



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 Aráuz Esther Yadara (estheraguirre460@gmail.com)

Morán Vanega Carlos Noé (krlozvaneqol@gmail.com)

Urbina Espino Cinthys Itati (itatiurbina97@gmail.com)

Abstract

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.

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

Keywords: Effective, L1, L2, and Oral communication.

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.

On the other hand, it could be an important tool for everybody, in some cases people have to learn English for necessity not because they really want to learn it. It help them to be successful in all the different areas of their lives.

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.

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.

English as a second language

The increasing use of English throughout the world means career opportunities for teachers of English as a second language (ESL¹) 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.

“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.

¹ Its acronyms for English as a Second Language.

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 franca² 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”.

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).

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 importance of learning foreign languages in today’s world.

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

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.

First language L1

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.

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.

Classroom management

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”.

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”.

Methodology

This section of the research introduces the methodology. Here we will state the research design which 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).

This research was conducted during the first semester of the school year 2019 at Guillermo Cano Balladares institute. In this section, we described the population that were 53 students of eleventh grade and the selected sample was ten students and an English teacher. The methodology applied in this research paper is falls under the educational scope and it is suitable for eleventh grade for secondary school students.

Results

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. 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, all of these activities were helpful in the learning process of L2 because students can interact and assimilate better the language in a practical and easy way.

Practicing these activities of speaking students will increase the use of English. So, they will get involved and motivated to learn a foreign language decreasing the use of their mother tongue applying the new knowledge in the communication activities. Moreover, 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.

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.

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.

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.

Bibliography

- 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*. Obtenido de <http://www.britishcouncil.org/languageassistant-tips-realia>
- 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.
- 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.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston,: Heinle and Heinle.
- Pan, Y. C. (2010). The use of L1 in the foreign language classroom. *Discussions on theoretical issues*, 86.
- 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.
- studio, E. (5 de October. de 2017). *Bloomsbury News Blog*. Obtenido de teaching English as a Second Language: <http://www.bloomsbury-international.com/blog/>

