



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor's Degree of "Licenciatura
en Ciencias de la Educación, Profesor de Idiomas-Inglés"

TITLE OF THE RESEARCH WORK

STUDY OF THE TIME THAT TEACHER USES ENGLISH IN THE CLASS OF
FIFTH YEAR OF BASIC EDUCATION IN THE EDUCATIONAL UNIT "NICANOR
LARREA LEÓN", CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER,
SCHOOL PERIOD 2017-2018

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RIOBAMBA – ECUADOR

2018

CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGIAS**

LANGUAGES CARRER

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Que el presente trabajo: **STUDY OF THE TIME THAT TEACHER USES ENGLISH IN THE CLASS OF FIFTH YEAR OF BASIC EDUCATION IN THE EDUCATIONAL UNIT “NICANOR LARREA LEÓN”, CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER, SCHOOL PERDIOD 2017-2018.**, de autoría del señor **Esteban José Díaz Ulloa**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo



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I, Esteban José Díaz Ulloa, student of the Language Career, I am the only author of this research named “STUDY OF THE TIME THAT TEACHER USES ENGLISH IN THE CLASS OF FIFTH YEAR OF BASIC EDUCATION IN THE EDUCATIONAL UNIT “NICANOR LARREA LEÓN”, CITY OF RIOBAMBA, DURING THE FIRST QUIMESTER, SCHOOL PERIOD 2017-2018”. The ideas and commentaries specified in this document are responsibility of the author.

Riobamba, 13 de Julio del 2018



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180476712-5

ACKNOWLEDGMENTS

I am sincerely grateful to all the people who have helped me throughout the process of my vocational training. First, I thank my tutor MsC Miguel Paredes who helped me improve my abilities and understanding of english linguistics through whose connections, inspiration and fascination for teaching. Second I want to express my thanks to the committee members, MsC Lucy Pazmiño and PhD Magdalena Ullauri for taking the time to review this document and enrich me with their knowledge. In addition, I would also like to thank my classmates and colleagues for their input and advice in both teaching and research, and for their friendship and support during these years. Lastly, I thank my family for loving and supporting me unconditionally.

I love them all.

DEDICATORY

I want to bestow this thesis to my wonderful family, especially to my beloved mother who raised me with love and make me a person who values all of the sacrifice. In addition, I want to thank to my uncle Rodrigo Ulloa to be the first guider to follow in teaching way and my aunt Gloria for being the first person who always trusted in me. Finally, Infinites thanks to my brother for teaching me that the illustration not always can transmit from the older brothers, thanks to be solidary, homely and a kind person.

Esteban José Díaz Ulloa

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RESUMEN

Este documento describe la investigación realizada en el aula con los estudiantes de Quinto de Educación Básica de la Escuela Nicanor Larrea León con el fin de describir cuál fue el tiempo aproximado de intervenciones orales que tuvo el docente en las clases de inglés.

En las intervenciones realizadas por el docente y estudiantes, se pudo observar que ambos utilizan las cuatro destrezas de la lengua, pero existe una gran desigualdad cuando se trata de la participación espontánea de los involucrados, esto quiere decir que el docente tuvo que hacer más intervenciones que sus mismos estudiantes. Este estudio es cualitativo de nivel exploratorio debido a que se realizó con una población de treinta y ocho estudiantes y a su respectivo docente. Como técnica se utilizó la observación no participativa ya que el investigador optó por un rol pasivo y sin intervención. El instrumento de recolección para la información es una encuesta diseñada por el ejecutor de la investigación. En el análisis de esta observación se pudo concluir que la lengua materna está sobrevalorada al momento de la enseñanza de una segunda lengua.

Palabras clave: Intervenciones, Tiempo, Docente y Estudiantes, Lengua Materna, Segunda Lengua.

SUMMARY

This document describes the research carried out in the classroom with the fifth grade students of Basic Education of the Nicanor Larrea León School in order to describe the approximate time of oral interventions that the teacher had in the English classes.

In the interventions made by the teacher and students, it was observed that both use the four skills of the language, but there is great inequality when it comes to the spontaneous participation of those involved, this means that the teacher had to do more interventions than his students. This study is qualitative exploratory level because it was conducted with a population of thirty-eight students and their respective teacher. As a technique, non-participative observation was used since the researcher opted for a passive role without intervention. The collection instrument for information is a survey designed by the executor of the investigation. In the analysis of this observation, it was possible to conclude that the mother tongue is overvalued at the time of teaching a second language.

Keywords: Interventions, Time, Teacher and Students, Mother Tongue, Second Language.



MsC. Mónica Cadena
DIRECTORA DE LA CARRERA DE IDIOMAS

CHAPTER I

INTRODUCTION

Teacher talking time is the time which teachers spend while instructing, lecturing, managing or organizing the lesson and establish dialogues. In other words is all of the process that occurs in classroom, it includes the extra activities and the time that teacher and students need to understand the activities that will be developed during a length of time.

However, the time is a constant variable because not always we can keep a set of time for teaching, learning, understanding and producing one language because during of the develop of the classes it is possible that appear new variables that avoid reaching the goal.

Teacher talk can be used as tool to increase students' performance, interaction and to promote positive students. (Rahman, 2014). Over last few decades it can be seen that, an ideal language teacher is the teacher who motivated his students with positive attitudes, care about the students and all positive attitudes mostly expressed verbally in his talk with them in classroom. It means that is better use the language that students produce and now that they want to be immersed in the lesson without extra and complicate vocabulary. On the other hand, Student Talk Time (STT) should be from seventy percent to eighty percent during the course of the lesson (Chriss Cotter, 2009). Their use of language should be by qualitative competences. It means that students must be exposed to all of the activities that maintain involved their special skills while they become familiar with the target language.

This dissertation was done in the fifth year at Nicanor Larrea Leon during the first quimester, period 2017-2018. It pretended to report one of the thousand of problems immerse in classroom, with the main aim to support the hypothesis that most of the talk in English as a foreign language in elementary high school was done in a traditional way. It means that the teaching and learning process was done two main factors. At first in the vast majority by teacher and it seems to imply that, the teacher keep thinking that the more she talks the more that students can learn English and it is a bad idea to teach and second the use in large quantity the Spanish. This idea making us think that all of the classes were centered in the teacher when in reality, it process should be centered in both teacher and students.

The realization of the present research is important because it will help teacher be aware how are they handle their classes and how important is to apply the techniques that acquired during their period formation in the educational field. In this way teachers face the basic problem that is english isn't spoken frequently in class. For gathering this information the research used the observation technique and tally sheets for making easy to show the results. With the results the researcher learned more about how the classes are conducted and in this way try to avoid the same typical faults that teachers usually do.

The problem that exist inside classes is that English class has maintained a traditional environment and it has caused that teacher and students worked in the same parameters, as some of examples of this idea we have that: The spanish language predominate among english language, teacher explains and students receive the information without participation, without doubts and it was to imagine without knowledge at the finally of the classes.

The purpose of this dissertation was to describe how often among a teacher and the thirty-eight students of fifth level at Unidad Educativa Nicanor Larrea speak both languages, english and spanish. It has been developed with a systematic framework of observation. In such a way that, it allows us to have an idea if the students really can receive more information in English or it could be only a habit that teacher has adapted with the past of the time.

The type of the research is qualitative because it permit us to conduct the research based on what the people say and do in a social environment. It is not an experimental research because the samples can not be manipulated in the analysis but the results will be interpreted to contrast the theoretical foundation.

The level of research is exploratory because the result of this kind of investigation give us a scene or superficial knowledge about the topic, of course it is the first step to rigorous research. This level of research will provide solid bases for later studies because the process is flexible and doesn't comply strict parameters to collect information, only it is important to analyse the properties and characteristics.

The research is divided into five chapters which are detailed below.

CHAPTER I: Referential Framework - The problem research, Problematization, Macro, Meso and Micro Analysis, Problem Formulation, Questions Guidelines, Objectives and the Justification of the Problem.

CHAPTER II: Theoretical Framework - The background of the investigation regarding to the problem, theoretical foundation and the basic term definition.

CHAPTER III: Methodological Framework - The type of research, level of research, research design, population and samples, procedures and techniques for processing and interpretation of data.

CHAPTER IV: Analysis and Interpretation of results - The analysis and description of the Tally Sheets.

CHAPTER V: It contains conclusions and recommendations. Finally, it is presented the references and some annexes.

REFERENTIAL FRAMEWORK

1.1 PROBLEM RESEARCH

The english classes have been developed traditionally. It means that English is not frequently used. So how long the teacher should speak English in order to foster communication with the students inside classroom.

1.2 PROBLEMATIZATION

When it comes to a variable related with the time inside classroom, this could be defined as follows: the teacher uses the English language in the teaching-learning process, it was observed, this is framed in traditional aspects, leaving aside new methodologies that could be applied to improve the participation, communication, motivation and performance of the students in a fully developed environment in a second language. “The Unidad Educativa Nicanor Larrea Leon” is located in the Chimborazo province, city of Riobamba. There are long spaces to have so much students inside the institution but those spaces aren’t suitable for develop the knowledge and integrity of students because each grade has from 40 to 50 students. This institution was founded in 1896 and it is one of the ancient institution in the province and since that moment it has never improved the environment where the students develop their abilities. As all of the institutions, it has visible problems that only require a better planification to consider the real elements as challenges that will be able to serve as strengths for education.

In Ecuador, english has been adopted since Galo Plaza Lasso government. The subject entered the curriculum in the fifties and like now the institutions suffer a deficit of teachers and always the importance of english in the ecuadorian system has been discussed. Nowadays the curriculum has been created according with some models that there is in other countries and those models can establish a scale of six common reference levels for the organization of language learning and homologation of the different titles issued by the certified entities that permits student overcome the risk that english has with the four macro skills. According with the opinion of some teachers, grammar rules are no longer taught because it is an ambiguous system that complicate the learning process. It is better if the

teacher put emphasis on communication giving priority to their students leave the embarrassed moment and reduce the time that students employ spanish in english classes.

This simple description can be taken into account before to describe a major problem that is english in not spoken in classes of foreign language. For this reason, this research has taken macro, meso and micro level analysis to performance the same problem but with different points of view immerse in the education and in the school.

MACRO ANALYSIS

Government of Ecuador

The government has taken place a new national English curriculum and associated measures as part of general goal of improving access to quality public education. Education reforms have been based upon the idea that education is a means of fostering the equality, solidarity, multiculturalism and skills that will directly benefit the economy. The national English policy mandates proficiency targets and a new evaluation system and continuous professional development for teachers.

The Ministry of Education presented the agreement in March in which it was established that the teaching of the foreign language (English) from 2016-2017 (Sierra regime) and 2017-2018 (Costa) will be mandatory from second Degree of General Basic Education until the third year of Bachillerato. The data is worrying because Ecuador ranks thirty-five out of sixty-three as one of the countries with low English proficiency in accordance with the English Proficiency Index (EF EPI) 2016. To obtain these results, data was used on seven hundred thousand adults over eighteen years of age. They took an exam in 2017. According with SNNA the majority of students who are unable to speak english is because the national government avoid to implement the english classes in elementary school. Time after they figure out that this decision was wrong because it was necessary adapt a language to promote opportunities not only in Ecuador but also around the world. In this way we will have achieved a state which has better opportunities in any aspect both social and economic. Pitifully this decision taken before affected to students to continue their studies process.

This is the main cause that make that teacher talking time was higher than students talking time in classes. Most of the time teachers want to change this reality but it will be difficult

if they are not adapted new strategies being conscious that we need to take decisions in the process of teaching and learning. Of course it is important to take into account that all of the challenges begin with personal changes, as a teachers of a second language it is important to speak only in english we are conscious that know the ways of teaching but we don't take a chance to speak only in english. At the beginning it will be difficult but not impossible, if teachers only speak a second language during classes, reduce the time of mother tongue and have the ways of transmit the correct message from their students, they will get used to the passing of the time. This process require a long time but these will be the time that students develop new abilities and lose the shyness.

MESO ANALYSIS

Nicanor High School

Currently, the problem exists in some internal aspects based in the english classes. First of all in this public institution there is only one teacher to cover the english classes in the morning. It means that all of the courses that receives english classes are managing by only one person, of course each grade has a tutor who plays a role in every subject except english also there is not a teacher or attendant who lends out the labs. It has foment first of all the excessive teacher work that has to do with all of the courses, second students have not the same opportunities to access the labs because all of the courses have computer classes and most of the time the free access to labs no coincide with the plan of teacher.

MICRO ANALYSIS

Classroom

The main problem inside classroom is that english is not spoken, neither by the teacher or by student. They want to practice fifty percent of spanish and fifty percent english and in some cases the spanish is more commonly used in all of the roles and activities for instance at the moment to complete a task, at the moment to explain something, when they need to interact each other even when the students ask for helping, It is not a custom of the teacher manage the class in this way but also the circumstances deserve.

The internal problems and lack of attention mention before making that all have a erroneous perception and then see English classes as a subject without importance. This commentary is reflected with kids that forget their books, homework and lessons, but this

lack of concern is not only the problem of the students, teacher or even authorities this is a problem that involves relatives also. Furthermore students can no access frequently to labs and hence to know other english cultures around the world.

1.3 PROBLEM FORMULATION

Table N° 1

How long does the teacher use English in class?

AREA OF STUDY	QUESTIONS		OBJECTIVE	
	GENERAL	GUIDING	GENERAL	SPECIFIC
LINGUISTICS	Is there an appropriate balance of the use of English and Spanish in the communication?	How do students react when the teacher speaks English in classroom?	To analyze if there is an appropriate balance of the use of English and Spanish in the communication of the teacher with his students	To identify how students react when the teacher speaks English in classroom.
		How does the use of L1 affect the student's communication in a second language acquisition?		To describe how does the use of L1 affect the student's communication in a second language.

By Esteban Díaz

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- To analyze if there is an appropriate balance of the use of English and Spanish in the communication of the teacher with his students in the Fifth year of basic education in the “Unidad Educativa Nicanor Larrea León”, city of Riobamba, during the first quimester, school period 2017-2018.

1.4.2 SPECIFIC OBJECTIVES

- To identify how students react when the teacher speaks English Language in classroom.
- To describe how does the use of L1 affect the student's communication in a second language.

1.5 JUSTIFICATION

The realization of the present research is important because it will help teacher be aware how to handle their classes and how important is to apply the techniques that acquired in the educational field. In this way, the English is not spoken frequently in class. At the same time, the research enriches the field of language skills, so it will help the teacher not to be the center of attention. The advice will permit the interaction between teacher and students, students and teacher and students - students. Personally, the realization of this research helped the investigator to figure out what are the problems that education goes through, especially in the English area and the damage that we do to our students when we don't expose them to speak and think in english.

The direct beneficiaries of this study are the students of Fifth year, teachers at Nicanor Larrea Leon and future teachers that want to undertake in the educational system. In the other hand the indirect beneficiaries are the authorities, people who finds enlarge this topic and researcher. This research was carried out in Nicanor Larrea High School with all of the established permits. It was done through observation and analysis by the researcher and some basic resources such as the website, books and articles that facilitated this work.

Finally, this research pretends to offer a sample and data collection of how were the classes and participation between teacher and students. Also this research will leave to take alternatives either by teacher or students to change the ways of handle the classes and correct the mistakes. This research was carried out perfectly because all the authorities, teachers and students provided the necessary information and as we know the social factors are the most important in this type of research.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATION REGARDING TO THE PROBLEM TO BE INVESTIGATED

The idea to carry out this research was that all students of fifth year in Nicanor Larrea Leon have a problem in the oral production, at the beginning it was thought that it was for the lack of opportunities, but there were some aspects that needed research and clear explanations to resolve. This study is based in other scientist researches published around the world, like:

TEACHER TALK AND STUDENT TALK: IS THERE A RIGHT BALANCE? AND HOW MUCH DO TEACHERS REALLY SPEAK? A STUDY ON TEACHER AND STUDENT TALK IN AN EFL CLASSROOM (Hetzelein, 2016). This study is one of the most widespread topics of investigation because all of the institutions in Ecuador for teaching english need to teach with spanish. At Universidad Nacional De Chimborazo (UNACH) there isn't a similar investigation whereby this research will be an innovator study to have as a base for future researches in the field.

2.2 THEORETICAL FOUNDATION

2.2.1 LANGUAGE AND GLOBALIZATION

English language has come to be the second most spoken language in the world besides that english is distinguished by the other languages for having mostly non native speakers and this phenomenon could be affected by globalization. (Crystal, 2003) considers that a language can be named as 'global' when it can be recognized all over the world (p. 3) Language in general terms contribute to the formation of any culture, such as through vocabulary, greetings, feelings, humor. The natural languages in either their spoken or their written form are languages and it is an important shape that represents a special group because people have been prepared to distinguish different ethnic groups and what common heritages they share with the social world. It is important to know that without a language, people would lose their cultural identity. According to Chomsky Language could be an

infinite union of sentences based at the beginning to the more simple ideas and thoughts. This are the essential way in which the ability to communicate across culture develops between ethics; this process of acquisition of a language in cross culture is unmanageable because the interaction among cultures induce strong change in the language that transcends for a long time. We have taken to take into account that knowledge of one or several languages enables us to perceive new horizons, to think globally, and to increase our understanding of ourselves and of our neighbors.

The globalization is a social process characterized by the existence of global economic, political, cultural, linguistic and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant (Oxford Dictionaries , 2003). In addition, globalization is readily increasing in today's world. This increase in globalization has many effects on language, both positive and negative. These effects on language affects the culture of the language in many ways like dialect, idiolects and accents. In spite of all of the changes that language suffer the globalization allowing languages and their cultures to spread and dominate on a global scale, it also leads to the extinction of other languages and cultures.

2.2.2 ACQUISITION OF A SECOND LANGUAGE

When we talk about the acquisition of a second language, we suppose that teachers have all knowledge and he or she is the principal source for developing abilities (Rutherford, 1983). Most of the time we are accustomed to think that students do not have a previous knowledge, but it is an erroneous belief because all person have been prepared to have a minimal conscious or unconscious idea. Rutherford seems to endorse this view. He argues that, when attempting to learn an L2, the learner is equipped with two kinds of prior knowledge.

The first consists of an **innate perception** of the various possibilities of the target language (TL) and the learner's capacity to infer the unknown based on his/her rudimentary inter-language.

The second corresponds to **learning experience**; students attempt to do a minimal relation with their mother tongue thinking in a maximal efficiency. This phenom serve the initial desire for rudimentary communication (Rutherford, 1983). So, Rutherford argues

implies that sometimes teachers underestimate the abilities and knowledge of their students and it bad appreciation can cause that students lose the interest.

This dissertation has been practical in order to be clear in their concepts and argues, It has the most important terms first and of course the principal theoretical concepts will be expressed from general to specific.

2.2.3 COMMUNICATION INSIDE CLASSROOM.

There are two types of talk that this investigation will be focus that is teacher talk and student talk, and they are followed by the three subtypes of communication in classroom that is the communication between teacher-students, students-teacher and of course students-students.

Teacher and Student Communication, refers to teacher talk time describing language or planation by teacher when the students receive language input. In that moment teacher, show a model of the foreign language. It happens when students is supposed to be in silent and the teacher use IRF exchange (Initiation, Response; Feedback).

Students and Teacher Communication denotes one way of student talk inside classroom in this part the input of students is taken into account for teacher in order to diagnose the knowledge and capacity of the language. According with (Sinclair & Courland, 1975) this process is development when one student speaks and the others listening.

Finally Student and Student Communication is the second time of speaking participation in class and it is so important because is the unique way that student's discourse is symmetrical setting and they do not wait for constant correction made by teacher. Students-Students communication happens most frequently in pair or group tasks and it is least embarrassment because their friends are develop a better environment to work.

2.2.4 FINDINGS ON TEACHER TALKING TIME.

Apparently it is a general idea in the teaching learning world that teachers either talk or should talk more than learners. This idea is to a certain extent supported by (Chaudron, *Second language classrooms.* , 1988), their investigation found out that about 60 percent of the total dialogues done in L1 classrooms is done by the teacher; and other investigations has shown the same figures when teachers use L2 in classroom. It makes to seem that it doesn't matter what was the language than the teacher uses at the finally it will have the same result.

Studies on authentic classroom interaction are conducted by the researchers who are mostly concern with teacher talk and students response in the real context. First, (Kim, MI-RAE, & Suh, 2004) study teacher talk in Korean English classroom. They analyze recorded data from six middle school teachers in Busan. The result showed that the teachers account for about 60% of the classroom talk on average and talked about 17 times a minute, which is 4.5 times more than the student talk. The findings also show that the teacher talks in the teacher-fronted class more than those using the student-centered group work do. Second, Park (2005) analyzes teacher talk in primary EFL classrooms. He concludes that most of teachers' talks are display questions, direction and evaluative feedback. Lee (2005) compares teacher talks from three different primary school teachers (one native speaker of English and two Korean teachers). The results show that many existing differences between teachers depending on their proficiency levels in English.

This analysis in the habitual class proposed three points that were notorious while teacher developed her class. One of the points of view for increasing the dialogue inside classroom is the environment. It means how well the teacher create the confidence with her students.

(Chaudron, *Investigations on teacher talking time*, 1988) says it is not possible to make fun about their mistakes or errors for that reason the concept of the relationship between teachers and students in the classroom seems to have changed a great deal making of this an environment where the students had the opportunity to participate and improve the linguistic ability with less embarrassment caused by the teacher and their classmates in many occasions.

Other point of view and the most important for developing this analysis was that all of the samples in this investigations were children. This cause that students at that age demand more time of talking than adults because they wish to speak all of the time and of course this make that teacher had tools for increase and develop first the results in communication and second the discipline in class.

The final point that might be important to consider here concerns types of classrooms. Not only it refers with the structure, area or space of the class also is immerse the how the students are distribute in the different sections of the class and what are the proactivity in general as a course. For this it is important the predominant activity of teacher to move around the classroom and how can he/she deal with each one. In this case, the teacher has to do a hard work because neither of those aspects mentioned before contribute to increase the situation.

First, the area where the students were developing the learning process was uncomfortable because there were two pillars in the middle of the classroom, those pillars prevented the visualization at the explanations of teacher, and then students were bored.

Second, the teacher for monitoring and trying to control the class had to pass for narrow spaces in this way it makes difficult to walk in the whole class.

Table 2. Investigations on teacher talking

Researcher/year	Context	% Teacher talk (range)
Legarreta (1977)	Five bilingual education kindergarten classrooms representing two programme types ("Concurrent Translation" and "Alternate Days")	70% - 80% Median = 77%
Enright (1984)	Two bilingual kindergarten classes similar in context to those in Legarreta's.	42.9% - 84.9% Median = 64.5 %

Bialystock, Fröhlich and Howard (1978)	One grade 6 French immersion class and one grade 6 "core" French (FSL) class in Canada.	Teacher talk: a. French immersion teacher: 68.8 % Core French Teacher 6.3%
J.D. Ramires et al. (1986)	Seventy-two kindergarten through grade 3 classes (L1 Spanish children in English immersion, and early-exit transitional bilingual education classes).	Not mentioned.

Adapted from: (Chaudron, Investigations on teacher talking time, 1988)

2.2.5 TEACHER AND STUDENTS TALKING TIMES.

According to second language acquisition theories, both teachers and students should cooperate in language classes all of the time. Especially, in communicative EFL classes students must have more opportunities to practice english, so teacher should reduce the amount of their talk from 30% to 20% of the class time, and Student Talk Time should be around 70% to 80% during the class. Supporting this idea, (Nunan, 1991) claimed that the excessive teacher talking time should be avoided and should not take part of the majority of the class, as this will not provide students with enough opportunity for language production (Brown, 2001). For this reason all of the theories agree with the unique logical idea that is reduce the participation of teacher and increase the participation of students in the communication field.

However, previous researches in language classrooms have established that teachers tend to do most of the classroom talk. Teacher talk makes up over 70 percent of the total talk (Cook, Second Language Learning and Language Teaching (2nd Edition). Beijing: Foreign Language Teaching and Research Press. , 2000); (Chaudron, 1988). Some other study has also shown that both first and second language teachers tend to dominate classroom discourse, speaking for approximately 60%, or two-thirds, of class time on average (Chaudron, 1988). Similarly, researchers such as Dunking and Biddle and Bellack belief in the teaching learning world that teachers either talk or should talk more than learners and they found out that about 60 percent of the total amount of talk done in L1 classrooms is

done by the teacher; and further investigation claimed that the figures are about the same as for L2 classrooms.

This is too high for a communicative language-teaching classroom. While (Krashen, 1981) asserted that comprehensible input is “the crucial and necessary ingredient” for second language acquisition, also (Swain, 1985) demonstrated that input alone is insufficient for developing language production skills and argued instead for the importance of comprehensible output, nothing that learners need to pay more attention to meaning when producing language than for comprehension. Moreover, (Nunan, 1991) explains that while excessive teacher talk is to be avoided, understanding what is ‘excessive’ is subjective. He argues that teacher talk is necessary to provide learners with what can be their only access to live target language input.

2.2.6 FEATURES OF TEACHER TALK.

When the teachers had conducted the activities related with the speech in classrooms they have focused on features that has many kinds of variables inside language. According to some researchers (Hu xuewen, 2003, Dai Weidong & Li Ming, 1998) teacher talk has doubled features. One form refers to teacher talk, like- speed, pause, repetition, modification of teacher talk. Another form refers to the features of the language the teacher use to organize and control classes, the questions they used, the quality and quantity of teacher talk interactional modifications and teacher’s feedback as cited in (Yan, 2006). So this general study will provide us an idea of the variables that teacher experiments when they talk and the personal methods that they employs when they handle with their classes.

2.2.7 INPUT AND OUTPUT IN A SECOND LANGUAGE.

People acquire language only when they understand language. It mean language is produced when we are able to communicate. For this reason this part of investigation is based on input and output inside communication process. The input refers to language acquisition or most defined as the information that learner receive by listening or reading as (Wang, 2010) input is important in the language program and that fluency in speaking or writing in a second language will naturally happen. According to (Swain, 1985) output refers the act

of producing language, under certain conditions, part of the process of second language (Swain, 1985). As a little resume it is important that input and output exist at the same time because is a fundamental part to comprehend the language and develop a better communication especially in student role.

2.2.8 COMMUNICATION AND THEIR FIVE PROPOSITIONS IN THE CLASSROOM.

The first propositions is the meaning of communication that is the response we get. Usually we assume that if we have communicated something, through either speech, writing or action, other people will understand what we mean and act accordingly. However, how often do we find that people do not respond as expected? That might be because the person for some reason just does not want to respond, but more often than not it is because they have misunderstood us.

In proposition two, they classify each message as having two levels, namely “content and relationship” (Watzlawick, Paul, Janet Helmick Beavin, & Don D. Jackson, 1968) content refers to the information that is transferred while relationship defines the relation between the two interact and could also be termed meta-communication. Crucially, they assume that relationship governs content in that it classifies it, which holds true for classroom communication as well because the relationship level one implies a command such as “Answer this question”.

The third proposition asserts that communication is “interpunctuated”, i.e. that there is a causal relationship between the actions or messages that follow each other. It is also applies to classroom communication where the responses from students are caused by the teacher's questions.

In proposition, four they distinguish between verbal, in their words “digital” and non-verbal or “analogic” communication. While obviously both kinds of communication play an important role in classroom interaction, teaching methodologies and education are mainly concerned with verbal forms of communication.

The final proposition postulates that there are two different relationships between the communicants: “symmetrical interaction” which signifies an equality of power, and “complementary interaction” which signifies an imbalance of power and dominance between communication partners. Similarly, (Edwards & Westgate, 1994) differentiate between “talk which has to be organized” because conversation partners share equal rights, and “talk which is organized largely through unequal rights”.

2.2.9 ENGLISH CLASSROOM

Many years ago the proper system of English’s inclusion had replacement by some other hours in other subjects, this has caused that students in basic education forget the little knowledge that acquire unconsciously in the life.

The use of English is a good beginning step for encouraging students to feel comfortable in a foreign language and for them to begin to “think” in that language. The more times they use the phrases, the comfortable they will be. The goal is to get students to react in English, rather than in Spanish.

Language, in other words, is how we think. It's how we process information and remember. It's our operating system. (Vygotsky, 1986) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech, for this reason the quantity of English that students receive it’s important for increasing the learning process in this area.

The use of English by foreign language teachers is a matter of much controversy. Whereas language switching by English-speaking foreign language teachers has been the focus of research, relatively little is known about the amount of teachers' language use in the classroom when comparing how much teacher and students use english and Spanish. This quantify study examined the purpose of English used by teacher and students and why teachers have been maintaining the traditionalist methods for teaching English.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The research is descriptive with a qualitative approach because the gathered information was obtained through the observation to the students and teacher in their natural behavior in order to analyze the appropriate balance of the use of English and Spanish in the communication between teacher and students. In addition, the ethnographic method was used to describe the audience's variety of behavior observed in the students' classes for the corresponding analysis.

3.2 RESEARCH TYPE

The type of the research is qualitative because it permit us to conduct the research based on what the people say and do in a social environment. It is not an experimental research because the samples can not be manipulated in the analysis but the results will be interpreted to contrast the theoretical foundation.

3.3 RESEARCH LEVEL

The level of research is exploratory because the result of this kind of research give us a scene or superficial knowledge about the topic; of course, it is the first step to rigorous research. This level of research will provide solid bases for later studies because the process is flexible and does not comply strict parameters to collect information, only it is important to analyze the properties and characteristics.

3.4 POPULATION AND SAMPLE.

The population is thirty and eight students and one teacher. Since the number of the population is limited, it is not necessary to obtain a sample with which we avoid the percentage of error. It was taken of the fifth year of basic education at Unidad Educativa Nicanor Larrea Leon during the first quimester, period 2017-2018.

3.5 PROCEDURE

Preparatory phase. – The researcher did the pre-professional practices at Unidad Educativa “Nicanor Larrea León” with the students of Quinto año de Educación Básica. The researcher observed that in classes of a second language, the mother tongue has been spoken more due to teacher and students are not able to maintain a free dialogue based on knowledge. The researcher was interested in this investigation because there is not a right balance between public institutions and private institutions which exist more opportunities where the students have a better domain of English. Also as future teachers of language, we have to realize how important the communication in the globalized world is.

To establish the problem definition three levels were taken into account: macro, meso and micro. First in macro level, the scenery was chosen the Government of Ecuador. Second, the research has nominated Nicanor Larrea León High School as a meso level. Finally the classroom was define as a micro level because which one is where the problems are more focus.

Field work phase. – The observation was made during twelve class hours each one of forty-five minutes from the second to third week of January through an observation sheet based on the objectives of this investigation and according to the theoretical foundation. The observation sheet and the schedule was revised and guided by the thesis tutor MSc. Miguel Paredes Amoroso.

Analytic phase. – The information was gathered by the researcher and it was analyzed, interpreted and contrasted with the theoretical foundation to know how the use of L1 affects the student’s communication with the students of Quinto año de Educación Básica. The analysis and interpretation of the observations was revised, corrected and approved by the thesis tutor MSc. Miguel Paredes Amoroso.

3.6 WORK FIELD

For performing the observation process it was necessary to get the authorization of the principal of the Unidad Educativa “Nicanor Larrea Leon” this process had to be done in English classes. The observations have been made during twelve class hours each one of 45 minutes from the second to third week of January with the students and teacher of Quinto año de Educación Básica. The data was gotten by using the observation technique and its

corresponding instrument an observation sheet that was elaborated considering the most important facts of the communication process. The researcher was present in class and used an observation guide, which was for getting the information about how do students react when teacher speaks English in classroom.

The sources used for this research were taken from of relevant documents, online information, books about methodology and some experiences of the pre-professional practices.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALISIS AND DESCRIPTION OF OBSERVATION SHEET

The information was obtained through observations applied in the students and teacher of Quinto año de Educación Básica during twelve class hours each one of 45 minutes from the second and third week of January, this process helped to determine how do students react when teacher speaks english in classroom.

4.2 ANALYSIS AND DESCRIPTIONS OF THE OBSERVATIONAL SHEET

SPECIFIC OBJECTIVES	ITEM	OBSERVATION/COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To identify how students react when the teacher speaks English Language in classroom.</p>	<p>PRE-TASK STAGE</p> <ul style="list-style-type: none"> Teacher lead off the topic using definition? 	<p>Teacher start the topic using some examples related with real life and explores the content with the more useful words and phrases as they can understand. Learners may hear a recording of others doing a similar task, or read part of a text as a lead into a task. Students showed interest and attention for explanation</p>	<p>The observation showed that students are totally agree that teacher shows new topics with definitions or something related that makes them reach the objective</p>	<p>Introductory activities can be followed by quick bursts of oral or written practice, or dictionary reference work (Willis & Willis, D, 1996). According with the actors teacher must explain the introductory part as well and fast as they can, focus on the principal ideas and specific point that make students confidents and safe when they executing the task.</p>

	<ul style="list-style-type: none"> Teacher explains everything in English 	<p>Teacher explained all of the classes with both languages. However, Spanish was spoken more frequently than English was. Students were more confident when they were exposed to Spanish, this made that students to emit their responses in L1 even when the teacher spoke an L2. They felt stress and shy. In the real communication they can not express ideas and the real emotions in English.</p>	<p>Students are not able to emit an L2 responses because they can not create complete sentences due to the oncoming with the L2. They must an approach based on basic expressions, vocabulary and common language used inside classes.</p>	<p>According to (Frost, 2017) when teacher speaks engage to students in the usage of language for expressing their ideas, opinions, feelings and emotions in a real communication. Be communicative demands make of students must consistent with their ability to perform the activities. According with Frost, teacher must focus all the conversations using L2 and expose students to maintain communications in all activities and areas of the language.</p>
	<ul style="list-style-type: none"> Multiple Choice Questions or open questions? (MCQ) 	<p>Students are more comfortable when teacher ask them with multiply choices or close questions; some students were satisfied with those questions that required information, opinions of the students.</p>	<p>The percentage of students that required the MCQ was higher that students that needed information question, but there were students who remained neutral. All depends of the</p>	<p>Multiple-choice questions are easiest to write when there is a definitively right or wrong answer. Multiple-choice testing of more interpretive material should always include an appeal mechanism in</p>

			distractors that the teacher uses.	which students can and must make a written, evidence-supported case for their answer (Bloom, 1956). According with Bloom's taxonomy all the MCQ are easier because the format permits the reader to focus only in the answer without argues.
	<p>DURING-TASK STAGE</p> <ul style="list-style-type: none"> Teacher talk more in class 	During the observational class, students have been adopted a passive attitude, because they are accustomed only to pay attention to their teacher and they do not take a participation in class.	The analysis of this question was explained more in details from students in order to understand well as a result they selected that teacher in class had spoken more than students.	(Swain, 1985) demonstrated that input insufficient for developing language production skills and argued instead for the importance of incomprehensible output. According with that it is importance to maintain the interaction among teacher and students for increase the confidence and communication.
	<ul style="list-style-type: none"> Conforming Groups 	Usually Teacher can not conform teams groups due to the quantity of students in the public high school, the infrastructure avoid to mix	Teacher contributes to make team groups with those students who present more	Be inclusive and empowering. Make sure that everyone connected to the group is involved.

		<p>students. They are accustomed only work alone or maximum in couples. In this period students were exhausted and boring</p>	<p>competences for developing activities. During this stage of development, issues related to roles, expectations, and norms are no longer of major importance. The group is now focused on task, working intentionally and effectively to accomplish its goals.</p>	<p>Seek out diverse members and talents and model inclusive leadership. Identify common purposes and targets of change. Create an environment that fosters trust and builds commitment to the group (Komives, 1998). According with the author teacher is able to conform groups finding some alternatives that encourage students and strengthen skills.</p>
		<p>During of the develop of the tasks the students rejected the activities because they can't understand clearly the instructions. This gave way to speak among students outside the topic.</p>	<p>There were some questions to interact among students; they analyzed the different situations in order to share opinions in each side.</p>	<p>(Scarino & Liddicoat A. J. , 2009) elaborated on the fact that social interaction (within the classroom) involves participants in different situations, in which, for instance, the teacher communicates with students, students do with teachers, teachers do with teachers, and students do with more</p>

				students and other people (p. 39).
	<p>POST-TASK STAGE</p> <ul style="list-style-type: none"> • Individually feedback 	<p>During the observation, the students have preferred to solve mistakes, doubt and questions by individual way, sometimes students were shy and nervous when they need help and more information.</p>	<p>Majority of the students said that they prefer to solve doubts individually because when the teacher approaches them, they can speak L1 and this language make them feel sure about what they need.</p>	<p>(Sadler, 1989) Argues that the key premise for effective feedback for student to improve is that they must develop the capacity to monitor the quality of their own work during actual production (...). In contrast with this, it does not matter if teacher can correct mistakes or solve doubts in groups or individually way, always exist opportunities to employ correction for teams or individuals in order to do not feel embarrassment to their students.</p>
	<ul style="list-style-type: none"> • Practicing the target language. 	<p>During the observations, the students attempted to have more approach or contact with english, but they had some interferences at the moment to express ideas. They get become to say the same words among spanish and english.</p>	<p>Majority of the students wanted to practice target language in class so that teachers could correct their mistake instantly and make proper pronunciation. In the other hand, some</p>	<p>When learners hear large amounts of comprehensible input and they are engaged in meaning-making, they understand and retain what they hear and they use it to form their own</p>

			students do not want to practice because they feel shy in front of all.	messages. (Long & Swain, 1981) According to Long and Swain second language acquisition has shown that learners need as much exposure as possible to the target language for acquisition to occur, the more that they are exposure the most that they can learn.
To describe how does the use of L1 affect the student's communication in a second language.	<ul style="list-style-type: none"> The rol of L1 in L2 	The role of the mother tongue has been bad employed because it was possible to notice how the students were exposed to english and spanish at the same time. When L1 learners listen to L2 pronunciation, they unconsciously take them to compare with their L1 mapping system.	Since the pragmatic point of view there are some aspects about how can be english taught, inside of these culture, vocabulary, phonetics, intonation and so on. This study reflect that students can understand better the transfer of the input if they are expose with both languages. In this way teachers can correct easily the mistakes that students may commit during the lesson. Of course, some research and authors not	L1 learners will regard their positive pragmatic transfer as the preferable part of the total second language acquisition, and can reveal the unique part of the majority learners, but lack of sufficient empirical studies to prove that positive transfer is to promote or impede successful communication (Hammarberg, 1990) According with Hammarberg the use of mother tongue can be

			always think in the same way.	used as a tool for developing knowledge. However, students need to be more approach with second language to get accustomed.
	<ul style="list-style-type: none"> • Positive role of the L1 in L2 learning 	Students are more comfortable when they use the spanish, and it seems to be more easy to understand the content	Spanish has been easily to employ for students because it can be a tool to understand theories and explanations, but some investigations suggest that is indispensable to use the language that any one wants to learn.	(James, 1990) discussed effective ways to raise learners' cross linguistic awareness in L2 teaching: firstly, establishing a link between an L2 form and its corresponding L1 form can make learners conscious of the target form, and assist them in memorizing it, since the relationship between the L1 and L2 is often asymmetrical

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- During the research, L1 overcame usage expectations over L2, and it can employ as a tool for accessing the knowledge in the students.
- In this research, the student's role was passive and the opportunities to develop the speaking skills were limited in classroom .
- Shyness was presented when students had to express sentences; it was caused for the lack of confidence in the work of students.

5.2 RECOMMENDATIONS

- The mother tongue ought to be measured and only teachers should to use as an strategy for fostering communication.
- Teachers should create a more confident environment where their students can express their feelings, emotions and mistakes without fear of being wrong.
- Teachers should built comfortable tasks and activities with shy students.

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ATTACHEMENT

TALLY SHEET 1: QUESTIONNAIRE FOR STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

OBSERVATION GUIDE

This observation guide focus on the opinion of the students to know how often the teacher speaks English during the class development. The observational guide will be applied in the fifth year of Unidad Educativa Nicanor Larrea Leon.

Response Scale: Yes, No, Neutral

STATEMENT	Yes	No	Neutral
1. Does your teacher lead off the topic using definition			
2. Do you feel comfortable if the teacher explains everything in English			
3. Do you prefer Multiple Choice Questions rather than open questions			
4. Do you prefer teacher talk more in class			
5. Does your teacher explain the task after complete your lesson			
6. Do you feel comfortable if teacher conform team groups			
7. Do you prefer feedback individually			
8. Do you like to practice target language in class			
9. Do you like more chance and discuss in class			

TALLY SHEET 2: QUESTIONNAIRE FOR TEACHER

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

OBSERVATION GUIDE

This observation guide focus on the opinion of the teacher to know how often the students speaks English during the class development. The observational guide will be applied in the fifth year of Unidad Educativa Nicanor Larrea Leon.

Response Scale: Yes, No, Neutral.

STATEMENT	Yes	No	Neutral
1. Do you give task after complete lesson			
2. Do your students feel comfortable if you explains everything to them?			
3. Do you ask your students multiply choices questions or open ended questions most			
4. Do you give time students to think about questions to answer			
5. Do you prefer to give feedback in front of all			
6. Do you give them chance to find out errors of their own			
7. Do you give examples before start topic			
8. Do your students get enough chance to speak in class			
9. Do you consider that your participation in class is important			