



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

TÍTULO:

FACTOR THAT HINDER STUDENTS TO RECOGNIZE 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 LICENCIADO EN CIENCIAS DE LA
EDUCACIÓN ESPECIALIZACIÓN INGLÉS*

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MACHALA - EL ORO



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DEDICATORY

This work is dedicated to my parents, who have always been a vital support in all the aspects of my life, and with whom I have learned the true value of the effort and perseverance.

ACKNOWLEDGEMENT

I thank God for the life and the force that he gives me to continue every day of my life, to my parents who have worked for me to be the man that I am now, to my teachers, of whom I learned everything I know, to my friends and classmates, with whom we share moments as if we were family, and all those people who did not believe in me, for being such motivation that I needed to take a step more. To all of you ... Thank you very much.

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ABSTRACT

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The theme of this research focuses on factors that are hindering students to recognize and produce some "classroom language expressions" to communicate with his teacher and classmates. Its main objective is to analyze the factors that influence negatively in this process, looking for countermeasures and proposing workable solutions for the correct development of them.

This research has shown that in the tenth year of General Basic Education of the Educational Particular Unit "7 de Mayo" of Machala city. In this institution, English area teachers, were observed while taught their students during the class time, with the main objective to identify the factors that adversely affect the development of the process of managing classroom language expressions.

Both students and teachers were duly observed and analyzed to identify each one of these factors which are intimately related to the students, teachers, classroom and the educational institution and which were considered in the research. The data obtained was analyzed using qualitative methods. The results revealed that not all teachers of English use appropriate techniques and methodologies to promote the use of the English language within the classroom, and that the students in its majority, do not have an appropriate level of knowledge in this area. It was also discovered that the students have a low level of English.

RESUMEN EJECUTIVO

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El tema de esta investigación se centra en los factores que están impidiendo que los alumnos reconozcan y produzcan algunas “classroom language expressions” para comunicarse con su maestro y compañeros. Su objetivo principal es analizar los factores que influyen negativamente en este proceso, buscando contrarrestarlos y proponiendo soluciones viables para el correcto desarrollo de los mismos.

La investigación tiene como muestra el Décimo Año de Educación General Básica de la Unidad Educativa Particular “7 de Mayo” de la ciudad de Machala. En esta institución, los profesores del área de inglés, fueron observados mientras enseñaban a sus estudiantes durante el tiempo de clase, con el objetivo principal de observar los factores que influyen negativamente en el desarrollo del proceso del manejo de classroom language expressions.

Tanto estudiantes como profesores fueron debidamente observados y analizados para identificar cada uno de estos factores los cuales están íntimamente relacionados a los estudiantes, profesores, salón de clases y la institución educativa y que fueron considerados en la investigación. Los datos obtenidos fueron analizados usando métodos cualitativos. Los resultados revelaron que no todos los profesores de inglés emplean técnicas y metodologías apropiadas para promover el uso del idioma inglés dentro del aula de clase, y que los estudiantes en su mayoría, tampoco cuentan con un nivel de conocimiento apropiado en esta área. Se descubrió también que los estudiantes tienen un nivel bajo de inglés.

INTRODUCTION

When we teach a foreign language, the objective of the teachers is the total exposure of students to the use of it. One of the most common ways is to teach the vocabulary for everyday use, specifically the language of class. The classroom language has as purpose use the phrases for use in the classroom that allow it to be an interaction between teachers and students, in order to generate a process of greater exposure to language in relation to the learning of a foreign language, this language is commonly used with phrases to indicate instructions in the classroom as: Sit down (Siéntese), stand up (Póngase de pie) among others.

In our country, there are flaws that hinder the correct development of the language in the classroom, which limit the domain of the English language and teachers – student interaction. These obstacles can be prevented through several methodologies aimed at the constant handling and effective domain of the classroom language in the classroom.

For the foregoing reasons, we suggest the following topic:

“FACTORS THAT HINDER STUDENTS TO RECOGNIZE AND PRODUCE SOME CLASSROOM LANGUAGE EXPRESSIONS TO TALK WITH THE TEACHER AND CLASSMATES.”

DEVELOPMENT

PRACTICAL CASE:

In the tenth year of Basic General Education of the Particular Educational Unit "7 de Mayo", we observe that the students do not dominate a classroom language suitable to use in the classroom. What factors are hindering students to recognize and produce some classroom language expressions to communicate with their teacher and classmates?

1. What is classroom language?
2. What factors hinder with the correct development of the classroom language in students?
3. Why can classroom language pose a challenge for teachers?
4. How can classroom language be taught?
5. Why is important to use classroom language while learning English?
6. What do teachers should do to develop classroom language expressions?
7. How to avoid traditional mistakes/errors in students' classroom language?

CLASSROOM LANGUAGE

The classroom in your school in the hours of English, is a space that gives you the opportunity to put into practice everything that you know how to communicate in that language, (Balcárcel, 2003) that is why you must use all the expressions as necessary and possible to communicate, either among classmates, teachers and students or vice versa.

When you use the most commonly used expressions in English because there is a need to communicate, it consolidates the language, since the practice of unconsciously acquires such expressions that become part of your usual language in the classroom and in a natural way. Students must take full advantage of this time and use the language you're learning. This starts from the need to be courteous to others and to greet, ask by what is not understood, ask for a repeat something, the pronunciation of a word, the meaning of a word, ask permission to leave, report a problem, ask permission to go to the bathroom, goodbye, thank you, etc.

The concept 'classroom' language (language of classroom) refers to any type of language in any situation in the class. You can be a conversation between the teacher and the students, or between the students themselves. The teacher can control a part of this language, but what students learn at the end often depends on the spontaneity and unpredictability.

The language of classroom that is used with greater frequency of interpersonal form is used to give instructions; praise and encourage; to control the class. These are the most common

examples, but the language of classroom can be much richer and deserves a special attention in a classroom CLIL.

FACTORS THAT HINDER WITH THE CORRECT DEVELOPMENT OF THE CLASSROOM LANGUAGE IN STUDENTS

Chaudron (Chaudron, 1988) found that some of the factors that affect the acquisition of the skill to speak are the lack of motivation, vocabulary, self-confidence; and in addition, ignorance of the topic, inappropriate skills of listening, water scarce non-verbal communication, anxiety, family background, among other things. On the basis of the foregoing, there is a study adapted to the Ecuadorian reality.

If we look at a class of at least, 25 students from any course of a high school, we see that we have students motivated and on the contrary, poorly motivated students. Normally all these students share the same language, or at least use a common language to communicate with security and this fact makes the willingness to communicate in English in class, especially among them, as they see it as something strange and complicated. Even the professor, who also shares the same language as them, you will see that it is difficult to communicate in English during their class of English language and in many occasions, due to lack of time, by pressure or simply by tiredness, the teacher uses this common language and forgets to use English as the language of class or "classroom language" and in this way the communicative approach to teaching is lost and we have to go back to traditional (Day, 1991).

There are so many factors that influence the level of English of the different groups of students. As for example, the geographical factor: in many environments, the use of English is quite common, as in coastal areas where English-speaking tourism abounds.

But what if it is true, is that we are living in a time very international, in which our students can communicate with foreigners, in English, from their homes, in which our students can see films in original version by pressing a button on the DVD or the Blu-ray disc player, and for this reason, as teachers of English we must take advantage of this international environment and promote the use of English in the classroom.

WHY CAN CLASSROOM LANGUAGE POSE A CHALLENGE FOR TEACHERS?

The training and professional development of teachers of languages is crucial for tackling the challenges in the implementation of the program, i.e. in their teaching practice. It is said that the professor in the teaching of languages must be an agent that searches for the acquisition and application of a specific knowledge that you provide the elements to resolve problems in their

classrooms.

It is estimated that a certain percentage of teachers, lack of vocational training, college bachelor degree, in the area of language teaching. These characteristics lead to question how it affects the formation of the teachers in the implementation of programs and as face the challenges in practice.

On the other hand it is convenient to consider the contextual features in that are developing the practice of the teaching program. Take into account the particularities of the school in which they develop their practice, to the organizational and administrative rules, to the support they receive from other actors school, and if they meet the conditions for teachers are able to achieve the expected programming in the program, or if they interfere in their teaching practice and are an impediment to this.

For this reason, it is important to improve ourselves as teachers, knowing all the existing methods to avoid students get a lack of knowledge and confidence at the time to talk in English in a classroom.

HOW CAN CLASSROOM LANGUAGE BE TAUGHT?

The teaching of a new language requires, among other factors, strategies and resources that promote the teaching-learning process of the language and submit the same as a useful tool and necessary for life. Coupled with this. It is important that the teachers are truly earned to the profession and fully convinced that the work is fundamental to the educational development and person of each learner.

At this point where there are reasons for the implementation of this research work, since the reality of our teachers differs somewhat to what it should be.

The high rates of students deferred in the English, as a subject within the school curriculum in high school, prove to be alarming, even more, if we believe that the figures seem to increase in each school term. This performance evidence the little or low-interest both of the students in learning the language, as teachers in the area teach it.

The reasons could be many and different in nature, however, we will focus the attention, in the aspect on who will bear the responsibility for the teaching of the language. The motivation of the teacher of English is essential in teaching-learning process, since it is they who are called to promote the English as a guarantee of intellectual and professional growth. It is necessary, then,

that teachers have a broad vision and dynamic of the teaching, the same methodology that uses, which are open to change own of today's world and the ever-growing demands high, quality of education require the students of today and especially the learn to unlearn.

When there are motivated teachers, we have students interested and motivated, when teachers know the real needs of its students, best planned and therefore teaches with quality. This will lead to short-term in a change in the attitude of the boys toward the English, in the medium-term, to better grades and performance in the area and in the long term in students that at the end of the bachelor will have sound knowledge of the language.

Starting from here, and applying each one of the tips previously determined, we will obtain better results in students' classroom language development.

IMPORTANCE OF CLASSROOM LANGUAGE

There is no need to emphasize the importance of English in our society. Communities which opt for the bilingual project in the educational centers are growing and they have already started and represents a very ambitious project to our educational community. Teaching classroom language is an important part of the process of learning a language by using oral communication.

It is our duty as teachers of languages, to promote the exclusive use of the English in our classes as the order to improve the communication skills of our students. This, of course, it would be ideal.

(Corder, 1981) says that teachers are still making the same mistake, giving more importance to the grammatical knowledge in spite of calls to the change of many linguists and education professionals to take a much more communicative approach where the part of oral expression plays a fundamental role.

Talking and expressing themselves well are of great importance for our students and the spoken language not only reflects cultural and social aspects of a person but also a part of her identity as a speaker. The Department of Education and Skills of the United Kingdom (2007) asserts that the skills of listening and speaking are a fundamental aspect to obtain and keep employment as well as to overcome professionally. Similarly, this department mentions that the good use of these two skills is essential for an accurate teaching-learning process.

(Tannen, 1989) Traditionally, the written English predominated the educational context but in the last few years, the approach is adapted more communicative, presenting the student with real situations and contexts of everyday life. But it is the context of the class, the daily routine in the

classroom that also has to change and adopt English as the vehicle of communication. We need to admit that it is very difficult to meet all levels of a group, follow a schedule, and at the same time striving to foster in any way the use of English as a vehicle of communication within the classroom, but it is our duty to try it over and over again.

WHAT DO TEACHERS SHOULD DO TO DEVELOP CLASSROOM LANGUAGE EXPRESSIONS?

There are various investigations about the methodological strategies that teachers can use for the effective teaching of these skills; for example, Duff (Duff, 2000) mentions that the emergence of the communicative approach to teaching in past years, generated a change of vision in the planning and in the methodology of teaching the skills of speaking and listening, reason by which students can develop communication strategies and identify with the search for meanings that allow them to the improvement of the oral skills; however.

The Ecuadorian reality reflects several difficulties to students to achieve the appropriate domain of the same, because there are many aspects that influence the learning of these. In light of the foregoing, the research on the educational factors that influence the development of communicative skills of the English language reflects an interest in knowing more about those situations that affect or hinder the learning of the skills of listening and speaking in English in the classroom.

In a previous study developed by Ellis (Ellis, 1991) mentions that after collecting information from a group of students and after having applied some interviews on this topic, it was concluded that there are twenty factors that influence the acquisition of the skill of listening, which were categorized into five important variables such as the use of vocabulary, prior knowledge, speed to talk, type and total amount of information the accent of the person speaking.

Below there are some strategies that allow one to work the language of class in real contexts:

- The tracks or visual cues in the classroom are a great help to the students which support the use of this type of phrases independently.
- Provide models of correct sentence structure.
- Repetition and reinforcement of the correct use of the different phrases.
- By working groups that will allow the student express themselves with tranquillity with their colleagues generating in them a greater degree of exposure to the language.

HOW TO AVOID TRADITIONAL MISTAKES/ERRORS IN STUDENTS' CLASSROOM LANGUAGE?

Allwright and Bailey (Allwright, 1991, pág. 295) mentioned that the typical definition of error refers to the production of a linguistic form that deviates from the right way. Correct form is called the rule of the native speaker and is usually identified as the way in which the natives typically produce.

Other authors provide a clear distinction between error and what we call slip (mistakes), for example Brown (Brown, 1994) makes it clear that "a slip is an error of action that is or a deviation at random or a slip, in which there is a failure to use a system known correctly", in accordance with this definition, a native speaker could have a lapse in their native language. The errors on the other hand, are problems that a native speaker would not. Brown defines an error such as a notable deviation from the grammar of the adult or the native speaker that reflects the speaking level of the student.

RESULTS

The results of this research show that there is a frequent use of the English in the classroom; however, certain difficulties were identified in the management of language, by teachers.

Students can practice the skill often heard (from 3 to 4 times in each unit), being the complete exercises based on audio dialogs and the most common activities. This means that other activities such as role plays, using videos and music are little used, even though they are the most recommended by teachers.

In regard to the ability to speak, the results show that there is also relatively frequent practice of this skill (3 to 4 times in each unit); thus, the dialogs and exercises of repetition are the most frequent activities to practice speaking. Other activities such as role plays, oral presentations, and discussions are occasionally used even though the teachers say that their use is recommended to improve this skill.

Educational Unit where we investigated, has classrooms that are equipped with technological devices to improve the skills of listening and speaking; however, its use is rare. In addition, the results show that teachers and students consider the audio CDs as the technological resource more frequent.

In some cases, the primary resource for teaching the skills of speaking and listening is the text, instead of incorporating other materials and interactive to enhance the development of these skills. Students feel that the activities included in the text are difficult. This is corroborated by the views of the teachers, who perceive that students have difficulties with activities of speaking and listening of the text.

An important factor that explains this is the low level of English proficiency of students. During the practice of the skill of speaking in English, the most challenging aspects facing the students are the pronunciation and the fear of making mistakes. On the other hand, when the students try to listen to information in English, the most difficult aspects are the pronunciation and the speed of the message.

The recommendation is then assess the stage of development of the foreign language in which it is possible to find the students before starting a course and teach what is appropriate for each stage. This point of view provides that students are at the level appropriate to their development to process feedback and acquire new structures.

Teachers may give better feedback after you confirm the level of interlecto of the student. Students should not worry too much because they are committing errors. They need to assume that making mistakes is part of a development process that occurs from the mother tongue to the foreign.

It is suggested that develop a practice of class with a more tolerant approach toward the uncorrected errors right away to the students. Instead, encourage them to correct themselves or their colleagues. Teachers should not worry as much about preventing errors as trying to ensure the development of students' communicative skills.

CONCLUSIONS

- The use of a specialized classroom, duly set and with appropriate technology has an impact on the motivation of students in the subject of the English language in the tenth year of basic general education.
- Students are motivated when we receive your English class in a classroom properly set, taking into account that not to feel well, distract her from her with ease.
- The performance of teachers and students not only must the environment in which to develop learning, but also in interpersonal relationships that these have.
- It is very necessary to adapt to various strategies and methodologies to motivate all students, or at least in its majority, to participate actively using classroom language expressions.

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