



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

TITLE:

**THE USE OF THE MOTHER TONGUE IN THE ENGLISH
LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD
YEARS OF BACHILLERATO, AT TECNICO FISCAL MIXTO "27
DE FEBRERO" HIGH SCHOOL. ACADEMIC YEAR 2012-2013**

Thesis as a previous requirement
to obtain the Bachelor's Degree
in Sciences of Education, English
Language Specialization.

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**LOJA – ECUADOR
2015**

CERTIFICATION

Dra. Mg. Carmen Enith Dávila Vega

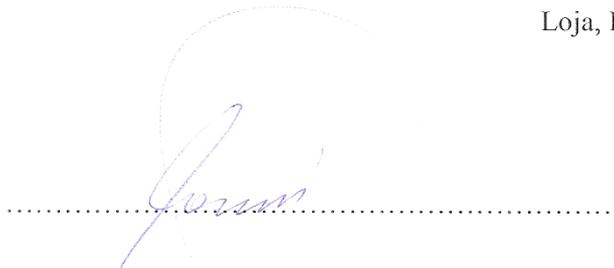
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AND 3RD YEARS OF BACHILLERATO** , AT TECNICO FISCAL MIXTO
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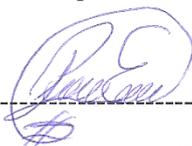
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ACKNOWLEDGEMENT

First, I want to express my sincere gratitude to the Universidad Nacional de Loja, for giving me the opportunity to study and encouraging me to conclude my training as a teacher .

At the same time, I would like to thank to the English language career authorities and professors, who contributed to my professional formation during my career.

Finally, to Mg. Sc. Bertha Ramón, my thesis director, who has given me her support, direction and suggestions, in the development of this research work up to its completion.

THE AUTHOR

DEDICATION

This research work is dedicated to my parents who have always helped me. They are the best models who inspired me to achieve my purposes.

Besides, I specially took this challenge for my daughter because she is the reason and my inspiration to fight every day. Moreover, it is also dedicated to two special people who are in heaven. They were very important in my life.

Paola Alexandra

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
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THESIS SCHEME

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a. TITLE

**THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE
CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF
BACHILLERATO, AT TECNICO FISCAL MIXTO “27 DE FEBRERO”
HIGH SCHOOL. ACADEMIC YEAR 2012 - 2013**

b. RESUMEN

El presente trabajo de investigación titulado **THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF BACHILLERATO , AT TECNICO FISCAL MIXTO "27 DE FEBRERO "HIGH SCHOOL. ACADEMIC YEAR 2012 – 2013**, se realizó con el propósito de determinar el uso de la lengua materna en la clase del idioma extranjero. El método principal usado durante el presente trabajo de la investigación fue el método científico, que ayudó a encontrar la verdad sobre el objeto investigado. También, fue necesario utilizar los métodos: descriptivo, analítico- sintético y explicativo que han servido para el desarrollo del proceso de investigación. Además, se utilizó la técnica de la encuesta que fue aplicada para recoger información acerca del proyecto de investigación aplicado a 7 profesores y 110 estudiantes. De igual forma, los resultados muestran que el uso de la lengua materna en el aula de inglés limita el aprendizaje de Idiomas Inglés por esta razón los maestros deben usar la lengua materna solo cuando sea necesario, en ocasiones cuando los estudiantes no entiendan o se sientan confundidos.

SUMMARY

The present research work entitled: **THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF BACHILLERATO, AT TECNICO FISCAL MIXTO "27 DE FEBRERO" HIGH SCHOOL. ACADEMIC YEAR 2012 – 2013,** sought to determine the use of the mother tongue in the English Language classroom. The main method used in this research work was the scientific method, which helped find the truth about the investigated object. Also, it was necessary to use methods: descriptive, analytic and synthetic explanatory that have served for the development of the research process. In addition, the survey technique was applied to collect information about the research project applied to 7 teachers and 110 students was used. Likewise, the results show that the use of the mother tongue in the English Language classroom limits the English Language Learning for that reason teachers should use the mother tongue only when it is necessary, sometimes when the students do not understand or are confused.

c. INTRODUCTION

English is one of the most important languages around the world. Also, it is spoken as the first language, by millions of people who use it for business, jobs, travelling, study, meeting new people and communicating with others.

This research work about **THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE CLASSROOM** contains relevant information about when teachers and students can use their mother tongue in the English classroom. It is important that teachers know the specific moment for using it and the students feel comfortable and motivated to learn the foreign language. For that reason, the researcher considered to develop the present thesis work:

THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF BACHILLERATO, AT TECNICO FISCAL MIXTO “27 DE FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2012-2013. Thus, the researcher investigated if the use of the mother tongue is convenient to use in order to improve the English language learning.

The specific objectives that are related to the present research are: to determine the role of mother tongue use in English language learning and to identify why the students of 2nd and 3rd years of Bachillerato only communicate in the mother

tongue in the English language classroom at Técnico Fiscal Mixto “27 de Febrero” high school, academic year 2012- 2013.

In relation to the main problem, it is established as the general hypothesis of this research work: The use of the mother tongue influences the English language classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” High School Academic year 2012- 2013. To develop this work. It was necessary to use some methods such as the scientific method to obtain and analyze the theoretical referents; the analytic- synthetic method to analyze the obtained results through the field instruments, to make the interpretation of the data and to establish the conclusions and, the explicative method to give point of view according to the obtained results and explain the theoretical referents about the use of the mother tongue in the English language classroom. It is important to mention that the descriptive statistic method was used as a tool that facilitated the representation of the data in charts and graphs for a better comprehension.

The technique used was the survey, which was applied to 110 students and 7 English teachers in order to collect real data and to know the present situation of the researched institution.

The present work started with the Introduction which describes the contextualization of the research work. Then, the Summary where you can find a compendious of the research work. After, the Literature Review, that has the

theoretical references related to the variables about use of the mother tongue influence on the English language classroom. Next, Materials and Methods, where different methodological elements, instruments and procedures used to develop the research are mentioned. After that, the Results which include the interpretation and analysis of the all questions in order to accept or deny the hypotheses. Finally, the Conclusions through which it is deduced the actual situation of the researched institution and, the recommendations. By which it is suggested the ways to overcome the problems detected.

d. REVIEW OF THE LITERATURE

➤ THE USE OF THE MOTHER TONGUE

The Mother Tongue is the language in which first words are spoken and thoughts expressed by an individual. Thus, it is generally the language that a person speaks most fluently, the mother language is a crucial tool every child uses to understand the world. Culturally, the mother language is a fundamental expression of history and identity. Harbord, (1992)

• IMPORTANCE OF THE ENGLISH LANGUAGE

English is like a window to the world because by English you can learn about the world and you can get more information from the world. If you want to be a knowledgeable person, English is important to be learned. Having ability in English also will help the students to study because what he or she learned is not limited to the one in their country but also in the world. When we know the importance of English for life, we also know when the better time to learn English. Therefore, English is important in an elementary school education because the better time to learn a second language is at the age of elementary school, since in an elementary school to get the better and easier life because English has become a crucial tool for continuing education, employment and social status. Dr,Manivannan (2006)

- **TEACHERS TALKING TIME**

At the simplest level, Teacher Talking Time (TTT) refers to how much the teacher talks during a lesson. However, this will vary according to the stage of the lesson. Overall, however, the teacher should roughly limit his speaking to 20% to 30% of the class time, with the remainder devoted to speaking/use of the language by the students.

On the other hand, Student Talking Time (STT) should be around 80% during the course of the lesson. Their use of the language should further promote qualitative thought. For example, this means that choral drills, and other exercises remain important because students need these activities to become familiar with and absorb the target language.

- ✓ It allows the teacher to restrict his speaking to vital areas of the lesson. When he then speaks, students know the information is important. They listen more attentively and work harder to successfully process the information.
- ✓ Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material.
- ✓ Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests.

- ✓ As students speak more, they must also rely on their skills. For example, if two students fail to understand one another, they must work together to repair the miscomprehension. This better prepares the class for the real world, where they can't rely on the teacher for help.
- ✓ As the teacher speaks less, students have added opportunity for interest and challenge. For example, think back to your life as a student. Which classes did you enjoy the most, ones with a long lecture or ones that allowed active engagement?

From the above five points, it should be clear that the class greatly benefits from limited talking by the teacher. What's more, these are but a few of the positives available with low TTT. Cotter (2011)

- **THE USE OF THE MOTHER TONGUE**

Nowadays the students use of the Mother tongue at schools because they are accustomed to use it for understand that the teacher is telling and can express their ideas.

Using L1 is not the problem. The problem is when and how to use it. Before answering this question, it should be born in mind that L1 use must be considered as a means to an end". The target language must be used where possible and L1 when necessary. Here are some examples of appropriate use of L1 in English Foreign Language classes:

✓ **Beginners**

The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead.

✓ **L1 can be time-saving.**

Instead of going through long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point.

✓ **Comparison**

A comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance the Teaching Language acquisition. This comparison can be done at different levels:

✓ **Vocabulary**

Exploring the nuances of vocabulary items in both languages

Building bilingual (or even multilingual) semantic maps

✓ **Grammar**

A comparison between L1 grammar and Teaching Language grammar yields Interesting.

✓ **Results.**

This comparison will highlight the differences between the two languages. Teachers and learners may build on these differences to avoid negative transfer (L1 transfer which may be a source of errors.)

The comparison also shows the similarities which will undoubtedly boost the internalization of the Teaching Language grammar.

✓ **Culture**

Language is a vehicle for cultural aspects. If teachers ban the use of the mother tongue, this underlies an ideological conception of L1 culture as being inferior. Alternatively, cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their cultural uniqueness.

✓ **Proverbs**

Students may be given a set of proverbs in the Teaching Language and be asked to find the corresponding ones in their mother tongue if they exist. If not they try to translate the proverbs into their language.

✓ **Idiomatic Expressions**

Again, finding the corresponding idioms or a translation of Teaching L idioms might be very helpful to detect cultural differences or similarities. Rhalmi (2009)

- **ADVANTAGES OF USE OF THE MOTHER TONGUE**

The advantages to use the mother tongue in Foreign Language classroom is to convey the meaning of an unknown word, clarify the confusing word, and explain difficult concepts, visual aids, props, textbook illustration are used to explain a new term and clarify the words that remain confusing when the students don't understand and they can have themselves confidence and don't feel shame or guilty for don't can express with their own words.

- ✓ When students learn another language, translation is a natural phenomenon. Even the student who went abroad to learn another language began the first few months translating everything into his/her mother tongue using a bilingual dictionary to acquire a knowledge base of vocabulary.
- ✓ Learning another language should add richness to students' lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience

because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.

- ✓ The students that use L1 can be more efficient and make time for more useful activities. For example, if an instruction to an activity is complicated, and students do not seem to comprehend the English explanation, asking a student who does understand to translate for the entire class would create more time for the activity and prevent a lot of frustration for both teachers and students. Prunache (2003)

• FUNNY AND INTERESTING ACTIVITIES FOR TEACHING THE ENGLISH LANGUAGE

The teachers need to use different activities for teaching the English language, in this way the teenagers and children can learn the English and they do not feel tired and pay attention to the teacher and start to take interest in the class and don't get bored easily. Here are five ways to make learning English a little more fun!

Play Trivia. Make the questions really easy—it's not the content we're learning, but how to communicate questions and answers. You may vary the difficulty of the questions based on the age and skill level of your students.

Role Play. Set up specific scenarios in your classrooms, scenarios that your students will likely face. Have one student order a pizza from another student.

Have a student ask for directions. Or have one student invite another student to a party. Some students will need your help to get through the scene. Other students will be able to get through a scene without assistance.

Turn on the Subtitles! Find a television program that is appropriate for your class age and learning level. Watch the program with closed captioning. The students will hear the words, see the people speaking, and see the text all at the same time!

Play Word Association. Have the students sit in a circle. Start the game with a simple word and ask the person to your left to say the first (English) word that comes to mind. Then, the person to his or her left should say the first word that comes to his or her mind.

Play Word Lottery. Before class, print out dozens of simple nouns and verbs. Cut them into little slips of paper and put them into a hat or bag. Invite each student to draw two words from the hat (you can use more for more advanced students). Give them each a minute to come up with a sentence that uses those two words, and makes sense. Then invite each of them to share their sentence with the class. Merrill (2006)

- **THE USE OF ACTIVITIES TO TEACHING THE ENGLISH LANGUAGE**

Language learning is a hard work, effort is required at every moment and must be maintained over a long period of time. The activities help and encourage many learners to sustain their interest and work.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen activities are invaluable as they give students a break and at the same time allow students to practice language skills. Activities are highly motivating since they are amusing and at the same time challenging. Wright (1984)

➤ **ENGLISH LANGUAGE CLASSROOM**

The use of classroom 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.

Teachers have been encouraged to use English in the secondary English Foreign Language classroom as much as possible. However, classroom English is important for students as well as teachers. Students can learn how to use English in functional situations in class: e.g. asking the teacher for help; saying that they don't understand; asking for repetition; checking for comprehension; working with a partner; etc. All teachers need specialized classroom competence and need training in this field. Mohr (2007)

• **STRATEGIES FOR TEACHING THE ENGLISH LANGUAGE**

“These strategies are designed to help teachers meet the needs of all the students in their classes and to help make the mainstream classroom more inclusive for English Language Learners.

- ✓ **Provide comprehensible input for English Language Learners.** Language is not “soaked up.” The learner must understand the message that is conveyed. He purports that English Language Learners acquire language by hearing and understanding messages that are slightly above their current English language level.

- ✓ **Make Lessons Visual.** Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.

- ✓ **Link new information to prior knowledge.** Teachers need to consider what schema English Language Learners students brings to the classroom and to link instruction to the students’ personal, cultural, and world experiences.

- ✓ **Determine key concepts for the unit and define language and content objects for each lesson.** Teachers write the key concept for a unit of study in student-friendly language and post it in the room. New learning should be tied to this concept. Additionally, teachers should begin each lesson by writing a content objective on the board. At the end of the lesson, students should be asked if the objective was met.

- ✓ **Modify vocabulary instruction for English Language Learners.** English language learners require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words. English Language Learners

need much more exposure to new terms, words, idioms, and phrases than do English fluent peers.

- ✓ **Use cooperative learning strategies.** Lecture style teaching excludes English Language Learners from the learning in a classroom. Working in small groups is especially beneficial to English Language Learners who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts”. Haynes (1998-2010)

- **STRATEGIES FOR DEVELOPING READING SKILL**

The teachers should be a guide for the students because the students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning.

When they do this, students are relying exclusively on their linguistic knowledge. One of the most important functions of the language instructor is to help students move past this idea and strategies as they do in their native language.

Strategies that can help students read more quickly and effectively include:

- ✓ **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

- ✓ **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- ✓ **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- ✓ **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- ✓ **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Instructors can help students learn when and how to use reading strategies in several ways”, Rhodes (2012)

- **STRATEGIES FOR DEVELOPING LISTENING SKILL**

Listening is the ability to accurately receive messages in the communication process. Listening is key to all effective communication, “Good listening skills also have benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, Simple strategies can help you become a better listener.

✓ **Restate**

Repeating back what you think you heard can clarify the points of the person speaking and help you focus. Any miscommunication will be cleared up, and the speaker will feel confident she's been heard.

✓ **Wait to Reply**

People sometimes get so caught up in planning what they will say next that they forget to pay attention to what else is being said. Don't interrupt the person talking, if at all possible.

✓ **Ask Questions**

Questions help you get more information and clarify what a person is saying. Asking questions also assure the person speaking that he is being heard. Questions that have to be answered with more than "yes" or "no" are especially effective.

✓ **Look at the Speaker**

Looking directly at the person speaking helps listeners tune out distractions. Direct eye contact is a good idea except in cultures where a direct gaze is a sign of disrespect.

✓ **Take Notes**

In business meetings or when listening to speakers in a formal setting, taking notes can help you listen with a purpose and thus comprehend the important points being communicated.

✓ **Look for Nonverbal Cues**

Sometimes a speaker's body language indicates the emotions behind what they are saying. Crossed arms, fidgeting, roving eyes and nail biting, for example, are clues to how a speaker feels about what she is saying". Lochener (2003)

• **STRATEGIES FOR DEVELOPING SPEAKING SKILL**

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. For improving speaking skills, the English Language Learners classroom should provide variety in practical speaking situations and use role-playing and presentations to boost student confidence.

✓ **Group Interaction.** To help your English language learning classroom enjoy practicing speaking in English, use interactive strategies to help them build

fluency when speaking. Practice as a group so your class feels the beat more. Give every student the chance to retell the story in his own words. They may need time to organize their thoughts and check pronunciations of uncommon words, but the story-telling should be easy with familiar tales and plots.

- ✓ **Role Playing.** Many English Language Learners students need practice in using every day phrases and courtesies to speak confidently in English. Provide opportunities for your students to engage in role-playing to improve their speaking skills. Give your class the script ahead of time so they can familiarize themselves with any tricky words.
- ✓ **Presentations.** Give your students opportunities to present information in class. Hold an informal show and tell day where everyone brings something from home to share with the class. Offer class time to let them ask you questions on any particular words they need. Bagweeell (2006)

STRATEGIES FOR DEVELOPING WRITING SKILL

“Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

- ✓ **Pre-Writing.** Brainstorming ideas include free writing, in which any thought that crosses the writer's mind, no matter how big or small, is put to paper in a stream-of-consciousness fashion; group brainstorming, in which the writer

pitches ideas and examples to a group and takes their contributions into consideration; and diagramming, in which the writer uses visual illustrations to connect and formulate ideas. After brainstorming, writers use an outline to plan research, create boundaries and formulate a spine to be followed in text.

✓ **Process Strategies.** Though many writing strategies occur before or after committing words to paper (or electronic document), strategies employed during the actual writing process must not be forgotten. Taking breaks, even short ones, may actually prove productive as stepping away provides distance from a project; sometimes, distance gives way to clarity. Reading through the text as it's being written helps define rhythm and tone and prevents errors.

✓ **Rewriting.** Putting aside a first (or second, or third) draft and rereading it after allowing time to pass brings new perspective to a text. Careful proofreading and scrutinizing do the same. Writing as often as possible is perhaps the most important writing strategy. Revise as many times as necessary by finding the main point, identifying readers, identifying purpose, evaluating evidence, tightening language and saving only the good parts of a written work. Thomas (2003)

- **ASPECTS TO GET SUCCESS IN THE ENGLISH LANGUAGE ACQUISITION**

The teacher needs to know the students' knowledge about the English language in this way to help them and they can understand in a better and easier way the

language. The teachers should motivate the student for that they have more interest to learn the English Language success with English language acquisition often depends on:

- ✓ **Age** – Typically, the older the student the more difficult it is for them to assume the second language naturally. If the school offers courses in the student's native language, it is often helpful to enroll the child in the beginning levels so he/she hears a combination of English and his native language.
- ✓ **Native Language** – A student fluent in the nuances and grammatical structure of his or her first language is at an advantage when learning English. Proximity of speech sounds for oral communication and whether or not the first language uses Roman letters for written communication are also important factors in English proficiency.
- ✓ **Literacy of Parents** – The level of literacy of a student's parents may also affect the acquisition of written language. Typically, the more fluent the parent the more fluent the child; fluency in the native language promotes acquisition of English.
- ✓ **Reason for Immigrating** – Gaining knowledge of why a student's family immigrated can help teachers understand the psychological implications of the move. Refugee status immigrants may be escaping violence, war, or political or religious persecution. These issues may surface in the classroom.

✓ **Academic Language Skills Take Time.** English Language Learners pose unique educational challenges to mainstream classroom teachers. It is worthwhile to be aware of several specific difficulties that second language learners face. An important distinction exists between interpersonal and academic communication for all students, including those being schooled in their native languages.

✓ **Respect Cultural Differences.** Cultural differences can be a source of misunderstanding for teachers and their English Language Learning students. Each culture expresses itself in both verbal and non-verbal forms of communication. Cultural cues in one culture may represent something entirely different in another.

Educate yourself about your students' cultures. This will help you communicate that you value their heritage. Ultimately, students whose native culture is valued have a greater sense of self-worth and higher academic achievement.

✓ **General Teaching Strategies for English Language Learning Students**

- Use visual aids often.
- Incorporate hands-on activities to demonstrate concepts.
- Allow sufficient wait time.

- Model spoken language, but refrain from embarrassing English Language Learning students with verbal correction in front of others.
- Prepare outlines for lectures and distribute to English Language Learning learners.

Avoid forcing language learners to speak. Encourage them to contribute when they are ready. Marquis (2009)

- **ROLES OF A TEACHER IN THE CLASSROOM**

The teacher in the classroom is important, because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher. The teacher plays vital roles in the lives of the students in their classrooms. Beyond that, teachers serve many other roles in the classroom.

- ✓ **Teaching Knowledge.** The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students.
- ✓ **Creating Classroom Environment.** Teachers also play an important role in the classroom when it comes to the environment. If the teacher prepares a warm, happy environment, students are more likely to be happy. An

environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired.

- ✓ **Role Modeling.** Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them.

- ✓ **Mentoring.** Is a natural role taken on by teachers, whether it is intentional or not. . Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

- ✓ **Signs of Trouble.** Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble. Jacques (2003)

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

This research work was developed in a descriptive way and it was performed a critical analysis of the results in order to propose some suggestions to solve the problem.

For this research, the instrument applied was a survey to teachers and students. Likewise, the methodology used included some methods such as: scientific method, descriptive method, analytical- synthetic method, and explicative method.

METHODS, TECHNIQUES AND PROCEDURES.

METHODS

- **The Scientific Method.** This method was used to carry out a systematic and ordered process to do a logical explanation of the relations that are established in the researched object and can derivate some alternatives and solutions of the found problem.

- **The Descriptive Method.** It was used for the identification and the precise delimitation, formulation of hypotheses, recollection and elaboration (organization, comparison and interpretation) of data, extraction of conclusions and draft of the final report

- **The Analytical-Synthetic Method.** It was used to analyze the obtained results through the research instruments and to make the interpretation of the data including a critical analysis considering the variables of the hypotheses.
- **The Explicative Method.** It was used to explain all the results in order to contrast them with the theoretical references.

TECHNIQUES AND INSTRUMENTS

The survey was applied to 7 English teachers and 110 students of 2nd and 3rd years of bachillerato, Academic year 2012-2013 through a questionnaire work.

PROCEDURES

Tabulation

In the tabulation of the obtained data in the research field it was used descriptive statistics for the questions.

Organization

The organization of the information was carried out according to the specific hypotheses; the information was classified to prove the first and second hypotheses, respectively.

Description

The obtained data was used to show the frequency and the percentages of the obtained indicators with the applied instruments.

Graphic Representation

Graphics were used to represent the information and to develop a logical analysis of the different questions. The bars diagrams were used to show the results.

Interpretation and analysis

Once presented the information in charts and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the major tendencies in the results and the variables of the specific hypothesis.

Hypothesis verification

This step permitted to demonstrate if the hypotheses were true through a logical analysis process supported in the field of the research to prove or reject them.

Conclusions and recommendations

The conclusions were drawn based on a specific analysis of the results, and they served to give some recommendations to the authorities of the researched

institution, and also to the teachers and students in order to suggest ways to avoid the teachers and students overuse of the mother tongue in the classroom activities.

POPULATION AND SAMPLE

The population in the present research work was constituted by all the English teachers at 27 de Febrero High schools who are 7 and 110 students that are the sample gotten statistically from the 292 students of 2nd and 3rd years of Bachillerato .They are represented in the following chart:

COURSES	STUDENTS	TEACHERS
2 nd year of Bachillerato	154	58
3 rd year of Bachillerato	138	52
Teachers	7	7
TOTAL	299	117

f. RESULTS

• HYPOTHESIS ONE

The overuse of mother tongue limits the English language learning with students of 2nd and 3rd years of Bachillerato at Técnico Fiscal Mixto 27 de Febrero high school Academic year 2012- 2013.

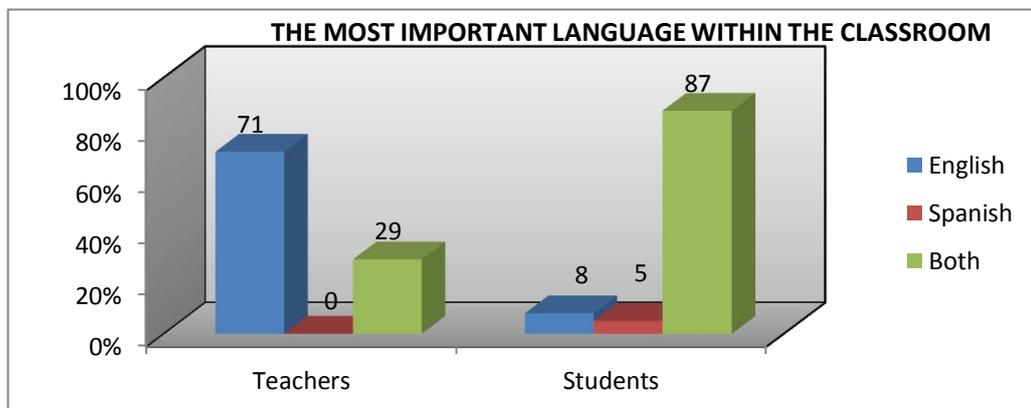
1. What language is the most important for you within the classroom?

a. Chart 1

THE MOST IMPORTANT LANGUAGE WITHIN THE CLASSROOM	TEACHERS		STUDENTS	
	f	%	f	%
English	5	71	9	8
Spanish	0	0	5	5
Both	2	29	96	87
TOTAL	7	100	110	100

Source: Teacher´s and Student´s Survey
 Researcher: Paola Alexandra Encalada

b. Graph 1



c. Logical analysis

As a result of it, a lot of teachers interviewed said that the English is the most important language in the classroom, a great percentage of students said that both languages are essential. It means that neither teachers nor students are aware about the relevance of using the target language more frequently.

According to Dr. G. Manivannan (2006) English has an important role in the world as an international language, because by English you can learn about the world. Having ability in English also will help the students to study because what he or she learned is not limited to their country. When we know the importance of English for life, we also know when the better time to learn English. Therefore, English is important in an elementary school education because the better time to learn a second language is the age of elementary school; the English has become a crucial tool for continuing education.

2. What percentage of Spanish / English is spoken during the lesson?

a. Chart 1

PERCENTAGE OF SPANISH / ENGLISH SPOKEN DURING THE LESSON	TEACHERS							
	0- 30%		30-50%		60-80%		80-100%	
PERCENTAGE OF TIME								
LANGUAGE SPOKEN	f	%	f	%	f	%	f	%
English	1	14	2	29	4	57		
Spanish	1	14	5	71	1	14		

Source: Teacher´s and Student´s Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 1

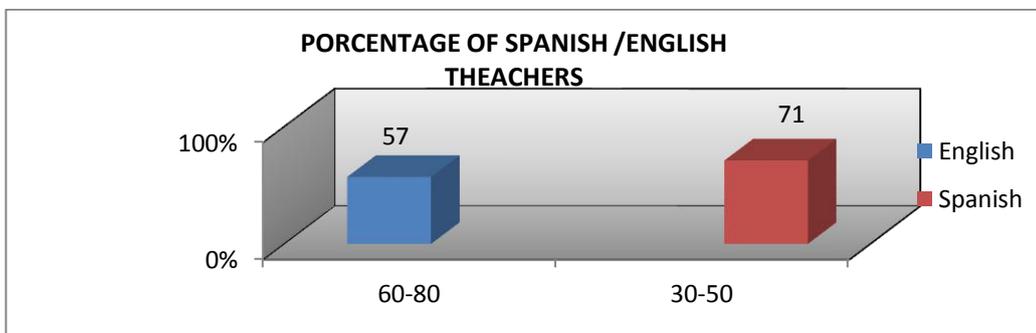
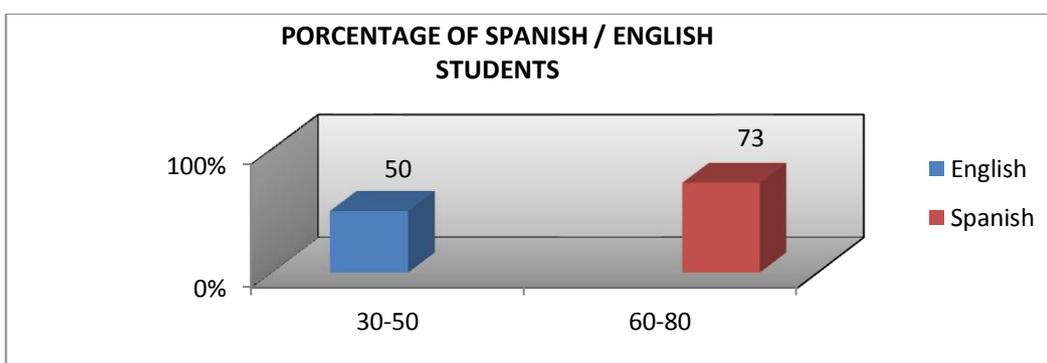


Chart 2

PERCENTAGE OF SPANISH/ ENGLISH SPOKEN DURING THE LESSON	STUDENTS							
	0-30%		30-50%		60-80%		80-100%	
PERCENTAGE OF TIME								
LANGUAGE SPOKEN	f	%	f	%	f	%	f	%
English	30	25	55	50	20	18	5	5
Spanish	10	9	15	14	80	73	5	5

Source: Teacher's and Student's Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 2



c. Logical Analysis

According to the results, a great percentage of teachers say they speak Spanish around 30-50 % of the time and more than half of teachers say that they speak English around 60-80 % of the time, while many students say that teachers speak Spanish around 60-80 % of the time and half of Teachers speak English in their classes from 30 to 50 % of the time.

According to **Cotter (2011)**, the simplest level, Teacher Talk Time (TTT) refers to how much the teacher talking during a lesson. However, this will vary according to the stage of the lesson. For example, the teacher needs to speak more when providing explanations of and examples for the target language early in the lesson. Furthermore, he may speak less as students need ample opportunity to practice the new material. Overall, however, the teacher should roughly limit his speaking to 20% to 30% of the class time, with the remainder devoted to speaking/use of the language by the students.

On the other hand, Student Talking Time (STT) should be around 80% during the course of the lesson. Their use of the language should further promote qualitative thought. For example, this means that choral drills, substitution drills, and other exercises remain important because students need these activities to become familiar with and absorb the target language. However, too many drills or other, similar activities result in students who switch off their brains.

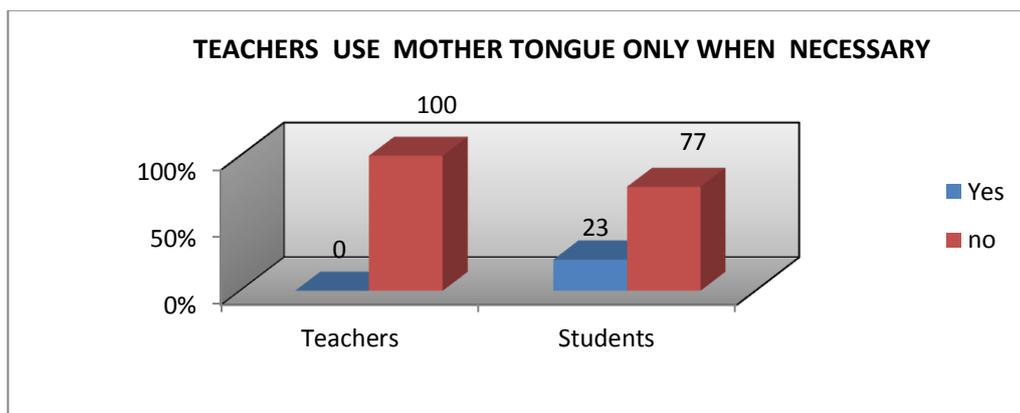
3. Does the teacher use the mother tongue only when it is necessary?

a. Chart 3

TEACHERS USE MOTHER TONGUE ONLY WHEN NECESSARY	TEACHERS		STUDENTS	
	f	%	f	%
Yes	0	0	25	23
No	7	100	85	77
TOTAL	7	100	110	100

Source: Teacher's and Student's Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 3



c. Logical Analysis

All the population of teachers said that they do not use the mother tongue in the classroom, while a great percentage of students said that their teachers do not use the mother tongue in the classroom.

According to **Rhalmi (2009)**, the use of the mother tongue is important in the English classroom because the students grow self- confidence and understand in a

better way that the teacher explains, but on the other hand, the author advocates what monolingual approach suggests regarding the use of the target language. It should be the only medium of communication, believing that the prohibition of the native language would maximize the effectiveness of learning the target language.

Some teachers believe that the use of the mother tongue can be helpful in learning new vocabulary items and explaining complex ideas and grammar rules. They comment that teachers who master the students native language have far more advantages over the ones who don't. EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible.

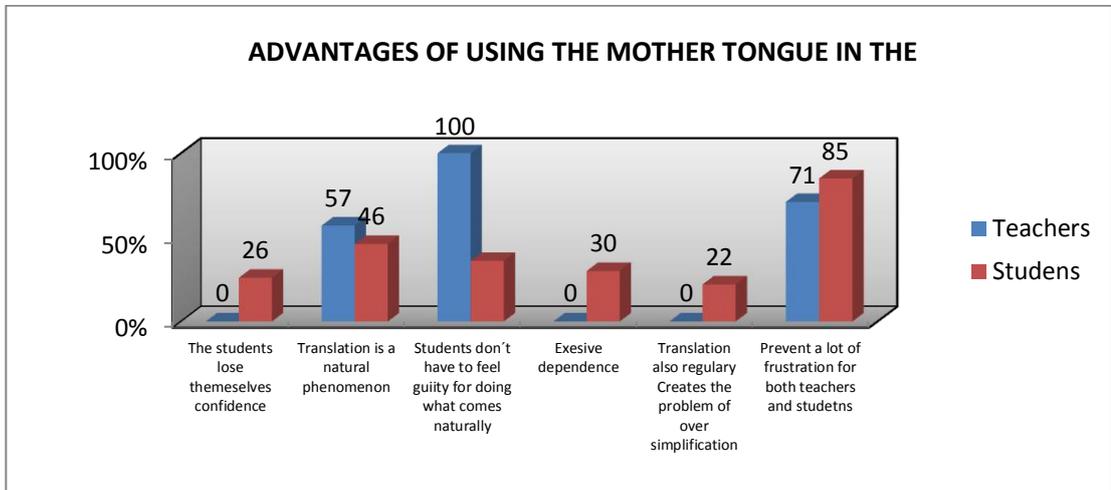
3. Make a tick () in the advantages when you use the mother tongue in the English learning process.

a. Chart 4

ADVANTAGES OF USING THE MOTHER TONGUE IN THE ENGLISH LEARNING PROCESS	TEACHERS		STUDENTS	
	f	%	f	%
The students lose themselves confidence	0	0	29	26
Translation is a natural phenomenon	4	57	51	46
Students do not have to feel guilty for doing what comes naturally.	5	100	93	36
Exesive dependence	0	0	33	30
Translation also regularly creates the problem of over simplification	0	0	24	22
Prevent a lot of frustration for both teachers and students.	7	71	40	85

Source: Teacher's and Student's Survey
Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 4



c. Logical Analysis

A great percentage of teachers are conscious about the advantages of using the mother tongue in the English learning process and students agree with the teachers opinion because they also recognize what are the advantages when they use the mother tongue because it helps them to feel more comfortable in the classroom activity.

According to **Prunache (2003)**, the use of the mother tongue in the classroom, at some instances is helpful to the learning process. Teachers are conscious about the advantages to use the mother tongue in the English classroom because they convey the meaning of an unknown word, clarify the confusing word, and explain difficult concepts, visual aids, when the students do not understand. By allowing (L1 Mother Tongue) use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them in the following ways:

- Translation is a natural phenomenon, change between languages and translation happens instinctively to all language learners and the L1 is actually an important resource in second language (L2) learning.
- Learning another language should add richness to students' lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.
- The students that use the L1 can be more efficient and make time for more useful activities. For example, if instructions to an activity is complicated, and students do not seem to comprehend the English explanation, asking a student who does understand to translate for the entire class would create more time for the activity and prevent a lot of frustration for both teachers and students.

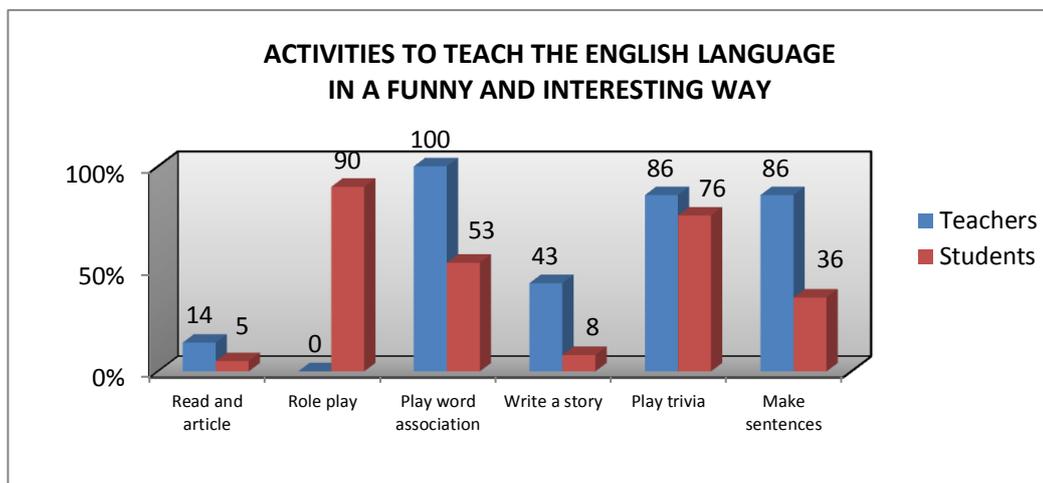
5. Which of the following activities do teachers use to teach the English Language in a funny and interesting way? Make a tick?

a. Chart 5

ACTIVITIES TO TEACH THE ENGLISH LANGUAGE IN A FUNNY AND INTERESTING WAY	TEACHERS		STUDENTS	
	f	%	f	%
Read an article	1	14	6	5
Role play	0	0	99	90
Play word association	7	100	58	53
Write a story	3	43	9	8
Play trivia	6	86	84	76
Make sentences	6	86	40	36

Source: Teacher's and Student's Survey
Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 5



c. Logical Analysis

All teachers use some activities such as play word association, a great percentage of teachers apply play trivia and make sentences to teach the English language in the classroom as a funny and interesting way, and almost all students do role play activities in class; a great percentage of them use play trivia activities.

According to **Merrill (2006)**, the teachers need to use different activities for teaching the English language, in this way, teenagers and children can learn the language, not feel tired and pay attention to the teacher and they can start to get interested in the class and not get bored easily. People learn better when they have fun. They relax and lose some of the anxiety that often comes with learning a new language. The students should feel motivated and have more interest to learn, For that reason, the teachers need to apply funny activities such as: Play Word Association, Role Play and Play Trivia.

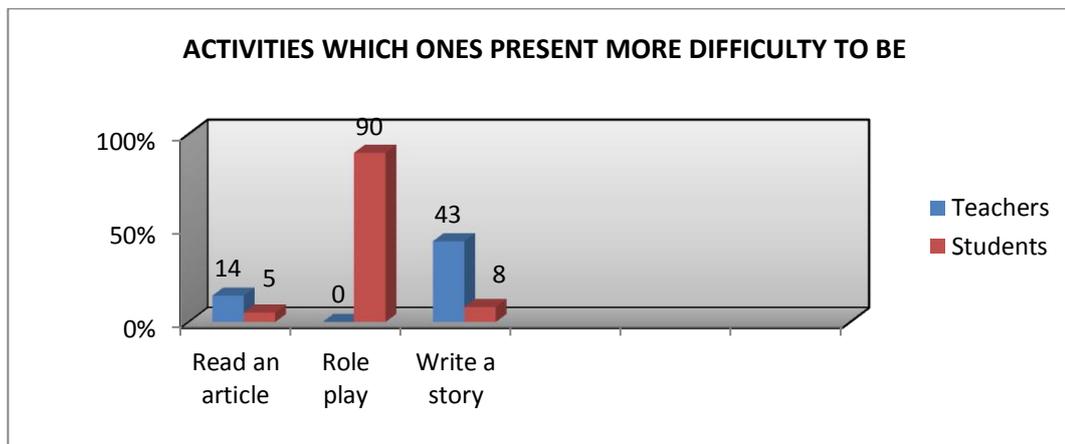
6. From the activities above which ones present more difficulty to be developed?

a. Chart 6

ACTIVITIES WHICH ONES PRESENT MORE DIFFICULTY TO BE DEVELOPED	TEACHERS		STUDENTS	
	f	%	f	%
Read an article	1	14	6	5
Role play	0	0	99	90
Write a story	3	43	9	8

Source: Teacher's and Student's Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 6



c. Logical Analysis

Less than half of teachers said that write a story is more difficult to be developed in class, in a minor degree read an article, while almost all students said that the Role Paly is the activity more difficult to develop in the English class because they are afraid to participate and speak in front of their classmates for fear of being wrong, teachers needs to find the correct strategies to work in the classroom for the students feel motivate to participate in this activities.

According to **Wright. A (1984)**, teachers need to apply the correct activities in the classroom for the students to feel motivated and be able to participate in a better way. Language learning is hard work; effort is required at every moment and must be maintained over a long period of time. The activities help and encourage many learners to sustain their interest and work. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen activities are invaluable as they give students a break, interest and at the same time, allow students to practice language skills. Activities are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts.

Activities are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

- **HYPOTHESIS TWO**

The strategies that teachers use are not enough to develop target language production with students of 2nd and 3rd years with Bachillerato at Técnico Fiscal Mixto “27 de Febrero” High school Academic year 2012- 2013.

7. What strategies do teachers use for teaching the English Language?

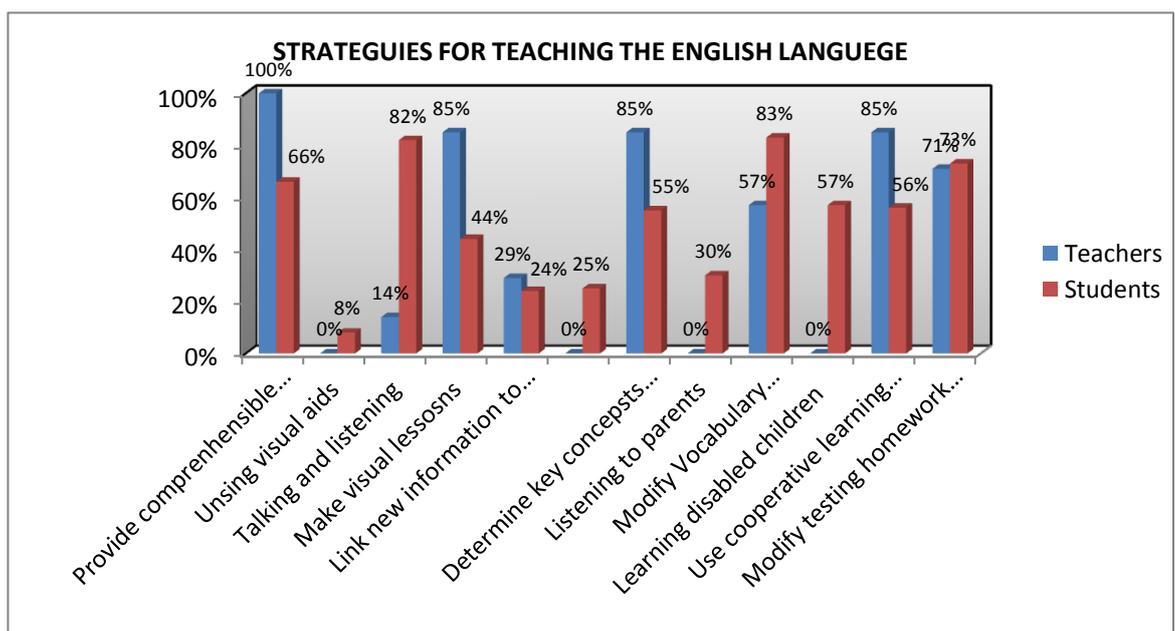
Circle them.

a. Chart 7

STRATEGIES FOR TEACHING THE ENGLISH LANGUAGE	TEACHERS		STUDENT	
	f	%	f	%
Provide comprehensible input for english Language learning students	7	100	73	66
Using visual aids	0	0	9	8
Talking and listening	1	14	90	82
Make visual lessons	6	85	48	44
Link new information to prior knowledge	2	29	26	24
Communicating positively with parents	0	0	28	25
Determine key concepts and define Language and content objects.	6	85	61	55
Listening to parents	0	0	33	30
Modify vocabulary instruction for english Language learners	4	57	91	83
Learning disabled children	0	0	63	57
Use cooperative learning strategies	6	85	62	56
Modify testing and homework for english Language learners	5	71	80	73

Source: Teacher´s and Student´s Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 7



c. Logical Analysis

In agreement with the results, all teachers know how to improve the different strategies for teaching the English Language, while a great percentage of students said that they know the strategies that the teacher uses for teaching the English language.

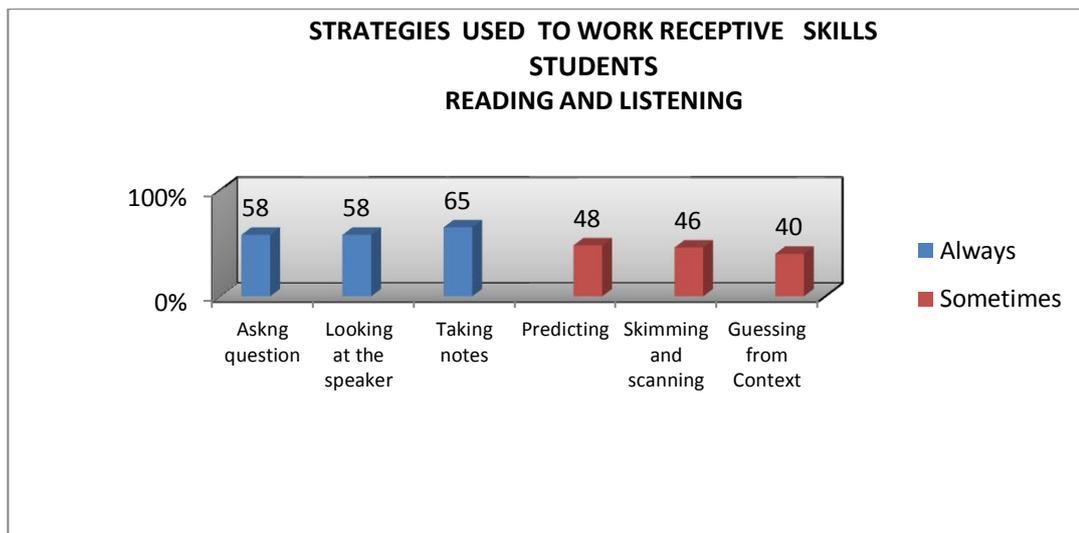
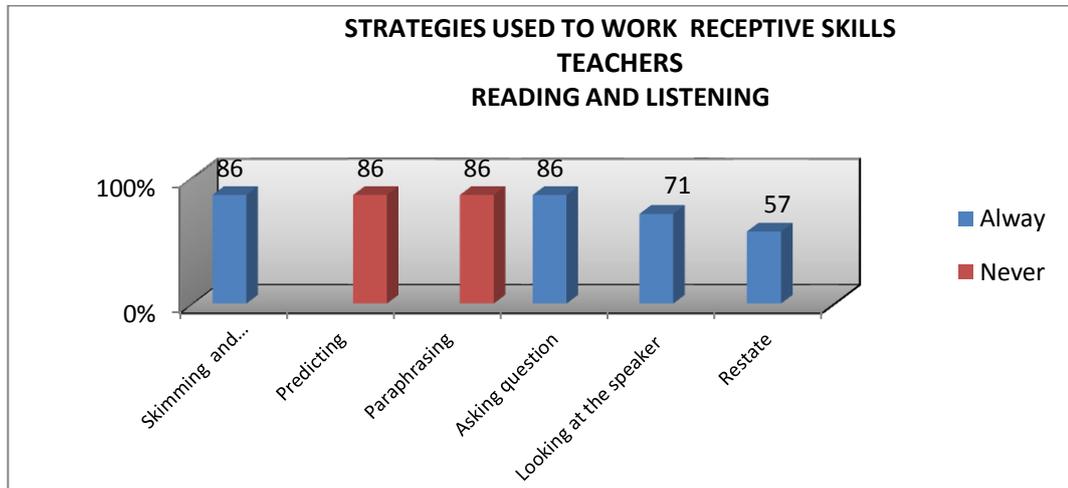
On the other hand according to Haynes (1998-2010), the strategies are designed to help teachers to meet the needs of all the students in their English classes. The teacher should apply the correct strategies for the students do not have difficulty at the moment of learning or doing the task, because each one of students has a different capacity to learn and especially, knowledge and skills development.

8. Which strategies do teachers use to work receptive skills?

a. Chart 8

STRATEGIES USED TO WORK RECEPTIVE SKILLS												
TIME	TEACHERS						STUDENTS					
	Always		Sometimes		Never		Always		Sometimes		Never	
STRATEGIES	f	%	f	%	f	%	f	%	f	%	f	%
READING												
Predicting	0	0	0	0	6	86	23	21	53	48	12	11
Skimming and Scanning	6	86	1	14	0	0	24	22	51	46	7	6
Guess from context	3	43	4	57	0	0	31	28	44	40	9	8
Paraphrasing	0	0	0	0	6	86	33	30	33	30	10	9
LISTENING												
Restating	0	0	4	57	2	29	34	31	32	29	4	4
Waiting to peplay	7	10	0	0	0	0	58	53	22	20	6	5
Asking question	6	86	1	14	0	0	64	58	27	25	8	7
Looking at the Speaker	5	71	2	29	0	0	64	58	21	19	3	3
Taking notes	4	57	3	43	0	0	72	65	19	17	5	4
Looking nonverbal clues	0	0	0	0	7	10	48	44	23	21	7	6

b. Graph 8



c. Logical Analysis

A great percentage of teachers are conscious about the usage of the different strategies to work receptive skills, while half of students said that their teachers do not always apply the correct strategies when they are working receptive skills. Therefore, teachers should apply the appropriate strategies for the students feel motivated and have more interest in learning the English Language.

According to Rhodes (2012), receptive skills include understanding when one listens and when one reads. Language is received and decoded the meaning to understand the message. When one is “learning English” all of these skills are learned; the teachers need to explain to the students what the receptive skills and their strategies are. Teachers should be guide for the students because the students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation such as: Predicting, Skimming and Scanning, Paraphrasing and Guessing from Context.

According to **Lochener (2001)**, listening is the skill that is used the most in everyday life. To train one’s listening skills, it is important to listen actively, which means to enthusiastically pay attention to what you are listening to. Language learning depends on listening. Furthermore, listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Also listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.

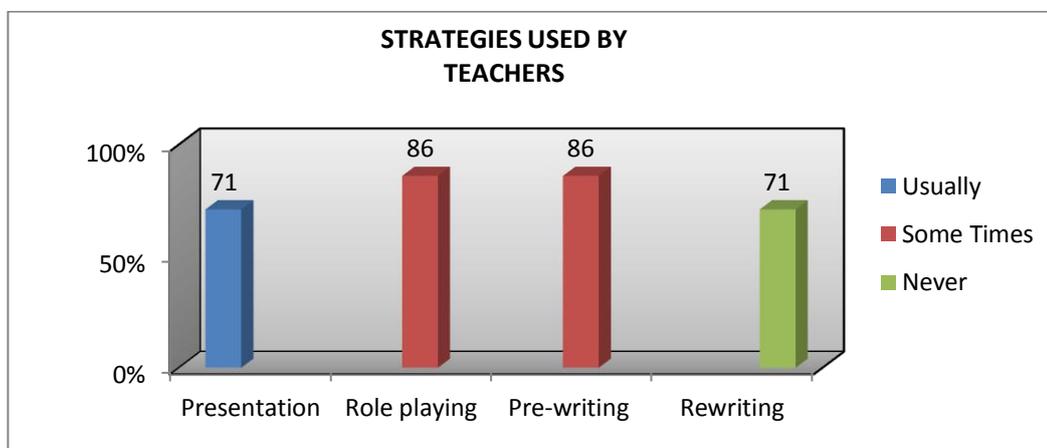
9. How often do teachers use the following strategies to improve Speaking and Writing skills?

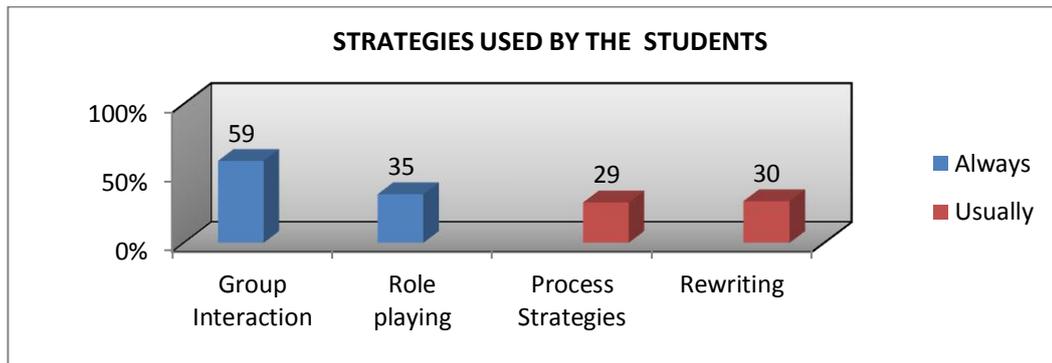
a. Chart 9

FRECUENCY OF PRODUCTIVE SKILLS USAGE																
FREQUENCY	TEACHERS								STUDENTS							
	Always		Usually		Sometimes		Never		Always		Usually		Sometimes		Never	
STRATEGIES																
SPEAKING	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Group interaction	3	43	0	0	4	57	0	0	65	59	22	20	10	9	2	2
Role playing	0	0	1	14	6	86	0	0	38	35	26	24	32	29	10	9
Presentation	0	0	5	71	2	29	0	0	33	30	32	29	17	15	18	16
WRITING																
Pre-writing	0	0	0	0	6	86	1	14	22	20	26	24	30	27	26	24
Process strategies	0	0	0	0	0	0	0	0	18	16	32	29	22	20	11	10
Rewriting	0	0	0	0	2	29	5	71	20	18	33	30	19	17	11	10

Source: Teacher's and Student's Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 9





c. Logical Analysis

Most of teachers consider that they sometimes use the role playing and prewriting strategies, never use rewriting and usually use presentation to improve speaking and writing skills, while half of students say that the teachers always use group interaction and usually use rewriting to develop speaking and writing skills.

According to **Bagweell (2006)**, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers and students to be able to use the language as correctly as possible and with a purpose. Students do not often value speaking. They do not practice when the teachers give them the time for it. They spend their time speaking Spanish and not using the L2. So motivation is not always as big of an issue. What the teachers have to do is simple, give the students a motive to speak, sharing ideas, commenting, giving opinions, etc. They must use strategies for speaking skill such as: Role Playing and Presentations.

On the other hand according to **Thomas (2003)**, writing skills are an important part of communication. Good writing skills allow students to communicate their message with clarity and easy to a far larger audience than through face-to-face or

telephone conversations. For that reason; teachers should apply the following strategies in writing skill like: Pre- Writing and Re-writing.

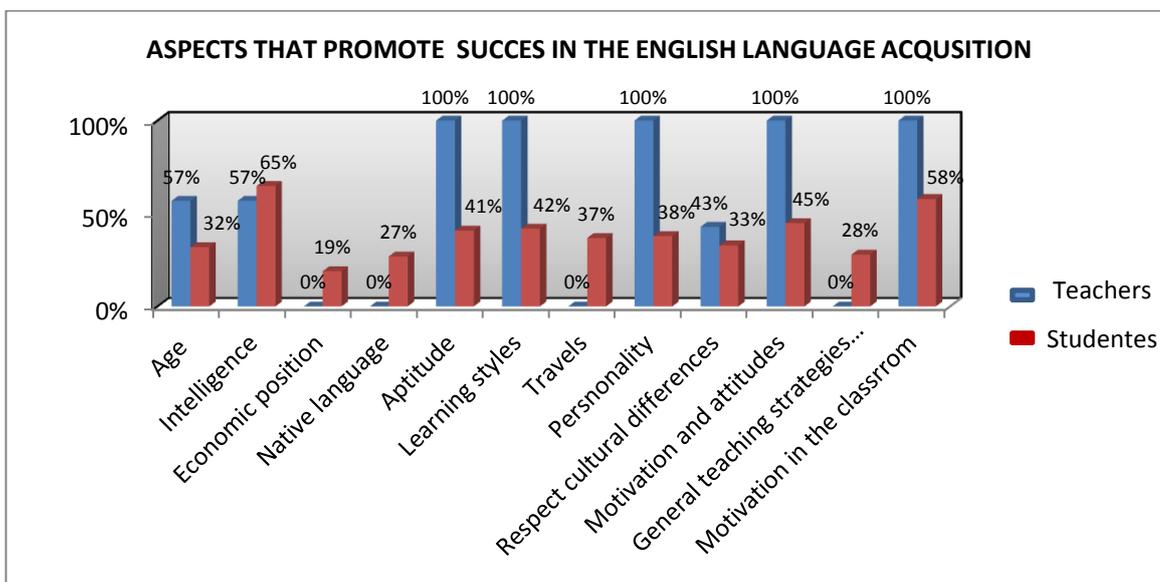
10. What aspects do you think promote success in the English Language Acquisition? Mark with an (x)

a. Table 10

ASPECTS TO GET SUCCESS IN THE ENGLISH LANGUAGE ACQUISITION	TEACHERS		STUDENTS	
	f	%	f	%
Age	4	57	35	32
Intelligence	4	57	72	65
Economic position	0	0	21	19
Native language	0	0	30	27
Aptitude	7	100	45	41
Learning styles	7	100	46	42
Travels	0	0	41	37
Personality	7	100	42	38
Respect cultural differences	3	43	36	33
Motivations and attitudes	7	100	49	45
General teaching strategies for english Language learning students	0	0	31	28
Motivation in the classroom	7	100	64	58

Source: Teacher´s and Student´s Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 10



c. Logical Analysis

According to the results, all the population of teachers said that they know what are the aspects that promote success in the English Language Acquisition such as: aptitude, learning styles, personality, motivation and attitudes and motivation in the classroom, while several students said that intelligence and motivation in the classroom are the aspects to promote success in the English Language Acquisition for that reason it is necessary that teachers as much as students identify exactly each one of them.

On the other hand, according to **Marquis (2009)**, language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the fifth essential human traits,[1] because nonhumans do not communicate by using language.[2] Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language. This is distinguished from second-language acquisition, which deals with the acquisition (in both children and adults) of additional languages, can be vocalized as in speech or manual as in sign. The human language capacity is represented in the brain. Even though the human language capacity is finite, one can say and understand an infinite number of sentences.

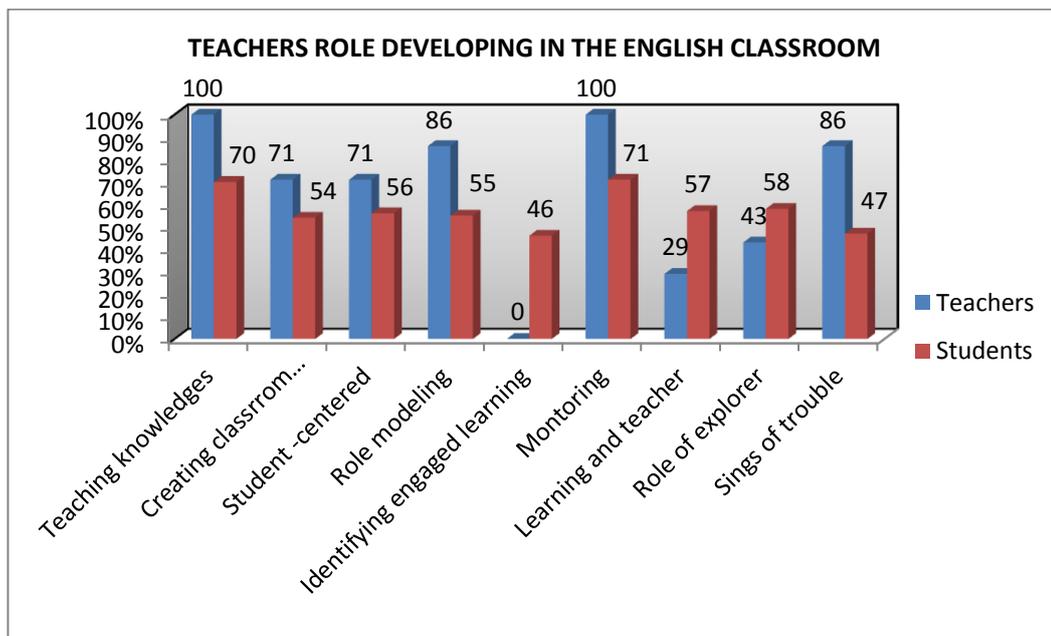
11. Which of the following teacher's roles are being developed in the English classroom? Circle them.

a. Chart 11

TEACHERS ROLES BEING DEVELOPED IN THE ENGLISH CLASSROOM	TEACHERS		STUDENTS	
	f	%	f	%
Teaching knowledge	7	100	77	70
Creating a classrrom environment	5	71	59	54
Student- centered	5	71	62	56
Role modelling	6	86	61	55
Identifying engaged learning	0	0	51	46
Mentoring	7	100	78	71
Learner and teacher	2	29	63	57
Role of explorer	3	43	64	58
Signs of trouble	6	86	52	47

Source: Teacher's and Student's Survey
 Researcher: Paola Alexandra Encalada Tacuri.

b. Graph 11



c. Logical Analysis

According to the results, all the populations of teachers recognize their roles into the classroom, while half of students said that they do not know about the teacher's role into the classroom. Teachers need to explain to students what their roles in the class are. They have to be sure about which their task are. This way the students can become more self-confident to express their ideas.

According to **Jacques (2003)**, teachers have a role in keeping students on task, and in providing support when learners fail to reach the standards pre-programmed into the adaptive Language learning system. This is actually one of the most important functions that educators at all levels perform, and one for which they are well trained. Likewise, in many small group teaching situations, the role of the teacher is that of a facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas. However, small groups function and behave in various ways and have different purposes. Teachers therefore, need to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The overuse of Mother Tongue limits the English Language Learning with students of 2nd and 3rd years of Bachillerato at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

b) Demonstration

The first hypothesis has two variables; the independent one is the overuse of Mother Tongue and the dependent variable is the English Language Learning with students of 2nd and 3rd years of Bachillerato, at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

In question **one**, related to what language is the most important within the classroom, 71% of teachers considered that English is the most important language within the classroom while only 8% of students think the same. Regarding the importance the use of Both English & Spanish; 29% of Teachers affirmed it together; 87% of students supported this affirmation and finally 5% of students indicated that it is Spanish the most important language within the classroom.

In question **two**, about the percentage of Spanish /English spoken by teachers during the lesson; 57% of Teachers said that they speak English between 60 to 80% of the time and 71% indicated that they speak Spanish between 30 to 50 % of the time, while students answered that 50% of their Teachers speak English during 30 to 50 % of the time and 73% speak Spanish during 60 to 80 % of the time in class.

In question **three** related to the use of the Mother Tongue by teachers only when it is necessary, 100% of teachers use the Mother Tongue when they need it and 77% of students agreed with the Teachers' answers.

In question **four**, about the advantages when you use the Mother Tongue in the English Learning process;100% of teachers pointed Students do not have to feel guilty for doing what comes Naturally, 71% Prevent a lot of frustration for both teachers and students, and 57% Translation is Natural Phenomenon. While students 85% answered Prevent a lot of frustration for both teachers and students and 46% Translation is Natural Phenomenon and 36% Students don't have to feel guilty for doing what comes naturally and so on.

In question **five**, related to the activities used by teachers to teach the English language in a funny and interesting way, 100% of teachers said that they use Play Word Association, 86% Make sentences and Play Trivia. In concordance with the results obtained from the students; 90% said that the teachers use Role Play, 76% Play Trivia, and 53% Play Word Association.

In question **six**, related with the activities more difficult to be teachers expressed that it is developed in the classroom by students, teachers expressed that 43% Write a Story and Read an Article 14%, meanwhile 90% the students said it is Role Play, 8% Write a Story and 5% Read an Article.

- **Decision**

After analyzing all the above results obtained in the surveys applied to teachers and students, the first hypothesis is accepted; since it was clearly demonstrated that the overuse of the Mother Tongue limits the English Language Learning with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013. According to both teachers and students’ answers, they agreed that the mother tongue is used most of the time for teaching English in everyday classes. Moreover, most of students showed a low English level to fulfill the activities proposed in class such as role play. This is due to teachers overuse the mother tongue during the teaching learning process. It is unquestionably an evident obstacle that hampers an appropriate development of students’ skills.

HYPOTHESIS TWO

a) Statement

The strategies that teachers use are not enough to develop Target Language production with students of 2nd and 3rd years Bachillerato at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

b) Demonstration

The second hypothesis has two variables; on the one hand, the strategies that teachers use as independent variable and, on the other hand, target Language production with students of 2nd and 3rd years Bachillerato at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

In question **seven**, about the strategies used by teachers for teaching the English Language, 100% of teachers expressed that the appropriate strategies for teaching English language was Provide comprehensible input for English language learning students, 85% “Make Visual lessons, Determine key concepts and define language and content objects, Use cooperative Learning Strategies. Analyzing with the graphic representation of the students; 83% marked Modify Vocabulary Instruction for English Language Learners., 82% Listening to Parents are good strategies for teaching the English Language and 73% of them manifested that Modify Testing and Homework for English Language Learners help them to learn more English Language in class.

In question **eight**, related to strategies used by teachers to work receptive skills, teachers assured that they use some strategies to work receptive skills. In (READING) 86% of teachers never apply predicting and paraphrasing while other 86% of teachers they affirmed that they always use Skimming and Scanning. On other hand, in (LISTENING) 86% of teachers always use Asking Question, 71% of them use Looking at the Speaker and 57% of teachers apply Taking Notes to work in receptive skill, while In (READING) 48% of students said that their teachers sometimes use Predicting, 46% of students manifested that their teachers use Skimming and Scanning to work on receptive skills. On the other hand, in (LISTENING) 65% of students pointed that their teachers always use Taking Notes and 58% of them answered that their teachers use Asking Question and Look at the Speaker. It clearly demonstrates that the strategy used by the teachers to work reading skills is Skimming and Scanning and to develop the listening skills they always use Asking question.

In question **nine**, about the strategies used by teachers to improve Speaking and Writing skills, teachers asserted that they use the following strategies into the English class to evaluate their students. In (SPEAKING) 86% of them sometimes use Role Playing and 57% implement Group Interaction. In (WRITING) 86% sometimes use Pre- Writing and 71% never apply Re- Writing. According to what students said. In (SPEAKING) 59%, always use Group Interaction and 35%, use Role Playing. In (WRITING) 30% usually use Re- Writing and 29%, use Process Strategies. Therefore, it is noticed that teachers most of the time use Role Playing

and Group Interaction to develop speaking skills in their daily classes. In concordance with the data about teachers, the majorities of them use role playing and play writing, but it is contradictory because the students asserted that the teachers only use group interaction to improve speaking and writing skills.

In question **ten**, about the aspects that help to get success in the English Language Acquisition, 100% of them expressed that the aspects that help them to get success in the English Language Acquisition are “Aptitude, Learning Style, Personality and Motivation and attitudes, Motivation in the classroom. In comparison with the results of the students they manifested that the aspects that help them to get success are 65% Intelligence, 58% Motivation in the classroom and 45% Motivation and attitudes.

In question **eleven**, related to the teachers’ roles that are developed in the English classroom, analyzing the obtained information, teachers said that they develop the following roles in the English classroom: 100% use Teaching Knowledge and Mentoring 86% make use of Role modeling and Signs of Trouble. Taking into account the results of the students manifested that 71% mentoring, 70% Teaching Knowledge and 58% Role of Explorer.

Decision

Supported on the above examined outcomes, hypothesis number TWO is confirmed, since it has noticeably been proven that the strategies that the teachers

use with their students are not enough to develop Target Language production with Bachillerato at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013. Because, the most students manifested that their teachers are not acquainted with the application of teaching strategies. Furthermore, when teachers were asked to list some strategies, they did not mention them. Likewise, all teachers expressed that they almost always use their mother tongue in their classes due to in this way, the students understand better. It is evidently a negative aspect that impedes the development of an effective learning of the target language.

h. CONCLUSIONS

After analyzing the obtained results, the following conclusions are stated.

- The mother tongue is used all the time by the teachers because according to the obtained results, the enquired said that it helps the students to get confidence in themselves being able to understand everything that the teacher says in class. But, undoubtedly, it affects the English language teaching-learning process, limiting the students' academic performance and contact with this foreign culture. This aspect holds back the teachers accomplishment of a suitable formation profile with their students.
- Students tend to use the mother tongue most of the time during the English Language lesson because teachers allow them to do so, when they feel stressed, confused, or feel confident about don't the exact pronunciation of new words or expressions; therefore, they do not have an incentive to use the English Language in such an unknown environment.
- The majority of teachers show lack of consciousness about the use the strategies for teaching the English Language and as well as they use a very limited the number of activities in the motivation of their students so, the latter do not participate enthusiastically in the day to day lessons. It is clear that teachers are not able to appreciate the important contribution of the above

mentioned strategies. This situation evidently hinders the appropriate development of students' performance.

- Many teachers recognize that the strategies to teach the receptive skills are so important due to, through them, they enable their students to obtain the information they require to learn the language in a meaningful way, however, there is another group of teachers who are not aware of it. They pay no attention to the above mentioned strategies that would develop suitably the previous cited skills in the classroom with their students. Therefore, it is a negative factor which obstructs teachers effective work.

i. RECOMMENDATIONS

After having arrived to the before mentioned conclusions, the researcher considers that is indispensable to make the following recommendations:

- Teachers should use the Mother Tongue only when it is necessary, in occasions where their students do not understand some instructions and explanations or are confused about some specific aspects of the foreign culture. Furthermore, teachers should look for alternatives to acquire new knowledge about how to manage time for both mother tongue and target languages in order to work in the right way letting students achieve a meaningful learning.
- Teachers should work to build the necessary skills, confidence and self-esteem in their students to pursue their adaptation to the English Language environment, to feel motivated and to be able to participate in a better way.
- Teachers should take into consideration in their lesson plans, the essential teaching strategies with the purpose of improving their methodology for the students to learn more effectively. Besides, should they vary the different activities they use in order to facilitate a student-centred teaching learning process. By using these strategies: Provide comprehensible input for English Language Learners, Make Lessons Visual, Link new information to prior knowledge, Determine key concepts for the unit and define language and

content objects for each lesson, Modify vocabulary instruction for English Language Learners, Use cooperative learning strategies teachers can give students a chance to actively engage with the content and to provide a diversity of knowledge.

- Authorities should include in their institutional training plan, several workshops on how to apply more accurately the strategies in the English Teaching-Learning Process. Likewise, teachers should participate in courses to update their knowledge about the employment of teaching strategies about methodology specially for improving the development of the students' receptive skills.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARMENT

PROJECT

**THE USE OF THE MOTHER TONGUE IN THE ENGLISH
LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD
YEARS OF BACHILLERATO, AT TECNICO FISCAL MIXTO "27
DE FEBRERO" HIGH SCHOOL. ACADEMIC YEAR 2012 - 2013**

This project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language

AUTHOR: Paola Alexandra Encalada Tacuri

LOJA- ECUADOR

2013

a. THEME

**THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE
CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF
BACHILLERATO, AT TECNICO FISCAL MIXTO"27 DE FEBRERO"
HIGH SCHOOL. ACADEMIC YEAR 2012 - 2013**

b. PROBLEM STATEMENT

BACKGROUND

In order to develop the research work, is convenient to locate the Educational Institution where it will be performing and work.

The Técnico Fiscal Mixto "27 Febrero " high school was created by Ministerial Decree No. 1002 dated in October 22, 1958 with the name "Dolores Ponce Gangotena" to form the lojana woman in the specialties of female Workshops and Commerce. On November 25, 1960 through ministerial decree No.681 by requirement of the Institution authorities, changed the name for the National of Bachillerato Técnico "27 de Febrero" of Commerce and Female Workshops. IN 1962 realized the first act of graduations of Bachelors in Female workshops.

One year later realized the first class year of Accountant Commercial. Social Sciences, Mathematical Physical, Chemical Biologic and the Bachillerato Technical Secretariat. In the academic year 67- 68 the Honorable Consejo Municipal named a commotion for elaborate the internal regulation of the high school and to mention two comitions, even in the academic year 1997-1998 the directive council elaborate other internal regulation of the institution and present the Direccion Provincial de Educacion, writing even moment its approval.

On January 1966 Mr. Salvador Celi, through a public donut the Institution a house of hi property located at the corner of Sucre, Quito the same that to stay rented even

January of 1976. Due to the increase of the student population was necessary to get a broad local. In 1968 the Honorable Consejo Municipal donut terrain located in la Tebaida neighborhood for build the Institution.

On 1981 built the new unfortunately only built one building one classroom block and the management .Filing for built the 60% that it was the vital importance for the normal develop of the educative activities .Lack of classroom , workshops, laboratories, library, sports fields, Multi-room etc....reason why that has function in two locals. The Basic Cycle and Physical- Mathematics ,Biological, Chemical Biológicas, Laboratories and Central Administration in the la Tebaida Building the Social, Accounting, Secretarial and Computer Center in the other local located in the and Quito Sucre streets .In 1993-1999 the Institution concentrated all academic administrative activities in the building of la Tebaida.

Mission

The mission of this institution is to cooperate to the general objectives of an education for the liberty,democracy,solidarity of love the nature and defense the environment and in the particular ,form Bachelors technical capacities for integrate with quality and efficiency the work of world.

Vision

The vision of this institution is implement changes that permit improve the quality of education that impart and prepare the students in the life.

CURRENT SITUATION OF THE RESEARCH PROBLEM

The English language learning is a fundamental way of universal communication of the development of the science and technology to contribute the education .Learn the English Language is important which has as a purpose to improve the quality of Education in our country, and for that students become excellent professionals.

The use of the Mother Tongue is important too because it help the students to feel more comfortable in they-self when they are learning the English Language. The teachers use the Mother Tongue for communicate with the students, for that reason the students are accustomed to use L1 because sometimes they don't understand some words or expressions that the teacher is using in the English classroom.

The English classroom needs to be decorate according it because the students day by day feel more familiarized with it and they don't have the necessity to use the mother tongue to learning the English Language, and express their own ideas. This way student will adapt with any problem and have greater interest and communicate of a faster way with the teachers.

RESEARCH PROBLEM

How does the use of the mother tongue influence on the English Languaje classroom with the students of 2nd and 3rd years of Bachillerato at "Técnico Fiscal Mixto "27 de Febrero "high school Academic Year 2012-2013 ?

DELIMITATION OF THE RESEARCH

a) Temporal.

The present research work about the use of the mother tongue in the English language classroom will be carried out during the academic Year 2012 -2013.

b) Spatial.

This research work will be done in the Técnico Fiscal Mixto "27 de Febrero high school at morning section. It´s located in la “Tebaida” neighborhood.

c) Observation units.

To carry out the research project seven teachers and the students of 2nd and 3rd years of Bachillerato will be surveyed during the academic year 2013- 2014.

d) Sub Problems

When and Why of Mother Tongue use influences in English classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?

Why do the students of 2nd and 3rd years of Bachillerato only communicate in the Mother Tongue on the English Language Classroom at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?

c. JUSTIFICATION.

The Learning of the English is very necessary because that way we can obtain many opportunities to work in different places, of our country or maybe in other countries.

This research is importance because it is a big problem into the schools and high schools and it is our responsibility, for that reason we need to find some alternatives to solve their problems and make the students have a friendly environment and have and have confidence in themselves can learn the English Language in a better way.

This research project count with the cooperation of the authorities, students, instrument of the investigation and resources of the bibliography, which these will help me to obtain data and them, demonstrate the result.

Is very important developed this research project because the use of the Mother Tongue sometimes help and others is detrimental for the students when they learn the English Language in the classroom .Teachers don`t usually use strategies to facilitate the students the English Language learning .

The present research work is an important theme because is the principal problem into the schools around the world also is previous requirement to obtain the Licentiate`s Degree sciences of Education in English Language specialization.

d. OBJECTIVES.

GENERAL

To determine the use of the Mother Tongue influence on the English Language classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

SPECIFIC.

To determine the role of Mother tongue use in English Language Learning with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

To identify why the students of 2nd and 3rd years of Bachillerato only communicate in the Mother Tongue on the English language classroom, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

e. THEORETICAL FRAME

THE MOTHER TONGUE

“The Mother Tongue is the language in which first words are spoken and thoughts expressed by an individual. Thus, it is generally the language that a person speaks most fluently, the mother language is a crucial tool every child uses to understand the world. Culturally, the mother language is a fundamental expression of history and identity.

Students in schools learn English more quickly and effectively if they maintain and develop their proficiency in the mother tongue. One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored”.¹

IMPORTANCE OF THE ENGLISH LANGUAGE

“English is like a window to the world because by English you can learn about the world and you can get more information from the world. If you want to be a knowledgeable person, English is important to be learned. Having ability in English also will help the students to study because what he or she learned is not limited to

¹ Harbord (1992) The Mother Tongue retrieved September 5, 2012, from <http://www./home/national/-mother-tongue-vital-studies-30142230.html>.

the one in their country but also in the world. When we know the importance of English for life, we also know when the better time to learn English.

In brief, English as an international language is important for human's life because it becomes a bridge between countries in the world to interact so that in this modern era we are supposed to learn English in order to face the challenges of life. Therefore, English is important in an elementary school education because the better time to learn a second language is at the age of elementary school, since in an elementary school to get the better and easier life because English has become a crucial tool for continuing education, employment and social status".²

TEACHERS TALKING TIME

At the simplest level, teacher talk time (TTT) refers to how much the teacher talks during a lesson. However, this will vary according to the stage of the lesson. For example, the teacher needs to speak more when providing explanations of and examples for the target language early in the lesson. Elsewhere he may speak less as students need ample opportunity to practice the new material. Overall, however, the teacher should roughly limit his speaking to 20% to 30% of the class time, with the remainder devoted to speaking/use of the language by the students.

² Dr.Manivannan G (2006) Importance of the English Language retrieved September 20, 2012, from <http://writer-hissha.blogspot.com/the-importance-of-english-in-elementary.html>.

“On the other hand, Student Talk Time (STT) should be around 80% during the course of the lesson. Their use of the language should further promote qualitative thought. For example, this means that choral drills, substitution drills, and other exercises remain important because students need these activities to become familiar with and absorb the target language. However, too many drills or other, similar activities result in students who switch off their brains. They fail to critically observe, analyze, and practice with the new language.

Talk time by the teacher and students accomplishes the following:

1: It allows the teacher to restrict his speaking to vital areas of the lesson. When he then speaks, students know the information is important. They listen more attentively and work harder to successfully process the information.

2: Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material.

3: Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests.

4: As students speak more, they must also rely on their skills. For example, if two students fail to understand one another, they must work together to repair the

miscomprehension. This better prepares the class for the real world, where they can't rely on the teacher for help.

5: As the teacher speaks less, students have added opportunity for interest and challenge. For example, think back to your life as a student. Which classes did you enjoy the most, ones with a long lecture or ones that allowed active engagement?

From the above five points, it should be clear that the class greatly benefits from limited talking by the teacher. What's more, these are but a few of the positives available with low TTT.”³

THE USE OF THE MOTHER TONGUE

Nowadays the students use of the Mother tongue at schools because they are accustomed to use it for understand that the teacher is telling them and can express their ideas, some students fell stressed because they don't know the exactly pronunciation and they have fear the teacher for that reason they don't have interest to learn the English Language.

“Using L1 is not the problem. The problem is when and how to use it. Before answering this question, it should be born in mind that L1 use must be considered “as a means to an end”. The target language must be used where possible and L1 when necessary. Here are some examples of appropriate use of L1 in English

Foreign Language classes:

³ Cotter Chris (2011) Teachers Talking Time retrieved November 12, 2012, from <http://www.betterlanguageteaching.com/esl-articles/57-teacher-student-talk-time>

- **Beginners**

The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead.

L1 can be time-saving.

Instead of going through long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. Imagine a teacher who wants to teach the word “car” to students and start by phrasing the explanation as follows “a car is a road vehicle with an engine, four wheels, and seats for a small number of people” while a simple translation of the word (or perhaps the use of visual aids) would be enough.

- **Comparison**

A comparison of English and the mother tongue can be a very enriching experience. In fact, discovering the similarities and differences of both languages can enhance the Teaching Language acquisition. This comparison can be done at different levels:

- **Vocabulary**

Exploring the nuances of vocabulary items in both languages

Building bilingual (or even multilingual) semantic maps

- **Grammar**

A comparison between L1 grammar and Teaching Language grammar yields Interesting.

- **Results.**

This comparison will highlight the differences between the two languages. Teachers and learners may build on these differences to avoid negative transfer (L1 transfer which may be a source of errors.)

The comparison also shows the similarities which will undoubtedly boost the internalization of the Teaching Language grammar.

- **Culture**

Language is a vehicle for cultural aspects. If teachers ban the use of the mother tongue, this underlies an ideological conception of L1 culture as being inferior. Alternatively, cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their cultural uniqueness. This can be done through various activities where L1 plays an important role.

- **Proverbs**

Students may be given a set of proverbs in the Teaching Language and be asked to find the corresponding ones in their mother tongue if they exist. If not they try to translate the proverbs into their language.

- **Idiomatic Expressions**

Again, finding the corresponding idioms or a translation of Teaching L idioms might be very helpful to detect cultural differences or similarities.

- **Songs**

Translation of lyrics.

- **Jokes**

Funny English Foreign Language activities can be built on jokes. Students may translate and tell or act Teaching Language jokes to create a free stress environment and spot Teaching Language cultural specificities”⁴.

⁴ Mohammed Rhalmi (2009) The use of the Mother Tongue retrieved December 18, 2012, from http://www.academia.edu/4099631/The_Use_of_the_Mother_Tongue_in_the_ESL_Classroom.

ADVANTAGES OF USE OF THE MOTHER TONGUE

“The advantages to use the mother tongue in Foreign Language classroom to convey the meaning of an unknown word, clarify the confusing word, and explain difficult concepts, visual aids, props, textbook illustration are used to explain a new term and clarify the words that remain confusing when the students don't understand and they can have themselves confidence and don't feel shame or guilty for don't can express with their own words.

- When students learning another language, translation is a natural phenomenon. Even the student who went abroad to learn another language began the first few months translating everything into his/her mother tongue using a bilingual dictionary to acquire a knowledge base of vocabulary.
- Learning another language should add richness to students' lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.
- The students that use L1 can be more efficient and make time for more useful activities. For example, if an instruction to an activity is complicated, and students do not seem to comprehend the English explanation, asking a student

who does understand to translate for the entire class would create more time for the activity and prevent a lot of frustration for both teachers and students”⁵

FUNNY AND INTERESTING ACTIVITIES FOR TEACHING THE ENGLISH LANGUAGE

The teachers need to use different activities for teaching the English language, in this way the teenagers and children can learn the English and they don't feel tired and pay attention to the teacher and start to take interest in the class and don't get bored easily.

“People learn better when they're having fun. They relax and lose some of the anxiety that often comes with learning a new language. Here are five ways to make learning English a little more fun!

Play Trivia. You will likely want to write some questions out ahead of time. Make the questions really easy—it's not the content we're learning, but how to communicate questions and answers. You may vary the difficulty of the questions based on the age and skill level of your students. If you are teaching a diverse group of learners, you may even want to target specific students with specific questions, e.g., give the more advanced students the more difficult questions. You can make it more fun by handing out buzzers or bells—the first person to “ring in” gets to answer the question. Just make sure that everyone gets a turn.

⁵ Prunache Roxana , (2003)Advantages of use the Mother Tongue retrieved December 20, 2012, from http://www.academia.edu/3853832/The_Advantages_of_Mother_Tongue_in_Teaching_and_Learning_English_for_Specific_Purposes_ESP_Classes.

Role Play. Set up specific scenarios in your classrooms, scenarios that your students will likely face. Have one student order a pizza from another student. Have a student ask for directions. Or have one student invite another student to a party. Some students will need your help to get through the scene. Other students will be able to get through a scene without assistance. For more advanced learners, there is immense value in being the secondary role player, e.g., the person receiving the pizza order or the party invitation.

Turn on the Subtitles! Find a television program that is appropriate for your class' age and learning level. (Humor is a plus.) Watch the program with closed captioning. The students will hear the words, see the people speaking, and see the text all at the same time!

Play Word Association. Have the students sit in a circle. Start the game with a simple word and ask the person to your left to say the first (English) word that comes to mind. Then, the person to his or her left should say the first word that comes to his or her mind. Be sure to stop every so often to debrief and define any mysterious words. A variation of this game is to have each student say a word that begins with the last letter of the previous word, e.g., word, donkey, yodel, loon.

Play Word Lottery. Before class, print out dozens of simple nouns and verbs. Cut them into little slips of paper and put them into a hat or bag. Invite each student to draw two words from the hat (you can use more for more advanced students). Give

them each a minute to come up with a sentence that uses those two words, and makes sense. Then invite each of them to share their sentence with the class. Collect the words and go again. It's okay to repeat words, as the repetition helps!"⁶

THE USE OF ACTIVITIES TO TEACHING THE ENGLISH LANGUAGE

Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. The activities help and encourage many learners to sustain their interest and work.'

“Activities also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen activities are invaluable as they give students a break and at the same time allow students to practice language skills. Activities are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase

⁶ Merrill Robin, (2006) Fanny and Interesting Activities for Teaching the English Language retrieved January 13,2012,from <http://www.readinghorizons.com/blog/post/2012/08/07/Classroom-Activities-for-English-Language-Learners.aspx>.

cooperation.

Activities are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.”⁷

ENGLISH LANGUAGE CLASRRROM

The use of classroom 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.

“Teachers have been encouraged to use English in the secondary English Foreign Language classroom as much as possible. However, classroom English is important for students as well as teachers. Students can learn how to use English in functional situations in class: e.g. asking the teacher for help; saying that they don't understand; asking for repetition; checking for comprehension; working with a partner; etc.

All teachers need specialized classroom competence and need training in this field. Foreign language teachers in particular require linguistic training aimed at the

⁷ Wright. A (1984)The use of Activities to teaching the English language retrieved March 25, 2013, from http://www.everythingsl.net/inservices/seven_teaching_strategies_clas_06140.php

classroom situation, since they need to use the language being taught both as a goal of their teaching and as the prime medium of instruction and classroom management. Foreign language graduates are seldom prepared for the seemingly simple task of running a class in the L2 (Foreign Language)”⁸.

STRATEGIES FOR TECHING THE ENGLISH LANGUAGE

“These strategies are designed to help teachers meet the needs of all the students in their classes and to help make the mainstream classroom more inclusive for English Language Learners.

Provide comprehensible input for English Language Learners. Language is not “soaked up.” The learner must understand the message that is conveyed. Comprehensible input is a hypothesis first proposed by Stephen Krashen. (Krashen, 1981) He purports that English Language Learners acquire language by hearing and understanding messages that are slightly above their current English language level. When newcomers are assigned to a mainstream classroom and spend most of their day in this environment it is especially critical for them to receive comprehensible input from their teachers and classmates. If that teacher provides information by lecturing in the front of a classroom, the English language learner will not be receiving this input. Teachers need to speak more slowly, use gestures and body language to get across the meaning to English Language Learners.

⁸ Mohr, (2007) English Language Classroom retrieved June 18, 2013, from http://www.english-room.com/classroom_english.html.

Make Lessons Visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Tell a story about information in the textbook using visuals. Create semantic and story maps, graphic organizers to teach students how to organize information.

Link new information to prior knowledge. Teachers need to consider what schema English Language Learners students brings to the classroom and to link instruction to the students' personal, cultural, and world experiences. Teachers also need to know what their students do not know. They must understand how culture impacts learning in their classroom.

Determine key concepts for the unit and define language and content objects for each lesson. Teachers write the key concept for a unit of study in student-friendly language and post it in the room. New learning should be tied to this concept. Additionally, teachers should begin each lesson by writing a content objective on the board. At the end of the lesson, students should be asked if the objective was met. Classroom teachers also need to set language objectives for the English Language Learners in their class. A language objective might be to learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

Modify vocabulary instruction for English Language Learners. English language learners require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words. English Language Learners. Need much more exposure to new terms, words, idioms, and phrases than do English

fluent peers. Teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning. Content area teachers should teach new vocabulary words that occur in the text as well as those related to the subject matter. Word wall should be used at all grade levels.

Use cooperative learning strategies. Lecture style teaching excludes English Language Learners from the learning in a classroom. We don't want to relegate English Language Learners to the fringes of the classroom doing a separate lesson with a classroom aide or ESL teacher. Working in small groups is especially beneficial to English Language Learners who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. English Language Learners benefit from cooperative learning structures. Give students a job in a group. Monitor that they are participating.

Modify testing and homework for English Language Learners. Content area homework and assessments needs to be differentiated for English Language Learners. Teachers should allow alternative types of assessment: oral, drawings, physical response (e.g., act-it-out), and manipulatives as well as modification to the test. Homework and assessment should be directly linked to classroom instruction and students should be provided with study guides so that they know what to study. remember that the English Language Learners in your class may not be able to take notes".⁹

⁹ Haynes, Judie (1998-2010) Strategies for Teaching the English Language retrieved September 22, 2013, From http://www.everythingsl.net/in-services/seven_teaching_strategies_clas_06140.php.

STRATEGIES FOR DEVELOPING READING SKILLS

The teachers should be a guide for the students because the students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end.

When they do this, students are relying exclusively on their linguistic knowledge. One of the most important functions of the language instructor, then, is to help students move past this idea and strategies as they do in their native language.

“Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using

knowledge about the author to make predictions about writing style, vocabulary, and content

- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.”¹⁰

STRATEGIES FOR DEVELOPING LISTENING SKILL

Listening is the ability to accurately receive messages in the communication process. Listening is key to all effective communication; Good listening skills also have benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and increased health and wellbeing.

“Listening skills are important both in the home and in the workplace. Being a good

¹⁰ Rhodes. Sheri (2012)Strategies for Developing Reading Skill retrieved September 25, 2013, from <http://www.nclrc.org/essentials/reading/stratread.htm>

listener can improve your relationships and job performance. Simple strategies can help you become a better listener.

- **Restate**

Repeating back what you think you heard can clarify the points of the person speaking and help you focus. Any miscommunication will be cleared up, and the speaker will feel confident she's been heard.

- **Wait to Reply**

People sometimes get so caught up in planning what they will say next that they forget to pay attention to what else is being said. Don't interrupt the person talking, if at all possible.

- **Ask Questions**

Questions help you get more information and clarify what a person is saying. Asking questions also assure the person speaking that he is being heard. Questions that have to be answered with more than "yes" or "no" are especially effective.

- **Look at the Speaker**

Looking directly at the person speaking helps listeners tune out distractions. Direct eye contact is a good idea except in cultures where a direct gaze is a sign of disrespect.

- **Take Notes**

In business meetings or when listening to speakers in a formal setting, taking notes can help you listen with a purpose and thus comprehend the important points being communicated.

- **Look for Nonverbal Cues**

Sometimes a speaker's body language indicates the emotions behind what they are saying. Crossed arms, fidgeting, roving eyes and nail biting, for example, are clues to how a speaker feels about what she is saying.”¹¹

STRATEGIES FOR DEVELOPING WRITING SKILL

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

“No single approach is capable of improving the text of every writer. As each writer and each text is different, writers must keep in mind personal characteristics and the goals of each literary project, tailoring strategies to these specific needs as

¹¹ Lochener. Betty ,(2001) Strategies for Developing Listening Skill retrieved November 10, 2013, from http://www.ehow.com/way_5210505_strategies-improve-listening-skills.html#ixzz2SdVgKkz.

they seek out new strategies to improve their writing. Trying and modifying a variety of strategies goes a long way in improving writing.

- **Pre-Writing**

Writing next, an extensive research project from the Alliance for Excellent Education, promotes brainstorming as an essential writing strategy. Brainstorming strategies include free writing, in which any thought that crosses the writer's mind, no matter how big or small, is put to paper in a stream-of-consciousness fashion; group brainstorming, in which the writer pitches ideas and examples to a group and takes their contributions into consideration; and diagramming, in which the writer uses visual illustrations to connect and formulate ideas.

After brainstorming, writers use an outline to plan research, create boundaries and formulate a spine to be followed in text. Purdue University's Online Writing Lab suggests asking and answering the questions, "what is the purpose of this writing" and "how will I achieve this purpose?" Once brainstormed and outlined, a writer may try summarizing her concept in three or four sentences; this exercise brings clarity and efficiency to a project. According to Emory University's Division of Education Studies, pre-writing strategies such as this preserve logic, identify main ideas, define subordinate ideas, help avoid tangential excursions and help detect omissions.

- **Process Strategies**

Though many writing strategies occur before or after committing words to paper (or electronic document), strategies employed during the actual writing process must not be forgotten. Taking breaks, even short ones, may actually prove productive as stepping away provides distance from a project; sometimes, distance gives way to clarity. Reading through the text as it's being written helps define rhythm and tone and prevents errors. Reading aloud serves the same purpose. Role-playing during the writing process, a strategy in which the writer mentally or vocally puts himself in the audience's or characters' shoes, provides an insightful perspective, as does getting others involved in a constructive critical capacity, even before a document is finished.

- **Rewriting**

Putting aside a first (or second, or third) draft and rereading it after allowing time to pass brings new perspective to a text. Careful proofreading and scrutinizing do the same. As a writer proofreads, she notes commonly made errors or common problems within her texts; focusing on eliminating these common issues improves overall writing. Writing as often as possible is perhaps the most important writing strategy. Revise as many times as necessary by finding the main point, identifying readers, identifying purpose, evaluating evidence, tightening language and saving only the good parts of a written work. Detaching oneself from the work often lends

objectivity to the rewriting process. On rewriting, Emory University's DES says "there are no good writers; only good rewriters."¹²

5.2.4 STRATEGIES FOR DEVELOPING SPEAKING SKILL

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production

“English language learners (ELLs) may find speaking the hardest part of learning English. Classroom instruction heavily favors reading, writing and listening skills, but speaking skills should be an integral part of English learning. For strategies for improving speaking skills, the English Language Learners classroom should provide variety in practical speaking situations and use role-playing and presentations to boost student confidence.

- **Group Interaction**

To help your English language learning classroom enjoy practicing speaking in English, use interactive strategies to help them build fluency when speaking. Spend

¹² Thomas. Daniel, (2003) Strategies for developing Writing Skill retrieved February 5 , 2014, from http://www.ehow.com/list_6360597_strategies-improve-writing.html#ixzz2Sch9PTYX.

time talking about favorite music groups and song titles and bring that music and lyrics of their favorite songs to class. Bring a copy of each song's lyrics for each student to read over. Listen to the song carefully, and then lead your English Language Learners class into chanting the lyrics. Music and poetry contain a cadence that lends itself to speaking fluently. Practice as a group so your class feels the beat more. Lead a discussion on favorite movies or books familiar to everyone. Give every student the chance to retell the story in his own words. They may need time to organize their thoughts and check pronunciations of uncommon words, but the story-telling should be easy with familiar tales and plots. Use stories you read aloud in your English Language Learners classroom as a jumping off point for personal story-telling. For instance, if you read a story about a scared little boy, ask someone to share a scare time she remembers.

- **Role Playing**

Many English Language Learners students need practice in using every day phrases and courtesies to speak confidently in English. Provide opportunities for your students to engage in role-playing to improve their speaking skills. Remind students to think in English with the phrases they know would be polite in a situation. For example, set up a mock restaurant with a table and chair and practice ordering in English, or set up a mock store to practice buying something. Doing a reader's theater in the English Language Learners classroom where everyone reads a part in a drama can help your students improve speaking with emotion. Give your class the

script ahead of time so they can familiarize themselves with any tricky words. Act out certain universal stories such as "Little Red Riding Hood" to bring the emphasis away from speaking and more onto acting and thinking in English, which will help their English become more natural.

- **Presentations**

Give your students opportunities to present information in class. Hold an informal show and tell day where everyone brings something from home to share with the class. Give your English Language Learners class notice so they can prepare and practice ahead of time. Offer class time to let them ask you questions on any particular words they need. Model for them how and what you want them to do. Bringing something from your home can make them feel comfortable doing their presentation. Do not make shy students stand in front of the classroom if they can adequately share from their desk.”¹³

ASPECTS TO GET SUCCESS IN THE ENGLISH LANGUAGE

The teacher needs to know the students’ knowledge about the English language in this way to help them and they can understand in a better and easier way the language. The teachers should motivate the student for that they have more interest to learn the English Language.

¹³ Bagweell.Rebeca (2006) Strategies for Developing Speaking Skill retrieved November 23,2012 from http://www.ehow.com/list_6507142_strategies-speaking-skills-english-learning.html#ixzz2Sdak78mu.

“The most schools are responsible for educating English Language Learners (ELLs). For students who are learning English as a second language, school can represent a formidable daily task, both socially and academically.

In addition to the pressures that all adolescents experience, these students also experience a myriad of other strains:

- Loss of identity, friends, and culture
- An inability to express ideas or communicate in the community at large
- High familial expectations for academic success
- Unfamiliar learning environments and teaching styles

For mainstream content teachers without a background in English as a second language, determining appropriate teaching methods and goals for these students poses a significant and unique challenge.

Considerations for Teaching Non-Native Speakers, while it is difficult to generalize about English Language Learners because they come from such diverse backgrounds, success with English language acquisition often depends on:

- **Age** – Typically, the older the student the more difficult it is for them to assume the second language naturally. If the school offers courses in the student's native language, it is often helpful to enroll the child in the beginning levels so he/she hears a combination of English and his native language.

- **Native Language** – A student fluent in the nuances and grammatical structure of his or her first language is at an advantage when learning English. Proximity of speech sounds for oral communication and whether or not the first language uses Roman letters for written communication are also important factors in English proficiency.
- **Literacy of Parents** – The level of literacy of a student's parents may also affect the acquisition of written language. Typically, the more fluent the parent the more fluent the child; fluency in the native language promotes acquisition of English.
- **Reason for Immigrating** – Gaining knowledge of why a student's family immigrated can help teachers understand the psychological implications of the move. Refugee status immigrants may be escaping violence, war, or political or religious persecution. These issues may surface in the classroom.
- **Academic Language Skills Take Time.** English Language Learners pose unique educational challenges to mainstream classroom teachers. It is worthwhile to be aware of several specific difficulties that second language learners face.

An important distinction exists between interpersonal and academic communication for all students, including those being schooled in their native languages. Often, a student who seemed to be successful in communicating on an interpersonal level is unable to apply those skills to an academic situation.

Thus, many students are released prematurely from English as a second language courses only to be mainstreamed into classes for which they are not yet prepared to succeed.

- **Respect Cultural Differences**

Cultural differences can be a source of misunderstanding for teachers and their English Language Learning students. Each culture expresses itself in both verbal and non-verbal forms of communication. Cultural cues in one culture may represent something entirely different in another.

Educate yourself about your students' cultures. This will help you communicate that you value their heritage. It may also allow you to connect academic content to a student's set of experiences and knowledge about the world. Ultimately, students whose native culture is valued have a greater sense of self-worth and higher academic achievement.

- **General Teaching Strategies for English Language Learning Students**

- ✓ Use visual aids often.
- ✓ Incorporate hands-on activities to demonstrate concepts.
- ✓ Allow sufficient wait time.
- ✓ Model spoken language, but refrain from embarrassing English Language Learning students with verbal correction in front of others.

✓ Prepare outlines for lectures and distribute to English Language Learning learners. Avoid forcing language learners to speak. Encourage them to contribute when they are ready”.¹⁴

ROLES OF A TEACHER IN THE CLASSROOM

In any teaching-learning situation, the role of the teacher in the classroom is important, because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher.

A teacher has many roles than just teaching information to her students the teacher should be a friend to students and that students can see the teacher as a person that can motivate them and they can trust, that will motivate them every day with advice and especially feel safe and have confidence with the teacher.

“The teacher in the classroom is important, because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher. The teacher plays vital roles in the lives of the students in their classrooms. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor, nurture and give students themselves confidence, become role models, and listen and look for signs of trouble.

¹⁴ Marquis. Justin (2009) Aspects to get success in the English Language retrieved Mrach 14, 2014http://www.glencoe.com/sec/teachingtoday/aspects/help_ELL.phtml.

- **Teaching Knowledge**

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

- **Creating Classroom Environment**

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

- **Role Modeling**

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the

children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

- **Mentoring**

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

- **Signs of Trouble**

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble".¹⁵

¹⁵ Jacques. Steven, (2003) Roles of a Teacher in the Classroom retrieved November 21, 2014 http://www.ehow.co.uk/info_7833444_roles-teacher-classroom.html.

HYPOTHESES

GENERAL

- The use of the mother tongue influence on the English language classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto 27 de febrero high school academic year 2012- 2013.

SPECIFIC

- The over use the Mother Tongue limits the English Language Learning with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.
- The strategies that teachers use are not enough to develop Target Language production with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.

f. METHODOLOGY

DESING OF THE RESEARCH

In this research work will be developed in a descriptive way and a critical analysis to the results, to propose some alternatives of solution.

For this investigation the instrument applied will be the survey teachers and students.

In this research work will be applied some methods and techniques for developing this research work for example Scientific, Descriptive Analytic, and explicative.

MATERIALS AND METHODS

- **THE SCIENTIFIC METHOD.** The main method that it will be used in this project is the scientific because it will permit to know about the use of the mother tongue in the English Language apply by teacher in the classroom. This method will be used to obtain and analyze theoretical references e used which let to explain frame scientific point of view the researched phenomena.
- **THE DESCRIPTIVE METHOD.** It will be used the different kind of use of the mother tongue in the English language and also this method will be used to describe the characteristic situation of the researched object .It allowed to now the reality of the researcher institution

- **THE ANALYTICAL-SYNTHETIC METHOD.** It will be used to analyze the obtained results from the applied instruments and to make the interpretation of the data and established the conclusions based on the results of majority tendency.
- **THE EXPLICATIVE METHOD.** It will serve to explain the implicit relation of the established variables in the research object, to give a point of view according to the obtained results and to explain the theoretical referents.

TECHNIQUES AND INSTRUMENTS

To obtain the information is necessary to apply a survey will be applied to the students of 2nd and 3rd years of Bachillerato "27 de Febrero " High School to know if the use of the Mother Tongue influences on the English Language classroom, which will be contrasted with the acquired knowledge (students' scores). This will help us to accept or deny our first hypothesis.

PROCEDURES

Once applied the instruments to collect reliable data in order to get the better results here are the following steps:

Tabulation

In the tabulation of the data obtained in the field research will use the descriptive statistics for the closed questions and unifying criteria from the reason or

explanation of every question, and will contrast the information of the teachers and students which will let us to get the right information.

Organization

The organization of the information will be made according to the specific hypothesis that will guide the classification of the obtained results with the surveys which will prove each hypothesis.

Description

The obtained data will be described it in statistic tables that will show the frequency and the percentages of the obtained indicators with the applied instruments. This will let to do the representation of information graphically.

Graphic Representation

After describing the data, it will be to represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. Is necessary use the bars diagram to show this information.

Interpretation and analysis

Once presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the major tendencies in the results and the variables of the specific hypothesis.

Hypothesis verification

This step let to demonstrate if the hypotheses were true through a logical analytical process supported in the field of the research to prove or disapprove them.

Conclusions and Recommendations

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

To develop this research work is important to know the population and sample of the institution they are 292 students of 2nd and 3rd years of Bachillerato , at Técnico Fiscal Mixto “27de Febrero” high school. Respect to the teachers will work with all because they are 7 English teachers.

They are represented in the following chart:

“27 DE FEBRERO HIGH SCHOOL”

YEARS	STUDENTS	TECHERS	SAMPLE
2 nd year of Bachillerato	154	7	58
3 rd year of Bachillerato	138		52
	299	7	7
TOTAL			117

To get the sample we applied the following formula:

$$n = \frac{PQ \ XN}{E^2}$$

$$(N - 1) = \frac{E^2}{K^2}$$

$$A = \frac{n}{N}$$

PO = First Quartile (0,25)

N = Population

N =Sample

K = Proportionally Constant (2)²

E = Sample Error (10%) (0,1)²

Sample distribution:

The following formula helps to get the sample

$$F = \frac{n}{N}$$

$$F = \frac{110}{292}$$

$$F = 0.38(31)$$

$$F = 12$$

$$n = \frac{PQ XN}{E^2}$$

g. TIME TABLE

ACTIVITIES	Feb				Mar				Apr				May				Jun				Jul				Aug				Sept				Oct				Nov			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			x	x																																				
Write the recommendations to the project							x	x																																
Checking and redesign of the research instruments									x	x			x	x																										
Application of the research instruments																	x	x																						
Processing of the research																			x	x																				
Drawing conclusions																				x	x																			
Elaboration of the thesis																					x	x																		
Private qualification of the thesis																						x	x																	
Write the recommendations																							x	x																
Public sustentation and Graduation																																					x	x		

h. BUDGET AND FINANCING

HUMAN

- Researcher: Paola Alexabdra Encalada Tacuri.
- Students of 2nd and 3rd of Bachillerato at "27 de Febrero" High School.
- English Teachers of "27 de Febrero" High School.
- Institution: Técnico Fiscal Mixto "27 de Febrero" High School.

MATERIAL

- Office material
- Copies
- Paper
- Folders
- Books

THECHNICAL RESOURCES

- Printer
- Internet
- Flash memory
- Computer

Cd

DESCRIPTION	COST
Elaboration of the project	\$ 250
Printing and photocopies	\$ 200
Office material	\$ 200
Transportation	\$ 250
Unexpected expenses	\$ 150
Total	\$ 1050

Financing

This research project is going to be financed by my own resources.

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➤ **ANNEXES**

STUDENT'S SURVEY

As undergraduate of the English Language Career of National University of Loja, is important your collaboration answering this survey, that will let to do Thesis Project about The use of Spanish on the English Language Learning.

1. What language is the most important for you within the classroom?

English () Spanish () Both ()

2. What percentage of Spanish/ English is spoken during the class?

STUDENTS				
Percentage of Time Language Spoken	0- 30	30-50	60-80	80-100
English				
Spanish				
TOTAL				

3. Does the teacher use the Mother Tongue only when it is necessary?

Yes () No ()

4. Make a tick () in the advantages when use the mother tongue in the English Learning process?

The students lose themselves confidence ()

Translation is Natural Phenomenon. ()

Student's don't have to feel guilty for doing what comes naturally. ()

Excessive dependence ()

Translation also regularly creates the problem of over simplification. ()

Prevent a lot of frustration for both teachers and students. ()

5. Which of the following activities do teachers use to teach the English Language in a funny and interesting way? Make a tick ()

-Read an article () Write a story ()

-Role Play () Play Trivia ()

-Play word Association () Make sentences ()

6. Form the activities above which ones present more difficulty to be developed?

- Read an article () Write a story ()
 -Role Play () Play Trivia ()
 -Play word Association () Make sentences ()

7. What strategies does your teacher use for teaching the English language. Circle them?

1. Provide comprehensible input for English language learning students
2. Using Visual Aids
3. Talking and Listening
4. Make Visual lessons.
5. Link new information to prior knowledge.
6. Communicating Positively with Parents
7. Determine key concepts and define language and content objects
8. Listening to Parents
9. Modify vocabulary instruction for English language learning students
10. Learning disabled Children
11. Use cooperative learning strategies.
12. Modify testing and homework for English language learning students

8. Which strategies does your teacher use to work receptive skills?

RECEPTIVE STRATEGIES

SKILL		Always	Sometimes	Never
READING	Predicting	()	()	()
	Skimming and scanning	()	()	()
	Guessing from context	()	()	()
		Always	Sometimes	Never
LISTENING	Restate	()	()	()
	Wait to Reply	()	()	()
	Ask Question	()	()	()
	Look at the Speaker	()	()	()
	Take Notes	()	()	()
	Look Nonverbal Cues	()	()	()

9. How often does your teacher use the following strategies to improve Speaking and Writing Skills?

RECEPTIVE

SKILLS	STRATEGIES	ALWAYS	USUALLY	SOMETIMES	NEVER
SPEAKING	Group Interaction	()	()	()	()
	Role playing	()	()	()	()
	Presentations	()	()	()	()
WRITING	Pre Writing	()	()	()	()
	Process Strategies	()	()	()	()
	Rewriting	()	()	()	()

10. What aspects do you think promote success in the English Language Acquisition?

Mark with an (x)

- | | | | |
|----------------------|-----|---|-----|
| a) Age | () | g) Travels | () |
| b) Intelligence | () | h) Personality | () |
| c) Economic Position | () | i) Respect Cultural Differences | () |
| d) Native Language | () | j) Motivation and Attitude | () |
| e) Aptitude | () | K) General Teaching Strategies for English Language Learning Students | () |
| f) Learning Styles | () | l) Motivation in the classroom | () |

11. Which of the following teacher's roles are being developed in the English classroom?

1. Teaching Knowledge ()
2. Creating classroom environment ()
3. Student- Centered ()
4. Role modeling. ()
5. Identifying Engaged Learning ()
6. Mentoring. ()
7. Learner and Teacher ()
8. Role of explorer ()
9. Signs of Trouble ()



TEACHERS' SURVEY

As undergraduate of the English Language Career of National University of Loja, is important your collaboration answering this survey, that will let to do Thesis Project about The use of Spanish on the English Language Learning.

1. **What language is the most important for you within the classroom?**
 English () Spanish () Both ()

2. **What percentage of Spanish /English is spoken during the lesson?**
TEACHERS

TEACHERS				
Percentage of Time Language Spoken	1- 30	30-50	60-80	80-100
English				
Spanish				
TOTAL				

3. **Do you use the Mother Tongue only when it is necessary?**

Yes () No ()

4. **Make a tick () in the advantages of using the mother tongue in the English Learning process?**

The students lose themselves confidence ()

Translation is Natural Phenomenon. ()

Students don't have to feel guilty for doing what comes naturally. ()

Excessive dependency. ()

Translation also regularly creates de problem of over simplification. ()

Prevent a lot of frustration for both teachers and students. ()

5. **Which of the following activities do you use to teach the English Language in a funny and interesting way? Make a tick ()**

-Read an article () Write a story ()

-Role Play () Play Trivia ()

-Play word Association () Make sentences ()

6. From the activities above which ones present do you more difficult to developed?

- Read an article () Write a story ()
 -Role Play () Play Trivia ()
 -Play word Association () Make sentences ()

7. What strategies do you use for teaching the English Language? Circle them.

- Provide comprehensible input for English language learning students.
 Using Visual Aids
 Talking and Listening
 Make Visual lessons.
 Link new information to prior knowledge.
 Communicating Positively with Parents
 Determine key concepts and define language and content objects.
 Listening to Parents
 Modify vocabulary instruction for English language learning students
 Learning disabled Children
 Use cooperative learning strategies.
 Modify testing and homework for English language learning students

8. Which strategies do you use to work on receptive skills?

RECEPTIVE STRATEGIES		Always	Sometimes	Never
SKILLS	Predicting	()	()	()
READING	Skimming and scanning	()	()	()
	Guessing from context	()	()	()
LISTENING	Paraphrasing	()	()	()
		Always	Sometimes	Never
	Restate	()	()	()
	Wait to Reply	()	()	()
	Ask Question	()	()	()
	Look at the Speaker	()	()	()
	Take Notes	()	()	()
	Look Nonverbal Cues	()	()	()

9. How often do you use the following strategies to improve Speaking and Writing Skills ?

SKILLS	STRATEGIES	ALWAYS	USUALLY	SOMETIMES	NEVER
SPEAKING	Group Interactio	()	()	()	()
	Role playing	()	()	()	()
	Presentations	()	()	()	()
WRITING	Pre Writing	()	()	()	()
	Process Strategies	()	()	()	()
	Re-writing	()	()	()	()

10. What aspects do you think promote success in the English Language Acquisition? Mark with an (x)

- | | | | |
|----------------------|-----|---|------------|
| 1. Age | () | g) Travels | () |
| b. Intelligencea. | () | h) Personality | () |
| c. Economic Position | () | i) Respect Cultural Differences | () |
| d. Native Language | () | j) Motivation and Attitudes | () |
| e. Aptitude | () | k) General Teaching Strategies
For English Language Learning
Students | ()
() |
| f. Learning Styles | () | l) Motivation in the classroom | () |

11. Which of the following teacher's roles do you develop in the English classroom?

1. Teaching Knowledge ()
2. Creating classroom environment. ()
3. Student- Centered ()
4. Role modeling. ()
5. Identifying Engaged Learning ()
6. Mentoring. ()
7. Learner and Teacher ()
8. Role of explorer ()
9. Signs of Trouble ()

CONSISTENCY MATRIX

THEME

THE USE OF THE MOTHER TONGUE IN THE ENGLISH LANGUAGE CLASSROOM WITH STUDENTS OF 2ND AND 3RD YEARS OF BACHILLERATO AT TECNICO FISCAL MIXTO “27 DE FEBRERO” HIGH SCHOOL ACADEMIC YEAR 2012-2013

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>GENERAL How does the use of the Mother Tongue influence on the English Language classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?</p> <p>SPECIFICS When and Why the Mother Tongue use influences in English classroom with students of 2nd and 3rd years of Bachillerato, at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?</p>	<p>GENERAL To determine the use of the Mother Tongue influence on the English Language classroom with students of 2nd and 3rd years of Bachillerato, at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.</p> <p>SPECIFIC To determine the role of Mother tongue use in English Language Learning with students of 2nd and 3rd years of Bachillerato , at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.</p>	<p>GENERAL The use of the Mother Tongue influences the English Language classroom with students of 2nd and 3rd years of Bachillerato, at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.</p> <p>SPECIFIC The overuse of the mother tongue limits the English Language Learning with students of 2nd and 3rd years of Bachillerato, at Tecnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.</p>	<p>The use of the Mother Tongue</p>	<ul style="list-style-type: none"> ➤ The importance of the English and the mother tongue. ➤ The percentage of Spanish / English spoken during the lesson. ➤ The use the Mother Tongue. ➤ Advantages of using the Mother Tongue. ➤ Funny and interesting activities for teach the English Language. ➤ The use of activities to Teaching the English Language

<p>Why do the students of 2nd and 3rd years of Bachillerato only communicate in the Mother Tongue on the English Language classroom at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?</p>	<p>To identify why the students of 2nd and 3rd years of Bachillerato only communicate in the Mother Tongue on the English Language classroom at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013?</p>	<p>The strategies that teachers use are not enough to develop Target Language production with the students of 2nd and 3rd years of Bachillerato at Técnico Fiscal Mixto “27 de Febrero” high school academic year 2012- 2013.</p>	<p>❖ English Language Classroom</p>	<ul style="list-style-type: none"> ➤ Strategies for Teaching the English language. ➤ Strategies to work on Receptive Skills. ➤ Strategies to improve Speaking and Writing Skill. ➤ Aspects to get success in the English Language. ➤ Roles of a teacher in the classroom.
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