TEMA:
FACTORS THAT Hinder STUDENTS TO RECOGNISE AND PRODUCE SOME CLASSROOM LANGUAGE EXPRESSIONS TO TALK WITH THE TEACHER AND CLASSMATES.

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN INGLÉS

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DEDICATION

As with everything I do, I am honoured to dedicate this particular work to my parents, the two people that have provided me with the tools and values needed to be where I am today. My parents support me in every decision and step I take. However, it is necessary to understand that they allow me to take my own decisions in order for me to learn from my mistakes. As my father always says, "learn and grow from each seatback". I will never cease to thank my father and mother for all the opportunities that they have offered me, for all the teachings they have instilled in me and for every piece of advice that has come out of their mouths. I am so thankful to them for putting their trust in me to do well in university and achieve a higher education.
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Last but not the least, I would like to thank my family: my parents, sisters because they have supported me spiritually throughout my life.
FACTORs THAT HINDER STUDENTS TO RECOGNISE AND PRODUCE SOME CLASSROOM LANGUAGE EXPRESSIONs TO TALK WITH THE TEACHER AND CLASSMATES

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The overall objective of the present work is to determine the factors that hinder students to recognise and produce some classroom language expressions to talk in class. "Classroom language" refers to types of language in any situation in the classroom. This is talked between the teacher and the learners. The necessity to use some classroom language expressions that would help with the interaction between teacher-student makes the learning environment an effective instrument to learn the language used by the teacher in the classroom; given that, the students are not recognising expressions, hindering a good communication between them. For the development of this project, students will have a guided process, whereby they would appropriate at least some basic expressions and commands by instructions, games, interactivity and other resources that will let the understanding of what they have learnt in the classroom. Using some classroom language expressions is a good beginning for encouraging students to feel more comfortable in a foreign language and for them to begin to think in that language. The more times they use the phrases and classroom expressions, the comfortable they will be.

Key Words: classroom language, teacher, students, communication, foreign language.
FACTORES QUE IMPIDEN QUE LOS ALUMNOS RECONOZCAN Y PRODUZCAN ALGUNAS CLASSROOM LANGUAGE EXPRESSIONS PARA COMUNICARSE CON SU MAESTRO Y COMPANEROS

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El objetivo general del presente trabajo es determinar los factores que impiden que los estudiantes reconozcan y produzcan algunas expresiones de lenguaje en el aula. Lenguaje de aula se refiere a tipos de lenguaje en cualquier situación de la clase. Puede ser hablado entre el profesor y los alumnos, o entre los mismos estudiantes. La necesidad de utilizar algunas expresiones de lenguaje que ayuden la interacción entre profesor-alumno hace que el ambiente de aprendizaje sea una instrumento eficaz para aprender el idioma utilizado por el profesor; teniendo en cuenta que, los estudiantes no están reconociendo expresiones, impidiendo una buena comunicación entre ellos. Para el desarrollo de este proyecto los estudiantes tendrán un proceso guiado, en el cual se apropiarán de al menos algunas expresiones y comandos básicos mediante instrucciones, juegos, la interactividad y otros recursos que permitan la comprensión de lo que han aprendido en el aula. Usar algunas expresiones de lenguaje de aula es un buen comienzo para animar a los estudiantes a sentirse más cómodos en un idioma extranjero y para que ellos empiecen a pensar en ese idioma. Cuantas más veces ellos usen las frases y expresiones de aula, más cómodos se sentirán.

Palabras clave: lenguaje de aula, profesor, estudiantes, comunicación, idioma extranjero.
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1. INTRODUCTION

Every time when we teach another language, the objective of a teacher is to use the target language as much as he can. When studying a day in the classroom, one of the most common ways that language can be used is through daily routines; these are referred to as classroom language.

"Classroom language is that collection of phrases used for communication among teacher and students, from (Open your books to page fifteen) to (May I go to the bathroom?) While emphasis is usually placed primarily on the target language, classroom language, too, can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills". (Louwerse, 2001).

Other words the teacher can use these expression as an opportunity or chance to maximize the target language use and stimulate its use by students every single day in the classroom.

"Classroom expressions can be a rich source of new language for our pupils - easy to understand, easy to use, purposeful language; all that is needed is the effort on our part to incorporate them into our teaching and exploit them to the full." (Borja, Miller, Pain, & Pomet, 2014).

Unfortunately there are students who do not recognize and use some classroom language expressions, creating a poor communication with their teacher and classmates. The lack of use of some classroom expressions it's because poor motivation of the teacher, the use of mother tongue instead of the target language (English) in each class.

Consequently it is necessary that teachers encourage a special use of basic expressions in each class, this way every student will succeed a better communication in class. If the teacher make a proper use of the language daily, students could use the teacher as an example or model for production of the language. In addition, if the teacher treats the language not just as a subject for study but shows the importance of the language by using it, students will be more likely to achieve a better appreciation of it.
2. DEVELOPMENT

The necessity to make more meaningful to learn a foreign language, English, involves using tools that permit to assimilate an approach quickly and easily within the educational environment. Classroom expressions as main axes help to understand the English language in the classroom every single day. A quick link with the expressions will allow the students to make use of the language that sometimes it is inexplicable.

2.1 Classroom Language.

"Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example: take out your books or please sit down. This is language that teachers are used to using and students are used to hearing, but when teaching a language it takes a while to learn this part of the language." (Bilash, 2009)

According what I've quoted before the use of classroom language reduce the use or mother tongue and increase the use of the target language in the students; it makes the language classroom environment more authentic.

2.2 Teaching classroom language pose a challenge.

There are teachers that experience difficulties when trying to add or use classroom language into a lesson. The difficulty often lies in that many second language teachers learned the second language themselves after their childhood, so are not wide-open to authentic classroom language. "We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way". (Bashir, Azeem, & Dogar, 2011). The teachers must make an special work to seek out what the correct language is in order to create a genuine experience for their students.

Normally students find difficulties when target language's form does not make sense in their mother tongue; students must learn to receive that different languages work in dissimilar ways.
2.3 Teaching classroom language

We should remember that many students only have contact with the English language through their teacher in school. "With very young learners, possible classroom activities which expose them to the new language fall into several broad categories: songs, games, arts and crafts, storytelling and drama and speaking to them." (Borja, Miller, Pain, & Pomet). For this reason, we have to try to take benefit about the opportunities we have in class to use English in a meaningful, natural and purposeful manner like a part of authentic communication, so it's important to instigate using classroom language in English right from the beginning of every class.

Here we have some strategies that a teacher can use in class to facilitate the learning of some classroom language expressions:

* Scaffolded way. (Step by step). It means the teacher could start with easy and short commands like "Sit". After that the teacher can say a longer command for example: "Sit down, please". Finally the teacher could use and alternate another words that mean the same think.

* As soon as you introduce the phrases, use them. Try to apply all of them in every class so the students are going to be able to use them as well.

"Make sure the students know what this language is for. Don't leave them out of the learning process; they should know that the more they use the language, the more they will develop and that these forms are meant to help use the language in the most natural way possible." (Bilash, 2009)

2.4 Exploit classroom language effectively.

"Bea r ing in mind the differences between Spanish and English stress, rhythm and intonation, we think it's extremely important to try to teach spoken language in chunks, using the appropriate strong and weak forms, contracted forms, and as natural a rhythm as possible, so try to use these expressions in class speaking clearly and not too quickly, and linking words together into larger units of meaning." (Borja, Miller, Pain, & Pomet)
You have to know that the appropriate stress and intonation are fundamental to get the proposed meaning across, so focus more on getting these features right instead of the perfect pronunciation of separate sounds. Classroom language is real and genuine language, not artificially presented, but part of any class. The meaning is commonly made pretty clear by context, but don't worry if maybe the students do not comprehend everything immediately. Facial gestures or body language will help to complement the new expressions.

Try to teach the expressions little by little and when them become familiar and the students already use them, you can use other words. Speak in the target language as much as you can probably use Spanish or the mother tongue could be easy, but the effort you will make at the moment to speak in the target language will bring positive and excellent results, you will be surprised how much they can understand the words you were saying in English. “Target language promotes natural acquisition and that use of the mother tongue (L1) undermines this process by diverting attention from the object of pupils’ learning.” (Dickson, 1996) So use English on every occasion, but not to the magnitude of produce frustration and incomprehension. The teacher has to build up a relationship of confidence and affection with the students.

There is a technique you could use is called “sandwiching” that means say a word or expression in English then in Spanish and finally in English again. I'm sure this will help to introduce new expressions and as soon the students recognise and understand it, they will use it and will cut out the Spanish in the classes.

Another way that you should use is that always there is a students who understand quickly so there is the possibility to get him/her to tell to the rest of the class what you said before like checking his understanding (in that way, you avoid using the mother tongue), but generally try to avoid translation with your students.

Requests, choices, games, leaderships are different strategies that we can use to encourage our students to speak in English and produce as much as they can the use of classroom language.
2.5 Situations that you can use classroom language expressions.

There are many situations that you can use classroom language and these expressions give confidence to the student’s communication skills.

- **Greetings and farewells**: eg. Hello – good morning – enjoy your day.

- **Spontaneous reactions**: eg. Thank you – congratulations!

- **Getting their attention**: eg. Look – pay attention, please. – Be quiet!

- **Telling them to do something**: eg. Can you spell that word in English? – read the text.

- **Encouraging expressions**: eg. Very well – good job – go ahead.
- **Showing sympathy**: e.g. - Don't get it, can you repeat, please?

- **Checking their understanding**: e.g. - Is it clear? - Are you ready? - Who knows the answer?

- **Asking for permission**: e.g. - Can I borrow a pen/eraser/paper? - Can I go to the toilet?
RESULTS

With the use of some classroom expressions the teacher and students create a good communication in every class. If the teacher is not able to show proper use of the language daily, students won’t use what teacher says as an example or model for production.

The teacher as a model can start using those important expressions in every class, in that way the student adopted those new phrases or expressions. The use of the target language instead of the mother tongue forces students to use it. However the main purpose is to identify those factors that hinder students to recognise and produce some classroom expressions to talk with the teacher and classmates.

Through this research I have detected that the teacher use the mother tongue more than target language, so the students don’t receive the enough encourage to use at least some basic expressions. Some students are shamed to speak in English because they don’t feel comfortable.

At the beginning of a class the teacher just says “hello everyone” or “good morning” as a greeting, but there are other useful expressions or phrases that they can use trying to keep a good communication with the students.

There are a lot of classroom expressions that can help to increase the vocabulary of every student. That’s why the students are limited to answer the same way every day.

The most of teachers are focused to teach grammatical structures, but: How about the motivation to speak in English? How about the use of classroom expressions? Is there when it becomes a necessity to change the current methodology and apply a new one that can promote oral communication, the use of games and enjoyable activities to create a relaxed atmosphere that helps the students overcome their fears, insecurity and nervousness about speaking in English within a cooperative environment.
The use of TPR method can help the students to get involve with the language because, "this method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers." (Bahasa Dan Seni, 2005)

The teacher has to use different ways to motivate the use of classroom expressions during classes, in that way students are going to be able to recognise and produce those expressions without fear and feeling more comfortable at the moment to use them. Using wall displays will help in every lesson, because as learners get older, the teacher could introduce some of the expressions they are already familiar with in written form. If we make some cardboard strips and we put them on the wall with the expressions clearly written, for example: "May I go to the bathroom, please?" after that we could stick them on the wall, and point to them when we or the students use the expressions. This will help students to recognise and associate the way to write that expression with the spoken form, making the learning of classroom expressions easier.
CONCLUSION

In conclusion, the immediate practicality of use of classroom language helps students to appreciate English as a genuine communication developing their confidence at the moment to speak and use classroom language. Through the regular and organized use of expressions, reinforced with a diversity of non-verbal prompts, teachers can help students to understand, recognise and enjoy using classroom language.

The amount of spoken English in class depends on many factors such as the motivation of the group, lesson plans and exercises performed with the group, the type of exercises and teacher involvement in the process of encouraging the use of English. Maybe it could be a difficult work at first but I think that with enough motivation and a good number of interesting exercises to the students the teacher can handle this work. Last but not least it's very important to familiarize or introduce from the beginning of the lesson, a classroom language that can be used in a natural, easy way, so the students can adopt English as an important tool to communicate in class.
BIBLIOGRAPHY


