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**B.A. MONOGRAPH**

**AN ANALYSIS OF A 3rd GRADE EFL CLASSROOM OF A PRIVATE SCHOOL IN  
QUITO: CASE STUDY**

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***Dedication***

*To my parents, friends, loved ones, and especially myself, for supporting and helping me  
make all this possible.*

***Acknowledgment***

*I wish to express my sincerest gratitude to my dear monograph tutor Verónica Montero for all her good intention in giving me her time, patience, and nobility during the completion of this monograph. Thanks to the reading committee for their comments and rectifications. I would also like to thank the school that was willing to let me make the necessary observations. Without them, this work would not have been possible. Finally, a special thanks to my parents, for being able to give me the blessing of having an education.*

*“It’s the teacher that makes the difference, not the classroom.”*

*(Michael Morpurgo)*

### **ABSTRACT**

This thesis arose from the interest to improve teaching English as a foreign language at an elementary level. A study was held about how the teachers learning methods affected 4 groups of 30 children each, and which were the teaching methods the teacher used. An analytical descriptive table was used to compare and indicate quantitative and qualitative data to obtain a wider view of the phenomenon. The study concluded that in order to effectively teach an EFL class is to state your authority and focus on the students' needs to plan your class correctly, therefore managing it with ease. Thus, a series of recommendations were given. The purpose of the recommendations is to enhance teaching English as a foreign language, so that students and teachers succeed in an academic setting.

### **RESUMEN**

Esta tesis surgió del interés por mejorar la enseñanza del inglés como lengua extranjera a nivel elemental. Se realizó un estudio sobre cómo afectaban los métodos de aprendizaje de los docentes, a 4 grupos de 30 niños cada uno, y cuáles eran los métodos de enseñanza que utilizaba el docente. Se utilizó una tabla descriptiva analítica para comparar e indicar datos cuantitativos y cualitativos para obtener una visión más amplia del fenómeno. El estudio concluyó que para impartir una clase de inglés como lengua extranjera de manera efectiva es necesario declarar autoridad y concentrarse en las necesidades de los estudiantes para planificar la clase correctamente y, por lo tanto, gestionarla con facilidad. Así, se dieron una serie de recomendaciones. El propósito de las recomendaciones es mejorar la enseñanza del inglés como lengua extranjera, para que los estudiantes y profesores tengan éxito en un entorno académico.

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## **PREVIOUS STUDIES AND JUSTIFICATION**

Regarding teaching strategies, there are extensive studies that have already been done in Ecuador at Pontificia Universidad Católica at the Faculty of Education Sciences. In her graduate thesis Alvear (2017), discusses didactic strategies to strengthen English learning in intensive courses at Pontificia Universidad Católica del Ecuador. The study concluded that the most influential factor is motivation, so a group of motivational strategies were developed. Additionally, strategies based on language teaching methods and approaches that best suited the needs and student objectives were also developed. Another graduate thesis Aguinaga (2008) deals with the motivation of the English students at Pontificia Universidad Católica del Ecuador. Her work is based on the theory of metacognitive, cognitive, and socio-affective learning strategies, motivation, and ways to achieve meaningful learning. Moreover, in the School of Linguistics we have some studies regarding this topic. First, we have Córdova (2021), which discusses the presence of the Atlas complex in educational systems focused on the role of the teacher that promotes the use of methodologies that limit student participation in their learning process. The objective of this paper is to determine if there are patterns that evidence the occurrence of the Atlas complex in classes of English as a Foreign Language at the Pontificia Universidad Católica del Ecuador. Finally, we have Unda (2014). In her thesis, Unda presents an analysis that demonstrates that materials used for teaching do not always go hand in hand with students' needs and class objectives. This thesis also wants to prove that these materials should be used with caution because they can sometimes require adaptation for them not to interfere with the learning process.

Nevertheless, since there is no study in Ecuador that focuses on teaching methods in EFL classrooms, this research is of social relevance, since it sets a precedent in relation to the subject, which could be the basis for future studies concerning problems regarding language use, class management, and class preparation in the EFL classroom. Likewise, it is of personal interest to carry out this study since I plan to teach English as a foreign language to children.

On one hand, from a personal point of view, the subject deserves special attention because, from my own experience, I have noticed the lack of pedagogical knowledge and tools that should be implemented and given in a classroom for it to be taught effectively and for teachers to have the correct training about EFL classes so that students can learn their second language correctly. On the other hand, socially, it is interesting that, despite the implementation of courses and awareness, teachers are still making evident mistakes that can really damage the students' second language acquisition. Finally, on an academic level, no research has been carried out in Ecuador about an investigation on how an EFL classroom should be given and what are the proper tools and what could be the consequences of being under prepared as a teacher.

## **INTRODUCTION**

English is one of the most important languages in the world as it has a primary role in communication. It has become an international language. This monograph will analyze the process of teaching in an EFL third grade classroom. According to Vivian Cook (2016, p. 5) aiding people with their second language acquisition is a very important task now-a-days.

Children can pick up a different language from their native tongue in all kinds of ways depending on how much they're around it and what kind of experience they have with it. When children are learning English as a foreign language, the teacher usually must make sure they get the opportunity to learn and hear the new language. In addition, teachers must help their students figure out how to learn it correctly.

Starting with class management, according to Richards (2011) good classroom management is an essential part of having a successful lesson. In certain classes, having a positive environment has a good effect on students: they become more relaxed, focused, and are more willing to work as a group. Within class management we have class planning which is equally as important as managing a class. According to Richards (2011), an effective language instruction involves a comprehensive approach that exceeds the basic compilation of classroom activities and exercises, as well as an in-depth presentation of textbook material. When it comes to teaching a particular lesson, teachers should consider the best way for learners to practice and exceed their language knowledge. Lastly, we have a technique implemented in many EFL classrooms with the purpose of immersing the students in their second language. According to Curtin (1986) the Total Immersion Method has to do with the learner's environment and applying the target language in any situation that surrounds him or her. This method, focused

on elementary levels, promises learners a complete proficiency in the target or second language.

When analyzing an EFL classroom in a private school in Quito, I was able to identify problems concerning class planning, class management and the degree of exposure and use of the target language. During five observation hours, I noticed the following issues: The teacher did not appear to be concerned with the management of the students and maintaining discipline in the classroom. The total immersion method, which has been implemented by the school, was not used properly, so the teacher resorted to code switching, when talking with her students. The last issue I was able to identify was some problems in class planning. Concerning this topic, the teacher was unable to complete an activity on time and ignored the segments of a lesson. She did not seem to consider the attention span of third graders.

## **OBJECTIVES**

### **General Objective**

Analyze the teaching methods of a 3rd grade EFL classroom of a private school in Quito.

### **Specific Objectives**

- Determine the extent to which the teacher uses the total immersion method in the EFL classroom.
- Identify the class management problems presented in this classroom.
- Analyze if the teacher implements class planning strategies in this EFL classroom.

## LITERATURE REVIEW

### 1. Class Management

Children have the potential to acquire a second language through different circumstances, which rely on the level of exposure to the target language. In EFL contexts, educators bear most of the burden for creating avenues for students to learn and be familiarized with it. Moreover, they must assist learners throughout their educational journey inside the classroom. One aspect that falls under teachers' responsibilities is class organization or management - this pertains to how instructors' structure both the social dynamics and physical layout of their classes to foster an environment conducive to education. (Wright, 2005). Good classroom management is crucial in a successful lesson. In certain courses, a highly encouraging and optimistic environment can be easily identified: Students feel at ease and attentive, working effectively as a group and individually. In other cases, students have no interest in the class and make no effort to work along with their classmates and teacher. (Richards, 2011). Classroom management requires the teacher to use some techniques to ensure good student behavior and communication to prevent any disturbances during the lesson. Establishing routines is crucial when handling a new class. Teachers who have been in the field for some time know what to do to organize student groups, manage lesson procedures and equipment, and react appropriately to any interruptions or disruptions (Richards, 2011).

Classroom management is essential for successful EFL teaching since it plays an important role in establishing a motivational and productive environment for learners. According to Marzano and Marzano (2003), "classroom management is the set of procedures and actions that teachers take to create an environment where instruction and learning can occur effectively" (p. 3). Effective class management involves a range of strategies and techniques

that promote student engagement, participation, and motivation, while minimizing disruptive behaviors and distractions.

Classroom management entails the crucial aspect of defining unambiguous rules and expectations for students' conduct. This involves specifying rules to avoid disruptive behavior and rewarding desirable actions. Teachers can adopt a well-organized learning atmosphere that helps student progress by setting explicit anticipations and repercussions.

Establishing favorable connections with students is a significant element of classroom management. According to Wong and Wong (2014), classroom management focuses on establishing a supportive and understanding educational setting instead of exerting power. Teachers can form positive relations with learners by understanding their hobbies, abilities, weaknesses, and enabling them to express themselves while getting to know what they want to learn. Constructive relationships promote student involvement, responsibility and educational accomplishment.

Managing a class effectively involves using various instructional strategies and techniques that help improve students' participation and engagement in class. These strategies can be: hands-on activities, group work, interactive technology, and real-world connections and situations. By using these strategies, teachers can implement different learning approaches and preferences that fit their students' needs, while keeping them motivated and engaged.

Finally, the use of positive behavior support (PBS) strategies can greatly impact classroom management during EFL learning and teaching. As stated by Scott and Alter (2005), "PBS is a systems approach for establishing the social culture, organizational strategies, and individualized interventions that support the prevention and reduction of problem behavior" (p. 2). PBS strategies can include creating a positive school culture, establishing a behavior

management plan, and providing individualized support for students who exhibit challenging behavior.

To sum up, the key to encouraging student engagement, participation, and motivation in EFL education lies in successful classroom management. This can be achieved by setting definite behavior standards and guidelines, fostering strong relationships with pupils, employing various teaching approaches and incorporating PBS strategies that help establish a positive and productive learning atmosphere, conducive to academic achievement.

### **1.1 Stating Authority**

The teacher's ability to state authority is an important factor in maintaining order, instilling self-control and promoting a constructive teaching and learning environment. To begin with, the teacher's capability to state authority provides a basis for setting clear expectations and boundaries. According to Marzano (2003), classroom management that works successfully involves teachers designing guidance and rules which directs students' behavior. These rules are then communicated and enforced through the teachers' authority thus creating structures for students to understand what is expected from them. When learners perceive their teachers' authority, they will more likely demonstrate respect towards established rules and follow behavioral rules.

Moreover, establishing the teachers' authority is critical in creating a classroom environment that fosters stability. Students must be in an environment that encourages active participation in their learning journey. According to Wang, Haertel, and Walberg (1990), students are less likely to misbehave if they perceive their teachers as authoritative figures. By demonstrating control over the class, teachers can maintain the order and foster a positive learning climate for focused learning environments.

To establish an appropriate classroom setting, it is essential for students to acknowledge and respect the teachers' authority. This recognition encourages positive conduct among students and motivates them to engage actively in learning activities. Therefore, an effective way to ensure well-behaved classrooms is by establishing clear boundaries through respecting the teachers' authority.

## **2. Class Planning**

When it comes to designing a lesson plan, educators must aim for motivating their students and enabling them to proficiently use English. A carefully crafted lesson ought to offer valuable language practice while also instilling confidence in learners. Every single class should focus on imparting knowledge or skill sets which will enable students with specific abilities. These learning outcomes signify the competencies that teachers need to facilitate mastering amongst their pupils. Rosenshine and Stevens (1986) suggest that a successful language lesson should commence with a brief revision of the previous knowledge acquired by students, followed by setting clear learning objectives. The teacher should introduce new concepts effectively, break them down into smaller sections for student understanding, provide ample opportunities for practice after each step, furnish precise explanations and directions while posing inquiries throughout to gauge comprehension levels from all learners. Additionally, teachers must offer guidance during initial practices and crucially end every class with systematic feedback or corrections to ensure effective learning outcomes.

Successful English teaching as a foreign language has planning as a crucial part of a class, which allows teachers to structure and present instructional content in an organized manner. As stated by Harmer (2015), the ultimate aim of planning is to create a well-rounded learning experience for students. To achieve this goal, EFL educators must take into account various

factors including educational goals, evaluation methods, course materials and tools, and pedagogical approaches that match students' needs and interests.

To plan a class successfully, it is important to establish learning objectives that are both attainable and clear. As stated by Nunan (1991), having these objectives can provide guidance for the teacher as well as direction for the students during lessons. To secure success among students, goals should be specific, measurable, achievable, relevant and time-bound (SMART) in addition to being tailored to meet each student's unique needs and proficiency level. For instance, if speaking skills improvement is the desired objective of a lesson, then activities focused on speaking would offer opportunities for practice in various contexts.

Selecting suitable evaluation techniques is another crucial element of designing a course. Brown and Abeywickrama (2010), suggest that appraisal plays a pivotal role in the education process, and ought to be consistent with the learning goals. Assessment options may have both formative assessments like quizzes and student-student evaluations, as well as summative assessments such as tests or assignments. The teacher must ensure the use of assessment tools that are valid, dependable, impartial and offer constructive feedback for student progress.

Furthermore, the achievement of lesson planning can be affected by the selection of resources and materials. It is necessary for teachers to choose pertinent, engaging, and suitable material that corresponds with their students' skill levels. Materials may involve course books, technological sources, such as podcasts or videos, along with online tools like language learning apps or websites. The teacher should also consider the classroom environment and modify materials accordingly.

Additionally, it is important to note the significance of ensuring that every activity has a sense of purpose, contributes towards student growth and advancement throughout the module. It is crucial for activities to complement one another while being exciting; they must provide

students with opportunities to better their skills, grasp knowledge and comprehensions in diverse ways. Involving pupils actively, constructively, intentionally as well as cooperatively are indicators of engaging them in meaningful activities.

Finally, selecting teaching methods can significantly influence class preparation. It is essential for the teacher to employ diverse instructional approaches and tactics that accommodate various student learning styles and inclinations. Examples of such techniques incorporate interactive exercises, games, role-playing scenarios, simulations, and multimedia tools. Furthermore, teachers should pay attention to their students' cognitive as well as emotional requirements while applying a constructive atmosphere favorable to learning.

To sum up, successful EFL teaching requires careful planning to ensure that the teaching content is well-organized and delivered in a way that focuses on the students' needs and preferences. Through establishing precise learning targets, employing suitable assessment techniques, selecting relevant materials and resources, as well as utilizing diverse approaches; teachers can design innovative and effective EFL lessons which encourage language acquisition among learners.

## **2.1 Attention Span**

What happens in class mostly focuses on the attention span of children. According to Moyer (1954), the attention span of an eight-year-old, on average, is 12-20 minutes. Considering the attention span of children is important because it affects their ability to learn and retain information. Children have a limited attention span, and if a lesson or activity is not engaging or stimulating enough, they may become bored or distracted, which can lead to a decrease in learning. When teachers take into account the attention span of children, they can structure their lessons and activities in a way that keeps students engaged and focused. Additionally, considering the attention span of children can help teachers identify when a child may be

struggling with a learning or attention disorder. If a child has difficulty focusing consistently, even with engaging lessons, it may be a sign that they need additional support or evaluation (Ford-Martin, 2020). Overall, considering the attention span of children in class can lead to a more effective and engaging learning environment, and can help identify students who may need additional support.

### **3. Total Immersion Method**

It is essential to address the use of the Total Immersion Method (TIM) in the school emphasized in this research. According to VandenBos (2007), total immersion technique refers to a situation where learners are exposed solely to the target language. Implementing an immersion approach for teaching second languages upholds potential benefits as it aims at developing practical fluency in such languages, especially among elementary level students. In an English immersion classroom setting, initially, students converse with one another using English and communicate with their teacher also using this language who further responds back likewise; thus, reducing apprehension while allowing for a silent period so that pupils can gradually enhance their level of comprehension skills (Curtain, 1986). To create a successful immersion atmosphere, it is important for the teacher to speak the language at a manageable pace and with easily understandable vocabulary. This method is currently being applied not only internationally but also nationally in some private schools in Quito. This method also specifies the types of activities that should be given to second language students. The activities that students should carry out in the classroom are based on the communicative approach. Roberts (1982) proposes that it is essential to present the language in genuine communication to achieve successful language acquisition, as this promotes students' proficiency in real communicative contexts.

### **3.1 Definition**

The approach to language learning known as the Total Immersion Method (TIM) relies on a complete immersion in the target language. Throughout the course, students are exposed to all classroom activities, lectures and social interactions solely in their target language. This technique aims at creating a conducive environment that facilitates effective acquisition of the new language. TIM is universally used for teaching English as a second language, where learners must be immersed completely into both the culture and language of their target country (Brown, 2007). With this method, learners gain exposure to different contexts inside and outside class which helps them communicate proficiently in real-life situations. Ultimately, its objective is immersing learners entirely within an environment replete with instances of their targeted speech through constant use, while communicating effectively.

### **3.2 History**

TIM was a product of the Natural Approach to language instruction which was created by Stephen Krashen and Tracy Terrell during the 80s (Krashen & Terrell, 1983). The central focus of this approach is on comprehensible input - material that challenges learners slightly beyond their current level of proficiency. Krashen and Terrell argue that access to such input is crucial for language acquisition, with students needing exposure to as much relevant content as possible.

Harold Palmer, a renowned British linguist and an EFL teaching pioneer, was among the first supporters of TIM. In London during the 1920s, he founded an experimental language school that emphasized immersive language learning; students were entirely immersed in their target language for their entire course. The foundation of this approach was centered on the idea that learners best acquire a new tongue when they are exposed to it in context and are required to use it for actual communication purposes.

In the 1940s, Charles Curran, a linguist who established the Berlitz Language School in New York, enhanced Palmer's notions. According to Curran, immersion is the most efficient way of mastering a language; thus, he designed an organized teaching approach that highlights employing the target language during all stages of learning. This technique was dubbed as The Berlitz Method, and it gained extensive recognition in many global linguistic institutions.

During the 1960s and 1970s, TIM became popular due to an increased focus on communicative language teaching (CLT). CLT placed significant value on genuine communication as part of language learning, which led people to view TIM as a means of achieving this objective. As a result, numerous language schools across the globe started providing immersive courses that appealed to learners of all ages.

Although TIM has gained popularity, it has also faced criticism from some experts who believe that it may not be suitable for all learners and could overwhelm them. In spite of this, advocates of the approach argue that the method is one of the most effective for learning a language, especially if proficiency needs to be acquired quickly.

Overall, while acknowledging its limitations as an approach to EFL teaching, the method continues to hold significance in language learning and remains valuable for those seeking high proficiency levels in the target language.

### **3.3 Principles of the Total Immersion Method**

1. To fully immerse in the target language and culture, learners must be placed in an environment where they are constantly exposed to it and have no choice but to use it effectively for communication (Brown, 2007).

2. TIM provides an authentic language learning experience by immersing learners completely into the target language and culture, allowing them to develop their skills faster and more efficiently (Stern, 1983).
3. Learners should use the target language on a daily basis and in real-life context, both in and out of class so that they can practice their skills within a real and natural context. (Brown, 2007).
4. TIM enhances the learners' self-assurance and smoothness in speaking by mandating them to apply the target language in diverse situations. Moreover, it encourages practicing their linguistic proficiency in a genuine and instinctive manner (Brown, 2007).
5. TIM impedes the use of the learner's native language in the classroom to establish an environment where the target language becomes their principal form of communication. (Stern, 1983).

To summarize, TIM prioritizes building an embracing and genuine language learning environment that motivates learners to practice the target language in actual situations. This approach aims to enhance their proficiency and self-assurance in using the language effectively.

### **3.4 Total Immersion Method and Translation**

TIM prioritizes utilizing the target language, but incorporating translation into language learning can be significant as well. Translation aids in learners' comprehension of the target language by enabling comparison with their native tongue. Additionally, it assists in sharpening writing skills by providing an opportunity to practice articulating thoughts cohesively and grammatically correctly (González-Davies, 2004).

To achieve optimal language learning, it is essential to integrate translation into TIM. Nonetheless, this should not diminish the importance of immersion and communication in the second language as there are significant components of effective language acquisition. As such, utilizing translation as a complementary tool to support immersion-based learning rather than an alternative is highly recommended (Brown, 2007). Additionally, Macaro (2005) suggests that slow learners may feel discouraged when they struggle to understand the second language input from their teacher. Therefore, these learners find it convenient if their teacher resorts to code switching for them to comprehend meanings of certain words and expressions.

In conclusion, although TIM gives significance to immersing oneself in the target language, translation can also be beneficial for learning a new language. However, it should only serve as an aid to support immersion-based language learning and not replace it entirely. By harmonizing the principles of the Total Immersion Method with translation practices, learners can enhance their linguistic abilities at a faster pace and achieve higher fluency and proficiency in their desired language.

## **METHODOLOGICAL FRAMEWORK**

To conduct this study, a set of observations were scheduled. Initially, I had known the 3rd grade English teacher that was part of my research, during a period in which I assisted her in various classes. The discussion I did with her regarding the permission of observing her classes was held on January 9th, 2023. My past association with the school resulted in her giving me consent to proceed but suggested that I should seek approval from both the Human Resources Manager and the English Department Coordinator by setting a meeting with each one.

During the encounter with the Manager of Human Resources on January 17th, I was informed of certain regulations that had to be comprehended before conducting the observations. He stated that any form of video or photographic evidence was strictly forbidden, and I could only take notes and voice recordings within the examination of the class. My request for observing classes on February 16th, 2023, was granted with the approval from the Coordinator of the English Department once he was also notified about it. When receiving confirmation from both authorities, I contacted the teacher regarding convenience so that a date could be scheduled and would work in favor for the observations to be successfully carrying out at school premises on February 16th as planned. For this study, I selected the third grade, which consists of four classes with 30 students each. As a former teacher's assistant, the students were familiar with me so my presence during their classroom activities did not cause any discomfort or unfamiliarity. To record accurate data without disrupting the normal class conduct, I made voice recordings using my phone, by hiding my phone behind the teachers' laptop to prevent being noticed by the students. I also took some notes.

Each class lasted around 45 minutes. Some class periods took 90 minutes or so since they had two hours in a row. However, some 90-minute blocks were divided by a recess, so that they had a 45-minute period, a 15-minute recess, and another 45-minute period.

On the day of my visit, classes started at 7:20am and finished at 13:15pm. The reason for having chosen that day is related to the fact that all grades (3A, 3B, 3C, 3D) received English classes throughout the whole day. The first class, with grade 3B, began at 7:20am and lasted forty minutes until 8 am. Subsequently, there was another session from 8am to 8:40am with grade 3A, students from 3D had their English class period from 8:40am to 10:25am except for a recess, which took place from 9:25am to 9:45am. Therefore, this group had two classes separated by a quick break. 3A had classes again, their first hour being from 10:25am to 11:45am, followed by a recess and they had a second hour of class time until 12:05pm. During the end of the observations, I attended the last class between 12:05pm and 1:15pm. After this class ended, students took a ten-minute break until 1:25pm before leaving for the day. All the classes that I observed followed a similar plan, for students arrived, greeted both the teacher and me, then sat down and waited for instructions concerning what to do. Typically, the teacher gave students only one activity per lesson, nonetheless, when recess periods came between classes, in which case there was a ninety-minute class with the time split in two sessions; many students would finish their assignment during the second block.

## Schedule

	1	2	3	4	5
7H05 - 7H20	<b>ACOGIDA</b>				
7H20 - 8H00	<b>3D</b>	<b>3C</b>	<b>3B</b>	<b>3A</b>	<b>3B</b>
8H00- 8H40			<b>3A</b>		
8H40 - 9H25		<b>3D</b>			
9H25 - 9H45	<b>RECREO</b>				
9H45 - 10H25	<b>REUNION COORDINACION</b>	<b>3B</b>	<b>3D</b>	<b>ATENCIÓN PPFF</b>	<b>3C</b>
10H25 - 11H05			<b>3A</b>		
11H05 - 11H45				<b>3C</b>	
11H45 - 12H05	<b>RECREO</b>				
12H05 - 12H45				<b>3C</b>	<b>3D</b>
12H45 - 13H15	<b>3B</b>	<b>3A</b>	<b>3C</b>		
13H15 - 13H25	<b>PAUSA</b>				
13H25-13H30	<b>SALIDA DE ESTUDIANTES</b>				

In relation to the classroom setting, there were various factors, which must be mentioned. To begin with, it is important to say that the same room is used for all English classes. Additionally, decoration such as signs with rules, posters, books, and class materials were all in English. It seems noteworthy to add that the rules pasted next to the board, which were intended for everyone to see and follow, were related to enhance the use of TIM by constant immersion in visual aids, so that an English-speaking environment was evident in the class.

The seating arrangement for all classes is in a U shape form. The technological resources, including internet access, InFocus projector and computer are available in every 3rd grade classroom. However, the teacher only uses these partially by playing English popular songs as background music while students work. It is important to point out that students and teachers do not have any workbook, textbook, or guidebook. Thus, the teacher asks students' parents to print sheets, which are then used as class materials. Students also use their notebooks to work on exercises.

## **ANALYSIS**

For the analysis, the usage of both the target and source languages by the teacher, in addition to how the class was managed and planned out, was detailed and analyzed. For the analysis, it seemed necessary to create a table with some information taken from the audio and notes that were made during the observation sessions. It can also be noted that according to the Ministry of Education in Ecuador (2019), the age for elementary school third graders is 6 to 8 years and corresponds to primary education ISCED 1 (International Standard Classification of Education). Conversely, in the United States, the age for attending third grade is 8 to 9, which is stipulated by Stamford American International School (2023). Therefore, since the educational system in Ecuador changed the denomination of grades, second graders in America are now to be considered third graders in Ecuador. Furthermore, it is pertinent to mention that the corpus has been divided into six separate categories - audio transcription, the actual situation in the class, children's reaction to the use of the source language, analysis, class planning and class management -. This table can provide a comprehensive analysis of the information, enabling a thorough understanding of the interplay existing inside the classroom.

## TIM, CLASS PLANNING & CLASS MANAGEMENT

Audio Transcription	The actual situation in the class	Childrens' reaction to the source language	Analysis	Class Planning	Class Management
<ul style="list-style-type: none"> <li>• Los niños que ya acabaron, you are going to leave your notebooks here, los que no, por alguna parte va a poner la palabra “homework”</li> <li>• Pay attention por favor</li> <li>• In this activity we are going to draw, vamos a dibujar</li> <li>• We are going to work in pairs, en parejas</li> <li>• A box, ¿Qué será a box?</li> <li>• Teacher, no entiendo qué hay que hacer</li> <li>• Teacher, puede repetir?</li> <li>• Profe puede decir en español?</li> </ul>	<p>The teacher did not fully respect TIM. Instead of interacting with students in the target language, as required by TIM principles, she used the source language when giving long instructions or asking questions. This counteracted the effectiveness of TIM since the SL was implemented unnecessarily and without a clear purpose. Also, the duration of activities played an important role in the class because the tasks proposed by the teacher overstepped the amount of time necessary to fulfill it. Some tasks lasted up to 45 minutes during one class period and continued onto the next class which made one task last up to 90 minutes instead of the expected time,</p>	<p>Children displayed multiple behaviors when the SL language was used in comparison to using the TL. When they were addressed in their first language, students comprehended and executed instructions easily without seeking additional explanation or asking further questions from the teacher. However, when using the TL, children seemed to require more explanations to understand instructions; they frequently requested the teacher for repetitions or translation into the SL by making utterances such as “Teacher, puede repetir?” or “Profe puede decir en español?”</p>	<p>TIM was not utilized in these situations, as the teacher frequently used Spanish to give instructions or demand pupils to behave. The fundamental principle behind this method is to always speak in the TL and avoid any use of the SL. If this is disregarded, the purpose of using such a method is violated. Macaro (2005) suggests that slow learners may feel discouraged when they struggle to understand the second language input from their teacher. Therefore, learners find it convenient if their teacher resorts to code switching for them to comprehend meanings of certain words and expressions.</p>	<p>When preparing a lesson, it is crucial to choose the activities that are most fitting for learners. For each activity, the teacher failed to ensure that students' capacity to focus was incorporated into the tasks. Neglecting the time required to finish an activity led children off track and disrupted class doings. The activity that took place had to do with prepositions and drawing objects in different places to understand the use of said part-of-speech, this activity, considering children's attention span is supposed to last up to 20 minutes, which was not the case since there was an extension within the production of the task and when the</p>	<p>If a lesson is organized properly and made to meet students' needs, then managing the activities in the classroom becomes easier since learners are engaged and stay occupied for a correct period of time. In the class, lessons did not align with pupils' needs, which made managing the class challenging because children started chatting amongst themselves and moving around their chairs and desks disturbing others while creating a noisy environment resulting in the teacher resorting back to the source language.</p>

<ul style="list-style-type: none"> <li>• Okay guys please [chair dragged] help me with the date</li> <li>• Wait a second [table dragged]</li> <li>• Please write down the date, please, here [chatter among students] [dragging of tables and chairs] [student singing]</li> </ul>	<p>according to class planning guidelines.</p>			<p>time limit that was supposed to be considered, exceeded, students began to direct their attention elsewhere.</p>	
<ul style="list-style-type: none"> <li>• Teacher: What is a tree, guys? Student: árbol</li> <li>• Teacher: Do you know what a chair is? Student: silla</li> <li>• Teacher: What is a table, guys? Student: mesa</li> <li>• Teacher: What's a story? Student: historia</li> <li>• Wait me a second</li> <li>• Wait me a minute guys</li> </ul>	<p>To make students' language learning more natural, it is recommended to use natural communication. Errors could be made since the teacher relied on word-for-word translations and ended up with wrong English expressions such as "Wait me a second". Instead of giving straightforward questions like "Can you show me a chair?" pointing out the purpose of the question,</p>	<p>The teacher's questions in the TL were wrongly translated from Spanish. As a consequence, students did not receive appropriate exposure to the target language as seen in expressions like "Wait me a minute, guys." The lack of reprimand for using their native tongue during class undermines an important TIM principle. Furthermore, children react</p>	<p>Utterances such as "draw a dog in a box", which were given as part of an activity regarding prepositions being taught as new material, are unnatural because the task assigned by the teacher is intended to relate to familiar environments for students. This goes against natural language use guidelines in the classroom. It is important to note the significance of ensuring that every activity has a</p>	<p>When evaluating the teacher's approach, it is important to consider the fact that questions were asked without providing any kind of context as to what she wanted to be answered by students, which additionally took the teacher almost half of class time to pose these questions. It's important that each activity is well planned so that they correspond with the learning outcomes for every lesson. More</p>	<p>Inability to make students work in dynamic activities or provide movement time makes managing a classroom more challenging especially when dealing with children. During the posing of questions, certain students listened and replied proficiently using the source language; nevertheless, others could not comprehend what was being asked and consequently had to ask</p>

<ul style="list-style-type: none"> <li>• We are going to practise prepositions, guys. Draw a dog in a box, then draw a nest next to a tree.</li> <li>• Yesterday was 14, today is? [chatter among students]</li> </ul>	<p>providing better results. It has been observed that despite interacting with their teacher in English, students still responded using the SL because they tend to resort to Spanish, the same way the teacher does. Moreover, it seems noteworthy that the teacher uses the word “guys” to address her students. “Guys” is a form of address used with or among much older people, the teacher should address her students as “class” or “kids”.</p>	<p>positively when being addressed as "guys" because it is something that happens frequently with their teacher.</p>	<p>sense of purpose, contributes towards student growth and advancement throughout the module. It is crucial for activities to complement one another while being far from monotony; they must embellish students with opportunities to better their skills, grasp knowledge and comprehension in diverse ways. Involving pupils actively, constructively, intentionally as well as cooperatively are indicators of meaningful activities. The language used in TIM also follows natural language use since children should acquire second language skills like native speakers, having proper grammar and pronunciation rules necessary for effective communication in their target language. During class, the teacher asks</p>	<p>specifically, regarding teaching prepositions as new material, it would have been beneficial if activities were introduced focusing on various classroom items. By asking questions like "Where is the board?" and getting responses such as "On the wall", students become more knowledgeable about using language within a particular setting or situation. This method not only reinforces their comprehension of language but also helps in the practical and familiar use of prepositions in real-life scenarios.</p>	<p>for help from classmates for clarity or asked their teacher for further explanation as well as possible translation of what was being said.</p>
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			<p>pupils on definitions of words including tree, story, table and chair; however, it remains unclear why she asks these questions as students respond with the source language. Children's reaction is to translate the words into Spanish, but the purpose of asking such questions is not clear. Her pupils, obviously, understand that she is eliciting vocabulary. But is this a natural way to use the TL? The same happens with the form of address she uses with her students.</p>		
<ul style="list-style-type: none"> <li>• Teacher: What is a tree?</li> <li>• Student: árbol</li> <li>• Profe puedo repartir?</li> <li>• Tengo que borrar si escribí mal, teacher?</li> <li>• -¿sabes qué hay que hacer? - Tenemos que dibujar.</li> </ul>	<p>In the classroom, the teacher would frequently ask questions of students. However, what typically happened was that learners would respond using the SL as they did not understand what was being asked. Consequently, to ensure communication among themselves and her</p>	<p>As evident in the audio transcriptions, students mostly relied on the SL; nevertheless, they did use the target language while conversing with the teacher or asking questions. This was possible due to incentive posters displayed on classroom walls containing</p>	<p>Although both the teacher and students use the SL, providing incentives within reach can encourage more frequent usage of the target language in class. Furthermore, when teachers struggle to keep students on task or not interrupting one another by using the</p>	<p>It is crucial to make sure that while planning a class, the TL should always be utilized and rules regarding its usage must be stated to prevent children from using the SL during class. There seems to be no interaction opportunities between students in the lesson</p>	<p>When a class is being managed, there are specific rules that need to be followed, including language use rules. It is essential for learners to comprehend when they should communicate in the SL or TL. If the teacher frequently uses the SL during class time, it sets</p>

<ul style="list-style-type: none"> <li>• Teacher, <i>nest es nido?</i></li> <li>• [chatter among students] No entiendo, profe.</li> <li>• May I go to the bathroom, please? [dragging of chair]</li> <li>• Can I go outside to sharpen my pencil, please? [chatter among students] [inaudible]</li> <li>• My work is finished.</li> <li>• Can I go outside to replace my mask with a new one, please?</li> </ul>	<p>students, the teacher often had no choice but to use a common language, which was Spanish, for clarity's sake. Additionally, there were instances where students stood up from their seats when receiving their notebooks or worksheets and approached the teacher asking if they could help with the distribution. Despite attempting to maintain order among students by asking them individually to stay seated while she handed out materials herself, this failed because of these persistent requests which led her to speak in the SL to reduce disruptions during class. The above demonstrates the teacher's lack of ability to manage the class and how students persisted in behaving disruptively while the teacher attempted to teach. Because the teacher was</p>	<p>common phrases like "May I go to the bathroom, please?" or "Can I go outside to sharpen my pencil, please?". The use of these incentives encouraged pupils to switch into English more frequently, which was successful. Therefore, it can be concluded that even though most communication was carried out in the SL, students were able to use and better their English-speaking skills through such incentive tools.</p>	<p>source language, there is a need to implement exercises that promote oral practice; this allows them to interact while improving their English skills. The implementation of these activities results in less noise disruption during lessons which leads to increased productivity for both learners and teachers.</p>	<p>plans as they work independently on complementary tasks such as drawing and filling in the blanks with no time limit or conclusion to activities. The complementary tasks mentioned above refer to activities that solely consisted of drawing, painting, and filling in the blanks; no other activities were performed during the observations that I conducted, showing a lack of creative planning when formulating activities. However, it is noteworthy that students did not have any time constraints whilst undertaking these assignments which resulted in some students taking longer than others. In-class activities were related to prepositions where students had to draw different objects and animals where they belonged according to</p>	<p>an expectation among them and results in students being reliant on communicating with their teacher only in Spanish. The pattern can continue throughout the class, which limits students from using English. When students have difficulties while trying to understand the questions being posed by the teacher, they tend to resort to speaking Spanish instead of using English not only for asking for clarifications from the teacher but also asking for help from classmates who end up speaking all at the same time resulting in an overly noisy classroom.</p>
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	<p>unsuccessful in establishing her authority, students disregarded or did not comprehend the boundaries that should have been established once classes started for the academic year.</p>			<p>the preposition that was indicated; therefore, completion times differed with certain students. Some finished the task within 15 minutes while others needed up to 40 minutes for full completion.</p> <p>Furthermore, none of these activities were designed for oral communication or provide real-life context where children can practice using the TL fluently, for every task was designed for children to work alone and in silence with no chance of practicing the language.</p>	
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## CONCLUSIONS AND RECOMMENDATIONS

To finish off with this case study, we can conclude that teaching English as a foreign language is a very important and demanding task, which requires teachers to not only expand their knowledge on methods and techniques to fit students' needs better, but also to know what can be done to improve their teaching skills. Each day, new and improved methods and techniques appear and are applied in classrooms, it is crucial for teachers to adapt and improve their lessons by implementing these new practices.

As mentioned throughout this study, TIM is an approach that is being implemented internationally in second language teaching for students to become competent in the second language in real contexts, inside or outside the classroom. Based on the analysis above, it is evident that the teacher did not consistently motivate her pupils to use the target language in every situation. She resorted to the SL multiple times, which caused pupils to imitate her and disregard the need to use the SL in the classroom.

This study has also shown the connection between class management and class planning. The teacher's ability to plan engaging lessons lies at the heart of maintaining discipline in the classroom. Failure to prepare or create a lesson plan for each lesson can result in confusion and disorganization on the part of the educator, which may lead students to lose interest.

As said above, it is of the utmost importance to consider the attention span in children and provide appropriate guidance throughout activities so that their energy and attention can be directed to the tasks proposed by the teacher in the classroom. When planning a class, teachers should also consider creativity and group work, which was not identifiable in this study, so it

was very evident how by not being able to express themselves, and works amongst each other, children were very disinterested and prone to get more distracted and move around. When a class is not planned correctly, managing the class can be challenging.

Regarding class management, what was also found in this study was the lack of the teacher's authority inside the classroom. If a class is to be managed successfully, the teacher should state his or her authority figure within the first days of classes so that students know and respect what is being said or expected from them during class time. By being able to state authority and plan classes to keep students entertained and motivated, a class not only becomes more manageable, but it becomes more enjoyable for both the teacher and the students. Children must know that this is no personal relationship, it is strictly a teacher-student relationship. Children learn to live under rules and responsibility and learn more things apart from English during class time, this is why it is very important to set some ground rules and limits.

Some general recommendations that an EFL classroom could consider are:

To establish an effective and captivating EFL classroom, there are several key tactics that can be employed. First, it is vital to set specific and achievable learning objectives that align with the students' abilities, areas of interest, and language proficiency levels. These targets should be clearly communicated to aid in lesson preparation as well as evaluation purposes. Secondly, a range of diverse teaching methods and resources ought to be utilized catering for different learning preferences including communicative exercises like role-playing activities, games and media tools, among others.

Regarding class planning, a test can be done to see the intelligence of the students and to be able to plan the class around that. Perhaps it will be best to divide the children into groups by their types of intelligence and plan the class around the different types of intelligence. If students were grouped according to their intelligence, perhaps they would have worked better and coped accordingly to what they know works best for them.

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## Annexes

### Annex 1 – Table

#### Total Immersion Method

<b>Total Immersion Method</b>	<b>The actual situation in the class</b>	<b>Classroom environment</b>
Principles	The teacher was not implementing the total immersion method fully. When giving long instructions to students, or reviewing vocabulary she switched to Spanish, which contradicts the whole TIM principle, since teachers are supposed to interact with students in English and vice versa.	Students responded well to instructions that were given in Spanish, understanding the instruction quicker and making less noise. However, the principle of the total immersion method was defeated since students are supposed to interact with their teacher in English but certain answers to questions were done in Spanish.
Communicative Approach	Communicating in real language makes students learn it in a more natural way. What happened in class was that the teacher asked students questions that were directly translated from Spanish, making the questions wrongly translated. This could cause the English language to fossilize among students and for them to make the same mistakes in the future.	The use of language is very important in an EFL classroom since students are learning a new language and must do it from a native speaker's perspective. This is why learning a real and natural language is so important for students, especially children that are learning a new language.

TIM principles?	The total immersion method principles were not achieved. The teacher resorted to Spanish more than once during the five different classes for what seems to have no specific purpose at all since what was said in Spanish could have easily been said in English, for example: some words you don't know, <i>pero otras sí sabe</i> .	Both the students and the teacher disregarded the total immersion method and interacted in Spanish from time to time with each other, whether it was to respond to a question or to give instructions or get their attention, they both resorted to Spanish more than once.
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### Class Planning

Class planning	The actual situation in the class	Classroom Environment
Activities	<p>The activities that take place are usually one or two per class. Each activity has to do with the vocabulary that students are learning at the time. As a warmup, the teacher usually makes students sing a song about the vocabulary, for example: a song about prepositions (in front of, behind between)</p> <p>Activities are also sometimes based on unrealistic contexts such as “draw a dog in a box”. This is not a real-life situation and so we can see that the activity is not being made based on real life situations and experiences.</p>	<p>Students can follow the activities but sometimes get lost or unmotivated since their attention span is of 20 minutes and the activities usually last 45 minutes which makes them slowly stop paying attention and start to move around and talk to each other instead of finishing the activity</p> <p>For the song, most students sing the song, but others do not understand what the song is about and the vocabulary they're supposed to learn with it.</p>
Attention Span	The teacher is mostly unaware of the attention span of children, and this causes the activities to be longer than what a child can be capable of staying focused. A 7-year-old child's attention span is 12-20 minutes, and this must be taken into consideration so that the activities can be made in that time span	Students can follow the activities but sometimes get lost or unmotivated since their attention span is of 20 minutes and the activities usually last 45 minutes which makes them slowly stop paying attention and start to move around and talk to each other instead of finishing the activity
TPR?	The total physical response is not always implemented in the classroom. For the most part, the teacher does all her activities inside the classroom, so there is no TPR from students in most of the activities. If they must dance to a song for example, they do it inside the classroom.	Students get distracted and unmotivated very easily because since they are children, they need to move around and release as much energy as possible, but since they do not get out of the classroom as often, they get overwhelmed and start distracting themselves during class.

### Class Management

Class management	The actual situation in the class	Classroom Environment
Relationship between instructor and students	The teacher talks to her students in English for the most part, however, Spanish is sometimes incorporated in the conversation. For example: when students	Students understand the teacher's role but sometimes they can get a little friendly with the teacher and not take her seriously, this causes

	are being too noisy, she says “quiet, por favor”. When instructions are in Spanish, students can work much more effectively and be less noisy.	the class to become less calm and more noisy than usual.
Time management	Each class lasts 45 minutes, usually an activity takes place during this time and if they did not finish, they must take it home or finish it next class. This demonstrates that the teacher is not aware of time management and the timing of the activities for students to be done in time and have other activities take place.	Since students know they can take the activity home or finish it later, they usually don't worry too much about finishing it in class, so they begin to get distracted and talk to each other instead of working.
Instructions and guidance	The teacher guides students and gives them instructions in English, however, when it's one on one she sometimes switches to Spanish when students ask her to repeat the instruction because it was unclear. The teacher also has a group of 30 students per class, so guiding each one of them can be very difficult and students begin to approach the teacher all at once asking for help.	Students usually need help during an activity and since there are 30 of them it can become very difficult for all of them to receive the guidance that they need and so some of them are not able to finish the work and lose motivation.
Materials	Since most of the classes are done inside, the materials that are used are sheets of paper and a notebook. The teacher provides the worksheets for the students and students paste this material in their notebooks and keep all their work in there.	Students can keep their material in one place, and this helps them be more organized and always have the material that they need at hand.
Motivation and organized environment	The teacher does not provide any TPR activities, and the attention span of the children is not considered which makes the classroom environment chaotic at times.	Students can get unmotivated when the activities are too long for their attention span, and they do not have any TPR involved activities, so they become easily distracted and this created an unorganized environment in the classroom.
Procedures	The teacher usually begins with a warmup song about the vocabulary being seen at that time, then she starts by introducing an activity, this activity usually lasts the whole class time (45 minutes) and then proceeds to indicate to students what to do if they have already finished or not.	Students become unmotivated and sometimes confused with what is being taught in class and get distracted doing other things while the teacher is helping other students or giving instruction.

## Annex 2 – TIM

### **Institutes and schools that implement the Total Immersion method nationally and internationally:**

The Total Immersion Method, which is widely utilized in bilingual schools and language institutes across the globe, can be exemplified by institutions such as the Cité Scolaire Internationale situated in Lyon, France. This school presents an all-encompassing immersion program for English, German, Italian, and Spanish languages where pupils are taught solely in their targeted tongue from childhood to adolescence (DeKeyser & Larson-Hall, 2005). Similarly, Monterey Institute of International Studies located in California offers a Master's degree course on International Policy Studies that also integrates the TIM approach into language acquisition.

1. Berlitz Language School, New Jersey - The Berlitz Method, developed by Charles Curran, is based on the principles of the Total Immersion Method and is still widely used today in Berlitz Language Schools around the world (Curran, 1972).
2. International House, Quito/Guayaquil - International House is a global network of language schools that offers immersive language courses based on the Total Immersion Method. These courses focus on communication skills and are designed to help students become fluent in the target language in a short period of time (International House, n.d.).
3. Institut Linguistique Adenet, France- The Institut Linguistique Adenet, located in Montpellier, France, offers immersive French language courses based on the Total Immersion Method. The school provides a complete immersion experience, with language classes, cultural activities, and accommodation with French-speaking hosts (Institut Linguistique Adenet, n.d.).

4. Instituto Cervantes, Spain - The Instituto Cervantes is a Spanish language and cultural institute that offers immersive Spanish language courses based on the Total Immersion Method. The courses are designed to provide students with a complete immersion experience, with classes, cultural activities, and accommodation with Spanish-speaking hosts (Instituto Cervantes, n.d.).
5. Colegio San Gabriel, Quito - Colegio San Gabriel is a private school located in Quito that offers immersive English language classes based on the Total Immersion Method. The classes are designed to provide students with a complete immersion experience, with classes given by English-speaking teachers.
6. Colegio Los Pinos, Quito. Colegio Los Pinos is a private school located in Quito that offers immersive English language classes based on the Total Immersion Method. The classes are designed to provide students with a complete immersion experience, with classes, cultural activities, and accommodations given by English-speaking teachers.
7. Colegio Internacional SEK - Private school located in Quito that offers immersive English language classes based on the Total Immersion Method. The classes are designed to provide students with a complete immersion experience, with classes, cultural activities, and accommodations given by English-speaking teachers.
8. Colegio Intisana - Colegio Intisana is a private school located in Quito that offers immersive English language classes based on the Total Immersion Method. The classes are designed to provide students with a complete immersion experience, with classes, cultural activities, and accommodations given by English-speaking teachers.
9. Colegio Terranova - Private school located in Quito that offers immersive English language classes based on the Total Immersion Method. The classes are designed to provide students with a complete immersion experience, with classes, cultural activities, and accommodations given by English-speaking teachers.

### **Annex 3 – Interview**

**Interview done to the coordinator of the English area of the private school being studied, regarding the Total Immersion Method:**

- 1. ¿Considera usted que el Método de Inmersión Total se implementa dentro del colegio?**

Se intenta implementar el método de la manera más efectiva posible.

- 2. ¿Cree que la implementación de este método mejoraría la calidad de aprendizaje de los estudiantes de inglés como segunda lengua?**

Definitivamente sí, porque así los niños van a ser capaces de exponerse a su segunda lengua de manera más natural y cotidiana al momento de hablar inglés no solo entre ellos sino también con sus profesores.

- 3. ¿Considera importante que se implemente este método en las clases de inglés? ¿Por qué?**

Los niños tendrían la oportunidad de aprender de manera innata un segundo idioma.

- 4. ¿Cuál cree que es la mejor edad para empezar a implementar el Método de Inmersión Total? ¿Por qué?**

La mejor edad para empezar a implementar este método es desde la educación inicial a los 3 años ya que es más fácil implementar nuevos métodos de enseñanza y a su vez un nuevo idioma, en esta edad también se forman hábitos y esto puede ayudar a que los niños se acostumbren a hablar solamente en inglés cuando están en clases lo que mejora su aprendizaje y entendimiento de la lengua.

**5. ¿Cree usted que no implementar este método en las clases de inglés como segunda lengua, puede ser perjudicial para los estudiantes? ¿Por qué?**

No, porque no es el único método existente y exitoso. Implementar este método definitivamente ayudaría a los niños sin embargo creo que si no se implementa este método se podrían implementar otros los cuales funcionan de manera efectiva.

**6. ¿Cree usted que todos los colegios deberían implementar el Método de Inmersión Total? ¿Por qué?**

Creo que sería una utopía pues no todos los colegios cuentan con un programa de bilingüismo. El personal capacitado en el método es reducido o cuentan con pobre manejo de clase que produce que a la larga terminen rompiendo el método usando español para el control de disciplina.

## Annex 4 – Audios

**Audios retrieved from the observation that was done for this monograph:**

<https://puceeduec->

[my.sharepoint.com/:f:/g/personal/msruiz\\_puce\\_edu\\_ec/EvDKBgnoKydPiOL4xkqHZ](https://my.sharepoint.com/:f:/g/personal/msruiz_puce_edu_ec/EvDKBgnoKydPiOL4xkqHZ)

[3sB5J8FzyqWHjH30OruPCh3aA?e=WG66uZ](https://my.sharepoint.com/:f:/g/personal/msruiz_puce_edu_ec/EvDKBgnoKydPiOL4xkqHZ/3sB5J8FzyqWHjH30OruPCh3aA?e=WG66uZ)

### **Annex 5 – TPR as a recommendation for the teacher**

The Total Physical Response, as stated by the British Council (2006), is an educational approach that leverages physical interactions to teach language. The basic idea behind TPR is that combining actions with speech makes learning more meaningful and effective. This approach was developed by Dr James J Asher based on how children learn languages. Teachers can engage students in "language-body conversations" through which they give instructions while the student responds physically. By integrating TPR into their teaching practice, teachers can motivate children to learn English and make it easier for them to memorize new words and phrases as they associate these linguistic elements with gestures or movements – a smart way of introducing language without using conventional methods of instruction that may not work well for all learners. Overall, this technique benefits students allowing them to expend energy so as to provide some entertainment while reinforcing their knowledge acquisition process within an active classroom setting focused on communicative competence development.