
Management of teacher talking time in adult students of english as a foreign language at university of Guayaquil

Gestión del tiempo de habla con maestros en estudiantes adultos de inglés como lengua extranjera en la universidad de Guayaquil

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Abstract

This study was a practical action research. The objective was to find out how much adults can feel engaged and motivated to learn English and increase the oral production in class. This research was conducted in a university of Ecuador with a course of adults that are between eighteen and forty years old. The researchers were active participants in the intervention. The intervention lasted seven weeks. It explored different techniques for increasing oral production in an English class. The survey applied to the students and the prolonged observation gave the necessary criteria to answer the research question.

Key words: action research; techniques; production

Resumen

Este estudio fue una investigación práctica de acción. El objetivo era descubrir el compromiso y la motivación de los adultos para aprender inglés y aumentar la producción oral en clase. Esta investigación se realizó en una universidad de Ecuador con un curso de adultos de entre 18 y 40 años. Los investigadores fueron participantes activos en la intervención. La intervención duró siete semanas. Exploró diferentes técnicas para aumentar la producción oral en una clase de inglés. La encuesta aplicada a los estudiantes y la observación prolongada dieron los criterios necesarios para responder la pregunta de investigación.

Palabras clave: investigación de acción; técnicas; producción

Introduction

Learning has to do with the natural characteristics of human beings such as discovery and creativity. Learning has been developed through theories and principles according to the social needs and strengths. In the study of Second Language Acquisition some authors suggest the use of the inductive approach. In the inductive approach students go from examples to set out the rules (Harmer, 2005). Studying English in a country where English is not the official language is important but sometimes not the most important part of the curriculum. Because English is a foreign language, some students do not perceive its real application in their daily lives outside the classroom and can feel unmotivated in class, that way they do not show interest in learning or producing it (Lewis, 1975) this situation could be very frustrating for English teachers.

With this scenario adult learners is a very difficult demographic sector to work with. Their natural fear of making mistakes results in an almost null production of English in class. They become mostly in receptive students more than active students. Adults feel anxious and want to be completely sure of what they are saying before speaking and producing language. Students use English mostly for translations and completing grammar exercises. Grammar is still another part of the language that is seen as the most important in language learning.

Despite the many reasons for getting students to speak in the classrooms, the results are not the ones we expect in adult learners. Frustration make teachers speak a lot in the sessions more than the students and this makes a receptive class. Every adult learner of English has a background and previous experience in English learning, some authors such as Herrera and Murry suggest the creation of meaningful connections

between the existing knowledge and the personal experiences with the new concepts and content to be taught in order to increase the English production in class (2005).

This study explores different strategies for motivating and keeping adult learners in Ecuadorian universities engaged to the class process, and more important, to increase the oral production of English in the English class. The researchers will explore how adult students can be motivated to oral production in an English class in Ecuador.

- Research Question
 - In which ways can speaking strategies increase the oral production of English in adult English learners of Ecuador?
- Sub – Question
 - How do Ecuadorian adult students feel engaged to the English class?
 - What are the perceived benefits of speaking exercises in Ecuadorian EFL classrooms?
 - Which activities can teachers do with their students in class for increasing their oral production?

Literature review

Speaking: definition

Historically humans always have the possibility to express themselves orally. This communication shows that it is one of the most important and useful capabilities for coexistence in a man society.

A big amount of the world's population wants to increase their proficiency in oral expression when they study English but the ability to learn how to speak a new language is more complex than it seems because we have to be aware not only of the context where we are, but also of the people who we are talking to. Richards and Renandya said in his book *Methodology in Language Teaching: An Anthology of Current Practice* (2002): "When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends." (p. 201).

All these authors agree with the researchers about the importance of the oral expression. The communication is the key for the human survival. Without language, there would not be society or human beings. In order to have a good communication process in a casual situation it is necessary to be relaxed and comfortable with the language spoken.

It is harder to make students relaxed and comfortable through speaking English. Normally, when a foreign language is learned it is built a barrier of fear and apprehension around the language. This barrier appears from different reasons: fear to make mistakes, activities too focused in grammar, strict rules or strict teachers. This investigation is looking forward to breaking these barriers and make easier to talk in classes.

These barriers will come down through the correct motivation towards the students. Woolfolk, Hughes and Walk (2012) defined motivation as: "an internal state that arises, directs, and maintains behavior" (p. 372). The motivation can make learners to

respond as expected to stimuli applied in the classroom, and maintain a controlled working environment.

Principles of speaking

It is relevant to mention that according to the author of the book "Practical English Language Teaching: Speaking" emphasizes that it is a fact that children learn their first language in a natural way by listening and repeating words (speaking), while they learn their second language by interacting with people. For that reason, the communicative language teaching has an excellent reception because all kind of people can learn the target language through this method.

In this method already mentioned, the teacher focus on having students interact by communicating with their partners, the students become the center of the class and they have an active participation. But, some problems are visible at the moment when learners want to communicate, for example: missing of vocabulary, lack of correct pronunciation, difficulties to understand to the person they are talking to.

Therefore, principles for teaching speaking will be presented in order to know more about how speaking is learned by students. The teacher has to be conscious of the differences between foreign language and second language learning contexts, considering that even when the target language they are learning is the same, it is essential to know the context because on one hand, for a student who is surrounded by people who speak and listen the target language everywhere will have a great advantage and will be easy to have a fluency when learning but on the other hand, with relation to a student who is surrounded by people who do not speak that language will find obstacles to have a fluency because the opportunities of learning in a course or speaking the target language with some native friends by means of social networks are limited.

It is normal to notice in most of the cases that English teachers speak more than students during the class, for that reason the main objective in order to improve their speaking skill is that students work in groups or pairs.

It is extremely important to emphasize the learning-teaching methods where Stephen Krashen reveals that "the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear (Schütz, 2014).

Nowadays, people have a variety of options when learning-teaching methods to make easier their capacity of learning, for that reason, the following methods are presented below:

The natural approach: Terrell (1977) found the natural approach on Krashen's monitor model which consists in that the learner works with the knowledge acquired previously when producing the target language in an easy and fluently way (Krashen, 2013).

Terrell emphasizes that the natural approach is just like a person acquires his native language process, in this case, teachers do comprehensible input providing visuals, gestures, demonstrations, questions and so on, in order learners acquire the target language instead of forcing them to learn and can communicate and produce naturally.

Audio-lingual method: This method was created during the World War II, because people could not get communicated in the way they expected at the moment of

speaking due to the grammar- translation method was not working apparently, so, as a consequence, the United States government looked for a solution to solve this problem asking help to the universities on doing foreign language programs in order to benefit students and produce an effective communication. Audio-Lingual Method had its reception in the 70s and it lies in memorizing a great quantity of dialogues and reciting repeatedly the language structures considering that it was believed that as much as a student practiced the dialogues would get an improvement on the oral language proficiency, for which the main goal of this method got focused on speaking the foreign language through the continuously listening of audiotapes and practicing of dialogues without using the native language, but at the very end the ALM did not fulfill the expectations of the students because it did not provide a help for a real communication (Ariza et al., 2015).

Suggestopidia: Lozanov (1982), the Bulgarian psychiatrist and educator wanted to break the psychological barriers people had about learning, creating the Suggestopidia method as a solution.

Therefore, it is recognized as a fun and interactive communication method due to the elements it uses in class, such as: art, drama, physical exercise to influence students in the development of the four skills, causing in teachers the creativity and imagination to reach a perfect environment in the classroom (relaxed and not- threatening) to teach learners in a non- stress manner but comfortable, created by Moreover, in this method, students are allowed to speak in their native language when necessary to give them the confidence to learn the target language and also students make sure they can think and know they can learn, as Piper (1976) said: "I think I can, I think I can, I know I can".

Students will be challenged to practice the foreign language through games, songs, creative dramas and much more. Even when this method has not been considered to put into practice in the U.S. classrooms because of the textbooks do not give the opportunity to do them with the students (Ariza et al., 2015).

At the contrary, for this project is relevant because the need of learning in this way makes the English lessons more attractive and engage for the developing of students' abilities, in special the speaking which is the main skill students find troubles.

The silent way: This method created by Caleb G. establishes that the teachers will keep in silent most of the time, to produce in students the development of communication without the teacher participates actively.

In this case, teachers give the instruction and the students start put them into practice producing in them the responsibility of managing and improving their skills.

It is necessary to add that this method is not easy to use at all; teachers have to be previously trained to apply this methodology and also because teachers tend to speak more than students and most of them prefer not to make use of it (Ariza et al., 2015).

The shadow method: Nelson (2015) mentions that this method created by Dr. Alexander Arguelles provides a new way of speaking for students, instead of repeating they do imitations. In addition, students do not need a high level vocabulary using the shadow method because learners will listen and immediately imitate the sounds of the words they are listening to freely without translating them, for that reason this method is feasible for this project.

The scriptorium method: Nelson, Whitney (2015) names the scriptorium method established by Dr. Arguelles (The same who developed the shadow method), in order students learn the spoken word by repeating it out loud, writing or not writing it on a piece of paper.

This method it is called scriptorium because of the fact learners used to write notes unconsciously while the teacher speaks. Even for native learners the scriptorium method is commonly used.

The importance of this method for this project is that students can pronounce and recognize the word while they are listening to.

Total Physical Response method: This method is based on the principle that students can learn better when involving physically as well as mentally. In TPR, students are ordered to respond in a physical way to a series of instructions. As the teacher gives an instruction and the students respond physically, the teacher verifies students' comprehension of the instruction. At the beginning, the teacher starts with simple instructions such as:

Teacher: Say hi! (teacher models)

Students: Moving their right hand (physical response, not verbal)

The objective of this method is that students can follow the command only when the teacher gives the instruction, but to get to that point, it is necessary students practice several times teacher's commands.

Teachers can use pictures, objects, and realia in order students manipulate them and they respond physically, for example, the students are studying a unit on "colors". The teacher can show some slides with objects that have the appropriate color and students respond by touching in the classroom any object that have the color showed.

As benefits, the students can get involved in the lessons, and the teachers are able to confirm whether or not the students are developing listening comprehension. This is a perfect way students can learn verbs and new vocabulary using TPR (Ariza et al., 2015).

In addition, the speaking activities are notably important to do in an English class. Stephen Krashen (2013) establishes that "Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (Schütz, 2014)

Classroom speaking activities are relevant in teaching- learning process because they are the tools teachers use to put into practice the knowledge that students has been receiving during each single lesson and also learners improve this important skill.

Factors affecting the oral production

EFL learners affront different situations which influence the oral production learning process such as the conditions in the performance, the affective factors, the listening skill and the given feedback during the speaking tasks. However; the speaking skill is affected by some linguistic components of language such as phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

In the English Language the pronunciation of words is not similar to their writing form or in the case of words with similar spelling which are pronounced differently depend-

ing on the context they are surrounded. Reason why, non-native speakers of English get confused in producing the language and present many difficulties in the phonology aspects of the language learning comprehension. That is why; EFL learners need to be instructed in the knowledge of words and sentences, how words are divided into different sounds and how sentences are stressed in specific ways.

The Grammatical competence also provide speakers the fluency they need through the usage of a well-structured language the semantic problems non-native speakers commit are those that change the meaning of utterances they want to convey and create some problems on their understanding.

Also, motivation is influenced by the components different sounds and how sentences are stressed in specific ways. The Grammatical competence also provide speakers the fluency they need through the usage of a well-structured language

The people whose language is being learned sensitize learners to the audio-lingual aspects of language and make them more sensitive to pronunciation and accent of language. Otherwise; learners have an unfriendly posture towards the language non substantial improvement in acquiring the different features of language will be developed. Without positive attitudes among the speaking performance, the aim of speaking will not be obtainable.

The apprehension some learners feel through their oral production is pertinent to some personality traits like anxiety, inhibition, and risk taking. Oral production in a language sometimes results anxiety which in extreme situations may lead to despondence and a sense of failure in learners

Accordance with the CLT model method which is based on communication and participation of students in class, CLT methodology pursues a learner's meaningful English experience in useful L2 interaction, with meaningful activities and pretending communicative situations, which implies the use of less structured and more creative language tasks. Interaction is the key in the model used and interaction implies more participation and production of students, the use of CLT remarks and reinforce the communication in the classroom and as a consequence of this, the teachers' presence should be minimal, group works, pair activities must be encouraged instead.

Activities for EFL learners ought to be designed on the basis equivalence among haste and accuracy achievement; considered important elements in the communicative approach. As much practicum is delivered inside classrooms developing the communicative competence the more accurate and fluent students will become.

Fluency or Haste is considered by teachers the main speaking trait to develop in EFL learners. Hughes (2002) defined fluency as the ability to speak understandably without interrupting communication and keeping the attention of listeners. Hedge (2000), also determined fluency as the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second trait considered of great importance in the oral production skill is accuracy. Mazouzi (2013), stated that EFL learners should be fluent in learning a foreign language. Therefore, teachers should emphasize on accuracy in their teaching process as well. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, (Gower, Philips, & Walter, 1995). Enough attention must be paid to the exactness and the completeness of the language form through grammatical structures, vocabulary and pronunciation (Mazouzi, 2013). Within accuracy EFL students should be able to use words and expressions correctly.

In the other hand, Thornbury (2005) placed pronunciation as one of the characteristics of accuracy to be thought and learnt in the lowest level of knowledge and the one teachers and learners do not pay attention to. In order to speak English language accurately, teachers and learners need to be exposed to phonological and phonemic awareness instruction in order to enhance the teaching-learning community well awareness, self-correction and confidence in the English Language.

Teacher talking time

The tendency of teachers to talk too much time in the class make students get bored and do not pay enough attention because they feel they will not have any opportunity to express themselves. This tendency could be replace by applying different strategies like: Elicitation instead of Explanation, using body language, mime, gestures, facial expressions, give students time to think and talk, ask open ended questions, make the students to produce by themselves, etc. However for CLT classes TTT has to be applied for a better comprehension of students. It can be said that there are advantages and disadvantages of TTT it depends on the amount of students we are working with, the students' level and so on.

An outline of the results of four investigations reviewed by Chaudron (1988) in each of which, although the researchers have applied different criteria, they underscore the prevalence of teacher talking time over student talking time:

The investigations carried out by Chaudron it is noticed that TTT is a tendency in most of English classes and it is a factor that influences different kind of classes, with different amount of students in different levels, investigation that demonstrated that this phenomenon occurs in most of the English classes around the world.

The ideal class should be focused starting with 50-50% TTT and STT in order to encourage our students to produce more day by day, class by class, with the final objective to get 70% STT and 30% TTT in that moment we can say that our students are really producing in the class but everything depends on the different strategies we apply during the class which has to be tied to the topic of the class.

Learners should learn by doing: the more actively involved students are in their own learning, the more likely they are to retain what they have learnt. Activities such as tasks completed in small groups, in which learners are engaged in experimenting with the TL, and having to choose regarding learning, are examples of learning by doing. Tasks appear to be, indeed, a major component of a learner-centred approach (Nunan, 1988).

Accordance with Nunan's cite students need to be engaged in the learning process but it depends on the activities students perform, it is essential they practice what they are learning in order they can remember what they did previously.

Methodology

Introduction

This study intends to observe how the application of instructional speaking techniques can motivate and increase the oral production in adult English classes. The researchers

want to establish the relationship between Ecuadorian adult English students and oral production in English and would like to provide a list of speaking activities that may be useful in the English class for increasing the oral production as well as reducing the teacher talking time.

In order to accomplish the objectives, the researchers conducted a practical action research project. This type of research considers their autonomy and experience to make decisions in the process of the research, including data collection and analysis. This type of action research intends to improve the researcher's professional practice and at the same time benefit the institution where the research is conducted. (Gay, Mills, & Airasian, 2012).

Setting

This study was set in a university located in Guayaquil, Ecuador; this is a state university. Both researchers are members of the faculty at this institution. The specific college where the study was done was the college of education, the school of languages, where students receive special instruction for being English teachers. The school of languages has one building, in this building there are classrooms, administrative offices and a bilingual library.

The classrooms are very basic, the teachers need to transport the equipment such as cd players, computers or projectors for their classes. There are almost 500 students attending to the school of languages. Each classroom has an average of 45 students, the age of the students is between 18 and 40 years old.

Even though it is the school of languages, not all the subjects are taught in English, some subjects are taught in Spanish too. English is an important subject of the curriculum, with nine periods a week. Each period lasts sixty minutes. The level of English of the students is mixed, some of them have a basic level and some others a basic intermediate, just a few of them may have a high intermediate level.

Participants

The participants of this study were the students that belonged to one the English course that was assigned to one of the researchers, the fifth semester. The researcher did not interfere with the forming of groups or the decisions of the authorities about what courses he would teach, He chosed the class for applying the intervention based on the number of periods the course had. There were 25 students in this class and all of them agreed in taking part of the study by signing a letter (Appendix B).

Role of the Researchers

For this specific study the researchers were participants' observers, in this role, the researchers are part of the observed situation. One of the researchers participated of the situation and at the same time collected data by watching the behavior of the people or environment in general. One of the most important benefits of being a participant observer is the relationship that the researcher builds with the participants. This relationship would not exist if the researcher was not involved in the situation (Gay, Mills, & Airasian, 2012).

Intervention

In order to gain prior knowledge of how students react to the oral production in class, the intervention started with a survey (Appendix A) about the way the students perceive the oral production in the English class. Once the researchers analyzed the data obtained in the survey, they video-taped a class and after watching the video the researchers completed a field notes and wrote reflections on what was observed.

The video recorded was one of the researcher's classes. In this part of the intervention, the objective was to measure the amount of time the researcher and the students spoke in class. The class was about food, interesting topic and most of the students have a previous knowledge in this area. The objective of the class was to introduce a vocabulary of vegetables. The book purposes to recognize the words that represent vegetables and were written in a different color, then match them to pictures. This is a very simple exercise and does not require much of students' oral production, so the researcher decided to change the task. He chose to ask his students about the kind of food they knew and guided them to say "vegetarian food", once he obtained the expected response, he encouraged them to say what the main element in vegetarian food is. They obviously said vegetables, in that moment, the researcher encouraged them to list the vegetables they already know, and finally compared their lists with the one in the book and added more vegetables if there were some that students did not consider in first place.

The researcher tried not to speak too much, but the minimum. Unfortunately, the silent period between the researcher's questions and the answer of the students was too long, so the researcher continued speaking trying to make them develop and discover the answers. The result was that in a twenty-minute recording, the researcher's talking time was of twelve minutes, which is sixty percent of the recording. There were three minutes of silence and only five minutes of students' production and participation. Even though, the class objective was accomplished, the challenge of not speaking too much was not.

For the next session, the researcher applied a technique for increasing the oral production of the students and at the same time reducing his teaching talking time. The researchers also video- taped that other session and wrote another note report.

In the second video recorded, the class was a reading session. The main topic of the reading was about the benefits and different ways to plan. The best part to make students produce language is in the pre reading. The researcher guided the questions and made people speak. The researcher related the topic to their real lives and respected the silence moment. Some students were eager to share what they thought and what they lived. They cracked jokes and felt comfortable while doing it. Then they looked at the pictures and described them.

The next step was pure students' production, since they read orally the article. In order to make all of them participate, they read by sentences, that way they paid attention to their partners. They did not want to get lost and more importantly they read carefully trying not to make mistakes, even though they made few pronunciation mistakes, they were not corrected. The researcher wanted them to feel confident when reading, so pronunciation mistakes were not considered at this point. After that they discussed in groups what the advantages and disadvantages of the different ways of planning were and decided which one is the best they read about and shared their reflections in public.

The results in this recording were better than the previous one. This time, the teacher talking time was notably reduced. In a forty-minute session the teacher talking time was approximately fifteen minutes, that is less than fifty percent. Even though there was silent moment, this silence was followed by a stronger production of ideas. Students needed this moment to process their thoughts. The silence moment was about ten minutes and the student's production was fifteen minutes equaling the teachers.

Results

Several forms of data collection were utilized in this study. A survey is a way to collect specific information about one group of people (Gay, Mills, & Airasian, 2012). The survey proposed for this study collected the way students perceive oral production, how they feel when they speak in English and if they would like to increase their oral production in class. (Appendix B)

In order to document how engaged students were during the intervention, the researchers wrote field notes while the activity was being implemented. The field notes recounted as exactly as possible the important aspects of the situation observed (Gay, Mills, & Airasian, 2012). At the same time, the class was being videotaped to validate the researchers' observation and allow for accuracy in details that could have been overviewed at the beginning. This procedure was repeated for the next session.

At the end of the intervention, the researcher had two different field note reports that helped him to analyze the amount of the students' participation as well as the researcher's talking time. This participation was measured by observing the behavior of students during the classes, the researchers noticed how many students raised their hands and answered questions, he also saw the amount of students that solved the tasks, the way they interacted with their peers and if there were students that did not seem engaged to the activities.

Data Analysis

The survey about the way students perceived oral production in class gave the researchers the orientation for identifying the problem. (Appendix C). The most practical way to tabulate results is having close ended questions and makes simple percentages of the results. (Gay, Mills, & Airasian, 2012). Since there was a big percentage of students that felt eager to increase their oral production, then the research was possible.

The field notes written during the process of research and after watching the videos were analyzed making a comparison between them both. This comparison said how students feel motivated and engaged after the activities and which activities they liked the most. The researchers used index cards for collecting similarities in the field notes. The use of index cards provide more manageable forms to read and reread the information obtained in the field notes (Gay, Mills, & Airasian, 2012).

Timeline of the Study

Table 1

Timeline

| DATE | ACTIVITY |
|------------------------|--|
| July 3, 2017 | First Video Conference with Miss Lucila to explain project's structure |
| June 18 | Second Video Conference with Miss Lucila to confirm the topic |
| July 27 | Application of Surveys to students |
| July 31st | Analysis of results |
| August 1 st | Recording 1 of Mr Donoso's class |
| August 7-11 | Application of new strategies |
| August 14-18 | Recording 2 of Mr Donoso's class |
| August 18 | Third Video Conference |
| September | Analysis of videos |
| October 16 | Presentation of results |

Trustworthiness

For trustworthiness purposes, the researchers intend to assure credibility and transferability to their work. In order to do that they used different strategies published by Guba in 1981 and cited by Gay et al. (2012) in their book Educational Research. These strategies include prolonged engagement, persistent observation, triangulation and collecting detailed descriptive data (onus on reader). Prolonged engagement is practiced in order to avoid misbehaviors due to the presence of the researcher. Persistent observation is recommended for noticing common qualities and unique characteristics of the phenomenon. Triangulation of data, is applied to have a complete description of the phenomenon by correlating different ways of data collection. The detailed descriptive is used to allow comparisons to different contexts (Gay, 2012).

In this study, the six-week intervention as well as the role of the researchers, that one of them was the teacher, provided prolonged engagement. The videotaping of the process gave the persistent observation needed for gathering all the details that might have been overviewed during the class development. The study had field note reports and a survey, these kinds of data collection were correlated in order to have a big picture of the level of engagement and motivation. Finally, the field note reports of the observation were written in detail, so the data reported can be compared with other realities.

Discussion and conclusions

Speaking English in class is a difficult task for adult learners, even though they have the knowledge, they do not seem to be sure of speaking. Adult learners are able to

try new activities, it is a little more challenging for teachers to convince them, but it is worth the effort. Activities purposed by standard English books do not seem to provide enough speaking opportunities for students. Reducing teaching talking time requires a very detailed planning of activities. Reading aloud is a way to increase students' oral production in class. English teachers must provide students opportunities for developing speaking skills in all their classes. Activities purposed by the English books can be modified in order to provide speaking time for the students.

Teachers should respect the silent period and should not interfere in the process of students to organize their ideas before speaking. The results of this study might be shared with the rest of the English staff in the school of language where the research was applied. A copy of the complete research paper will be available in the school's library for future references.

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APPENDIX A

SURVEY 1

For each of the following items put an X besides the choice that best describes you

1. Gender: Male Female
2. Age: younger than or 20 21 - 30 31 -40 older than 40

For the next questions. Circle the options you feel related to

3. During the English class I speak English:
 - a. all the time
 - b. just when the activity requires to do so
 - c. rarely
 - d. never
4. When I speak English I feel:
 - a. confident
 - b. nervous
 - c. afraid
 - d. anxious
 - e. other _____
5. I avoid speaking English because:
 - I never avoid it
 - b. It is difficult for me
 - c. I don't like the corrections
6. When my teacher asks a question I usually :
 - a. I answer it
 - b. I wait for my friend to answer
 - c. I don't answer
 - d. I answer in my native language

- a. Raise my hand for answering immediately b. wait until another classmate answers
c. mentally translate the question to Spanish d. hide behind my partners

7. I consider that my teacher speaks:

- Too much b. enough . not enough d. very little

8. I think I need to increase my production of oral English in class

Yes No

APPENDIX B

OBSERVATION FIELD NOTES

High School: _____

Course: _____

Class Number: _____

Name of the song: _____

Perceived Level of Engagement: _____

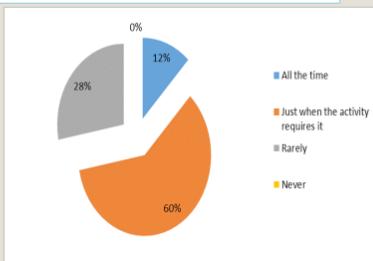
Details seen : _____

Thoughts: _____

APPENDIX C

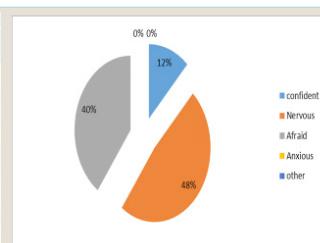
RESULTS: 1. During the English class, I speak English

| Chart N° 1 1. During the English class I speak English | | | |
|---|------------------------------------|-----------|-------------|
| CODE | CATEGORY | FREQUENCY | PERCENTAGES |
| Item N°1 | All the time | 3 | 12% |
| | Just when the activity requires it | 15 | 60% |
| | Rarely | 7 | 28% |
| | Never | 0 | 0% |
| | Total | 25 | 100% |



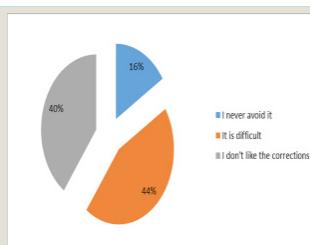
WHEN I SPEAK ENGLISH I FEEL:

| Chart N° 2 1. When I speak English, I feel | | | |
|---|-----------|-----------|-------------|
| CODE | CATEGORY | FREQUENCY | PERCENTAGES |
| Item N°2 | confident | 3 | 12% |
| | Nervous | 12 | 48% |
| | Afraid | 10 | 40% |
| | Anxious | 0 | 0% |
| | other | 0 | 0% |
| Total | | 25 | 100% |



I avoid speaking English because:

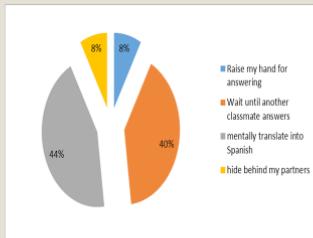
| 3. I avoid speaking in English because | | | |
|--|------------------------------|-----------|-------------|
| CÓDIGO | CATEGORY | FREQUENCY | PERCENTAGES |
| Item N°3 | I never avoid it | 4 | 16% |
| | It is difficult | 11 | 44% |
| | I don't like the corrections | 10 | 40% |
| | | | |
| | Total | 25 | 100% |



When my teacher asks a question, i usually:

4. When my teacher asks a question I usually

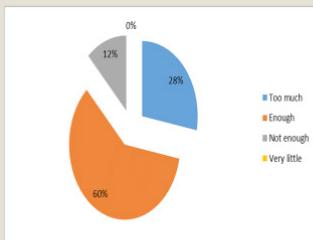
| CODE | CATEGORY | FREQUENCY | PERCENTAGES |
|----------|--------------------------------------|-----------|-------------|
| Item N°4 | Raise my hand for answering | 2 | 8% |
| | Wait until another classmate answers | 10 | 40% |
| | mentally translate into Spanish | 11 | 44% |
| | hide behind my partners | 2 | 8% |
| | Total | 25 | 100% |



I consider that my teacher speaks:

5. I consider that my teacher speaks

| CODE | CATEGORY | FREQUENCY | PERCENTAGES |
|----------|-------------|-----------|-------------|
| Item N°5 | Too much | 7 | 28% |
| | Enough | 15 | 60% |
| | Not enough | 3 | 12% |
| | Very little | 0 | 0% |
| | Total | 25 | 100% |



I think I need to increase my production of oral English in class

6. I think I need to increase my production of oral English in class

| CÓDIGO | CATEGORÍAS | FRECUENCIAS | PORCENTAJES |
|----------|------------|-------------|-------------|
| Item N°4 | yes | 25 | 100% |
| | no | 0 | 0% |
| | Total | 25 | 100% |

