



# UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS

FACTORS THAT MAKE STUDENTS NOT TO MASTER CLASSROOM  
LANGUAGE PHRASES WHEN THEY ARE USED BY THEIR TEACHER.

CAMPUZANO CORDERO LOURDES VIVIANA

MACHALA  
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2016

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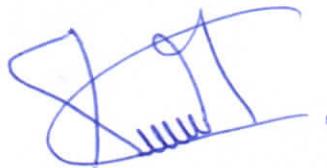
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## ABSTRACT

The following project details the fact that several educative institutions have decided to teach a bilingual education, the teaching of a foreign language has become really important and with that the development of the Speaking skill too. It also looks for a way to explain the indispensable use of this language for the class.

This project tries to foment in teachers the use of classroom language in their lessons, which should be developed in students, so they can cope in the class and at the same time realize the instructions and activities that the teacher asks in this language. With this project we try to demonstrate the importance of the language to make students forget their native language and be focused on the use of the language they are learning which is English.

In addition, this paper deals with topics such as the most effective ways to teach the language in the class and how to avoid the most common mistakes, so students can assimilate it in an easier and more perdurable way the phrases and vocabulary needed for their participation within the teaching learning process, letting them use the English language in the participation process.

It is our goal as teachers of a foreign language, to promote and develop the adequate use of English in the classes with the objective of improve the skills of our students? For that we have planned this project to improve the classroom language in students and hence their Speaking.

**Key words:** teaching, classroom language, English, skills, speaking.

## RESUMEN EJECUTIVO

El proyecto a continuación detalla cómo debido a que muchas instituciones educativas optan por una educación bilingüe, la enseñanza de este idioma se ha vuelto importante y con ellos el desarrollo de la habilidad de Speaking. También se busca explicar la indispensable utilización del lenguaje propio para la clase.

En este trabajo se busca fomentar en los profesores el uso de lenguaje para la clase el cual debe ser desarrollado en los estudiantes para que así puedan desenvolverse en el aula y a su vez logren entender las indicaciones y tareas que dan los maestros en este idioma. Con este trabajo se busca demostrar la importancia de dicho lenguaje para lograr hacer que los alumnos se olviden de su idioma nativo en el aula y se enfoquen en el uso del idioma inglés.

Además, se trata en este trabajo de temas como las formas más efectivas de enseñar el lenguaje de la clase y cómo evitar los errores comunes para que así los estudiantes puedan asimilar de forma fácil y perdurable estas frases o vocabulario necesario para su participación en el proceso de enseñanza aprendizaje permitiéndoles usar el idioma inglés en el proceso de participación.

Es nuestra meta, como profesores de idioma extranjero, promover y mejorar el uso adecuado del inglés en nuestras clases con el objetivo de mejorar las habilidades de nuestros estudiantes y para ello hemos planteado este proyecto en el cual se busca mejorar el vocabulario de clase de los estudiantes y por ende su Speaking en sí.

**Palabras claves:** Enseñanza, lenguaje sobre la clase, Inglés, habilidades, Habla

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## INTRODUCTION

Currently, there has been a significantly advanced in the interpretation of the term "knowledge" covering always the language skills, which are one of the priorities at the time to learn a language when considering that has seen the importance of learning English as a second language in large part due to globalization.

It has been seen that the learning vocabulary is much more important than the learning of individual words or short phrases and that is why it is necessary to use the classroom language of the English language, which are important because they allow to learn and develop the ability of oral communication between student-teacher.

Classroom language is used in situations more serious and formal, as in a classroom, where the teaching-learning process and where the speakers generally have a distant relationship or nearby, these communicative expressions are considered as an everyday language because it is routinely used. In Ecuador, we are adopting strategic educational plans that use the classroom language to improve the communication in the English language among the actors of the process in order to prepare the student to face a direct conversation without any kind of inhibitions.

Traditionally, the written English predominated the educational context but in recent years the approach adapted is more communicative, presenting the learner with real situations and contexts of daily life. But "it is the context of the class, the daily routine within the classroom that also has to change and take the English as a vehicle of communication" (Judith Sárosdy, 2006). We must admit that it is very difficult to meet all levels of a group, follow a schedule and at the same time encourage in any way the use of English as a vehicle of communication within the classroom, but it is our duty to try to achieve the objective.

In "Mario Minuche" High School of Machala city, through direct observation, it can be said that, the curriculum development does not reach the dimension of the proper use of the target language due to various factors that limit the proper development of the communication in students.

"Mario Minuche" High School students do not use the classroom language and for that it is difficult to have a conversation in the classroom between the teacher and the students. For this, in the following project it has been described the factors that make students not to master the classroom language and also the importance that this brings. For this reason, we believe important to develop this project titled: **"FACTORS THAT MAKE STUDENTS NOT TO MASTER CLASSROOM LANGUAGE PHRASES WHEN THEY ARE USED BY THEIR TEACHER"**

## DEVELOPMENT

### PRACTICAL CASE:

In the First Year of Bachillerato of "Mario Minuche" High School, it was observed that the students do not dominate a classroom language suitable to use in the class.

What factors make students have difficulties to recognize and produce some classroom language expressions to communicate with their teacher and classmates?

What factors make students have difficulties to use classroom language phrases when they are used by the teacher?

1. Generalities of classroom language.
2. Factors that affect the correct development of the classroom language in students.
3. Classroom language, a challenge for teachers and students.
4. Ways to teach classroom language.
5. Importance of teaching classroom language.
6. Developing English Language inside a classroom
7. Avoiding traditional mistakes when teaching Classroom languages

### **Generalities of classroom language.**

"Classroom language" is the vocabulary commonly used by teachers and students in class. It involves all the words and expressions that they must not only know, but also they use as long time as it is possible. Classroom language uses the phrases that are necessary in the classroom to allow students to have an interaction with the teacher.

Most of our students only have a contact with English in the school context, through their teacher. That is why we must take every opportunity to use the English language in the classroom. Teachers should do this through songs, rhymes, games or stories which are helpful but not enough. We need to use English in a natural way, it has to be part of the normal language that we use to communicate in class, so students get used to that and it becomes a natural process of communication for them.

The appropriate language in the class must be understandable for our students, so it needs to be accompanied with gestures, with facial grimacing, drawings or actions, and a visual support. Generally, this visual support is the own teacher, and this factor can be a great

help for the introduction of English in the classroom. In any case, we must have in mind that the students, are not used to understand everything they say; so in order to avoid those shortcomings in the receipt of messages, the teacher has to provide more information such as intonation and body language and sign language. That is why we must pay attention to all of these aspects when we try to teach English.

On the other hand, it is a mistake to make our pupils to speak after a short time. Teachers do not have to fall into the big mistake of making students feel the pressure of trying to speak after a short period of practice. Speaking is an activity that involve making suggestions, explaining your point of view and others interactive process. (Salem, 2013)

Each classroom is a stage where teachers and students interact with a series of didactic variables that make the teaching and learning of English better.

Everybody needs to hear something a lot of times to memorize or at least understand it correctly. In addition, teachers must use and repeat that classroom language in English because these small expressions in the classroom are useful for the teacher to be understood, this can be possible through the use of linguistic games or songs that will allow our students feel more familiar with the new language. It should be noted that our work is also to encourage and reward the efforts of our pupils since they are children until they are confidence and security not only at the time of understanding what is being said in English but also at the time of speaking. The more the students get familiarize with the classroom language, the better they speak in the class. And for that the students need the four skills because they and the vocabulary are bidirectional, the vocabulary is connected with the reading and the comprehension influencing each other. (Ford-Connors & Paratore, 2015)

The most common expressions can be used in different educational levels; we have to make a classification merely contextual so every teacher takes what he/she creates more suitable to the characteristics of their pupils. It is better to submit this class language in small fragments so any important aspects such as the accent, rhythm and intonation is forgotten.

### **Factors that affect the correct development of the classroom language in students.**

To define learning difficulties is a hard topic, since it has not had been achieved universal agreements in the terminology yet. In general terms, it is used to describe the condition that a person suffers and how it affects his/her ability to learn, process or produce information, becoming an obstacle to listen, to speak, to read, to write, or to successfully do several activities or even, to interact with others.

One of the most difficult factors is the relation age-level of the student. It is easy for a human to get a new language when he/she is a child or, at least has certain level of knowledge. It is frequently observed that children of immigrants speak the language of their new community with great fluency, as if they were native, but their parents rarely achieve that level of communication. Of course there are exceptions to this general parameter.

Words are indispensable at the moment of communication, and in order to communicate vocabulary is highly important to put your thoughts and ideas into sentences that express something (Carcamo, Melisa; Cartes, Romina Amanda; Velasquez, Ninoska Ester; Larenas, Claudio Heraldo, 2016). In order to learn a new language, it is essential to learn the grammar and the vocabulary so you can use the language properly and in a correct way.

The hypothesis of the critical period suggests that there is a time in the human development when the brain is predisposed to the success in the learning of languages. The changes in the development of the brain seem to affect the nature of the acquisition of a language. According to this theory, the learning that occurs after the end of the critical period, would not be based on the innate biological structures, but it will depend on the general learning skills.

In order to innovate the class, creativity is essential for make students assimilate the knowledge better (Avila, 2015). The creativity makes the learning process to young people. Sometimes for older students it is more difficult to acquire skills in a foreign language. Anyway, this fact also depends on the circumstances because it might be more difficult for a student to learn when he/she is older; but it will not be impossible, that depend on the dedication and the learning skills that the student has.

Young students usually learn faster because they use more cognitive and metacognitive strategies. Young students have a better memory and use more cognitive strategies than adults. Teachers use less active methods, which reflect their skills to transform, relate and create, based on interdisciplinary experiences. Adults, young people and children benefit from the use of games and tasks of different type and adapted to its stages.

The level of the language is obvious an element that advocate the understanding of texts not graduated pedagogically and it has as a result the anxiety and the failure of their students.

Nevertheless, English as a foreign language (including classroom language) can be learned in almost any moment of the vital cycle. The possibility remains while the skills listed are present in the development of understanding, oral and written production of English as a

foreign language. The absence of these, either at the beginning or at the end of the life cycle, or its deficiency or permanent disability will make it difficult or impossible for developing linguistic skills which are fundamental for the English language. What will describe and explain below are the factors that facilitate, impede, enable and make it impossible for the learning of the spoken language.

### **Classroom language, a challenge for teachers and students.**

Every teacher usually has several obstacles when he/she tries to communicate with his/her students by integrating classroom language into a lesson. These obstacles often are related with the previous preparation of the teacher during the time he/she has taught it, so students would not know the authentic and well structured classroom language. Those teachers must make an effort to be always a step ahead to reach the objectives they want to. In this way, teachers could be prepared to create the most real and authentic communicative experience for their students in the classroom.

Something really necessary to improve the class is to create an intellectual autonomy which make students have a critic thought and an own solid opinion. (Pérez Silva, Selva Dolores, & Luis Fernández, Juana Nancy, 2015). In other words, to achieve our main objective it is very important to focus on the individual development of every student in every class and in how they generate new ways to communicate inside the classroom only with the language they are acquiring there.

Each profession and work done by the human is being faced with challenges and involves effort and attitude. The main challenges facing teachers studied here are oriented in the next description:

- The lack of bases and heterogeneity in the knowledge of English of the students of the third grade of secondary school, as well as its low motivation to learn this language.
- The high number of students per group, which reduces the time spent by the teacher for each student in the interactions.
- The lack of permanent preparation for the teachers both academic and discipline which can respond to the needs of their students and the standards of the current societies.
- The lack of support in the management and use of technology in support of learning.
- The degraded image of bad teacher in the society and its credibility and confidence.

Students have certain troubles, too. They often find difficulties when the words or phrases they learn are different from the structures they have learned in their mother tongue, creating confussions and non-sense knowledge in them. For this reason, students must

learn meanings, differences, similarities, etc. in order to recognise and produce classroom language in a complete communicative environment.

### **Ways to teach classroom language.**

The main purpose to study English is to develop the communicative competence that students have (Nguyen, Hong Thi; Warren, Wendy ; Fehring, Heather, 2014). One of the most frequent forms is to teach the vocabulary that is necessary for an everyday conversation and also the language of class.

The advantage of the use of this language in class is that students employ the use of their mother tongue in a minimum percentage which implies a greater use of the foreign language and also of the phrases in their school environment. Teachers can also be a valuable way to promote the use of English in a meaningful context for students. This kind of language can promote the independent use of the students in three different ways:

First, it allows students to express themselves and the second to ask what the student requires or wants in a determined moment and context, it is as well as these expressions can be classified into: phrases to order or request something specific as: How do you spell \_\_\_\_? (¿Cómo se deletrea \_\_\_\_\_?) or Can you repeat that? (¿Puede repetirlo?) letting them express their needs to the teacher.

The second refers to the phrases that involve the use of options, give a coloring sheet, numbered pieces of clothing rather than dictate what students need to do, it is an opportunity for teachers to generate situations for students to take decisions and even to get an involvement by suggesting what the other students should do. In this case, a student could say: Let's color the .... pants ....or pink ("Coloreemos la... Pantalones... o , rosado!"), or, in a more basic level, simply say the items ", number six, pink pants (numero 6, pantalones rosa)

The third can be classified in the phrases that refer to the values and manners as thank (Gracias), you're welcome (De nada), I'm sorry (Disculpe), which are very important to respect the feelings and express gratitude.

The appropriate rhythm and intonation may be more effective to understand the meaning that the perfect pronunciation of sounds. When you use new expressions, speaks clearly and not too fast, but without forgetting to join words in a natural way it is called to be intelligibility.

If teachers use the mother language more than English in their spontaneous communication and interpersonal skills with their students, they must remember and do the same using the

mother tongue which is easier, but when a teacher does some effort using English, the students will get the best long-term results and that is because the professor is their only contact with the English; students should perceive the English as authentic, real and natural.

### **Importance of teaching classroom language.**

Speaking and expressing well are such a great importance fact for our students and the spoken language not only reflects the aspects of a person, but also form part of his/her identity as a speaker.

Learning classroom language and vocabulary can be defined as to be able to use a word in any context applying the meaning of that word (Trujillo Becerra, Carmen Luz, Álvarez Ayure, Claudia Patricia, Zamudio Ordoñez, Mirtha Nohemí, & Morales Bohórquez, Gloria, 2015). Acquiring classroom language is very important because students also express social content and cultural and because they know the definitions and how to use the words in real life, they can manage a conversation in English.

The teaching classroom language is really necessary because students need to know what a teacher is telling them, so specific phrases such as pay attention, open the books, are you ready? etc. are necessary vocabulary to have a good students' participation in the class.

### **Developing english language inside a classroom**

Some important points to consider when learning vocabulary is the frequency, the context and the semantic of the word (Rodríguez Morán, 2015). When someone hear a word a lot of times, that person memorize it and with the context he/she can realize the meaning and how to use it; which is really important when learning classroom vocabulary. The selection of the Lexicon is important and necessary not only for communication but also for the teaching of languages, in particular, the English as a foreign language.

In the teaching of a second language it is important that the teacher identify the problems presented by the students with the use of classroom language for the development of communication, the vocabulary is a very important factor in the learning of a second language, so the teacher should use different methodologies based on strategies that can serve for the development of communication.

Likewise, teachers must search, select and develop proposals of tasks and activities that promote the recognition, the practice and the consolidation of the contents taught in the case the idiomatic expressions of classroom language.

Using songs in the learning of English is a very important tool to improve the speaking in students (Duarte Romero, 2012). In order to make students use English in the classroom,

the motivation that the teacher provides is very important; so it is not just about teaching the language, but also it is about the ways the teacher do that, for that it is really necessary activities, warm ups, games, etc.

### **Avoiding traditional mistakes when teaching classroom language**

A lot of people feel that leaning a foreign language such as English is essential because if you do not dominate this language you will not contribute with the society, and the earlier you start studying this language the better you become (Chavez, 2016) . Traditionally, the written English predominated the educational context but in recent years the approach adapted is more communicative, presenting the learner with real situations and contexts of daily life. But it is the context of the class, the daily routine within the classroom that also has to change and take the English as a vehicle of communication We must accept, as teachers, that it is very difficult to meet all levels of a group, follow a schedule and at the same time strive to encourage in any way the use of English as a vehicle of communication within the classroom, but it is our duty to try it.

## RESULTS

This research has analyzed certain aspects that are shown in the following paragraphs:

- Classroom language plays a very important role in the development of oral communication of the English language, it is essential that a student who is learning a new language learn about it in a cultural context.
- English teachers of the "Mario Minuche" highschool must include classroom language in its pedagogical programming, with greater emphasis on the teaching of the idiomatic expressions to develop in the students a good level of oral communication of the language in the classroom.
- It is necessary for these teachers to use new strategies and methodologies to improve the fluency and the domain of the English language in the students.
- It is necessary that teachers create and support spaces for communicative exchanges among students in order to improve the knowledge, vocabulary and pronunciation in every student, so that students have a theoretical-practical connection of the English language.
- Teachers should develop a booklet of practical exercises where it includes the most common classroom language of the English language with the purpose to develop oral communication of the English language for communication teacher-student and student-student.

## **CONCLUSIONS**

After experiencing several classes and performing a short session of "Feedback" in which it was collected the impressions and opinions of these exercises, it can be concluded that the students recognize the importance of the oral skills and believe that classroom language is very important. Also, the amount of English spoken in class depends on many factors such as the motivation of the group, the planning of the class and the exercises with the group, the type of exercises and the involvement of the teacher in the process of promoting the use of the English language.

It is a difficult task to perform, but with sufficient motivation and a good number of interesting exercises and attractive to our students we can face this work. It is also important to introduce from the beginning of the course, a language for the class that you can use in a natural way and that the students take the English as the way to communicate in class.

To conclude, it is necessary for teachers to use new strategies and methodologies to improve the fluency and the domain of the English language in the students and to take into account that the classroom language plays a very important role in the development of oral communication of the English language, it is essential that a student who is learning a new language learn about it in a cultural context.

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