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DEDICATORIA

Dedico este trabajo, en primer lugar, a Dios por haber puesto en mí sabiduría, fortaleza y perseverancia para culminar esta etapa de mi vida, porque en los momentos de cansancio, preocupación o desánimo encontré fuerzas en Dios para avanzar y no rendirme. A mi amado esposo, quien me impulsó a continuar con mis estudios universitarios, gracias por su apoyo, amor, paciencia y comprensión en cada momento en que tuve que dedicar esfuerzo y tiempo a mis estudios, gracias por creer en mí y por motivarme a continuar. A mis queridos hijos, quienes son mi mayor motivación y una de las razones más grandes que tengo para superarme cada día, su amor y su presencia fueron una de las fuentes de fuerza cuando sentía que el cansancio me vencía. Quise ser para ellos un ejemplo de perseverancia para enseñarles que nunca debemos abandonar nuestros sueños, y que vale la pena luchar y esforzarnos por cumplirlos. A mis padres y hermanas por sus palabras de ánimo durante toda la carrera.

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RESUMEN EJECUTIVO

La investigación establece la relación existente entre el teacher talk, el input lingüístico y el aprendizaje de una lengua extranjera en los estudiantes de quinto año de Educación General Básica de la Escuela EB Federico González Suárez. Esta investigación se desarrolla a partir del contexto que presenta el problema, ya que el alumno no tiene acceso al idioma inglés fuera del aula de clases y el mismo teacher talk se convierte en un input comprensible dentro del aula. Se adoptó un enfoque metodológico mixto (cualitativo-cuantitativo) con un diseño descriptivo de estudio de caso. Para el componente cuantitativo se utilizó una encuesta aplicada a 50 estudiantes, y para el componente cualitativo se empleó la observación no participante de las sesiones de clase y entrevistas semiestructuradas a la vicerrectora y a la coordinadora del área de inglés como instrumentos para la recolección de información. Se determinó que los siguientes aspectos favorecen las condiciones para producir un input comprensible: claridad en la expresión del docente, modulación en la velocidad del habla, uso apropiado de gestos, repetición donde sea necesario, preguntas para verificación; en cambio el uso excesivo del español en explicaciones, correcciones bruscas e imprevistas impiden los niveles óptimos deseados para la producción oral. Con base a los resultados obtenidos se realizó una guía metodológica titulada Learning Through Talk, compuesta por cuatro unidades didácticas que abordan temas relacionados con la comprensión auditiva (100%), producción oral (80%) y léxico (100%). La aplicación de una evaluación de impactos arrojó los siguientes niveles: lingüístico (2,6/3), afectivo (2,8/3), académico (2,4/3). Esto sustenta su pertinencia como instrumento replicable para potencializar la enseñanza – aprendizaje del inglés en la Educación Básica ecuatoriana.

Palabras clave: teacher talk, input lingüístico, aprendizaje del inglés, EFL, educación básica.

ABSTRACT

This study examines the relationship between teacher talk, linguistic input, and foreign language learning among fifth-grade students in the General Basic Education program at the Federico González Suárez School. This research is grounded in the context that gives rise to the problem, as students have no access to the English language outside the classroom, and teacher talk itself becomes a comprehensible form of input within the classroom. A mixed-methods approach with a descriptive case study design was adopted. To collect quantitative data, a survey was administered to 50 students; and for the qualitative component, non-participant observation of class sessions and semi-structured interviews with the vice principal and the English department coordinator. It was determined that the following aspects foster conditions conducive to producing comprehensible input: clarity in the teacher's expression, modulation of speaking speed, appropriate use of gestures, repetition where necessary, and questions for verification; conversely, excessive use of Spanish in explanations, as well as abrupt and unexpected corrections, hinder the achievement of the desired optimal levels of oral production. Based on the results obtained, a methodological guide titled *Learning Through Talk* was developed, consisting of four instructional units that address topics related to listening comprehension (100%), oral production (80%), and vocabulary (100%). An impact assessment yielded the following scores: linguistic (2.6/3), affective (2.8/3), and academic (2.4/3). This supports its relevance as a replicable tool for enhancing English teaching and learning in Ecuadorian elementary education.

Keywords: teacher talk, linguistic input, English language learning, EFL, basic education.

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INTRODUCTION

Although continuous attempts exist, teaching English within Ecuadorian primary institutions remains hindered by entrenched barriers impacting learner participation. At Escuela EB "Federico González Suárez," pupils in the fifth year obtain almost every oral contact via statements made by their teacher throughout class time. Due to this dependence, the manner instructors communicate assumes increased importance, going well past basic transmission; it determines how clearly, thoroughly, and reachably language arrives at youthful intellects. Research from various nations verifies that routine speaking habits occurring inside learning spaces directly affect comprehension, engagement, and advancement, particularly when learners possess limited other options for hearing proper application. For these specific reasons, careful focus on real spoken interactions among teachers and scholars provides essential knowledge regarding initial foreign language development mechanisms.

Despite widespread efforts, classroom interaction in Ecuador typically revolves around instructors. Over 80 percent of spoken exchange comes from teachers, leaving little room for students to speak beyond brief answers (Abad et al., 2021). Because of this pattern, chances to practice sustained speaking are rare. Students are also exposed to restricted linguistic input of various forms of language. Nationally, proficiency in English is quite low, receiving around 45 out of 100 (Education First, 2023). Shortcomings exist in vocabulary knowledge, comprehension of what is said, and the ability to communicate thoughts freely. In spite of the results of ERCE 2019 found regionally, teacher-student interaction is limited in many English lessons, UNESCO (2021). With regard to this, the main research problem is raised: What effect does teacher talk have on the provision of linguistic input and English learning at Escuela EB "Federico González Suárez"?. Though student engagement is often low, patterns of teacher talk may play a defining

role. Where verbal exchange lacks balance, input quality might decline. Because dialogue is infrequent, the nature of spoken instruction becomes critical. One consequence could be reduced opportunities for meaningful practice. While focus stays on teaching methods, effects on learning remain unclear.

This research finds its justification in demands at two levels. On one hand, it is related to an educational context that exposes learners to the English language mainly through teachers' use of the language. On the other hand, it is linked to national curriculum requirements meant to teach speaking from the beginning of school years (Ministerio de Educación del Ecuador, 2018). In spite of this, literature shows persistent gaps between desired objectives and what teachers actually do in class, especially in relation to oral instruction. Analyzing teacher language use in real classes can help bridge such gaps. Following worldwide school interruptions due to the pandemic, where learning deprivation reached 70% in lower- and middle-income nations (UNICEF, 2022), examining classroom dialogue gains relevance as a factor shaping language acquisition.

Expected outcomes span short-term and extended timelines. Right away, learners in grade five encounter richer chances to engage with English through meaningful exchange rather than rigid drills; meanwhile, teachers become more attentive to the influence of their spoken choices on student progress. Over time, schools might revise teaching methods based on observed patterns, whereas educational authorities could adapt national frameworks using locally grounded results. Future preparation of teachers may shift focus toward conversational awareness, preparing them to guide dialogue as a means of building real communication skills. According to Riordan (2025), instruction carried by speech not only passes along information,

but it also shapes participation, guides who speaks when, and deepens comprehension through structure.

Therefore, the general objective of this study follows a clear direction:

- To explore how teacher talk affects linguistic input in English language learning in 5th grade at Escuela EB "Federico González Suárez.

The specific objectives are:

- To determine teacher talk types and their impact on second language learning.
- To analyze how teacher talk influences students' comprehension and learning of English.
- To propose strategies that enhance the impact of teacher talk in the English classroom.

Educational research is not without its fair share of challenges. Time constraints from busy schedules and teachers' resistance are two of the most common challenges that researchers face. In addition, when students are involved, they only have limited views to share during the interview. It can also be quite difficult to find a good segment to interview when the observation time is quite limited. A mixed-methods case approach may be considered in relevant literature to overcome these challenges. The illuminating quality of this research design is that it combines the statistical breadth of surveys with deep, real-time exchanges between researchers, teachers, and students. However, it must be done with the consideration that the exchange is on their own time. The mixed-methods approach to educational research is one that promises to yield scholarly insights supported by both quantitative descriptive data and qualitative daily practice.

Overall, this section outlines the reasons behind the study, its core issue, rationale, effects, goals, and challenges. Teachers' talk is seen as a crucial factor in the process of developing English skills in young students in Ecuador, based on both international and national studies. Not seeing the language used in the class as something passive but something active that

influences what students hear and learn, this perspective contributes to the discussion on teaching methodologies. Dialogue as a teaching method goes beyond simply delivering information but creates opportunities for learning.

CHAPTER I:

THEORETICAL FRAMEWORK

The theoretical framework of this research paper is based on established concepts to examine how teacher talk influences linguistic input, and therefore, learning outcomes in young students at EB Federico González Suárez School. In this section, I focus on how the numerous verbal interactions mediated by the teacher affect students' exposure to the English language but also the skills they develop through interactions. As we have already seen, teacher-led interactions dominate and students rarely have the chance of authentic interaction in English; that is, neither bilingual programs, nor immersive communities. This brings the question of the teacher's linguistic competence in mediating this exposure. The way the teacher organizes structures each speech, the degree of clarity he/she has in enunciating it, the degree of repetition, the clarity in the addressing of students' responses – all these shape students' language exposure. Additionally, the way conducting verbal exchanges daily affects the development of students' communicative skills.

This chapter addresses two core concepts: teacher talk as the independent variable and linguistic input as the dependent variable. Rather than viewing spoken classroom language simply as communication, it functions as a method to guide learning, support understanding, and shape dialogue. Additionally, exposure to speech and to what students hear is treated here as the essential substance shaping how new languages take root. The interaction between them shifts based on setting, moment, and conditions; features like clarity or reach depend heavily on how educators speak during lessons.

This work draws on findings from both global and local settings, placing the analysis into a wider scholarly conversation. From worldwide observations comes a clear indication: how

teachers talk shapes student involvement and mindset toward speaking tasks. Starting from foundational concepts in language learning theory, input, interaction, and classroom-based acquisition, the chapter offers a way to examine how teacher talk shapes students' exposure to clear, relevant language. Though useful, teacher talk sometimes restricts progress due to frequent native-language use, errors in sound or sentence form, and rigid conversational control, possibly weakening chances for deep engagement with new linguistic material.

This chapter shows that teacher talk does more than convey information. Far from passive, such speech actively builds the classroom's language setting. It guides how students take part through structured interaction patterns. What teachers say influences what learners hear and process during lessons. In Ecuador's primary schools, examining these verbal routines reveals deeper insights into teaching methods. Attention shifts toward spoken guidance as a method shaped by intention. The research adds perspective on theory while informing real-world approaches to learning English. Insights emerge not just for scholars but also for those involved in daily instruction.

1.1. Identification of Key Variables

1.1.1. Independent Variable: Teacher Talk

Teacher talk is defined as the language teachers use in the classroom to deliver instruction, manage interaction, and provide feedback. It encompasses not only the words spoken but also the strategies employed to scaffold learning, regulate participation, and create opportunities for meaningful communication. In EFL contexts, teacher talk is particularly significant because it often represents the primary or sole source of exposure to the target language.

Syllabus such as SAPS and ENWAT620 was structured with teacher talk in mind. All traversal of the stated syllabus is to be aided by how present teachers will talk. Thus it is critical as noted by Riordan (2025) that the teacher's pedagogy- actually their talk would shape the learners engagement.

Teacher talk also plays a significant role in leading to high or low student achievement Alvarez et al. (2025) through mediating teacher-student and student-student interactions. Thus it is important to look at several aspects of teacher talk. The first question is whether teachers communicate using Direct Instructional strategies which are associated to achieve their intended goal or they use Indirect Instruction strategies to inspire students motivation and attitudes towards the language (Nanda, 2025).

It is known through one learner's testimony that sometimes teacher talk can overwhelm learners hence defeating the purpose of having such talks. Bui, 2024 states controlling the teacher talk has on the downside that from using it students might lose chances to communicate and find their own ways of problem solving leading to losing the learning gain through this interaction. Bui, 2024 considering these challenges re-iterates the importance of teacher talk as it provides directions and sets expectations for how things need to go.

Further talking about interactions, teacher talk which encourages students' discussion during learning process encourages them to learn the language at the same time. Thus when compared to students' interactions in their mother language, teacher talk with a deliberate use of second language should encourage teacher-student and student-student conversation, this also known as classroom discourse. This nearly has no genre in some situations hence making it easy to change during the talk (Alvarez et al., 2025)

However Alvarez et al., (2025) shows how the outlined problem usually lead to disconnect for the students. Lastly teacher talk as explained previously is also critical on helping students become proficient in the second language. Research conducted by Abad et al. (2021) shows that teachers themselves need to be proficient in this second language if they expect to conduct a quality discourse in their classes.

1.1.2. Dependent Variable: Linguistic Input

While second language acquisition has been debated for the decades. Many perspectives have explained how a second language like English can be easily acquired. input and interaction are important when learners process new forms in the new language (Zou et al., 2024). Thus, teacher discourse can be forged with comprehensible, meaningful, and interactionally accessible instruction (Pertiwi, 2023). Teacher discourse, especially the language spoken, is something that needs to be learned. Determining the level of difficulty of teacher discourse is indeed an important point that affects the process of accepting linguistic input.

In addition, the effectiveness of the use of English as a medium of instruction can also be used as a discursive approach in learning which is adjusted to the level of linguistic input. In the list of topics presented in the Ecuador national curriculum, the effectiveness of communicative approaches is emphasized and must be used to achieve national goals regarding student learning achievement standards (Education First, 2023). In other words, the national language policy calls for using English in a special approach to increasing student interest in learning English from an early age so that after graduation they are ready to enter the global world.

Understanding teacher discourse or language spoken in the classroom is very important to produce successful communicative learning. Teacher discourse must meet certain requirements, such as its usefulness to students in English, as well as enabling students to objectively observe

teacher performance. Teacher performance includes language fluency, accuracy, complexity, and frequency of message delivery, as well as knowledge of language that contributes to student preferences for language use. In other words, the use of teacher discourse in English needs to be observed and considered so that it does not make students lose interest in studying English.

Teacher discourse in English must be adapted to the skills and abilities of students so that students can easily understand the learning material. So that linguists must prepare linguistics as a tool to increase students 'skills/abilities in the short term so that they can reduce the gap between teachers and students. If this happens, students will find it difficult to use the target language, given the difficulty of the target language (teacher discourse).

Thus, linguistic input is conceptualized as the dependent variable in this study because it represents the learner's experience of classroom discourse. Its quality and accessibility are directly influenced by the independent variable, teacher talk, making the relationship between the two centcompletaral to understanding language acquisition in EFL classrooms.

1.1.3. Relationship Between Variables

In connection with the educational dynamics of teacher talk, Zou et al. (2024) mention the positive impact that manner could have on learners' socio-emotional development, contributing to their engagement. Pertiwi (2023), on the other hand, finds that teachers' errors when communicating with students, even if unintentional, may affect the comprehension of discourse. Likewise, Bui (2024) cautions against over-controlling talk by teachers, which undermines students' motivation to interact in class. Researching L2 teachers in Brazil, Alvarez et al. (2025) call for curriculum reforms that make explicit the importance of interaction, both in the classroom and as part of the assessment, in order to raise the awareness of both teachers and

students. In a similar line of thought, Abad et al. (2021) argue that teacher proficiency guarantees input quality, which, in turn, warrants interaction proficiency.

However, the way teacher talk occurs is a crucial aspect that may even highlight the concern around it not being recommended to use the L1 in the classroom. e.g. If a teacher talks too much in the L1, not only will he/she be giving too much input that might not be enough for students' acquisition (as argued by Krashen), but such excessive input might hinder the language exposure students should get. In addition, the opportunities for learners to interact and switch from one language to another will be reduced. In Ecuadorian primary schools where the focus is on enhancing students' linguistic abilities, the evidence suggests that teacher talk is required to convey curricular contents. This contribution to education is arguably one of teacher talking time's merits. However, a secondary effect of it is that the excellent input quality in the students' L1 is not complemented with a similar quality in the L2. Now, it is proposed for EFL instruction the idea of not to neglect the L1, arguing for its necessity to manage the classroom and convey content.

From this different perspective, it could be explained whether L1 may also lead to students interact in the L2. Reasonably, if the quality of teacher talk is already set in the L1, making use of over-recommended teacher talk in the L2 will not seem sufficient in terms of helping students engage beyond L1. Overall, this positively reinforces the idea that more research is required concerning cyclic interaction in the L2 in Ecuador.

1.2. Theoretical Foundations of Variable 1: Teacher Talk

1.2.1. Instructional Language

Type of Questions

Teacher intent shapes how questions function in learning settings. Appropriate questioning strategies employed in EFL classes may lead to increased engagement and cognitive growth of learners. It has been known for a long time that questioning holds immense importance for learning and teaching processes, predating different pedagogic paradigms. Puig (2014) says that although display questions were once common practice, today they rather restrict rather than encourage learner engagement. This is due to the fact that learners get accustomed to such questioning and seldom engage in active conversation. In questioning tendencies today, a further emphasis lies on inquiry patterns that frame teacher prompts in a more dialogic way (Rima, 2019). Following suit, Goestina and Sugirin (2024) contend that while rhetorical questions seldom touch on students' comprehension, they might serve as signposts throughout lessons if the teacher does elaborate on their answer upon reaching a later part of the lesson. Provided they fit the teachers' wider lesson structuring pedagogical approach, this can also be valuable as a kind of student engagement.

Despite many pitfalls in and misconceptions about teacher questioning, they may offer students considerable benefits when designed thoughtfully. Regular practice and situations of effective teaching and learning provide one such avenue to enhance students' experience. For fifth graders, it cannot be emphasized enough how vital a variety of different kinds of questions open and interrogative become for students' engagement and cognitive development, ensuring they actively support their peers' learning process while being guided towards their own conceptual understandings. In light of Vygotsky's (1978) view on guidance as a prerequisite toward development, teacher questioning may serve a substantial role in easing the process of conceptual development with respect to a certain area of knowledge.

1.2.2. Feedback Strategies

Turn Allocation

Vold (2022) highlights that turn control goes beyond routine; it reveals how instructors view student independence. Where educators hold most speaking chances, students tend to receive information without active involvement. On the other hand, fair sharing of turns suggests teaching built on conversation, allowing students to shape understanding together. Moreover, Rima (2019) examined that in Libyan higher education settings, when lecturers speak too much, learner contributions shrink; yet broader participation supports deeper exchange of ideas. In early education settings like fifth grade in Ecuador, how speaking turns are given out connects closely to keeping the class organized. Maintaining structure goes hand in hand with creating space for students to speak more often.

On the other hand, Puig (2014) shows similar patterns; organized speaking roles in bilingual classes help understanding of subject matter, along with language growth. Speaking chances managed by teachers not only guide who talks when, but they also influence what kind of responses appear, and reflect teaching goals, too.

Language Choice (L1/L2)

In this session, Halil (2026) critiques monolingual ideologies associated with the traditional ‘Language 1 – Language 2’ box approach in language education and argues that such ideologies constituted a barrier to comprehensibility of target language for learners. Similar concerns are also raised by Park et al. (2025) as they examined digital learning environments and suggest translanguaging as a resource to cater to younger learners’ diverse learners’ needs. Although translanguaging has recently being accepted in language education as a complementary resource and to address the disparity between students’ L1 and L2, teachers should judge when

and which language to adopt judiciously. As Vold (2022) argues, “students’ progression through proficiency levels requires a high level of developmental sensitivity from both educators and students, a flexibility in terms of the language that students feel most comfortable producing and receiving in the particular context rather than imposing strict rules of L1 and L2 usage.

The issue here does not suggest endorsing translanguaging in its entirety, as it may aggravate learner engagement in the target language, but to position and articulate translanguaging carefully as a temporary move towards a more comfortable use of the first language. Halil (2026) that encourages students active and meaningful participation within the L2 learning context. Research indicates that learners’ flexible use of translanguaging in tandem with consistent L2 use leads to better learning outcomes, improved comprehension, and greater commitment to the learning task (Cenoz & Gorter, 2022). Similarly, regarding competence-based approaches, a flexible, strategic translanguaging model that is not only manageable to students but also creates opportunities for both expressive and receptive interactions is crucial to sustain students’ motivation toward task completion.

Overall, designing organised, systematic, and prepare content for translanguaging to take place during target language instruction maximises the pedagogic outcomes associated with its use. As a note, while this session captures the utility and strategic significance of translanguaging during L2 learning for the fulfilment of vital pedagogic responsibilities, allowing students to engage more actively in meaning making within the L2 inspiration, we found it hypotheses that basic cultural principles of the L2, notions of appropriacy as well as significance of certain literacy skills (i.e. spelling, writing) should also be carefully positioned into L2 instruction if teaching provenance to students is going to be taken seriously.

In conclusion, translanguaging is indeed advantageous in promoting learners' involvement in L2 learning, yet their directional coded approach to language arts is necessary to follow suit if the primary intent of roadmap to communicative competence is to be achieved. The apparent difference that translanguaging have is its complementary nature to L2 instruction, dissimilar to developmental second language acquisition (SLA) perspectives that strongly advocates for unilateral usage of target language only in language education.

Scaffolding Strategies

Puig (2014) outlined that scaffolding means modifying instruction according to how well students progress. Rather than staying fixed, this approach adjusts speech complexity, shows language patterns, and then slowly reduces guidance. Du and Reynolds (2025) find that such support through chatbots also lifts student drive, showing spoken teaching methods shift across tools. For pupils in fifth grade, these techniques help cover the distance between present skills and required learning goals. In practice, instructor dialogue acts as an aid, delivering clear meaning, demonstrating conversational behavior, and eventually encouraging self-reliance.

1.2.3. Interactional Control

Corrective Feedback Moves

One topic stirring debate in second language acquisition studies involves corrective feedback. According to Rima (2019), types such as explicit correction, recasts, and elicitation carry separate classroom consequences. While clarity in output marks explicit forms, they sometimes interrupt conversation rhythm. In contrast, recasts slip more smoothly into dialogue yet might escape learner attention entirely. Because learners think more deeply when asked to fix their own mistakes, elicitation increases mental effort.

Furthermore, Goestina and Sugirin (2024) acknowledged that feedback works better if students notice it and actually use it; metalinguistic hints play a key role here. In addition, Vold (2022) suggests that feedback should fit the situation, aiming at correct forms without harming smooth communication. EFL students in their formative years require careful treatment in that excessive corrections might cause them to become quiet, but input in the right places will contribute positively to their language accuracy. It follows that teacher talk does more than highlighting mistakes; it shows how to create language.

1.2.4. Relevance of Teacher Talk to the Present Study

In EFL settings where students rarely encounter English beyond class, spoken input from instructors forms a central channel for language acquisition. In fact, Puig (2014) noted that such speech structures interaction patterns during lessons, supporting both subject understanding and linguistic development. Instead of mere transmission, it opens pathways for engagement, this point reinforced through work by Rima (2019) along with Goestina and Sugirin (2024), who link it to growth in functional communication skills. Meanwhile, Halil (2026) and Park et al. (2025) show how easily these verbal practices adjust within diverse-language environments or when digital tools shape delivery methods. Furthermore, Du and Reynolds (2025) suggest continuity of support even when instruction shifts toward online formats, preserving guidance once tied strictly to face-to-face dialogue.

At Escuela EB Federico González Suárez, spoken input from teachers forms the main source of English for fifth graders. Rather than merely guiding lessons, it serves as essential linguistic exposure. The extent and manner in which it is used affect how students progress. The above-mentioned facts indicate that there is a certain kind of patterns in the communication between teachers and students that influence the possibility of gaining knowledge. Language

instruction, error correction, and classroom discourse management serve the particular purpose. All three points together define the nature of classroom interaction. Language use by teachers does not only involve the process of communicating something to students but also turns into an educational process itself. It includes both theoretical and practical elements of teaching.

1.3. Theoretical Foundations of Variable 2: Linguistic Input

1.3.1 Comprehensibility

What matters most is whether learners grasp what they hear, even if speech carries a noticeable accent or flows less smoothly. Though often mixed up, clarity of understanding stands apart from mere ease of decoding sounds or spotting foreign intonation patterns, research shows. Chau and Huensch (2025) pulled together findings across studies, revealing how listeners follow meaning without perfect pronunciation. Even when words sound unfamiliar, sense still gets through. Listening gains rely heavily on access to input that feels within reach cognitively. Across diverse settings where English spreads without native norms dominating, variation becomes routine.

Kasimo et al. (2024) point out how vital it is for students to encounter speech they can process mentally. Such exposure feeds directly into skill development during real-time comprehension tasks. Ideas introduced long ago by Krashen resurface here, meaning-laden signals shape growth more than flawless delivery ever could. One claim holds that language grows best when exposure edges just past what students already know.

Though built on earlier ideas, Borhan (2025) shows that meaning sticks better if tied to context, images, or real-life scenarios. Because young minds in grade five are still piecing together thinking and speaking tools, clarity matters deeply at this stage. Rather than choosing between natural speech and student grasp, educators walk a line, offering talk that stretches

without overwhelming. With this in mind, making input clear shifts from accident to aim, guiding how lessons unfold moment by moment.

1.1.2 Accuracy

Language correctness reflects alignment with established grammar, vocabulary, and pronunciation standards. Hwang (2025) indicates that growth in children's speech progresses alongside precision, smooth delivery, and structural depth, indicating gains from repeated contact with proper forms. Stable exposure to accurate classroom language supports the adoption of syntactic conventions while limiting persistent mistakes.

According to Uchihara et al. (2023), multiple encounters with correct language help form cleaner pronunciation while lowering accent strength, highlighting how often something appears strengthens precision. When exposure to native speakers is limited, conversation becomes the primary source of authentic language examples. The importance of clarity cannot be overstated when working with fifth graders; clarity is crucial for forming grammatical skills, avoiding error formation, and developing step by step over weeks. It is not enough for correct speech to be standard-compliant; it should create an environment in which the correct usage is considered normal.

1.3.1. Structural Complexity

Complexity in spoken or written material depends heavily on grammatical forms and vocabulary selection. When linguistic input surpasses a learner's present ability, understanding tends to drop; this observation appears in Lu and Sato (2025), pointing toward tailored difficulty levels. With time and consistent contact, individuals move naturally from brief expressions to extended constructions; such progression emerges clearly in Hwang (2025), too.

Young children, like those in fifth grade, gain much if talk inside class matches their level of growing, bringing words just before what they know but staying close by. Connected to Vygotsky idea, study moves best when help fills space hard tasks make. Not cutting down language often, instructors could show kids many sentence shapes, lifting needs slow to make flexible mind for later talk needs. Hard input has two jobs: it pulls thought out while keeping clear enough that knowing stays there. By adding layers of shape one by one, teacher voice works soft through years, mixing work and help to push real change in ways children speak.

1.3.2. Frequency of Exposure

Frequency of exposure influences language acquisition despite its lack of emphasis in classrooms. The more often learners come across linguistic structures, the better their pronunciation. This is seen in various research such as Uchihara et al. (2023), who argue that repetition eventually transforms the way one speaks. Since opportunities for exposure to English outside immersive environment are fewer, classroom exposure is critical.

Listening skills benefit when students regularly receive understandable language, according to Kasimo et al. (2024), aligning indirectly with Krashen's long-standing view: exposure feeds acquisition. Technology adds another layer; notably, Aldamen et al. (2025) find digital reading volume links closely to spoken ability, suggesting AI-driven input may amplify outcomes under certain conditions. When students in fifth grade rarely hear English beyond class, regular use during lessons matters greatly. Throughout teaching moments, educators include the language often through diverse tasks. Repeated contact strengthens word knowledge along with structure awareness while lowering pause before response. With passing weeks, steady experience turns lesson talk into a main way understanding grows. How often they listen

shapes both pattern recognition and their ability to take part in exchanges. The amount of contact acts less like a count, more like an influence that maintains growth over time.

1.3.3. Relevance of Linguistic Input to the Present Study

Linguistic input influences language learning and is shaped by exposure to spoken and written forms. Not every message reaches a learner equally; ease of understanding opens access, as shown by Chau and Huensch (2025). Complexity, however, affects how much mental energy decoding requires. Over time, precision in usage grows alongside structural variety, a pattern detailed by Hwang (2025).

Exposure matters too: when sounds and structures appear often, they become clearer and easier to reproduce, a link confirmed by Uchihara et al. (2023). Two recent investigations, one by Kasimo et al. (2024) and another by Aldamen et al. (2025), support an older idea proposed by Krashen, where regular contact with understandable messages feeds progress. For fifth-grade students at Escuela EB Federico González Suárez, spoken language from teachers forms the main contact with English. It is not only the accuracy that is crucial, but also the structure, level, and repetition rate that affect children's learning. Unlike regarding speech acts as merely transmission, this study sees them as multi-layered devices that aid understanding and development. Instead of staying passive, classroom discussion becomes an active process that directs the process of language acquisition. As a result, teacher speech ceases to be just talk and becomes one of the key components of L2 instruction.

1.4. Chapter Summary

Looking into teacher talk during lessons shows its deep connection with language learning in foreign language settings. Guidance, feedback, structure, and directions all emerge through teacher talk. As noted by Goestina & Sugirin (2024) the types of questions asked, turns

taken, and corrections made have an impact on student involvement in communication. Halil (2026) and Park et al. (2025) highlight strategic use of both L1 and L2 with the help of step-by-step scaffolding specific to the proficiency level of the learners. From another angle, classroom talk does more than transmit information; it shapes dialogue patterns, guides involvement, and delivers the understanding necessary for progress in language mastery.

Linguistic input shapes the learning of language, impacting how easy it is to learn a particular form. For example in native acquisition of linguistic sound patterns, clarity and well-formedness of individual sentences makes it easier for them to be correctly understood. The clarity of every individual sentence matters, since if they are not wellformed they will not be able to be correctly parsed or processed.

For the child acquiring a spoken language, such as English, the ability to successfully process an utterance of a sentence grammatically implies that the rule or structure modelling the native speakers grammatical competence has been taken on board as part of the parameters to be set in the language. Since the repetition of sentences contributes to the development of linguisitic skills, and since input and learning arise through comprehension, and since all words, phrases and sentences are regular on some level, the gain from learning these sentences by heart every time they occur, even if they are frequent, actually does lead to learning regular patterns and gaining insights into irregular ones and strengthens and contributes to the successful comprehending and processing of that very input.

When combined, teacher talk and linguistic input form linked elements in this research. How educators speak becomes the method through which language exposure occurs; meanwhile, that exposure contains what students absorb. At Escuela EB Federico González Suárez, among fifth graders, one cannot separate these two aspects; teacher speech shapes clarity, structure, and

support, whereas the nature and repetition of such input shape progress over time. From a conceptual standpoint, successful EFL teaching arises when the communication style aligns closely with meaningful language content. With both factors in view, the work fits into wider second language acquisition models, showing clearly that classroom interaction and spoken material strongly influence chances to learn and actual results.

CHAPTER II:

MATERIALS AND METHODS

2.1. Type of Research

Creswell (2014) asserts that a mixed-methods methodology helps gather a comprehensive understanding of research problems by combining quantitative numerical trends with qualitative insights about relationships. Creswell (2014) states that, when looking at the processes that relate us together, we look at the relational activities happening inside of the contextualized event we are observing. For this reason, a primary EFL classroom has been chosen as the location of data collection. A non-experimental case study (Creswell, 2014) will be used to define these elements; therefore, the analysis will be limited to one EFL classroom. This study will not manipulate the conditions of the learning environment, however, the naturally occurring instructional dialogue will serve as the object of study for this immersive analysis. The use of this one EFL classroom as a focal point will present various layers of meaning and information; for example, teacher-student interactions, communication behavior patterns and the underlying forces that affect a student's educational success. The fine details of these interactions will emerge from the researcher using extended periods of study rather than sampling over a long time period. This approach will present the complexity of the relationship to the researcher over an extended period of time.

It is important to note that this study is descriptive because it seeks to describe and explain the truth of classroom discourse without changing the variables. It is not simply about noting what people say and then organizing events; it entails listening to the discourse and observing the interaction. In other words, as the teacher speaks, answers arise and mutual

understandings are developed gradually through conversations. The truths lie in minute interactions that become visible only after prolonged observation.

The choice of descriptive case study for this study is therefore informed by the fact that it allows capture of the detailed information in natural settings. The interactions and not the isolated bits become the determinants of how the grammar lessons are communicated and learned by the learners and teachers. This allows the researcher to make an informed argument on the role of interaction in shaping communication, developing mutual grounds, and allowing participation in the conversation.

2.2. Methods, Techniques, and Instruments

In this study, the main techniques included surveys, interviews, and non-participatory classroom observation of EFL sessions. Commonly used in research that seeks to uncover authentic patterns of interaction, these methods help trace how communication naturally unfolds among participants (Gass & Mackey, 2020). Instead of counting each occurrence of individual events, the researcher uses a systematic process to create a typology of teacher discourse by identifying shifts in turn taking, as well as other characteristics that occur within classroom discourse. Using this structure, the researcher files accurate and consistent records that provide insight into the development of communicative roles.

Careful observation of classroom discourse provides more interpretive meaning, while written records of verbal and non-verbal behaviours provide accuracy in documenting behaviours. Over time, the records provide insight into patterns of speaking frequency, interruptions, silence and how teachers influence the flow of learning; additionally, they create a record of the nuances of tone, pausing and emphasis - which are all key contributors to the

production of shared meaning. The combination of descriptive scenarios and field notes produces a deeper, more multidimensional understanding of the complexity of how classrooms function.

This approach focuses on description rather than manipulation. The objective is to represent teacher and student interactions in the manner in which they naturally occur, not to evaluate instruments or force rigid categories. Therefore, detailed notes provide a deeper understanding of real-life experiences, reflecting the genuine interactions between teachers and their students. Observing how ideas develop in the course of teaching provides insight into how learning is an ongoing process and correlates to mixed methodologies that examine both the measurable frequencies of perceptions and the qualitative human behaviour in everyday situations.

2.3. Research Questions

This study is directed by research questions as opposed to hypotheses. The study's overall research question is:

- How does teacher talk affect the amount of language input available to fifth-grade students during English instruction?

Specific research questions include:

- What types of teacher talk will occur during teaching?
- What effect do the types of discourse have on students' ability to understand spoken English?
- What effect does teacher talk have on students' opportunities to participate?

According to Creswell et al. (2018), mixed-methods inquiry seeks to build a complete picture of a phenomenon by integrating the exploratory nature of qualitative data with the descriptive numerical patterns of quantitative instruments.

2.4. Variable Operationalization Matrix

Variable	Dimensions	Indicators
Independent Variable: Teacher Talk	Instructional language	Type of questions
	Feedback strategies	Turn allocation
	Interactional control	Language choice (L1/L2)
		Scaffolding strategies
		Corrective feedback moves
Dependent Variable: Linguistic Input	Comprehension	Comprehensibility
	Linguistic accuracy	Accuracy
	Structural complexity	Complexity
	Input frequency	Frequency of exposure

2.5. Participants

One fifth-grade class formed the core of the participants, drawn from students receiving primary English teaching at Escuela EB “Federico González Suárez.” The group was chosen deliberately without random selection, consistent with the mixed-methods, case-study orientation of the research, allowing for both a statistical overview of the group and deep qualitative analysis (Gass & Mackey, 2020). Since detailed observation inside a narrow educational context takes priority here, broad statistical representation matters less than depth. What emerges instead is close attention to spoken exchanges between instructor and learners; this closeness shapes the method’s path. A single-class focus allows patterns in everyday communication to surface naturally during actual lessons. By narrowing the scope in this way, alignment strengthens

between the research aim and how evidence unfolds across interactions tied to place, level, and pedagogy.

Students at this level of proficiency are moving out of simple communication and into a more advanced stage, where the teacher's speech is an important factor in the development of the student's language. This focus is easier to do logistically, through access to the same class and through the institution's concurrence, as well as through the ability to carry out ongoing field work under consistent conditions. A single school team allows you to focus more in-depth on how the teacher uses speech, how they respond to students, and how the delivery of language patterns associated with acquisition occurs.

In addition to observation, a survey was administered to 50 students aged 8 to 10 years old, representing a mixed-gender fifth-grade group. This instrument was designed to capture learners' perceptions of teacher talk and grammar instruction. Additionally, the interview was conducted with the classroom teacher, the English coordinator, and the vice principal of the school. Furthermore, the survey and the interview underwent validation procedures to ensure clarity, reliability, and alignment with the study's objectives.

Even if the sample lacks statistical representativeness, useful observations emerge regarding instructional talk within an authentic EFL setting. Insights gained may contribute to wider conversations on teaching methods where language learning occurs under comparable conditions. Attention shifts toward how educators' spoken input influences opportunities for dialogue, support during learning tasks, and responses to student output. From here, selected participants form a basis, enabling close study of exchanges inside classrooms along with their effects on instruction.

2.6. Procedure and Data Analysis

Approval from the institution comes first, setting the foundation for ethical integrity and cooperation. Next, the researcher observes the classroom while remaining an uninvolved observer in order to provide an unaltered view of the actual interactions between teachers and students. Then, audio recordings of each session are made to provide a consistent record of the sessions for later use as proper documentation of the accurate verbal content that was spoken in the session. The verbal interactions as part of the audio recording are transcribed into a written format with an emphasis on the manner in which verbal exchanges occur between participants. Moreover, the verbal exchanges will be coded based on different kinds of categorizations, for example: (a) providing a response; (b) correcting mistakes; and (c) giving an instructional response. The next stage is based on the previous one, ensuring clearness both in the process and results. After the transcription, the data will be analyzed using thematic and discourse analysis techniques, allowing for the identification of recurring teacher utterances, along with their impact on language input. Based on Creswell (2014), the data analysis integrates descriptive statistics for the quantitative survey results (calculating percentages and frequencies) and thematic interpretive techniques for the qualitative interviews and observations, providing a comprehensive and structured analysis of the classroom dynamics.

CHAPTER III

RESULTS AND DISCUSSION

This chapter shares what was found when looking into how teachers' talk affects language learning in fifth grade at Escuela EB "Federico González Suárez." Information comes from three different instruments: questionnaires given to students, interviews with staff and educators, and observation guide to classrooms. One after another, these methods add layers to the picture, building a fuller view through overlap. Instead of just counting numbers, meaning emerges by linking patterns to ideas from theory, showing shifts in understanding, involvement, response, and progress shaped by how teachers speak.

3.1. Students' Survey Analysis

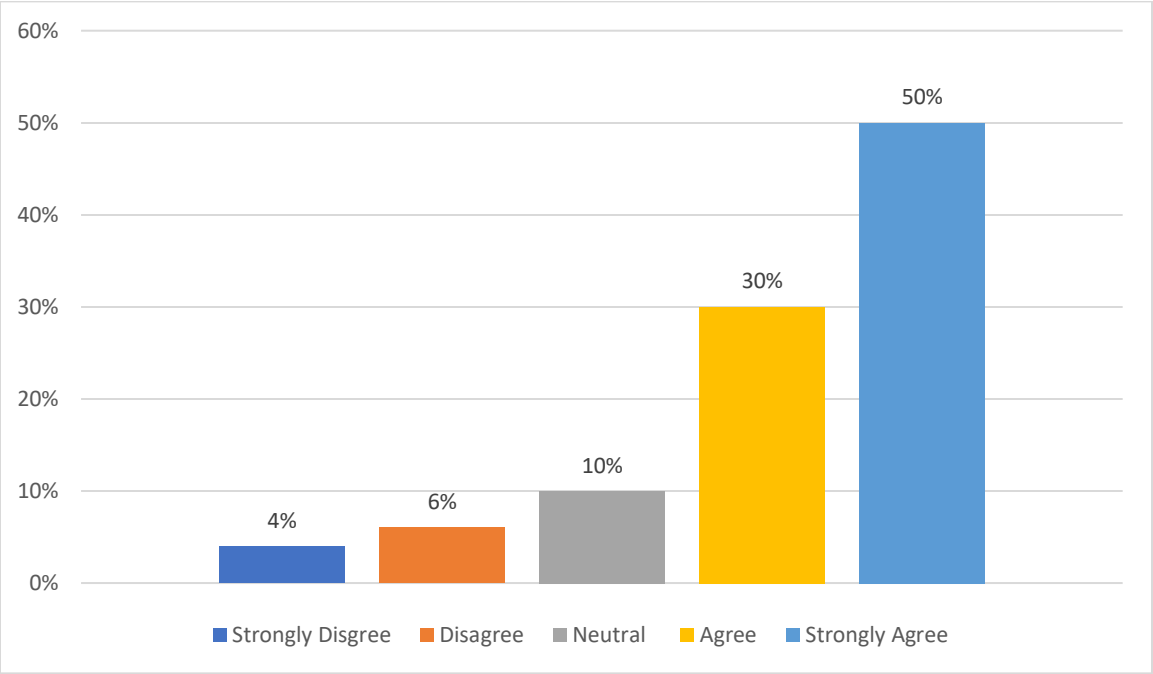
Students filled out a questionnaire about teachers' talk during English lessons, what stood out was how clear, helpful, and often they talked. This is because these children are able to hear everything that is said in class, and their opinions can help us to know whether the manner in which the teachers communicate is assisting them in comprehending the lesson or hindering comprehension. Fifteen questions formed the instrument, and each focused on a specific aspect, including pronunciation, hand movements when communicating, changing from English to Spanish, repetition of instructions, questioning techniques, errors management, and vocabulary explanation.

Fifty students between 8 and 10 took part, boys and girls together, answering questions about how they feel when teachers speak in class. Instead of just talking with them or watching what happens, this way gave clear numbers showing their thoughts. Each answer fit on a line from one end, strongly disagree, to the other, fully agree, so small differences could show up.

While conversations and notes from sitting in classrooms help, having these replies made it easier to see exactly how young learners react during regular teaching moments.

Figure 1

My English teacher speaks clearly during class

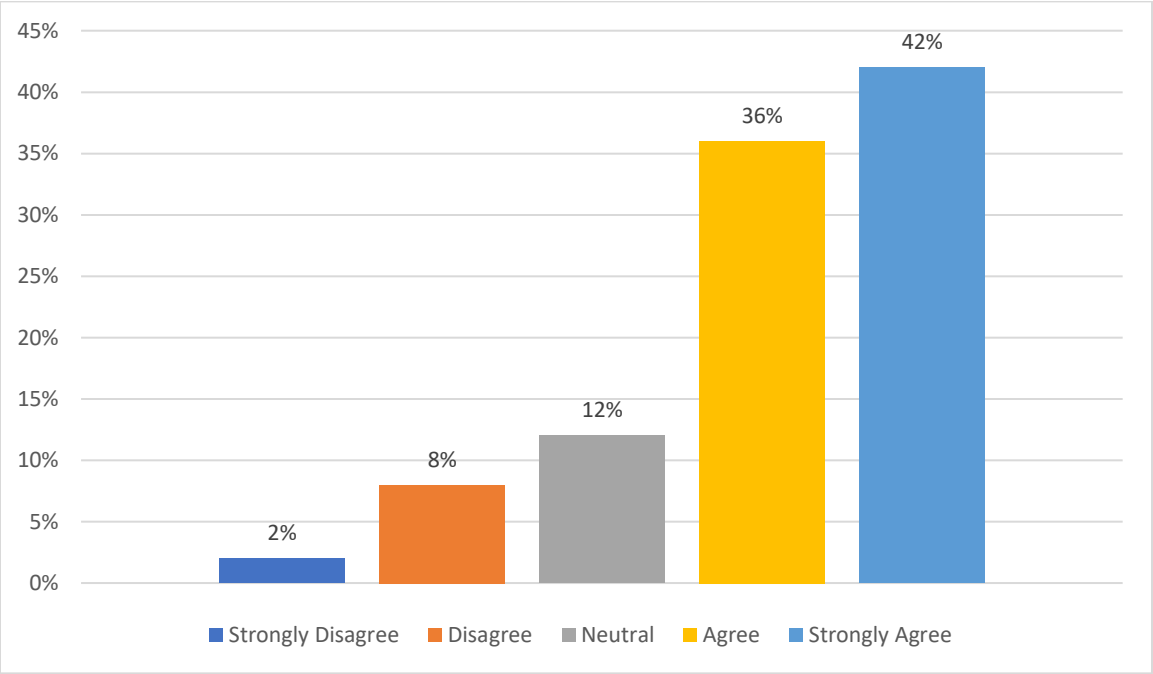


Most learners, about half, felt their instructor explained things in an easy-to-follow way, whereas 30 % also found the speech clear without strong emphasis. A tenth gave no firm opinion, while just a few thought otherwise. It turns out that being understood easily stands out as key when teaching happens here. That result lines up with what Abad et al. (2021) noticed: clear teaching helps students grasp lessons better in Ecuador's schools. Chau and Huensch (2025) pointed out something close: being understood matters just as much as speaking correctly when learning a second language. Following Krashen’s idea about input, it turns out that simple speech from teachers feeds real understanding, say Kasimo et al. (2024). Because of this, young learners in fifth grade at Escuela EB “Federico González Suárez” gain more than expected when words

make sense right away. Clarity in how teachers speak stands out clearly during early English instruction moments.

Figure 2

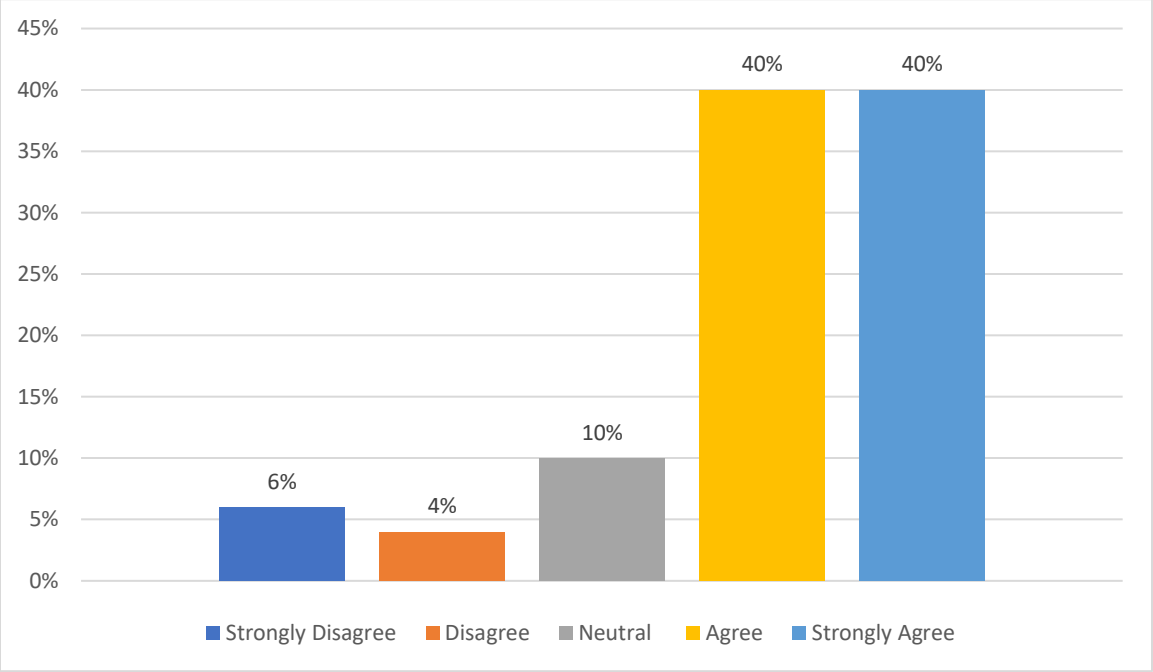
My teacher uses simple English that I can understand



Most students, 78 % altogether, felt their teacher spoke in a way that was easy to follow. Ease comes through when classroom words match what learners can handle. Less stress shows up when speech fits the student. Mangngemba et al. (2025) noticed similar results. Their work linked clear teacher talk to how students feel about learning English. Borhan (2025) said something else too about how clear input helps students grow their word knowledge while feeling more sure of themselves. Though far away, in Ecuador, Alvarez et al. (2025) and others saw a similar pattern: lesson plans get reshaped on the fly, shaped by what students can actually handle right now. When teachers slow down and simplify, it acts like support, not pushing too hard, just enough to let meaning sink in.

Figure 3

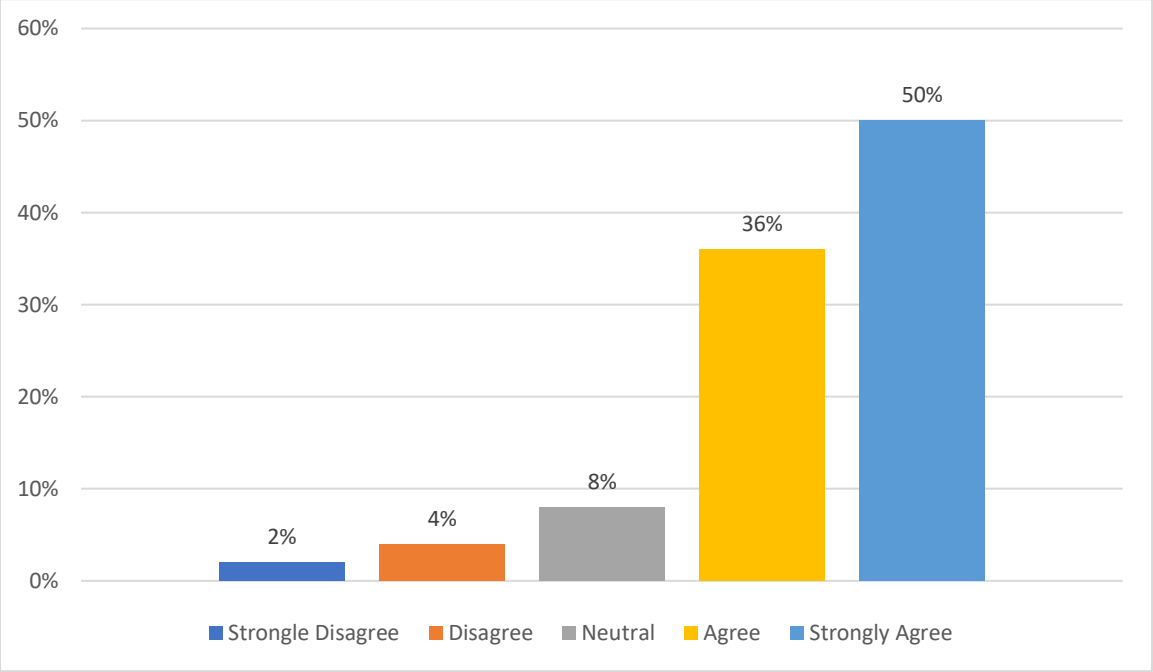
My teacher repeats instructions when students do not understand



Most students, four out of five, said they hear directions again if necessary. Teachers adjust their speech based on student needs, which helps clarify what to do next. When guidance gets restated, it fits with research by Gass and Mackey (2020) showing how back-and-forth exchange plus clearer language support learning a new tongue. Surprisingly, Goestina and Sugirin (2024) found something quiet but strong, repetition doesn't just echo words, it shapes how well people communicate. Instead of fading into background noise, repeating ideas helps learners stay involved while filling in holes where meaning might slip through.

Figure 4

My teacher uses gestures or body language to help explain English

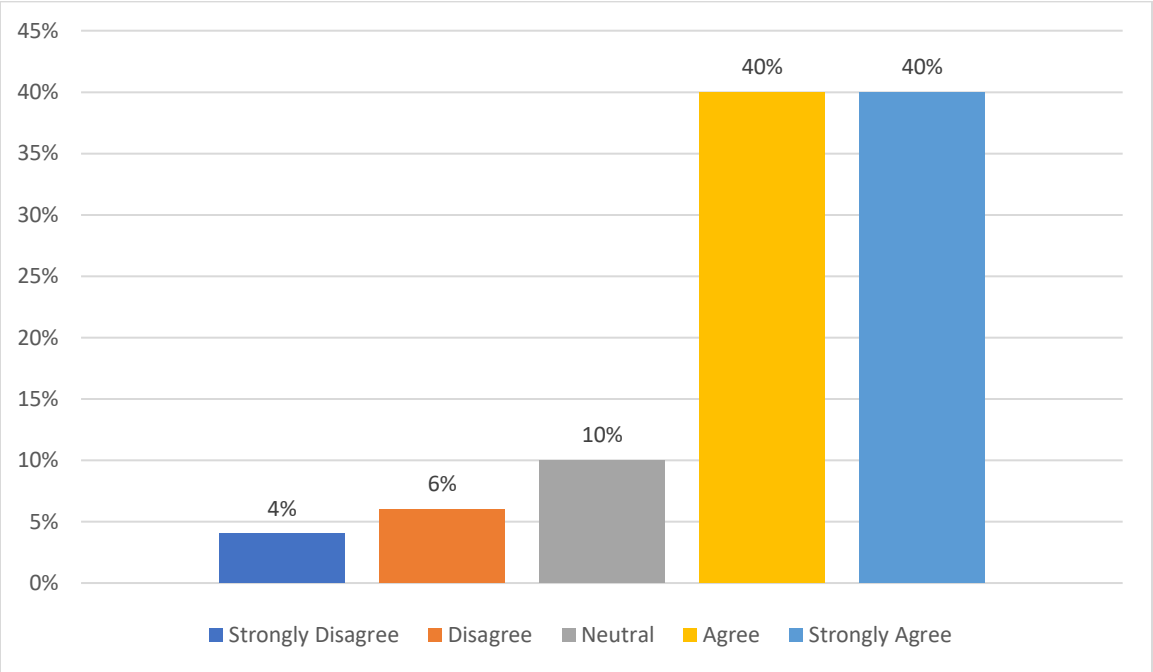


Eighty-six percent of students noticed that hand movements and posture helped them grasp ideas better in English class. Not just words matter when teachers speak, how they move often adds clarity too. Meaning becomes easier to catch once sight and motion join spoken language. When new terms appear, physical signals offer another way to understand without confusion. Lu and Sato (2025) found that understanding second-language speech depends less on perfect grammar, more on hints that shape comprehension. Movement, gaze, pauses, all play quiet roles. In Ecuador, official teaching guidelines list such supports as key to building real communication skills. These classroom habits match what researchers now confirm through observation. With gestures playing a key role, it lines up closely with what Goestina and Sugirin (2024) noticed, non-verbal cues help learners communicate better in Indonesian English classrooms. Spoken language alone does not carry the teaching load here; body signals step in,

adding depth to how meaning reaches students. These physical prompts back up the kind of clear, understandable messages Krashen says are vital when picking up a new language.

Figure 5

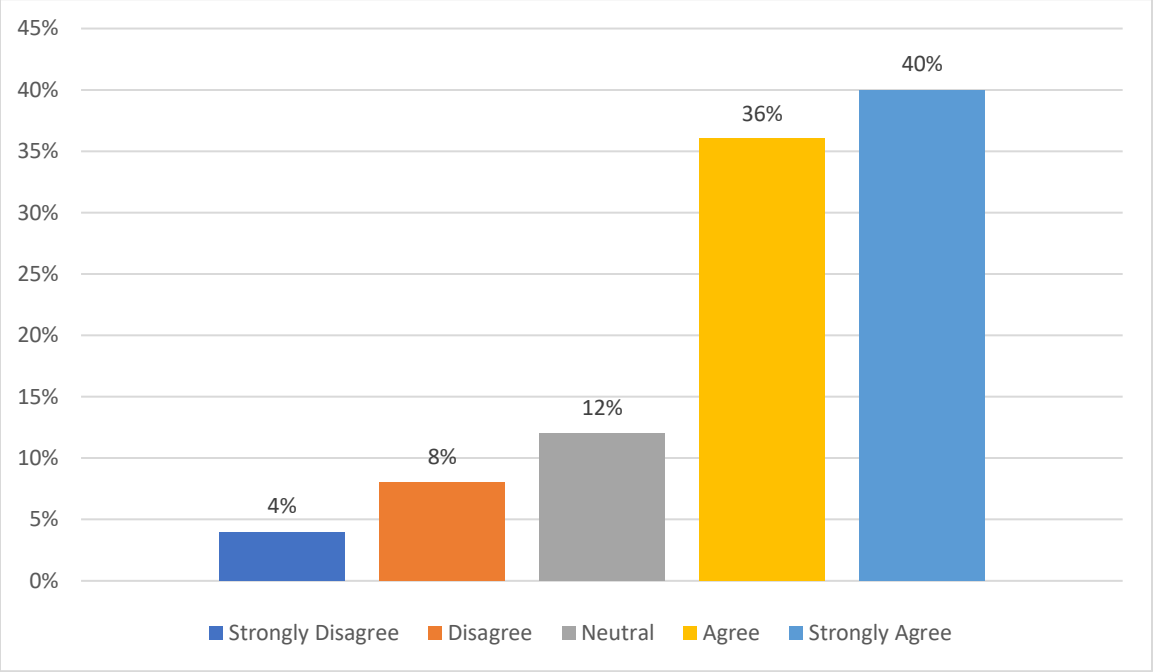
My teacher uses examples when teaching new words



Most students said their teacher shows how new words work through real-life instances every time. Because of this, ideas become clearer when tied to everyday scenes instead of staying vague. When words appear again and again in different settings, they stick better, this includes sounding them out correctly and understanding meaning, according to research by Uchihara et al. (2023). Teachers in Ecuador tend to pull from practical cases more frequently, helping close the space between what lessons demand and where students actually stand (Alvarez et al., 2025). Borhan (2025) made a similar point, stressing how real-life context helps students pick up new words when learning English. Because of this, classroom speech filled with clear illustrations gives support, helping learners absorb vocabulary by linking it to experience instead of just repeating it mindlessly.

Figure 6

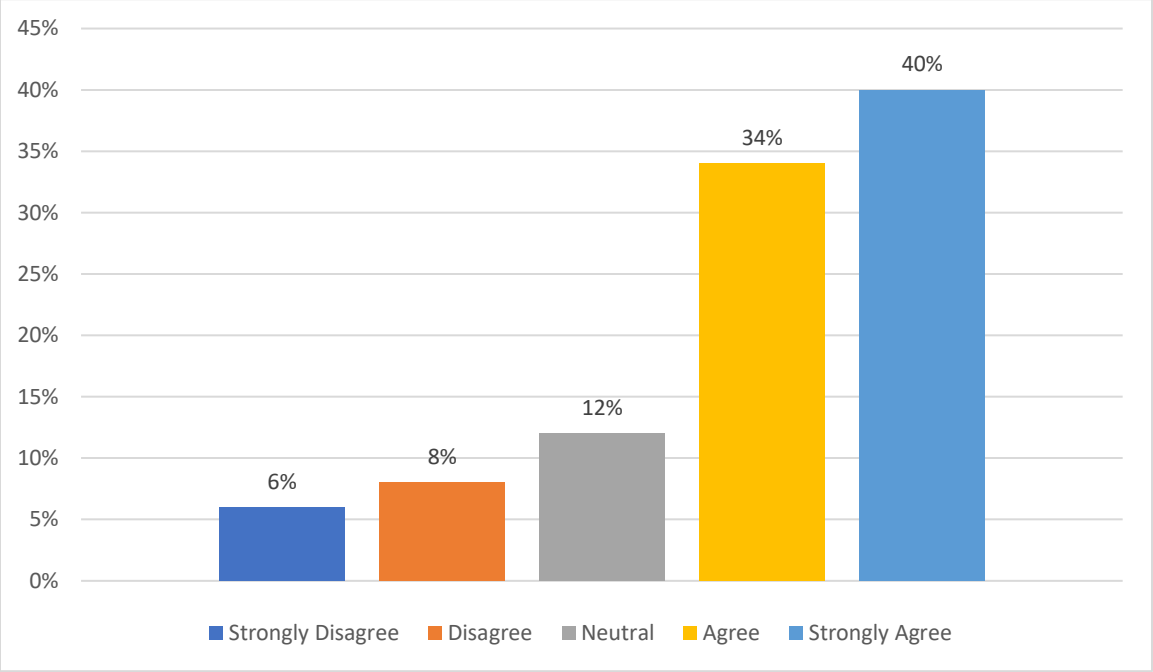
My teacher speaks slowly when explaining new topics



Most students felt their teacher spoke more slowly when starting fresh subjects. Noticing how minds need time helps keep lessons clear enough to grasp. Research by Chau and Huensch (2025) showed speed changes how well words are understood. Slower talking boosts learning chances; evidence supports this plainly. In Ecuador, educators tweak rhythm for mixed skill groups, work by Alvarez et al. (2025) points out. Such real shifts match what studies highlight about clarity through pace. Slowed speech helps learners grasp what they hear, according to Krashen's idea that input should stretch just past their present ability, i+1. Because of this small gap, teachers who adjust speed make language clearer. Their rhythm changes how students connect with new words, easing the load on thinking processes while understanding grows.

Figure 7

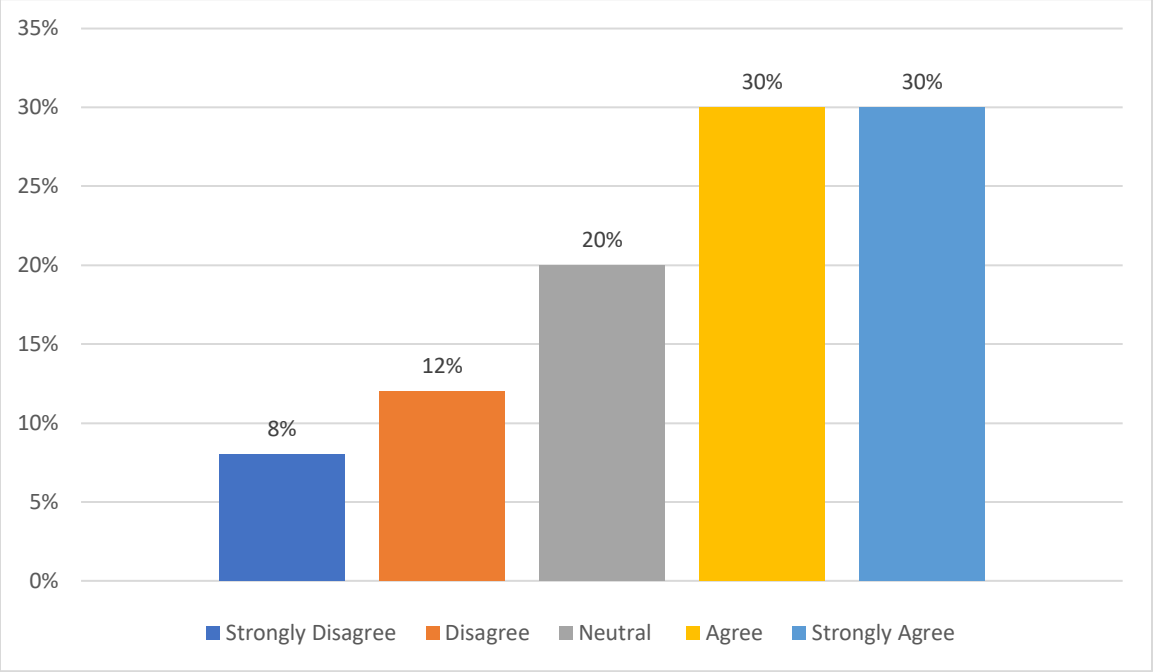
My teacher checks if students understand before continuing



Most students said their teacher makes sure they understand before going on. Not just talking at them, this kind of teaching listens as much as it speaks. When confusion shows up, it gets handled right away, keeping everyone involved. Vold (2022) found that how teachers react to what learners say shapes the whole flow of class talk. In this regard, Riordan (2025) noted that through such interactions, a cycle is formed, with the student saying something, receiving a response from the teacher, and learning occurs. Asking whether everything is clear at this stage is no longer an ordinary process but an evidence of collective thought. Learning communication becomes an opportunity to negotiate meanings rather than pass on knowledge. In this way, in line with the claims made by Gass and Mackey (2020) language acquisition requires mutual conversation and responding to each other. That is why in such cases, teachers' reflection on understanding keeps the interaction going.

Figure 8

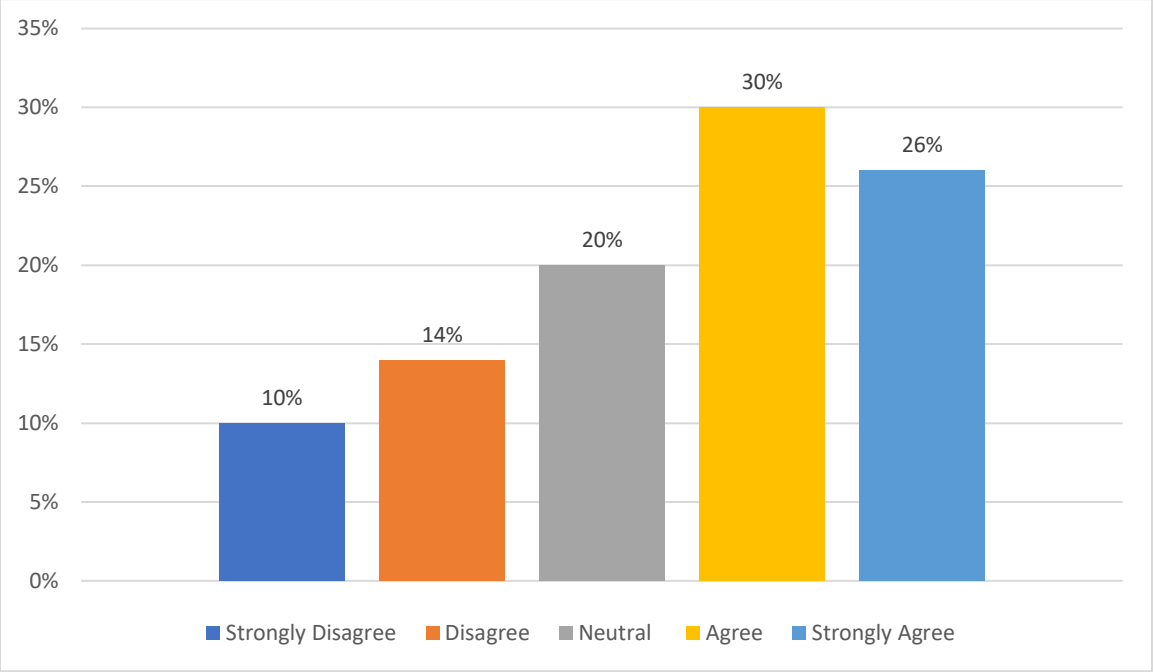
My teacher uses English most of the time in class



Most students, about six out of ten, said they hear English more often during lessons. Twenty percent didn't lean one way or the other. Some felt Spanish popped up just as much. Even though English leads, native language moments still show up clearly. How much the second versus the first language gets used ties into bigger teaching arguments. Research by Park et al. (2025) looked at switching languages mid-class; using mother tongue wisely helped understanding, yet too much risked less exposure to English. Farther south, in Ecuador, Alvarez et al. (2025) noticed something alike: official plans push full English, but real classroom life includes regular slips into Spanish. Still, the results show classroom speech gives students plenty of English. Yet getting more exposure often risks muddying understanding. That tightrope walk shapes how well real communication grows. What matters most sits right there in the middle, clear input, meeting constant practice.

Figure 9

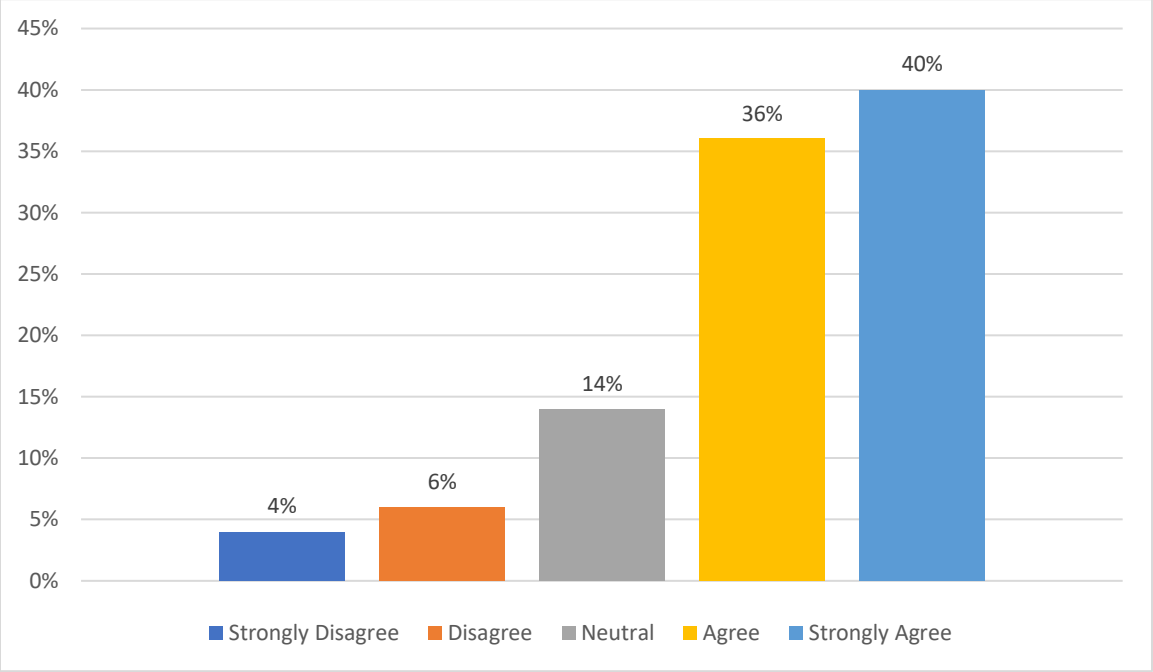
My teacher uses Spanish only when necessary



Fifty-six percent saw Spanish as something brought out just when needed. Still, one in four thought it popped up too often. A fifth sat on the fence, not leaning either way. Clearly, how they view using their first language isn't all the same. For some, Spanish helps them catch what's going on. Others reckon it shows up more than it should. According to Halil (2026), translating now and then keeps ideas clear in mixed-language rooms. Yet Mangngemba et al. (2025) warned too much mother tongue might dull the urge to speak English. Back in Ecuador, the plan for bilingual education pushes equal strength in two languages, this lines up with what we're seeing here (Ministerio de Educación del Ecuador, 2018). Teachers adjust their speech because they are caught between making meaning clear yet keeping students surrounded by English.

Figure 10

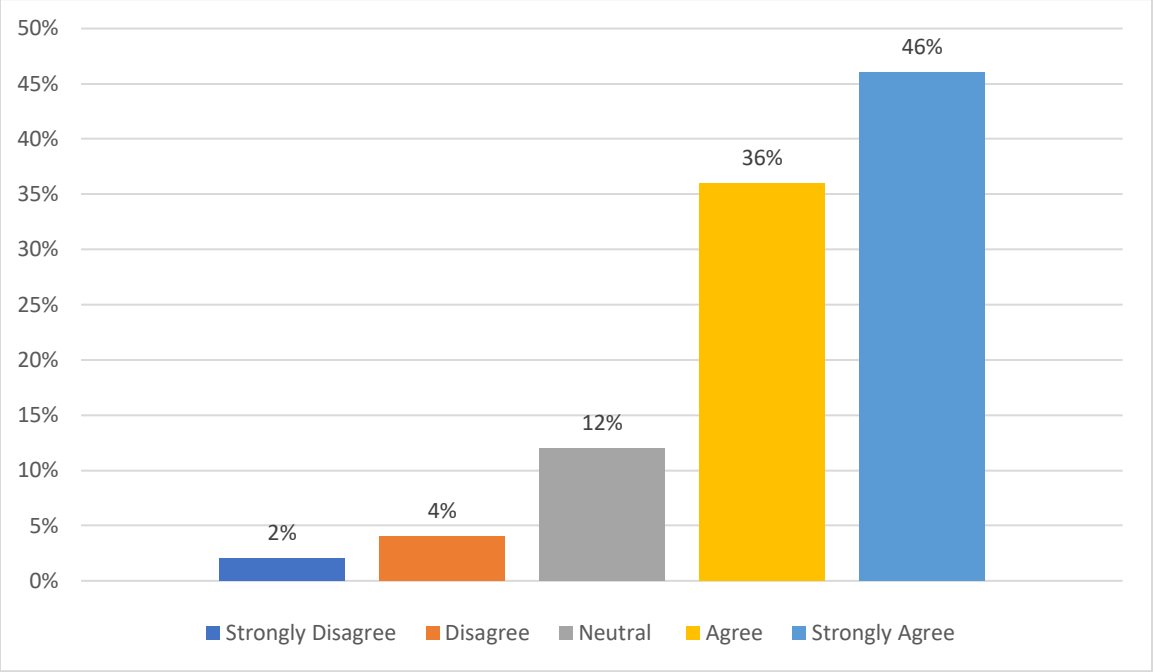
My teacher asks questions to help us think in English



Most students, about three out of four, said their teachers often pose questions meant to spark thought during English lessons. Not just filling silence, these queries push learners to engage with what they hear instead of zoning out. Research by Du and Reynolds (2025) pointed to conversation in class lifting drive and persistence when picking up a second language. In another recent study, Nanda (2025) noticed something alike halfway around the world: Indonesian students leaned in more when instructors asked open prompts. Questions in classrooms across Ecuador fit well with how teaching is meant to happen nationally. Teachers give students chances to respond, not just listen, this exchange helps understanding grow. When learners have to make their thoughts clear, they build language skills step by step. Those back-and-forth matters deeply for learning, research shows clearly.

Figure 11

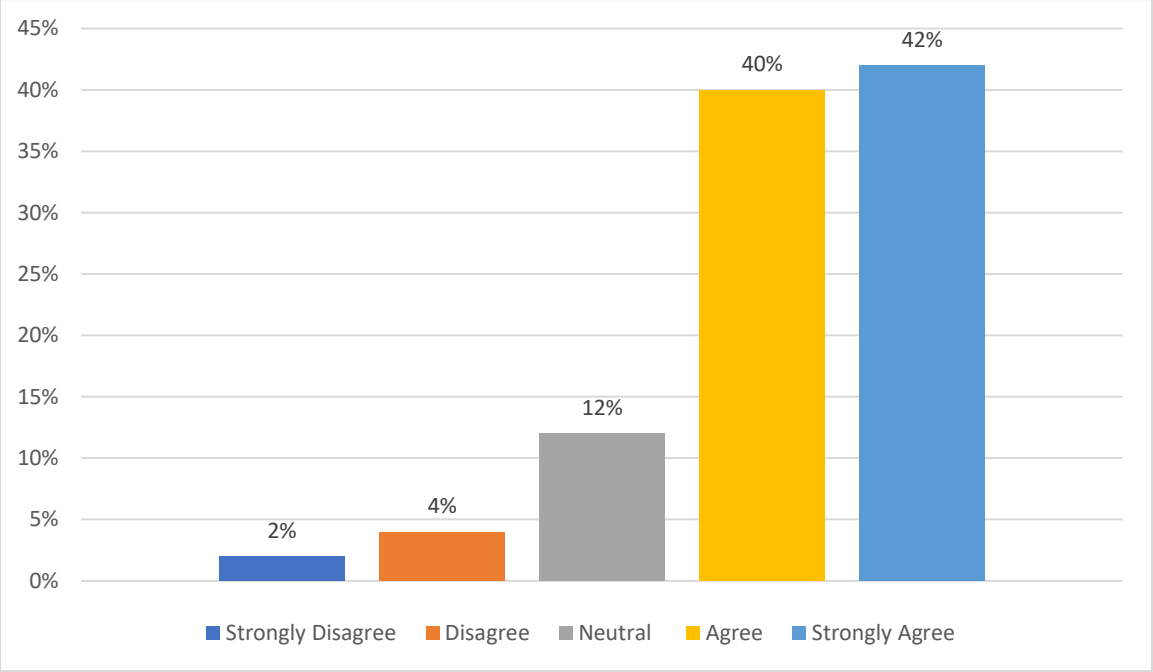
My teacher encourages us to speak English in class



Most students, four out of five, said their teachers push them to talk in English during lessons. Teacher words spark effort, building student belief in their own voice. When support is steady, fear shrinks; emotion fades from the task just like Krashen predicted long ago. In a recent study by Mangngemba et al. (2025), clear links appeared between teacher nudges and how learners feel about speaking up. Support shows up again in Goestina and Sugirin (2024)'s work, not as noise but presence, a quiet force raising real conversation skills. Out here in Ecuador, students rarely hear English beyond school walls, so it is the teacher's voice that sparks real engagement. A word of push at the right moment turns quiet listeners into speakers, linking what they hear with what they say, slowly building fluency through everyday exchange.

Figure 12

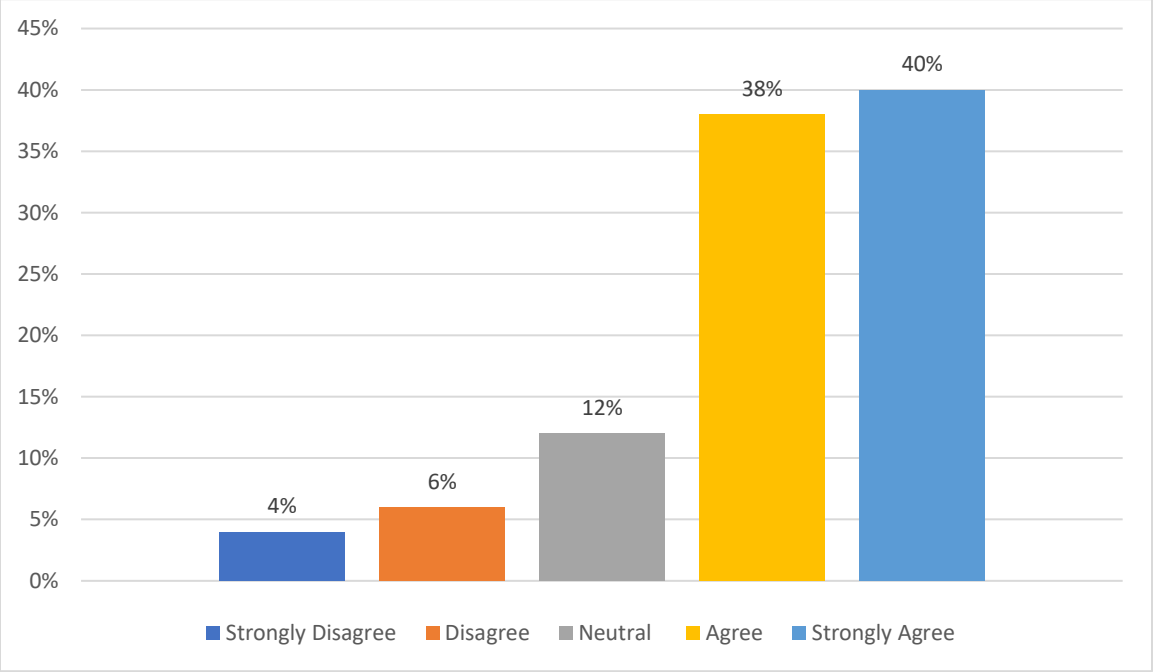
My teacher corrects mistakes kindly and clearly



Most students, 82 out of every 100, said errors were fixed gently, with clear explanations. Kind feedback turns corrections into moments of support, not shame. When teachers respond warmly, it eases emotional barriers to learning. This small change in attitude helps keep our minds open, present, and ready. According to research conducted by Mangngemba et al. (2025), the support of teachers leads to the increased willingness of students to actively participate in classes. In the same manner, the role of feedback was highlighted by Goestina and Sugirin (2024). In such a way, when the students in Ecuador feel scared of speaking in English, constructive feedback becomes an important silent element.

Figure 13

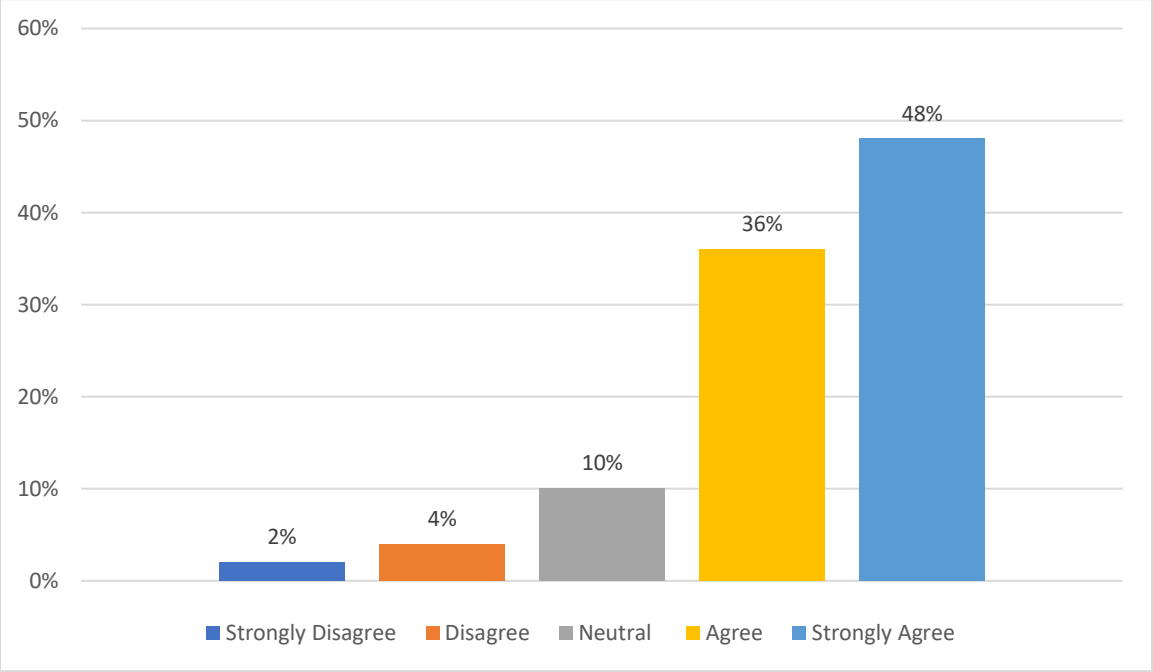
My teacher explains new vocabulary clearly



Most students, about four out of five, found word meanings explained in a way they could follow. Clarity in how teachers speak helps learners grasp new terms, not just hear them. According to Borhan (2025), understanding spoken or written language is key to picking up vocabulary. Work by Uchihara et al. (2023) showed repeated, clear examples help people remember words better and say them correctly. Research in Ecuador led by Alvarez et al. (2025) pointed out a tension: lesson plans push certain content, yet student levels differ widely. Because of this mismatch, straightforward classroom speech becomes crucial; it turns lessons into something usable, not just delivered.

Figure 14

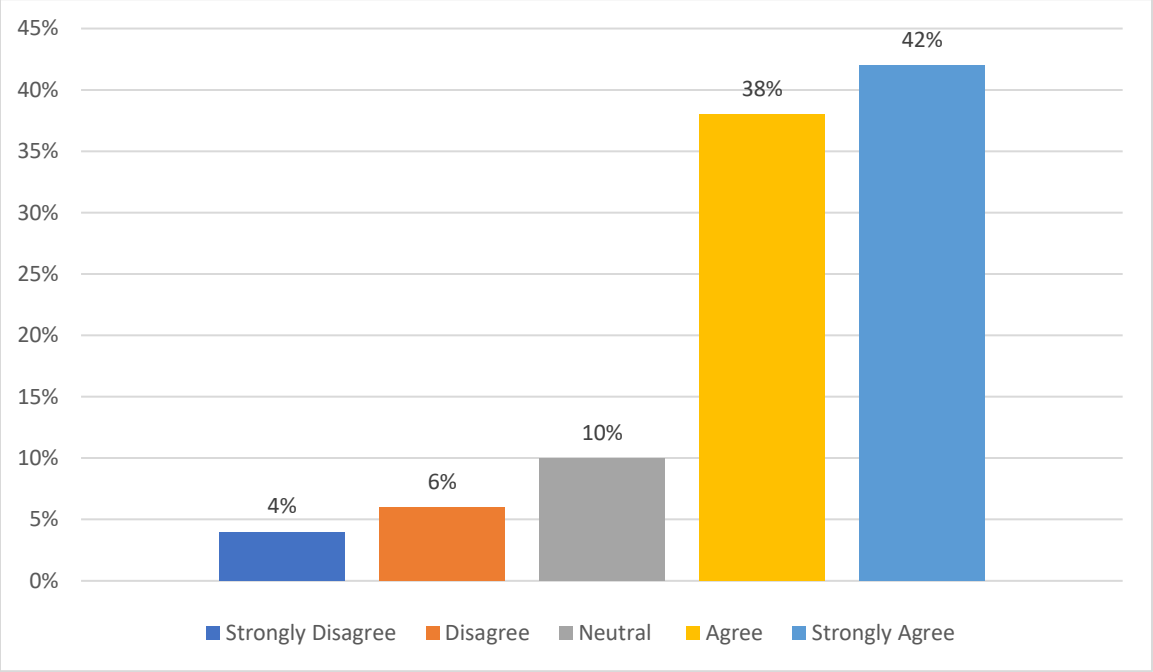
Teacher talk helps me understand English better



Most students, 84%, said teacher speech improves their grasp of English. Not just a tool, it acts as key language exposure during learning. Kasimo et al. (2024) found that clear input boosts listening skills. Instead of staying silent, learners speak up more when teachers use accessible talk, according to Bui (2024). Outside of class, few chances exist to hear English across Ecuador. Because of this, what teachers say fills the gap. Far beyond explanation, these spoken moments build understanding. Confidence grows, too, shaped by daily classroom speech. Input from instructors not only teaches, but it also forms the base.

Figure 15

I learn new English words from the way my teacher speaks



Most students said they pick up new words just by listening to their teachers speak. Exposure matters more than planned lessons when it comes to picking up vocabulary. Research by Zou et al. (2024) supports this idea: teacher speech shapes how much students learn. Word knowledge grows stronger over time when learners hear complex language again and again in class discussions. Hwang (2025) found similar results. Back in Ecuador, Puig (2014) spotted something clear: teachers' talk feeds word learning, whether in CLIL or regular English lessons. That year's data showed how explanations meant to teach also slip extra words into students' minds without effort. What stood out was how planned teaching moments mix quietly with offhand phrases, each helping students pick up language differently.

3.2. Observation Analysis

Right from the start, English lessons were observed to capture teachers' talk and how students reacted. Instead of just While counting words, they focused on clear explanations,

gestures, language use, rapid comprehension checks, questioning methods, mistake correction techniques, and attempts at learner engagement. All these behaviors were then categorized based on simple frequencies – always, often, occasionally, or never. This allowed for better detection of patterns within the actual lessons. With this technique, real-time speaking behavior was uncovered, thus providing additional support to the data obtained through questionnaires and interviews. This technique not only provided insights into established behavioral patterns but also into changes that were not detectable through mere feedback.

Table 1

Observation Results

Item	Description	Always	Sometimes	Often	Sometimes	Never
1	The teacher speaks clearly and adjusts pace.	**X**				
2	The teacher supports explanations with non-verbal cues.			**X**		
3	The teacher uses English predominantly, Spanish only when necessary.			**X**		
4	Teacher verifies understanding before moving on.			**X**		

5	The teacher asks questions and motivates students to respond in English.		**X**
6	The teacher corrects mistakes kindly and clearly.	**X**	
7	Students show motivation and confidence when responding to teacher talk.		**X**

From time to time, teachers spoke slowly while students listened carefully. Clarity marked each utterance, due partly to deliberate shifts in rhythm during instruction. The comprehension process became easier when there was an unexpected change in pace. Learners' and instructors' feedback led to this realization consistently. Research by Huensch (2025) in previous years provides support for the claim that decreased speed facilitates comprehension. Gestures would occur regularly in communication, along with minor alterations in facial expression. Comprehension became possible through the use of body language together with the spoken word.

In classrooms, English served as the main medium of teaching, though Spanish appeared at times when understanding faltered. Such shifts reveal a quiet conflict: official expectations sit alongside real-time learning demands. Support through native speech mattered to certain pupils, whereas peers saw benefit in constant exposure only to English. Evidence indicates switching languages might clarify meaning initially, yet reliance risks slowing long-term mastery (Park et al., 2025; Mangngemba et al., 2025). At times, educators confirmed student grasp by rephrasing

directions while ensuring clarity took place. Such moments align with the idea that shared meaning shapes how second languages are acquired (Gass & Mackey, 2020).

Inquiry methods appeared often, as educators posed queries using English while prompting learners to answer in the second language. Engagement levels rose through this method, matching patterns found in interviews and surveys. Curiosity grows when prompts are used well, research supports this claim (Du & Reynolds, 2025; Nanda, 2025). Correction of mistakes happened regularly, delivered gently yet directly. Confidence grew where anxiety once lingered, thanks to feedback seen as encouragement. Participation increased when corrections came softly; learners began speaking more freely. A quiet shift occurred: voices emerged not from pressure, but from subtle guidance (Goestina & Sugirin, 2024).

3.3. Interview Analysis

3.3.1. Results from the Interview with Vice Principal Lic. Pastora Villamarin

Table 2

Questions and Answers in the Interview with Vice Principal Lic Pastora Villamarin

Question	Answer
1. From your perspective, how would you describe the way English teachers communicate with students during Basic Education classes?	The teachers teach primarily in English but modify their language through pauses, repetitions, and sometimes even Spanish translation when necessary to make sure that the message is comprehended.
2. What strategies do you think teachers use to adapt their language to the students' level and facilitate the	This is done by the simplification of vocabulary, shorter sentences, gestures, visual aids, and reformulations of instructions.

understanding of English in the classroom?	
3. In general terms, how would you describe the use of English and Spanish during the English class, and in what situations do you consider the use of each language appropriate?	English predominates in interaction, while Spanish is used strategically to explain complex concepts or give clear instructions. The institution promotes immersion but recognizes the need for flexibility.
4. What importance do you think the teacher's way of speaking (repetition, reformulation, questions) has in promoting student participation and comprehension?	It is fundamental. Repetition and reformulation allow students to process input, while questions stimulate active participation and student engagement.
5. From the institutional management perspective, how are teachers guided to correct oral errors without affecting students' motivation and confidence?	They are guided to correct in a kind and constructive way, reinforcing positive aspects and avoiding direct criticism. Institutional training emphasizes motivational feedback.
6. What difficulties does the institution identify for English to be the main language of interaction in the classroom?	The main difficulties are students' limited exposure outside school, the different levels of English proficiency among teachers, and the lack of authentic input resources.
7. In your opinion, how does the way the teacher speaks in the English class influence language acquisition, and	The teacher's way of speaking directly influences acquisition, as it determines the quality of input. Consistency in the use of

what aspects do you think could be strengthened?	English, the formulation of questions, and reducing reliance on Spanish could be strengthened.

The focus lies on how teachers speak during lessons, influencing language growth in foreign language settings. As stated by the Vice Principal, adjustments occur via clear wording, repeated phrases, and hand movements, patterns also seen in research led by Chau and Huensch (2025). Although Spanish appears at times, its presence serves a purpose, revealing gaps between strict teaching rules and daily experience. Such moments mirror insights from Alvarez et al. (2025), whose work uncovers mismatches among policy targets and real-world application across Ecuador's education system.

From the Vice Principal's perspective, handling mistakes leans toward encouragement, matching findings from Goestina and Sugirin (2024) along with Mangngemba et al. (2025), where the relationship between constructive feedback and greater presence is seen. As a means of correction, inquiry becomes central; this strategy aligns with the approach taken by Nanda (2025), and by Du and Reynolds (2025), where there is dialogue between teacher and learner that encourages engagement with language.

Despite limited contact beyond classrooms, disparities in instructor capability echo findings from Abad et al. (2021), where command of language shaped instructional methods. From another angle, the deputy head's emphasis on clear communication lines up with Krashen's theory of intake, backed by current work by Aldamen et al. (2025) along with Kasimo et al. (2024), showing understanding precedes speaking growth.

From the data, it appears teacher talk functions both as communication and a method, each shaping how learning unfolds. Although valued by the administration, structural issues remain visible: a lack of materials and uneven skill levels among staff. Improvement may come through better preparation programs, less dependence on native-language instruction, more contact with real-world language use, all aligned with recent second-language studies (Borhan, 2025; Riordan, 2025).

3.3.2. Results from the Interview with English coordinator and teacher Lic. Jenny Guaipacha

Table 3

Questions and Answers in the Interview with English coordinator and teacher Lic. Jenny Guaipacha

Question	Answer
1. How do you evaluate teachers' adaptation of teacher talk to the English level of 5th-grade students?	Teachers adapt their talk effectively by slowing down, simplifying structures, and using concrete examples that match students' level.
2. What strategies do you recommend teachers use to make their language input comprehensible?	I recommend gestures, visual aids, repetition, paraphrasing, and connecting new vocabulary to students' daily experiences.
3. How often do you observe teachers repeating or rephrasing instructions in class?	It is a frequent practice, teachers almost always repeat or rephrase instructions to ensure comprehension.

4. In what situations do you consider it appropriate for teachers to use Spanish instead of English?	Spanish is appropriate when explaining complex grammar rules, clarifying instructions or avoiding confusion in critical tasks.
5. How do you encourage teachers to use questions to promote student understanding and participation?	I encourage them to ask open-ended questions in English that invite reflection and allow students to respond confidently.
6. How do you guide teachers in correcting students' errors during oral activities?	I advise indirect correction, reformulating the correct answer without interrupting the student abruptly.
7. How do you expect teachers to introduce new vocabulary through teacher talk?	Vocabulary should be introduced in context, with examples, repetition, and connections to real-life situations or images.
8. How do you see gestures, facial expressions, or tone supporting teachers' explanations?	They are essential resources that transmit meaning, capture attention, and reduce student anxiety.
9. How do you monitor whether students understand teachers' explanations?	I observe students' immediate responses, gestures, and participation, and I encourage teachers to use verification questions.
10. What challenges do teachers face when using English as the main classroom language?	The main challenges are limited exposure outside school, differences in student proficiency and lack of authentic materials.

11. How do you believe teacher talk influences students' language acquisition?	Teacher talk directly influences acquisition since it provides the main linguistic input, its quality determines comprehension and progress.
12. What institutional changes would you suggest to improve teacher talk practices?	I suggest more teacher training in communicative strategies, access to authentic resources and peer observation for feedback.

Talking with Lic. Guaipacha, who coordinates and teaches English at my school, I learned that there are specific ways that teachers use language while teaching 5th grade students. For example, to deliver information using a clear message, teachers tend to use shorter sentences, speak at a slower rate, and give examples from everyday life, rather than using longer, more complex sentences. These types of changes reflect research conclusions about second language acquisition. For example, one of the important points, which is often referred to by Krashen, is that comprehension (or understanding) is the main factor in creating progress in a second language. Additionally, the results of these studies support the above recommendations and demonstrate a consistent pattern of success across a wide variety of educational contexts.

To improve understanding, methods like hand movements, images, restating ideas, or using different words may help. Supported by work from Bui (2024) and Pertiwi (2023), these approaches reflect how modifying speech supports learner involvement. Instructional repetition, commonly seen among educators, ties back to research by Gass and Mackey (2020), where shared sense-making plays a part in learning new languages.

Spanish finds application where clarity matters most, like during explanations of intricate grammatical structures or when directions need refinement. Balance shapes this approach, immersion ideals meet real classroom dynamics, a pattern seen in Alvarez et al. (2025), whose work highlights mismatches between planned reforms and teaching behaviors in Ecuador. Still, according to Park et al. (2025), shifting between languages might support understanding, yet too much of it risks slowing progress in acquiring the target language.

One way to support learning involves using open-ended questions in English, which can prompt deeper thinking along with greater involvement. Supported by work from Nanda (2025) and Du and Reynolds (2025), interactive dialogue between educators and learners appears to strengthen motivation. Rather than stopping mistakes immediately, feedback follows a subtle path, offering guidance without disruption. Research from Goestina and Sugirin (2024) connects this softer method of correction to increased learner assurance plus ongoing participation.

Through contextual exposure, vocabulary enters naturally when paired with practical instances, repeated usage, followed by links to everyday experience. Quality of input improves under such conditions, aiding word learning, an idea aligned with findings reported by Hwang (2025) regarding progression in lexical sophistication among those studying English as a foreign language. In similar fashion, nonverbal signals like gestures, facial cues, and vocal intonation contribute meaningfully toward lowering stress while increasing understanding. Such elements reflect conclusions drawn by Chau and Huensch (2025), where clarity through multiple channels supports achievement in language development.

Understanding how students learn can be seen in their answers, body movements, clues from facial expressions, and checks using targeted questions. Still, problems exist, such as minimal contact with English beyond school walls, uneven skill levels among learners, absence of real-

world resources. Such issues echo those noted by Abad et al. (2021), where teaching ability and scarcity of tools were central themes. From time to time, these barriers shape what happens inside classrooms.

Lastly, the coordinator proposes shifts within institutions, more preparation for educators in communication techniques, availability of real-world materials, therefore structured opportunities to observe colleagues with follow-up discussions. Such suggestions fit current studies highlighting improved teacher discourse as key in linking educational mandates with actual teaching settings (Borhan, 2025; Riordan, 2025).

3.4. Triangulation of Results

From classroom visits to written responses, evidence lines up, and how instructors use spoken language steers student progress in early English study. Not one method disagreed: teaching voice matters more than tools or time spent. Clarity is what stands out. Learners kept pace best when wording grew simpler, or pacing eased. Watched sessions showed such shifts happened regularly, backing past work on how being understood drives results (Alvarez et al., 2025; Chau & Huensch, 2025)

Gestures, facial cues, or shifts in vocal tone, these supported spoken words during teaching moments. Meaning became clearer through such layers. Confusion faded when multiple modes worked together. Multimodal approaches made understanding more stable. Research by Goestina and Sugirin (2024) reported similar patterns. National guidelines from Ecuador's Ministry of Education (2018) reflect these priorities too. Instruction mostly happened in English. At times, however, Spanish appeared where needed most. Despite stated aims of total linguistic engagement, actual teaching moments often show strain. Such misalignment appears alongside

Park et al. (2025), noting how shifting languages can aid instruction. Yet contrast emerges through Mangngemba et al. (2025), warning when such shifts become too frequent.

Data gathered through surveys and interviews supported frequent checks of student comprehension by instructors. In classroom settings, pauses were common, followed by restatements or different wording, along with queries like “Is this clear?” Questions of this kind opened space for shared interpretation, shifting instruction from monologue toward exchange. Such patterns match ideas from Gass and Mackey (2020), whose work centers on joint construction of meaning during language learning. Notably, dialogue becomes a tool when clarification shapes teaching moments.

It was clear that feedback methods remained thoughtful, showing care throughout. Encouragement stood out more than correction, leading learners to feel less stress while gaining assurance slowly. What emerged here connects well with Krashen’s idea about emotions affecting comprehension, when feelings interfere, progress may stall. Support arrives again through new observations noted by Mangngemba et al. (2025), where uplifting communication from instructors helped form favorable views on studying English.

In the end, patterns pointed to deep-rooted issues affecting how teachers use spoken language. Outside classroom settings, minimal contact with English came up often during discussions, alongside uneven skill levels among educators, both seen clearly through field notes. Resources felt disconnected from real-world usage, a point stressed again and again by participants while being silently verified through watching lessons unfold. Support structures within schools appear necessary, an idea quietly mirrored in earlier work by UNESCO (2021), also noted more recently by Alvarez et al. (2025) when examining obstacles across Latin American regions.

CHAPTER IV:

PROPOSAL

4.1. Proposal title

Learning Through Talk: A Methodological Guide of Teacher Talk Strategies to Strengthen Linguistic Input and English Learning in Fifth Grade of Educación General Básica at Escuela EB Federico González Suárez.

4.2. Objectives

4.2.1. General Objective

To strengthen the English learning process of fifth-grade students at Escuela EB Federico González Suárez through the design and implementation of a methodological guide of teacher talk strategies aimed at enriching linguistic input and promoting meaningful classroom interaction.

4.2.2. Specific Objectives

To design a methodological guide that integrates teacher talk strategies for reinforcing listening comprehension, oral production, and vocabulary development in fifth-grade EGB students.

To implement the Learning Through Talk guide with fifth-grade students in order to observe its impact on the quality of linguistic input, students' comprehension, and their overall English learning experience.

4.3. Introduction

Teacher talk represents one of the most influential sources of comprehensible input in EFL classrooms where students have limited exposure to English outside the school setting. In fifth grade of Educación General Básica, where learners are still consolidating their foundational listening and speaking skills, the quality, clarity, and modulation of the language teachers use

directly shape comprehension, engagement, and language acquisition. Consequently, addressing teacher talk in a systematic and pedagogically informed manner becomes a decisive factor in improving English learning outcomes at this educational stage.

This proposal aims to design a methodological guide titled Learning Through Talk, which integrates strategies focused on listening, speaking, and vocabulary development based on the principles of teacher talk analyzed in the theoretical framework of this study. The guide is structured into three units, each containing four lessons and a self-assessment section, and provides teachers with concrete tools to model, scaffold, and adjust their classroom discourse in response to students' needs. Through this proposal, a motivating and communicatively rich learning environment is expected to be created, in which fifth-grade students strengthen their language skills from the very foundation of their English instruction.

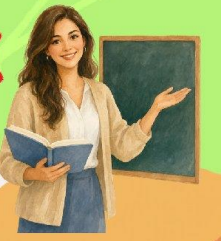
4.4. Justification

The challenges of teaching English to young students in Ecuador depend greatly on the unequal interaction in the classroom, since most of it comes from the teacher, while students play a more passive role. Thus, the teacher’s way of speaking, including the pace at which he/she is speaking, the kind of vocabulary he/she uses, the questions he/she asks, the feedback he/she gives, and modulation will work not just as a means of instruction, but also as a major source of language exposure for the learners. The analysis showed that students from Escuela EB Federico González Suárez gain considerable advantages from teacher-mediated interactions but would still benefit from improved methods of providing them with input.

The Learning Through Talk guide has been created to meet such needs, offering meaningful, developmentally appropriate, and communicative activities that strengthen vocabulary, structures, as well as interactional patterns deemed necessary for EFL fifth-graders. It

plays a role in bridging the gap between what is stated in curricula and actual practice, serving as a resource that can be used to switch from teacher-driven communication environments to those where students are directly involved in communication. Besides, the proposal can be adapted for other primary schools that work under similar conditions, thus contributing into transition of EFL classes into an interactive and input-oriented environment.

LEARNING THROUGH TALK



“The Role Of Teacher Talk In Language Input And Acquisition In 5to Grade At Escuela EB Federico González Suarez”

PROPOSAL FOR 5TH GRADE ESCUELA EB FEDERICO GONZÁLEZ SUÁREZ (CEFR A1.2)

NAME:MARÍA ALEXANDRA IMBAQUINGO PILACUÁN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS





INTRODUCTION

The teacher´s communication style is the primary resource that facilitates the acquisition of a second language such as English. When the teacher interacts with students, provides clear instructions, asks questions, or offers constant feedback, it helps students better understand English. This proposal comprises four units at CEFR A1.2 to reinforce Teacher Talk as the primary source of linguistic input in the classroom. The activities developed aim to create an environment in which students learn English through interaction with the teacher.

OBJECTIVE

To improve English learning through activities that strengthen teacher talk to enhance the linguistic input received by fifth-grade students at Escuela EB Federico González Suarez.

Contents



Unit 1:Listen and Understand
1.1 Mission Possible
1.2 Teacher´s Clue Hunt
1.3 Teacher´s Secret Drawing
1.4 What Did the Teacher Say



Unit 2:Speak and Communicate
2.1 Teacher and Me
2.2 Teacher Interview Time
2.3 Ask Your Classmates
2.4 School Situations Role Play



Unit 3:Vocabulary and Teacher Languaje
3.1 Picture and Word Match
3.2 Guess the word
3.3 Vocabulary Bingo
3.4 Teacher´s Word Challenge



Unit 4:Teacher Interaction
4.1 Correct with the Teacher.
4.2 Questions Circle.
4.3 Listen, Think and Respond.
4.4 English or Spanish.



THE IMAGES USED IN THIS PROPOSAL ARE FROM THE CANVA AND CANVA AI APPLICATIONS.



UNIT 1: LISTEN AND UNDERSTAND LISTENING CLEARLY



Can Do Statement

I can understand simple information, instructions, and short explanations related to familiar classroom topics when my teacher speaks clearly and slowly.

Learning Goal

By the end of this unit, you will be able to follow classroom instructions, understand familiar vocabulary from your teacher's explanations, and perform comprehension checks to clarify information

Grammar Focus



- Imperatives (Commands for classroom instructions)
- Prepositions of Place (in, on, under, next to)
- Adjective Order (Size + Color + Noun)
- Clarification Questions (Can you repeat...?)



Vocabulary

- Classroom Action Verbs (listen, open, close, stand up, sit down, draw, look)
- Familiar Classroom Objects (board, notebook, pencil, desk, chair, eraser)
- Colors and Shapes (red, blue, circle, square)

Real-Life Situation

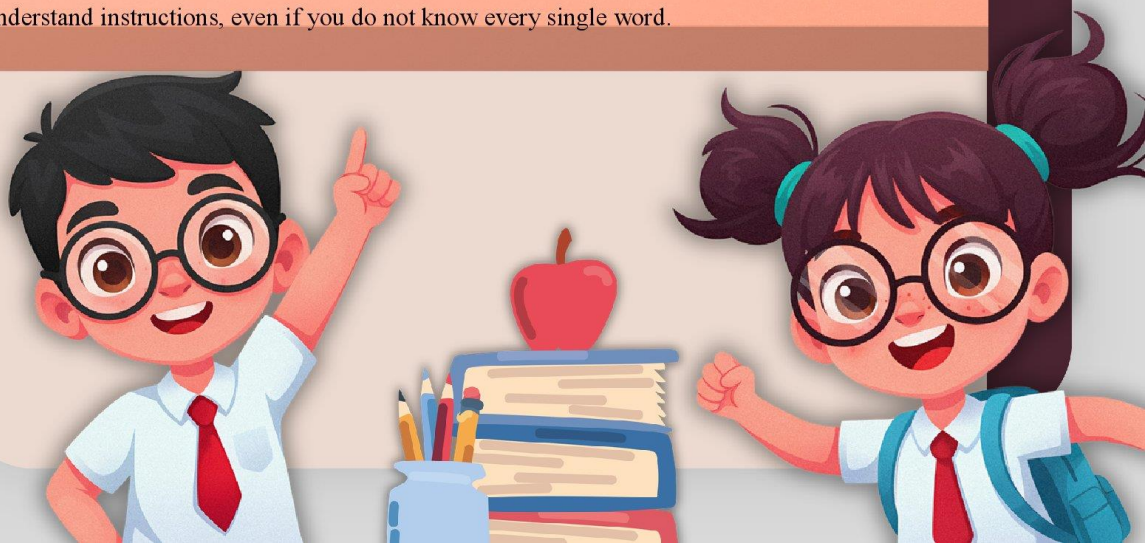
It is English class time. Your teacher is organizing a fun classroom activity and giving instructions. You need to listen carefully to the directions, find familiar vocabulary words around the classroom, and ask politely if you need to check your comprehension.

Unit Challenge

Create a "Teacher for a Minute" challenge. You will write three clear instructions and dictate a secret drawing to your classmates using the vocabulary and expressions learned in this unit.

Learning Tip

Look carefully at the teacher's gestures and listen for keywords (action verbs and objects) to understand instructions, even if you do not know every single word.



LESSON 1: MISSION POSSIBLE



Can Do Statement

I can understand and respond to simple classroom instructions.

Objective

To recognize and perform basic classroom commands by following classroom instructions given by the teacher.

ACTIVITY 1 – LOOK AND OBSERVE



Instructions

1. Look carefully at the pictures of the teacher.
2. Read the instructions the teacher is giving to the class.
3. Underline the action words that tell you what to do.

ACTIVITY 2 – THINK AND ANSWER



Instructions

1. Read the teacher's instructions again.
2. Answer the questions.



- What object does the teacher ask the students to open?

_____

- Where does the teacher want the students to look?

_____

- What is the action to get out of your chair?

_____

- What information do the students need to write on the paper?

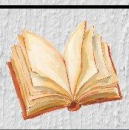
_____

ACTIVITY 3 – DISCOVER THE PATTERN



Instructions

1. Read the sentences.
2. Complete the table.

Action Word (Verb)	Object or Direction
Open	your books 
_____	at the board 

Action Word (Verb)	Object or Direction
Write	_____
_____ 	up, please

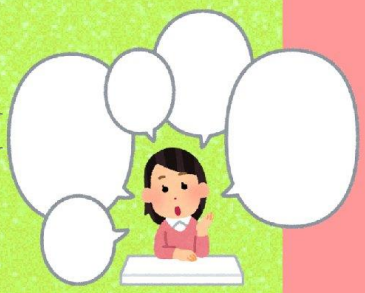
Look at the examples.
Open your books.
Look at the board.
My Discovery
Answer the questions.
Which word comes first in a classroom instruction? _____
Do we use "I", "He", or "She" before the action word in these instructions? _____+

ACTIVITY 4 – TALK WITH A PARTNER
Instructions
1. Work with a partner.
2. Play the "Mission Possible" game.
3. Take turns giving instructions and doing the actions.



Example
Student A: "Open your notebook!"
Student B: (Opens the notebook).
Student B: "Look at the window!"
Student A: (Looks at the window).

Write two instructions you will give to your partner.
1. _____
2. _____



Reflection
Today I learned……
Teacher's Note (al margen del workbook)
Lesson Objective: Following classroom instructions.
Guidance for the Teacher: Use Total Physical Response (TPR). Model the actions while saying the instructions clearly and slowly.
Observation Focus: Are students placing the action verb at the beginning of the sentence when giving instructions? Are they physically responding to the commands?

LESSON 2: TEACHER'S CLUE HUNT

Can Do Statement

I can understand familiar vocabulary when my teacher explains where objects are.

Objective

To identify familiar classroom vocabulary and locations based on short teacher descriptions.



ACTIVITY 1 – READ AND OBSERVE

Instructions

1. Look at the picture of the classroom.
2. Read the conversation.
3. Circle the words that describe where the objects are (in, on, under, next to).

Conversation

Teacher: Let's play a clue hunt! Listen carefully to my instructions. I am looking for my red pen. Where is it?
Mateo: Look! It is on the desk.
Teacher: Excellent! Now, where is the green ruler?
Valentina: It is under the chair.
Teacher: Good job. And where are the new markers?
Sophia: They are in the pencil case.
Teacher: Perfect. Finally, where is the teacher's bag?
Joé: It is next to the board!

ACTIVITY 2 – THINK AND ANSWER



Instructions

1. Read the conversation again.
2. Complete the sentences with the correct classroom object.

- The _____ is on the desk.
- The _____ is under the chair.
- The _____ are in the pencil case.
- The _____ is next to the board.

ACTIVITY 3 – DISCOVER THE PATTERN



Instructions

1. Read the sentences from the conversation.
2. Complete the table.

Location Word	Meaning (Where is it?)
In	Inside something
On	(Touching the top)
Under	(Below something)
Next to	(Beside something)

My Discovery



Answer the questions.

Which word do we use when an object is inside a box? _____

Which word do we use when a book is directly on top of a table? _____

ACTIVITY 4 – TALK WITH A PARTNER

Instructions

1. Work with a partner. Take an eraser or a pencil.
2. Hide the object somewhere on your desk.
3. Ask your partner to find it using clues.

Example



Student A: "Where is my eraser?"

Student B: "Is it in the notebook?"

Student A: "No, it is not.

Student B: "Is it under the book?"

Student A: "Yes, it is!"

Write two sentences describing where objects are in your classroom.

1. The pencil is _____.
2. The notebook is _____.

Reflection



I can...

- Understand familiar vocabulary.
- Answer questions about location.
- Find objects using clues.

Teacher's Note (al margen del workbook)

Lesson Objective: Understanding familiar vocabulary (classroom objects and prepositions).

Guidance for the Teacher: Hide objects in the classroom and ask "Where is it?" to elicit the **vocabulary naturally.** Speak clearly and slowly.

Observation Focus: Do students correctly associate the location words with physical spaces?

LESSON 3: TEACHER'S SECRET DRAWING

Can Do Statement

I can understand short teacher explanations and draw what I hear.

Objective

To practice listening to short teacher explanations involving colors, sizes, and shapes.



ACTIVITY 1 – READ AND OBSERVE

Instructions

1. Read the teacher's step-by-step explanation.
2. Look at the empty space and imagine the drawing.
3. Circle the colors and underline the shapes.

Teacher's Explanation:

"Hello class, listen to my short explanation for our secret drawing.
First, draw a big circle in the middle of the paper.
Color the big circle yellow.
Next, draw a small square inside the circle.
Color the small square blue.
Finally, draw a red triangle next to the circle."



ACTIVITY 2 – THINK AND ANSWER

Instructions

1. Read the teacher's explanation again.
2. Answer True (T) or False (F).

- The circle is small. (___)
- The color of the circle is yellow. (___)
- The square is inside the circle. (___)
- The triangle is on top of the circle. (___)
- The triangle is red. (___)



ACTIVITY 3 – DISCOVER THE PATTERN

Instructions

1. Complete the table using the words from the text.



Size / Color	Shape / Object
big	circle
_____	square
red	_____
_____	book

My Grammar Discovery

Write the rule in your own words.

To describe a shape in English, I first write the (Size/Color) _____ and then I write the (Shape) _____.

ACTIVITY 4 – TALK WITH A PARTNER

Instructions

1. Work with a partner. Student A is the "Teacher," and Student B is the "Student".
2. Student A: Create a short explanation for a drawing using shapes and colors. Give the instructions to Student B.
3. Student B: Listen carefully and draw what Student A says.
4. Switch roles.



Example Explanation:

"Draw a big square. Color it red. Draw a small circle next to the square. Color it green."

Write your secret explanation here before speaking:

1. _____
2. _____
3. _____



Reflection

Today I discovered...

_____

Teacher's Note (al margen del workbook)

Lesson Objective: Listening to short teacher explanations.

Guidance for the Teacher: Read the explanation slowly and clearly. Pause between sentences to allow students time to process the information and draw.

Observation Focus: Are students placing the adjective (color/size) before the noun? Are they successfully drawing based on the listening input?

LESSON 4: WHAT DID THE TEACHER SAY?



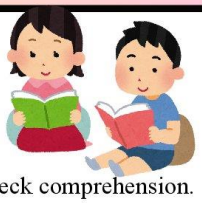
Can Do Statement

I can check my comprehension when I listen to the teacher.

Objective

To perform a comprehension check by using specific questions to ask for repetition or clarification.

ACTIVITY 1 – READ AND OBSERVE



Instructions

1. Look at the picture of the classroom.
2. Read the conversation.
3. Underline the questions the student uses to check comprehension.

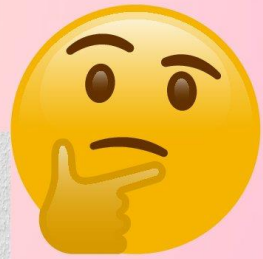
Conversation

Teacher: Please open your books to page twelve and complete the reading.
Valentina: Excuse me, teacher. Can you repeat, please?
Teacher: Yes. Open your books to page twelve.
Valentina: I don't understand. What do we have to do?
Teacher: You need to read the text and underline the verbs.
Valentina: How do you say "underline" in Spanish?
Teacher: It means "subrayar".
Valentina: Thank you, teacher!

ACTIVITY 2 – THINK AND ANSWER

Instructions

1. Match the English phrase with its correct use.



Phrase	When to use it
Can you repeat, please?	A. When you want to know a word in Spanish.
I don't understand.	B. When you want the teacher to say the instruction again.
How do you say... in Spanish?	C. When the instruction is confusing and you need help.

ACTIVITY 3 – DISCOVER THE PATTERN

Instructions

1. Complete the sentences with the missing words from the conversation.



- Can you _____, please?
- I don't _____.
- How do you say "book" in _____?

My Discovery

Answer the questions.

What magic word do we put at the end of a request to be polite? _____

ACTIVITY 4 – ROLE PLAY

Instructions

1. Work with a partner.
2. Act out a situation. Student A is the teacher giving a fast instruction. Student B is checking comprehension.

Example:

Student A (Teacher): Read the text and write the answers!

Student B (Student): Excuse me, teacher. Can you repeat, please? I don't understand.

Student A (Teacher): Yes. Read the text slowly.

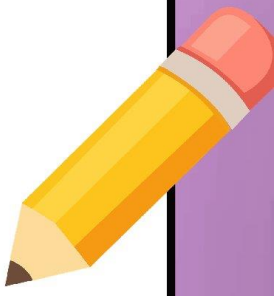
Write the dialogue you will practice:

Teacher: _____

Student: _____

Teacher: _____

Student: Thank you!



UNIT PROJECT



"Teacher for a Minute"

Create your own set of classroom instructions.

- Write 3 commands (e.g., Open your book).
- Write 2 clues using in, on, under, or next to.
- Write 1 short explanation for a secret drawing.

Present it to the class. Speak clearly and slowly so your classmates can understand!

Reflection

Today I learned..._____

Teacher's Note (al margen del workbook)

Lesson Objective: Comprehension check.

Guidance for the Teacher: Normalize confusion. Praise students when they use these phrases to check their comprehension instead of remaining silent.

Observation Focus: Are students using appropriate phrases to ask for repetition?







UNIT 1 SELF-ASSESSMENT

Can Do Checklist

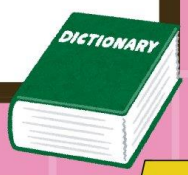
Statement	Yes	Almost	Not Yet
I can follow classroom instructions.			
I can understand familiar vocabulary (in, on, under).			
I can listen to short teacher explanations.			
I can draw objects based on explanations.			
I can do a comprehension check			
(Can you repeat?).			

Grammar & Vocabulary Review

Complete the sentences:

1. _____ your notebook. (Open / Look)
2. The pencil is _____ the desk. (Touching the top)
3. To check comprehension, I say: "Can you _____, please?"







UNIT REFLECTION

- My favorite activity was: _____
- The easiest activity was: _____
- The most difficult activity was: _____
- Now I can: _____

UNIT 2: SPEAK AND COMMUNICATE SPEAKING CONFIDENTLY



Can Do Statement

I can ask and answer simple questions about myself, my family, school, and daily activities using familiar expressions.

Learning Goal

By the end of this unit, you will be able to structure questions correctly, use appropriate intonation to sound natural, interview your teacher and classmates, and successfully participate in a real-life school role-play.

Grammar Focus

- Question Words (Wh- Words: What, Where, When, Who, Why)
- Yes/No Questions with the Verb To Be (Am, Is, Are)
- Yes/No Questions with Auxiliaries (Do, Does)
- Intonation patterns (Rising for Yes/No, Falling for Wh- questions)



Key Vocabulary

- **Family:** Parents, siblings, grandparents, aunt, uncle.
- **School:** Cafeteria, library, principal's office, break time, subjects.
- **Daily Activities**: Play sports, do homework, eat lunch, wake up, read.

Real-Life Situation

Your school has a new English conversation club. To break the ice and build confidence, you need to practice speaking! You will act as journalists, interview your teacher, discover fun facts about your classmates, and act out everyday situations like asking for help in the library or talking to a new friend in the cafeteria.

Unit Challenge

The "School Situations Role-Play" Showcase. You will work with a team to write a script and act out a real-life school scenario in front of the class, showing off your confident speaking skills.

Learning Tip

Speaking confidently is not about having a perfect accent; it is about communicating your ideas clearly! Don't be afraid to make mistakes. Use your body language and smile when you ask questions.



LESSON 1: TEACHER AND ME (Oral Production Foundation)



Can Do Statement
I can identify different types of questions and understand their purpose in a conversation.
Objective
To establish an oral production foundation by recognizing question words and practicing basic intonation patterns.

ACTIVITY 1 – THE TEACHER'S MYSTERY BOX



Instructions: Your teacher has brought a "Mystery Box" to class with three secret objects inside that represent their life. Read the questions the students ask to guess what is inside. Circle the "Wh-" question words in blue and the "Yes/No" question starters in red.

Student A: "**What** is inside the box?"
Teacher: "It is something I use every day."
Student B: "**Is** it a book?"
Teacher: "No, it isn't."
Student C: "**Where** do you use it?"
Teacher: "I use it in the kitchen."
Student D: "**Do** you use it to drink coffee?"
Teacher: "Yes, I do! It's my favorite coffee mug!"

ACTIVITY 2 – THE QUESTION WORD SORTER



Instructions: We use different "Wh-" words depending on the information we want. Match the question word on the left to the type of information it demands on the right.

- 1. **Who** _____ A. A place or location (e.g., at school, in Ibarra)
- 2. **Where** _____ B. A time or date (e.g., in the morning, at 5:00)
- 3. **When** _____ C. A person (e.g., my mom, the teacher)
- 4. **What** _____ D. A thing, action, or object (e.g., a book, soccer)

ACTIVITY 3 – THE ECHO GAME (INTONATION PRACTICE)



Instructions: Did you know your voice goes UP ↗️ for some questions and DOWN ↘️ for others? Listen to your teacher read the questions below. Draw an UP arrow (↗️) if the voice goes up at the end, and a DOWN arrow (↘️) if it drops. Then, "echo" (repeat) the question perfectly.

1. Do you like pizza? (___)
2. What is your favorite food? (___)
3. Are you ten years old? (___)
4. Where is your notebook? (___)

My Discovery: Yes/No questions usually have a (Rising ↗️ / Falling ↘️) intonation. Wh- questions usually have a (Rising ↗️ / Falling ↘️) intonation.





ACTIVITY 4 – TWO TRUTHS AND A LIE

Instructions: Write three sentences about your family or daily routine on a piece of paper. Two must be true, and one must be a lie! Read them to your teacher. Your teacher will ask you one question to discover the lie. Answer confidently!

Example sentences: "I have three dogs. I play tennis. I eat broccoli for breakfast."

Reflective Journal: Today I discovered that my voice needs to go _____ when I ask a question that starts with "Do you...?"

Teacher's Note:

Lesson Objective: Differentiating question words and mastering basic English intonation.

Guidance: Exaggerate your intonation during Activity 3. English intonation is crucial for communicative competence (CEFR A1). For Activity 4, interact warmly to lower the affective filter.

Observation Focus: Are students mimicking the intonation correctly? Are they distinguishing between Yes/No and Wh- questions?

LESSON 2: TEACHER INTERVIEW TIME
(Asking and Answering Questions)



Can Do Statement

I can formulate grammatically correct questions to interview an adult.

Objective

To analyze question syntax and actively participate in a live press conference with the teacher.

ACTIVITY 1 – THE PRESS CONFERENCE TRANSCRIPT

Instructions: Read the transcript of last year's students interviewing their teacher. Highlight the auxiliary words (Do, Are, Is) that help make the questions.



Reporter 1: "Teacher, where **do** you live?"

Teacher: "I live in a small house near the park."

Reporter 2: "What **is** your favorite subject?"

Teacher: "My favorite subject is, of course, English!"

Reporter 3: "**Do** you have any pets?"

Teacher: "Yes, I do. I have a cat named Luna."

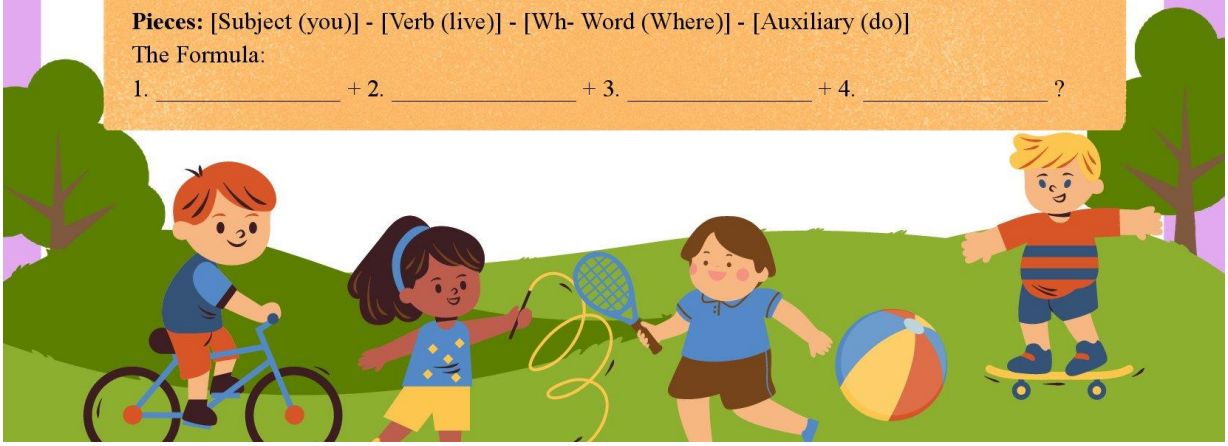
ACTIVITY 2 – THE SYNTAX PUZZLE

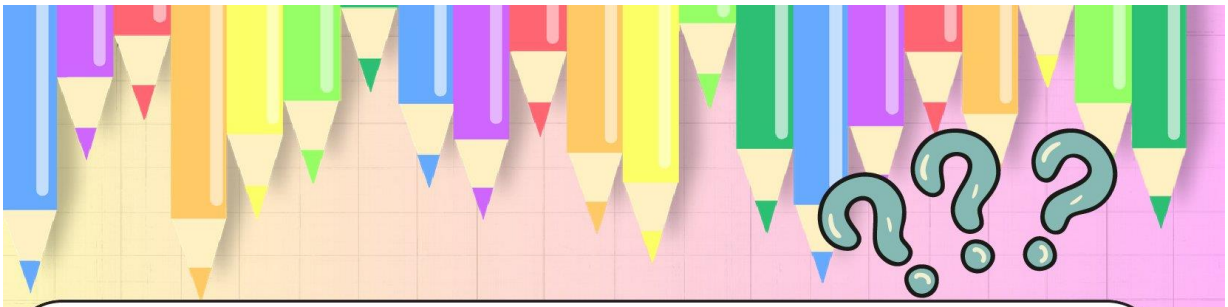
Instructions: Questions in English are like puzzles. You have to put the pieces in the exact right order. Look at Reporter 1's question and put the following pieces into the correct boxes to build the formula for a "Wh- Question".

Pieces: [Subject (you)] - [Verb (live)] - [Wh- Word (Where)] - [Auxiliary (do)]

The Formula:

1. _____ + 2. _____ + 3. _____ + 4. _____ ?





ACTIVITY 3 – DRAFTING THE BIG QUESTIONS

Instructions: It is your turn! You are going to interview your English teacher. Think of three interesting things you want to know about their life, family, or hobbies. Use the formula from Activity 2 to write three perfect questions.

Question 1: _____

Question 2: _____

Question 3: _____

ACTIVITY 4 – LIVE PRESS CONFERENCE

Instructions: The classroom is now a Press Room! The teacher will sit at the front. When you are called, stand up, make eye contact, and ask one of your drafted questions clearly and confidently. Take notes on the teacher's answers.

My favorite answer from the teacher was: _____



Reflective Journal: I can independently...

□ Put question words in the correct order. □ Speak loudly and clearly. □ Listen and understand the teacher's answers.

Teacher's Note:

Lesson Objective: Formulating Wh- and Yes/No questions and conducting an oral interview.

Guidance: During the press conference (Activity 4), encourage students to project their voices. If a question is grammatically incorrect, gently prompt them to self-correct using the "Syntax Puzzle" on the board.

Observation Focus: Are students using the auxiliary "do" correctly before the subject?



LESSON 3: ASK YOUR CLASSMATES (Guided Interaction)

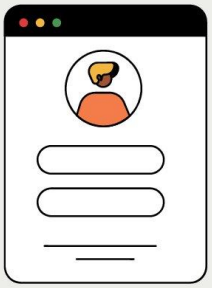
Can Do Statement
I can sustain a short conversation with my peers by asking and answering personal questions.
Objective
To develop conversational fluency and spontaneous interaction through peer-to-peer communicative games.

ACTIVITY 1 – THE SPEED DATING PROFILE

Instructions: Look at Mateo's "Friendship Profile" card. He wrote answers, but he forgot to write the questions! Write the question that matches his answer.

Mateo's Profile:

1. Question: _____?
Answer: I am 10 years old.
2. Question: _____?
Answer: I live with my mom, dad, and little sister.
3. Question: _____?
Answer: In the afternoon, I play video games.



ACTIVITY 2 – THE QUESTION GENERATOR

Instructions: You will play a game called "Find Someone Who...". First, you need to generate the questions you will ask. Change these statements into questions starting with "Do you...?"

1. Find someone who likes pizza. ➔ Question: **Do you like pizza?**
2. Find someone who has a pet dog. ➔ Question: _____?
3. Find someone who wakes up at 6 AM. ➔ Question: _____?
4. Find someone who plays a sport. ➔ Question: _____?



ACTIVITY 3 – "FIND SOMEONE WHO..." (INTERACTIVE GAME)

Instructions: Stand up with your workbook and a pencil. You have 5 minutes to walk around the classroom, ask the questions from Activity 2, and write down the name of a classmate who answers "Yes, I do!". You cannot write the same name twice!

- Likes pizza: _____
- Has a pet dog: _____
- Wakes up at 6 AM: _____
- Plays a sport: _____ (Sport: _____)





ACTIVITY 4 – THE GOSSIP REPORTER

Instructions: Sit down with a small group. Share your findings from the game. Practice reporting the information in the third person (He/She).
Example: "I talked to Valentina. She has a pet dog. I talked to Joé. He wakes up at 6 AM."
Write one sentence about a classmate you interviewed:
_____
Reflective Journal: During the game, I felt (confident/nervous) speaking English because
_____



Teacher's Note:
Lesson Objective: Fostering spontaneous interaction and transitioning from second to third-person reporting.
Guidance: Activity 3 is high-energy. Allow organized chaos, but monitor to ensure students are actually speaking English and not just pointing at their books.
Observation Focus: Are students answering with the correct short form ("Yes, I do") instead of just saying "Yes"?

LESSON 4: SCHOOL SITUATIONS ROLE-PLAY (Speaking Check-Up)



Can Do Statement

I can confidently act out a real-life school situation using appropriate vocabulary and questions.

Objective

To synthesize all unit skills (question formation, intonation, and interaction) into a collaborative role-play presentation.





ACTIVITY 1 – SCENARIO CARDS ANALYSIS

Instructions: Read the three school scenarios below. Discuss with your group what questions and vocabulary you would need to use in each situation.

- **Scenario A (The Library):** You are looking for a specific book about dinosaurs, but you can't find it. You must ask the librarian for help.
- **Scenario B (The Cafeteria):** You see a new student eating alone. You go to their table, introduce yourself, and ask them questions to become friends.

Scenario C (The Classroom): You missed yesterday's class. You must ask a classmate what the homework is and if you can borrow their notes.

ACTIVITY 2 – THE SCRIPTWRITER'S DRAFT

Instructions: Choose one scenario from Activity 1 with your partner. Write a short script (dialogue) for your scene. Include at least one greeting, three questions, and polite expressions (Please, Thank you).

Scenario Chosen: _____

Character 1 (Name: _____):

_____

Character 2 (Name: _____):

_____



Character 1:

_____

Character 2:

_____

Character 1:

_____

Character 2:

_____



ACTIVITY 3 – THE REHEARSAL STUDIO

Instructions: Practice reading your script with your partner.

Checklist for success:

- Are we looking at each other (eye contact)?
- Is our intonation going UP for Yes/No questions?
- Are we speaking loud enough?



ACTIVITY 4 – THE LIVE ROLE-PLAY SHOWCASE



Instructions: It is showtime! Leave your notebooks on your desk. Go to the front of the class with your partner and act out your scenario. Use gestures and emotions!

Reflective Journal: After presenting my role-play, the skill I am most proud of is _____!





Teacher's Note:

Lesson Objective: Assessing oral production, fluency, and functional language use through a communicative role-play.

Guidance: This acts as the "Speaking Check-up" mentioned in the curriculum. Evaluate their confidence, question formulation, and interaction skills. Applaud every performance to build a supportive environment.

Observation Focus: Can students interact naturally without reading word-for-word from their scripts?

UNIT 2 SELF-ASSESSMENT

Can Do Checklist

Statement	Yes	Almost	Not Yet
I can use the correct intonation for different questions.			
I can put words in the correct order to form questions.			
I can interview an adult or classmate confidently.			
I can participate in a school role-play (e.g., at the library).			

Grammar & Vocabulary Review

Choose the correct option:

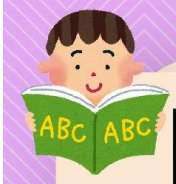
1. (What / Where) do you eat lunch? ➔ In the cafeteria.
2. (Do / Are) you have a pet dog? ➔ Yes, I do.
3. What (is / are) your favorite subject? ➔ Math.
4. "Do you like apples?" has a (rising ↗️ / falling ↘️) intonation.

UNIT REFLECTION

- My favorite activity was: _____
- The easiest activity was: _____
- The most difficult activity was: _____
- Now I can: _____

UNIT 3: VOCABULARY AND TEACHER LANGUAGE

VOCABULARY DEVELOPMENT







Can Do Statement

I can understand and use familiar classroom vocabulary when my teacher explains words clearly and provides examples in everyday school contexts.

Learning Goal

By the end of this unit, you will be able to decode the meaning of new school-related words using context clues, follow complex verbal explanations from your teacher, participate in interactive vocabulary games, and solve linguistic word challenges confidently.

Grammar Focus

- Noun Formation and Compound Words (e.g., white + board = whiteboard, note + book = notebook)
- Suffixes for Occupations and Roles (-er: teach ➔ teacher, read ➔ reader, mark ➔ marker)
- Demonstrative Pronouns for pointing out vocabulary (This, That, These, Those)

Key Vocabulary

- Classroom Tools: Pencil sharpener, ruler, eraser, dictionary, textbook, folder, crayons.
- Action & Directives: Match, spell, guess, challenge, repeat, category, define.
- Descriptive Clues: Soft, sharp, colorful, heavy, square, round, long.



Real-Life Situation

Your English class is preparing for a regional inter-school Spelling Bee and Vocabulary Championship. To win the grand trophy for the Escuela de Educación Básica Federico González Suárez, you need to listen carefully to your teacher's descriptions, expand your word bank, recognize hidden context clues, and practice vocabulary through collaborative games like Bingo and Riddle Decoding.

Unit Challenge

The "Teacher's Word Challenge Portfolio". You will build an illustrated conceptual word bank, write clear contextual definitions for your peers, and host a mini vocabulary game acting as the quizmaster.

Learning Tip

Do not just translate words into Spanish! Try to understand a new word by looking at its parts, noting the surrounding words, or associating it with a specific action or physical object in your classroom.



LESSON 1: PICTURE AND WORD MATCH (The Classroom Detective's Visual Inventory)



Can Do Statement
I can identify and classify classroom objects by linking visual representations with contextual descriptions.

Objective
To analyze compound nouns and word structures through a non-repetitive visual search and classification challenge.

ACTIVITY 1 – THE SCRAMBLED INVENTORY MYSTERY

Instructions: Imagine you are a detective helping the school librarian organize a new shipment of materials. Read the description of the mixed items found on the central table. Identify the compound vocabulary words and underline them.

The Detective's Log: "The box from the ministry contains many useful tools for our lessons. On the left side of the table, there is a heavy textbook for reading practice and a small leather pencil case. Next to the window, we can see a bright whiteboard and a package of crayons. In the center, there is a plastic pencil sharpener and three blue notebooks for writing essays."

ACTIVITY 2 – STRUCTURAL CATEGORIZATION ANALYSIS.

Instructions: Do not use a simple translation table. Analyze the underlined words from Activity 1. Write a complete sentence for each object explaining its specific utility based on its visual form and the text clues.

1. The textbook:

_____



2. The pencil sharpener:

_____

3. The notebook:

_____

4. The whiteboard:

_____

ACTIVITY 3 – THE COMPOUND WORD DECODER (GRAMMAR DISCOVERY)

Instructions: Look closely at how some English school words are made. They are like puzzle pieces where two completely different words join together to create a brand-new vocabulary item! Breakdown the words below and discover the hidden logic.



Compound Word	Word Piece 1	Word Piece 2	The Logical Meaning
Whiteboard	White (A color)	Board (A flat surface)	A flat white surface used for writing text.
Notebook	Note (A short message)	_____	A book used for writing down short messages and ideas.
Textbook	_____	Book (A printed work)	A educational book containing text for studying a subject.



My Discovery: In English, I can guess the meaning of a long compound noun by looking at the two smaller _____ that form it.

ACTIVITY 4 – THE VISUAL DICTATION SCHEME

Instructions: Work with a partner. Sit back-to-back. Student A will choose an imaginary school object and describe its shape and size without saying its name (e.g., "It is a long rectangle. It is made of plastic. It has numbers on it."). Student B must guess the compound or simple vocabulary word and draw it on their sheet. Switch roles after two rounds.

Reflective Journal: Today I discovered that compound nouns in English are very logical because... _____

Teacher's Note:

Lesson Objective: Analyzing morphology through compound word breakdowns and visual description parsing.

Guidance: Encourage students to focus on the semantic literal meaning of the components (e.g., sharpener sharpen). This reduces reliance on translation memory.

Observation Focus: Are students successfully decomposing the words or are they seeking immediate bilingual equivalents?

LESSON 2 GUESS THE WORD (Context Clues and Teacher Explanations)



Can Do Statement

I can deduce the meaning of unfamiliar words by analyzing the teacher's verbal examples and definitions.

Objective

To identify and apply contextual decoding strategies using synonyms and descriptive text pointers.



ACTIVITY 1 – THE TEACHER'S SECRET DEFINITION LOGS

Instructions: Read the following transcript of an English teacher introducing three advanced vocabulary words to the class. Do not look up the words. Pay attention to the highlighted clues around the mystery words.

Teacher Talk: "Good morning class! Today we have three mystery words. First, look at this object: it is a **dictionary.** It is an essential book full of definitions where you can discover the meaning of words. Second, when you want your homework to look tidy, you use a **folder.** It is a plastic cover used to hold and protect loose sheets of paper together. Finally, look at my hand: this is a **marker**. It is similar to a pen, but it has a thick felt tip and bright ink to write big letters on the board."

ACTIVITY 2 – CONTEXTUAL CLUE CONNECTOR

Instructions: Based on the teacher's talk transcript in Activity 1, deduce the meaning of the words. Write down the specific "clue phrases" from the text that helped you understand the object without translating it into Spanish.

1. Word: **Dictionary**
   Clue phrase from the text:
   _____
2. Word: **Folder**
   Clue phrase from the text:
   _____
3. Word: **Marker**
   Clue phrase from the text:
   _____



ACTIVITY 3 – THE AGENT SUFFIX DECODER (GRAMMAR DISCOVERY)

Instructions: Let's look at how verbs turn into objects or roles by adding a special ending called a suffix. Look at the patterns below and fill in the missing spaces to discover the rule.



Base Action Verb	The Suffix Ending	The Resulting Noun (Role/Tool)
Teach (Enseñar)	+ er	Teach**er** (La persona que enseña)
Mark (Marcar/Trazar)	+ er	Mark**er** (El objeto que sirve para marcar)
Read (Leer)	+ er	_____ (La persona que lee)
Sharpen (Afilar)	+ er	Sharpen**er** (El objeto que sirve para afilar)



My Discovery: In English, when I add the suffix "-er" to an action verb, I can create a noun that represents the _____ or the _____ that performs that action.



ACTIVITY 4 – THE DEFINITION RACE (PASSWORD GAME)

Instructions: Work in groups of four. One student will act as the "Teacher" and select a secret card containing a school object. The "Teacher" must explain the object's function using context clues and definitions (e.g., "It is a tool. We use it to cut paper."). The other three students must listen carefully and race to shout the correct word ("Scissors!"). The first to guess wins a point. Write down your best group definition below.

Our Group Definition Entry:

_____

_____



Reflective Journal: Deducing words from context helps me because...

_____

Teacher's Note:

Lesson Objective: Utilizing context clues for derivation and exploring the agentive suffix -er syntax.

Guidance: Explicitly show students how structural suffixes function as a language engine to build new vocabulary instantly from familiar verbs.

Observation Focus: Are students identifying the textual definitions or guessing at random?



LESSON 3: VOCABULARY BINGO (Vocabulary Reinforcement & Sounds)



Can Do Statement

I can recognize classroom vocabulary words rapidly through auditory definitions and pronunciation matching.

Objective

To reinforce vocabulary retention and categorize phonetic patterns through a contextual board interaction task.



ACTIVITY 1 – THE CHRONICLE OF A BUSY MONDAY

Instructions: Read the following narrative report about a busy school morning. Circle the objects that are plural and underline the objects that are singular.

The School Chronicle: "The morning bell rings loudly at our school. The students quickly open their large **backpacks**. On the **desks**, there are shiny **rulers**, yellow **pencils**, and heavy **dictionaries.** Sophia searches for her pink **eraser** because she made a mistake in her math problem. The teacher uses two blue **markers** to write the vocabulary guidelines on the pristine **board**."



ACTIVITY 2 – THE PHONETIC RHYME MATRIX

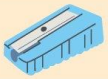
Instructions: English words have special sound patterns. Look at the vocabulary from Activity 1. Sort the words based on their final syllable sound patterns to discover phonetic groupings. Do not look at spelling, focus on the spoken sound!

Group A: Words ending with the /ər/ sound	Group B: Words ending with the /s/ or /z/ plural sound
1. Ruler 	1. Backpacks 
2. Marker 	2. Desks 
3. Eraser 	3. Pencils 
4. Sharpener 	4. Dictionaries 

My Discovery: Many structural tools in the classroom share the exact same vocal ending sound because they belong to the _____ category we discovered in Lesson 2.

ACTIVITY 3 – THE INTERACTIVE DEFINITION BINGO MATRIX

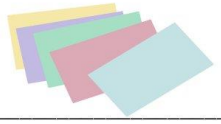
Instructions: Look at your custom Bingo grid below. Your teacher will not call out the name of the word; instead, the teacher will read an auditory definition card aloud. Listen carefully, find the concept on your matrix, and cross it out when you hear its definition match.

Notebook 	Pencil case 	Ruler 
Eraser 	[FREE SPACE]	Dictionary 
Textbook 	Folder 	Sharpener 



ACTIVITY 4 – THE BINGO MASTER CHALLENGE

Instructions: Work in pairs. Take turns being the "Bingo Master". Write down two custom definitions for the concepts in your grid using the structures you learned (e.g., "It is a plastic item. We use it to measure lines..."). Read them to your partner to check if they can match them instantly.



1. My definition card 1:

_____

2. My definition card 2:

_____

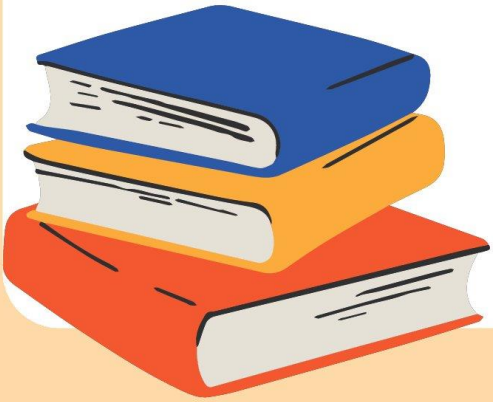
Reflective Journal: Recognizing words by their definitions instead of their translations makes my brain think (faster / slower) in English.

Teacher's Note:

Lesson Objective: Consolidating vocabulary via acoustic recognition and definition parsing.

Guidance: Avoid reading the literal word during Bingo. Read structured conceptual descriptions (e.g., "A book where you look up vocabulary..."). This reinforces real comprehension pathways.

Observation Focus: Are students executing the matching step based on phonetics and meaning or are they looking at neighbors' sheets?





LESSON 4: TEACHER'S WORD CHALLENGE (Vocabulary Reinforcement & Interaction)



Can Do Statement

I can follow complex instructions and solve conceptual lexical puzzles using my vocabulary repository.

Objective

To integrate all lexical skills (compounding, suffixes, and definitions) to create a comprehensive personal vocabulary guide.



ACTIVITY 1 – THE LINGUISTIC RIDDLE SCRIPT ANALYSIS

Instructions: Read the riddle. Circle the key adjectives that describe physical properties (e.g., heavy, sharp, long, colorful).

The Riddle: "Attention contestants! Here is your final riddle challenge. This object is not light; it is quite **heavy**. It is rectangular and contains hundreds of **white** sheets inside. It is a **colorful** compilation of information. It is not an encyclopedia, but it is an essential **educational** tool. What is it?" ➔ The answer is a textbook.



ACTIVITY 2 – THE PROPERTIES EXTRACTION DESIGN

Instructions: Based on the riddle script in Activity 1, write a short explanatory analysis paragraph explaining how physical adjectives (size, weight, color) help an explorer identify an object without seeing it directly.

_____

_____

_____

_____

ACTIVITY 3 – DEMONSTRATIVE COHESION (GRAMMAR DISCOVERY)

Instructions: Analyze how we point out objects depending on distance and quantity. Complete the empty formula blocks below based on the structural distance logs.

- "Look at this pen in my hand right here." ➔ **This** = Singular + Near.
- "Look at that whiteboard across the room." ➔ **That** = Singular + Far.
- "Look at these notebooks on my desk here." ➔ **These** = Plural + Near.
- "Look at those maps hanging on the back wall." ➔ **Those** = Plural + Far.



Spatial Distance	Singular Entity Form	Plural Entity Form
Near (Aquí / Cerca)	This	_____
Far (Allá / Lejos)	_____	Those

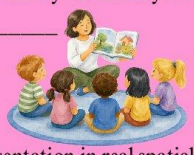
My Discovery: When pointing to a group of objects that are far away from me, the correct demonstrative word to use is _____.

ACTIVITY 4 – THE "TEACHER FOR A MINUTE" LEXICAL CHALLENGE

Instructions: This is your final milestone challenge! Combine all your skills from this unit. On a separate sheet, design your own "Mystery Word Card". Write a multi-step riddle detailing its compound components, its suffix if it has one, its physical adjectives, and its demonstrative placement (e.g., *"Those objects on the back shelves are..."*). Stand up in your communication circle, act as the teacher for a minute, and test your classmates' comprehension!

Reflective Journal: Organizing my own word challenge portfolio page allowed me to verify that my vocabulary skills are...

_____



Teacher's Note:

Lesson Objective: Synthesizing lexical markers and executing public diagnostic challenges.

Guidance: Guide students to apply demonstratives (*this, that, these, those*) to ground their presentation in real spatial contexts within the room.

Observation Focus: Are students matching physical proximity with correct syntax selections during their oral challenges?

UNIT 3: FINAL SELF-ASSESSMENT



Can Do Checklist

Linguistic Statement	Yes	Almost	Not Yet
I can identify and construct compound school words easily.			
I can deduce vocabulary meaning using explicit context clues.			
I can use the -er suffix to recognize tool functions.			
I can map out demonstrative pronouns based on physical distance.			

Grammar & Vocabulary Review

Complete the explicit items correctly:

1. The combination of the words "note" and "book" forms the compound word: _____.
2. If a person reads books, we add the suffix "-er" to create the noun: _____.
3. To point out a singular object that is far away from me, I use the word: _____.
4. An essential book used to discover definitions and word meanings is a: _____.



UNIT REFLECTION JOURNAL

- My favorite non-repetitive task was: _____
- The most effective context strategy I discovered was: _____
- Now I can independently execute: _____





UNIT 4: TEACHER INTERACTION
LEARNING THROUGH TEACHER GUIDANCE



Can Do Statement

I can participate in classroom activities by understanding my teacher's questions, feedback, and explanations in English with appropriate support.

Learning Goal

By the end of this unit, you will be able to decode your teacher's feedback, respond to different types of questions confidently, follow step-by-step explanations, and know exactly how to use "survival phrases" to avoid speaking Spanish in class.

Grammar Focus

· Transition Words for Clarity: First, Next, Then, Finally.
· Formulaic Questions: What does [X] mean? / How do you say [X] in English?
· Modal verbs for classroom rules: Can I...? / You must...



Key Vocabulary

· **Teacher Feedback:** Excellent, try again, almost there, mistake, improve, well done.
· **Teacher Questions:** Who, where, why, do you agree, can you explain?
· **Classroom Survival:** Translate, repeat, understand, slowly, English, Spanish.

Real-Life Situation

Your English teacher speaks a lot of English in class! Sometimes they ask you long questions, give you feedback on your homework, or give step-by-step instructions. Sometimes you feel lost and want to speak in Spanish. In this unit, you will learn the "secret codes" and survival phrases to understand the teacher perfectly and interact bravely without switching to your mother tongue.

Unit Challenge

The "Classroom Survival Contract". You will work with a team to design a visual poster establishing the rules for using English in the classroom, including the top "Rescue Phrases" when you don't understand the teacher.



Learning Tip

You don't need to understand every single word the teacher says! Listen for the "key words" (action verbs or question words) and look at the teacher's hands and face. Body language is 50% of the message!



LESSON 1: CORRECT WITH THE TEACHER (Giving Feedback)



Can Do Statement

I can understand and accept my teacher's feedback to improve my work.

Objective

To interpret teacher feedback phrases and separate positive praise from constructive correction.

ACTIVITY 1 – THE EMOJI FEEDBACK DECODER

Instructions: Teachers use different phrases to evaluate your work. Match the teacher's common English phrases to the correct feeling (Emoji).

1. "Absolutely brilliant! Perfect job!"	A. (Thinking / Let's fix this)
2. "You are almost there. Just check the spelling."	B. (Amazing / Perfect)
3. "Let's try this one more time together."	C. (Good, but needs a little work)



ACTIVITY 2 – THE CORRECTION RELAY

Instructions: Look at the feedback stamp the teacher put on Joé's notebook. Circle the Positive Praise in green and underline the Correction in blue.

· **Teacher's Note:** "Joé, your drawing is very beautiful! However, you forgot to color the sky blue. Please fix it!"



ACTIVITY 3 – THE MAGIC "BUT" (GRAMMAR DISCOVERY)

Instructions: 1. Analyze how the teacher connected the good news and the correction in Activity 2. Complete the rule.

· **Phrase: "**Your drawing is beautiful, BUT you forgot to color the sky."

· **My Discovery:** Teachers use the magic word "_____" (or "However") to connect a positive comment with a gentle correction. What comes after this word is the mistake you need to fix!

ACTIVITY 4 – TEACHER FOR A MINUTE

Instructions: It is role-reversal time! You are the teacher. Look at this bad sentence written by a fake student: "i like play soccer". Write a feedback note for the student using the Magic "But" rule (Give praise first, then the correction!).

· **My Teacher Note:** "Good job on your sentence, _____ you need to _____."

Reflective Journal: When the teacher corrects my mistakes, I should not feel sad because feedback helps me to _____.

Teacher's Note:

· **Lesson Objective:** Processing teacher feedback emotionally and linguistically.

· **Guidance: Remind** students that corrections are positive. Model your own feedback style so they recognize the phrases you actually use in your classroom.

· **Observation Focus:** Can students successfully identify the "actionable" part of the feedback following the conjunction "but"?

LESSON 2: QUESTION CIRCLE (Asking Effective Questions)



Can Do Statement
I can identify different types of teacher questions and answer them appropriately.
Objective
To classify open and closed teacher questions and practice rapid-fire responses in a circle game.

ACTIVITY 1 – THE SORTING HAT OF QUESTIONS
Instructions: Teachers ask two types of questions: "Short Answer" (Yes/No) and "Long Answer" (Explanations). Read the teacher's questions below and sort them into the correct box.
· **Questions:** 1. Do you understand? / 2. Why is the sky blue? / 3. Can you repeat that? / 4. What do you think about this story?
· **Box A (Short Yes/No Answers):** _____, _____
· **Box B (Long Explanations):** _____, _____

ACTIVITY 2 – CONCEPT CHECKING DECODER
Instructions: Sometimes the teacher asks questions just to check if your brain is working! Match the teacher's "Checking Question" to what it really means in Spanish.



1. "Does everyone agree with Mateo?" A. ¿Me explico? / ¿Tienen sentido las instrucciones?
2. "Does that make sense?" B. ¿Hay alguna duda antes de empezar?
3. "Are there any questions?" C. ¿Todos están de acuerdo con Mateo?



ACTIVITY 3 – THE HOT SEAT INTERVIEW
Instructions: Work in groups of four. One student sits in the "Hot Seat." The other three act as teachers and ask 3 rapid-fire questions from Activity 1. The student in the Hot Seat must answer as fast as possible in English! Switch seats until everyone has played.
· **My favorite question I answered was:** _____



ACTIVITY 4 – FLIPPING THE SCRIPT
Instructions: A good student also asks effective questions! Write two questions you can ask your teacher when you want to know more about an interesting topic.
· Question 1: "Teacher, why do we _____?"
· Question 2: "Teacher, what is the difference between _____ and _____?"

Reflective Journal: I can independently...
□ Differentiate Yes/No questions from Long Answer questions. □ Answer fast in the Hot Seat. □ Ask the teacher for more information.
Teacher's Note:
· **Lesson Objective:** Navigating teacher discourse (questions) and formulating effective responses.
· **Guidance:** The "Hot Seat" is a high-energy game. Keep the pace fast to lower the affective filter. Errors are fine; fluency is the goal here.
· **Observation Focus:** Are students answering "Yes/No" questions with correct auxiliaries (Yes, I do / No, I don't) instead of just "Yes"?







LESSON 3: LISTEN, THINK AND RESPOND (Clarity of Discourse)



Can Do Statement

I can follow step-by-step instructions from my teacher using sequence words.

Objective

To decode teacher instructions by identifying temporal transition words and executing a physical task.

ACTIVITY 1 – THE SEQUENCE DETECTIVE

Instructions: The teacher gave instructions for a project, but the steps are mixed up! Find the "Sequence Words" (First, Finally, Next, Then) to put the sentences in the correct order (1 to 4).

· ___ **Then,** color your drawing with bright markers.
· ___ **First,** take a blank piece of paper and write your name.
· ___ **Finally,** show your beautiful project to the class!
· ___ **Next,** draw a picture of your favorite animal.



ACTIVITY 2 – THE RECIPE OF A LESSON (GRAMMAR DISCOVERY)

Instructions: Look at the words in bold from Activity 1. When a teacher gives clear instructions, they use a specific formula.

Complete the rule.

· **My Discovery:** To create clarity, teachers start sentences with _____ words (like First or Next), followed by a comma (,), and then an action verb (like take, color, show).

ACTIVITY 3 – THE ORIGAMI MASTER (LISTENING CHALLENGE)

Instructions: Close your workbook. Take a square piece of paper. Your teacher will read step-by-step instructions in English using First, Next, Then, Finally. Listen carefully, think, and fold your paper exactly as the teacher says. What did you create?

· I listened and successfully created a: _____

ACTIVITY 4 – BE THE INSTRUCTOR

Instructions: Now it is your turn to give clear discourse! Write 3 steps explaining to a new student how to open their digital book on the computer. Use sequence words!



1. _____, turn on the computer.

1. _____, open the internet browser.

1. _____, type the password and read!

Reflective Journal: Sequence words are important for teacher discourse because they help my brain know exactly what to do _____.

Teacher's Note:

· **Lesson Objective:** Processing sequential teacher discourse and executing TPR (Total Physical Response) instructions.
· **Guidance:** For Activity 3 (Origami), prepare a simple 4-step paper folding exercise (like a paper airplane or a dog face). Read the steps slowly, emphasizing the sequence words.
· **Observation Focus:** Can students physically respond to the sequence words without looking at written translations?

LESSON 4: ENGLISH OR SPANISH? (L1 vs. L2)



Can Do Statement

I can use specific English survival phrases to ask for help instead of using my mother tongue (Spanish).

Objective

To identify scenarios where using the mother tongue is appropriate versus when English "Rescue Phrases" must be used, culminating in a visual contract project.

ACTIVITY 1 – THE LANGUAGE TRAFFIC LIGHT

Instructions: When is it okay to speak Spanish (L1) in English class? Read the scenarios below and color the circle **GREEN** (Use English!) or **RED** (Okay to use Spanish).



1. 🟢/🔴 You want to ask the teacher if you can go to the bathroom.

1. 🟢/🔴 There is a real medical emergency, and you feel very sick.

1. 🟢/🔴 You forgot how to say the word "manzana" in English.

1. 🟢/🔴 You are playing a vocabulary game with your group.

ACTIVITY 2 – THE BILINGUAL RESCUE PHRASES

Instructions: You are in the GREEN zone, so you must use English! But you don't understand the teacher. Match the Spanish emergency thought to the perfect English Rescue Phrase.



1. ¿Cómo se dice "perro" en inglés?	A. "Could you repeat that, please?"
1. ¿Qué significa "pencil"?	B. "How do you say 'perro' in English?"
1. No escuché bien, ¿puede repetir?	C. "What does 'pencil' mean?"

ACTIVITY 3 – THE TRANSLATION FORMULA (DISCOVERY)

Instructions: Look at Rescue Phrases B and C. Complete the formula so you never forget how to ask for vocabulary!

A. When I know the word in Spanish but need the English word:

B. **"How do you say [_____] in English?"**

C When the teacher says an English word I don't know:

D. **"What does [_____] mean?"**



ACTIVITY 4 – UNIT PROJECT: THE CLASSROOM SURVIVAL CONTRACT

Instructions: It is time to make a promise to learn better!

1. Work with your group. Get a large cardboard poster.
2. Title it: **"Our English Survival Contract".**
3. Write your top 3 Rescue Phrases from Activity 2 in large, colorful letters.
4. Sign your names at the bottom of the poster promising to use these English phrases instead of Spanish!
5. Present your poster to the teacher and hang it on the classroom wall.







Reflective Journal: Trying to speak English all the time is hard, but using the rescue phrases makes me feel much more _____.

Teacher's Note:

· **Lesson Objective:** Managing the use of L1 (Spanish) and L2 (English) through functional classroom language.

· **Guidance:** Validate that Spanish is okay for genuine emergencies or complex emotional support, but English must be the tool for navigating the lesson. Point to the posters created in Act 4 whenever a student reverts to Spanish.

· **Observation Focus:** Are students using the formulaic rescue phrases automatically instead of instantly defaulting to "Teacher, no entiendo"?

UNIT 4 SELF-ASSESSMENT
Can Do Checklist



Statement	Yes	Almost	Not Yet
I can understand teacher feedback and the magic "But".			
I can answer open and closed teacher questions.			
I can follow step-by-step instructions using First, Next, Finally.			
I know when it is okay to use Spanish and when to use English.			
I can use English rescue phrases like "How do you say...?".			

Grammar & Vocabulary Review



Choose the correct option:

1. "Your writing is great, (but / first) you need to check the spelling."
2. Which is a sequence word? (What / Finally)
3. If I don't know a word in English, I ask: "(How do you say / What does) 'gato' in English?"
4. If the teacher asks "Do you understand?", I answer: "(Yes, I do / A cat)."

UNIT REFLECTION

· My favorite game in this unit was: _____

· The most useful Rescue Phrase I learned is: _____

· Now I know how to interact with my teacher by: _____

4.5. Impacts

The analysis of this proposal considers three dimensions of impact:

- Linguistic impact
- Academic impact
- Affective impact

The following numerical scale is used to determine the level of impact reached in each dimension.

Table 4

Numerical impact levels

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: Posso (2013)

The following formula is applied to obtain the final impact level of each dimension:

$$\textbf{IL (Impact level)} = \sum / \mathbf{5}$$

$\sum$ = Sum of the scores assigned to each indicator.

5 = Total number of indicators included in each table.

4.5.1 Linguistic Impact

Table 5

Linguistic impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Improvement in students' comprehension of the teacher's spoken instructions in English.	**3**
b) Development of pronunciation and intonation through repeated exposure to modeled teacher input.	**3**
c) Expansion of receptive vocabulary derived from contextualized teacher talk.	**2**
d) Recognition and use of question patterns (Wh- and Yes/No) modeled by the teacher during interaction.	**3**
e) Production of short oral responses using vocabulary and structures presented in teacher talk.	**2**
Total	**13**

Linguistic impact level: 13 / 5 = 2.6 / 3

Linguistic impact level: High positive impact.

Analysis

The linguistic impact of the proposal reached a high positive level, showing that structured teacher talk strategies have a direct and observable effect on students' language development. The activities in Unit 1 significantly improved learners' comprehension of classroom instructions in English; students became able to follow imperatives, locate objects using prepositions of place, and respond to short teacher explanations with growing accuracy. Modeled input and repeated

exposure also contributed to noticeable progress in pronunciation and intonation, particularly during the interview-based tasks in Unit 2.

Reception vocabulary was extended through the contextualization of objects taught at school, terms connected to family, and day-to-day activities that were integrated into teacher's talk, while it should be noted that certain students needed more repetitions to reinforce their understanding of the newly introduced items. The students were able to quickly learn the question patterns demonstrated by the teacher and, thus, use Why- and Yes/No structures while practicing the language. Finally, the students' output in terms of speaking has been on the rise, especially in such activities as role play and vocabulary bingo, which has prompted them to employ the words provided by the teacher. In summary, the proposal proves that teacher-led discourse can boost the language input of young learners of English as a foreign language significantly.

4.5.2 Academic Impact

Table 6

Academic impact indicators

Indicator	**Impact levels (-3 -2 -1 0 1 2 3)**
a) Improvement in students' performance on comprehension activities after the implementation of the guide.	**2**
b) Active participation in interactive activities based on teacher-guided dialogue.	**3**
c) Ability to follow classroom instructions accurately after teacher modeling.	**3**

d) Transfer of vocabulary from teacher talk to written and oral tasks in other lessons.	**2**
e) Completion of unit self-assessments with increasing accuracy and independence.	**2**
Total	**12**

Academic impact level: 12 / 5 = 2.4 / 3

Academic impact level: Medium-high positive impact.

Analysis

The impact of the proposal on the learning outcome was medium-high, meaning that there was a significant improvement in the various learning activities referred to in the guide. The progress of the students was evident in the comprehension activities where instructions from the teacher and brief explanations were involved. The results were different individually, but in general, the collective outcome was that students were more accurate in their responses to listening and vocabulary tasks after the implementation of the project. The participation significantly improved in activities involving dialogue led by a teacher. For example, it was possible to see a considerable increase in the number of students who participated in Teacher Interview Time and Vocabulary Bingo experience. The ability to follow instructions accurately was one of the indicators since the students were capable of learning new routines from modeling done by the teacher.

4.5.3 Affective Impact

Table 7

Affective impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Motivation to participate in oral activities modeled by the teacher.	**3**
b) Reduction of anxiety when responding to the teacher in English.	**3**
c) Confidence in asking questions and requesting clarifications (e.g., "Can you repeat, please?").	**2**
d) Willingness to interact orally with peers and the teacher during guided tasks.	**3**
e) Positive attitude toward English lessons after the implementation of the guide.	**3**
Total	**14**

Affective impact level: 14 / 5 = 2.8 / 3

Affective impact level: High positive impact.

Analysis

The affective impact of the proposal was highly positive. From the first sessions, students demonstrated visible motivation and enthusiasm to participate in the oral activities modeled by the teacher. Tasks such as Teacher's Clue Hunt, Teacher Interview Time, and School Situations Role-

Play created an atmosphere in which speaking English felt safer and more approachable, significantly reducing the anxiety usually associated with oral performance in a foreign language.

Students progressively gained confidence to ask questions and request clarifications from the teacher, using expressions such as "Can you repeat, please?" without hesitation. Although some learners remained more reserved, the interactional nature of the guide encouraged them to take gradual risks, especially during pair and small-group tasks. Willingness to interact with peers and the teacher increased across the units, and the overall attitude toward English lessons shifted toward greater engagement and enjoyment. The proposal therefore not only strengthened language skills, but also fostered an emotionally safe classroom in which fifth-grade students felt confident, involved, and eager to learn.

CONCLUSIONS

From the four chapters of this research, the study has arrived at the conclusions that follow. The conclusion exploits a major finding from the study and is stated as a factual statement that is supported by the research's theoretical, methodological, empirical, and theoretical components.

Teacher talk is the main source of English exposure among fifth-graders attending Escuela EB Federico González Suárez since teacher talk is not just a tool for the transfer of meaning but also a teaching method that constructs communication and facilitates comprehension.

The literature analyzed clearly indicates that well-planned use of L1 during English lessons helps in understanding when used effectively, however high reliance on Spanish inhibits the students' continuous exposure to the English language, thus creating tension between short-term clarity and long-term acquisition.

The following results emerged from the theoretical investigation concerning teacher feedback. It is demonstrated that corrective feedback techniques, namely recasts and indirect elicitation, make students participate in the lesson better, unlike explicit correction since gentle rephrasing allows maintaining communication and drawing students’ attention to correct language forms at the same time.

The mixed-methods descriptive case-study design worked well for accounting for the complexity of classroom discourse in this school, letting the researcher capture the naturally occurring teacher-student exchanges without changing the instructional environment and ensuring ecological validity of the results.

Combining three types of data sources student surveys, observation of the classroom, and semi-structured interviews with the school officials allowed for verification of results and

mitigating the interpretive bias present in research relying on a single paradigm by integrating quantitative numerical data with qualitative insights, achieving more trustworthy information.

The research questions were very useful in carrying out the descriptive research and did not impose pre-existing hypotheses on a phenomenon of classroom discourse which patterns had to be revealed instead of being checked against fixed ideas.

The data from the survey suggested that the majority of students believe teacher talk to be the most important source of their English input and their understanding improved significantly when the teachers spoke slowly, used gestures, and repeated or rephrased important instructions an idea which was confirmed by the other two data sources.

Information provided in the classroom observation indicates that Escuela EB Federico González Suárez tends to teach through English as a dominant language while using occasional interventions in Spanish during moments of conceptual difficulty. This observation is confirmed by both vice principal and English coordinator interviews which also indicate limited exposure to English outside of school as a systemic barrier to language acquisition.

Triangulation of the findings revealed that anxiety and motivation impact students' corrective feedback delivery; gentle correction led to a higher degree of participation, while abrupt or public correction decreased students' output.

The methodological guide LearningThrough Talk has demonstrated a high degree of both linguistic and affective effectiveness (2.6/3 and 2.8/3 respectively) showing that there is definite improvement in the students' understanding and willingness to speak in English if strategies of teacher talk are organized and used in a structured way.

Four-unit structure of the guide based on listening comprehension, oral output, and vocabulary through teacher talk dealt with weaknesses mentioned in Chapter III and provided a coherent link between diagnosis and intervention

The academic impact indicator scored slightly lower (2.4/3) than the linguistic and affective dimensions, suggesting that while students respond well emotionally and linguistically to improved teacher talk, the transfer of these gains to formal academic tasks written exercises, self-assessments require additional reinforcement beyond the guide's current scope.

RECOMMENDATIONS

Researchers working with similar populations should consider adding short audio recordings of class segments as a fourth source, since real-time observation alone may miss subtle features of teacher speech such as wait time after questions or frequency of code-switching episodes.

Thesis directors at UTN should continue encouraging question-driven designs for classroom discourse studies at the undergraduate level, as they align better with the exploratory nature of initial research in under-studied school contexts than hypothesis-testing frameworks.

Teachers should incorporate a brief "comprehension check" routine such as thumbs-up/thumbs-down or a quick pair-share after giving instructions in English, rather than assuming understanding from student silence, which the observation data showed is often misread as comprehension.

The impact of the proposal on the learning outcome was medium-high, meaning that there was a significant improvement in the various learning activities referred to in the guide. The progress of the students was evident in the comprehension activities where instructions from the teacher and brief explanations were involved.

The results were different individually, but in general, the collective outcome was that students were more accurate in their responses to listening and vocabulary tasks after the implementation of the project.

The participation significantly improved in activities involving dialogue led by a teacher. For example, it was possible to see a considerable increase in the number of students who participated in Teacher Interview Time and Vocabulary Bingo experience. The ability to follow

instructions accurately was one of the indicators since the students were capable of learning new routines from modeling done by the teacher.

The vocabulary was practiced in the written and spoken forms of the language, but some vocabulary required some further practice. The self-assessments indicated a positive development in learning.

Teachers should complement the guide with brief written follow-up tasks (5–10 minutes) after each oral activity for example, writing three new words learned or completing a short cloze exercise to bridge the gap between oral gains and academic performance that the impact analysis identified.

References

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Appendices

Appendices 1: Validation of instruments

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 23 de enero del 2026

Magister
Marcia Mantilla
COORDINADORA DE CARRERA FECYT

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas, encuestas y guía de observación de Investigación del Proyecto "The Role of Teacher Talk in Language and Acquisition in 5th Grade at Escuela EB Federico González Suárez".

Previo al título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas, encuestas, guía de observación y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



Nombre: María Alexandra Imbaquingo Pilacuán

C.I :100325821-5

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS

INTERVIEW FORMAT FOR VICE PRINCIPAL AT ESCUELA DE EDUCACIÓN BÁSICA FEDERICO GONZÁLEZ SUÁREZ"

Objective. Obtain information from the teachers' point of view on "The Role of Teacher Talk in Language and Acquisition in 5th Grade at Escuela EB Federico Gonzáles Suárez."

1. Desde su perspectiva, ¿cómo describiría la manera en que los docentes de inglés se comunican con los estudiantes durante las clases en Educación Básica?

2. ¿Qué estrategias considera que utilizan los docentes para adaptar su lenguaje al nivel de los estudiantes y facilitar la comprensión del inglés en el aula?

3. En términos generales, ¿cómo describe el uso del inglés y del español durante la clase de inglés, y en qué situaciones considera adecuado el uso de cada uno?

4. ¿Qué importancia cree que tiene la forma de hablar del docente (repetición, reformulación, preguntas) para favorecer la participación y comprensión de los estudiantes?

5. Desde la gestión institucional, ¿cómo se orienta a los docentes para corregir errores orales sin afectar la motivación y confianza del estudiantado?

6. ¿Qué dificultades identifica la institución para que el inglés sea la lengua principal de interacción en el aula?

7. En su opinión, ¿de qué manera influye la forma en que el docente habla en la clase de inglés en la adquisición del idioma y qué aspectos considera que podrían fortalecerse?

GRACIAS POR SU COLABORACIÓN

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En la siguiente matriz, marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario, realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT ESCUELA DE EDUCACIÓN BÁSICA "FEDERICO GONZÁLEZ SUÁREZ"

Objective. Obtain information from the teachers' point of view on "The Role of Teacher Talk in Language and Acquisition in 5th Grade at Escuela EB Federico Gonzáles Suárez."

1. How do you evaluate teachers' adaptation of teacher talk to the English level of 5th-grade students?
2. What strategies do you recommend teachers use to make their language input comprehensible?
3. How often do you observe teachers repeating or rephrasing instructions in class?
4. In what situations do you consider it appropriate for teachers to use Spanish instead of English?
5. How do you encourage teachers to use questions to promote student understanding and participation?
6. How do you guide teachers in correcting students' errors during oral activities?
7. How do you expect teachers to introduce new vocabulary through teacher talk?
8. How do you see gestures, facial expressions, or tone supporting teachers' explanations?
9. How do you monitor whether students understand teachers' explanations?
10. What challenges do teachers face when using English as the main classroom language?
11. How do you believe teacher talk influences students' language acquisition?
12. What institutional changes would you suggest to improve teacher talk practices?

THANK YOU FOR YOUR COLLABORATION

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En la siguiente matriz, marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario, realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT ESCUELA DE EDUCACIÓN BÁSICA "FEDERICO GONZÁLEZ SUÁREZ"

Objective. Obtain information from the teachers' point of view on "The Role of Teacher Talk in Language and Acquisition in 5th Grade at Escuela EB Federico Gonzáles Suárez."

1. How do you adapt your teacher talk to the English level of 5th-grade students?
2. What strategies do you use to make your language input comprehensible?
3. How often do you repeat or rephrase instructions in class?
4. In what situations do you use Spanish instead of English?
5. How do you use questions to promote student understanding and participation?
6. How do you correct students' errors during oral activities?
7. How do you introduce new vocabulary through teacher talk?
8. How do gestures, facial expressions, or tone help your teaching?
9. How do you check if students understand your explanations?
10. What challenges do you face when using English as the main classroom language?
11. How do you believe teacher talk influences students' language acquisition?
12. What changes would you like to make to improve your teacher talk?

THANK YOU FOR YOUR COLLABORATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz, marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario, realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido.	X		
Orden y secuencia de las preguntas.	X		
Número de preguntas óptimo.	X		

Observaciones:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE LA ENCUESTA APLICADA A LOS ESTUDIANTES DE LA ESCUELA DE EDUCACIÓN BÁSICA "FEDERICO GONZÁLEZ SUÁREZ"

Objective. To collect 5th-grade students' perceptions about the clarity, usefulness, and frequency of teacher talk in English classes, in order to evaluate how teacher talk supports language input and acquisition.

Instructions: Dear student, please read each statement carefully and choose the option that best describes your opinion.

Instrucciones: Estimado estudiante, por favor, lee cada afirmación cuidadosamente y elige la opción que mejor describa tu opinión.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Items:

1. **My English teacher speaks clearly during class.**
   Mi docente de inglés habla claramente durante la clase.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree

E) Neutral

A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

2. **My teacher uses simple English that I can understand.**
   Mi docente usa un inglés sencillo que puedo entender.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

3. **My teacher repeats instructions when students do not understand.**
   Mi docente repite las instrucciones cuando los estudiantes no entienden.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

4. **My teacher uses gestures or body language to help explain English.**
   Mi docente usa gestos o lenguaje corporal para ayudar a explicar el inglés.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

5. **My teacher uses examples when teaching new words.**
   Mi docente usa ejemplos al enseñar nuevas palabras.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

6. **My teacher speaks slowly when explaining new topics.**
   Mi docente habla despacio al explicar nuevos temas.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

7. **My teacher checks if students understand before continuing.**
   Mi docente verifica si los estudiantes comprenden antes de continuar.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

8. **My teacher uses English most of the time in class.**
   Mi docente usa inglés la mayor parte del tiempo en clase.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

9. **My teacher uses Spanish only when necessary.**
   Mi docente usa español solo cuando es necesario.

   A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
   A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

10. **My teacher asks questions to help us think in English.**
    Mi docente hace preguntas para ayudarnos a pensar en inglés.

    A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
    A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

11. **My teacher encourages us to speak English in class.**
    Mi docente nos motiva a hablar en inglés en clase.

    A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
    A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

12. **My teacher corrects mistakes kindly and clearly.**
    Mi docente corrige los errores de manera amable y clara.

    A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
    A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

13. **My teacher explains new vocabulary clearly.**
    Mi docente explica el nuevo vocabulario claramente.

    A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral
    A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

14. **Teacher talk helps me understand English better.**

L forma en que habla el profesor me ayuda a entender mejor el inglés.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

15. **I learn new English words from the way my teacher speaks.**

Aprendo nuevas palabras en inglés por la forma en que mi profesor habla.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Neutral

A) Totalmente de acuerdo B) De acuerdo C) En desacuerdo D) Totalmente en desacuerdo E) Neutral

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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada ítem que conforma el cuestionario. De ser necesario, realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			
14	X			
15	X			

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CLASSROOM OBSERVATION GUIDE

Objective

- To record observable behaviors related to teacher talk and student responses during English lessons.

Item	Description	Always	Sometimes	Often	Sometimes	Never
1	The teacher speaks clearly and adjusts pace.					
2	The teacher supports explanations with non-verbal cues.					
3	The teacher uses English predominantly, Spanish only when necessary.					
4	Teacher verifies understanding before moving on.					
5	The teacher asks questions and motivates students to respond in English.					
6	The teacher corrects mistakes kindly and clearly.					
7	Students show motivation and confidence when responding to teacher talk.					

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En la siguiente matriz, marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario, realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Claridad y pertinencia de las instrucciones para el observador.	X		
Formulación precisa y comprensible de cada ítem de observación.	X		
Coherencia de los ítems con los objetivos de la guía.	X		
Relevancia de los ítems para evaluar el uso del teacher talk en la adquisición del inglés.	X		
Orden y secuencia lógica de los ítems.	X		
Número de ítems adecuado para la observación.	X		
Escala de frecuencia (Always–Often–Sometimes–Never) clara y aplicable.	X		

Posibilidad de registrar actitudes y comportamientos observables.			
Pertinencia del instrumento para el contexto del 5th Grade en la Escuela EB Federico González Suárez.			

Observaciones:

……
……
……
……



C.C.: 1711539690

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Fecha de envío para la evaluación del experto:	23/01/2026
Fecha de revisión del experto:	26/01/2026

Appendices 2 Interview





Appendices 3: Interview transcripts

Preguntas y respuestas de la entrevista con la subdirectora, Lic. Pastora Villamarín

1. Desde su perspectiva, ¿cómo describiría la forma en que los docentes de inglés se comunican con los estudiantes durante las clases de Educación Básica?

Los docentes imparten la clase principalmente en inglés, pero adaptan su lenguaje mediante pausas, repeticiones y, en ocasiones, incluso traducciones al español cuando es necesario para asegurar que el mensaje se comprenda.

2. ¿Qué estrategias considera que utilizan los docentes para adaptar su lenguaje al nivel de los estudiantes y facilitar la comprensión del inglés en el aula?

Esto se logra simplificando el vocabulario, utilizando oraciones más cortas, gestos, apoyos visuales y reformulando las instrucciones.

3. En términos generales, ¿cómo describiría el uso del inglés y el español durante la clase de inglés, y en qué situaciones considera apropiado el uso de cada uno?

El inglés predomina en la interacción, mientras que el español se utiliza estratégicamente para explicar conceptos complejos o dar instrucciones claras. La institución promueve la inmersión, pero reconoce la necesidad de flexibilidad.

4. ¿Qué importancia cree que tiene la forma de hablar del docente (repetición, reformulación, preguntas) para fomentar la participación y la comprensión de los estudiantes?

Es fundamental. La repetición y la reformulación permiten a los estudiantes procesar la información recibida mientras que las preguntas estimulan la participación activa y el compromiso del alumno.

5. Desde la gestión institucional, ¿cómo se orienta a los docentes para corregir errores orales sin afectar la motivación y la confianza de los estudiantes?

Se les guía para corregir de manera amable y constructiva, reforzando los aspectos positivos y evitando las críticas directas. La capacitación institucional hace hincapié en la retroalimentación motivadora.

6. ¿Qué dificultades identifica la institución para que el inglés sea la lengua principal de interacción en el aula?

Las principales dificultades son la limitada exposición de los estudiantes al idioma fuera de la escuela, los diferentes niveles de dominio del inglés entre los docentes y la falta de recursos.

7. En su opinión, ¿de qué manera influye la forma en que el docente habla en la clase de inglés en la adquisición del idioma, y qué aspectos considera que podrían fortalecerse?

La forma de hablar del docente influye directamente en la adquisición, ya que determina la calidad del input que reciben los alumnos. Se podría fortalecer la constancia en el uso del inglés, la formulación de preguntas y la reducción de la dependencia del español.

Questions and Answers in the Interview with English coordinator and teacher Lic. Jenny Guaipacha

1. How do you evaluate teachers' adaptation of teacher talk to the English level of 5th-grade students?

Teachers adapt their talk effectively by slowing down, simplifying structures, and using concrete examples that match students' level.

2. What strategies do you recommend teachers use to make their language input comprehensible?

I recommend gestures, visual aids, repetition, paraphrasing, and connecting new vocabulary to students' daily experiences.

3. How often do you observe teachers repeating or rephrasing instructions in class?

It is a frequent practice; teachers almost always repeat or rephrase instructions to ensure comprehension.

4. In what situations do you consider it appropriate for teachers to use Spanish instead of English?

Spanish is appropriate when explaining complex grammar rules, clarifying instructions or avoiding confusion in critical tasks.

5. How do you encourage teachers to use questions to promote student understanding and participation?

I encourage them to ask open-ended questions in English that invite reflection and allow students to respond confidently.

6. How do you guide teachers in correcting students' errors during oral activities?

I advise indirect correction, reformulating the correct answer without interrupting the student abruptly.

7. How do you expect teachers to introduce new vocabulary through teacher talk?

Vocabulary should be introduced in context, with examples, repetition, and connections to real-life situations or images.

8. How do you see gestures, facial expressions, or tone supporting teachers' explanations?

They are essential resources that transmit meaning, capture attention, and reduce student anxiety.

9. How do you monitor whether students understand teachers' explanations?

I observe students' immediate responses, gestures, and participation, and I encourage teachers to use verification questions.

10. What challenges do teachers face when using English as the main classroom language?

The main challenges are limited exposure outside school, differences in student proficiency and lack of authentic materials.

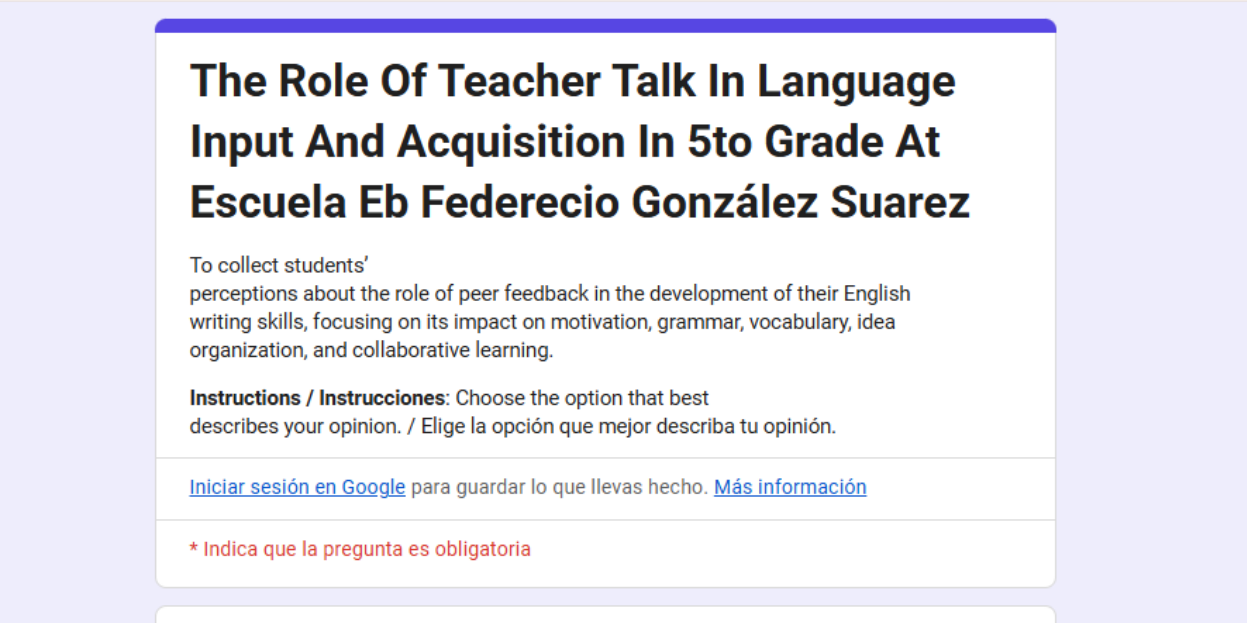
11. How do you believe teacher talk influences students' language acquisition?

Teacher talk directly influences acquisition since it provides the main linguistic input, its quality determines comprehension and progress.

12. What institutional changes would you suggest to improve teacher talk practices?

I suggest more teacher training in communicative strategies, access to authentic resources and peer observation for feedback.

Appendices 4: survey evidence



The Role Of Teacher Talk In Language Input And Acquisition In 5to Grade At Escuela Eb Federecio González Suarez

To collect students'
perceptions about the role of peer feedback in the development of their English writing skills, focusing on its impact on motivation, grammar, vocabulary, idea organization, and collaborative learning.

Instructions / Instrucciones: Choose the option that best describes your opinion. / Elige la opción que mejor describa tu opinión.

Iniciar sesión en Google para guardar lo que llevas hecho. Más información

* Indica que la pregunta es obligatoria

Appendices 5: Presentation of the proposal

