adapted from the Questionnaire of English Self-Efficacy (QESE) scale designed by Wang (2004). Its original aim was to evaluate young Chinese English Language Learners'(ELL) self-efficacy beliefs of English in the United States. The QESE scale consists of 32 items which are measured on a 7-point Likert scale from 1 (I cannot do it at all) to 7 (I can do it very well). Its objective is to measure ELL students' self-efficacy beliefs regarding the four English language skills: listening (items 1, 3, 9, 10, 15, 22, 24, and 27), reading (items 2, 12, 16, 21, 25, 26, 29, and 32), writing (items 5, 7, 11, 13, 14, 18, 28, and 31) and speaking (items 4, 6, 8, 17, 19, 20, 23, and 30) (appendix A)

The QESE scale has been applied in different contexts to measure students' perceptions of their capabilities in EFL tasks. For example, Wang, Kim, Bong, and Ahn (2013) evidenced the validity of the QESE measuring self-efficacy beliefs in 167 college students in Korea showing that the scale agrees with the Rasch model for unidimensionality. Similarly, Wang, Schwab, Fenn, and Chang (2013) used this scale to compare the self-efficacy perceptions of EFL of Chinese and German college students. In addition, Wang, Kim, Bai, and Hu (2014) applied it to determine and evaluate the level of Chinese university EFL students' self-efficacy beliefs. In the same way, Kim, Wang, Ahn, and Bong (2015) adapted it to measure university students' self-efficacy learning English in Korea. Also, the QESE was used by Wang, Harrison, Cardullo, and Lin (2018) to examine

the relationship between English self-efficacy, self-efficacy in using English to learn, and academic self-efficacy for a non-English native speaker.

As it is possible to notice, this scale has been tested in undergraduate contexts. Therefore, the author of the present study has chosen to adapt and test this scale at a secondary level of education context in Chile in order to assess results in different contexts. Also, the collected data can be compared and contrasted with the findings and results of previous studies.

In order to ensure that the participants understand the scale's instructions and items, this instrument was translated into Spanish. First, the back-translation technique advised by Brislin (1970) was used. That is to say; the original questions were translated into Spanish and then again into English in order to assess that the target version is equivalent to the source. As the original version of the QESE scale was developed to study undergraduate students who were learning English as a second language, some important modifications were made in order to contextualize the items of the scale for 6th grade EFL learners. For example, the sentence *"If you have any questions, raise your hand and ask the teacher, please"* was added in the instructions; also, the pronoun of the questions was changed from *"you"* to *"I"* to help students in their reflections. Hence, instead of using *"Can you…?"*, items started with *"I can…"*. Furthermore, particular items were taken out according to the EFL context of the participants. For example, questions like *"Can you read English newspapers?", "Can you understand American TV programs?* and/or *"Can you understand radio programs in English speaking countries?"* were deleted. Finally, the word *"instructor"* was replaced by *"teacher"* and the word *"university"* by *"school"*.

Once the content, layout, and items of the questionnaire were edited and organized, the translated scale was examined and discussed by the researcher and the thesis advisor to check its accuracy. The adapted version of the QESE scale consists of 21 items which measure self-efficacy perceptions of EFL learners in reading (items 1, 5, 7, 10, and 18), listening (items 2, 9, 15, 17, 19, and 20), speaking (items 4, 6, 8, 11, 13, and 21), and writing skills (items 3, 12, 14, and 16) (Appendix B)

3.3.2 Focus group interview

The third instrument used in this study is a focus group interview. It was implemented in Spanish, so participants were able to understand the questions and to communicate their perceptions and opinions about the intervention. It was chosen to carry out a focus group since it is an alternative to understand "how people feel or think about an issue" (Krueger & Casey, 2000, p. 4). Focus groups are, most of the time, homogenous (Krueger & Casey, 2000). This homogeneity is usually defined by age, gender, educational level, occupation, etc. However, as there are small variations among participants, different opinions appear. In this study, all the students that participated in the focus group are in their 6th grade of secondary school, and they are part of group 1 of the intervention.

Students who participated in the focus group were the ones that went to classes the day the interview had to be done before finishing the school year. Thus, test results nor specific characteristics of the participants were taken into consideration when deciding who was going to be part of the focus group interviews.

After analysing the results of both QESE, seven questions that had the most varied results in group 1 were chosen to be asked in the focus group. The interviews were audio-

recorded and it lasted 18 minutes. The researcher took notes of participants' answers and opinions on the whiteboard of the classroom so students would not lose the focus of the conversation. Also, private notes about participants' emotions that the researcher perceived were taken.

3.4 Procedure

In the sections below, the procedure of the present study is illustrated. It is divided into six sub sections: the pilot study, permissions, the administration of the first questionnaire and proficiency test, the class treatment, the administration of the second questionnaire, and the focus group interview.

3.4.1 Pilot study

It was necessary to validate the instruments that were used in the study. The validity of an instrument demonstrates that the interpretation of its items and scores matches the purpose it has in the research (Creswell, 2012). The validity of the QESE and proficiency test have been detailed above in 3.3 section. However, the instruments must be examined when they are applied in a new learning context.

One week before administering the first self-efficacy questionnaire in the participants, the researcher piloted the QESE with 40 students of 5th grade. It is important to mention that, as explained in Section 3.2, both 6th grades of the school were being part of the study. So, the researcher chose 5th graders to pilot the QESE since their age was similar to the potential participants, they share related learning settings and have a similar relationship with English language learning.

Based on the students' responses in the pilot study, neither the layout nor the items needed to be edited to increase clarity. Learners indicated that the amount of time (20 minutes) given to answer the QESE was fair and questions were easily understandable. However, learners declared not to be sure about the instructions of the QESE and too many questions arise while students were answering the questionnaire. They wondered how to mark their answers and what was the meaning of each number when answering. Therefore, the researcher decided to repeat the instructions orally and check comprehension of the participants before they completed the questionnaire in the pilot version and later with the participants of the study.

The Starters proficiency test was piloted with students from 7th grade since their age and level of the language was similar to 6th graders. Thirty-three learners participated in both parts of the test: reading and writing, and listening. These students were given 30 minutes to finish each facsimile. In the reading and writing part, students were told what the test was about, how to answer, and the time they had to finish it. Questions about the instructions of each item were not allowed. Once all students had finished the test, they were asked to share doubts and problems they had while taking the test. The main issue they faced was the fact that they were not sure about their answers because they did not know if they had understood the instructions and examples of each item. On the contrary, in the listening part, students felt frustrated in the middle of the first item. They said that the recordings were too difficult and too fast for them to understand. Thus, the researcher decided to develop the test item by item, explaining instructions and examples in Spanish, pausing the recording so students could have enough time to write and repeat twice each sentence.

3.4.2 Phase I

Phase I of this research consists of having the corresponding permissions; one from the administration of the school to start the intervention. Parents, whose pupils belong to the experimental and control group, had to sign a letter of consent for their children to participate in the study. After collecting the letters and permissions, Phase II began.

3.4.3 Phase II

A week after the pilot study was completed, the QESE was administered in both groups. According to their school schedule, the QESE was taken by the control group one day before the experimental group. It is important to highlight the fact that unit three of the curriculum was being developed while questionnaires and proficiency tests were taken. These occur at the beginning of their English lesson followed by the planned lesson.

Then, participants had to answer the proficiency tests. Due to the fact that the willingness of participants to use English orally was too low, their speaking proficiency was not assessed. The reading and writing parts were done in 30 minutes. Instructions and examples of each item were explained in Spanish. Students were allowed to ask questions before starting the test. Once they had started, they were given 30 minutes to complete the test and no questions were allowed. Seven participants were absent when the test was done. Three of them belonged to the control group and four belonged to the experimental group. These students were asked to do the test during the next two days at the library of the school. The same protocol was followed.

The following week, the listening part of the proficiency test was done. In this case, a different protocol was used. In the beginning, general instructions for the test were given in Spanish: write your name, keep silent, do not share your answers, pay attention to the instructions, and remember that questions are not allowed while taking the test.). As explained above, the researcher decided to divide the test into its five parts and give each item's instructions separately, in order to avoid confusion. The recordings were also divided. In order to assure learners' focus, the teacher paused and repeated each sentence it was said in the recording and pointed out the number of the question that was being answered in that sentence. Hence, the test lasted 15 minutes more than it was expected. As in the reading and writing part, participants who were absent that day (three from the control group and two of the experimental group), had to do the test at the library of the school. The same protocol described above was followed.

When the proficiency test was completed, students from the experimental group were told how Unit 4 was going to be developed. It was explained that the teacher was going to speak in English only. Contents, examples, instructions, the roll, commands, questions, and more were going to be given in English. Students were able to speak in Spanish to the teacher and their classmates. However, they were encouraged to use English if they felt comfortable with it.

3.4.4. Phase III: Class treatment

In the following paragraphs, phase three is illustrated. Class treatment, in the experimental group, was divided into six lessons. During this time, in both groups, unit 4 of the English curriculum was taught in the first five lessons. The unit's summative

assessment was developed in the sixth, and last, lesson. Four of these lessons in the experimental group, are described below in order to have a more detailed picture of how the lessons were performed.

Lesson 1.

Some participants, as usual, were waiting for the teacher outside the classroom, greeting the teacher in Spanish. As soon as she answered in English, some faces became serious, others looked nervous and/or excited. After students greeted the teacher formally inside the classroom, the lesson began. The first main difference that the teacher noticed was the fact that all participants were in complete silence waiting for her to explain the title and objective of unit 4 (Means of transport). Usually, the teacher needs to ask for silence to begin. Learners were asked to give examples of the title. Most of them answered in Spanish, and the teacher wrote those examples in English on the whiteboard. When a participant named one new example in English, the teacher clapped one hand with him. Thus, other learners understood that answers in English were more complete than in Spanish. During the lesson, the teacher used pictures (previously selected) to explain the contents. Sometimes it was necessary to draw on the whiteboard and/or use body language to explain more confusing concepts or ideas. In this lesson, participants were focused on the teacher and trying to figure out vocabulary based on the gestures, movements, and intonations she used. Behavior issues did not occur, and most of the participants were able to do the activities. Instructions were explained to the class in English, showing through body language the meaning of each word or part. The learners who easily understood explained the instructions to those who were in trouble using their L1. Some participants described the instructions back to the teacher in order to reassure their understanding. It is

important to mention that the activities done in this lesson were similar to the ones participants are used to doing. Hence, understanding the instructions and completing activities did not take more time than usual.

Lesson 2.

As soon as the teacher started the lesson, two students said out loud that they felt lost and frustrated in the previous lessons and they did not want to be part of the English class anymore.

These students were chosen to complete the warm-up activity. In which the participants had to match the name and picture of the means of transport. After the activity, these students looked more relaxed than they were in the beginning.

The objective of this lesson was to recognize the characteristics of the means of transport. Some vocabulary was easily understood thanks to the visual materials the teacher showed. However, there were concepts, such as *carry*, that needed more explanation for participants to understand. In these situations, the teacher used body language and mimics, and learners seemed excited when they were able to guess the meanings of words.

During this lesson, there were a few learners who tried to participate in using the English language instead of Spanish with the teacher.

Lesson 4.

In this lesson, students had to do several listening activities related to one recording. The first time the audio was played, many learners were able to recognize the names of the means of transports. However, when the questions were related to more complex ideas,

students felt anxious since the teacher used English to explain the questions and some parts of the recording. Students did not participate as much as in the previous lessons.

During this lesson, two disturbing situations happened. One student argued that he was not able to follow the teacher's commands because he did not understand. So, he was playing with his cellphone instead. The teacher pointed and simulated what the student was expected to do. For a moment, the participant seems to have understood that he needed to change his behavior. However, he did not complete the activity nor participated in class. Also, a coordinator of the school came into the classroom to give some information to the teacher. As she spoke in Spanish with the coordinator, students started to yell and shout that the teacher was using their native language and after the coordinator left, participants asked the teacher to speak Spanish again for almost 4 minutes.

At the end of this lesson, learners had to match means of transports and their characteristics in the walls of the classroom. There were some students who revealed that they did not know the meaning of some words, but they were sure where they matched because they had seen these words together all the lessons. Finally, it is important to mention that there were some students who tried to ask questions in English to the teacher.

Lesson 6.

Before the unit assessment started, the participants played a guessing game in relation to the means of transports and their characteristics. Most of the learners actively participated in this task. It was possible to notice that to pronounce the vocabulary in English did not make them feel as anxious as before since they said several words to their classmates in the target language.

Regarding the assessment, the participants chose a classmate to work with. In pairs, they were given four pictures of different means of transport at random. Students had to write their names, describe how they moved and match or complete some characteristics of them. While supervising, the teacher was able to notice that the participants tried to remember which concept was related to each means of transport, more than trying to understand the texts.

3.4.5 Phase IV

Once the class treatment was completed, the participants took the QESE again. No modifications were made to the questionnaire nor to the instruction protocol. Participants were explicitly asked not to try to remember their previous answers, but to respond according to their current feelings and thoughts.

The results of both QESE were compared and analysed. It had been decided to interview those participants who showed a significant difference among their QESE scores. However, as it has been previously explained; Chile, and specifically Santiago, was going through a critical period that involved several social manifestations on streets. Hence, the school was cancelled a whole week. Afterward, the chosen participants did not come to classes, so it was impossible to interview them. Finally, the authorities of the school decided to finish the school year before it had been planned. Thus, individual interviews were changed for a focus group.

Instead of analysing the scores of each participant, the scores of the questions were evaluated for the focus group interview. Consequently, seven questions, which results varied the most from QESE 1(pre-treatment questionnaire) to QESE 2 (post-treatment

questionnaire), were chosen to be modified and asked in the focus group. The objective of this was to understand in depth the perceptions, opinions, and feelings of the participants regarding L2-only instruction.

Below, table 1 summarises the procedures of the research explained above, the schedule, participants, duration of each part, and their objectives.

Table 1. Summary of the study procedure.

Procedure	Schedule	Participants	Duration	Objective
1. **Administering the pilot of the QESE**	One week before taking the QESE to the sample.	40 Students from 5th grade	20 min.	Increase the validity of the questionnaire in the new context
2. **Administering the pilot of Starters (Reading and writing)**	One week before conducting the QESE 1 to the sample. Two weeks before administering the Starters to the sample.	33 Students from 7th grade.	30 min.	Validate and contextualize the instructions' protocol.
3. **Administering the pilot of Starters (Listening)**	One week before administering the Starters to the sample. The same week the QESE 1 was taken by participants.	33 students from 7th grade.	30 min.	Validate and contextualize the instructions' protocol.

4. **Administering the QESE 1**	One week after administering the pilot of the QESE.	58 students from 6th grade.	20 min.	Measure participants' level of self-efficacy about their capabilities in the English language before treatment.
5. **Administering the STARTERS test (Reading and writing)**	One week after administering the QESE 1.	58 students from 6th grade.	30 min.	Measure students' level of English in reading and writing skills. Compare the level of English between the control and experimental group.
6. **Administering the STARTERS test (Listening)**	Two weeks after administering the QESE 1.	58 students from 6th grade.	45 min.	Measure students' level of English in listening skill. Compare level of English between control and experimental group.
7. **Class treatment**	Three weeks after conducting the QESE 1.	29 participants from 6th grade.	6 sessions of 135 min. each (1 session per week)	Expose participants to L2- only instruction.
8. **Administering the QESE 2**	One week after the class treatment finished.	58 students from 6th grade.	20 min.	Measure participants' level of self-efficacy about their capabilities in the English language after treatment.

3.5 Data analysis

In order to answer the research questions four main steps were considered to analyse the data collected from quantitative and qualitative research: identify the level of English of Group 1 and 2, a descriptive analysis of QESE 1 and 2 scores in each group, an analysis of variance (ANOVA) with both groups, and code the data from the focus group interviews. The following chart (table 2) outlines the method of analysis for each research question.

Table 2. Method of analysis

Research Questions	**Dependent Variables**	**Instruments**	**Method of Analysis**	**Objective of questions**
1. What is the impact of an L2-only approach on the self-efficacy of these learners?	Learners' self-efficacy beliefs.	Questionnaire of English Self-Efficacy (QESE)	Comparison of pre-treatment questionnaire and post-treatment questionnaire results (SPSS).	Assess the impact of L2-only approach in learners' self-efficacy beliefs.
2. What are the perceptions of these learners regarding the L2-only approach?	Learners' perceptions.	Focus group interview.	Code the data.	Identify participants' opinions about the L2-only approach.

3.5.1 Quantitative data

The quantitative data was coded and analysed by the Statistical Package for Social Science (SPSS). It reported general tendencies in the data, such as the mean and standard deviation. Descriptive statistics helped to answer the first research question, which aims to distinguish the impact of L2-only instruction on participants' English self-efficacy beliefs. In the same line of thought, self-efficacy beliefs for speaking, writing, reading, and

listening skills were coded separately. In other words, these findings helped to identify different levels of English self-efficacy among 6th graders.

As the mean differences between both groups need to be evaluated, a two-way repeated measures ANOVA was used. The primary purpose was to understand if there is an interaction between participants' self-efficacy beliefs from the experimental and control group. Particularly, possible agreement or disagreement in relation to the four skills individually.

3.5.2 Qualitative data analysis

After conducting the focus group interview, recordings were transcribed. For anonymity, participants were given letters as their names. As Creswell (2012) suggests, a preliminary exploratory analysis was conducted, in order to acquire a general sense of the data collected. Afterward, the transcription was read again, segments were identified, and labelled with codes. Next, code words were listed and examined for possible repetition. These codes were classified into four broader themes (Creswell, 2012). These categories are the main topics that participants addressed in relation to L2-only instruction.

3.6 Ethical Considerations

The participants of this study may be considered high-risk population since they are children from a vulnerable background (Creswell, 2012). Consequently, possible constraints were previously considered before starting the study. First, a letter was sent to the headmistress of the school. It described the research; its objectives and procedures, the time it would take, and who was going to be in charge of it. Also, the administration of the

school had a meeting with the researcher, in which some doubts were clarified. Afterward, all participants' parents and/or tutors received a letter of consent. This letter illustrated what the research was about, who were in charge of it and the amount of time it would demand. Once all letters were signed and sent back, these were shown to the headmistress of the school.

To protect the anonymity of participants is crucial. Hence, their names are not shared in this thesis. It had been decided to discuss about the participants as a group instead of focusing on individuals.

4. QUANTITATIVE RESULTS

In the following sections, the results obtained from the two conducted questionnaires in the control and experimental groups are illustrated. Descriptive statistics for self-efficacy in pre and post questionnaires are provided for both groups. Also, descriptive statistics for self-efficacy in the four language skills are presented in each group considering both questionnaires. Finally, inferential statistics about self-efficacy beliefs across groups and time are delivered.

4.1 Descriptive statistics

To answer the first question of the current study (What is the impact of an L2-only approach on the self-efficacy of these learners?), it is essential to describe possible trends in the data. These trends are related to the self-efficacy scores participants obtained in pre QESE and post QESE questionnaires. In the following subsections, the descriptive data for self-efficacy as a whole in both groups are presented. After, descriptive statistics for self-efficacy in the four skills are interpreted.

4.1.1. Descriptive statistics for self-efficacy

The items in the Questionnaire of English Self-Efficacy (QESE) were answered with a 7-point Likert scale. One stands for *"I cannot do it at all"*, 2 means "*I cannot do it"*, 3 means *"I do not think I can do it without help"*, 4 means *"I may be able to do it"*, 5 means *"I can do it in a simple manner"*, 6 means *"I can do it"*, and 7 means *"I can do it very well*". On average, participants in the experimental group reported that they needed help to complete tasks (M=3.84 SD=.76). Results of QESE 2 (table 3) in the experimental group

show that this figure was similar after the intervention (M=3.94 SD=.90). In the control group, it is possible to notice that most of the learners consider they are able to do English activities in a simple manner (M=3.7 SD=.97). However, there is a slight difference among the number of participants who think they are not able to perform some tasks and others, who think they may be able to, in comparison to the L2-only group.

Table 3.

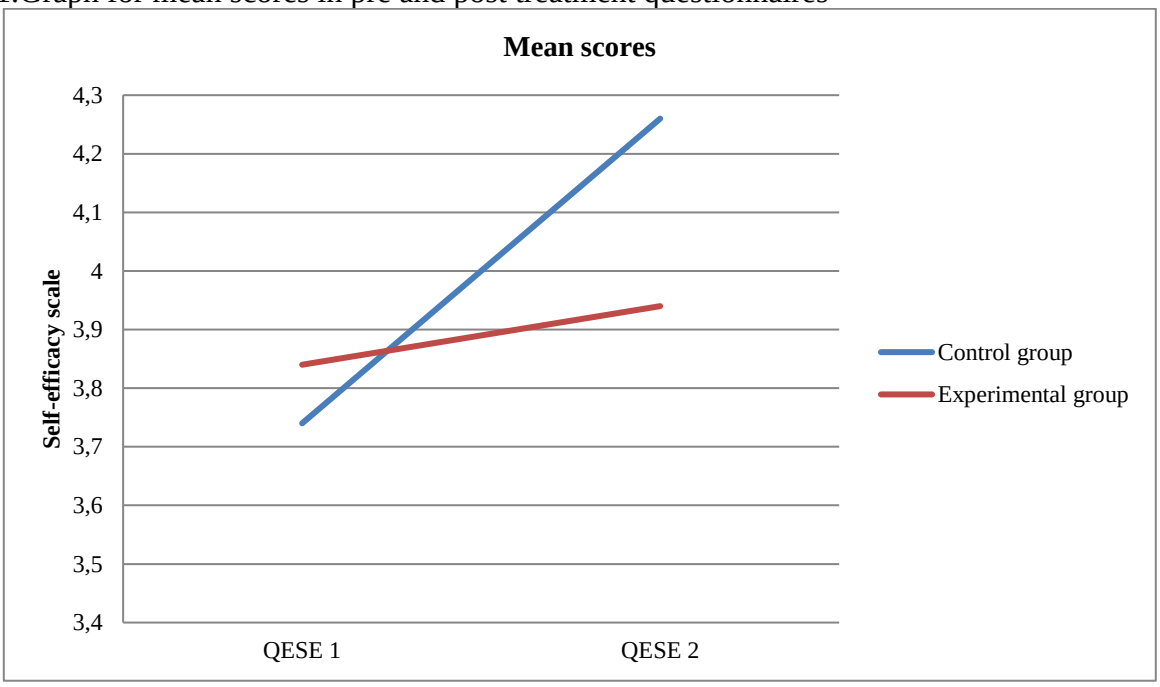
Descriptive statistics for self-efficacy in pre and post questionnaires.

	GROUP	Mean	Std. Deviation	N
TOTAL QESE 1	Experimental group	3.84	.76	29
	Control group	3.74	.97	29
TOTAL QESE 2	Experimental group	3.94	.90	29
	Control group	4.26	1.02	29

Regarding the post-treatment questionnaire scores, it is noted that general self-efficacy beliefs of the control group increased (M=4.26 SD=1.02). Also, participants' feelings are more diverse within the groups after the treatment.

In the figure below (figure 1), the findings are presented in graph form. There, it is possible to see that before the treatment, the control group had a lower level of English self-efficacy than the experimental group. Also, it can be noticed that English self-efficacy beliefs grew in both groups. However, the scores of the control group grew significantly in comparison with the experimental group's scores. By way of explanation, the L2-only group had a higher level of English self-efficacy than the control group, and after the treatment, the experimental group had a lower level of English self-efficacy than the other group.

Figure 1.Graph for mean scores in pre and post treatment questionnaires



4.1.2. Self-efficacy in the four skills.

The following table illustrates scores obtained by the experimental and control group. These scores are categorized by the pre-treatment Questionnaire of English Self-Efficacy (QESE 1), post-treatment questionnaire (QESE 2) and the four skills.

Table 4. Descriptive statistics of self-efficacy in four skills.

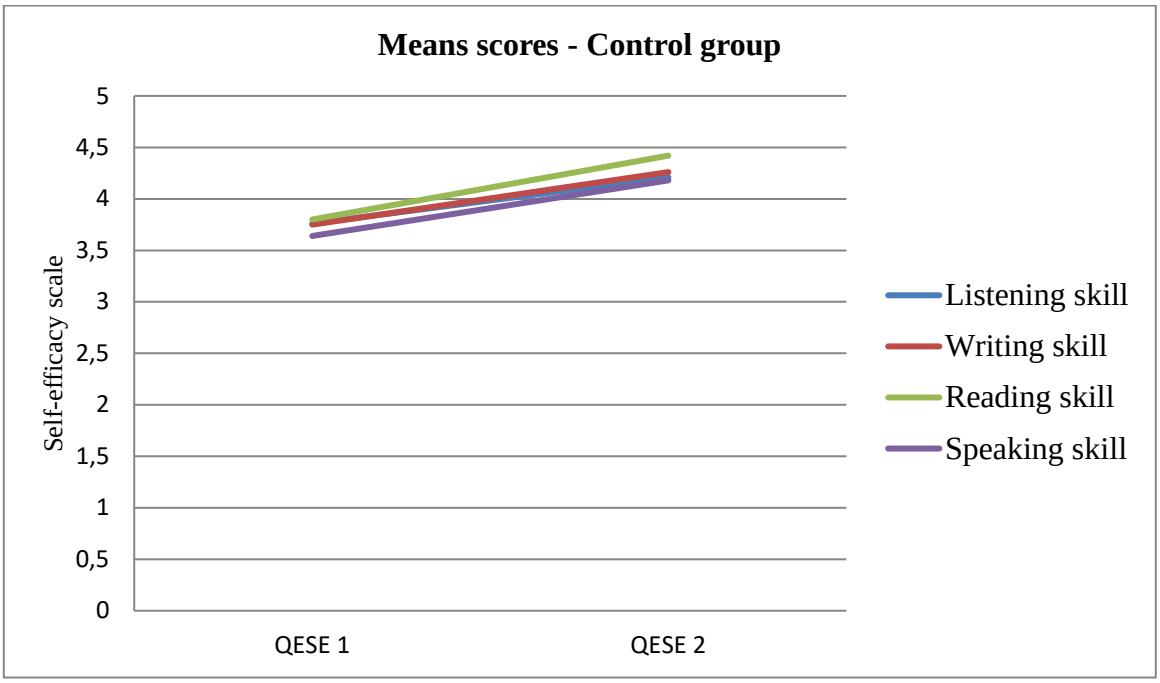
	GROUP	Mean	Std. Deviation	N
QESE 1	L2 Only group	3.7862	.92679	29
Listening	Control group	3.7648	1.04683	29
	Total	3.7755	.97998	58
QESE 1	L2 Only group	4.0776	1.02012	29
Writing	Control group	3.7586	1.17542	29
	Total	3.9181	1.10262	58
QESE 1	L2 Only group	4.1103	.97187	29
Reading	Control group	3.8069	1.09346	29
	Total	3.9586	1.03670	58
QESE 1	L2 Only group	3.5172	.85814	29
Speaking	Control group	3.6479	1.10880	29
	Total	3.5826	.98490	58
QESE 2	L2 Only group	3.9138	1.05504	29

Listening	Control group	4.2138	1.04595	29
	Total	4.0638	1.05219	58
QESE 2	L2 Only group	4.0948	1.10682	29
Writing	Control group	4.2672	1.15714	29
	Total	4.1810	1.12565	58
QESE 2	L2 Only group	4.1241	.99199	29
Reading	Control group	4.4276	1.20443	29
	Total	4.2759	1.10427	58
QESE 2	L2 Only group	3.7241	.93433	29
Speaking	Control group	4.1893	1.08170	29
	Total	3.9567	1.02891	58

Control group.

As has been mentioned above, participants of the control group had an important increase in their level of English self-efficacy from QESE 1 to QESE 2. When comparing mean scores in the four skills, it can be said that self-efficacy regarding listening skills varied the least in the control group (Figure 2). In the first QESE, the average score in listening items was M=3.76 (SD=1.04) and in the second QESE, it was M=4.21 (SD=1.04). Hence, it is possible to say that participants felt more capable of doing listening tasks than before. In the writing skill items, the average score of the control group was M=3.75 (SD=1.17) in QESE 1. This score got higher after the intervention, the average score in QESE 2 was M=4.26 (SD=1.15).

Figure 2. Graph for means scores of the control group.



In relation to the speaking skill, in the pre-treatment questionnaire, the control group obtained M=3.64. That is to say, participants felt capable of performing speaking tasks when receiving help. Nonetheless, the spread of the score was quite big (SD=1.10). Hence, it is possible to say that most of the students felt they were not able to accomplish speaking tasks, and others felt they may be able to complete them in a basic manner. In the post-treatment questionnaire, the mean score of this group increased in questions related to speaking skills (M=4.18, SD=1.08). Below, the information recently explained is shown as a graph.

The skill in which means scores varied the most was the reading skill. In QESE 1, participants had an average score of M=3.80. Items related to reading skills were the ones that had higher scores in QESE 2 (M=4.42). Hence it is possible to say that the control group felt more competent when working on reading tasks. With respect to standard

deviation in reading skill scores, in QESE 2 it was larger (SD=1.20) than in QESE 1(SD=1.09). Following the same line of thought, English self-efficacy beliefs are clearly polarized in this group, in which there are several participants that feel competent in the English language and several others that do not. In figure 2 results recently explained are shown as a graph.

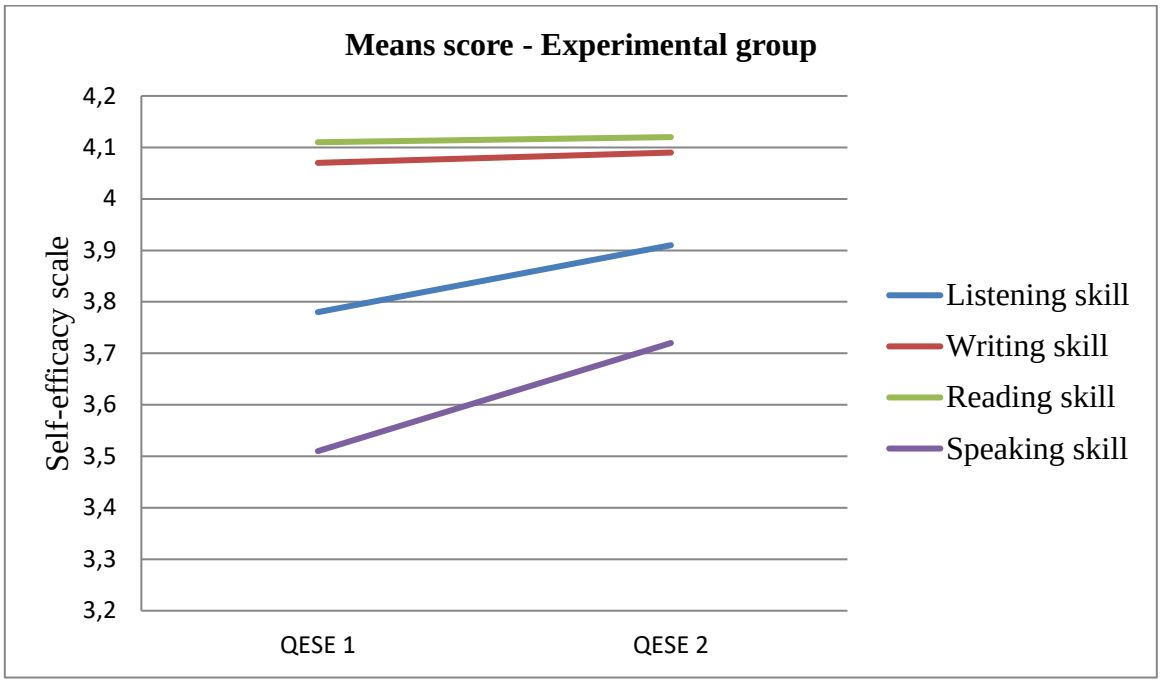
Experimental group.

The English self-efficacy of the experimental group increased after the treatment. In the pre-treatment questionnaire, this group obtained an average score of M=3.52 in speaking skills. This score is the lowest among all four skills in the first questionnaire, with a standard deviation of SD=.85. These scores did not vary too much in the second QESE, in which M=3.72 (SD=.93)

The skill in which participants felt more capable when doing tasks was reading skills, according to the results of QESE 1(M=4.11) and QESE 2 (M=4.12). It implies that results are not widely spread since in QESE 1 the standard deviation was SD=.97 and in QESE 2 it was SD=.99.

Results of items related listening skills increased from QESE 1 to QESE, as well as the standard deviation. In the first questionnaire, participants scored M=3.78 (SD=.92). After the treatment, the average score changed to M=3.91 (SD=1.05). In other words, English self-efficacy beliefs became more contradictory among participants after being exposed to L2-only instruction. After students were exposed to L2-only instruction, writing skill self-efficacy did not vary since scores changed from M=4.07 (SD=1.02) to M=4.09 (SD=1.10). The information recently explained is graphed in the picture below.

Figure 3. Graph for means scores of the experimental group.



4.2. Inferential statistics

In order to understand the impact of an L2-only approach on the self-efficacy of participants, there is another aspect related to English self-efficacy (dependent variable) that needs to be analysed. It is important to compare the mean differences between both groups across time. In other words, to evaluate the interaction between groups in QESE 1 and QESE 2. Hence, a two-way repeated measures ANOVA was used.

In relation to the post-treatment questionnaire scores, it is interesting to realize that the control group feels more able to accomplish English tasks than before (M=4.26 SD=1.02), as it was shown above (table 3). The overall results of the two-way repeated measures ANOVA (F:4.860, p=.032) revealed that there was a significant main interaction between groups. Below, in table 4, the F value, statistical significance and Partial Eta

squared data for each skill across groups are presented. Reading skill is the one which had got the highest Partial Eta squared value.

Table 5. Repeated measures ANOVAS for each skill across groups.

Time*group interaction	Df	F	Sig.	Partial Eta Squared
Listening	1	1.70	.197	.030
Writing	1	4.14	.047	.069
Reading	1	7.48	.008	.118
Speaking	1	1.79	.186	.031

Regarding each skill in particular, the most significant interaction is related to the reading skill (F:7.48, p=.008, Eta Squared=.11). Likewise, results related to the writing skills also showed an important interaction between the control and experimental groups (F:4.14, p=.047, Eta Squared=.069). However, regarding speaking skill (F:1.79, P=.186, Eta squared=.03) and listening skill (F:1.70, p=.197, Eta squared= .03) there is no significant interaction among groups considering QESE 1 and QESE 2 results. To conclude inferential statistics suggest that there were important interactions among groups in reading and writing skills, and this was not significant in listening nor speaking skills.

5. QUALITATIVE RESULTS AND DISCUSSION

In this chapter, the findings of the focus group interview are described. As previously explained, the participants were asked seven main questions based on the items which scores varied the most between questionnaires. The learners who participated in the focus group interview were the ones who went to classes the day it took place. After the interview was audio-recorded and transcribed (Appendix 3), it was manually coded by the author.

5.1 Focus group findings

In the following sections, four themes in which the coded data was classified are illustrated and described. Also, extracts of the translated focus group interview transcript (Appendix E) are presented as support.

The first theme is the Teacher's strategies section, which has to do with what participants felt had helped them the most when trying to understand contents and instructions in English. The second theme is the English language skills section, which describes how participants felt regarding the development of language skills during the treatment. The third theme is the Learning strategies section, which illustrates the methods participants developed in order to comprehend the L2-only lessons. Finally, the fourth theme is the First Language use section, which portrays the participants need of the teacher using their native language while in class.

5.1.1 Theme 1: Teacher's strategies

During the interview, the topic that emerged the most by the participants was the teacher’s strategies or material used during the lessons: body language, drawings, and pictures. It was pointed out that, in case it was difficult to comprehend full ideas, to pay

attention to what the teacher was performing facilitated the process. For example, participant B declared that: *"...and when you don't get it, the Miss moves a lot until you do"*. In the following extract it is remarked how relevant the mentioned strategies were for participants.

> Extract 1
>
> *Participant C: But you* [the teacher] *moved everywhere, you painted on the board and all so we could know the words, Miss.*
>
> *Teacher: Drawings, mimics, and pictures were important, then, for you to understand easily...*
>
> *Many participants: Yes! [others nod]*

Also, regarding specific vocabulary, other participants added that it was fun to try to guess the meaning of the words by observing the teachers' gestures or movements. When students were talking about their feelings concerning the English language before in comparison to their feelings after the L2-only instruction, participants reported that they did feel more capable after the treatment. One student commented that they may feel able to understand because of the teacher's body language. In the same line of thought, while doing listening tasks, the learners announced that it was easier for them to understand what it said when "looking at the teacher" (Extract 2). Actually, when the students were asked if drawings, gestures and pictures were important when trying to understand what the teacher was saying, all participants answered positively (Extract 1). Participants confirmed they needed these mentioned materials and strategies to comprehend content and explanations. Furthermore, Participant D mentioned that the use of colors guided him when developing writing tasks, others said that pictures guided them to recognized the meaning of words, and the drawings the teacher made while explaining were helpful, as well.

Extract 2

Teacher: Is it easier to read the word the teacher said or better just listening to it?

Participant K: When I saw you. [...]

Participant C: Yes, looking at you too.

5.1.2 Theme 2: English language skills

In relation to skills, participants revealed feeling more confident when listening to a word than reading it (Extract 3). One the one hand, learners felt more positive about the pronunciation of words, even when they may not know how to write it. Below, an extract of the focus group interview is provided as example.

Extract 3

Teacher: [...]How is it easier to comprehend words in English, listening or reading them?

Many participants: Listening to them! [...]

Participant B: But, Miss... obviously that listening... because you there... moving, and doing what the word meant... But when I see the book with a picture, I can understand, too.

Participant A: But, also, because the Miss said the words too many times, you can pronounce and understand them.

Participant B: Yes, but English is written differently as it is said.

Participant J: No, but... what Participant A says is that, obviously, you will know how to say a word because we have heard the Miss say it.

Participant A: Yes, you won't say' bus', you will say 'bas'.

On the other hand, concerning specifically listening skills, most of the participants reported that it was easier to understand words said by the teacher in comparison to audio-recording in tasks. As regards speaking skills, some students revealed that their willingness

to speak in English grew once they heard their teacher using L2-only instruction. As an example of this, an extract of the focus group interview is given below.

> Extract 4
>
> *Teacher:[...] How you think it helped to have L2-only lessons?*
>
> *Participant J: Hey!, Me! I asked you something in English!*
>
> *Participant F: Oh yes! I could do it too! Remember Miss?*
>
> *Teacher: Sure I remember. Participant A and B also asked me questions in English. I remember... So, to listen to the teacher made you feel eager to ask question in English too?*
>
> *Many participants: Yes*

However, there were some other students who felt ashamed and frustrated when trying to speak, Participant G expressed: *"I tried [to speak] but I couldn't... [because of] shame"*. This participant also mentioned that he was not sure about his vocabulary growth since he was not able to speak like the teacher, but he did think that he was more capable of understanding English better after the treatment, even though he said *"it is difficult"*.

5.1.3 Theme 3: Learning strategies

Another important theme that appeared in the interview was the development of learning strategies in the participants. Several participants declared to have asked for help from a classmate. Indeed, Participant E said he felt bored because he needed too much help from his classmates. Others felt fine about it and waited for their classmate to understand activities so they could explain the tasks to them in their L1.

Another strategy was the observation. Students felt the need for paying attention to pictures, drawings, and the teacher's body language in order to comprehend messages. For

example, Participant B stated *"...I see the book with a picture, I can understand"* (Extract 3)

The more learners had to infer meaning, the more conscious about keywords they were. As some participants pointed out, when instructions were given, they paid attention to the first word, since that meant the requested action in the task. For example, two participants mentioned that once they recognized the word 'write', they knew they were asked to create sentences related to some topics, as shown in extract 5 below.

> Extract 5
>
> *Teacher: How difficult is to understand instructions when they are not explained in Spanish?*
>
> *Participant A: Mm, for me it wasn't more difficult because always..., I always knew the first word. [...] For example if it says 'grait' (write), we have to write.*

5.1.4 Theme 4: First Language use

During the focus group interview, students emphasized the use of their first language in the classroom. First of all, they insisted on the idea of giving feedback in English was tedious, slow, and ambiguous. Some of them declared feeling positive about L2-only instruction but doubtful about receiving advice, corrections, and/or feedback in their L2. Participants explained that it was easy to recognize if they succeeded in the activities or not. However, when their performance was not satisfactory, students were not sure how they could improve since it was difficult to understand what the teacher was saying, sometimes. Additionally, Participant A expressed that feedback given in English

was too time-consuming in comparison with feedback given in Spanish. Below, in extract 6, these ideas are illustrated.

Extract 6

Participant H: For me it is easier if you use Spanish because [...] *It is easier for me to understand.*

Participant I: I:: think that in Spanish better Miss, because [...] *we don't need to over think and guess. Sometimes I thought I got it, but in the end I had it wrong again!.*

Teacher: Hence, it was more complicated to understand your own mistakes when the teacher explained them in English?

Many participants: Yes.

Participant A: it happens Miss... it was too slow [...]*in English it took too much time.*

Participant D: Yes, It happened to me as well.

Participant J: For me it was fun to try to guess what you said. I liked it Miss [Thumb up].

Also related to the use of participants' L1 in the lesson, 'tenderness', as the present researcher decided to call it, was the last coded aspect. According to the Oxford dictionary, tenderness is defined as "the quality of being kind, gentle, and loving". In relation to this concept, students expressed the necessity of having not content-related conversations or small talks in between the lessons. They did not feel comfortable when talking about a private topic with the teacher responding in English, as shown in the following extract.

Extract 7

Participants B: You always tell funny stories. But now... we only did the lesson.

Participant F: Yes! Do you remember that I told you [...] *that my sister was giving birth my niece? But* [you] *asked me back in English! [many participants laugh]*

Teacher: Ah! So, you think it was needed some jokes in between, stories and so on... to talk about other things, more private things with the teacher?

Many participants: Sure!

Participant B: Yes!, when we answer correctly, you always say many things like wow!, and make jokes, but now all it was "well done and give me five".

Participant G: "Very good" [some participants laugh]

Likewise, students felt L2-only lessons were monotonous because of the lack of not content-related conversations with the teacher (extract 7). They expressed the necessity of having small talks in between the lessons. They did not feel comfortable when talking about a private topic with the teacher responding in English. In the same line of thought, participants considered feedback given in English as cold and unkind. Participant B added that feedback in Spanish were warmer than the ones delivered in English.

6. GENERAL DISCUSSION: RESEARCH QUESTIONS

In this chapter, quantitative and qualitative results are joined and discussed in order to answer the research questions of this study. The subsections below describe each research question with their corresponding answers based on the data reported in chapters four and five. Along with the analysis, results are linked to the literature previously discussed in chapter two.

6.1 Research question 1: What is the impact of an L2-only approach on the self-efficacy of these learners?

Considering quantitative data results and the main themes that appeared in the focus group, there are several elements related to English self-efficacy that have been influenced by the L2-only approach. Taking into account that the participants belong to a socially vulnerable school, the first impact of an L2-only approach recognized on these learners' English self-efficacy is the need of the L1 during the lessons. On the one hand, as explained in the literature review chapter, Bandura (1994) reported that one of the sources to strengthen people's self-efficacy beliefs is social persuasion. Hence, people, who are usually told that they are capable, are going to have boosted their perceived self-efficacy, leading them to try hard enough to succeed. On the other hand, Leeming (2017) explained that the higher the level of familiarity learners have in the classroom, the higher their self-efficacy perceptions towards English language learning.

On one side, the experimental group only received feedback, corrections, and encouragement in the L2. Consequently, participants from this group expressed that feedback delivered in L2 was confusing and tedious for them, along with the way the

teacher congratulated them (extract 6). Indeed, while talking about congratulations in the interview, one participant said *"very good"* caricaturing the way the teacher used to say it, showing that using L2 for encouragement was not as meaningful for them as using their L1. Following the same line of thought, the fact that students were not able to share personal experiences vastly with the teacher, also affected their level of familiarity inside the classroom.

On the other side, during the treatment, the control group was continuously encouraged to do well through their first language most of the time. Only short and immediate feedback was given in L2, but deeper and more complete corrections were delivered in Spanish. This group did have the opportunity to talk about diverse topics in the lessons with the teacher using their L1. Thus, the level of familiarity the control group had during the lessons, and meaningful encouragement helped these participants' self-efficacy beliefs grow more than the experimental group's (figure 1).

When analysing the interactions between both groups in relation to each skill (table 8), it is easily noticeable that in the reading skill is where the most significant interaction occurs. The fact that the control group's reading self-efficacy remarkably increased in comparison to the experimental group's, is closely attached to Zhao and Macaro's findings in 2014. As described in chapter 2, these authors discussed how L1 and L2 explanations impact in vocabulary learning during reading classes. Results showed that students who received explanations in L1 obtained higher results than students who were delivered explanations in L2. On that account, the control group was provided with more straightforward explanations, not only for specific vocabulary but also about more complex

ideas. On the contrary, the experimental group received explanations in L2 only which, as illustrated above, were considered trickier and not closely related to learners.

Another important interaction among groups (table 4) has to do with writing skills. According to Scott and De la Fuente (2008), L2 learners rely on their translation in L1 to perform tasks. Taking into consideration the fact that L2-only group perceived explanation of vocabulary as ambiguous and complex, it is possible to state that they do not feel totally capable of performing written tasks. On the contrary, as the control group acknowledges the exact meaning of words, its participants feel able to complete written tasks.

Regarding reading skills, Mills, Pajares, and Herro (2006) investigated the relationship between self-efficacy and foreign language proficiency in reading and listening skills. Results showed that learners' self-efficacy perceptions towards reading skills were closely related to their reading proficiency. On the whole, as participants from the experimental group felt that understanding written sentences was complicating without related pictures, their sense of reading self-efficacy did not grow as much as the control group's. On the contrary, the control group received enough explanation and direct translation of word meanings. Therefore, to understand written texts was not as difficult for them as for the experimental group. Hence, their level of reading self-efficacy got significantly higher after the treatment.

The fact that group interactions in listening and speaking skills are not as substantial as in reading and writing skills is clearly disclosed. One of the findings conveyed in the focus group interview analysis was the development of student strategies. Participants expressed that observing the teacher’s body language was essential when trying to

understand listening tasks or explanations (extract 1). Also, it was reported that this strategy was helpful when figuring general ideas out and, when the participants asked questions to the teacher in English, they used their body language to clarify the message. Hence, as students from the experimental group felt efficient in these aspects, both groups' listening and speaking self-efficacy beliefs are not excessively distinctive (table 4).

6.2 Research question 2: What are the perceptions of these learners regarding the L2-only approach?

Based on the descriptions of the lessons in the methodology chapter (3.4.4), students' willingness to participate in L2-only lessons was relatively high. In addition, learners declared in the interviews that L2-only instruction was more demanding in terms of concentration and deductive skills. However, even when it was considered exhausting, learners' enthusiasm did not fall across the treatment, in general. Moreover, the level of English self-efficacy in participants from the experimental group grew from 3.84 to 3.94, as shown above (table 3).

In the focus group interview, it was perceived that the constant guessing of meaning was entertaining for some participants. They were eager to infer and connect ideas. Naturally, the participants started to develop certain strategies in order to comprehend messages and content (see 3.1.3). This explains the fact that listening self-efficacy had an important increment after the treatment (figure 3), most participants felt capable of understanding the teacher. For example, a number of participants were focused on keywords to understand instructions; others observed how the teacher moved to interpret meanings; occasionally, participants associated drawings or pictures to generate an idea;

and also, they asked their classmates to explain instructions or unit contents in their L1. Some participants felt eager to speak in English as they listened to the teacher (extract 4), as their messages were clear for the teacher, results from the post-treatment QESE showed that learners' speaking self-efficacy beliefs strengthen after the treatment (figure 3).

Due to the constant requests to deduce concepts, speculate meanings, and build ideas; many learners determined the L2-only approach was too demanding, as well. There were some participants that considered too difficult to understand L2-only lessons by themselves, so they frequently asked their classmates for help. However, a few of them felt discouraged about their need for a constant assistant. Furthermore, when the teacher commented and evaluated responses that needed improvement, many participants claimed to feel uncertain about what the teacher was delivering. Indeed, sometimes students thought they had understood the instructions for writing assignments and when showing the activity to the teacher, they discovered they had done it all wrong. These results are related to Bressoux, Joët and Usher's (2011) findings. These authors explained that self-regulated learning beliefs are closely related to self-efficacy beliefs. As the participants from the experimental group considered writing and reading activities, specifically, too demanding, their level of self-efficacy in these skills did not grow significantly (figure 3).

Learners expressed they felt frustrated when trying to communicate personal matters to the teacher because she asked back in English only. Therefore, considering what has been described above, it is possible to affirm that participants, who belong to the experimental group, perceived the L2-only instruction as entertaining, demanding, and frustrating.

7. CONCLUSION

This research aims to investigate Chilean 6th-grade students' self-efficacy beliefs in EFL classes through L2-only instruction. A semi-experimental mixed-method research design was applied to obtain relevant data in this study. The quantitative instrument selected is an adapted version of the "Questionnaire of English Self-Efficacy" (QESE) designed by Wang (2004). This adapted version was applied to 58 participants (29 from the control group and 29 from the experimental group). The QESE was employed before and after the treatment. The qualitative instrument used was a focus group interview developed by the researcher based on the QESE most relevant results. After having conducted the post-treatment QESE, 12 students from the experimental group were randomly chosen. The aim of the focus group was to explore more in-depth in participants perceptions of L2-only instruction and its relationship with their self-efficacy beliefs.

The results of the study revealed self-efficacy beliefs in both groups increased. However, the experimental group's sense of self-efficacy grew significantly less than the control group's. In particular, the skills in which the most significant interactions occurred were writing and reading skills. This phenomenon, as noted above, complements Zhao and Macaro’s (2014) findings. Results showed that students who received explanations in L1 obtained higher results in vocabulary tests than students who were delivered explanations in L2. Furthermore, Bandura (1994) expresses that self-efficacy beliefs are developed by a number of sources. One of these sources is called mastery experiences. In order words, the higher the level of success a person has in accomplishing a task, the higher the level of self-efficacy this person will develop in relation to this task. Even though participants of this study did not receive graded results respecting their level of achievement during the

treatment, the complexity of lesson activities may have influenced in students' perception of writing and reading self-efficacy. Indeed, students mentioned in the focus group interview that to recognize their mistakes and improve them was problematic since they were not certain about what the teacher was expressing.

Paul Joyce (2015) confirms that when L2 vocabulary is assessed through an L1 translation, test scores are significantly higher than when it is evaluated by means of an L2 definition. Hence, the participants' assurance regarding word meaning in Spanish may have also influenced in the development of their writing and reading skills. Alternatively stated, to receive vocabulary explanations in their L1 foster control group's self-efficacy perceptions more than L2-only instruction in the experimental group.

Qualitative results acknowledged four main elements related to the development of English self-efficacy in L2-only lessons: teacher strategies, skills, students strategies, and the need for L1. Based on the focus group findings, participants' necessity of conversing with the teacher in their first language influenced in their sense of familiarity inside the classroom. Leeming (2017) describes that the higher the level of familiarity learners have in the classroom, the higher their self-efficacy perceptions towards English language learning. Consequently, this acknowledges general quantitative results: experimental group's self-efficacy beliefs grew less than control group's.

7.1 Implications for pedagogy

As it is demonstrated in the literature review section, the self-efficacy perception is a key aspect that influences Foreign Language Learning. Furthermore, the approach the teacher uses to teach an FL affects learners self-efficacy beliefs towards the language. For this reason, the present study has contributed, with empirical data, to the field in relation to

the impact L2-only instruction may have on learners' self-efficacy perceptions in a vulnerable Chilean context. Following the same line of thought, and as it is explained in the literature review section, the context in which learning is taking place is an important feature when evaluating the methodology or approach through which the foreign language will be taught. However, not only the teaching method must be considered but also the amount of the L2 during the lesson. When analysing how, when and why the L2 is used, there are many factors that need to be considered. Literature provides a number of situations when explanations in learners' L1 are more meaningful than when these are given in the L2 (see chapter 2). It is important to consider the strategies and materials that will be helpful for students to recognize meanings and comprehend content related topics. Likewise, the use of the L2 has to be especially formulated when giving meaningful feedback to the learners, for them to understand and try again in contrast of feeling frustrated and quit. As it has been explained before, the climate of the lesson may change according to the language that is being used. Learners' English self-efficacy is also influenced by the familiarity felt in the classroom (Leeming, 2017) and this closeness is strongly influenced by the language in which the teacher communicates (extract 7).

7.2 Limitations

At the beginning of this study, the idea was to interview six students, from group 1 and 2, whose self-efficacy beliefs in the second questionnaire were significantly higher or lower than in the first. However, as Chile had been going through a massive political and social crisis, there had been a variety of social issues that had affected this part of the research. As street security in the area was weak, parents had decided not to send children to school. Right after finishing the intervention and taking the second self-efficacy test, the

social crisis began and the lessons were conducted with half of the students or less. The participants who were going to be interviewed did not come to class the days that it was possible to do the interview. Also, because of the problematic taking place all along the country, it was decided by the authorities of the area to shorten the school year. Consequently, interviews were changed for a focus group which integrated 12 students of group 1 at once.

It can be considered as limitation the fact that not all the participants were present in all six lessons of the treatment. As some modules were early in the morning, there were a few students who did not arrive on time to the class or were absent the whole day. Even though most of these students completed the assignments at home, they were not exposed to the L2-only instruction six full lessons.

Another limitation of the present study is the lack of qualitative data from the control group. There may have appeared other aspects that influence English self-efficacy that have not been considered in the present research. These aspects may include concrete in-context explanations of their important self-efficacy beliefs growth from QESE 1 to QESE 2.

7.3 Recommendations for future research

Considering the limitations of this research and the literature review discussed above, it is strongly recommended to conduct a study which not only relates self-efficacy beliefs with L2-only perceptions, but also concerns the impact of this approach in participants' level of English proficiency in all four language skills (reading, writing, speaking, and listening). Furthermore, how graded feedback may influence in participants' self-efficacy perception during and/or after the treatment. Also, it is advisable for further

research, to consider the time treatment will take. Results may be considerably different if participants are exposed to L2-only instruction for a longer period of time.

REFERENCES

Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior (*Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).

Barahona, M. (2015). English Language Teacher Education in Chile: A Cultural Historical Activity Theory Perspective. Abingdon: Routledge.

Bong, M., Cho, C., Ahn, H. S., & Kim, H. J. (2012). Comparison of Self-Beliefs for Predicting Student Motivation and Achievement. *The Journal of Educational Research,* 105(5), 336–352. https://doi.org/10.1080/00220671.2011.627401

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*, 15(1), 1–40.

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, *1*(3), 185-216. http://dx.doi.org/ 10.1177/135910457000100301

Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43, 485-499. doi:10.1002/tea.20131

Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.

Brown, L. J., Malouff, J. M., & Schutte, N. S., (2005). The effectiveness of self-efficacy intervention for helping adolescents cope with sport competition loss. *Journal of Sports Behavior*, 28(2), 136-150.

Cambridge English. (n.d.). Retrieved November 16, 2019, from https://www.cambridgeenglish.org/exams-and-tests/starters/.

Clément, R., Baker S. C., and Maclntyre P. D. (2003). 'Willingness to communicate in a second language: The effects of context, norms, and vitality. *Journal of Language and Social Psychology* 2212: 190-209.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). New York, NY: Pearson.

Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57, 402– 423.

Glas, K. (200 8). El inglés abre puertas. . . ¿a qué? Análisis del discurso sobre la enseñanza del inglés en Chile, 2003–2006. *Revista Educación y Pedagogía, 20*(51), 11–122.

Hampton, N. Z., & Mason, E. (2003). Learning disabilities, gender, sources of self-efficacy, self-efficacy beliefs, and academic achievement in high school students. *Journal of School Psychology*, 41, 101-112. doi:10.1016/S0022-4405(03)00028-l

Jan, C.-W., Li, B.-J., & Lin, C.-C. (2014). The use of the mother tongue in Saudi EFL classrooms. *Journal of China University of Science and Technology*, 58, 95–102. https://doi.org/http://dx.doi.org/10.19030/jier.v7i4.6055

Johnson, M., Pajares F., Usher E. (2007). Sources of writing self-efficacy beliefs on elementary, middle, and high school students. *Research in the Teaching of English*, Vol. 42, No 1, 104-120. National Council of Teachers of English.

Joyce, P. (2015) L2 vocabulary learning and testing: the use of L1 translation versus L2 definition, *The Language Learning Journal*, Doi: 10.1080/09571736.2015.1028088

Judge, T. A., Shaw, J. C., Jackson, C. L., Scott, B. A., & Rich, B. L. (2007). Self-Efficacy and Work-Related Performance: The Integral Role of Individual Differences. *Journal of Applied Psychology*, 92, 107-127. doi:10.1037/0021-9010.92.1.107

Kim, J., Kim, H. O., & Lee, M. (2019). Academic Achievement of Nursing College Students according to Academic Self-efficacy: The Mediating Effect of Major Satisfaction. *Child Health Nursing Research*, 25(2), 205-213. doi:10.4094/chnr.2019.25.2.205

Kim, D. H., Wang, C., Ahn, H.S., Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*, 38, 136–142.

Klassen, R. M., & Usher, E. L. (2010). Self-efficacy in educational settings: Recent research and emerging directions. In T. C. Urdan & S. A. Karabenick (Eds.), Advances in motivation and achievement: Vol. 16A. The decade ahead: Theoretical perspectives on motivation and achievement (pp. 1-33). Bingley, UK: Emerald. doi:10.1108/S0749-7423(2010)000016 A004

Krueger, R. A, Casey. (2000). Focus Groups: A practical Guide for Applied Research, 3rd edition. Thousand Oaks, CA: Sage Publications

Leeming, P. (2017). A longitudinal investigation into English speaking self-efficacy in Japanese language classroom. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(12), 1-18. doi:10.1186/s40862-017-0035-x

Lent,R.W., Lopez,F.G., & Bieschke,K.J.(1991). Mathematics self-efficacy: Sources and relation to science-based career choice. *Journal of Counseling Psychology*, 38, 42A- 430.

Lightbown, P. M., & Spada, N. (2013). How Languages are Learned (4th ed.). Oxford Handbooks for Language Teachers.

Marsh, H. W. (2007). Self-concept theory, measurement and research into practice: The role of self-concept in educational psychology. Leicester: *British Psychological Society*

Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective. Beyond seductive pleasure and unidimensional perspectives. *Perspectives on Psychological Science*, 1, 133–163. doi: 10.1111/j.1745- 6916.2006.00010.x

Masgoret, A. M. and Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning* 53/l : 123 -63.

Matear, A. (2008). English language learning and education policy in Chile: Can English really open doors for all? *Asia Pacific Journal of Education, 28*(2), 131–47. doi: 10.1080/02188790802036679.

Mcdaniel, R., & Ruiz, J. D. (2019, March 25). Teaching in the L2 at the Novice Level: Guidelines for Foreign Languages Teaching Assistants. Retrieved May 24, 2019, from https://cft.vanderbilt.edu/2019/03/teaching-in-the-l2-at-the-novice-level-guidelines-for-foreign-languages-teaching-assistants/

Meera, K., & Jumana, M. (2015). Self-Efficacy and Academic Performance in English. *Research in Pedagogy*, 5(2). doi:10.17810/2015.13

Mercer, S. (2008). Learner self-beliefs. *ELT Journal,* 62(2), 182–183.

Mills, N. (2014). Self-efficacy in second language acquisition. *Multiple perspectives on the self in SLA*, 6-22.

Mills, N., Pajares, F., & Herron, C. (2006). A revaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, 39(2), 276–295.

Moore, P. J. (2013). An emergent perspective on the use of the first language in the English- as-a-foreign-language classroom. *The Modern Language Journal*, 97(1), 239-253

Moreno, R., & Kilpatrick, J. (2018). Student perceptions of self-efficacy in the foreign language classroom: A design-based research study. *Educational Design Research,* 2(1), 11th ser.

Norton, B. and Toohey K. (2001). 'Changing perspectives on good language learners.' *TESOL Quarterly* 35/2: 307-22.

Pajares, F., Johnson, M. J., & Usher, E. L. (2007). Sources of writing self-efficacy beliefs of elementary, middle, and high school students. *Research in the Teaching of English*, 42, 104-120

Pajares, F., Urdan, T., & Bandura, A. (2006). Chapter 14: Guides for Constructing Self-efficacy Scales. In Self-Efficacy Belief of Adolescents (pp. 307-337). Greenwich, Connecticut: Information Age Publishing.

Pan, Y., & Pan, Y. (2010). The use of L1 in the foreign language classroom. *Colombian Applied Linguistics Journal*, 12(2), 87–96.

Parker, P. D., Marsh, H. W., Ciarrochi, J., Marshall, S., & Abduljabbar, A. S. (2014). Juxtaposing math self-efficacy and self-concept as predictors of long-term achievement outcomes. *Educational Psychology*, 34(1), 29–48. https://doi.org/10.1080/01443410.2013.797339

Ranta, L. 2002. 'The role of learners' language analytic ability in the communicative classroom' in P.Robinson: Individual Differences and Instructed Language Learning. Amsterdam: John Benjamins. pp. 159-80.

Raoof, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in second/foreign language learning contexts. *English Language Teaching*, 5(11), 60-73.

Scrivener, J. (2005). Learning Teaching (2nd ed.). Macmillan Books for Teachers.

Scott V. M., Da La Fuente M. J., (2008) What's the Problem? L2 Learners' Use of the L1 During Consciousness-Raising, Form-Focused Tasks. *Modern Language Journal.* Doi: 10.1111/j.1540-4781.2008.00689.x. 100-113

Thompson, G., Aizawa, I., Curle, S. & Rose, H. (2019). Exploring the role of self-efficacy beliefs and learner success in English Medium Instruction. *International Journal of Bilingual Education and Bilingualism,* DOI: 10.1080/13670050.2019.1651819

Usher, E. L., & Pajares, F. (2008b). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78, 751-796. doi:10.3102/0034654308321456

Wang, C. (2004). Self-regulated leaning strategies and self-efficacy beliefs of children learning English as a second language (Doctoral dissertation). Retrieved from http://www.ohiolink.edu/etd/.

Wang, C., Kim, D. -H., Bai, R., & Hu, J. (2014). Psychometric properties of a self-efficacy scale for English language learners in China. *System*, 44, 24–33.

Wang, C., Kim, D.-H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea. *International Journal of Education Research*, 59, 24–34. Retrieved from https://doi.org/10.1016/j.ijer.2013.02.004

Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). Self-Efficacy and Self-Regulated Learning Strategies for English Language Learners: Comparison between Chinese and German College Students . *Journal of Educational and Developmental Psychology*, 3, 173–191. doi:10.5539/jedp.v3n1p173

Wang, C., Wang. L., & Li, Y. (2007, March*).* Chinese secondary school self-regulated learners of English. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) Convention, Seattle, WA.

Yuen Yi Lo (2014). How much L1 is too much? Teachers' language use in response to students' abilities and classroom interaction in Content and Language Integrated Learning. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2014.988112

Zabihi, R. (2018). The role of cognitive and affective factors in measures of L2 writing. *Written Communication*, 35(1), 32-57.

Zhao, T., & Macaro, E. (2014). What works better for the learning of concrete and abstract words: teachers' L1 use or L2 only explanations?. *International Journal of Applied Linguistics*. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/ijal.12080/full.

APPENDIX A

QUESTIONNAIRE OF ENGLISH SELF-EFFICACY SCALE

(Wang, 2004)

Important: Read the following questions through carefully, and try to assess your English language competence as accurately as possible, regardless of whether you have ever had to perform the actions described or not. The questions have been conceived in order to measure your self-perceived capabilities. There are therefore no right or wrong answers. Please do not enter your name on the questionnaire. However, you should not forget your student registration number and you should answer all the questions.

1	2	3	4	5	6	7
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well.

1. Can you understand stories told in English?	**1 2 3 4 5 6 7**
2. Can you do homework/home assignments alone when they include reading English texts?	**1 2 3 4 5 6 7**
3. Can you understand American TV programs (in English)	**1 2 3 4 5 6 7**
4. Can you describe your university to other people in English?	**1 2 3 4 5 6 7**
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?	**1 2 3 4 5 6 7**
6. Can you describe the way to the university from the place where you live in English?	**1 2 3 4 5 6 7**
7. Can you write a text in English?	**1 2 3 4 5 6 7**
8. Can you tell a story in English?	**1 2 3 4 5 6 7**
9. Can you understand radio programs in English-speaking countries?	**1 2 3 4 5 6 7**
10. Can you understand English-language TV programs made in Korea?	**1 2 3 4 5 6 7**
11. Can you leave a note for another student in English?	**1 2 3 4 5 6 7**
12. Can you guess the meaning of unknown words when you are reading an English text?	**1 2 3 4 5 6 7**
13. Can you form new sentences from words you have just learnt?	**1 2 3 4 5 6 7**
14. Can you write e-mails in English?	**1 2 3 4 5 6 7**
15. Can you understand English dialogs (audio recordings) about everyday school matters?	**1 2 3 4 5 6 7**
16. Can you understand messages or news items in English on the internet?	**1 2 3 4 5 6 7**

17. Can you ask your teacher questions in English?	**1 2 3 4 5 6 7**
18. Can you produce English sentences with idiomatic phrases?	**1 2 3 4 5 6 7**
19. Can you introduce your teacher (to someone else) in English?	**1 2 3 4 5 6 7**
20. Can you discuss subjects of general interest with your fellow students (in English)?	**1 2 3 4 5 6 7**
21. Can you read short English narratives?	**1 2 3 4 5 6 7**
22. Can you understand English films without subtitles?	**1 2 3 4 5 6 7**
23. Can you answer your teacher's questions in English?	**1 2 3 4 5 6 7**
24. Can you understand English songs?	**1 2 3 4 5 6 7**
25. Can you read English-language newspapers?	**1 2 3 4 5 6 7**
26. Can you find out the meanings of new words using a monolingual dictionary?	**1 2 3 4 5 6 7**
27. Can you understand telephone numbers spoken in English?	**1 2 3 4 5 6 7**
28. Can you write diary entries in English?	**1 2 3 4 5 6 7**
29. Can you understand English articles on Korean culture?	**1 2 3 4 5 6 7**
30. Can you introduce yourself in English?	**1 2 3 4 5 6 7**
31. Can you write an essay in about two pages about your lecturer in English?	**1 2 3 4 5 6 7**
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	**1 2 3 4 5 6 7**

APPENDIX B

QUESTIONNAIRE OF ENGLISH SELF-EFFICACY

Adapted - Spanish version

Cuestionario de Autoeficacia.

Nombre y Apellido: _____

Curso: _____

Escala de Creencias de Autoeficacia

Instrucción: *Por favor lee atentamente las siguientes preguntas y realiza una evaluación de tu dominio actual del inglés. Usa la escala indicada abajo y marca con una **"X"** el casillero que represente con precisión lo que tú crees. Estas preguntas están diseñadas para medir tu juicio sobre tus capacidades, por lo que no hay respuestas correctas o incorrectas. Si no entiendes algún enunciado, no dudes en levantar la mano y consultar a la profesora.*

Escala de Valoración

Soy totalmente incapaz de hacer esto	No puedo hacer esto	No creo que pueda hacer esto sin ayuda	Quizás puedo hacer esto	Puedo hacer esto de forma básica	Puedo hacer esto de forma más completa	Puedo hacer esto muy bien
1	***2***	***3***	***4***	***5***	***6***	***7***

Preguntas	**Respuestas**						
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. Puedo leer y comprender textos seleccionados por la profesora.							
2. Puedo realizar una actividad que incluye escuchar grabaciones en inglés.							
3. Puedo crear y escribir oraciones en inglés cuando la profesora me lo pide.							
4. Puedo responder en inglés las preguntas que realiza la profesora en clases.							
5. Puedo realizar una tarea que incluye leer un texto en Inglés.							
6. Puedo hacer preguntas en inglés a mi profesora.							
7. Puedo entender palabras desconocidas al leer en inglés por el contexto.							
8. Puedo presentarme en inglés en una conversación.							

9. Puedo entender las preguntas que la profesora realiza en inglés en clases.							
10. Puedo entender una canción en inglés cuando leo la letra.							
11. Puedo contar una historia corta en inglés.							
12. Puedo indicar como llegar al colegio por escrito en inglés.							
13. Puedo crear y decir oraciones en inglés cuando la profesora me lo pide.							
14. Puedo escribir oraciones con palabras recién aprendidas.							
15. Puedo entender películas en inglés sin subtítulos.							
16. Puedo presentarme por escrito en inglés.							
17. Puedo entender las instrucciones de una actividad cuando la profesora las explica en inglés.							
18. Puedo entender las instrucciones escritas en inglés.							
19. Puedo entender palabras desconocidas que escucho en inglés por el contexto.							
20. Puedo entender canciones que escucho en inglés.							
21. Puedo decir oraciones con palabras recién aprendidas.							

APPENDIX C

FOCUS GROUP INTERVIEW PROTOCOL

English version

Semi-structured protocol interview

I. Objective: The aim of this interview is to recognize and understand participants' opinions and perceptions regarding L2-only instructions lessons. Along with this, it is expected to information related to how this methodology may affect participants self-efficacy beliefs. All gathered information will be strictly used for pedagogical purposes and it is confidential.

II. Instructions: In a semi-circle, participants will listen to the questions the teacher asks. Participants will raise one hand to answer. They will wait in silence for their turns. Participants must answer honestly, expressing their feelings, ideas, and thoughts about the treatment.

III. Questions:

a. How complicating is it to understand instructions when they are explained in English only?

b. Which kind of task is easier for you to do when the teacher does not help you in Spanish?

c. What are you focused on when the teacher speaks in English?

d. Which aspects, you think, have been foster with L2-onl instruction?

e. Which aspects of your English level, you think, have not improved ?

f. Is it easier to recognize words in context by reading or listening?

g. Do you feel you have learnt more English vocabulary?

APPENDIX D

FOCUS GROUP INTERVIEW PROTOCOL

Spanish version

Protocolo de entrevista semi-estructurada.

I. Propósito: El objetivo de esta entrevista es reconocer las opiniones y entender en profundidad las percepciones de los participantes respecto a las clases realizadas por la profesora utilizando solo Inglés. Junto a esto, se espera obtener información relacionada a como esta metodología pudo afectar a las creencias de auto eficacia de los participantes. Toda la información entregada será usada estrictamente para fines educativos y se mantendrá de manera confidencial.

II. Instrucciones: Sentados en un semi circulo, los participantes escucharán atentamente las preguntas que la profesora realice. Para responder levantarán su mano y en silencio esperarán su turno para hablar. Los participantes deben responder con sinceridad expresando sus sentimientos, ideas o recuerdos que tengan respecto al tratamiento.

III. Preguntas.

a. ¿Qué tan complicado es entender instrucciones cuando no se explican en español?

b. ¿Qué cosas son más fáciles de hacer la profesora no te puede ayudar en español?

c. ¿En qué te enfocas para entender a la profesora cuando ella habla en inglés?

d. ¿Cómo crees que te ha ayudado escuchar a la profesora hablar solo en inglés?

e. ¿Qué cosas sientes que no han mejorado en tu nivel de inglés?

f. ¿Es más fácil adivinar el significado de las palabras por contexto al leerlas o escucharlas?

g. ¿Sientes haber aprendido más vocabulario en inglés?

APPENDIX E

FOCUS GROUP INTERVIEW TRANSCRIPT

English version

Teacher: Well, we are going to start here. So... I am recording now. Remember, you have to raise your hand to talk, we have to respect everybody's turns. Girls and boys, please be honest about your feelings and opinions in the last weeks. Any opinion, thoughts, ideas, given respectfully, are valid, and so very important. OK? [some participants nod] OK. any doubt? [silence][some participants shake their heads] Very well, So how difficult is to understand instructions when they are not explained in Spanish?

Participant A: Mm::, for me it wasn't more difficult because always..., I always knew the first word.

Teacher: May you give an example?

Participant A: [silence] Fo::r example if it says *grait* (write), we have to write, as usual. What comes after changes, but they are always ea::sy things.

Participant B: Yes, that's true... and when you do::n't know, the Miss moves a lot so you can understand the task.

Teacher: Thank you, What do you think participant C?

Participant C: Mm::, I... me..., for me, it was kind of difficult...

Teacher: it wasn't too difficult, but it wasn't too easy either?

Participant C: Exactly.

Teacher: Why do you think that? What was more difficult to do than before?

Participant C: Eh::, [silence] It happens before... when you explained in Spanish, I:: listened to you and... I was able to do... I don't know... whatever we had to do. Bu::t now, you explaining in English only... shu:: I had to listen, observe and guess, and pay attention when you repeated.... So it wasn't easier, see?, but I could understand at the end.

Participant D: I waited until Participant C could tell me what we had to do, because I tried and I couldn't understand anything [some participants laugh].

Teacher: Thanks a lot guys. What about you Participant E? Was it difficult to understand instructions in English only?

Participants E: Ye::s..., I felt very stupid [many participants nod]

Teacher: But, I remember you were enthusiastic, actually you worked very well at the beginning.

Participant E: Mm. It's... ah::.

Teacher: Anything you could say, it is important.

Participant E: Mm:: ok... you know Miss? Ok, fine I tried... at the beginning, like cool. I payed attention to you and all... like the first class, the first class you di::d in English only and no Spanish.

Teacher: And then...?

Participant E: And the::n... but in the moment... I felt bad because I asked things and you said the same thing I couldn't understand, and you moved and... in the end... I had to ask to someone else. It the end... I felt worse continuously asking my classmates.

Teacher: So... as you felt you needed too much help from your classmates made you feel bored?

Participant E: That is it.

Teacher: OK. Thanks a lot. That's very interesting. What do you think, Participant F? Was it too difficult to understand instructions in English only?

Participant F: Nah::, I don't know, I always... I guessed what you wanted to say, so the thing was to be focused.

Participant D: You know? I remember... Whe::n you..., when you did those examples on the board using colors..., so I remember that we had to organize things, we had to follow the colors almost always. That was very helpful.

Teacher: Thank you, Participant D! Very interesting what you've shared, truly. So now, we are going to ask, the ones that haven't talked yet, to share their opinions to get to know different ideas. OK?, Fine... Let's think, Which kind of task is more difficult to do when the teacher doesn't explain it in Spanish? Participant G?

Participant G: Eh::, [silence] I don't know Miss.

Teacher: Mm:: For example, when we did the writing activity about means of transports features. Do you think it could have been easier to do if the teacher could have helped you in Spanish?

Participant G: Yes.

Teacher: Was it kind of difficult or very difficult for you?

Participant G: Mm::, so so.

Teacher: Why wasn't it too difficult according to you?

Participant G: Eh::, because... We had seen it before?

Teacher: You have the answer. think and remember what helped you to do the task.

Participant G: Eh::... we did... we had done it... the characteristics of cars and airplanes, it was written.

Teacher: Oh, OK. So, having the contents in your notebook helped you? [Participant G nods] Ahá, OK, Mm:: What about the listening activity?

Participant G: That the...! Participant H: When the...!

Teacher: let's respect our turns, participant H raised his hand.

Participant H: When you repeated the recording I understood faster.

Teacher: So, in that task, Was it difficult to understand the instructions for you? [Points at Participant G]

Participant G: Eh::, I don't remember, it's... after, I could ask someone else.

Teacher: In relation to corrections, when the teacher pointed out that something was wrong and you had to corrected it, but she used only English, What happened to you then?

Participant H: For me it is easier if you use Spanish because I understand better. It is easier for me to understand.

Participant I: I:: think that in spanish better Miss, because::, because::... we don't need to over think and guess. Sometimes I thought I got it, but in the end I had it wrong again!.

Teacher: Hence, it was more complicated to understand your own mistakes when the teacher explained them in English?

Many participants: Ye::s.

Participant A: it happens Miss... it was too slow. When I asked something, you said yes because... I don't know... something, bu::t in English... It took too much time.

Participant D: Yes, It happened to me as well.

Participant J: For me it was fun to try to guess what you said. I liked it Miss [Thumb up].

Teacher: Tha::nk you. Ok, so, What were you focused on in order to understand the teacher? Participant J?

Participant J: In the words I knew, like *grite* (write) that someone said before.

Teacher: What if you didn't know the words?

Participants J: Mm::, we figured it out, you moved and some of us guessed.

Teacher: Ah, OK. What did you do, Participant K, when you weren't able to understand what the teacher said?

Participant K: Eh::..., nothing.

Teacher: How did you do the tasks, then?

Participant K: [silence]

Teacher: Or you didn't?

Participant K: I didn't do the activities [some participants laugh]

Teacher: Who preferred not to do the activities because it was too difficult to understand the teacher?

Participant G: I did. But I sometimes did tasks.

Teacher: Why did you do some and not all activities?

Participant G: Mm::, I did the ones that were fun.

Teacher: Did you feel these lessons were too different than the ones before? Participant L?

Participant L: MM:: these we::re... excuse me Miss, but these lessons were bored [many participants laugh]

Teacher: [laughs] In what sense these lessons were bored?

Participants B: You always tell funny stories. But now... I only did the lesson.

Participant F: Yes! Do you remember that I told you... I told you:: that my sister was giving birth my... my niece? But asked me back in English! [many participants laugh]

Teacher: Ah! So, you think it was needed some jokes in between, stories and so on... to talk about other things, more private things with the teacher?

Many participants: Ye::s.

Many participants: Su::re!

Participant B: Yes!, when we answer correctly, you always say many things like wow!, and make jokes, but now all it was "well done".

Participant G: "Veery goo::d" [some participants laugh]

Teacher: And in which aspects, do you think, were improved thanks to English only lessons? Participant K?

Participant K: [laughs] I don't know, Miss.

Participant J: I liked it a lot Miss, truly truth. And I put my dad's phone in English, but he didn't like it. [Many participant laugh]

Teacher: Well, but when you have your phone, you can put it in English.

Participant J: Yes.

Participant A: I liked it too, but, if we ask for help, it will be better if you give it in Spanish.

Teacher: Let me see if I understood, You liked English lessons, but you didn't like it when the teacher gave help in English.

Participant A: Yes, Miss. It is tiering.

Teacher: Any of you were surprised realising you knew more English than you thought you knew?

Participant J: Sure! I think I can play now with m brother. Those games in which he wears headphones and talks in English with other people, you know?

Teacher: Those role games in which you talk to other players? where you wear headphones with microphones, right?

Participant J: yes, those!. I think I am going to play LOL now, because I can understand them.

Teacher: Wow, very motivated!. Cool. Someone else? [silence] I am going to repeat the question. Did anyone feel that you could understand more than what you thought before?

[9 participants raise their hands]

Teacher: So, you are more capable than what you thought.

Participant C: But you moved everywhere, you painted on the board and all so we could know the words, Miss.

Teacher: Drawings, mimics, and pictures were important, then, for you to understand easily?

Many participants: Yes! [others nod]

Participant H: But if you didn't move.. how? [many participants laugh]

Teacher: Very well, very well. Ehm::..., This is interesting. Now, How is it easier to comprehend words in English, listening or reading them?

Many participants: Listening to them!

Teacher: OK, OK. Let's go one by one, Participant B?

Participant B: Bt, Miss... obviously that listening... because you there... moving, and doing what the word meant... But when I see the book with a picture, I can understand, also.

Participant A: But, also, because the Miss said the words too many times, you can pronounce and understand them.

Participant B: Yes, but English is written differently as it is said.

Participant J: No, but... what Participant A says is that, obviously, you will know how to say a word because we have heard the Miss say it.

Participant A: Yes, you won't say *bus*, you will say *bas*.

Participant B: When writing, you can got it wrong and write bas.

Participant A: But anyways... that doesn't change anything... if you understand when listening. That is the question, right Miss?

Teacher: The question is how can you understand words better, reading or listening. Both options are valid. Does someone else agree with the fact of listening words is easier to understand them? What do you think Participant F?

Participant F: Eh:: [laughs], It's... I don't know... It is easier for me to listen to you, but I don't know...

Teacher: Ahá..., OK, thank you. Participant K, Do you think it is easier to read or to listen to words in English?

Participant K: [silence]

Teacher: Is it easier to read the word the teacher said or to listen to it?

Participant K: When I saw you.

Teacher: Thank you!, What about you, Participant C?

Participant C: Yes, looking at you too.

Teacher: Mhm... thank you, very kind. And you Participant E, What is it easier? to understand when listening or reading English?

Participant E: when you say it.

Teacher: OK, thank you. In regards your learning. Do you think you know more English now?

Many participants: Ye::s

Teacher: OK. one by one. Let's see, Participant G, Do you think you know more vocabulary now?

Participant G: Eh:::, I don't know...

Teacher: Why?

Participant G: Because I can't speak like you do.

Teacher: Sure, It can be... but to know English is not only about speaking, It has to do with understanding too, Do you think you understand better when someone speak English?

Participant G: Ah, sure, it is difficult though.

Participant B: Yes, I feel I can, I know more now.

Participant L: If you draw it, I know [Many participants laugh]

Participant J: Nah::, I think I would be able to understand... If I focus [silence]

Teacher: Hence, L2- only instruction, How has it helped you? Participant C?

Participant C: Eh::, We know words better?

Teacher: Do you think you pronounce words better?

Participant C: Eh::, not all... but some yeah.

Teacher: Aha, OK.

Participant A: Miss, Why don't we listen to that recording that we didn't understand before, maybe we can now.

Teacher: Good idea!, We may be able to do it some other time. Now it is important to know what you think in relation to... to... how you think it helped to have L2-only lessons.

Participant J: Hey!, Me! I can asked you something in English!

Participant F: Oh yes! I could do it too! Remember Miss?

Teacher: Sure I remember. Participant A and B also asked me questions in English. I remember... So, To listen to the teacher made you feel eager to ask question in English too?

Many participants: Ye::s

Participant G: I tried, but I couldn't.

Teacher: Why?

Participant G: Eh:: shame...

Teacher: Oh, OK. Well, Does someone need to add something? Any thoughts, ideas, memories from the lessons you want to share?

[silence] [some shake their heads]

Teacher: No?, right... well, Thank you very much girls and boys for your cooperation, your honesty and respect when answering.

APPENDIX F

FOCUS GROUP INTERVIEW TRANSCRIPT

Spanish version

Profesora: Bien, vamos a comenzar, entonces. Esto::y grabando. Recuerden que deben levantar la mano para hablar, debemos respetar los turnos de nuestros compañeros. Y muy importante, chicos y chicas, deben ser sinceros con lo que hayan sentido durante las últimas clases que tuvimos. Cualquier opinión, pensamiento, idea, siempre que sea entregada con respeto, es válida y, por lo tanto, muy importante. ¿De acuerdo?[algunos participantes asienten con la cabeza] Bien, ¿Alguna consulta? [silencio] [algunos participantes niegan con la cabeza] Muy bien. Entonces, ¿Qué tan complicado es entender instrucciones cuando no se explican en español? ¿Más o menos complicado?

Participante A: Mm::, pa' mi no fue más difícil porque siempre..., siempre la primera palabra ya la sabía.

Profesora: ¿Puedes darme un ejemplo?

Participante A: [silencio]. Po::r ejemplo si dice *grait* [write], hay que escribir, como siempre poh. Lo que cambia e::s lo de después, pero siempre son cosas fá::ciles.

Participante B: Si, es verdad. Y cuando no:: sabí, la miss se mueve caleta pa' que cachí la tarea.

Profesora: Muchas gracias. ¿Qué piensas tú, participante C?

Participante C: Mmm::, Es que yo::..., es que pa' mí fue como a::, como a::, mm::, más o menos.

Profesora: ¿No tan difícil, pero tampoco muy fácil?

Participante C: Cla::ro

Profesora: ¿Por qué sientes eso? ¿Qué lo hizo más difícil que antes?

Participante C: Eh::... [silencio] Es que antes, cuando:: explicaba las tareas en español yo:: la escuchaba... y podía hace::r lo que... no sé... lo que había que hacer. Pero:: ahora que solo hablaba en inglés... *shu::* tenía que escucha::rla y mira::rla y adivinar y ponerle atenció::n cuando las repetí::a. Entonce::s no es má::s fácil poh, ¿Me entiende? Igua::l podía entenderle al final.

Participante D: Yo esperaba a que la participante C me la dijera, porque la veía y veía y no cachaba na'. [varios participantes ríen]

Profesora: Muchas gracias chicos, ¿Qué te pasó a ti, participante E? ¿Fue más difícil entender las instrucciones solo en inglés?

Participante E: Sí::. Me sentí terrible tonto. [varios participantes mueven sus cabeza afirmando]

Profesora: Pero yo recuerdo que tenías hartas ganas, y de hecho al principio trabajaste muy bien.

Participante E: Mm. Es que... ah::.

Profesora: Cualquier cosa que hayas sentido, es importante.

Participante E: Mm:: ya... ¿Sabe miss?, ya si yo igual lo intenté a::l principio, así bien:: bacán estaba con escucha::rla y todo... así la primera clase, la primera primera que hizo:: sin hablar nada nada de español.

Profesora: ¿Y después?

Participante E: Y despué:::s... Pero::...igual altiro... igual me dio lata porque yo le preguntaba y me decía lo mismo que yo no entendía poh, y se movía y:: al final igual:: tenía que preguntarle a alguien más. Al final:: me daba más lata estar preguntando a cada rato.

Profesora: ¿Entonces sentir que necesitabas mucha ayuda de tus compañeros te aburrió?

Participante E: Sí. Eso poh.

Profesora: Ok. Muchas gracias, super interesante. ¿Qué piensas tú, participante F? ¿Muy difícil entender las instrucciones solo en inglés?

Participante F: Nah::, no sé, es que siempre::..., adivinaba alguien lo que usted quería decir, entonces había que estar vío no más poh.

Participante D: ¿Sabe? que ahora me acordé... cua::ndo usted... cuando hacía los ejemplos en la pizarra ocupaba:: colores poh. Entonce::s me acuerdo que pa' la actividad de ordenar, había que seguir los colores casi siempre. Eso igual sirvió mucho Miss.

Profesora: ¡Muchas gracias, participante D! súper interesante lo que han compartido, de verdad. A si que ahora vamos a pedir a quienes no han conversado, que nos entreguen sus opiniones para conocer otras ideas más. ¿Bueno?. Entonces, ahora pensemos, ¿Qué cosas son más fáciles de hacer la profesora no te puede ayudar en español? ¿Participante G?

Participante G: Eh::, [silencio] No sé miss.

Profesora: Mm:: Por ejemplo, cuando hicimos la actividad de escribir las características de los medios de transporte, ¿Crees que hubiese sido más fácil para ti hacer la actividad si la profesora te hubiese explicado en español?

Participante G: Sí.

Profesora: ¿Fue más o menos difícil o muy difícil hacer esa actividad, para ti?

Participante G: Mm::, más o menos.

Profesora: ¿Porqué no fue tan difícil según tú?

Participante G: Eh::, ¿Porque ya lo habíamos visto?

Profesora: Tú tienes la respuesta a eso, recuerda y piensa qué te ayudó a hacer la tarea.

Participante G: Eh::... que lo hicimos... que lo habíamos visto... las características de los autos y aviones, estaba escrito.

Profesora: Ah ya, ¿Entonces tener los contenidos en tu cuaderno te ayudó? [Participante G asiente]

Ajá, O.K., Mm::...¿Qué tan difícil fue escribir las palabras que faltaban en la actividad del Listening?

Participante G: ¡Que las ...! -- **Participante H:** ¡Cuando las...!

Profesora: Respetemos turnos, participante H levantó la mano.

Participante H: Cuando las repetía sola usted yo sabía qué palabra era.

Participante G: ¡Sí!, cuando usted las decía se cachaba más rápido.

Profesora: Entonces, en esa actividad ¿Fue complicado entender las instrucciones para ti?[Señala a participante G]

Participante G: Eh:: no me acuerdo, es que después siempre podía::... podía preguntarle a alguien más.

Profesora: Y con respecto a cuando la profesora les dice que algo está mal y deben corregirlo, pero solo usa el inglés ¿Qué les pasó ahí?

Participante H: Pa'mi es más fácil si me dice qué está mal en español porque lo entiendo más. Es más fácil entenderlo pa' mi.

Participante I: Yo:: creo que en español profe, porque::, porque::... no tenís que complicarte la cabeza con saber si:: le achuntaste o:: no. A veces pensé que le entendía, pero:: al final tenía malo igual lo que había hecho.

Profesora: ¿Entonces era más complicado entender sus errores cuando les explicaba en inglés?

Varios participantes: Si::

Participante A: Es que mi::ss, era mu::y lento. Cuando uno le pregunta algo usted dice si porque:: ... no sé... algo... pero:: en inglés... nos demorábamos mucho.

Participante D: Sí. también me pasó.

Participante J: A mi igual me entretenía adivinarle lo que decía. A mí me gustó miss. [pulgar arriba]

Profesora: Gra::cias. Ya, entonces, ¿En qué se enfocaban para entender lo que decía la profesora? ¿Participante J?

Participante J: En palabras que me sabía, como:: *grite* [write] que dijeron endenante.

Profesora: ¿Y si no sabías las palabras?

Participante J: Mm:: Le achuntábamos poh, usted se movía y algunos adivinábamos.

Profesora: Ah, O.K. ¿Qué hacías tú, participante K, cuando no entendías lo que decía la profesora?

Participante K: Eh::... nada.

Profesora: ¿Cómo realizabas las actividades entonces?

Participante K: [Silencio]

Profesora: ¿O no las hacías?

Participante K: No, no las hice. [Varios participantes ríen]

Profesora: ¿Quién prefirió no hacer las actividades porque consideró muy difícil entender a la profesora?

Participante G: Yo, pero a veces si las hice.

Profesora: ¿Por qué crees tú qué hiciste algunas actividades y otras no?

Participante G: Mm::, hice las que eran entretenidas.

Profesora: ¿Sintieron que las clases que se hicieron en inglés eran muy distintas? ¿Participante L?

Participante L: Mm:: eran má::s... disculpe:: miss..., pero:: fueron má::s aburridas. [Varios participantes ríen].

Profesora: [Ríe] ¿En qué sentido eran más aburridas?

Participante B: Es que siempre cuenta cosas divertidas usted poh. Pe::ro ahora solo hacíamos la clase, y eso es más fome.

Participante F: ¡Sí! ¿Se acuerda que le conté... le conté:: que mi hermana estaba a punto de tener a::, a::, ...mi sobrina? ¡Pero usted me hacía preguntas en inglé::s poh! [varios participantes ríen]

Profesora: ¡Ah! ¿Entonces como que faltaba el chistecito entremedio de la clase, poder conversar tranquilos de algo un poco más personal con la profesora?

Varios participantes: Si::

Varios participantes: ¡Cla::ro!

Participante B: Si poh, si cuando uno:: responde::... la respuesta correcta, siempre como que dice varias cosas así ¡uh!, pero ahora era todo como "well done".

Participante G: "Very goo::d" [varios participantes ríen]

Profesora: ¿Y en qué cosas si les ha ayudado haber tenido las clases en inglés? ¿Participante K?

Participante K: [Ríe] No sé miss.

Participante J: A mi me gustó caleta miss... de verdad verdad. Y le puse el celu a mi papá en inglés pa' practicar, pero me retó [varios participantes rien].

Profesora: Bueno, pero cuando tu tengas tu celular, lo pones en inglés.

Participante J: Si::

Participante A: A mi también me gustó, pero si le pedimos ayuda, sería mejor si responde en español.

Profesora: Mm::, a ver si entendí... Te gustó la clase en inglés, ¿Pero no te acomodó que cuando necesitaras ayuda te respondiera en inglés?

Participante A: Es que sí poh miss, muy cansador.

Profesora: ¿Pero alguno de ustedes se llevó una sorpresa al darse cuenta que podía entender a la profesora hablando inglés más de lo que pensaban antes?

Participante J: ¡Sí:: poh!, yo creo que puedo jugar ahora como mi hermano, que habla inglés con otras personas, así ¿conoce esos?

Profesora: ¿Los juego de rol donde conversas con los otros jugadores? Donde usa::n los audífonos con micrófono, ¿O no?

Participante J: ¡Sí esos!, yo creo que voy a jugar LOL ahora porque los voy a entender.

Profesora: ¡Qué motivado!, genial. ¿Alguien más? [silencio] Voy a repetir la pregunta. ¿Quién se sorprendió al darse cuenta que le entendían más de lo que esperaban a la miss cuando hablaba solo inglés?

[9 participantes levantaron la mano]

Profesora: Entonces son má::s capaces de lo que ustedes mismos creían pues.

Participante C: Pero igual usted se movía pa'llá, pa'cá... y pintaba en la pizarra y todo pa' que supiéramos las palabras poh miss.

Profesora: Los dibujos, las mímicas y las imágenes ¿Fueron parte importa::nte entonces de que entendieran más fácilmente?

Varios participantes: ¡Sí::! [Otros asienten con la cabeza]

Participante H: Pero si no, ¿Cómo? [varios participantes ríen]

Profesora: Muy bien, muy bien. Ehm:: Esto está muy interesante. Ahora::, ¿Cómo es más fácil entender las palabras? ¿Cuando las leen o las escuchan?

Varios participantes: ¡Escuchándolas!

Profesora: O.K. O.K. Pero vamos de a uno. ¿Participante B?

Participante B: Pero es que profe, obvio que::... obvio que escuchándolas porque:: usted ahí::... ahí haciendo lo que... la palabra::.... Pero cuando veo en el libro la palabra con una foto, también se entiende poh.

Participante A: Pero igual que la profe dijera tanto las palabras, después las escuchai y las entendí altiro poh.

Participante B: Si pero el inglés no se escribe igual como se dice poh.

Participante J: No poh, pero lo que dice la participante A, es que obvio que vai a saber cómo se dice la palabra porque escuchamos más decirla a la miss poh.

Participante A: Sí poh, no vai a decirle bus, le vai a decir *bas* poh.

Participante B: Igual al escribirlo te podís equivocar y escribir bas.

Participante A: Pero igual... pero eso no cambia... no quita que:: entendai la palabra cuando alguien la dice poh. Esa es la pregunta, ¿Cierto miss?

Profesora: La pregunta era cómo entienden mejor las palabras, leyéndolas o escuchándolas. Ambas opiniones son súper válidas. ¿Alguien más que esté de acuerdo con que escuchándolas es más fácil entenderlas? ¿Qué piensas tú, participante F?

Participante F: Eh:: [ríe] Es que:: no sé... es que:: escuchándola a usted era más fácil, pero:: no sé::.

Profesora: Ajá, O.K. Muchas gracias. ¿Participante K? ¿Tú crees que es más fácil entender leyendo o escuchando?

Participante K: [silencio]

Profesora: ¿Era más fácil leer la palabra que yo decía, o solo escuchando podías entenderla?

Participante K: Cuando la veía a usted.

Profesora: ¡Muchas gracias!. ¿Y tú, participante C?

Participante C: Si... también mirándola.

Profesora: Mhm, Gracias, muy amables. Y usted, participante E, ¿Qué siente más fácil? Entender las palabras cuando las escuchas o cuando las lees.

Participante E: Cuando usted las dice.

Profesora: Ah ya, O.K. Muchas gracias. Y con respecto a lo que aprendieron. ¿Ustedes creen que ahora saben más inglés que antes?

Varios estudiantes: Sí::

Profesora: O.K., mejor de a uno. A ver, participante G ¿Crees que sabes más vocabulario ahora?

Participante G: Eh:: no sé si mucho.

Profesora: ¿Por qué?

Participante G: Porque no sé hablar como usted.

Profesora: Claro, puede ser. Pero saber inglés no es solo hablarlo, también es entenderlo. ¿Tú sientes que entiendes mejor cuando alguien habla inglés?

Participante G: Ah:: sí, eso sí... pero igual me cuesta.

Participante B: Sí, yo siento que sí. Ahora sé más.

Participante L: Sí lo dibuja, demás [varios participantes ríen].

Participante J: Nah:: yo creo si entendería algo... es que si te concentrai...[silencio]

Profesora: Entonces ¿Cómo creen que les ha ayudado haber escuchado a la profesora hablar en inglés solamente? ¿Participante C?

Participante C: Eh::, ¿Que sabemos cómo se dicen las palabras mejor?

Profesora: ¿Tú sientes que ahora puedes pronunciar mejor algunas palabras?

Participante C: Eh:: no todas si poh, pero si algunas... yo creo...

Profesora: Ajá, O.K-

Participante A: Miss, ¿Por qué no escuchamos ese audio que no entendimos ahora a ver si entendemos?

Profesora: Buena idea ah... Podríamos hacerlo en otro momento. Ahora es importante saber lo que ustedes piensan respecto a ... a... como creen que les ayudó haber escuchado a la profesora hablar en inglés solamente.

Participante J: ¡Ah yo!, le pude preguntar en inglés.

Participante F: ¡Ah sí!, yo también le pregunté cosas en inglés. ¿Se acuerda miss?

Profesora: Cla::ro que me acuerdo. Participante A y participante B también me hicieron preguntas en inglés. Si me acuerdo... Entonces, ¿Haber escuchado a la profesora les hizo tener más ganas de hablar ustedes también?

Varios participantes: Si::

Participante G: Yo igual lo intenté, pero no pude.

Profesora: ¿Por qué no pudiste?

Participante G: Eh::... vergüenza igual.

Profesora: Ah::. O.K. Bien ¿Alguien desea agregar algo? ¿Alguna idea, pensamiento, recuerdo de las clases que quiera compartir?

[silencio] [algunos participantes niegan con la cabeza]

Profesora: ¿No?... Bien... entonces... muchas gracias chicas y chicos por su cooperación, por su sinceridad y respeto al responder estas preguntas.