

**THE USE OF THE FIRST LANGUAGE IN A FIFTH GRADE EFL CLASS AT A
MONOLINGUAL SCHOOL: A REFLECTIVE TEACHING APPROACH**

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SANTIAGO DE CALI**

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Monograph to obtain the degree of Licenciatura en Lenguas Extranjeras inglés y francés

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1. Foreword

The use of the mother tongue (L1) in an English as a foreign language (EFL) class is one of the controversial issues teachers have to face in their teaching practice. Some teachers refuse to use the L1; others use it in different situations such as maintaining discipline, calling students' attention, making students understand or explaining grammar issues in order to avoid students' frustration, among others. Similarly, in some cases students are allowed to use the L1 in their classes, meanwhile in other settings they are not.

Indeed, when the use of L1 is not permitted in the classroom, some students tend to speak in English in greetings, asking for clarifications, responding questions, participating in oral production activities, and interacting with their classmates, while others feel more confident using the L1: they need to use it to clarify the instructions given, to interact freely with their classmates, to have a clear understanding of the topics, and to avoid frustration, among others.

The reasons of using L1 vary according to the institution, the teachers' beliefs, and the students' needs. We observed these variations in a survey conducted in the seventh semester in the Classroom Research II (see Appendix 1), which is part of the courses included in the syllabus of the Licenciatura de Lenguas Extranjeras en inglés y francés, at the Universidad del Valle. In this survey, the eight English teachers of the Hispanoamericano School were asked for the use of L1 in their classes; the participants, both elementary and secondary, highlighted the following reasons:

1. Teachers use Spanish in their classes because the school is monolingual and they are not obligated to use L2.
2. Teachers work with large groups.
3. Students have different levels of proficiency in L2.
4. Students do not understand when teachers speak only in English.
5. Teachers use the L1 to make students understand the instructions and exercises in class.

6. Teachers need to use the L1 to control students' behavior and to have a better classroom management.
7. They use Spanish to explain grammar contents, to clarify concepts, and to talk about disciplinary issues.

Therefore, this monograph aims to analyze the use of the L1 in a fifth grade in an EFL class at that monolingual school with an intensified English program. Readers will find the role of the L1, the characterization of its purposes, the defining of students' English oral production level based on the school syllabus, and the relationship between the use of L1 and the development of the oral production ability in L2.

This analysis comes from a series of non-participative observations, journals, audio recordings, students' oral tests, and teacher's interview. After the analysis, the researchers come up with the conclusions, including the homeroom teacher's reflection and suggestions based on the research findings.

1.1 Justification and problem

English teaching methods and approaches have changed along the years; nowadays, schools and teachers say to follow the Communicative Language Teaching approach in their teaching practices. In this CLT approach the language is learned by using it, proclaiming its frequent use as a vehicle of communication; therefore, the interaction in the classroom should be more intensive in the target language.

However, many teachers of different schools, where their methodology is based on CLT approach, use the L1 for many purposes and reasons and they do it in a high percentage. In our context, here in Colombia, it is known that teaching English using Spanish, or using English in a low percentage is a common practice in both private and public monolingual institutions; students do not interact either with the teacher or with their partners in English, and classes are focused on grammar

explanations in Spanish rather than in promoting communication using the target language. As a result, in monolingual schools contexts, the most prevalent practice is using the L1 in an EFL class with fewer participation of the L2.

In the school of this study, teachers follow the CLT approach but the use of L2 from the students is limited. This paper will analyze the use of L1 and its effects in the students' oral production in L2. In this regard, we have the following questions for this research:

- What is the learning of L2 in relation to the use of L1 in an English fifth level class?
- What is the rate of English and Spanish used by the teacher and the students?
- What are the purposes of the use of the L1?
- What is the English oral production level of the students in comparison with the established in the syllabus of the school?
- What do the researchers and the homeroom teacher conclude about the use of the L1 in an EFL fifth grade class?

The analysis of the results of this study attempts to open a reflection about using the L1 in an EFL class in our context. In addition, this classroom research pretends to enrich the current discussion of using L1 in EFL classes.

1.2 Objectives:

1.2.1 General Objective

- To analyze the use of L1 in a fifth level English class with its effects in students' oral production in L2.

1.2.2 Specific objectives

- To identify the role of the L1 in the English classroom of fifth graders at a monolingual school.
- To characterize the purposes of the use of the L1 in an EFL fifth grade class at a monolingual school.

- To define the learning, in terms of oral production, during an academic period, based on the institutional syllabus.
- To establish relationship between the use of L1 and the development of the oral production ability.

2. Theoretical framework and literature review

In order to analyze the use of L1 in an EFL class with its effects in the oral production in L2, it is necessary to check a set of concepts developed by different authors related to the topic like language, communicative approach, the use of L1, and teaching speaking. The revision of these thoughts allows this research to have a theoretical overview and support.

2.1 Language

The language views are very important for this research paper because the language conception and the teaching of a language have a close relationship: the language teaching practices are connected to how the language is conceived; in other words, the shift on the language's concept has made a change on how language is taught.

David Nunan, in his book *Second Language Teaching and Learning* (1999), shows how language has become a way to express ideas, feelings and thoughts. Nunan states:

“During the 1970’s a much richer conceptualization of language began to emerge. Language was seen as a system for the expression of meaning, and linguists began to analyze language as a system for the expressions of meanings, rather than a system of abstract syntactic rule.”
(p.10)

Language was considered as a set of rules before the 1970’s; so, methods and approaches of teaching were based on teaching the structure of the language. The author calls attention about how the conception of language teaching and the roles of the teacher and the learners have changed through the years. Nowadays, teaching a second language involves language as a meaning in specific contexts, learner-centeredness, learning process, methodologies, and techniques.

H. G. Widdowson, in his book *Aspects of Language Teaching* (1990) presents a “perspective on language teaching” (p.1). On one hand, teachers take their theoretical support from their teaching practices, initiative, and thoughts. On the other hand, the language teaching theory gives a series of

principles to support teacher practices. This process of taking theoretical principles to put them in action in the classrooms does not deny to what teachers do empirically in their classroom and what the principles of the theoretical language teaching framework highlight. Therefore, language teachers should get informed about language teaching principles to make decisions about methodology, techniques, and strategies used in their classroom; also, the language principles should be accommodated to the context, needs, and classroom conditions.

Widdowson points out the necessity to teachers become researchers; research in language teaching is “relevant and relative” (p.25). It depends on the theoretical support and the analysis of it and on the specific classroom situations. Thus, teachers should investigate about the problematic circumstances that take place in their classroom and look for solutions. Widdowson (1990) says:

“Language teaching research can do is to stimulate interest and encourage teachers to think about the implications of their practices. It can also provide them with a conceptual context within which to work, in the form of hypotheses to test out in the conditions of their particular contexts” (p.26).

Regarding the language for teaching and learning, Widdowson shows the need to approach to the language’s definition the linguistic offers; he states:

“Theories about language, its development as a mental construct, and its operation in social life, have had an enormous influence on how teachers of second language have conceived of their subject” (p.77).

Besides that, language for learning refers to the aspects teachers should take into account and that teaching a language does not mean to teach only grammar and vocabulary in an isolated way; it means to consider other aspects of the language (lexis, semantics, and pragmatics). In addition, Widdowson proposes *“grammar had to be internalized not just as a formal system but as a resource of use”* (p.166), and Nunan says *“learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situations”* (p.245).

Both authors, Nunan and Widdowson, become a support for this study as they are authorities in the field of language teaching. For the description, analysis, and reflection about the use of the mother tongue in an EFL class, it is relevant to have a clear understanding of the language concept and the language for teaching and learning aspects. It is also crucial that teachers know the general language concept and its development; the theories related to the pedagogical implications of teaching a language in general and of a foreign one in particular, and they need to make informed decisions in their classrooms.

2.2 Communicative Language Teaching Approach

The Communicative Language Teaching Approach is a very important topic to the purposes of this study because the research was done in an EFL class from an institution which claims to follow this approach. To describe and reflect about the use of L1, the researchers must understand what the CLT principles are.

In the book *Approaches and Methods in Language Teaching* (2001), Richards and Rodgers, present the levels of the objectives in a communicative approach, based on Piepho (1981) who considers that language is the ability to express and that has an interpersonal and an individual level. Through the CLT approach, students are able to use the language to express their needs and to interact in the classroom.

Richards and Rodgers describe the CLT “as an approach that aims to a) make communicative competence the goal of language teaching and b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (p.155). They quote Breen and Candlin (1980) defining the role of the learner:

“The role of learner as negotiator – between the self, the learning process and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication

for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.” (p.110)

Richards and Rogers come up with the roles of the teachers as facilitators of the communication process.

In *La didáctica de las lenguas extranjeras, ¿una disciplina o una metodología?* (2003), Kostina and Arboleda say “*el enfoque comunicativo se basa en la premisa de que el objeto de una lengua es, y debe ser, la comunicación real, en contextos reales*” (p.22) while Nunan emphasizes the syllabus, the role of learners, and the methodology changes with the implementation of the CLT approach.

2.3 The use of L1 in an EFL class

The analysis of using the L1 in an EFL class and its implications requires a review of professionals who have theorized about this issue. There are some who consider necessary using the first language while others advocate for using only the L2.

In the case of Luci Nussbaum, her article *La lengua materna en clase de lengua extranjera: entre la ayuda y el obstáculo* (1991) permits to understand the use of the L1 in the English class from an ethnographic and conversational perspective and its pedagogical implications. Luci Nussbaum analyzes the language used in an EFL class from a sociolinguistic and conversational perspective and identifies the status of the L1 and L2 in an English classroom.

This perspective explores the analysis of the decisions of using the L1 or not in relation to the contexts. Nussbaum says:

“Una aproximación al fenómeno debería tener en cuenta todas estas variables (dominio de la lengua por parte del profesor, su formación profesional; el nivel educativo de los alumnos, sus características individuales; las formas de comunicación priorizadas en el aula, el tipo de actividades, etc.) en su contexto.” (p.37)

Throughout this perspective, in an EFL classroom, the linguistic code should be the one that responds to the purposes of the class. The exolingual context, when the teacher domains the linguistic code and students do not, “se caracteriza por un alto grado de divergencia entre los repertorios empleados” (p.37); “se trata de intercambios asimétricos o desiguales, puesto que uno de los interlocutores domina el código lingüístico mientras el otro debe usar una lengua que conoce poco” (p.38). Thus, Nussbaum points out that teachers should tend to “conducir al alumno hacia el polo bilingüe” (p.38)

In addition, Don Snow, in his book *More than a Native Speaker* (1996), and David Nunan, in *Designing Tasks for the Communicative Classrooms* (2004), theorize about language teaching and point out the importance of using the L2 to help students communicate in this language instead of using the L1. These two scholars contribute to our study to be aware of the position of the L1 and L2 in a classroom where the Communicative Language Teaching is followed; and in the book *Second Language Learning and Language Teaching* (2008), Vivian Cook points out the benefits of the L2 use in the classroom:

“Coming into a classroom of non-English-speaking students and saying ‘Good morning’ seems like a real use of language for communicative purposes. Explaining grammar in English - ‘When you want to talk about something that is still relevant to the present moment use the present perfect’ – provides genuine information for the student through the second language. Telling the students, ‘Turn your chairs round so that you are in groups of four’ gives them real instructions to carry out. Hearing this through the first language would deprive the students of genuine experience of interaction through the second language.”

2.4 Teaching speaking

How to teach English in English as a foreign language is a significant issue for this paper; we will review aspects concerning with the methodology, strategies, and techniques used and how they relate to the L1.

Nunan (1999) gives strategies to teach English as a foreign language after giving an overview of language teaching and learning. For instance, Nunan proposes to work with tasks being this an important tool that helps students to develop their oral production in the target language.

In *Teaching English through English* (1981) Willis emphasizes the importance of using the target language in an ESL classroom. She states that teachers with beginner students can use tools to make students understand and in higher levels the “*language can be fairly extensive and very idiomatic*” (p.16) Also, the author says that “*even with a class of beginners starting their first English lesson, it is possible to teach entirely in English*”. (p.16)

This work attempts to show to teachers easy ways to use the L2 in an ELS class, like creating an English environment and a class routine, and allowing students to answer and ask questions; as a result, teachers will reduce the L1 use.

Helping Students to Speak, written by Paul Seligson (1997), is a practical book that answers why students do not speak English and what speaking English means. He proposes a set of techniques and activities that teachers can apply in their classroom.

Some of the techniques Seligson suggests in his book are: using songs and videos and asking students for the English vocabulary they know to motivate students to speak English; using the L2 in the classroom; encouraging students to have oral presentations; reading aloud; having role plays, dramatizations, and oral homework.

Knowing about all these authors who propose different strategies, methodologies and techniques to teaching speaking, allows this research to have a support in the analysis of using L1 or L2 in a pedagogical way in the circumstances this study takes place.

3. Former studies in the field

This classroom research takes into account some monographs and researches that have as their main concern the use of the L1 in an EFL class.

3.1 Local former studies

The work “*Enseñanza del inglés a grupos numerosos*”, by Gallego and Ledesma (1999), “proposes strategies for English teaching in a large group of elementary school, based on the interest of children”, taking into account factors such as age and motivation and it suggests to improve playing, drawing, and mimicking to teach English through English. The researchers worked in a second-grade course in the Santo Tomás de Aquino School in Cali, with a large group (31 students).

Chapter two (point 2.4) refers to the “influence and importance of the mother tongue use during the foreign language learning.” The authors express that the use of the L1 is inevitable because of the context in which students are. They also include bibliography of this subject.

The methodology of this research consisted in a set of observations; the first one showed the class was taught in a traditional way in which students spoke in Spanish most of the time and they did not use the L2. Since the second observation, the researchers implemented strategies and activities in L2 to improve its use.

Although Gallego and Ledesma mention the importance the L1 has in an EFL class, they did not present using Spanish as a strategy because according to them, it might not permit students to be in contact with the target language as much as possible. However, they support the use of the L1 in certain cases, like in talking about disciplinary aspects, explaining cultural topics, English grammar contents, and vocabulary.

The authors concluded that it is possible to teach English in English most of the time in the classroom and students participated more and were more motivated when the researchers introduced those strategies and activities, focusing the class on the foreign language.

This research coincides with our study: both institutions use the L1 with similar purposes and the groups of the study have the same characteristics: they are monolingual schools and they have large groups. This study points out how the use of L1 in an EFL class is a current issue that has been widely discussed and it opens a possibility of teaching English in English to improve students' oral production in L2 and motivation.

The work *"Producción oral en el aula: estrategias empleadas en el grado sexto de un colegio con intensificación en inglés"*, by Pérez Bastidas (1999), aims at identifying the factors that facilitate or block the oral production in the classroom as well as to recommend some strategies used by teachers and students to increase its improvement.

For this, she did a series of descriptive analysis of the data collected throughout observations, students' surveys, recordings and students' interviews in two sixth grade groups in a monolingual, catholic, mixed school with intensification in English.

The author explained how most of students in the surveys demanded teachers to speak in the target language in class; the results indicate that besides the students' positive attitude toward the target language, the English class, the activities, and the teacher, it is necessary the frequent use of English in order to improve the oral production. In addition, parents and teachers' attitude are very important, too.

The problem developed in the mentioned work is the same one of our study; both schools use the L1 more than the target language and they are monolingual with an intensified English program. This research gives an understanding of the relationship some students have with the L2.

In the monograph *“El input y la interacción en los procesos de enseñanza y de aprendizaje del inglés como lengua extranjera en un colegio público de secundaria: un estudio de caso”*, by Atencio Padilla (2000), the author tries to answer questions related to the low level of oral production in an EFL class.

Atencio Padilla did this study in a public school in Aguablanca district with 39 students of ninth grade whose range of age was between 14 and 16 years. She based her work on Krashen's second language acquisition theory in which the input plays a very important role. She did five observations with the purpose of analyzing the teacher talk as well as the discourse in the classroom.

She found that students did not interact in L2; the teacher talk was the only source of the learners' input with the foreign language. According to this result, it was necessary to do some adjustments and modifications in the classroom activities in order to improve the students' oral production level in English. For this, the researcher put on action useful tools to introduce the students in a communicative development in the target language and they showed improvement in oral production level of students in comparison with the previous years, due to having more interaction in English. It was found that this interaction and the English input during the class made a positive effect in the learners, helping to optimize EF teaching in the school.

This author proposes a flexible policy regarding this issue, having the foreign language as the base for the interactions, without disclaiming the individual characteristics of the learners during the learning process and, hence, the use of their L1. Although Atencio Padilla does not make reference to the use of L1 in the EFL classroom, one can see this practice in one of the teacher talk observations where the student answered in Spanish. Moreover, they are ninth grade students and they speak English as if they were in lower grades, because of the scarce contact with the foreign language since only some of them studied English in Primary mainly focusing on vocabulary learning. In addition, the researcher highlights that there is not a real communication because the use of English is centered in the code but not in the information exchange.

The results were an improvement in oral production level of students in comparison with previous years; there was more interaction in English. It was found how this interaction and the English input during the class made a positive effect in the learners, helping to optimize EFL teaching in the school.

This study helps our research recognize the importance of using the L2 because it helps students improve their oral production level and interaction.

3.2 International former study

The article *Re-Examining the Role of L1 in the EFL Classroom* (2009) by Mouhamad Mouhanna, an English Language lecturer at the UAE University in Al Ain, , wants to “explore the pedagogical issue of L1 use in the classroom”. In this study Mouhanna took into account the students’ point of view “toward the use of Arabic in EFL learning.” His research was done with 124 students from three levels of English proficiency at a foundations English program in a UAE tertiary institution. For collecting the data, Mouhanna made use of a bilingual survey with both closed and open ended questions for voluntary students of two higher level classes in each of the 3 levels of English proficiency: beginner (level 1), intermediate (level 2) and advanced (level 3).

The author analyzed the exclusive use of L2 imposed by the policy of the government, and explored students’ perceptions about this policy and their own learning preferences. He found that at level 1, students required more L1 support compared with students of higher levels. That is why he studied the previous students’ experiences related to the use of L2.

The paper showed two different positions: while in secondary schools L1 use is accepted, in tertiary institutions this is prohibited; so the author wanted to know the reasons of this policy.

He found that among the students surveyed, the lower level students considered the L1 use “as an important part of effective learning.” The author’s point of view is that, although L1 is a useful tool in the EFL classroom, its excessive use may decrease students’ success in L2 learning. He

recommended that students' opinions are valuable when making pedagogical decisions on their behalf. Mouhamad also recommended developing and implementing "new curricular measures to improve the English language teaching in the schools." Likewise, the author suggested "teachers should encourage critical reflection and discussion around the role of L1 in EFL learning."

We found this article very interesting for our study because it points out the two existing positions on the use of the mother tongue in the foreign language classroom; a reality lived not only in our environment but in most classrooms in the entire world where they teach foreign languages. Curiously, while in the tertiary institutions of the UAE the use of L1 is prohibited, in our reality, some teachers make the decision to include it or not according to the institutions' policies.

4. Methodology

This research is a descriptive study, which allows characterizing what happens to the students' oral production in an EFL class, in terms of the use of the L1, based on a mixed method in which qualitative and quantitative data are used. The Reflective approach used in this research provides an understanding of teaching and the teaching processes. Richards and Lockhart (1994) define the Reflective Teaching approach as *“one in which teachers and student teachers collect data about teaching, examine teaching practices, and use the information obtained as a basis for critical reflection about teaching”* (p.1).

The Reflective Teaching approach provides techniques that allow exploring teaching practices that, according to Richards and Lockhart (1994), can help to “achieve a better understanding of one's own assumptions about teaching as well as one's own teaching practices; it can lead to a richer conceptualization of teaching and a better understanding of teaching and learning processes” (p.2).

Also, this approach suggests a series of techniques in which different assumptions about the nature of teacher development are underlined. Richards and Lockhart (1994) state:

“An informed teacher has an extensive knowledge base about teaching, much can be learned about teaching through self-inquiry, much of what happens in teaching is unknown to the teacher, experience is insufficient as a basis for development, and critical reflection can trigger a deeper understanding of teaching.” (p.4)

The Reflective Teaching in an EFL classroom considers that everything that happens in a classroom serves as material to investigate. When teachers take these classrooms events in a systematic way, by collecting data to analyze and reflect on them, they can utilize the data to have a strong comprehension of their practices and this becomes the basis of a critical reflection to propose new ways to teach according to what is needed.

4.1 The institution and participants

This monograph was done in the Hispanoamericano, a private and monolingual school located at Avenida 3CN # 35 N-55, Prados del Norte in Cali; both the institution and its students belong to the fifth social class. It has preschool, elementary, and high school with 1.169 students, 83 teachers, and 8 English teachers; two of them in elementary, four in secondary, and two in preschool.

Two of the English teachers in the elementary section have the degree in Básica primaria con énfasis en inglés; in the secondary, two teachers have post grade studies and two are graduated in Lenguas modernas; and in preschool, two teachers have the degree in Lenguas modernas.

The school has the following vision and mission:

Visión:

Destacarse como uno de los mejores colegios del país, orientado por los principios de excelencia formativa y académica, formando líderes con un alto sentido de lo humano, que impacten positivamente la vida de la comunidad, siendo gestores de procesos de cambio y mejoramiento constantes, y fomentando el diálogo entre las culturas hispanoamericanas.

Misión:

Brindar una formación sólida en los ámbitos académicos, promoviendo el desarrollo, la apropiación y la proyección del conocimiento, fortalecida a través de grupos científicos, artísticos, literarios, ecológicos y deportivos entre otros; desarrollando principios éticos y valores ciudadanos para una sana convivencia e impulsando, a su vez, la difusión e integración del espíritu de la cultura hispanoamericana.

This school has developed a model in which students become holistic and happy human beings with a high academic level and values. In order to improve students' level in English, the institution has an intensified English program with five classes weekly of 90 minutes each one, and a 196 annual-hour intensity. Each section has an English classroom equipped with a projector, a television, a home theater, and a computer.

The English Department has one coordinator, 4 English teachers in High School, 2 English teachers in Elementary and 2 English teachers in Preschool; they follow the standards of the Ministry of Education and the syllabus elaborated by the English Department.

The fifth grade English syllabus 2014-2015 is a document written by the group of English teachers and the English Coordinator and it is based on the Communicative Language Teaching approach.

The objectives of the English syllabus are:

1. “Desarrollar la competencia comunicativa en el inglés con el fin de que los estudiantes puedan interactuar en contextos situacionales.”
2. “Involucrar al estudiante en contextos interculturales los cuales permitan un aprendizaje significativo.”

This fifth grade syllabus pretends to help students develop the four skills: oral production, listening, writing and reading. Each skill has the description of the general and specific objectives, the contents, and the time.

The chart bellow shows the goals and contents of the oral production skill; it presents the level of English that fifth grade students must have in the course. This syllabus gives the information about the oral production level students must have in fifth grade.

LOGROS	CONTENIDOS	INDICADORES	TIEMPO
EXPRESIÓN ORAL Me expreso en inglés con frases y oraciones sencillas, y hablo de las actividades habituales basadas en los temas de clase	Producción individual y en interacción sobre situaciones que incluyen: Conjugación del verbo To Be Presente simple y continuo Preguntas Wh en pasado Descripción de rutinas en pasado Descripción física en tercera persona Pasado continuo Verbos regulares e irregulares Uso de can, could, do, did Future con going to and will There is/there are There was/were There will be Comparativos con adjetivos largos y cortos Superlativos con adjetivos largos y cortos Preposiciones de lugar (on, under, next to, behind, in, inside, outside, close to, between) Preposiciones de tiempo (after, from...to..., before, since, until, Adverbios de frecuencia (sometimes, usually, never, always, often, annually, weekly, daily Preposiciones de movimiento (to, into, onto, off, through, down, up, around) Adverbios de modo (good, slow, easy, careful, happy, natural, fast, hard)	Expresa oralmente sus ideas, sentimientos o dudas con coherencia, claridad y creatividad. Describe objetos, a otros y a sí mismo con frases simples y cortas, teniendo en cuenta su edad y/o sus características físicas, e igualmente responde preguntas al respecto Identifica y aplica adecuadamente los sonidos, palabras y/o unidades temáticas Incluye en su expresión oral las construcciones gramaticales vistas en clase con apropiada entonación y volumen Mantiene una conversación simple en inglés con un compañero de clase, canta el coro de una canción y dice textos memorizados en una dramatización, ayudándose con gestos	78 clases en el año 2 horas semanales

This classroom research was developed in an EFL class in a private, monolingual, and mixed school in a fifth grade class. This group had 37 students who are between 10 and 11 years old. Most of the students study there since preschool and take five English classes weekly of 90 minutes each one.

The homeroom teacher has fourteen years of experience as an English teacher and she has been working at this school for seven years with the fourth and fifth grades.

4.2 Data collection

The data was collected from March to April with the procedure as follows:

4.2.1 Classroom observations

The classroom observations were done by a colleague and a teacher-in-training. Eight class observations were done, from March 10th to April 14th. We observed 5C (group 1) and 5B (group 2) which had the same characteristics: same homeroom teacher, English classroom, lesson plans, and the same institutional rules.

Date	Group	Observation tools
March 10 th	1	Observation form
March 10 th	2	Audio recording
March 17 th	1	Observation form
March 24 th	1	Observation form and audio recording
March 24 th	2	Observation form and audio recording
April 7 th	1	Observation form
April 7 th	2	Audio recording
April 14 th	1	Observation form

In the first observation, observers paid attention to everything that happened in the classroom (students' behavior, classroom arrangement, class activities, language used, students' participation, and English class environment). In the following ones, we paid special attention to the student-teacher and student-student use of language and their purpose. Throughout these observations we took notes about what the teacher and students said filling an observation form (see Appendix 2).

Afterwards, observers revised and compared the notes, identified the language used by the teacher and students, and characterized the language purpose.

4.2.2 Observers' teaching journals

According to Richards and Lockhart (1994) "*A journal is a teacher's or a student teacher's written response to teaching events.*" (p.7) and they also said "*it (the journal) enables a teacher to examine teaching in a way that is unavailable through other means*" (p.8). These ideas written in the journals constitute a very complete source for analysis and reflection.

In this study, the observers registered their responses about classroom events taking notes in the journals; they focused them on the reactions related to the use of L1 in the classroom. They wrote questions, impressions, and observations about the students' oral production, the speaking activities, and the role of the teacher. Then, the researchers did the analysis and the reflection about their writings.

4.2.3 Audio recording of the oral test with students

This tool provided an advantage in this study because it gave a more "objective" and complete picture of what happened in the classroom. Richards and Lockhart (1994) point out an additional advantage:

"Recording can be replayed and examined many times and can capture many details of a lesson that cannot easily be observed by other means, such as the actual language used by the teacher or learners during the lesson" (p.11).

The test was designed taking into account the approach and the syllabus followed by the school. It consisted of ten questions in English related to the topics and the objectives the fifth graders have to achieve. This test permitted to identify the students' oral production level in English.

We selected 16 students out of 37, which is 54%. They were chosen randomly and most of them had been at the school since preschool.

4.2.4 Audio recording of the interview with the homeroom teacher

The homeroom teacher was interviewed to explore her beliefs about the use of the L1 in an EFL class and how they influence her practices. This interview was done in the L1 and she answered ten non-structured questions that guided it. Throughout this, the researchers could know the position the homeroom teacher had about using the L1 and then the researchers analyzed it. After that, the teacher made a conclusion about her practice in relation to the use of L1 and she suggested some changes.

5. Findings and analysis

After collecting the data, the researchers classified the information from the observations into categories, identified the language used, and characterized the language purpose in tables. Then, we analyzed the data taken from the journals, compared the results of the test with the syllabus and analyzed the interview with the homeroom teacher.

Therefore, in this section we highlighted the findings and their analysis of those findings based on the classroom observations, the teaching journals, the tests with the students, and the interview with the homeroom teacher.

5.1 Classroom observations

For the observation sessions six main categories were established. The first three corresponded to the ‘Teacher language used’, and the other three to the ‘Students language use’. For the ‘Teacher language used’, we selected three purposes: ‘To Explain’, ‘To Clarify’, or ‘To Discipline’. For the ‘Students language used’, we selected three possible situations in which the interaction would be made: ‘To Answer’, ‘To Ask’ or ‘Other type of interaction’ (all free oral participation in the classroom).

Each category had two possible entries: ‘Spanish’ or ‘English’ to show if teacher and students speak in the L1 or in the L2.

The following tables show the teacher and the students’ language used and the purposes of the use during the eight observations.

Table 1
Observation March 10th, 2015. Group1

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
5	21	1	5	0	0

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
0	0	2	0	9	1

Table 2
Observation March 10th, 2015. Group 2

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
7	18	0	2	0	1

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
0	0	2	0	10	0

In regards to these observations (see appendix 3), groups 1 and 2, the number of teacher's interventions in the L1 to explain was twelve, to clarify it was one, and she did not discipline. In group 1 the teacher used the L1 to explain five times, while in group 2 it was seven; the use of the L1 for clarification was once in group 1 and the difference using the L1 to explain, in both groups, is twice.

In these two observations the use of the L2 to explain was thirty nine times; to clarify seven and to discipline one. In group 1 the teacher used the L2 to explain twenty one times, while in group 2 it was eighteen; in group 1 to clarify five times and in group 2 twice; the use of the L2 to discipline

is in group 2. The difference using the L2 to explain is three times and to clarify is three. The teacher used more the L2 in the classroom.

Regarding to the students' language use, in both groups, students did not answer any question; they used the L1 to ask 4 times, and other type of interaction 19. Both group 1 and group 2, students used the L1 to ask twice; in group 1 for other type of interactions 9 times, and in group 2 ten. There is not any difference using the L1 to ask in both groups and for other type of interactions, the difference is one.

The students did not ask or answer any questions in the L2, and they used the L2 once for the other type of interaction; this interaction was in group 1.

In sum, the teacher used more the L2 while the students used more the L1. Although the groups are not the same, we did not find a significant difference in terms of using both the L1 and the L2.

Table 3
Observation March 17th, 2015. Group 1

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
2	5	1	2	0	1
Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
0	0	0	0	1	1

In the observation above to group 1 (see Appendix 4), the teacher used the L1 to explain twice; to clarify once and she did not discipline. She used the L2 to explain five times; to clarify twice and to discipline once.

The students did not answer or ask any questions; they used the L1 for other type of interaction once and once in the L2.

In this observation we noticed that the teacher kept the most use of the L2 to explain and clarify while the students interacted in both languages once.

Comparing the observations done on March 10th and March 17th, the teacher most frequent use of L2 is for explaining and clarifying. The students also keep the use of any language to answer or to ask. There was more interaction with the teacher in the L1 on March 10th.

Table 4
Observation March 24th, 2015. Group 1

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
1	14	3	36	2	4

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
7	25	7	1	12	5

Table 5
Observation March 24th, 2015. Group 2

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
1	13	5	14	2	0

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
3	10	6	1	5	0

In regards to these observations (see Appendix 5), groups 1 and 2, the number of teacher's interventions in the L1 to explain was two, to clarify it was eight, and to discipline four. In group 1 the teacher used the L1 to explain once in both groups; in group 1 to clarify three times while five times in group 2; in both groups she used the L1 to discipline twice. There was no difference using the L1 to explain and to discipline; the difference using the L1 to clarify was twice.

In these two observations the use of the L2 to explain was twenty seven times; to clarify fifty and to discipline four. In group 1 the teacher used the L2 to explain fourteen times, while in group 2 it was thirteen; in group 1 to clarify thirty six times and in group 2 fourteen; the use of the L2 to discipline was four times in group 1. The difference using the L2 to explain was once; to clarify was twenty two times, and the teacher used the L2 to discipline in group 1.

Regarding to the students' language use, in both groups, students used the L1 to answer 10 times; they used the L1 to ask 13 times, and other type of interaction 17. In group 1, students used the L1 to answer 7 times, while group 2 three; in group 1 to ask seven while in group 2, six; in group 1 for other type of interactions 12 times, and in group 2 five. The difference using the L1 to answer is four times; to ask once and for other type of interactions, the difference is seven.

The students used the L2 to answer thirty five; to ask twice, and they used the L2 five for the other type of interaction. In group 1 the students used the L2 to answer twenty five times while in group 2 ten times; in both groups they used the L2 to ask once and for other type of interactions was only in group 2. The difference using the L2 to answer was fifteen times and there is no difference of using the L2 to ask.

In these observations, the students showed an increase in the use of L2 to answer: 25 times group 1 and ten times group 2. For asking, both groups used L2 once and to communicate with the teacher group 1 used it 5 times but group 2 did not do it.

As for the use of the mother tongue, there was a difference of once between the first group (7 times) and the second group (6 times); group 1 communicated with the teacher 12 times while group 2 did it five times.

Group 1 registered the highest number of students' interactions over the total of observations. The teacher continues using more English to explain, to clarify, and to discipline.

Table 6

Observation April 7th, 2015. Group 1

Teacher language

TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
0	4	1	23	0	0

Students' language

TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
25	3	10	2	14	2

Table 7

Observation April 7th, 2015. Group 2

Teacher language

TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
0	2	0	47	0	1

Students' language

TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
21	2	14	2	16	0

In regards to these observations, groups 1 and 2, the teacher did not use the L1 to explain or to discipline; to clarify once and that clarification was in group 1.

In these two observations the use of the L2 to explain was six times; to clarify seventy and to discipline once. In group 1 the teacher used the L2 to explain four times, while in group 2 it was twice; in group 1 to clarify twenty three times and in group 2 forty seven; the use of the L2 to discipline was in group 2. The difference using the L2 to explain is twice and to clarify is twenty four. The teacher used more the L2 in the classroom.

Regarding to the students' language use, they used the L1 to answer forty six times; they used the L1 to ask twenty four times, and for other type of interaction thirty. In group 1, students used the L1 to answer twenty five times and in group 2 twenty one; in group 1 to ask ten times and in group 2 fourteen; in group 1 for other type of interactions fourteen times, and in group 2 sixteen. The difference using the L1 to answer is four times; to ask four times and for other type of interactions, the difference is two. The students used the L2 to answer five times, to ask four times and for the other type of interaction twice. In group 1 the students used the L2 to answer three times while in group 2 twice; in both groups twice to ask and for other type of interaction in group 1 once.

To sum up, the observations showed that although there was more students' intervention to ask and answer, they continued using the L1 while the teacher used the L2 to explain and to clarify.

Table 8

Observation April 14th, 2015. Group 1

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
0	5	2	20	0	0
Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
21	0	7	0	14	0

In this observation, in group 1, the teacher did not use the L1 to explain or to discipline; to clarify once. She used the L2 to explain five times; to clarify twenty and she did not use the L2 to discipline.

The students used the L1 to answer twenty one times; to ask seven and for other type of interaction fourteen times. They did not use the L2 to answer or for other type of interaction, and they used the L2 to ask seven times.

The three observations of April 7th, group 1 and 2, and April 14th, showed more times the students' interactions in L1, keeping a small margin of difference: to answer (25-21-21); to ask (10-14-7); and for other type of interaction (14-16-14). On the other hand, their interactions in L2 were fewer: to answer (3-2-1), to ask (2-2-0), and for other type of interaction (2-0-0).

The teacher used the target language most of the time to clarify: in group 1, 23 times, in group 2, 47 times and in group 3, 20 times. There were fewer times to explain and discipline in L2. In respect to the use of the L1 by the teacher to explain, to clarify and to discipline, we can say that it was the minimum, almost nothing; this shows her interest in teaching English through English.

To sum up, in group 1 the students' interventions were 56 and the teacher's 28; in group 2 students 55 times and teacher 50; in group 3, 42 done by students and 27 by the teacher. In group 3 there was not a students' intervention in English to answer and they communicated more in Spanish; they did it in English twice in group 1.

Over all observations, the students used English nine times and the teacher Spanish 4 times to discipline and English 7 times; it means that the teacher used more English than Spanish to discipline.

Table 9 corresponds to the summary of the use of L1 and L2 and their purposes.

Table 9
Summary of all tabulated sheets of classroom observations

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
16	82	13	135	4	7

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
73	40	48	6	88	9

Table 10 corresponds to the percentage of the language purpose.

Table 10
Percentage of the language purpose

Teacher language					
TO EXPLAIN		TO CLARIFY		TO DISCIPLINE	
Spanish	English	Spanish	English	Spanish	English
6%	31%	5%	53%	2%	3%

Students' language					
TO ANSWER		TO ASK		OTHER TYPE OF INTERACTION	
Spanish	English	Spanish	English	Spanish	English
28%	15%	18%	2%	34%	3%

In the case of the teacher, there is a high percentage of L2 used to explain and clarify, but there is a less percentage in using L1 to discipline. These results call the researchers' attention because the English teachers of this school have said, in the previous exploration throughout the survey done, that they used more the L1 for the disciplinary issues instead of explaining or clarifying.

In the case of the students, they used most of the time the L1 to communicate among them, especially when the teacher was busy.

The following table reflects the percentage of the teacher and students' language use.

Table 11

Percentage of times the teacher and the students used Spanish (L1), and English (L2) during the class observations

Spanish	Teacher		Spanish	Students	
	English	Total		English	Total
33	224	257	209	55	264
12.84%	87.16%	100%	79.17%	20.83%	100%

Analyzing the results, in the table 11, the teacher intervened 257 times while students 264. The percentage of using the mother tongue by the teacher was 12.84% and by students was 79.17%. The percentage of using English by the teacher was 87.16% and by student was 20.83%. It shows that the teacher intervened less than students, but the teacher used English in a high percentage meanwhile the students used English in a low percentage. So, on the students' side, there was more use of L1 in all the interventions.

5.2 Observers' teaching journals

We highlighted the reactions, questions, impressions and reflections about the events in the classroom; these aspects are focused on the language used and they are related to the teacher's level in English, the frequent use of translation, the amount of use of the L1 and the L2, the class activities, the equipment and material, speaking activities, the syllabus, and other teaching aspects in relation to the use of the L2.

1. The teacher's level in English

Observer 1 journal

Observation 1 March 10 5-B/5C	
DESCRIPTION	REFLECTION
1. "English level!" The English teacher level cause I used to think that Hispano teachers teach the English in Spanish. Teacher Martha tries to speak in English most of the time. Teacher talk.	I was surprised because I used to think that Hispano teachers teach the English in Spanish. This conception was based on my experience with some Hispano so and the observation done to the first grade teacher. In my opinion teacher Martha has a good level of English. She explains everything in the FL even she makes jokes

In English. I really liked what I found, a teacher who speaks well and uses the FL in the classroom. Sadly

Observer 2 journal

"However, they do it (speak) in the mother tongue, although the teacher uses a lot of English in her classes."

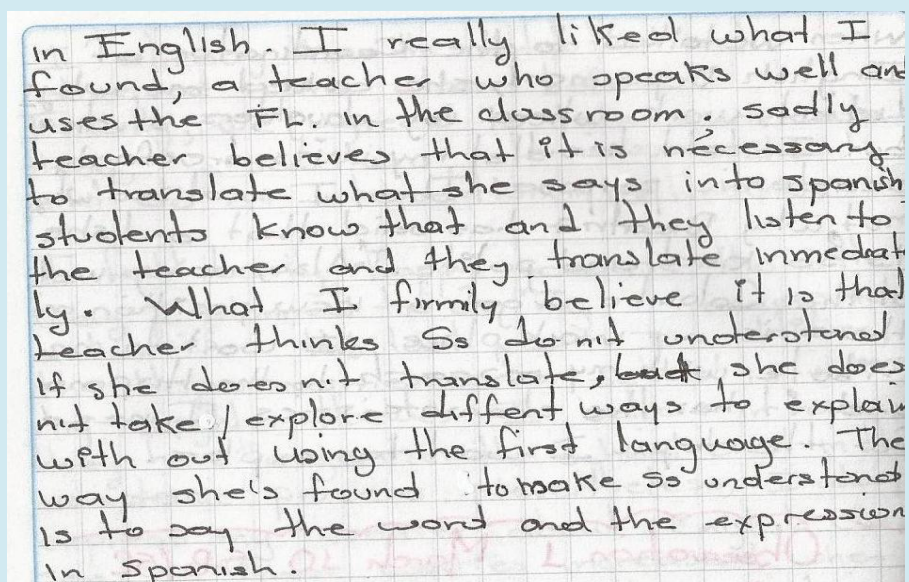
We observed the homeroom teacher used the L2 most of the time; this use of English in class by the teacher confirmed what the teachers said in a survey done, that is, all teachers of the school said to use English in class.

This aspect was relevant for this study because we thought the class was going to be done in L1; in our opinion, the teacher had a good level of English, she could communicate fluently using the English structures and vocabulary.

Nevertheless, the homeroom teacher most frequent used the L2 it did not mean that the students use the same language.

2. The frequent use of literal translation

Observer 1 journal



in English. I really liked what I found, a teacher who speaks well and uses the FL in the classroom. sadly teacher believes that it is necessary to translate what she says into Spanish. students know that and they listen to the teacher and they translate immediately. What I firmly believe it is that teacher thinks SS do not understand if she does not translate, but she does not take / explore different ways to explain without using the first language. The way she's found to make SS understand is to say the word and the expression in Spanish.

Observer 2 journal

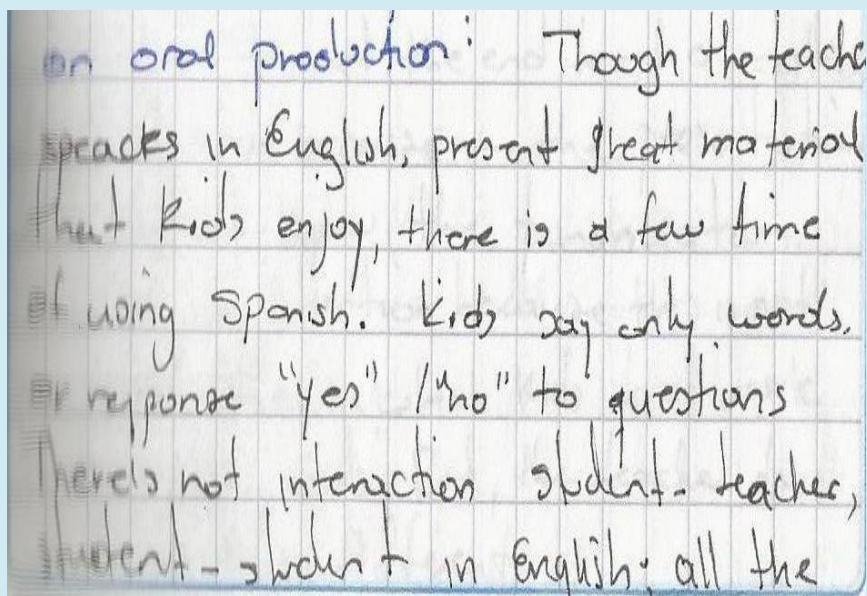
“Something that I ask myself is why she has to translate everything if she speaks very fluent English most of the class time giving instructions, or even making jokes in this language. What if she uses the Internet, mimic, drawing, etc. to avoid translation? ”

We took notes about the use of the literal translation because it happened in the classes every time. The teacher and the students used the literal translation; as the teacher explained or talked in the L2, she or the students translated into the L1.

This situation produced students to be dependent on the use of the L1 because they needed the L1 for understanding what she had said in English.

3. The amount of use of the L1 and the L2

Observer 1 journal



on oral production: Though the teacher speaks in English, present great material that kids enjoy, there is a few time of using Spanish. Kids say only words, or response "yes" / "no" to questions. There's not interaction student-teacher, student-student in English; all the

Observer 2 journal

“This is one of the problems I have detected: the lack of production in English in the student-teacher and student-student interaction.”

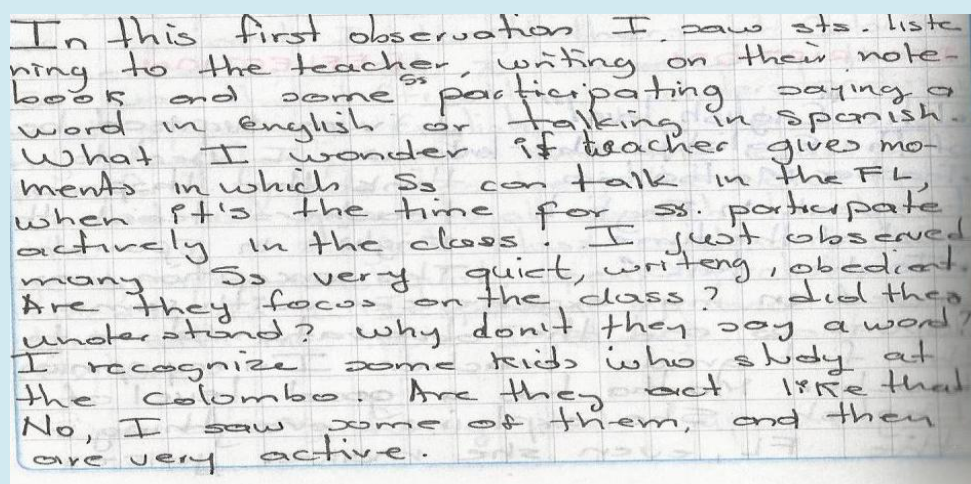
“One observes that they only use English to answer with a specific word.”

We commented on the use of the L1 and the L2 because there were few moments in which the students spoke in the L2. The students most frequent used the L1 to translate, to interact with the teacher and their partners. Despite this is an EFL class, the students were not aware about the necessity to speak in English to improve the level.

4. The class activities

Observer 1 journal

I don't want to say Kids are bored in this class, because they are not, they love the video teacher plays and the song but, they are not porticipating in the class, they are



In this first observation I saw sts. listening to the teacher, writing on their notebooks and some^s participating saying a word in English or talking in Spanish. What I wonder if teacher gives moments in which Ss can talk in the FL, when it's the time for ss. participate actively in the class. I just observed many Ss very quiet, writing, obedient. Are they focus on the class? did they understand? why don't they say a word? I recognize some kids who study at the Colombo. Are they act like that? No, I saw some of them, and they are very active.

Observer 2 journal

“They are connected to the teacher. She is joyful, self-confident, and active; all of them want to talk to her because they feel comfortable in her class and enjoy it.”

The students did listening exercises, writing, drawing, and coloring activities in the students' notebook during the classes. We emphasized the fact of the students enjoyed the class especially when the activities are related to watching videos or listening to songs. They seemed motivated, connected to the class, commenting on the videos and singing the songs. Notwithstanding, as the teacher started with the topic the students reduced their participation without saying a word and the activities became to transcribing and listening to the teacher.

5. The equipment and material

Observer 1 journal

3. ICT access, own classroom and large groups. The Hispanoamericano School provides English class with a TV, home theater, access to internet and a classroom. I would like to have my own classroom with the staff teacher has every class. If the English level in the Hispano is not so good, it is not the lack of support. Even the first grade Ss. have a equipped classroom. In this observation teacher uses the tv and computer to watch a video, they write, listen, and translate 15 Guinness records to see the superlatives. My question is: what the listening strategies they use, how this video contributes to improve my writing skills how many expressions they use, how these expressions help Ss. to develop the speaking skill. What's the moment for Ss. interaction, how they relate this with their context.

Observer 2 journal

"The classroom is well equipped. As the institution wants to improve English in its students, Foreign language teachers have a technological staff in their rooms."

The class was in an equipped classroom; the teacher used the home theater and the computer every class. She presented videos and songs to make students enjoy the class and be motivated. Although the students and the teacher had the opportunity to work with ICTs, it does not mean these tools themselves help the students to improve the level in English.

6. Speaking activities

Observer 1 journal

An oral production activity: Finally there is an oral production activity. Teacher organized the class in groups, asking them to represent a dialogue according to the adverb the group has. It was a really nice activity, kids loved it, and did it great. They had the dialogue written, they just needed to practice. What I'm asking know it's why the students read the dialogue. One kid should saying one or two lines no more. It could be good if st. say the dialogue with out their notebooks, It was a reading activity again. I don't know if the teacher does not recognize the potential kids have, and they can establish a conversation a big one because they are in 5th grade.

Observer 2 journal

“For the oral test students just read what it is supposed they wrote on their notebooks for it at home. But they do not produce any sentence to answer or talk to the teacher. Do they have had the opportunity of being prepared to present a test like this?”

“During the observations done, there was a speaking activity to practice the adverbs. It was a nice one. Nevertheless, the students limited to read the few lines they had to say. It is a pity because with the enthusiasm the children had, it would be great to listen them speaking in the target language in a natural way. They have a potential that, if one as an English teacher knows to take advantage, would make the English as a foreign language class a very funny one to improve the oral production.”

“I observed the same situation seen in last class of Tuesday 10th about their (students) interaction in the mother tongue in class.”

The activities in which students were demanded to use the L2 were the oral exam and presentations. In these two activities, students read what they had to say. The teacher provided

speaking activities in every class; in all these activities the students should write what they had to say and then, in their presentations, they had the opportunity to read the texts. But in order to improve the oral production, it is necessary to have the chance to express in the L2 and not only to read.

7. The school syllabus

Observer 1 journal

The syllabus states the communicative approach. This approach develops the four skills and promotes production, cooperative work, authenticity, autonomy.

Is the teacher conscious about the method and puts this in practice?

The other day she told me / asked me to talk to speaking club teacher and observe his class. She thinks that I have to observe the club because it is the space where kids speak.

The school syllabus focused on the CLT approach; it states the students should be able to express themselves and interact in L2 but the aspects of the CLT are not evident in the classroom. Therefore, in the teaching practice there is not the application of this approach.

8. Other teaching aspects

Observer 2 journal

“The style how students’ desks are organized (three lines on the right side and three lines on the left side to the board) suggests a teacher-centered class.”

“Another question I ask myself is what happens with what students have written on their notebooks during the activities executed in class? How does the teacher notice the students’ progress or not in assuming the foreign language learning? Because I did not see teacher checks it once they finish or pick the notebooks up to correct them.”

“Throughout a comment a student did to other one, one can deduce there is a conception about the English institutes; it is maybe the belief that whom studies there has the opportunity to be better in the foreign language class in the school; that there is a better performance.”

“Notwithstanding, this sitting arrangement does not impede the group (5C) be noisy.”

“I observed the same situation seen in last class of Tuesday 10th about the indiscipline of students.”

“Children did the written part on their notebooks while teacher took speaking test to every student outside the classroom. The noise of class increased without the teacher.”

“There are some problems I have detected in the classroom: the lack of discipline sometimes, the handle and control to get all students’ participation.”

The other aspects we highlighted in the journals are related to the teaching. For instance, the learner-centered teaching method is an important strategy in the CLT approach in order to improve students’ oral production and interaction in the EFL classroom. Also, feedback is another strategy of the CLT approach, by which teacher can take advantage to give the students more input in the target language.

5.3 Students’ oral test

To evaluate students’ oral production competence, we chose one group at random. The group chosen was 5C, group 1. This group had 37 students. To have a representative sample, 16 students were chosen at random.

The questions were classified in five levels related to the topics presented in the syllabus. The questions of the first level belong to personal information; the second to routines, habits and facts; third, actions in progress; fourth to past events and future plans, and the fifth level to description. For the tests, we selected 5 levels according to the school syllabus for each grade. The following chart shows the questions per level:

Table 12
Questionnaire

Level	Questions
1	1. Hello / Hi. What's your name?
	2. What's your mother's name?
	3. What's your father's name?
	4. How old are you?
	5. Where are you from?
	6. Do you have any brothers or sisters?
	7. Where do you live?
	8. What's your favorite color?
	9. How are you feeling?
2	1. What do you do in the morning / in the afternoon / in the evening?
	2. What time do you get up?
	3. Do you like pears?
	4. Does your mother like pizza?
	5. What things you don't like?
	6. Can you play a musical instrument?
	7. Does your father like cooking?
3	1. What are you doing right now?
	2. What do you like doing?
4	1. What did you do yesterday in the morning / in the afternoon / in the evening?
	2. Where did you go during the last vacation?
	3. What did you do during the last vacation?
	4. What will you do next year?
	5. What are you going to tomorrow?
5	1. Describe pictures: physical description.
	-There is / are.
	-Prepositions
	-Comparatives
	-Superlatives

To assess students' oral production competence, three levels of grades were established for each question according to the following rubrics.

Table 13

Rubrics

Grade/Points	Description
3	The student answered the question in English. The student used appropriate grammar, vocabulary and pronunciation. The student could have had minor mistakes, which were corrected by the student himself.
2	The student did not understand the question the first time, but once it was repeated he/she answered it in English, The student used some words in Spanish, or made minor mistakes.
1	The student did not understand the question in English, even though it was repeated several times, answered the question in Spanish, or answered something different. The student showed serious difficulties to understand English, and had several errors in grammar, vocabulary, or pronunciation.

Each interviewed student had a 'Personal Score', which was the total of grades/points obtained for each question. Each answer to the respective question was graded with points: 1. If the students did not understand the question, and the question was not answered properly, or if it was answered it in Spanish; 2. If the question was partially answered, or if it was answered part in English and part in Spanish; 3. If the answer was in English, with appropriate grammar and vocabulary; as well as correct pronunciation. The following chart shows the level of Oral Production for each student interviewed.

Table 14
Students' personal score. Personal information

Student	Level 1 Personal information									Total score
	1	2	3	4	5	6	7	8	9	
1	3	3	3	1	3	3	3	3	3	25
2	1	3	1	1	1	3	1	1	1	13
3	3	3	3	2	1	1	1	3	1	18
4	3	3	3	1	1	1	2	3	1	18
5	3	3	3	3	3	3	3	3	3	27
6	3	3	3	3	2	2	2	1	3	22
7	3	3	1	3	2	3	2	1	3	21
8	3	3	3	3	3	3	3	3	1	25
9	3	3	3	3	1	3	1	3	1	21
10	3	3	3	3	3	3	3	3	3	27
11	3	1	1	1	3	1	1	3	1	15
12	3	3	3	1	3	1	1	3	1	19
13	3	3	3	3	3	3	3	3	3	25
14	3	3	3	3	3	3	3	3	3	27
15	3	3	3	1	3	1	1	3	1	19
16	3	2	1	1	1	3	1	3	1	16

Table 15
Students' personal score. Routines and habits

Student	Level 2 Routines and habits							Total score
	1	2	3	4	5	6	7	
1	3	3	3	3	1	1	1	15
2	1	2	1	3	1	1	3	12
3	1	1	3	3	1	3	3	15
4	1	3	3	3	3	2	3	18
5	3	3	3	1	3	3	3	19
6	3	1	2	1	1	1	3	12
7	3	1	1	2	1	2	3	13
8	3	1	3	3	3	1	3	17
9	3	1	3	3	3	1	3	17
10	3	2	3	3	3	3	3	20
11	1	1	3	3	1	3	1	13
12	1	3	3	3	1	3	1	15
13	1	2	3	2	3	3	1	14
14	1	3	3	1	3	3	3	17
15	1	3	3	3	3	3	1	17
16	1	1	1	3	1	3	3	13

Table 16

Students' personal score. Actions in progress

Student	Level 3 Actions in progress		Total score
	1	2	
1	1	2	3
2	3	1	4
3	1	1	2
4	1	1	2
5	3	3	6
6	1	1	2
7	1	3	4
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2

Table 17

Students' personal score. Past events and future plans

Student	Level 4 Past events and future plans				Total score
	1	2	3	4	
1	1	1	1	1	1
2	1	2	1	2	1
3	1	1	1	1	1
4	1	1	3	1	2
5	3	3	3	3	2
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	2	1	1
9	1	2	1	1	1
10	1	3	1	1	1
11	1	1	1	1	1
12	1	1	1	1	1
13	1	3	1	1	1
14	1	3	1	1	1
15	1	1	1	1	1
16	1	1	1	1	1

Table 18
Students' personal score. Descriptions

Student	Level 5 Descriptions		Total score
	1	2	
1	5	1	49
2	7	1	37
3	5	2	43
4	8	2	48
5	14	1	67
6	5	3	44
7	5	2	45
8	2	2	52
9	6	1	47
10	7	3	59
11	5	1	36
12	5	1	42
13	6	1	47
14	7	2	55
15	5	1	44
16	5	1	37

Table 19
Students' Total score

St	Level 1			Level 2			Level 3			Level 4			Level 5			Total		
	Score	Goal	%	Score	Goal	%	Score	Goal	%	Score	Goal	%	Score	Goal	%	Total score	Goal	%
1	25	27	93	15	21	71	3	6	50	5	15	33	1	3	33	49	72	68
2	13	27	48	12	21	57	4	6	67	7	15	47	1	3	33	37	72	51
3	18	27	67	15	21	71	2	6	33	5	15	33	2	3	67	43	72	60
4	18	27	67	18	21	86	2	6	33	8	15	53	2	3	67	48	72	57
5	27	27	100	19	21	90	6	6	100	14	15	93	1	3	33	67	72	93
6	22	27	81	12	21	57	2	6	33	5	15	33	3	3	100	44	72	61
7	21	27	78	13	21	62	4	6	67	5	15	33	2	3	67	45	72	63
8	25	27	93	17	21	81	2	6	33	6	15	40	2	3	67	52	72	72
9	21	27	78	17	21	81	2	6	33	6	15	40	1	3	33	47	72	65
10	27	27	100	20	21	95	2	6	33	7	15	67	3	3	100	59	72	82
11	15	27	56	13	21	62	2	6	33	5	15	33	1	3	33	36	72	50
12	19	27	70	15	21	71	2	6	33	5	15	33	1	3	33	42	72	58
13	25	27	93	14	21	67	2	6	33	5	15	33	1	3	33	47	72	65
14	27	27	100	17	21	81	2	6	33	7	15	67	2	3	67	55	72	76
15	19	27	70	17	21	81	2	6	33	5	15	33	1	3	33	44	72	61
16	16	27	59	13	21	62	2	6	33	5	15	33	1	3	33	37	72	51

The following chart shows the number of students classified by Grade Range and their level of English according to the school syllabus.

Table 20

Grade Range and level of English, according to the school syllabus

Grade Ranges	Level 1	Level 2	Level 3	Level 4	Level 5	Total
80% - 100%	7	7	1	1	2	2
60% - 79%	6	7	2	2	5	10
Less than 59%	3	2	13	13	9	4

The students' oral tests (see Appendix 6) results show that in level 1, seven students are in the 80%-100% grade range; six students in the 60% - 79% and 3 students in less than 59%. In level 2, seven students are in the 80% - 100% grade range, seven in the 60% - 79% students and 2 students in less than 59%. In level 3, 1 student is in the 80% - 100% grade range, 2 students in the 60% - 79%, and 13 in less than 59%. In level 4, 1 student is in the 80% - 100% grade range, 2 students in the 60% - 79%, and 13 in less than 59%. In level 5, 2 students are in the 80% -100% grade ranges, 5 in the 60% - 79% and 9 in less than 59%. In general, 2 students are in the 80% - 100% grade range, 10 in the 60% - 79% students and 4 students in less than 59%.

The levels with the higher grade range (80% - 100%) are the first and second levels; these levels correspond to talking about personal information, likes, dislikes and routines. The levels with the lower grade range (less than 59) are levels 3 and 4, which correspond to talking about present, past, and future events. In level 5, most of the students are between the less than 59% grade range and 60% - 79%; this level corresponds to describing people and using comparatives and superlatives.

The results suggest that students can answer questions easily when they are asked for personal aspects such as name, favorite color, favorite food, and also when they have to answer yes or no questions. Students struggled with questions in which they should express ideas using different verb tenses.

During the oral tests most of the students asked the observers to repeat the questions once or more and most of them needed to translate the question to answer it; it happened mainly in levels 3 and 4. It reflects a misunderstanding of the questions in the L2.

In general terms, the results reflect a mismatch between the syllabus of the school and students' level in English; what the school wants students to achieve was not observed in the oral tests done.

5.4 Homeroom teacher's interview

The interview (see Appendix 7) with the homeroom teacher reflected her perceptions and beliefs about teaching. In this interview the teacher of this study expressed her beliefs about the use of L1 in class, which are the followings:

According to the teacher, the use of the L1 is essential because when the class is taught only in L2, most of the students do not understand. Spanish is a way to explain the rules and promote students' participation.

G: ¿Cuál es el lugar que ocupa el español en la clase de inglés como lengua extranjera?

Como son treinta y siete y digamos que los que comprenden así el inglés son dos o tres así perfectamente que hablan, escuchan y te pueden entender todo. Quedan otros treinta y cuatro, treinta y cinco volando en el aire, unos que medio entienden pero que les da miedo, otros que no entienden absolutamente nada. Entonces hay como tres, tres puntos. Uno, que es básicamente español, explicar la norma; otro que es combinado, vamos a ver qué significa, esto es, ¿qué significa? y tratar de que ellos mismos encuentren un significado, y la tercera parte que es solo en inglés pero es más que todo contar, contarles historias de lo que ellos quieren aprender y se acompañan con dibujos, con actuaciones, cosas con la payasería intrínseca de la profesora.

Students can interact in English only in an intermediate level and when they have the same English level. Fifth graders cannot express their ideas in English. This is a teacher belief; the syllabus of the school demands students express their ideas in English in fifth grade.

T: Necesitaría que fueran menos niños, no, o bueno, tal vez no menos niños pero sí en un mismo nivel de inglés, así sea en un nivel intermedio; se puede empezar a, a hacer que ellos se integren al idioma y, eh, ir metiendo lentamente otras cosas. Por ejemplo, este paso que dimos este año fue el número uno, que era darles las herramientas para construir frases, para entender cuándo es en pasado, cuándo es en presente, tal. Una vez las tienen, si ellos siguieran el siguiente año, ellos ya tienen esa base; simplemente es construir sobre ella, eh, esa es la cosa. Una vez más, pues, tenemos los niños que están muy, muy, muy por debajo del promedio, les cuesta mucho trabajo, aun así logran pasar porque cumplen con las cosas mínimas; pero ya pedirles a ellos que expresen y que entiendan cien por ciento no va a suceder, no este año, no el siguiente; tendría que ser un trabajo de varios años para que pudieran romper esa barrera, pues porque no todo el mundo, a mucha gente le cuesta trabajo, no a todo el mundo le es fácil.

It is better to teach without books because teachers are forced to see the contents no matter if students had not understood.

T: En mi opinión como profesora que cree en los niños, yo pienso que uno debe ver lo que ellos necesitan. Porque cuando uno sigue el libro se acabó la unidad,

siguió la siguiente. A veces los tiempos en los libros están totalmente desorganizados. Entonces ven, empiezan con pasado, siguen con futuro, luego vuelven a otro tipo de pasado, luego presente, luego otra vez futuro, es, es, es raro; en cambio, tener una secuencia de tiempos es más coherente para ellos; y si uno termina una unidad, digamos presente simple lo terminé, pero resulta que no lo entendieron, les cuesta trabajo, todavía lo confunden, pues en la siguiente puedo seguir viendo presente simple y añadirle lo que seguía. En cambio, con el libro no. En el libro se acabó y se acabó y pues tocaría ver cómo se hace para eh, mejor dicho, hacerlo sin libro es pensar en los estudiantes.

-Teacher cannot explain grammar contents in English. It is vital to use the L1 in grammar explanations, otherwise, students get confused and they cannot speak later.

T: Yo he tenido clases de solamente inglés. O sea, digamos, he tenido eh bloques en los que solamente inglés y les cuento la historia, les hago el dibujo, moneamos ta y ellos van entendiendo; los que no, siguen el dibujo y ¡ah! quiere decir entonces y preguntan en español pero se sigue hablando en inglés que sí; lo pueden hacer. Pero ya entrar a la explicación de cómo funciona la gramática, ahí ya ellos no lo entienden, o sea, los que sí más o menos y los que hablan, lo entienden; pero la otra mitad que es los que les cuesta trabajo o no entienden, no entienden sino como un 10, un 15%; tratar de entender la norma cuando se las explicas en inglés es muy difícil

T: Se puede explicar en inglés. El problema es que la va a entender la mitad del

salón.

-It is possible to teach English in English if the school provides specific conditions.

T: Es posible, pero no en este colegio porque es muy, o sea, es más exigente académicamente respecto a la respuesta en exámenes, respecto a que académicamente deben mantener un nivel, entonces uno puede, se tarda pero lo logra, y se necesitaría muchas más horas de inglés, o sea, no, no, mejor dicho, aquí, ahora con la cantidad de horas que se tiene, no; pero si se armara un currículo con más horas de inglés, mayor exposición al idioma y con, y con otro tipo de dinámicas de evaluación, sí.

-Teachers can use only English in class in advanced courses.

T: ¿inglés ciento por ciento? Yo pensaría que ya de noveno para arriba. O sea, esa es la teoría. Teóricamente. (Risas)

-The mother tongue makes students feel confident. Also, it works better to call students' attention and makes them reflect on their actions.

T: O sea, la lengua materna sirve para varias cosas: número uno, pues como te digo, listo, como, como darle la seguridad sobre lo que más inseguro, más inseguridad les causa; entonces, la gramática les causa inseguridad porque tienen que organizarlo entonces la lengua materna como que los calma y mirá, es aquí, aquí, aquí, ¡ah! ¡Ya!, ahora sí lo puedo hacer en inglés. Eh, pero también les sirve para llamarles la atención porque no es lo mismo que te digan “Por favor, haz silencio, córrete para allá y presta atención, respeto a tu compañero.” que le diga uno en inglés. Entonces, en español, les toca mentalmente, emocionalmente; el español por ser su lengua materna los toca como personas y los hace detenerse o reflexionar al respecto de algo. En inglés uno los puede regañar, ellos mirarán, harán que sí con la cabeza, pero no les va a llegar, sí es que lo entienden; si lo entienden totalmente no les va a llegar tan profundo como su lengua materna.

Regarding to the teacher's responses, the observers found the homeroom teacher considered that is necessary to use the L1 to explain grammar, to have a better students' understanding, and to maintain discipline in the classroom. Besides that, she expressed it is not possible to speak in the L2 due to the students do not have the level in English, she worked with large groups, and teachers can do it in the intermediate levels.

In terms of grammar explanations, the teacher emphasized the importance of using the L1 because the students learn to speak after knowing the grammar structures. These aspects taken from this interview show the teacher gives an important role to the L1.

The observers found, in the classroom observations, the teacher used the L2 in a high rate to explain, to clarify, and to maintain discipline and after that, she allowed students to translate it into

the L1. Also, we noticed the class activities are grammar oriented and this contradicts the CLT approach followed by the school.

3. Conclusions

The findings and their analysis, lead us to conclude about the use of the L1 in a fifth level English class with its effects in the students' oral production in English. These conclusions are the following:

Students are not able to communicate in the target language. They do not use English either with the teacher or with the classmates. There is a frequent use of L1 that does not allow developing students' English oral production skills.

Students can answer questions such as names, age, likes and dislikes, but they are not able to describe people, talk about their activities in past, explain their plans, or make comparisons in L2. Also, they need to translate into L2 everything is said in L2.

Students do not have the speaking level in English they should have in this grade. To help students to improve their speaking skill, it is necessary to make students communicate in the L2; as Nussbaum (1991) says that it is crucial to understand the main objective of an EFL class, which is to use the L2.

The L2 takes an important place for the homeroom teacher, meanwhile the L1 is important for students. Although we can consider that the homeroom teacher promotes the use of L2 when she speaks in L2, this is not enough. Students need more and varied speaking activities to make them interact in L2; as Nunan (2004) and Snow (1994) emphasize the importance of using the L2 to help students to communicate in the L2.

The teacher uses mostly the L2 in her classes to explain, to clarify and to discipline while students use the L1 to interact. It means, the homeroom teacher uses L2 for all purposes. Although she expressed the necessity to use the L1, she does not use it in their teaching practice. She allows students to translate what she had said, to ask and to answer questions and interact in L1.

The school syllabus and the standards of the Ministry of Education, fifth grade students must be able to express their feelings, thoughts, and ideas; talk about past events, future plans and have

simple conversations. Students have difficulties to express themselves in the L2 and they do not have the level expected in the institutional syllabus and in the standards of the Ministry of Education.

Also, the school follows the CLT approach in which speaking in the target language has an important role; but, the real situation is that students use L1 to interact with the teachers and their classmates; they are dependent on the L1. This fact contradicts what Richards and Rogers point out about applying the CLT, in which students express themselves and interact in the L2.

There was a lack of speaking activities in which students could use the target language; students were asked to write first what they had to say and after that read it. This shows that maybe there is a deficiency in the teachers' didactics or teaching style; it is necessary to consider that more and varied oral production activities promote students' confidence and motivate them to use L2 and to improve their speaking skill.

In an EFL class, it is important to know and implement strategies and techniques, according to the level and the characteristics of the group that help students improve their speaking skill. There are a great variety of strategies, such as pictures, mimics, choral repetition, TPR, among others, to explain and clarify what it is taught in the classroom. As some authors mention, the EFL class is the opportunity for students to interact in the target language. Students should be encouraged to use L2; otherwise, they feel they can freely use Spanish to ask or answer to the teacher, or to interact among themselves. This causes students not to put any effort in using the L2, not even in simple practices.

Reflecting about teaching is the opportunity for teachers to be conscious about their own practice and modify it if it is necessary. In the interview, the homeroom teacher came up with some cooperative learning strategies to use L2 in class, such as "mixing good students with the slow ones, so the good ones would help the slow ones to improve their English level." So, teachers look for

better ways to teach the L2, but they need to have a theoretical and pedagogical support to make informed decisions about using or not the L1 and the purposes of using it..

Our experience has shown that the tradition in most of the monolingual schools is teaching English structures through Spanish, because teachers think students have difficulties to understand L2. Another tradition is that English should be learned by using grammar rules, and students would understand and use English better applying the translation method. For this reason, it is fundamental for teachers to know about the new trends in language teaching to make informed decisions in class and modify them according to the specific contexts

4. Observers' Suggestions

After analyzing the results, teacher's beliefs and suggestions, we propose the following changes:

In regard to the number of students, a large EFL class is not the ideal one, and a great effort should be done to change these conditions; however, nowadays in the schools is still common to find more than 40 students in a classroom, especially in public schools. Teachers must face this reality and look for strategies and techniques that enable them to work in this condition and help students to improve their speaking skills.

An equipped classroom is not a warranty to implement the approach the institution claims; this school is privileged, because each classroom has a TV set, a DVD player, and Internet, but the class focuses on grammar explanations with a frequent use of L1. So, instead of this, the teaching method, based on the CLT approach, should focus more on the integrated skills which allows students to communicate with the teacher and classmates in the target language.

To the CLT approach, speaking skill is very important besides listening, reading and writing. Students should get familiar with the language in diverse situations integrating the four skills, they should be exposed to the target language in different contexts in order to develop the language components, and have enough opportunities to use the L2.

Classroom settings reflect the kind of classroom interaction the teacher proposes. When students are organized in rows, looking at the teacher who is in front, students cannot interact with their partners; it suggests a teacher-centeredness. Organizing the classroom gathering chairs in groups or in pairs motivate students' interaction and student-centeredness.

The use of L2 permits students to develop oral production skills, gain confidence and motivation; the class should become an opportunity to talk in the target language. If the teacher decides to allow the use of L1 in class, this decision should be taken knowing the reasons and the purposes of using it.

Creating an English environment is very important to increase the use of L2; the classroom should have commonly used expressions, short texts, cartoons, posters, etc. Also, when students speak in L1, it is necessary to make students to repeat it in English.

It is fundamental the use of supplementary material to get students interested and encourage them to participate in the target language in a more spontaneous, active, and creative way so the EFL class will become more dynamic and amusing.

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6. Appendix 1 Classroom Research II survey

Universidad del Valle
Escuela de Ciencias del Lenguaje
Licenciatura en Lenguas Extranjeras
Encuesta sobre interacción en el aula de inglés como lengua extranjera
Abril de 2014

Desde el Seminario de Investigación en el Aula II, nos proponemos como ejercicio recoger y analizar información relacionada con la interacción entre el docente y los estudiantes en el aula de inglés como lengua extranjera. Esta es una encuesta autodiligenciable. Con el propósito de conservar su privacidad y facilitar su libertad de expresión, la encuesta es anónima y garantizamos que la información recogida es de carácter confidencial. Agradecemos de antemano su participación en este ejercicio.

I. Información de la institución

1. **Tipo de institución:** Pública _____ Privada _____
2. **Modalidad de la institución**
 - a. Bilingüe _____
 - b. Monolingüe _____
 - c. Monolingüe con intensificación del inglés _____
3. **Estrato en el que está ubicada la institución:** _____
4. **¿Cuál es el número de estudiantes en el aula de inglés?**
 - a. Entre 1 -10 _____
 - b. Entre 11 – 20 _____
 - c. Entre 21 – 30 _____
 - d. Entre 31 -40 _____
 - e. 40 o más _____

II. Información personal

5. **Edad** _____
6. **Sexo:** a. hombre _____ b. mujer _____
7. **¿Qué tipo de formación posee usted como docente para la enseñanza del inglés?**
 - a. Licenciatura _____
 - b. Maestría _____
 - c. Normalista _____
 - d. Ninguna _____
 - e. Otra: _____

8. Años de experiencia en la enseñanza del inglés: _____

III. Percepción sobre la interacción en el aula

9. En qué proporción utiliza inglés en clase:

- Entre 0% y 20% _____ b) Entre 21% y 40% _____
- c) Entre 41% y 60% _____ d) Entre 61% y 80% _____ e) Entre 81% y 100% _____

10. En las siguientes circunstancias, ¿qué lengua utiliza usted? Marque *I* para inglés, *E* para español y *A* en caso de que utilice ambas.

- Para corregir _____ Para motivar _____ Para preguntar _____
- Para explicar _____ Para dar instrucciones _____
- Para contestar _____ Para llamar la atención _____
- Otras _____

d) Si escogió “E” en alguna(s) de las opciones anteriores, explique por qué:

11. En las siguientes circunstancias, ¿qué lengua utilizan sus estudiantes? Marque *I* para inglés, *E* para español y *A* en caso de que utilice ambas.

- Peticiones _____ Hacer preguntas _____ Quejas _____
- Propuestas _____ Opiniones _____ Correcciones _____
- Otras _____

12. ¿Usted piensa que debe usarse la lengua materna en una clase de inglés? Sí _____
No _____

13. ¿Por qué?

Muchas gracias por su colaboración

Appendix 2 Observation form

**UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
HISPANOAMERICANO SCHOOL FIFTH GRADE
OBSERVATION: _____**

DESCRIPTION	REFLECTION

APPENDIX 3 Class observation on March 10th

**UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
HISPANOAMERICANO SCHOOL FIFTH GRADE
OBSERVATION MARCH 10TH 2015**

Students have an English classroom on the first floor, equipped with a home theater, a TV and a recorder, and a projector. It is decorated with posters written in English. However, these days they changed the classroom with 5B and had classes on second floor because one student of this course had a surgery procedure and he cannot go upstairs.

DESCRIPTION	REFLECTION
Group 1 5C. 37 Students (Ss) We enter to the classroom. Teacher starts class with 5C grade (GROUP 1). The room is big enough for the 37 students who attend this class; it is well lit and ventilated. There are two fans in the back of the classroom and another one over the white board. There are four big windows, two in each side of the room. In the left corner there is a big television set hanging with the speakers at both sides of the whiteboard; under the TV there is the teacher's desk with a lap top. Next to the television set, on the left side, there is a shelf with a projector on it. Under the shelf there is a poster of Colombia. The board is in the middle of the front wall; in the right side there is a poster written in Spanish: "¿Cómo podemos conservar limpio y sano nuestro medio ambiente?" and three pictures of trash cans indicating the kind of garbage it should be thrown into them. On the left side, there are four medium size drawers and a world map on the top. On the right side, there is a billboard with foaming little stars that have photo of each student. In the back wall of the classroom, on the left there is a broken clock, two more speakers in each side, a big billboard with a couple of kids sat down on the grass, a title "Soy cada día mejor", some mottos around, and a picture of the group. In the corner on the right side hangs a big world map and three on the left looking at the board. Teacher is always in the front standing up and she sometimes sits down to look for a dictionary on line or work with internet.	<i>It is a large group, but they have an equipped classroom.</i> <i>Foreign language teachers can take advantages of having technologic staff in their rooms.</i> <i>We remember what the Director of the elementary section said one day about the foreign language teachers: that they were the only ones who have these kind of tools in their classrooms.</i> <i>Why in Spanish? It is an English class and the English environment is quite important.</i> <i>How is the decoration important in a classroom?</i>

This is a ninety minutes class. The teacher (T) introduces the observers to the children (in Spanish) and explains them why we will be there and what for.

T Hola Buenos días, ellas son dos estudiantes que van a estar observando la clase para realizar su trabajo de grado. Solo van a estar sentadas tomando notas, pero no van a intervenir en la clase, así que no se preocupen.

Students' (Ss) desks are organized in six rows of six children, three lines.

The class begins at 07:50; teacher (T) plays a video with a song in English as a warm up. Students (Ss) sing the song moving their bodies.

T reviews the topic seen to continue working on it in this class.

Today we are going to continue working on the comparatives we started the last class, you will watch the Guinness World Records to write the superlatives.

T clarifies what superlatives are.

Longest el más largo

Smallest el más pequeño

Fattest el más gordo

Most el más...

Today they will continue with the list: since record #89 to record # 75

After that, T: Vamos a continuar con la lista, desde la número 89 hasta el 75.

S asks:

¿Lo vamos a hacer todo?

T: Not all

S translates "no todo"

T plays The Guinness World Records video and continues the activity they had started the previous class.

Ss take their notebook out and write the numbers from 90 to 75 in order to write the Guinness record on each number.

T reads "Most dominoes toppled" record and asks:

What is the superlative?

S most

T repeats the sentence asking:

What is that?

Ss try to translate the phrase.

S el más dominós, los dominós más.

T: how many dominoes? Nobody answers.

T: 4.073.381 four million seven three thousand three hundred and eighty one dominoes.

T writes the record on the board, highlighting the superlative and saying cuatro millones setenta y tres mil trescientos ochenta y uno. Ss write it down.

T: continues in the same way playing the Guinness record, reading it, asking kids to translate and writing on the board.

They accept our presence in a natural way. Students did not ask any question and continue with the class.

This kind of sitting arrangement suggests there is interaction among students.

It seems music motivates children.

T shows self-confident, sympathetic, active, and joyful attitude. Ss enjoy the song and participate actively.

T speaks English fluently, and gives the instructions in that language, but then, she translates all. Is that necessary?

We can see students follow the instructions given. There are many students who write on their notebooks and say nothing. They do not participate or bother the class either, but teacher does not notice them.

What's the purpose of this activity? Students are just answering questions, translating, and writing. Do they understand?

What about the feedback?

Although students understand when teacher speaks in English, they always speak in Spanish. They only use English to answer with a single word.

What happened to the unknown vocabulary Ss are exposed?

Ss do not ask questions, they

They do it with records from 89 to 75. Record 89 T 89 greatest distance flown in wind suit. Ss la distancia T 88 The world's longest toe nails. S Las más largas uñas de los pies. S qué horrible, a mí no me gusta. T 87 longest walk over hot coals. T La más larga caminata sobre carbón caliente. T 86 Most rattlesnakes with a human in a bathtub. T Please do not try this at home. T 85 fastest climb with piano on back. S está como pesado. T 84 most glass panes matched by head. T 83 heaviest aircraft pulled by one man T 82most clothespins on face T 81 World's ugliest dog S a mi me parece que es bonito T 80 fastest speed dragged by a motorcycle T 79 most people crammed into a car T 78 Most rhinestones on a body T 77 world's largest bling. T 76 largest group of Elvis impersonators. T 75 Most t-shirts worn at once. Once they had finished this activity, T: Ok. Let's go to the second part, write the numbers one, two, three, four, five, six, seven, eight, nine, ten, and you continue until the nineteen. S ¿Hasta el diecinueve profe? T I think so. Let me check. Yes. T listen to the song That Power, by Justin Bieber, read the lyrics from the TV screen and complete the 23 missing words on their notebooks. These words are comparatives and prepositions we have already studied in previous classes. En cuarto yo les daba las palabras, ahora en quinto es diferente, ya les toca a ustedes solos escuchar la palabra. T plays the song and stops it when Ss need to write the word. At the end, Ss have the opportunity to listen to the complete song and fill all the spaces out. They compare and correct the answers. T calls different Ss to write the word on the board and she corrects them the spelling mistakes. At the same time they were translating the song. S “yo, yo, yo” to be called to write on the board. To finish the class, the T plays the video again and invites one group of students to dance. The rest of the students sing. Students participate; only few of them are not involved in the activity. Class finishes at 9:20. It is the break time.	<i>write all in silence.</i> <i>T gives the instructions in English, we see students do what she wants them to do. So, we do not know why she needs to switch the language.</i> <i>Students love this song, they sing and are excited. We are surprised to see how Ss like to listen to music, sing, and dance.</i> <i>It is difficult for the observers listen clearly to what students are saying because they talk to each other about the break time, the material they have, and the homework at the same time. They are interacting in Spanish.</i>
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5B GRADE- Group 2. 38 students (Ss).

The class begins at 9:45. This group has a kid who had a surgery and Ss are supposed to take the class on the first floor. But the boy is absent and the class is taken on the second floor.

The sitting arrangement is the same, six lines with six students, three lines on the left side and three lines on the right side and a space in the middle; Ss look at the board.

This group makes a lot of noise and Ss do not pay attention to the teacher; they shout and the class starts late. T calls Ss attention several times.

T Vamos a empezar la clase

T ¿Por qué siempre es lo mismo?

T ¿Hasta cuando tengo que esperar?

They speak between them in Spanish making T speaks up.

T starts the class in the same way.

Today we are going to continue with the Guinness World's Records. Take your notebook and write the superlatives down.

Ss watch the video in silence and write on their notebooks

T 90 the largest dominoes toppled

T 89 greatest distance flown in wind suit

T 88 The world's longest toenails

T 87 longest walk over a hot coals

T la más larga caminata sobre carbón caliente

T 86 Most rattlesnakes with a human in a bathtub

T please do not try this at home

T 85 Fastest climb with piano on back

T 84 Most glass panes matched by head

T 83 Heaviest aircraft pulled by one man.

T 82 Most clothespins on face.

T 81 World's ugliest dog.

T 80 Fastest speed dragged by a motorcycle.

T 79 Most people crammed into a car.

T 78 Most rhinestones on a body.

T 77 World's largest bling

T 76 Largest group of Elvis impersonators.

T 75 Most t-shirts worn at once

T we are going to do a listening activity. You need to listen to the song and fill the gaps with the missing words.

T van a escuchar la canción y van a escribir las palabras que falta, pero primero escriban los números del uno al diecinueve.

In this listening activity T calls the attention in order to keep them in silence. Some Ss do not understand the word they should write.

The listening activity is done and a butterfly enters to the room; a girl shouts.

S tan exagerada

T some people are afraid of animals as butterflies, spiders, and other ones, and for that reason she reacts like that.

Ss begin to write on the board the words in order to correct the exercise

As one of the girls writes a word correctly, a classmate says

Why the activity is planned in the same way if this group behaves differently?

Ss talk a lot in Spanish trying to figure out the translation of each word. Teacher allows this practice in all the activities.

This group is more passionate and also loves this song.

The teacher handles situations out of the topic. She makes students be calm.

S La ventaja es que usted está en el Colombo S Yo no estoy en el Colombo. T En cuarto ustedes miraban la canción, yo les daba las palabras. Ahora no. S Él canta muy rápido. T Ustedes hablan mucho cuando él canta. Ss translate the first part of the song. S Estoy vivo, estoy vivo, estoy vivo, puedo volar, puedo volar, estoy vivo, esto vivo, estoy vivo, estoy amando cada segundo, minuto, hora S ¿Qué es piggy bank? T draws a piggy bank. S alcancía S profe, no la frene, sígala. S ¿Qué? Es que canta tan rápido. S ¡Nooo! Profe. T It's difficult but there is. T It is time to sing and dance The class finishes at 11:30 when they are dancing and singing the song.	<i>Why does this girl consider that Ss who do well are studying at the Colombo?</i> <i>Ss seem they like the activity, but it is more difficult for them. Did the teacher notice it?</i> <i>Ss sing and show happiness and enthusiasm while they are listening.</i> <i>What happened to the feedback?</i>
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Appendix 4. Class observation March 17

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
HISPANOAMERICANO SCHOOL FIFTH GRADE
OBSERVATION MARCH 17TH 2015

DESCRIPTION	REFLECTION
5C grade Group 1 Class begins at 07:50. T Hola buenos día. Primero que todo ya terminé de revisar el taller. Por favor escriban esta nota para sus padre, es sobre el taller que les acabo de entregar. Esto era con el cuaderno abierto. Así que no entiendo por qué a algunos les fue muy mal. Recuerden que hay que estudiar. You have to take the exam next class T dictates a note in Spanish to send it to the parents. Students write on their notebooks. T Nothing on the table. We are going to check the workshop point by point. What happened and why. T please read the instructions before answer the questions. T: Reading comprehension part is about prepositions of place and writing part is about adjectives in comparative form. Some kids go to T's desk for corrections meanwhile others glue the workshop in their notebooks. T Speaking part: Choose a Guinness record of the world. Write three sentences about it; then answer a question about the information you give. (You can read the sentences from your notebook) T Throw the bubble gum T Listening part consists in listening to a story and then answer questions about it. Reading part consists in reading a short story and then answer questions about it in a worksheet. Writing part consists in making sentences or giving information about comparatives, superlatives, and prepositions Ss take their notebooks and write these instructions on their notebooks and listen to some music in English. Once they had finished writing, T continues with topic using the same video, but from record 55 to 44 T the idea is to identify the superlatives, comparatives and prepositions on each Guinness world records T You need to write on the notebook like this Superlative Comparative Prepositions T plays the video, students work in silence, organizing the categories. After that, teacher draws the chart to complete with the Ss answer Superlative Comparative Prepositions 55- The longest ski fall longer than down from	<i>In this moment t uses L1 a lot. They spend forty one hour in this activity</i> <i>If Ss read, is this a speaking activity? How students were prepared for the speaking exam?</i> <i>Teacher works well with TICS</i> <i>Teacher is very organized when writes on the board.</i>

54- The most tattooed on more tattooed than 53- The largest at larger than 52- The deepest under deeper than 51- The most children out of more children than 50- The largest over larger than skydive synchronized 49- The longest through longer than 48- The furthest down from ("because it is thrown") further than lo más lejos 47- The furthest ("eyeball") out of further than 46- The most arrows in more arrows than 45- The deepest (dive) under ("the sea"; 9 minutes, 700 feet") deeper than 44- The most bras behind more bras than 43- The longest behind longer than 42- The longest over ("65 feet") longer than 41- The most in (1 minute 13 seconds") more people than 40- The highest down from higher than The class finishes at 09:20. Ss run to their break.	<i>There is not any student's interaction</i>
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Appendix 5. Class observation March 24

**UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
HISPANOAMERICANO SCHOOL FIFTH GRADE GROUP 1
OBSERVATION MARCH 24TH 2015. RECORDING TRANSCRIPT**

T Eh look at your question, it not in order maybe is disorganized, I would read three times and that's it. Look at your questions in this moment

S Le duele la garganta profe

T You got them

T Ok. First time. One day I went to my friends house, there I saw David, he was in the house, next to him was Michael and they were talking. Suddenly, a frog passed flying over David's head; it escaped from the box where Michael was carrying it. When they got out of the house, looking for the frog, they saw a bus, it was bigger than the elephant sculpture he had, the bus stopped and a lot of friend there were, all of them, Ronny, Harry, Karl, Hanna, and of course Marylyn who was the tallest person in that place. It was a beautiful day.

T First time. Second time. One day I went to my friends house, there I saw David, he was in the house, next to him was Michael and they were talking. Suddenly, a frog passed flying over David's head; it escaped from the box where Michael was carrying it. When they got out the house looking for the frog, they saw a bus, it was bigger than the elephant sculpture he had, the bus stopped and a lot of friends were there, all of them, Ronny, Harry, Karl, Hanna, and of course Marylyn who was the tallest person in that place. It was a weird day.

T Third and final time.

S1 Profe por qué ahora tomas agua

T Sore throat

S3 Profe no dicen que pare el dolor de garganta es mejor quedarse callado

T One day I went to my friends house, there I saw David, he was in the house, next to him was Michael and they were talking. Suddenly, a frog passed flying over David's head; it escaped from the box where Michael was carrying it. When they got out the house looking for the frog, they saw a bus, it was bigger than the elephant sculpture he had, the bus stopped and a lot of friends were there, all of them, Ronny, Harry, Karl, Hanna, and of course Marylyn who was the tallest person in that place. It was a weird day.

So, now you do the reading. As I told you it is a short text, read the questions. And the writing.

Complete this, organize this, and write this and that's it

(Ss finish the exam, they speak in Spanish)

T You have two more minutes. Check your name, your code and the date are written on the sheet.

T The last students of each line pick up the exam please and give them to me.

T Thank you. Andrés, Juan Pablo, thank you. Ok shh. Calm down. Ehh I told you, in the notebook you are going to do this. It is so easy

T ya Angela podés volver allá, no mentira hacéte allá es que este puesto es como incómodo

T you have to draw and color

S do we have to color?

T Color. Five of the Guinness record we saw in class, the idea is for example the tallest man, so, you write the record then, you draw the record. But not in palito.

S No en palito

S En palito

S Yo sé dibujar en palito

S Yo voy a dibujar en palito

S Profe yo no sé cómo se dibuja eso

T of course you have to write it. You write the name. Number 1 write, draw and color. Number two pipipi, that's it.

S yo te quería preguntar si puedo hacer uno de los que vi en internet

T not, not, not the ones we saw in class

T profe en qué fecha vimos los Guinness Records

T In March something

T Laura Gutierrez, what's your code. Doce, trece. Tu código

S soy el 20

T No tu código

S ah trece

T Hey let's go Number 1. Alejandro is the number 1

The student stars the oral exam reading what he has written in the book.

S1 Ehh la otra? One shorter man one longer hair, hair

S2 who's the man with the more longer hair, yes, he has. Is the man who has the long hair in the world? Yes, he is.

T Ah perate

S5 The child stars the cooks in the six seconds the child, the child twelve cooks for the Guinness record

S6 the people china is more longest the history military for a week one year of the world

S7 Is this good, yes this is. It is longest, yes, it is was. What is your color? Your color is pink

T it's Ok

S8 Your name is Heterotous longest eighteen centimeters. The record was achieved on September five two thousand

T Go

S8 Alan Davison is the woman with most body piercings . Davison has over nine thousand piercings. Davison lives in Brazil

T Go

S8 Edward was a man with the ugliest dog. Jersey and his ugliest dog.

T Ok

S9 Edward ugliest dog that is chiguaga. The longest hot dog is beautiful because is longer, is delicious, is beautiful.

Stevenson has a world record

S10 Shakira is a singer

T Shakira is a singer what else?

S10 He

T He?

S10 She is a blond hair

T Do you like Shakira's music?

S10 Yes

T Yesss?

T Ok that's it

S10 Ok

S11 He is the tallest man in the world. His name is Karl Simpson. His measure is meters 36 centimeters. He's about China. He born in 1983

T 1983? Or 19

S11 1953

T Is he blond

S11 No, he isn't

T Do you think he is taller than me?

S12 Yes

T Of course. That's it. Thank you very much. You got a ten

S 12 His record was made on Friday in 2006. He dresses 156 t-shirts

T A hundred and fifty six t-shirts. Every t-shirt was the same color or they were different colors?

S12 Different colors

T Is he from Colombia. Where is he from?

S12 Umm

T Do you know?

S12 No

T Is he is from Colombia

S12 Norte America

T How do you say Norte America in English

S12 Umm (silence) united... States... of américa

S13 He has

T Has what?

S13 He has the tallest in the world

S13 He has the more religious in the world

T Continue

S13 He has the black eyes He has the tallest

T He has the tallest what? Wait, algo me dice que esto lo hiciste ahorita, en mi mente

S 13 Unas frases, la última y borré algunas cosas que las corregí

T No hay frases. Mira el tiene más alto en el mundo, el tiene que?

S13 El es el más alto del mundo

T It is a Little boy or a man?

When the Ss finish the activity in the book, T enters and explains the second part of the activity, writes point number 2

T Write a list of the best T.V. the best for you, the TV shows you think are the best oh my god, then pick one of them and draw and color the characters

S Uno?

T draw and color its characters

For example my TV shows are Gumbble, adventure time, Simpsons, and regular show; those are the best for me and I write pipipipi and I pick regular show and I draw... That is.

S Pero profe solo de una

T Yes

Continue the exam

S14 it is the tallest man in world because of its measure

T ok we have some problems here. It is the tallest man in the world because his or its measure

His because he is a person, it's is an animal, maybe its leg pero si es todo complete he is and his. Is he from Colombia? What do you think? Have you seen a person like that in Cali?

S14 No

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
HISPANOAMERICANO SCHOOL FIFTH GRADE GROUP 2
OBSERVATION MARCH 24TH 2015.

DESCRIPTION	REFLECTION
Group 5C. There is no light in the school. Class begins at 08:00 hours with the quiz the teacher had announced last Tuesday 17th. She writes the date in English on the blackboard. Teacher speaks in English to give the instructions for the test. Then she begins with the reading part reading a short text. “Profe, ¿por qué está tomando más agua?” “Because of my throat.” She continues reading and explains a little more. Then ask them to begin to answer. Students are in silent. There are some ones writing in a concentrated way; other ones are pendant of what my classmate and I are doing; some ones are not writing anything, thinking or maybe they do not know the answer. “You have two more minutes. Check your name, your code and the date are written on the sheet.” Light returns. She asks to the last students of every line to pick up the tests and give them to her. Then she writes on the blackboard: 1. Draw and color 5 of the Guinness Records we saw in class; do it on your notebooks. For example, the tallest man and draw it not in “muñequitos” but like this (she draws one); and you write the name of the record too.” She explains everything in English. Student # 11 asks something in Spanish. Student #1 asks if they are going to begin the speaking quiz (in Spanish too); she answers her she is organizing the sheets. All students take out their notebooks to develop this point. Two students ask something to the teacher. Speaking test begins. The teacher moves two chairs out of the classroom and	We have put a little paper with a number on each student’s desk to identify their participation or not. Students are pendant of everything related to the teacher.

she calls one by one to them to read something from their notebook and then she asks any question to be answered.

Meanwhile, most children are speaking in Spanish among them. Student 5 stands up; students 13, 14, and 15 are drawing; # 15 shows her draw to student 22, who is talking to another one; students 23 and 24 are drawing. Student 6 stands up and talks to student 7. Student 1 is overactive; she is not working but talking to students 15 and 16 of line 3; then she talks and hugs student 17 (a girl), then she talks to students 7 and 18 (she cannot stay at her desk!) Student 12 is sat down checking his notebook. The class is noisy at this point of the quiz. It frequently happens.

A lady arrives and enters to the classroom to talk for a while to student 28. We do not know who she is.

Student # 5 is looking at a magazine of Guinness Records with students 6 and 3. They are commenting something about it. They do it in Spanish. Student 4 is sat down.

Children are talking aloud again. Class is out of order. Student #1 talks to #7. File 2 is now completely sat down. Student 1 now talks to students 15 and 16. Student 2 is drawing in silence. File 3 is completely sat down.

Teacher enters and speaks again in English to a boy: "did you get it?" "Sí" he answers.

"Suenan mucho, teacher" says student #1, referring to the noise made by the marker on the blackboard. "Yes" says the teacher". "No tenía tinta" the same student comments.

Teacher writes point number 2: Write a list of the best T.V. shows (5) and draw and color the main character of one of them. Then she gets out continuing with speaking quiz.

Only students 8, 10, and 11 of file 2 are working in silence. Student #1 is working with student #16; students 14, 15, and 17 of file 3 are working; # 18 is sat down but not working, just looking at her classmates;

We can see that for the teacher it is not easy to control them meanwhile she is doing the speaking part of the quiz.

How convenient is a situation like this during a quiz time?

One can see teacher does not have the dominium over the class while speaking test.

It is rarely all files interact between them.

Teacher calls attention in Spanish (L1)
We can observe that students accept them in a polite way.

students 8, 9, 11, and 12 are working; then the last one stands up.

One can note that students of the first three files talk and walk between them. The other three files do the same. The noise is higher. In that moment the teacher enters: “Una vez más Pepita (student #1) visitando. Siempre lo mismo. En otra clase también te regañan por la misma razón.” In that moment the student comes back to her desk and begins to work on her notebook.

Some minutes later, at 09:22 hours, the bell rings and class finishes. Teacher says to the students she will finish the speaking test on next Thursday.

Appendix 6 Oral test

ORAL INTERVIEWS TRANSCRIPT

April 14th and 29th, 2015

A: Interviewer

B: Interviewed

Oral Interview # 1 Manuela Rivera. Transition

A: Hello!

B: Hi.

A: How are you today?

B: Fine, thank you, and you?

A: I'm fine, thanks. What's your name?

B: Manuela.

A: And your last name?

B: No.

A: I'm not asking for middle name, I'm asking for the last name.

B: Rivera

A: What's your mother's name?

B: Liliana.

A: What's your father's name?

B: Alberto.

A: How old are you?

B: Eleven. Ten, ten, ten.

A: Where are you from?

B: I from eh Cali.

A: Do you have any brothers or sisters?

B: Yeah. Sister, her name is Gabriela.

A: What is your favorite color, Manuela?

B: Pink.

A: How are you feeling?

B: What?

A: How are you feeling? Feel. How are you feeling?

B: Feel. Happy.

A: What do you do in the morning?

B: Eat, brush my teeth, take a shower eh and go to school.

A: And in the afternoon after school what?

B: I'm my home, eating, eh I see T.V. and ...

A: And in the evenings, what do you in the evening?

B: Evening?

A: Yeah? What do you do in the evenings?

A: What did you do yesterday?

B: ¿Ayer?

A: Yesterday. What did you do yesterday?

A: What did you do last vacation?

B: I go to eh go to Manizales.

A: And what are you going to do tomorrow? Tomorrow. What are you going to do?

A: Could you please use comparatives? With that picture. Compare.

B: [...]

A: Great Manuela, thank you! Thank you very much.
Oral Interview# 2andrés Felipe Caicedo. Transition

A: OK. Andrés Felipe, good morning. How are you?
 A: What's your name?
 B: Andrés Felipe
 A: What's your mother's name?
 B: ¿Cuál es mi nombre completo?
 A: Your mother's.
 B: ¿Mi moderes?
 A: Mother
 B: ¿Mi mama?
 A: Yes. Mother's name.
 B: Catalina Villa.
 A: Ok. And your father's name?
 B: No tengo.
 A: Ok. How old are you?
 B: ¿Cuál es...?
 A: How old are you?
 B: ¿Cuál es...?
 A: Where are you from?
 B: ¿Cuál es tu comida...? No.
 A: Do you have any brothers or sisters? Do you have brothers or sisters?
 B: Sí. Yes.
 A: Where do you live?
 B: No.
 A: OK. Ok. What's your favorite color?
 B: Pink.
 A: Ok. What you do in the morning? Or in the afternoon. What do you do in the afternoon?
 B: ¿Cuál es, cuál es...?
 A: What did you do? What is your routine?
 A: Do you like pears?
 B: No.
 A: ¿No? O.K. Does your mother like pizza?
 B: Yes.
 A: What things you don't like?
 B: [...]
 A: Can you play a musical instrument?
 B: Batería.
 A: O.K. Does your father like cooking? Your father.
 B: No.
 A: What did you do yesterday? In the morning.
 B: A la una?
 A: In the morning. O.K. Where did you go during the last vacation?
 B: San Andrés.
 A: Oh, great. With your parents? Ok. What are you going to do tomorrow?
 B: ¿En cuál es...?
 A: Ok. Ok.
 A: Ok. Andrés Felipe, begin.
 B: The is tigh and short.
 A: Ok. What else?
 B: The face is, ¿Cómo se dice fuerte? Ojos oscuros.
 A: Do you remember? Dark

B: Dark. Is dark and black.

A: Ok. No problem. And the superlatives? With here. Tell me about superlatives. Do you remember superlatives? No?

B: No. Superlativos? De ese y ese, ¿por ejemplo? ¿Superlativo entre este y este?

A: Maybe. Yes, but what? Tell me something. What happened with him?

B: With he?

A: He is what?

B: He is a monstruo.

A: But he is small, tall, and what is the superlative?

B: He is short and tall.

A: OK. OK.

Oral Interview # 3 Mario García. Third Grade

A: Sit here. What's your mother's name?

B: Liliana.

A: And your father's name?

B: Mario.

A: How old are you?

B: My father or my mother?

A: You.

B: Ten.

A: Where are you from?

A: Now tú vas a describir a tu compañero. ¿Cómo es él? ¿Cómo lo ves?

B: Mario is short. Mario is play short. ¿Cuántas son?

A: Ahora ustedes dos van a hacer un diálogo pequeño, entre ustedes; como si estuvieran así en recreo, conversando en clase.

B: ¿En inglés?

A: Yes, en inglés, please. Lo que ustedes recuerden.

B: Hello.

C: Hello.

B: Go to play soccer?

C: Yes, ¿y tú?

B: No. ¿Ganamos?

C: Ganamos. No. Winner.

B: Winner, yes. Is a video?

C: Yes (laugh). Ya.

A: OK. Andrés Felipe, puedes volver a clase. Thank you very much. Entonces ahora continuemos con las preguntas.

A: Where do you live?

A: Where are you from?

B: No sabría decir. No.

A: Do you have any brothers or sisters?

A: What's your favorite color?

B: Blue.

A: How are you feeling?

B: Feeling?

A: What do you do in the morning?

B: ¿A qué hora me levanto en la mañana?

A: What did you do?

B: ¿Qué hago en la mañana? Eh, arreglarme para el colegio, going the school.

A: And in the afternoon? What did you do in the afternoon?

B: ¿En la tarde? Play X Box o abotarem.

A: OK. What time do you get up?
 B: ¿Qué hago en mi tiempo libre?
 A: No, what time do you get up?
 B: ¿En qué tiempo me levanto? Six o'clock.
 A: Do you like pears?
 B: Yes.
 A: Does your mother like pizza?
 B: Yes.
 A: What things you don't like?
 B: ¿Qué es lo que no me gusta?
 A: Can you play a musical instrument?
 B: Yeah, no.
 A: Does your father like cooking?
 B: Yes.
 A: What are you doing now?
 B: ¿Cuál es mi clase favorita?
 A: No. What-are-you-doing-now? Doing.
 A: What did you do yesterday? What did you do?
 B: ¿En qué me voy? Es que...
 A: What did you do? What did you do yesterday?
 B: ¿Que qué hice ayer? Pues, going the school, play, eh, play soccer, and, and, and, and eh going the sede a play soccer y educación física.
 A: OK. Vamos a describir acá. Tell me about these two people a classical description or better comparatives, OK?
 B: Y ¿cuáles son sus nombres?
 A: Ah no, no problem.
 B: Él is taller than
 A: You puedes ponerle nombre. El que quieras.
 B: Pablo is taller than Juan.
 A: OK. And what happened to Juan? Juan is...
 B: Juan is beautiful than Pablo.
 A: OK. Now the superlatives. Yes?
 B: Paul is more
 A: Superlatives, no?
 B: No. Paul is the ugliest in the world.
 A: OK, Ok. What else? Another one?
 B: Iron man is. No, Thor is the tallest in. No, es que el mundo de Thor, ¿cómo es que se llama él? O in the world.
 A: Ok. Ahora trata de hacer oraciones con there is or there are. ¿Entiendes? Bueno. Por ejemplo, ahí.
 B: There is Capitan América. No, there is Capitán América.
 A: Y con there are?
 B: Con there are? ¿Con las dos? O sea una con there is y otra con there are?
 A: Uh hum.
 B: Entonces, Capitán América is there are ugliest than Paul.
 A: Ok, Ok. Wait a minute. Thank you very much.
 A: Listo.
 B: Isabella it is intelligent. It is...
 A: And physically?
 B: It is her, hmm her. ¡Eh! Se me fue. Se me fue el color. ¿Qué? Se me fue el color. It is.
 A: Ok. Otra cosa.
 B: It is...
 A: It is?

B: Isabella is eh small. Ya.

A: and her eyes. What color are her eyes?

B: brown.

A: Thank you very much Mario.

Appendix 7 Teacher's interview

UNIVERSIDAD DEL VALLE FACULTAD DE HUMANIDADES ESCUELA DE CIENCIAS DEL LENGUAJE TEACHER'S INTERVIEW

T: Okay, mi nombre es Martha Patricia Peña. Tengo 35 años, de los cuales doce llevo trabajando, doce, catorce llevo trabajando en colegio pues llevo trabajando, mejor dicho, como profesora de inglés o ciencias matemáticas en inglés también. En la actualidad soy profesora del colegio Hispanoamericano para cuarto y quinto de primaria en inglés. Eh, es todo.

G: Bueno, la primera pregunta es ¿cómo se sintió al ser observada?

T: Eh, ya antes ha habido otras personas observando la clase, entonces no fue difícil para mí; simplemente continué haciendo lo que hago.

G: ¿Ustedes cómo organizan el plan de lenguas como la metodología, los objetivos, el...? ¿cómo organizan todo?

T: En el mes de julio, el departamento, todos los departamentos en el colegio se reúnen a observar precisamente esto ¿cómo ha sido lo que, mejor dicho, ¿cómo se hizo lo que se hizo; ¿qué fue bueno?, ¿qué fue malo, ¿qué hay que cambiar? y después se replantea el plan de estudios, la metodología, todo eso. Este año nosotros en tercero, cuarto y quinto trabajamos por primera vez sin libro. Por lo tanto debimos hacer una, todo un estudio para poder saber qué necesitaban los estudiantes en sexto y así poderlo hacer bien. En otros años es basándose en el libro que van a escoger.

G: Eso significa que ustedes los profesores de inglés son los que participan en ese diseño. No está impuesto por el colegio.

T: No. Hay unas pautas que debe tener objetivos, que debe tener metodología, que debe tener ellos dicen debe tener esto, esto, esto, pero nosotros lo armamos sobre esas bases.

G: ¿Lo que ustedes plantean en la metodología, en el trabajo del diseño es lo mismo que ustedes eh hacen en las clases de inglés?

T: Sí, claro. Debe haber una coherencia con eso; e igual, además de hacerlo siempre pendientes todo lo que se hace es fijándose en el plan de estudios se hace el plan de aula y el plan de clase pues, etc. Pero también tenemos, por si acaso no, sistema de Gestión de Calidad que está pendiente de eso también; que uno esté siempre coherente con los documentos que tiene.

G: Y usted dice que aportan, que todos aportan a la metodología. En el caso de los niños de quinto que son con los que usted trabaja, eh, ¿cuál es en términos de objetivos, cuáles fueron los objetivos que usted se planteó para este curso?

T: Este año en particular, como se trabajaba sin libro, la idea era lograr que los niños pudieran expresarse y encontrar el idioma con todas sus normas y reglas gramaticales en la vida real.

Entonces se les pidió ¿qué querían aprender este año?, ¿qué querían conocer ellos? Cuando estaban en final de cuarto ellos votaron por unos temas y basándonos en eso que ellos querían saber se introdujo pues la parte gramatical. Entonces ya para el final de año, en el parcial ellos tenían que poder escribir sus propias frases basándose en las partes de la frase, del pasado simple, pasado continuo, presente simple, presente continuo, futuro con will. Entonces así ellos no, claro seguían la estructura: noun, verb, toda la cosa, pero ya podían expresarse pues muchas veces ellos se les pide diga una idea, escriba una idea y no saben cómo, tienen la idea, tienen unas palabras pero no saben cómo organizarlas. La idea era que ellos pudieran tener esas herramientas y expresarse y entender lo que otros expresan por medio de ellas.

G: Como sabemos que el grupo es numeroso, ¿cómo se maneja o qué lugar ocupa la disciplina en el aula?

T: Pues tiene que ser el número uno, o sea, son 37 por salón. Si no hay orden no hay nada. O sea, tenemos que mantenernos, mantener un orden. Pero ese orden no es impuesto, es un orden de respeto, no es, en muchas ocasiones es muy difícil porque son muchos y con muchos niveles diferentes de comprensión del inglés y de la vida; entonces se trata es como de, al menos yo trato de hacerles tan interesante lo que tienen que ver, que ellos mismos quieren hacerlo. El problema es que no siempre funciona y pues hay que ya tomar otras medidas, pero número uno es escuchar.

G: Escuchar. Y ¿Cuál es el lugar que ocupa el español en la clase de inglés como lengua extranjera?

T: Como son treinta y siete y digamos que los que comprenden así el inglés son dos o tres así perfectamente que hablan, escuchan y te pueden entender todo. Quedan otros treinta y cuatro, treinta y cinco volando en el aire, unos que medio entienden pero que les da miedo, otros que no entienden absolutamente nada. Entonces hay como tres, tres puntos. Uno, que es básicamente español, explicar la norma; otro que es combinado, vamos a ver qué significa, esto es, ¿qué significa? y tratar de que ellos mismos encuentren un significado, y la tercera parte que es solo en inglés pero es más que todo contar, contarles historias de lo que ellos quieren aprender y se acompañan con dibujos, con actuaciones, cosas con la payasería intrínseca de la profesora.

G: ¿Cómo considera debería ser el manejo de la clase para lograr que todos los niños hablen en inglés?

T: Necesitaría que fueran menos niños, no, o bueno, tal vez no menos niños pero sí en un mismo nivel de inglés, así sea en un nivel intermedio; se puede empezar a, a hacer que ellos se integren al idioma y, e ir metiendo lentamente otras cosas. Por ejemplo, este paso que dimos este año fue el número uno, que era darles las herramientas para construir frases, para entender cuándo es en pasado, cuándo es en presente, tal. Una vez las tienen, si ellos siguieran el siguiente año, ellos ya tienen esa base simplemente es construir sobre ella, eh esa es la cosa. Una vez más pues tenemos los niños que están muy, muy, muy por debajo del promedio, les cuesta mucho trabajo, aún así logran pasar porque cumplen con las cosas mínimas; pero ya pedirles a ellos que expresen y que

entiendan cien por ciento no va a suceder, no este año, no el siguiente; tendría que ser un trabajo de varios años para que pudieran romper esa barrera, pues porque no todo el mundo, a mucha gente le cuesta trabajo, no a todo el mundo le es fácil.

M: ¿Para el próximo año, para el próximo año eh se tiene pensado eh seguir con lo mismo, o sea, van a seguir libro o también van a hacer como este año lo hicieron, sin él?

T: Eh, en cuarto y en quinto están en, en, en, se está viendo libros eh pero pues quién sabe, o sea, también está la posibilidad de seguir sin él; eso depende de los resultados y de muchas cosas, entonces, todavía no estoy segura, pero parece ser que van a continuar con libro de nuevo. Es más fácil para los profesores seguir el libro.

M: Y en su opinión como profesora, eh, ¿cómo lo prefiere? O sea, ¿prefiere texto o, o de una manera...?

T: En mi opinión como profesora que cree en los niños, yo pienso que uno debe ver lo que ellos necesitan. Porque cuando uno sigue el libro se acabó la unidad, siguió la siguiente. A veces los tiempos en los libros están totalmente desorganizados. Entonces ven, empiezan con pasado, siguen con futuro, luego vuelven a otro tipo de pasado, luego presente, luego otra vez futuro, es, es, es raro; en cambio, tener una secuencia de tiempos es más coherente para ellos; y si uno termina una unidad, digamos presente simple lo terminé, pero resulta que no lo entendieron, les cuesta trabajo, todavía lo confunden, pues en la siguiente puedo seguir viendo presente simple y añadirle lo que seguía. En cambio, con el libro no. En el libro se acabó y se acabó y pues tocaría ver cómo se hace para eh, mejor dicho, hacerlo sin libro es pensar en los estudiantes.

G: Martha, ¿tú crees que hay una ah, posibilidad de que a los niños solamente se les hable en inglés o que se utilice solamente la lengua extranjera en las circunstancias en las que tú te encuentras? ¿Un grupo numeroso, un colegio monolingüe?

T: Yo he tenido clases de solamente inglés. O sea, digamos, he tenido eh bloques en los que solamente inglés y les cuento la historia, les hago el dibujo, moneamos ta y ellos van entendiendo; los que no, siguen el dibujo y ¡ah! quiere decir entonces y preguntan en español pero se sigue hablando en inglés que sí; lo pueden hacer. Pero ya entrar a la explicación de cómo funciona la gramática, ahí ya ellos no lo entienden, o sea, los que sí más o menos y los que hablan, lo entienden; pero la otra mitad que es los que les cuesta trabajo o no entienden, no entienden sino como un 10, un 15% tratar de entender la norma cuando se las explicas en inglés es muy difícil.

G: Es decir que ¿la gramática, la parte gramatical solamente se puede explicar en español para que se pueda entender o...?

T: Se puede explicar en inglés. El problema es que la va a entender la mitad del salón.

G: Entonces sí es necesario recurrir al español en el caso de la explicación gramatical.

T: Sí.

G: Eh, ¿es posible enseñar inglés sin enseñar gramática?

T: Es posible, pero no en este colegio porque es muy, o sea, es más exigente académicamente respecto a la respuesta en exámenes, respecto a que académicamente deben mantener un nivel, entonces uno puede, se tarda pero lo logra, y se necesitaría muchas más horas de inglés, o sea, no, no, mejor dicho, aquí, ahora con la cantidad de horas que se tiene, no; pero si se armara un currículo con más horas de inglés, mayor exposición al idioma y con, y con otro tipo de dinámicas de evaluación, sí.

G: ¿En qué momento tú crees que a los niños o a los estudiantes se les puede hablar solamente en inglés o se puede hacer una clase con inglés ciento por ciento?

T: ¿Inglés ciento por ciento? Yo pensaría que ya de noveno para arriba. O sea, esa es la teoría. Teóricamente. (Risas)

G: ¿Cómo incide, ya para terminar? ¿Cómo crees que incide el uso de la lengua materna en la clase de lengua, de inglés como lengua extranjera? O sea, si hay una incidencia, si no. Si la hay, ¿cómo?

T: O sea, la lengua materna sirve para varias cosas: número uno, pues como te digo, listo, como, como darle la seguridad sobre lo que más inseguro, más inseguridad les causa; entonces, la gramática les causa inseguridad porque tienen que organizarlo entonces la lengua materna como que los calma y mirá, es aquí, aquí, aquí, ¡ah! ¡Ya!, ahora sí lo puedo hacer en inglés. Eh, pero también les sirve para llamarles la atención porque no es lo mismo que te digan “Por favor, haz silencio, córrete para allá y presta atención, respeto a tu compañero.” que le diga uno en inglés. Entonces, en español, les toca mentalmente, emocionalmente; el español por ser su lengua materna los toca como personas y los hace detenerse o reflexionar al respecto de algo. En inglés uno los puede regañar, ellos mirarán, harán que sí con la cabeza, pero no les va a llegar, sí es que lo entienden; si lo entienden totalmente no les va a llegar tan profundo como su lengua materna.

Appendix 8. Teacher's reflection and suggestions

The following is the literal transcription of the teacher's reflection that was given once the researchers had the results of this study.

Observando los resultados de la, del trabajo, de las los surveys, los las observaciones, los porcentajes, es muy coherente; eh, en realidad solamente podría, podría agregar que es muy difícil eh, tratar de hacer que los estudiantes hablen en inglés en, en, cuando el punto de la enseñanza del inglés no es que se comuniquen y disfruten si no que rindan en un examen. Si lo importante de la, de enseñar una lengua es lograr la interacción, lograr que ellos hablen entre sí, el enfoque es distinto y los salones serían de menor cantidad. Ahora, con 37 estudiantes por salón, en, y seis horas de inglés a la sema ¿cinco? ¿seis? horas de inglés a la semana eh no se logra un resultado coherente de de bilingüismo, nunca se va a lograr, y lo que se ha podido ver allí es el reflejo de un intento en el que no se deja a los niños que no saben tirados, o sea, no es que usted no sabe entonces entienda y hable solo en inglés; y tampoco se hace la clase solamente para los más adelantados; es un ir y venir. Hay que devolverse por los que no entienden, tratar de atraerlos a un punto, llegar hasta los que están más adelantados y devolverse hasta la mitad; es estar yendo y viniendo entre los niveles de inglés que hay en el salón, tratando de mantener su interés, tratando de mantener el gusto y así prepararlos para lo que seguía pues estos eran grados de quinto. En sexto sí es inglés y si no entendió no entendió y se les da en dólares, algo así. Y se les quitan si hablan español, lo cual según entiendo es bastante frustrante para esos niños que no entienden; entonces, es un paso intermedio que había que tomar.

Me gustó haber trabajado con ustedes y aprendí mucho también y, y, y muchas gracias.

Teacher's suggestions

Teniendo salones con tan, tanta diversidad de estudiantes y tan pocos bilingües o semi bilingües, eh, creo que es la mejor forma de mejorar la interacción entre estudiantes para que puedan empezar a hablar inglés, es dar la pauta gramatical, ya que es el, el, el estado en el que el colegio quiere, quiere mantener a los estudiantes, dar la pauta gramatical, ejemplos, y por parejas o por grupos hacer que ellos hablen de algo que, de su interés y que tenga y que tenga que usar esa, esa, esa fórmula, por decirlo de alguna manera. Eh, esto es mucho más fácil si utilizan grupos más pequeños, grupos de veinte o, o menos; pero grupos de treinta y siete es más difícil pero no es imposible. Eh, lo importante es no separar los que más saben con los que más saben, los que menos

con los que menos si no hacerlo, hacerlo mixto, o sea, no importa el nivel de inglés; darles un punto en el que todos se encuentren y hacer que de ahí partan; hagan pequeñas conversaciones, así sea algo simple, una pregunta- respuesta, o una frase, que ellos puedan contar algo de su día, algo de los que les gusta y de esa manera van perdiendo el miedo a hablar con otra persona. Si, si se logra hacer que empiecen a perder el miedo, con cada año que pase van a poder mejorar su nivel de inglés, no van a lograr un nivel bilingüe pero van a, a subir el, los, un puntico a la interacción entre estudiantes.

El cambio que propondría para, para esta situación sería, eh no guiar a los niños con un libro y esa ha sido mi propuesta desde hace mucho tiempo. El libro lo que hace es que los convierte en llenadores de libro, en repetidores de libro. Cuando, los libros obviamente tienen situaciones en los que los niños pueden poner su propia opinión.

Pero cuando se les enseña el idioma como parte de la comunicación de sus sentimientos, de sus intereses es mucho más fácil hacer que interactúen; en cambio, cuando se trata de un repetir lo que el libro dice, llenar lo que el libro dice y terminar el libro porque es la obligación de cada año, eh, tanto los profesores como los estudiantes corren por encima de las páginas del libro y esto lo que hace es perder el sentido de la comunicación como tal. Eso sería lo, una propuesta de cambio y obviamente el, hmm, hacer más pequeños los grupos; no necesariamente dividirlos por capacidad o entendimiento, pero sí más pequeños, de tal forma que los que más saben puedan ayudar a los, a los que tienen más dificultad, haciendo, haciendo grupos. Grupos en los que se colaboran entre ellos para comprender, y, y de esta manera todos salen adelante, no es competir contra el que menos sabe; es sentirse, que el niño que sabe o que entiende más rápidamente, sentirse una herramienta, sentirse útil para ayudar a los demás. Esas son las propuestas que yo propongo, que yo daría.