



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA

UNAN - MANAGUA

**FACULTAD REGIONAL MULTIDISCIPLINARIA DE ESTELÍ**  
**FAREM-Estelí**

*The use of L1 and L2 in the classroom, for effective oral  
communication in eleventh grade at Guillermo Cano Balladares  
Institute in the first Semester 2019.*

**Authors:**

Aguirre Arauz Esther Yadara

Morán Vanega Carlos Noé

Urbina Espino Cinthys Itati

**Course name:**

Applied Research

**Department:**

Department of Education and Humanities

**Adviser:**

MSc. Jeydels Alexander Barahona



## **Abstract**

This brief paper investigates the importance of the use of our mother tongue in the process of learning a foreign language in order to get an effective oral communication in the classroom.

As English teachers we have to promote an interactive environment in which the students feel comfortable to interact between each other in real situations putting into practice what they learn.

Taking into account the importance of developing a good oral communication we decided to research the following theme: Importance of the use of L1 and L2 in the classroom for effective oral communication in eleventh grade at Guillermo Cano Balladares Institute in the first semester 2019, with the purpose to increase the use of English in the oral communication using Spanish as a support to the learning process.

For this study the universe consisted of 254 students of eleventh grade in the afternoon at Guillermo Cano Balladares Institute, the population consisted of 53 students of 11<sup>th</sup> grade and the sample consisted of 10 students and an English teacher.

The research design chosen was qualitative and the techniques applies for the investigative process were interviews for students and teacher and observation guide for the English class.

This study aimed to involve students in an effective oral communication what strategies the teacher need to implement in a communicative classroom.

## **Dedictory**

This thesis is dedicated to our God who gave us the wisdom for doing it and the strength to keep going and to conclude this final assignment.

To our parents who always supported us, for their comprehension for their love and their patience and for their prayers.

Thanks to the teachers for their time and dedication and their advice for improving this document.

Thanks to our team mates for all the time dedicated to this assignment also for the motivation keeping up on the team.

# Contenido

<b>Introduction</b> .....	1
1.1. Justification .....	2
<b>Research Questions</b> .....	3
1.2. Background and significance.....	4
<b>I. Theoretical Framework</b> .....	6
1.1. English as a Second Language .....	6
1.2. The importance of learning foreign languages in today's world .....	9
1.3. First Language L1 .....	9
1.4. Second Language L2 .....	11
1.5. Classroom management.....	11
1.6. Realia .....	12
<b>2. Methodology</b> .....	13
2.1. Research Design .....	13
2.1. Research Site .....	14
2.2. Subject Selection .....	14
2.3. Data collection.....	14
2.3.1. Observation guide.....	15
2.3.2. Interview .....	15
2.3.3. . Data analysis .....	15
<b>Results and discussion</b> .....	16
Bibliografía .....	22
<b>3. Annexes</b> .....	24

## **Introduction**

First of all, this research paper deals with how to improve the oral communication making use of L1 and L2 in the classroom. As everybody know; we are in a society where is demanding us to learn other language. In this case we are specially focus on English because is one of the most spoken language around the world. Moreover, in almost the whole planet people are doing transactions using the English idiom like a bridge.

Communication has become an important part in our daily life, is for that reason that we focused on it, as a meaningful way to improve the foreign language we are interested for knowing an effective way to develop in students their English skills, so we know that learning a foreign language is not an easy task and students need to be challenge by their teachers to speak the foreign language and maybe they will need their mother tongue to output the new language.

## 1.1. Justification

As English teachers, our primary goal should be promoting an interactive communication in the classroom where students develop communicative strategies in English. At the basic level, this includes development of students' ability to comprehend and produce spoken English accurately and proficiently. For Zentella (1997), the use of L1 and L2 in teaching learning provides access to the heart of bilingualism. Language, as a fluid interaction, comfort and confidence creates its own path through repeated use, connecting the speaker with the past, present, and future of their linguistic and cultural identity.

This research is focused on the effectiveness of teaching English making use of both languages Spanish (L1) and English (L2) for improving the oral communication in the classroom. It is essential to talk about this because it is a topic from which one can take advantage to understand how to increase the use of English (L2) in the oral communication, using as a support the Spanish (L1). In this regard, it could provide a rich English environment where meaningful communication takes place is desired. Also, it can contribute a great deal to students in developing basic interactive skills necessary for their lives.

A key aspect of learning a second language is the use of both languages Spanish (L1) and English (L2) at the same time for improving the oral communication in the classroom and it considers this, proper is a valuable asset for teaching-learning language and is one of the most efficient ways to help learners make connections.

Professionals in the field of foreign language acquisition, there appears to be an increasing conviction that the first language (L1) has a necessary and facilitating role in the foreign language (L2) classroom. In our case, this conviction comes from personal experience. This position may seem heretical in light of what most of us were taught when trained as ESL/EFL professionals, but we believe it is worthy of serious consideration inasmuch as in Nicaragua the Ministry of Education has implemented the English language within secondary and primary schools, with the purpose of develop English skills and with the step of the time guide t

hem in an English level in which they will feel sure at the moment of communicate and of course it will have an impact on the teaching and learning process.

### **Research Questions**

- *Why is it important the use of both languages Spanish (L1) and English (L2) for improving the oral communication in the classroom?*
- *How to increase the use of English (L2) in the oral communication using Spanish (L1) as support to the learning process?*



## **1.2. Background and significance**

Researchers have treated the use of L1 and L2 in teaching learning in much detail, such is the case of Almoayidi in his article “The effectiveness of L1 in Second language classrooms” He refers that the efficacy of using only the foreign language in learning teaching of a new language in classroom is not an easy task to be undertaken. There are many approaches that postulate the optimal strategy for better teaching. As such, numerous researchers in the fields of language teaching and learning hold a belief that the use of L1 in L2 classrooms helps to facilitate learning and it is more productive in the acquisition and development of a second language.

The view of using English to teach in classrooms is still a hotly debated issue among linguists and researchers. This is due to the other belief that the use of the mother tongue is a helpful and useful facilitator for second language learning, English in particular. On the other hand, according to Turnbull & Arnett (2015) a significant number of linguists believe that using the mother tongue in the classroom might hinder second language learning and for this reason it is essential to immerse learners in the second language only.

The writer, teacher and trainer in the field of English language teaching Jeremy Harmer in his book “The Practice of English Language Teaching,” (1983) refers that if we ask beginners to have a free and fluent discussion about global warming, for example, we are asking them to do something which they are linguistically incapable of. Their only possible course of action, if they want to say anything about the topic, is to use their own language. In other words, the choice of the task has made the use of L1 almost unavoidable; students can hardly be blamed for this. It means that students can increase their knowledge among the use of their mother tongue because is a necessity in the classroom to get involve all the students. Also is necessary considered that students have to use their own language to complete an idea or what they want to say.

This study aims to investigate the importance of the use of both languages Spanish (L1) and English (L2) for improving the oral communication in the classroom and How to increase and improve the use of English (L2) in the oral communication competence using as a support the Spanish (L1) among secondary level students. Moreover, Yoshie Ochi (2009) in her article 'The role of L1 in facilitating L2 production' it refers that L1 removes learning anxiety and whether L1 enhances the L2 oral output process. The student's use of the L1 in foreign language learning played an important role in facilitating output in L2, and enhancing the affective environment and the motivation for speaking in L2. Teachers and students can use the L1 in the L2 class using it like a tool or as scaffolding for improving the L2 abilities

## **I. Theoretical Framework**

The primary objective of this research paper is to investigate the effectiveness of Spanish for learning the English language in the classroom. Murali (2009) “When we meet a new language L2, our brain/mind automatically tries to apply the first language experience by looking for familiar cues. In other words, people who learn a foreign language show greater cognitive development in mental flexibility, creativity, problem-solving, conceptualizing, and reasoning (Cognitive Benefits of Learning a Second Language). Requiring students to learn a foreign language at an earlier age will allow many of these skills, skills that are often neglected, to be emphasized in our education system”. In this section, we will review the literature related to the strategies and methods for teaching English as a foreign language. In addition, some of the theory regarding the use of authentic materials will be covered. Thus, this theoretical framework will introduce concepts related to the use of L1 and L2 in the classroom.

### **1.1. English as a Second Language**

The increasing use of English throughout the world means career opportunities for teachers of English as a second language (ESL<sup>1</sup>) in education, business, hospitality, entertainment and more. But teaching ESL well requires more than fluency in English and a lesson plan. According to Murali (2009), “each language is structured differently, and the different structures offer users different suggestions to meaning. So when we learn our first language, our brain/mind ‘tunes into’ the way the particular L1 works, and we learn to pay attention to particular cues that are most helpful.

Part of learning a foreign language is developing new understandings about the particular cues to meaning that the new language offers, and that differ from those of our first

---

<sup>1</sup> Its acronym for English as a Second Language.

language. The transferability of knowledge, skills, and strategies across languages depends strictly on how the two written languages work”.

The Council of Chief State School Officers (2017) defines English language proficiency in this way:

“A thoroughly English proficient student can use English to ask questions, to understand teachers, and reading materials, to test ideas, and to challenge what is being asked in the classroom. Four language skills contribute to proficiency as follows:

**1. Reading** - the ability to comprehend and interpret text at the age and grade appropriate level.

**2. Listening** - the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information.

**3. Writing** - the ability to produce written text with content and format fulfilling classroom assignments at the age and grade-appropriate level.

**4. Speaking** - the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and social interactions within the school”.

Bloomsbury News Blog (2017) talks about “English is the gateway to a world of knowledge, commerce, and culture, a lingua franca<sup>2</sup> that gives a student access to the world in a way that other languages do not. Just as Latin was the most important language for a thousand years and French for five hundred, English is today the key to participating in the global conversation. So, we need in our classrooms the incorporation of this language as a second language”.

---

<sup>2</sup> It is a Language adapted to tacit form to common understanding among people who do not have the same mother tongue.

## **Oral communication:**

The communicative approach in EFL education has generated a concern for the development communication in the foreign Language classroom within which the promotion of oral interaction is usually paramount. However, what constitutes authentic oral interaction is sometimes not clearly understood and some of the activities that take place in the classroom seen unlikely to generate meaningful opportunities for development. Rivera (2009)

Fawad (2011) claims that oral communication is a process whereby information is transferred from a sender to receiver usually by a verbal means which can be supported by visual AID. e.g discussion speeches, conversations, questions/answers, through radio/TV/internet, telephone conversation and voice mails.

Murphy (1991) Affirms that oral communication is a complex and multifaceted language process. In this discussion references to speaking, signal activities that provide students opportunities for improving oral fluency through interpersonal communication.

In the teaching of EFL, speaking listening and pronunciation need to be placed within the broader context of oral communication. Although attention to one or more of these areas sometimes is neglected in the classroom, ESL teachers can highlight all three when they are designing course curricula and/ or classroom activities. To facilitate integration it is necessary to examine simultaneously the components of oral communication.

This language process will provide the necessary knowledge to express their words at the moment that they are trying to communicate between each other, also it will make them to have a good relationship between them.

Rahman (2010) Communication is an exchange of meaning and understanding. Meaning is central to communication. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through interstimulation and response.

## **1.1.The importance of learning foreign languages in today's world**

In today's era, multilingualism has become more than just important. Knowing a foreign language other than your native language has evolved to be extremely beneficial. Whether viewed from the financial or social aspect, being able to communicate in a foreign language helps to make 'real' connection with people and provides a better understanding of the language.

“Another reason why you should learn a foreign language is that the knowledge of a foreign language enhances your cognitive and analytical abilities. Learning a foreign language is tough and involves a lot of mental exercises. On the individual level, it improves personality and increases your sense of self-worth. The need of language faculties has increased due to the -growing interest in students to learn foreign languages. People associated with social services need to work with diverse groups from several countries. Ability to speak in a foreign language enables them to communicate and serve people better” Paul (2017).

## **1.2.First Language L1**

“Students feel there are clear cases where Spanish will facilitate their comprehension of what is happening in class. A majority also agree that the use of Spanish helps them to learn English. Studying students' reactions to the use of the L1 in English classes” Doyle (1997).

Pan (2010) Indicates that the L1 enables students to negotiate meaning and communicate successfully in the TL (Target Language)

Several studies have demonstrated the benefits of using L1 to learn L2, teachers in occasions should giving instructions, explaining grammar, assessing comprehension the idea is that the teacher explain them and they could understand, after that, they will be able to link words and get better the ideas when the explanation will be in L2, to help students to be familiarized with the new language, it will allows to have a better communication and understanding in the classroom because they will feel comfortable to express the ideas.

“L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, and thus may improve the accuracy of translations. Finding cognates and similarities between languages build up interlinked L1 and L2 knowledge in the students’ mind” Cook (2001).

“One’s sense of identity as an individual is inextricably bound up within one’s native language.... If the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened (Shams, 2011)” Hopkins (1988).

Auerbach (1993) “emphasizes the role of L1 in developing metacognitive awareness of learners while writing a text. Others believe that L1 is used to process L2. The cognitive perspective of language learning called mainstream has been predominantly concerned with the role of the L1, acquisition orders, development sequences, input/output relationship, and the role of biologically-specified universal grammar” (UG)<sup>3</sup>.

### **Evaluating L1 use**

Edstrom (1994) Claims that Identified 8 common uses of the L1 on the part of second or foreign language teachers:

- (1) Administrative Vocabulary like homework or midterm
- (2) Grammar teaching
- (3) Classroom management
- (4) Communication of empathy or solidarity
- (5) Language practice for the teachers

---

<sup>3</sup> UG: Its acronyms for Universal Grammar.

- (6) Translation of unknown vocabulary
- (7) Clarification when students are confused
- (8) In response to a student t's use of the L1

These researchers conclude their article with suggestions for how language teachers can maximize their L2 use, recommendations that has been echoed by many others in the field.

### **1.3.Second Language L2**

Bloomsbury (2013)Claims that the world is increasingly globalized and this means that many of us are interacting across cultures .In such an economy, the importance of learning a second language becomes self-evident. Learning a foreign language help us to communicate in the world of knowledge, culture commerce and business. Another reason for learning a foreign language is that improves brain function and stimulates creativity which will help to learners to understand better and develop abilities so it will empower students to take their places in the global community and become active participants in the global conversation.

### **1.4.Classroom management**

“The classroom management is the way that manages students’ learning and controlling what happens in the classroom” Scriever (2012). “The classroom management choices make play a large part in creating the individual working atmosphere of the class how it feels to be in a room with. Whether it is an enjoyable, engaging place to be learning or whether it is dull, uninvolving and uninspiring. It reflects what believes about teaching and learners and their potential and about the relationship of teacher to learner” Scrivener (2012).

Gebhard (2006) “classroom management refers to the way teachers organize what goes on in the classroom. As the most powerful person in the classroom, the teacher has the authority to influence the kind of interaction that goes on in the class, and this interaction is created from a combination of many related factors such as how much the teacher talks and what the teacher says, and how the teacher gives instructions, keep students on task, and makes language comprehensible, to the students. The goal of classroom management is to create a



classroom atmosphere conducive to interacting in English in meaningful ways so that students can make progress in learning English”.

### **1.5. Realia**

Nunan (1999) Claims that, “realia is defined as objects and teaching props from the world outside the classroom that are used for teaching and learning. Under this statement, realia is considered as a real object, which is used to aid in practicing a new language, as a way to present meaningful examples from the real world”. Along with this idea, Budden (2017) site states that “Realia refer to any tangible objects we use in the classroom to bring the class to life. In this way, realia is seeing as objects used as a way of teaching, considering it as examples or aids of a foreign language”.

Paredes & Rojas (2008) “affirm that realia and authentic materials are dissimilar due to their various uses in the language classroom and especially, their ambiguous definitions. Furthermore, these two authors exemplify realia as a tailor’s box which constitutes the mean of easy use, a minimal cost that does not need any kind of previous preparation. Because it includes a variety of resources, such as: toys, bags, pieces of clothing, photographs, maps, puzzles, menus, letters, magazines, timetables, films, etc”. Berwarld (1987) “indicates that realia refers to real objects, specimens or artifacts not copies or models or representation from a particular culture. Indeed authentic materials are designed for use in real life situations, not for used as instructional tools”.

## **2. Methodology**

This section of the research introduces the methodology. Here we will state the research design we will follow, and the procedures for participant's selection. Furthermore, this section will include a description of the data collection methods we applied.

Our research follows a qualitative research design; it is conducted by one or more individual or groups for the purpose of solving a problem or obtaining information in order to inform local practice. According to Fraenkel & Wallen (2009) "obtaining the necessary information through the instruments (interview and observation guides) to answer the questions and finally analyzing and interpreting the information we gather to arrive a conclusion".

This research was conducted during the first semester of the school year 2019. In this section, we described the population and the selected sample. The methodology applied in this research paper is falls under the educational scope and it is suitable for eleventh grade for secondary school students.

### **2.1. Research Design**

This document is focused on the effectiveness of the use of Spanish and English in the classroom, making part of this study, students from eleventh grade at Guillermo Cano Balladares Institute, in Estelí, Department of Estelí, Nicaragua. This information will be relevant to our data analysis.

In this research uses a qualitative design which according to Creswell (2009) "Qualitative research design is a research method used extensively by scientists and researchers studying human behavior and habits. Qualitative Research seeks to understand social phenomenon from the viewpoints of those being studied, is holistic and relies on flexible research strategies".

## **2.1. Research Site**

This research was carried out at Guillermo Cano Balladares Institute, located in the downtown of Estelí in the neighborhood Igor Úbeda.

## **2.2. Subject Selection**

**The universe** of this research is 254 students of eleventh grade in the afternoon shift at Guillermo Cano Balladares Institute, in the first semester 2019, in Estelí, Department of Nicaragua.

**The population** is composed of 53 students of eleventh grade.

**Sampling:** The sample was taken by convenience because some students were able to talk clearly to answer the whole questions we gave them in the interview, so in that way they could talk about the class in general.

**The sample** was formed by 10 students of eleventh grade and an English teacher.

## **2.3. Data collection**

In this part, we will present the data collection that we will use for our research.

According to Fernandez & Sampiere (2006), data collection refers to:

Collecting, analyzing and interpreting the data, each research needs follow five steps proposed: assembling, coding and comparing the data, building interpretations and reporting the outcomes. This study utilized two types of measuring instruments: interview and observation guide.

The utilization of these methods will be supported by the use of different methods of data collection and different data sources to ensure accuracy, validity, reliability, and credibility of the information and data gathered used with 10 selected students from the sample to provide in-depth information of the study and one English language teacher.

### 2.3.1. **Observation guide**

In this part we will focus in the explanation of the observation guide because we consider interesting and important to use it in our research.

In the words of Creswell observation is “a data collection method used in qualitative design (2002). This data collection tool allows the researcher to get information from the field of the investigation. Through observation, the researcher gets a sense of the teaching and learning process or to learn about innovation that a teacher is trying.

### 2.3.2. **Interview**

According to Brinkman (2014) “The interview is a method to explore the views, experiences, belief and/or motivations of individuals on specific ways and also is a method used in the qualitative research design”. In the same vein, Creswell (2002) elucidates: “this can be applied individually or in groups”. This instrument was applied to the English teacher and students at Guillermo Cano Balladares Institute and the sample, in order to gather information about their opinions. This instrument of data collection was selected because was considered as a qualitative instrument to provide in-depth information. The interview was guided by information on the literature review and research questions.

### 2.3.3. **. Data analysis**

In this section, we will show our data analysis but first of all, we will present a reference to support our project.

“This includes exploring, the base of data, descriptions, themes, showing consistency and interpreting and validating the results” Cresswel (2002). After collecting the data from the interview and observation guide, the results gotten from the applied instruments were

analyzed by data tabulation through the interpretation of each item of each applied instrument with the purpose of answering the research questions. Results will be discussed then.

## **Results and discussion**

To corroborate our research we observed fifteen English classes in which the main objective was to know the different ways that the English teacher put into practice the oral communication using the L1 to improve the L2 and what was their result. In addition, to get relevant information we interviewed both, teacher and students to know their opinions and observations that were helpful for the investigation under study.

As part of our investigation we observed fifteen English classes. We could observe how the teacher implemented some dynamics to improve the oral communication, making them to involve in the learning process. Also, in so many times the teacher was helping them to pronounce some words using the L2, and the L1 to make them understand and clarify meanings. It helped to the students to increase the English language, what is really important. According to the students, the strategies used by the teacher to help them to improve oral communication are: dialogues, role-plays, speaker pencil, gestures, and mimics. However they replied that the most used strategies were dialogues.

Dialogue: In this strategy the students were interacting and trying to pronounce the words correctly in which the purpose of the teacher was that, with this strategy the students felt comfortable at the moment of their presentations. This completed the opinion of Alexander (2006), dialogue allows us as teachers, leaders or support staff to intervene in the learning process by giving instance feedback, guidance and challenge to our students.

The role-plays help students to understand an specific topic. However, teachers have to have careful at the moment to apply some roleplays, because students can get confused. Another way that the teacher used to make students understand was giving them some instructions to create dinamics with their classmates. However, some students did not get involve in the dinamics, because they were afraid or confused with them. Also, misunderstanding of some words was a disadvantage. In addition, Budden (2006) says that roleplay is any speaking activity when you either put yourself into somebody else´s or put

yourself into an imaginary situation. Focus on the explanation above the roleplay is more than an activity in which students can interact and stimulate their brain to improve their knowledge in the English skills.

According to the interview, the teacher commented that the dialogues and role plays that she applied were effective, because at the time to apply some quizzes students got good score, she also said that when she asks them to answer questions in English, some of them understand and answer correctly. Students pointed out that the strategies that the teacher implement are good, but they need something more effective for improving the English language. Also, they proposed that the teacher will be more dynamic, patient and accurate at the moment of being explaining. Additionally, according to our observation process students were not able to communicate correctly because almost all of them were confused with some grammar tenses.

The teacher concluded that the way that is implemented the class is a very helpful strategy to make students understand, also the speaking time will allow them to communicate successfully to interact between each other.

As a way of contributing to improve the english teaching we suggested some roleplays and some dynamics to improve the oral communication one of them is the “broken phone”, this dynamic was to know the knowledge of the students and to practice oral production another activity was “counting from one to ten “ this activity consist that students counted from one to ten and viceversa, the students who got confused did a punishment with this dynamic students practiced and learnt the new topic that in this case was “conditional If” we explained this topic and asked them to create sentences orally using the conditinal if, even if they did not know some words we allowed them to say the sentences in spanish and after we helped them to say it in English. Students were comfortable at the moment to talk because they could say the sentences in spanish and after they have to learn in English ,also we interacted with them in a good manner.

Students pointed out that, this role plays allowed them to express their opinion and to feel comfortable at the moment of the English class. However, some students did not think this would help because there are some students who are shy the most of the time they do not want to participate because they prefer the writing.

Finally. All students were greatfull with us because they could understand perfectly the given topic and they could practice the oral communication.

## Conclusion

This research has reviewed the use of L1 to improve the oral communication in the L2 is so important because it leads students to learn more effectively a foreign language, because of the strategies implemented by the teacher helped them to facilitate the learning process and it became easier to improve the acquisition of a new language getting involved in all the practical activities.

As English teachers we should be innovating focus on communication which will motivate the learners to keep on getting accuracy of a new linguistic model.

Through this research we have applied some activities to get information of relevance for our paper. Moreover, we have observed in detail some classes to notice what techniques we should apply in the classroom for improving the oral communication, and what we should not.

During the process of observation we noticed that there are some activities that we can not apply because of the number of students in the classroom. For example: create a story, it consist that one student has to say one sentence and after the other one has to follow the correct sense of the last sentence and at the end, they were going to have a story invented by their own. This dynamic is quite difficult to apply, because students do not understand some vocabulary and they make a lot of grammar mistakes, is for that reason that we do not recommend to apply it.

After that, we applied our lesson plan. It was focus on the oral communication using the conditional “If”. Students said orally sentences using the conditional also they used the verbs given before by the teacher.

The lack of vocabulary was a big limitation at the moment to express the oral communication because without it we could not communicate ideas. Because at the moment that we were



applying the activities students were not able to transmit the message that we were waiting from them.

Furthermore, between the activities that we applied are the broken phone, dialogues, and count to ten. In addition, we noticed that the broken phone was a good activity for implementing the oral communication in the classroom, because all students got involved and they really enjoyed this activity. Also, we applied dialogues and we noticed that is a good strategy because students interact between each other, and they prepared their own presentations. With the activity count to ten, we got the conclusion that is a good activity because the students interact and they must be concentrated.

Finally, we could observe that the English teacher uses the foreign language to explain easy tasks so students understood like a 60% of the English class. The English teacher should use 80% of English but to explain grammar rules she should use 50% Spanish and 50% English.

## **Recommendations**

With the intention of getting a better comprehension of the foreign language and improving the English skills are necessary the following recommendations:

- The teacher should be fluently at the moment to teach her class.
- The oral communication should be in all the given classes by the teacher.
- The teacher should speak in English and to translate into Spanish just the grammar rules.
- The teacher should answer and clarify all the questions of the students.
- Motivate and interact to the students to participate in the speaking activities and also to challenge them to speak in public activities.
- Lead students to speak in English more than the teacher.
- To provide the vocabulary that students will need before engaging them in speaking activities.

- Implement more the use of the dynamic to improve the pronunciation in the oral communication.

## Bibliografía

- Alexander, R. (2006). *Towards Dialogic Teaching: Rethinking Classroom Talk*. United Kingdom.
- Auerbach, E. (1993). *Re-examining English only in the ESL classroom*. TESOL Quarterly, 27(1), 9-32.
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bloomsbury. (2013). Importance of learning a second language. *Bloomsbury news blog*.
- Budden., B. C. (6 de October. de 2017). [www.britishcouncil.org/languageassistant-tips-realia](http://www.britishcouncil.org/languageassistant-tips-realia).  
Obtenido de <http://www.britishcouncil.org/languageassistant-tips-realia>
- CCSSO. (5. de October. de 2017). *Council of Chief State School Officers, CCSSO Release Playbook for Transforming Educator Preparation*. Obtenido de Council of Chief State School Officers, CCSSO Release Playbook for Transforming Educator Preparation.:  
<http://www.ccsso.org/>
- Cook, V. (2001). *Using the First Language in the Classroom*. Canada.: Canadian Modern Language Review.
- Cresswel. (2002). *Educational Research: qualitative & quantitative*. Merrill Prentice Hall.
- Creswell, J. (2009). *Qualitative, quantitative and mix method approach*. Los Angeles: Sage.
- Crusan, D. (2010). *Assessment in the Second Language Writing Classroom*. Michigan.: The University of Michigan Press.
- Doyle, T. (1997). *The L1's role in ESL instruction*. Orlando,Fl.
- Fernandez Sampieri, F. C. (2006). En T. Muhr, *Metodología de la Investigación*. México D.F: Atlas.
- Fraenkel, J. &. (2009). *How to design and Evaluate Research in Education*. New York.: New York: McGraw-Hil.
- Gebhard. (2006). *Teaching English as a Foreign or Second Language*. Michigan.: University of Michigan Press.
- Harmer, J. (1983). *The Practice of English Language Teaching*.
- Hopkins. (1988). *Use of mother tongue in teaching of English as a second language to adults*.
- J, B. (2006). *Roleplay*. United Kingdom, London: BBC.
- Joseph., B. (1987). *Teaching Foreign Languages With Realia and Other Authentic Materials*. *Clearinghouse on Languages and Linguistics*. Washintong D,C., United stated of America.
- Kumaravadivelu. (2001). *Toward a Postmethod Pedagogy*. California, United States.: TESOL QUARTERLY Vol. 35, No. 4,.
- M.Edstrom, A. (1994). *Teacher reflection as a strategy for evaluating L1/L2 use in the classroom.*, 2.

- Murali, M. (2009). *Teaching English as a second Language in India*. India.: Vandalur, Chennai.
- Murali. (2009). *Teaching English as a second Language in India*. India.: Vandalur, Chennai.
- Murphy, J. M. (1991). *teachers of English to speakers of others languages*. California: publishing company.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston,: Heinle and Heinle.
- Pan, Y. c. (2010). the use of L1 in the foreing language classroom. *Discussions on theoretical issues*, 89.
- Pan, Y. C. (2010). The use of L1 in the foreing language classroom. *Discussions on theoretical issues*, 86.
- Paredes Oyarzo, A. S., Paredes Vargas, M. A., & Rojas Reyes , J. E. (Diciembre. de 2008). *Realia and Vocabulary Learning Among Young Learners*. Punta Arenas., Chile.: Magallanes University Press.
- Paul, D. (6 de November. de 2017). *Voxea.com/general/blog/blog-detail/news/the-importance-of-learning-foreing-languages-in-todays-world/?* Obtenido de <http://Voxea.com/general/blog/blog-detail/news/the-importance-of-learning-foreing-languages-in-todays-world/?>
- production, T. r. (2009). Yoshie Ochi.
- Rahman, M. M. (2010). *Teaching Oral Communication Skills: A Task-based Approach*. Dhanbad: Indian School of Mines University, Dhanbad.
- Rivera, J. D. (10 de october de 2009).
- Scrivener., J. (2012). *Classroom Management Techniques*. United Kingdom.: Cambridge University Press.
- Shams, A. F. (2011). *Oral Communication In workplace* . Kabul.
- Soler., B. (2014). *Methodology*. SAGE Publications. Third Edition.
- studio, E. (5 de October. de 2017). *Bloomsbury News Blog*. Obtenido de teaching English as a Second Language: <http://www.bloomsbury-international.com/blog/>

### 3. Annexes

#### Interview

Dear teacher:

The objective of this interview is to investigate in what measure you and your students use the L1 and L2 in the classroom at the moment that you are teaching English to the students of 4<sup>th</sup> year in the Guillermo Cano Balladares Institute.

#### **Answer the following questions**

- 1) How do you feel at the moment that you are giving your English classes?
- 2) How do you identify if your students understand what are as you talking about?
- 3) In which language do you tell them the assignments?
- 4) Do you consider that is important to combine the L1 and l2 in the classroom? Why?
- 5) Do you speak to your students using both languages?
- 6) Do your students participate in all the activities speaking in English?
- 7) What strategies do you use to evolve them to a better comprehension?
- 8) In which language do your students interact between them?

## Observation guide

**School:** Guillermo Cano Balladares Institute

**Type of Education Center:** State \_\_\_\_\_ Private \_\_\_\_\_

**Department:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**The focus of this observation is to acquire information regarding the performance of English skills during class. We aim to study the development of the activities and overall process of the students' progress.**

N°	Aspect	Yes	Partially	No
1	At the beginning of the class the teacher takes the control of the students.			
2	He/ She looks over the last topic after he/ she introduce the new theme.			
3	The teacher start the class talking in English.			
5	Teacher let the students participate in class.			
6	The teacher has self-confidence at the moment of explaining and answering about the class.			
7	The teacher introduces activities to promote the oral communication.			
8	The teacher correct pronunciation when students speak.			
9	The students pay attention when the teacher is speaking.			
10	Teacher commends the students for good behavior.			
11	The teacher speak in Spanish for teaching grammar			

## Interview

The following instrument is for sole academic ends, the identities of the interviewees will be protected respecting the right anonymousness of informants.

### Student:

Topic of investigation: The use of L1 and L2 in the classroom, for effective oral communication in eleventh grade at Guillermo Cano Balladares Institute in the Second Semester 2018.

### General Data

Place and date: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: Male\_\_\_\_\_ Female\_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

### Questions

- 1-how do you feel in the English class?
  
- 2- How much English do you speak in the class?
  
- 3- Would you like that the English teacher speak the most of the time in English?

- 4-Do you think that is important to speak in Spanish in the English class?
  
- 5- What activities help you to learn better?



## Lesson plan

**School:** Guillermo Cano Balladares Institute

**Time:** 90 min

**Subject:** English

**Grade:** 11<sup>th</sup>

**Topic:** Future tense, conditional If

**Date:** 02/04/2019

**Achievement indicator:** students will be able to practice the given verbs through the explanation of the teacher using the conditional “If” to get significant learning.

### Initial activities

- Checking homework.
- Checking attendance.
- Review about the last topic and a warm up activity.

### Warm up activity

**Count to 10:** Students will count from 1 to 10 and vice versa. Also, they will throw a ball to every classmate to practice the new topic.

**The teacher will write a list of verbs. After that, students will practice them.**

Buy	Eat	Wear	Talk
Break	Sleep	Go	Walk
Fly	Have	Speak	Write
Watch	Take	Run	Read
Do	Drink	Call	Play

**Explanation of If,** If means Si We never use if to affirm something.

Example: If I study, I will pass the exam.

If I work, I will have money.

If I pass the exam, my mom will buy me a new phone.

If I do the homework, I will get good score.

**Students will say oral examples using if, and the given verbs to practice the new topic.**

**Write at least 10 sentences using if and the given verbs.**

**Possible answers:** If I take a pill, I will be fine.

If she wear a short, she will play better.

**Through a dynamic called “hot marker” students will read their sentences.**

**Complete the following sentences.**

If I drink too much beer, I will... \_\_\_\_\_.

If I am drunk and I drive a car, I will... \_\_\_\_\_.

If they fight, they will... \_\_\_\_\_.

If they do not practice for the match, they will... \_\_\_\_\_.

If we win the lottery, we will... \_\_\_\_\_.

**Students will play the chain game for practicing the conditional.**

**Example:** If I study I will go to vacations. If I go to vacations, I will have fun. And so on.

### **Homework**

**Create a paragraph about your life plans using the conditional if.**





