



**DESIGN AND IMPLEMENTATION OF A COMPENSATION STRATEGY
TRAINING UNIT TO IMPROVE INTERMEDIATE ENGLISH STUDENTS' ORAL
PRODUCTION**

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FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE IDIOMAS
LICENCIATURA EN INGLÉS
BUCARAMANGA**

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**Trabajo de grado elaborado como requisito parcial para optar el título de
LICENCIADO EN INGLÉS**

**Director
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**UNIVERSIDAD INDUSTRIAL DE SANTANDER
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Truly grateful

Dedication

*First of all, I would like to thank God
for shining my way to success.
Even though this is only one step
In the difficult process of growing personally,
I know I will have to continue studying
in order to face the challenges which
are coming. Life is tough, but it becomes
bearable when you count on others.
That's why I want to say, "Thanks
mom for putting your trust in me."
In the same way, I want to thank those ones
who inspire me to go on: My family, my friends
and my girlfriend.*

Gracias Totales.

Cristian "Mr. Knight" Caballero Chivatá

Dedication

There are few people in my life who have inspired and encouraged me to meet the challenges of life and enjoy its beauty. Thanks my little son for making me smile every morning and evening. You are the one who shows me life is worthy to live. Thanks mom for being there every time I need the support of a sincere, tender, and unconditional person. You have been both my Dad and Mom. Thanks my very special friends with whom I have lived lots of special moments here and "abroad". I will always remember you.

Diana Margoth Figueredo Fonseca

Dedication

*First, I would like to thank God:
beacon of hope, wisdom
and wholehearted support.*

*Second, my special dedication to my Mom:
the one who has become my 'friend',
my 'inspiration',
and my 'everything'*

*Also, my gratitude to my Father:
the one with the patience,
the unconditional love,
and the creativity.*

*Finally, to my brothers and friends:
the ones who can make my soul happy
with only just a smile,
and in whom I can trust them all.*

*Muchísimas gracias a todos y todas ustedes..
I sincerely love you all.*

Diego Armando Mantilla Motta

Dedication

*The joy of this achievement is for
my little treasure: Ana Sofia,
You are the daybreak that enlightens
my life. You mean the world to me.*

*It is also for my mother
You are my strenght when I am weak.*

*For my sister and brother.
There are no words to say how much I thank
and love you.*

*For you. The angel who protects me :
Daddy. I am here because of you.*

*For the people who always have a cheering word:
or a shoulder to cry on:
my family and friends.*

I love you so much

Leidy Constanza Quintero Bayona

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RESUMEN

TÍTULO: DESIGN AND IMPLEMENTATION OF A COMPENSATION STRATEGY TRAINING UNIT TO IMPROVE INTERMEDIATE ENGLISH STUDENTS' ORAL PRODUCTION*

AUTORES: CABALLERO CHIVATÁ, Cristian Ferney, FIGUEREDO FONSECA, Diana Margoth, MANTILLA MOTTA, Diego Armando, QUINTERO BAYONA, Leidy Constanza **

PALABRAS CLAVES: estrategias de compensación, filtro emotivo, nivel del monitor, actitudes, motivación, y producción oral.

DESCRIPCIÓN:

El presente proyecto se llevó a cabo porque los estudiantes consideran que el habla es la habilidad más compleja y en la cual tienen más debilidades. Así como lo plantea Bailey, hablar inglés es la habilidad más exigente, puesto que incluye monitorear y entender la contribución del otro hablante y la propia. Fue importante investigar las actitudes de los aprendices cuando hablan en inglés y en frente de otros, y cómo estas actitudes se relacionan con su producción oral y desempeño comunicativo en el salón. Los resultados demostraron que la motivación, la ansiedad, y las actitudes hacia la lengua extranjera son factores que juegan un rol significativo en el proceso de aprendizaje y consecuentemente en su producción oral.

Con el fin de mejorar el desempeño comunicativo de los estudiantes, se diseñó e implementó una unidad de entrenamiento en estrategias de compensación. Dicha unidad se enfocó en dos aspectos. Primero, hacer a los participantes más conscientes y a estar más familiarizados con la idea general de las estrategias de aprendizaje de una lengua y la forma como éstas pueden ayudarlos a llevar a cabo actividades comunicativas. En segundo lugar, hacer que los participantes aprendan y practiquen una o más estrategias con diferentes actividades, relacionadas con el pensum de la clase de inglés intermedio. Las estrategias fueron enseñadas en una sola fase que abarcó ocho clases, dando a los estudiantes información sobre el valor de las estrategias de compensación, cuando pueden ser utilizadas y como usarlas.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Educación. Licenciatura en inglés. Director: Alberto Vergara Herrera

ABSTRACT

TITLE: DESIGN AND IMPLEMENTATION OF A COMPENSATION STRATEGY TRAINING UNIT TO IMPROVE INTERMEDIATE ENGLISH STUDENTS' ORAL PRODUCTION*

AUTHORS: AUTORES: CABALLERO CHIVATÁ, Cristian Ferney, FIGUEREDO FONSECA, Diana Margoth, MANTILLA MOTTA, Diego Armando, QUINTERO BAYONA, Leidy Constanza **

KEYWORDS: compensation strategies, affective filter, monitor level, attitudes, motivation, and oral production.

DESCRIPTION:

The current Action Research Project was accomplished because students consider speaking the most complex skill and the one in which they had more weaknesses. As Bailey stated, speaking English is the most demanding skill as it involves monitoring and understanding the other speaker and one's own contribution. It was important to investigate learners' attitudes towards spoken English and towards speaking in front of their friends, and how these attitudes appeared to be related to their oral production and speaking performance in the classroom. The results showed that motivation, anxiety, and the attitudes towards the target language play a significant role in the learning process and consequently in their oral production.

In order to improve learners' oral performance, it was designed and implemented a compensation strategy training unit. This unit was based in two major aspects. First, having participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish speaking tasks. Second, having participants learn and practice one or more strategies with different language tasks, related to the syllabi of their English Intermediate class. The strategies were taught at a one-time phase which included eight lessons, providing participants with information on the value of the compensation strategies, when they can be used, and how to use them.

* Research Project

** Human Science Faculty. Language School. English Teaching Training programme. Director: Alberto Vergara Herrera

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking was undervalued and English language teachers conceived it as a repetition of drills and memorization of dialogues. Nowadays, the current EFL approaches have aimed at improving students' communicative skills by teaching them how to follow the social and cultural rules appropriate in each communicative circumstance. The English Training Programme at Universidad Industrial de Santander is not the exception since its curriculum encourages students to interact and use the target language. Although students are provided with these tools, it has been noticed some oral communication problems, especially among the first two semester students who tend to abandon conversations and are reluctant to speak in English. This conclusion was drawn thanks to a project that was carried out in the first semester 2007 and taken up again to help students overcome their speaking limitations.

1.2 JUSTIFICATION

In 2007, a set of micro-teaching lessons were conducted in the Applied Methodology II class. These ones were part of the project "Building Blocks: An EFL Tutoring Programme"¹ and consisted of giving classes to a group of first semester students to help them reinforce the topics they were studying in the Pre-

¹ CARDENAS CASTRO, Lizbeth. GOMÉZ PEREIRA, Diana Patricia. "BUILDING BLOCKS: AN EFL TUTORING PROGRAMME". 2007.

intermediate English class. In those lessons, it was noticed that students had problems with their oral production as they tended to abandon conversations and were reluctant to talk in English. Taking into account these issues, the project “Spoken Production of First Level ELT programme students”² was carried out as part of the Classroom Action Research class. Its objectives were to identify the factors that affected negatively students’ oral production and to help them overcome their speaking limitations through a series of classes. These lessons consisted of several speaking activities with topics of their interest and aimed at lowering their levels of anxiety, nervousness, and shyness.

Wanting to go deeper in the students’ oral communication problems and in the possible solutions for this serious issue, the current research project focuses its attention on these matters and on some of the compensation strategies, that according to Rebecca L. Oxford, help learners overcome speaking limitations and keep on using the language. As a result, the main purpose of this project is to design and implement a compensation strategy training unit to help learners have a better speaking performance. In this way, the tentative hypotheses are: First, students are not aware of the compensation strategies they can use to keep a conversation going and remain in silence when facing a speaking limitation. Second, students stop talking or are not willing to talk in class because they feel nervous, frightened, or insecure as they might think that their English level is not good enough. Third, students’ oral production is limited because they are constantly checking their output with their conscious knowledge of the foreign language.

² CABALLERO, Cristian. FIGUEREDO, Diana Margoth. MANTILLA, Diego Armando. QUINTERO, Leidy Constanza. “SPOKEN PRODUCTION OF FIRST LEVEL ELT PROGRAMME”. 2007.

2. STATEMENT OF THE PURPOSE

2.1 GENERAL OBJECTIVE

- To design and implement a compensation strategy training unit to improve intermediate students' oral production based on the most common factors that inhibit it.

2.2 SPECIFIC OBJECTIVES

- To identify students' feelings and attitudes when participating in different speaking activities.
- To determine if being so concerned with correctness unables students to speak with any real fluency.
- To raise students' awareness about some compensation strategies to overcome limitations while speaking.
- To design and implement a compensation strategy training unit.

2.3 RESEARCH QUESTIONS

- How is students' oral performance affected or influenced negatively by their feelings and attitudes?
- To what extent can a compensation strategy training unit help EFL students improve their speaking abilities?
- What are the consequences of frequent self-correctness in participants' oral production?

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

Current trends in foreign language teaching have highlighted the importance of the ability to speak because in some way, it is synonymous with knowing the language. According to Bailey and Savage (1994), speaking in a second or foreign language has often been viewed as the most demanding of the four skills since spoken English is almost always accomplished via interaction with at least one speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker, thinking about one's own contribution, producing that contribution, monitoring its effect and so on. Due to its complexity, it has become quite common for EFL learners, especially during the first stages of their learning process, to undergo difficulties in their oral performance.

Actually, in 1992, Costantinos Gabrielatos conducted an Action Research project whose main purpose was to foster fluency and independence among a group of Intermediate Greek EFL Learners³. In his study, Gabrielatos identified four major communication problems. These were: reluctance to use the L2 for spontaneous interaction in the classroom; overuse of the L2-L1 switch when learners encounter any problem or remaining in silence; being over concerned about the "correct" word or structure; and not taking the risk to experiment with the language.

In his study, Gabrielatos proposed a thematic unit aimed at teaching Communication and Interaction strategies, paying especial attention on the *non-cooperative achievement* ones. These are employed by the learners when they feel that their linguistic resources are inadequate to carry them through a communicative task, but

³ Gabrielatos, C. (1993). Learning how to fish: Fostering fluency and independence. *TESOL Greece Newsletter* 38, 23-26.

who do not want to abandon their communicative goal. By means of six lessons, Gabrielatos's students were led to awareness of certain communication strategies/skills used by native speakers.

For Gabrielatos it was also important to have their students stop thinking that "*native speakers' oral performance is impeccable as if they had full knowledge of their language.*" This misconception had led his students to think there was one and only one "correct" way of expressing an idea. As a consequence, most of the learners felt intimidated by the idea that their performance would be measured against such standards of "perfection". Besides, some of Gabrielatos' students also viewed *errors* as something to be avoided, and therefore, did not want to experiment with the language when a communicative shortcoming was encountered. These beliefs charged students' production with negative feelings such as nervousness, shyness, and anxiety.

The idea that Gabrielatos stated with regard to students being over concerned about the "correct" word or sentence can be linked with Krashen's Monitor hypothesis. According to him, the monitor acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. Furthermore, he suggests that there is individual variation among language learners with respect to monitor use. He distinguishes those learners that use the monitor all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the monitor appropriately (optimal users).

As many authors have found out, when students are asked about the reasons for which they do not speak, they also refer to other variables such as motivation, self-

confidence, and anxiety. These factors are part of what Krashen calls the “*Affective Filter*”. He states that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. On the other hand, low motivation, low self-esteem, and debilitating anxiety can combine to “raise” the affective filter and form a “mental block” that prevents comprehensible input from being used for acquisition.

At this point, it is also important to stand out how psychological factors have an impact on the learning of an L2. In today’s English classroom, pupils seem to speak more in their mother tongue than in English (Clanfield & Ford 2003) since they feel anxious and they are inevitably judged by their way of speaking. It means that whoever utters something is vulnerable. Anxiety has been shown to affect the learning process of the L2 since learners might be afraid of making mistakes in front of the class or be afraid of the attention of the class when they speak (Ur 1991:121). Moreover, it has been noticed that students’ learning potential increases when attitudes are positive and motivation runs high. For example, students’ ability to learn a second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language, and also the students’ attitudes towards themselves as members of their own culture (Ellis 1994).

In addition, Brown (2000) points out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitudes “form a part of one’s perception of self, of others,

and of the culture in which one is living” (Brown 2000). It is well known that negative attitudes towards the foreign language and group, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of that language. Conversely, positive attitudes towards the foreign language and group, increase language learning success.

Finally, Brown (2000) describes several studies about the effects of attitude on language learning and concludes that “positive attitudes towards the self, the native language group, and the target language group enhanced proficiency”. When students with positive attitudes experience success, the attitudes are reinforced, whereas students with negative attitudes may fail to progress and become even more negative in their language learning attitudes. Because attitudes can be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning.

Taking into account that the last part of the current action research is the design and implementation of a Compensation Strategy Training Unit (CSTU), it is also relevant to consider some theoretical principles related to **communication strategies instruction**. Even there is no a total agreement on what these strategies are, three main authors were taken into account. First, Bialystok states that “the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language”. The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies. Tarone also defines them as “*the copying mechanism that EFL learners use when they are faced with the task of expressing a particular meaning and they do not possess the complete repertory of vocabulary or grammar needed to express it*”. Lastly, Rebecca L. Oxford (1990) uses the term

“*compensation strategies*” to describe the mechanisms that enable learners to use the new language for either comprehension or production despite limitations in knowledge⁴.

Alike the fact of not having a general agreement on what communication strategies are, different authors have proposed divergent taxonomies of the communication strategies. At this point, it was examined Dornyei’s Taxonomy of Communication Strategies. The two branches given by Dornyei (1995) reveal two opposite directions in communication. One is *avoiding* and the other is *compensating*. Avoidance strategies (phonological, syntactic or lexical and topic avoidance) may be an effective way but not a beneficial way for students to learn a foreign language. Among these, topic avoidance may be the most frequent means that students have ever employed. When asked a specific question, the student who does not know the answer will just keep silent about it and lead to the occurrence of topic avoidance. On the contrary, *compensatory strategies* involve “compensation for missing knowledge”. Dornyei outlines eleven types of compensatory strategies in a very comprehensive way, which includes circumlocution, word coinage, prefabricated patterns, appealing for help and time-gaining strategies, etc.

Based on her interactional view, Elaine Tarone understands communication strategies as the mechanism for the negotiation of meaning and classifies them into: switching to the mother tongue, getting help, using mime or gesture, avoiding communication, partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. In the same way, Rebecca L. Oxford considers that there exist ten ***compensation strategies***

⁴ OXFORD, Rebecca L. *Language Learning Startgies: what every teacher should know*. Heinle & Heinle: 1990

clustered into two sets: Guessing Intelligently in Listening and Reading and Overcoming Limitations in Speaking and Writing. The latter includes:

- Switching to the Mother Tongue: Using the Mother tongue for an expression without translating it. As in I want a cuchillo. This strategy may also include adding word endings from the new language onto words from the mother tongue.
- Getting Help: Asking someone for help by hesitation or explicitly asking for the person to provide the missing expression in the target language.
- Using Mime or Gesture: Using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.
- Avoiding Communication Partially or totally: This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance.
- Selecting the topic: choosing the topic of a conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.
- Adjusting or Approximating the message: Altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing. For example, instead of saying the more difficult sentence "I would liked to have visited Australia but I couldn't go because I lack the necessary funds", a learner may say "I did not go to Australia because I did not have money".
- Coining words: Making up new words to communicate the desired idea, such as *paper-holder* for *notebook*.

- Using Circumlocution or a Synonym: Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym); for example, “what you use to wash dishes with” as a description for *dishrag*.

Rebecca Oxford’s ideas were taken into account during the design and implementation of the Compensation Strategy Training Unit. In the chapter: *Language Learning Strategy Assessment and Training*, Oxford mentions three different types of strategy training: awareness, one-time and long-term strategy training. Based on the description given by her, the strategy training unit object of this project combined the **awareness training** with the **one-time**. That is to say, it was focused on two main issues. First, having participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish speaking tasks. Second, having participants to learn and practise one or more strategies with actual language tasks, related to the syllabi of their English Intermediate class. The strategies were taught in a few sessions, giving learners information on the value of the compensation strategies, when can be used, and how to use them.

Furthermore, Oxford proposes an eight-step model for strategy training. The first five are planning and preparation steps, while the last three involve conducting, evaluating and revising the training. It is also important to notice that the implementation of any strategy training unit must start by the assessment of the students’ current learning strategies.

1. Determine the learners’ needs and the time available.
2. Select strategies well.

3. Consider integration of strategy training.
4. Consider motivational issues.
5. Prepare materials and activities.
6. Conduct “completely informed training”
7. Evaluate the strategy training.
8. Revise the strategy training unit.

Together, with Oxford’s statements, the implementation lessons were based on the four major components of communicative tasks. According to David Nunan they are: *the definition of a language task requires specification of four components: the goals, the input, the activities derived from this input, and finally the roles implied for the teacher and learners.*⁵ As a consequence, the designing used a lesson plan format which took into account both general and specific objectives, language content, class stages (warm-up and motivation, presentation, practice, and evaluation), materials, time and bibliography. (See Appendix A)

Lastly, in terms of **data analysis** all the qualitative data gathered from the different observations and interviews was analyzed by means of domains and taxonomic analysis. For this section, it was taken into account the following universal semantic relationships:

Table 1: Universal semantic relationships.

⁵ NUNAN, David. *Designing tasks for the Communicative Classroom*. Cambridge University Pres: 2000.

RELATIONSHIP	FORM
1. Strict Inclusion	X is a kind of Y
2. Spatial	X is a place in Y X is a part of Y
3. Cause-Effect	X is a result of Y
4. Rationale	X is a reason for doing Y
5. Location for action	X is a place for doing Y
6. Function	X is used for Y
7. Means-end	X is a way to do Y
8. Sequence	X is a step (stage)in Y
9. Attribution	X is an attribution (characteristic) of Y

4. RESEARCH METHODOLOGY

4.1 RESEARCH DESIGN

Taking into account that this project was conducted within the Intermediate English Class of the English Teaching Training Programme at Universidad Industrial de Santander, the research design was delimited by the principles of the **Action Research**. Therefore, the first step was to **identify the research problem**. In this case: students' reluctance to speak in English and their tendency to abandon conversations. Next, articles related to the different ways of overcoming speaking limitations (*compensation strategies*), the role that students' feelings, attitudes and emotions play while they speak (*affective filter hypothesis*) and how conscious self-correctness affects speaking (*monitor hypothesis*) were collected from books and web sources to **build the theoretical and conceptual framework**. The next stage was to **design a plan for data collection**. It was collected in two stages by means of *exploratory and confirmatory* instruments which included descriptive, focused and double-entry observations, questionnaires, a focused group discussion, and interviews. Later on, the information gathered by the different instruments was analyzed in order to **report the findings** and support the initial research hypotheses. Then, the *Action Research Design* moved into the **design and implementation of an action plan**. This led to the design and implementation of a compensation strategy training unit, proposed as a possible solution to the weaknesses identified at the first stage of the research project. Finally, the **conclusions and recommendations for future research projects** were stated.

4.2 SAMPLING

The population of this project was composed by a group of ten students of the English Teaching Training programme who are currently taking the Intermediate

English class at Universidad Industrial de Santander. According to Cochran⁶, this sample was taken by means of the *Convenience Sampling Technique*, a non-random method which involves using the people who are the most available or the most easily selected to be in the research study. The demographic information of the population is summarized in the following chart:

Table 2: Demographic information of the population .

Participant	Age	Gender
A	19	F
B	20	F
C	19	M
D	18	F
E	22	M
F	20	F
G	18	F
H	21	F
I	23	M
J	19	F

4.3 INSTRUMENTS

The data was gathered using *exploratory and confirmatory* instruments.

4.3.1 Exploratory Instruments.

⁶ COCHRAN, William G. *Sampling Techniques*. New York: John Wiley, 1977.

4.3.1.1 Self-Evaluation Questionnaire.

This questionnaire was an adaptation of the one designed by Rebecca Oxford (1990) and published in her book *Language Learning Strategies: what every teacher should know*. The purpose of this instrument was to collect demographic data about the population as well as to help them assess their own progress in speaking. (See appendixes B and C)

4.3.1.2 Open-Ended Observation.

This data collection instrument was carried out during two two-hour Intermediate English classes in order to find out general information about how the class was developed, the way students interacted within it, students' attitudes, time spent on speaking activities and so on. To get reliable information, the observation was made by two of the researchers who took extensive field notes. After, the researchers made a Taxonomic Analysis of each observation.

4.3.1.3 "Taking your emotional temperature: a checklist for language learner" Questionnaire.

This was applied to identify students' feelings and attitudes when they were involved in different speaking tasks. It was also an adaptation of the one designed by Rebecca Oxford in order to assess learners' emotions. (See appendixes D and E)

4.3.2 Confirmatory Instruments

4.3.2.1 Focused-group discussion

It was held during a one-hour class in which students talked about the following issues:

- ✓ Feelings and attitudes when speaking in English.
- ✓ Ways that have helped them to improve their speaking.
- ✓ Factors that may inhibit them from talking in class.
- ✓ English speaking instruction, especially, related to compensation strategies.

4.3.2.2 Focused- Observations.

This instrument was aimed at finding out what compensation strategies the participants used, which kind of monitor users they were and their attitudes towards their own speaking production. For this, two observers filled in a check list. Later on, both observers discussed, compared and contrasted their findings so that any data could be reliable. (See appendix F).

4.3.2.3 Double entry observations.

This instrument allowed the researchers to observe if the students were applying the strategies they were taught during the lessons given in the compensation strategy training unit. Also, it helped researchers to find out which the students' attitudes were while speaking in their Intermediate English class.

4.4 PROCEDURE

Once the two-first stages of the action research design were completed (identifying the research problem and building the theoretical and conceptual framework), the project was presented to the target population: a ten-student Intermediate English class at the English Teaching Training Programme. They were given an informed consent format that explained the purpose of the research, the procedures to be followed, the length of time, and the benefits that they could expect from it. After reading this description, participants signed in a letter of consent in which they agreed to participate in the project and to provide reliable information.

Afterwards, the population was asked to answer an adaptation of the *self-questionnaire* designed by Oxford (1990). Then the other exploratory instruments were implemented during three two-hour Intermediate English classes by the end of September 2008. This involved making two descriptive observations and having the participants to answer an adaptation of the *Taking your Emotional Temperature Questionnaire* by Oxford (1990). The Confirmatory ones were: *a focused-group discussion, two focused-observations and two double entry observations*, and for the *focused observations*, a check list was designed. Before applying the *self-questionnaire*, the *taking your emotional temperature questionnaire*, the *focused observation*, and the *focused-group discussion* to the population of the project, they were piloted with another Intermediate English group.

Furthermore, participants took part in the implementation of a *Compensation Strategy Training Unit*. It was composed by eight one-hour lessons aimed at the following compensation strategies: *pauses and hesitation markers, circumlocution, miming and gestures*, and *adjusting or approximating the message* to overcome limitations in speaking. The objectives of the first four lessons were to make participants aware of the compensation strategies and have them to practise them whenever they had speaking limitations. The following three classes were

composed by speaking activities in which students had to use all the above mentioned compensation strategies. In addition, in the seventh class, students participated in a speaking activity similar to the one they were going to present as the speaking class project in the eighth lesson. Also, during the implementation of the solution strategy unit, three of the researchers were taking field notes related to how participants used the different strategies and which the students' feelings and attitudes were while speaking. Furthermore, the Intermediate English teacher and some students at random were interviewed to get in-depth information about students' learning process, their speaking performance and overall attitudes towards the compensation strategy training unit.

4.4.1 LESSON PLANS FOR THE COMPENSATION STRATEGY TRAINING UNIT

4.4.1.1 Time Thinking.

Table 3: Lesson plan for hesitation markers.

Date: October 6th 2008	Teacher: Cristian Ferney Caballero Chivatá.
Observers: Diana Margoth Figueredo Fonseca, Diego Armando Mantilla Motta, Leidy Constanza Quintero Bayona.	
Level: English Intermediate level.	Length: 1 lesson – 60 minutes.
TOPIC: HESITATION MARKERS	
GENERAL OBJECTIVE:	
Students will be able to use appropriately the compensation strategy: <i>Hesitation markers</i> .	

SPECIFIC OBJECTIVES:

Students will be able to:

- Use expressions like *Well, Um, Uh, Let me think* and *let’s see* to get time to think of an answer.
- Use “conversation sounds” like *Uh-huh* and *Oh* to express surprise or interest.
- Recognize what “conversation sounds” mean in a conversation.

LANGUAGE CONTENT:

PATTERNS:

- **Well** is a useful expression for beginning learners. Starting an answer with **Well** can give speakers time to think of what they want to say. For instance:

A: Do you come here every day?
B: No...well, I have breakfast here before class.

- **Well** is also a good way to start a reply when the answer isn’t a straightforward *yes* or *no* –it allows speakers to move the topic to a question they can answer. For example:

A: Do you live here?
B: Well, near here.

- By saying **Uh-huh**, listeners indicate that they agree with what the speaker has said or acknowledge that they have heard what the speaker has said.
- **Oh** can be used to indicate a number of reactions, from pleasure (*Oh, good*) to surprise or disappointment (*Oh no!*). In this lesson, it comes before a word or statement that indicates the reaction, adding emphasis to the following word or statement.

VOCABULARY:

- **Hesitation markers:** *Um, Uh, Let me think, Let’s see, Oh* and *Uh-huh*.

STAGES	PROCEDURE	TIME
	<ul style="list-style-type: none"> - The teacher greets students and encourages them to answer back. - The teacher calls the roll and invites 	

<p>WARM-UP ACTIVITY AND MOTIVATION</p>	<p>students to respond “here” or “present” when their names are called out, or “absent/missing/not present” for absentees.</p> <ul style="list-style-type: none"> - Every day English: the teacher asks one student what date it is and to write it on the board. - The teacher explains that in some cultures, silent listening to a speaker is a sign of respect. In English, silence can mean that something is wrong; for example, the listener is not paying attention or does not agree with the speaker. 	<p>10 minutes</p>
<p>PRESENTATION</p>	<ul style="list-style-type: none"> - Set the scene: Students are asked to look at the picture. The teacher asks what they think the woman is doing. Then they work with a partner and make a list of three things, have a few pairs read their ideas aloud (e.g., She’s shopping, she’s buying jewellery. She’s looking at the bracelet. She’s asking, “How much...?”) - The teacher writes on the board the following conversation: <ul style="list-style-type: none"> A: How often do you go shopping? B: Um, well. Uh... once or twice a month maybe. - Then, he reads the conversation aloud and asks students for similar expressions (the ones people use for taking time to think) in their first language. He also says, “Listen to the conversation. What does Sarah buy? How much is it?” Finally, students listen for the information, and write the answers to the two questions. - Students are handed with the worksheet 1. The teacher plays the recording again. Students listen and read along. Finally, answers are checked with the class. (She buys a silver bracelet. It’s \$ 55.95.) - The teacher explains the compensation strategy: <i>hesitation markers</i> to the students and what it is used for. (See language content) 	<p>20 minutes</p>

<p>PRACTICE</p>	<ul style="list-style-type: none"> - The teacher tells the students to practice the conversation in pairs, taking turns playing each role. (Worksheet 1, exercise B). - The teacher tells the students to look at the conversation on the worksheet 1 (Exercise 1) and find examples such as <i>Uh-huh</i>. He asks students to guess what each <i>Uh-huh</i> means. (Clerk: Is it a gift? Sarah: Uh-huh (=Yes.); Sarah: about \$ 40, I guess. Clerk: Uh-huh (= OK. I-m listening.) - The task is repeated with <i>Oh</i>. (Sarah: Oh, this looks nice. (= she is happy); Sarah: Oh. That is a lot. (= she is surprised.) - The teacher reads the information in Strategy Plus aloud, and explains the meanings of <i>surprised</i>, <i>happy</i>, and <i>angry</i> by acting out the expressions. Also, the teacher tells students to look at the picture, reads the example aloud and says Sarah's response with a surprised intonation. Then, he asks students to look at the conversations in the worksheet 1(Exercise 2A). Students find the meaning of the conversation sounds <i>Oh</i> and <i>Uh-huh</i> in these conversations. 	<p>15 minutes</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> - The class is divided into two groups, salespeople and customers. Salespeople make signs of items they are selling, each item on a separate slip of paper (e.g. <i>shoes, ties, pants</i>). Customers go around the class and buy things from several salespeople, using hesitation markers in order to keep the conversation going. Each customer must" buy" at least one thing. - The teacher asks the students how they felt during the development of the activities. 	<p>15 minutes</p>
<p>MATERIALS</p>	<ul style="list-style-type: none"> - Teacher's book, Board and markers, Worksheet 1, slips of paper. 	

Bibliography: McCARTHY, Michael, Jeanne McCarten and Helen Sandiford.

Touchstone. Hong Kong: Cambridge University Press, 2005.

4.4.1.2 What something is.

Table 4: Lesson plan for circumlocution.

Date: October 9th 2008

Teacher: Leidy Constanza Quintero Bayona.

Observers: Diana Margoth Figueredo Fonseca, Diego Armando Mantilla Motta, Cristian Ferney Caballero Chivata.

Level: English Intermediate level.

Length: 1 lesson – 60 minutes.

TOPIC: CIRCUMLOCUTION

GENERAL OBJECTIVE:

Students will be able to use circumlocution as one of the paraphrasing communication strategies.

SPECIFIC OBJECTIVE:

Students will be able to:

- Use relative clauses to describe every day objects, people, and places.

LANGUAGE CONTENT:

PATTERNS: Present Simple, relative Clauses, and language function: Going shopping.

VOCABULARY: Everyday objects: wallet, purse, stamp, belt, etc.; professions; places.

STAGES	PROCEDURE	TIME
	- Participants are organized in pairs. Each couple gets a set of cards with the	

WARM-UP AND MOTIVATION	pictures of everyday objects such as: <i>corkscrew, screwdriver, can opener, needle, hosepipe, saucepan, and cutlery</i> . By turns, one makes up a sentence with every word but instead of saying it, he/she must describe what the object is or used for, so his/her peer can guess it.	10 minutes
PRESENTATION	- The teacher asks participants the following questions: "When faced with an unknown word, <i>have you ever tried giving a description or definition of it? How did you feel? Did it help you to keep the conversation going?</i> " Participants are told what circumlocution is and both teacher and students provide examples from the previous activity.	10 minutes
PRACTICE	- <i>Information-gap activity</i> . In the same pairs, participants are given an incomplete crossword. Participant A has a part of the total crossword and must convey it to participant B and viceversa. For this, each student should provide the description of the word.	20 minutes
EVALUATION	- Once participants have solved the crossword, they should act out different shopping situations. - Finally, the teacher asks students how they felt doing the different activities.	10 minutes
MATERIALS	Crossword handout, Cards, Markers, Eraser, Board.	

Bibliography: MOOR, Peter, and Sarah Cunnigham. Teacher's Resource Book: Cutting Edge Pre-intermediate. Edinburgh: Pearson Education Limited, 2001.

4.4.1.3 Strange News.

Table 5: Lesson plan for miming and gestures.

Date: October 10th 2008

Teacher: Diana Margoth Figueredo Fonseca

Observers: Cristian Ferney Caballero Chivata, Diego Armando Mantilla Motta, Leidy Quintero Bayona.

Level: English Intermediate

Length: 1 lesson – 60 minutes.

TOPIC: MIMING AND GESTURES

GENERAL OBJECTIVE:

Students will be able to use “miming and gestures” when they have speaking limitations.

SPECIFIC OBJECTIVES:

Students will be able to use:

- Mime sentences about past activities.
- Use mime and gestures when they have a communication gap.
- Act out a story in past.

LANGUAGE CONTENT:

PATTERNS: Past simple and past continuous.

VOCABULARY: Irregular and regular verbs in past, verb patterns.

STAGES	PROCEDURE	TIME
WARM-UP ACTIVITY AND MOTIVATION	<ul style="list-style-type: none">- Students are asked some questions about the stories found in newspapers: <i>Do you believe everything you read in the news? Why/Why not? Are some newspapers more believable than others? Which ones?</i>- The teacher presents some headlines to the students and tells what happened in each situation using past continuous and past simple, and miming, gestures, and body movement. For example: <i>“A police officer was walking in the park when he found a baby sleeping near a tree.”</i> The	10 minutes

	<p>teacher writes the sentences on the board and at the end of the activity asks students questions about the sentences: <i>“What was the police doing when he found the baby?”</i></p> <ul style="list-style-type: none"> - Students are explained how useful “miming and gestures” is when speaking. 	
PRESENTATION	<ul style="list-style-type: none"> - Students are divided in groups and are given pieces of paper with strange events in the past, for instance, <i>“He was walking home when an alien took him to a strange planet.”</i> Each group is asked to mime the sentence they have and the others are told to guess what happened and make up sentences using past continuous and past simple. 	15 minutes
PRACTICE	<ul style="list-style-type: none"> - “STRANGE NEWS”: In the same groups, students are given some headlines and are told to complete them using the verbs that are on the board. After the teacher gives several pictures to them and asks them to match the headlines to the corresponding picture. Finally, they are asked to describe what they think happened in each situation making use of past simple and past continuous. If they do not know how to say a word in English, they are encouraged to use non-linguistic strategies such as miming or gestures so that they do not get stuck or keep silent when talking. - The teacher gives each group of students a sheet with the newspaper stories and tells them to read them quickly and match them to the headlines that they were given before. Then they are asked to answer some questions related to the texts. 	20 minutes
EVALUATION	<ul style="list-style-type: none"> - All the groups are told to keep the texts and each group is asked to mime a story while the others retell it using past simple and continuous. - The teacher asks students how they felt during the development of the activities. 	15 minutes
MATERIALS	<ul style="list-style-type: none"> - Sheets, cards, markers, eraser, and 	

	board.	
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Bibliography: CLARE, Antonia. WILSON, JJ. *Total English. Intermediate. Students' Book.* Pearson Education Limited. Longman, 2006.

4.4.1.4 Keep it simple.

Table 6: Lesson plan for adjusting the message.

Date: 15th October 2008

Teacher: Diego Armando Mantilla Motta

Observers: Diana Margoth Figueredo Fonseca, Leidy Constanza Quintero, Cristian Ferney Chivatá.

Level: English Intermediate Class. **Length:** 1 lesson – 60 minutes.

TOPIC: COMPESATION STRATEGY: *ADJUSTING THE MESSAGE*

GENERAL OBJECTIVE:

Students will be able to use appropriately the compensation strategy: *Adjusting the message.*

SPECIFIC OBJECTIVES:

The learner will be able to use the Compensation Strategy: *Adjusting the Message* by demonstrating the ability to:

- Make some ideas simpler.
- Say something slightly different that has similar meaning by retelling a story.

LANGUAGE CONTENT:

PATTERNS: Using the past tenses such as: *past simple, past continuous and past perfect.*

VOCABULARY: Linking words (furthermore, also, finally, etc)		
STAGES	PROCEDURE	TIME
WARM-UP AND MOTIVATION	<ul style="list-style-type: none"> - The teacher asks the students about what they did in the morning, and the day before. According to the students' answers, the teacher adds more <i>wh-questions</i> to make students speak more giving details to what happened to them. 	5 minutes
PRESENTATION	<ul style="list-style-type: none"> - The teacher posts four complex sentences on the board and asks the students to read them aloud. When doing it, the teacher makes the first and second sentences simpler keeping the message of them. Then, he asks two of the participants to go to the board and make the same with the other two sentences while the others do them on their notebooks. The teacher explains what the new compensation strategy consists of. 	10 minutes
PRACTICE	<ul style="list-style-type: none"> - Students are given a complex sentence and are asked to write it in its simpler version on the board. At the end of the exercise feedback is given. - After, Students are asked to make groups of four and are also given with a card containing part of a fable which they are going to read. Then, they are asked to tell their partners about what they read in their cards using their "own" words but keeping the idea of the story. Finally, when listening to everybody's part, they organize the story and tell it again to the teacher 	30 minutes
EVALUATION	<ul style="list-style-type: none"> - Students pair up and are given cards containing pictures of a story which they have to organize. While organizing the story, they have to discuss about what it is going on in every picture. Finally, they tell what happened in their stories to their teacher and classmates using linking words and simpler sentences. Feedback is given at the end of the activity. - The teacher asks students about their 	15 minutes

	feelings during the lesson.	
MATERIALS	Cards, markers, eraser, board, posters with the sentences.	

Bibliography: SOARS, Liz and John. *Teacher's Resource Book: New Headway Intermediate*. Oxford: Oxford University Press, 2007.

4.4.1.5 Recycling I

Table 7: Lesson plan for recycling I.

<p>Date: 17TH October 2008. Bayona.</p> <p>Observers: Diana Margoth Figueredo Fonseca, Diego Armando Mantilla Motta, and Cristian Ferney Chivatá.</p> <p>Level: English Intermediate Class.</p> <p style="text-align: center;">TOPIC: COMPESATION STRATEGY: <i>RECYCLING</i></p> <p>GENERAL OBJECTIVE:</p> <p>Students will be able to use appropriately the compensation strategies taught in the previous classes: <i>Hesitation Markers, Circumlocution, Miming and Gestures and Adjusting the message.</i></p> <p>SPECIFIC OBJECTIVES:</p> <p>The learner will be able to use the Compensation Strategies previously taught by demonstrating the ability to:</p> <ul style="list-style-type: none"> - Speak fluently when buying some products in the '<i>ironmonger's</i>', while using the most convenient compensation strategies - Speak fluently and freely when talking about what happened in a car accident, while using the most appropriate compensation strategies to overcome speaking limitations. <p>LANGUAGE CONTENT:</p> <p>PATTERNS: Using the present and past tenses such as: <i>present simple, present</i></p>	<p>Teacher: Leidy Constanza Quintero</p> <p>Length: 1 lesson – 60 minutes.</p>
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continuous, present perfect, past simple, past continuous and past perfect.

VOCABULARY: Vocabulary related to things people can buy in an ironmonger's.

STAGES	PROCEDURE	TIME
WARM-UP AND MOTIVATION	<ul style="list-style-type: none"> - The teacher asks the students if they know the place where tools for homes and gardens are sold. When guessing, the teacher asks again about which products they can find there and which ones not. 	5 minutes
PRESENTATION	<ul style="list-style-type: none"> - Students are given cards containing pictures of products they can find in an ironmonger's. One by one, they describe each object to their partners using miming and circumlocution while the others guess the word. If a word is unknown, students will ask for the teacher's help. 	15 minutes
PRACTICE	<ul style="list-style-type: none"> - In pairs, students are going to imagine they are in an ironmonger's. One of them is given with the ironmonger's card and the other with the customer's one. By using the most convenient compensation strategies, students ask for and sell products they can find in that place. Finally, the teacher asks the students about what they bought or sold during the activity. - In groups of five people, each student is given with a witness card containing distorted facts about a car accident they have to read. Then, as police officers, they start asking and giving information about the accident, trying to find out the true version of the events. During this activity, the participants will be requested to use the most appropriate compensation strategies to overcome speaking limitations. 	30 minutes
EVALUATION	<ul style="list-style-type: none"> - The teacher asks the students to talk about what they found out during the activity. Also, they are asked to tell the teacher about which compensation 	10 minutes

	strategies they used to overcome speaking limitations and how they felt.	
MATERIALS	- Flash cards with pictures, role cards, sheets with the witnesses' information, markers, eraser, and board.	

Bibliography: SOARS, Liz and John. Teacher's Resource Book: New Headway Pre-intermediate. Oxford: Oxford University Press, 2007.

4.4.1.6 Recycling II

Table 8: Lesson plan for recycling II.

<p>Date: 20th October 2008</p> <p>Teachers: Diana Margoth Figueredo and Diego Armando Mantilla Motta.</p> <p>Observers: Leidy Constanza Quintero and Cristian Ferney Chivatá.</p> <p>Level: English Intermediate Class. Length: 1 lesson – 60 minutes.</p> <p style="text-align: center;">TOPIC: COMPESATION STRATEGY: RECYCLING</p> <p>GENERAL OBJECTIVE:</p> <p>Students will be able to use appropriately the compensation strategies taught in the previous classes: <i>Hesitation Markers, Circumlocution, Miming and Gestures and Adjusting the message.</i></p> <p>SPECIFIC OBJECTIVES:</p> <p>The learner will be able to use the Compensation Strategies previously taught when:</p> <ul style="list-style-type: none"> - Exchanging information about a film they saw recently. - Talking with somebody about an incident that happened to them. - Talking about what they used to do in High school and what they are doing now. <p>The participants will be able to speak fluently when talking about past events.</p> <p>LANGUAGE CONTENT:</p>
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PATTERNS: Using the past tenses such as: *past simple, past continuous and past perfect*. –Using **used to** to talk about habits or things they used to do in high school.

VOCABULARY: *used to*, irregular and regular verbs in their past and participle forms.

STAGES	PROCEDURE	TIME
WARM-UP	<ul style="list-style-type: none"> - The teacher tells the students about a film he/she saw recently. He/she talks about the main characters, the plot, and his/her favourite parts using different compensation strategies. After listening, students are asked which compensation strategies the teacher used when talking about the movie. 	5 minutes
MOTIVATION	<ul style="list-style-type: none"> - Students are asked to think about a film they saw recently. Then they pair up and ask and answer questions about the plot, the main characters, the part that they liked the most, etc. While doing this exercise, the teacher encourages them to use compensation strategies when having speaking limitations. 	10 minutes
PRESENTATION	<ul style="list-style-type: none"> - The teacher gives students a victim or a culprit card, and tells them to learn by heart the main details. They are told that they have to stand up and tell everybody about what happened to them. The purpose of the activity is to find out their corresponding victim or culprit. 	10 minutes

PRACTICE	<ul style="list-style-type: none"> - Students are told to imagine they are in a school reunion after ten years of graduating from high school. They are given a card with information about what they do now, and also about what some of their ex-classmates used to do. In addition, they are given a sheet to complete with what all the people in the meeting used to do and do now. For doing this, they stand up, talk to each other as if they were gossiping, fill in the chart and use the most convenient compensation strategies for overcoming speaking limitations. 	25 minutes
EVALUATION	<ul style="list-style-type: none"> - The teacher asks the students to talk about what they found out in the school reunion. To do that, they are asked to use <i>used to</i>. - Students are asked which compensation strategies they used during the lesson and how they felt during the same. 	10 minutes
MATERIALS	<ul style="list-style-type: none"> - Role cards, sheets with charts, markers, eraser, and board. 	

Bibliography: HADFIELD, Jill. *Intermediate Communication Games. Activity 24 (School reunion)* Longman 1990.

4.4.1.7 Buying and Selling.

Table 9: Lesson plan for “buying and selling”.

Date: 22nd October 2008	Teachers: Diana Margoth Figueredo and Diego Armando Mantilla Motta.
Observers: Leidy Constanza Quintero and Cristian Ferney Chivatá.	
Level: English Intermediate Class.	Length: 1 lesson – 60 minutes.
TOPIC: BUYING AND SELLING HOUSES	
GENERAL OBJECTIVE:	

Students will be able to use appropriately the compensation strategies taught in the previous classes when buying and selling houses.

SPECIFIC OBJECTIVES:

The learner will demonstrate they know the Compensation Strategies previously taught when:

- Using circumlocution to define professions.
- Using the most appropriate compensation strategy when they do not know a word or do not know how to express an idea at the moment of buying and selling houses.

The participants will be able to speak fluently and without fear of making mistakes when asking and answering questions about their professions and the houses they want to buy or sell.

LANGUAGE CONTENT:

PATTERNS: Relative clauses, questions, present tenses.

VOCABULARY: Professions, vocabulary to describe houses.

STAGES	PROCEDURE	TIME
WARM-UP AND MOTIVATION	<ul style="list-style-type: none"> - The teacher posts different cards with professions on the board such as <i>an estate agent, an acrobat, a clown, a film critic, a keen gardener, a king, etc.</i> The teacher asks students “what does person 1 do?” and students are encouraged to use circumlocution to define each person’s job using relative clauses. 	10 minutes
PRESENTATION	<ul style="list-style-type: none"> - Students are divided into two groups: estate agents and people who need houses. The estate agents are given cards with houses and their descriptions; and the other students are given cards with the professions they worked with in the warm-up activity. The estate agents read about the houses they have to sell and the others think about the houses they need according to their occupations. 	15 minutes

<p>PRACTICE</p>	<ul style="list-style-type: none"> - After they read all the information, the estate agents sit in different parts of the classroom and the rest of students are told to visit each “office”. The estate agents have to sell as many houses as they can and the other participants have to find out the best place for them. To do this, they are encouraged to ask and answer different questions: <i>What do you do for a living? What are your hobbies? (estate agents) Do you have a house with a big garden? Etc.</i> Besides, the teacher reminds them to use different compensation strategies when they do not know a word or when they do not know how to express an idea. - When finished, students are asked to which estate agent they bought their houses and why they chose them. 	<p>25 minutes</p>	
<p>EVALUATION</p>	<ul style="list-style-type: none"> - Students are asked about the compensation strategies they used during the activity and how they felt when speaking. - Students are reminded about the project they are going to represent to their English teacher as part of the first speaking exam of the semester. They are told that their project is going to be similar to the activity they have just done. The estate agents have to add more information to the descriptions of the houses they have to sell; make up stories using different past tenses – they can be ghost stories, or about an interesting event that happened there: “The famous singer... died here...”-; make posters, models of the houses; and dress up like real estate agents. The other students are asked to make up their own profile: things they did and are doing now, hobbies, likes, dislikes, etc. They think about the house that is better for them, help the estate agents to create the stories for the houses, and dress up according to their professions. They are 	<p>10 minutes</p>	

	given the rest of the week to prepare their project and are told to present it to the researchers on 27 th October.		
MATERIALS	- Cards with professions, Role cards, markers, eraser, and board.		

Bibliography: HADFIELD, Jill. *Advanced Communication Games.* Longman 1990.

4.4.1.8 Presentation of the class project.

Table 10: Lesson plan for the presentation of the class project.

<p>Date: 27th October 2008</p> <p>Observers: Leidy Constanza Quintero, Cristian Ferney Chivatá, Diana Margoth Figueredo Fonseca, and Diego Armando Mantilla Motta.</p> <p>Level: English Intermediate Class.</p> <p>Length: 1 lesson – 60 minutes.</p> <p style="text-align: center;">TOPIC: CLASS PROJECT</p> <p>GENERAL OBJECTIVE: Students will be able to overcome speaking limitations using the different compensation strategies they have been practising.</p> <p>SPECIFIC OBJECTIVES:</p> <p>The learner will demonstrate they know the Compensation Strategies previously taught when:</p> <ul style="list-style-type: none"> - Using the most appropriate compensation strategy when they do not know a word or do not know how to express an idea at the moment of buying and selling houses. - Speaking fluently when asking and answering questions about their professions, lives, and the houses they want to buy or sell. - Telling stories using past tenses. <p>PATTERNS: Present tenses and Past tenses.</p> <p>VOCABULARY: Nouns and adjectives to describe houses.</p>

STAGES	PROCEDURE	TIME
WARM-UP AND MOTIVATION	<ul style="list-style-type: none"> - Students are asked to tell the researchers how they planned their talks; how they divided the tasks among themselves; if they had any problems; how much time they dedicated to do the different tasks; and so on. 	10 minutes
PRESENTATION	<ul style="list-style-type: none"> - Students organize and decorate the classroom for the presentation. - Students introduce themselves and give a brief review of what they are going to do. 	15 minutes
PRACTICE	<ul style="list-style-type: none"> - Students begin visiting the different estate agents' stands. They ask and answer questions related to their lives, professions, hobbies, and about the houses. The estate agents try to persuade their classmates to buy the houses by describing the houses and telling them interesting stories about the people who used to live there and the amazing events that took place there. - The researchers are going to be walking around the classroom, observing, and listening to them. - 	25 minutes
EVALUATION	<ul style="list-style-type: none"> - When finished, students are asked to which estate agent they bought their houses, why they chose them, how much they paid, how many houses they sold and to whom, and so on. - Students are asked how they felt doing the activity, how they overcame their speaking limitations, which the positive and negative aspects of the activity were, and if they are going to change or add something to this activity for the presentation to their English Intermediate teacher. 	10 minutes
MATERIALS	<ul style="list-style-type: none"> - Scenario decorated by the students, clothes according to their professions, posters, house models. 	

5. FINDINGS

5.1 SELF-EVALUATION QUESTIONNAIRE

The adaptation, the authors made of the self-evaluation questionnaire designed by Oxford, was applied during the first meeting they had with the participants (See Appendix G). It was done after having them to read the informed consent and to sign in the letter of consent. Appart from the demographic information gathered by this instrument, it was also a mean to get some exploratory information about students' own perceptions of their speaking performance. The following conclusions were drawn:

- Only one of the participants has had the opportunity to speak with an English native speaker. But when asked if the native speaker seemed to understand her most of the time, without being asked to repeat, the participant's answer was negative.
- All of them agreed on the fact that in the Intermediate English class, they generally understand each other while speaking in English.
- All participants felt their oral production has improved since last month. When asked about in which way it has gotten better, some of their answers were: better pronunciation, more fluency, using more linking words, and having a wider range of vocabulary.

- Only forty percent of the participants said that they have tried to find another way to express their ideas if they have a lack of vocabulary. For them, it has been useful to restate their statement, to use a synonym, to look it up in the dictionary, and to ask for help
- When asked to give themselves a rate, most of the students ranked their speaking production as *“Not too bad. Nothing to worry about”*. This implies that they are not completely satisfied with their performance. In fact, some expressed that although their speaking has improved, they still feel they need to learn a lot more, especially in terms of vocabulary.

5.2 OPEN-ENDED OBSERVATIONS

Some authors have noticed that observations can yield information on how students currently go about a particular issue. Besides, since *descriptive* or *open-ended observations* are a good way to discover what is going on in the classroom setting, and how the participants behave and perform in class, two open-ended observations were carried out during the last week of September. They were done by a pair of the researchers who actively took notes during the class, and later on, compared and contrasted them in order to get more reliable information.

Out of these field notes, seventeen included terms were extracted and organized into three major domains: *compensation strategies*, *monitor hypothesis* and *the affective filter hypothesis*. Therefore, it was concluded that:

Table 11: Domains and taxonomic analysis of the open- ended observations

DOMAIN	INCLUDED TERM	SEMANTIC RELATIONSHIP	GENERAL TERM
Compensation Strategies Use	Asking the teacher	Is used for	Learning unknown words
	Using their hands while speaking	Is a way to	Convey what they are expressing.
	Hesitation markers	Are used for	Taking time to think.
	Body gestures	Are used for	Making more clear what they are saying
	Asking a peer	Is a way to	Clarify doubts about a teacher's instruction.
	Switching to the mother tongue	Is used for	Explaining something to a peer.
	Spanish	Is used for	Interacting in small group activities
	"I mean"	Is a kind of	Filler commonly used by participants.
	Describing a word	Is a way to	Convey meaning
	Coining words	Is a result of	Not knowing a word in the target language.

DOMAIN	INCLUDED TERM	SEMANTIC RELATIONSHIP	GENERAL TERM
Monitor Hypothesis	Stop talking while having a conversation	Is a result of	Not knowing how to keep it going.
	Not speaking aloud	Is a way to	Avoid others noticing the mistakes they make.
	Remaining in silence	Is a result of	Not knowing how to pronounce a word
	Making pauses while reading	Is a way to	Think of the correct pronunciation.
	Asking for a particular word while reading	Is a way to	Make sure they are pronouncing well
Affective Filter Hypothesis	Smiling nervously	Is a result of	Not being confident about their pronunciation
	Willingness to talk	Is a characteristic of	Intermediate English Students

Table 11: Domains and Taxonomic analysis of the open-ended observations (continuation)

5.3 “TAKING YOUR EMOTIONAL TEMPERATURE: A CHECKLIST FOR LANGUAGE LEARNER” QUESTIONNAIRE

Together, with the open-ended observations and the self-questionnaire, participants were asked to answer an adaptation of the *“Taking your emotional temperature: a checklist for language learner”* questionnaire, (See appendixes D

and E) originally designed by Rebecca Oxford. This instrument was also piloted with an Intermediate English class which was very similar to the target population of this project.

The purpose of this questionnaire was to collect exploratory data related to participants' feelings and attitudes when they were involved in different speaking tasks. In this way, it provided takers with a set of adjectives, positive and negative, for them to describe how they felt while taking part in speaking activities such as role plays, presentations, conversations, answering their teacher's questions, and during information exchange tasks. They were also allowed to choose one or more adjectives for each one of the activities mentioned before.

Two major conclusions were drawn from this instrument. The first one is related to the fact that most of the participants had positive feelings when speaking in English since they used adjectives like happy, confident, unafraid, and peaceful. They also showed positive attitudes towards the language and the culture as they are interested in learning and knowing them. However, there were two participants who seemed to have a high affective filter as they described their speaking performance with adjectives like ashamed, anxious, afraid, and shy. Despite this, their attitudes towards the target language and culture are positive which may allow them to decrease their anxiety.

The second conclusion has to do with how the teacher influences participants' feelings. Although most of the students have already said they feel comfortable while doing role plays, giving presentations or having conversations, some of them recognized to feel a little bit anxious and afraid when asked by the teacher to talk in class.

5.4 FOCUSED OBSERVATIONS

In order to compare and contrast the data collected by means of the exploratory instruments, two focused observations were carried out. For this purpose, a checklist was designed (See appendix F) to find out the following issues:

- Compensation Strategies use
- Monitor Use Hypothesis
- Affective Filter Hypothesis

This instrument was firstly piloted to a group with homogenous features to the target one. That is, second semester Intermediate English classes at the English Teacher Training programme. From the two focused observations, fifteen included terms were drawn and they were related to *compensation strategies, monitor hypothesis and affective filter hypothesis*. It was concluded that:

Table 12: Domains and taxonomic analysis of the focused observations.

DOMAIN	INCLUDED TERMS	SEMANTIC RELATIONSHIP	GENERAL TERM
COMPENSATION STRATEGIES USE	Switching to the mother tongue	Is used for	Interacting in small group activities
	Asking teacher for help	Is a way to	get vocabulary Ss do not know
	Asking a peer for help	Is a way to	Clarify what Ss have to do in class
	Using mime or gesture	Is a way to	Convey meaning

	Adjusting or approximating the message	Is a way to	Convey meaning
	Using non-linguistic keys such as pauses or hesitation markers	Is a way	To keep the conversation going
	Making up new words (coining words)	Is not a way to	Convey meaning
	Giving a description of the unknown word	Is a way to	Explain to Ss what they want to mean
MONITOR USE HYPOTHESIS	Not avoiding communication partially or totally	Is a way to	Participate in class activities
	Talking without caring about the mistakes s/he is making	Is a result of	Not being aware of monitor use
	Correcting their own utterances while speaking	Is a way to	Make sure Ss are doing well
AFFECTIVE FILTER HYPOTHESIS	Not looking shy or nervous	Is a way to	Take part in class
	Willingness to participate	Is a way to	Show interest in class
	Not being anxious	Is a result of	Speaking in English
	Not making fun of other's mistakes	Is a reason for	Speaking in English freely

5.5 FOCUSED-GROUP DISCUSSION

It was held during a one-hour class in which students talked about the following issues: (See appendix H)

- ✓ Feelings and attitudes when speaking in English.
- ✓ Ways that have helped them to improve their speaking.
- ✓ Factors that may inhibit them from talking in class.

- ✓ English speaking instruction, especially, related to compensation strategies.

This focused-group discussion took place on 29th September with the four researchers and all the participants of the Project.

5.5.1 Analysis and Findings

1. From the four skills, which one do you consider the most important?

Some students consider that speaking is the most important skill since it allows them to communicate and to be understood by others. Besides, students know if they have learned and interiorized the grammatical structures and vocabulary and have a good listening when they can produce orally in the foreign language. Other students consider both listening and speaking the most important skills. One cannot communicate effectively if one doesn't understand what the others are saying. There are some students who think that although all the four skills are linked, grammar is crucial because everything is based on it. If a student doesn't know the different structures, he/she won't be able to develop the four skills that is, speaking, listening, reading and writing.

2. Do you use English outside the classroom? How often?

All the students agreed on the fact that they do not use English outside the classroom. Some of them used to practise their speaking with their friends but in few occasions, for instance, when they had to take their speaking exam. However, they felt ashamed of speaking in English outside the classroom because they thought the other people looked at them as if they were crazy, or stared at them in

a strange way. What is more, as some of the students mentioned, they do not have a conversation club.

3. How do you consider your oral production? Excellent, very good, good, not good enough? Do you think your speaking has improved since the beginning of the degree?

The majority of the students consider that their oral production has improved but not the enough to be in the level they are supposed to be. They feel that their speaking should be better in comparison with other students of the same level who have more vocabulary and fluency. According to them, some of the factors that inhibit their oral production are:

- Most of them are students who failed Phonetics and Phonology I and could not take the English Intermediate class. As a result, they did not see English as a subject for a semester and they neither practise it.
- Some students felt frustrated because their partners had a better level so they felt afraid of talking.

4. How do you feel when you have to participate in different speaking activities? Do you feel nervous, pressured?

Some students say that if they know the topic they are going to talk about, they will feel confident; but if they do not know much about it, they will feel ashamed or afraid. According to them, it depends on how much they know about what is being

discussed. Some other students say it depends on their classmates. That is, if they feel comfortable with their classmates, they will talk without being afraid of making mistakes as their partners support them and are not going to laugh at them. Other students say they feel nervous and frozen when having presentations or speaking exams. However, those feelings disappear when gaining confidence.

5. Have you stopped talking or gotten stuck when you do not know a word or the correct structure? What do you do in those cases?

All of them have been in that situation. Some of them keep the conversation going by looking for a different word or approximating the idea. Others use gestures in order to be understood by the teacher. They never use Spanish when talking in front of the class or the teacher. Finally, others ask the teacher for help: they describe the word so that the teacher gives them the most suitable one. Other students simply keep in silence or try to avoid eye contact with the teacher.

6. Do you form the structures in your mind before speaking? And do you correct yourselves when you are speaking?

Before speaking, students form the grammatical structures in their minds and then they express their ideas, and if they have time, they write what they are going to say. None of them speak without paying attention to the mistakes they are making. They do not think in Spanish and then translate; they try to form their ideas in English. Besides most of the students said that while speaking they correct themselves all the time.

7. Do you know some strategies that help you to keep the conversation going and avoid keeping in silence?

In the discussion, students talked about some strategies their teachers have told them. For example, if they do not know a word or do not know how to express an idea, they look for a word with a similar meaning, begin the sentence again with a simpler structure, or describe the meaning of the word they do not remember to the teacher so that he gives them the word.

8. Do you use English even when you are working in groups?

All of them try to speak in English when doing a pair or group work. However, sometimes it is easier for them to express their ideas in Spanish first, and when talking to the teacher or in front of the class in English. Also there are moments in which they have to use Spanish because their partners do not understand the idea or the exercise.

9. How does your teacher correct you? Does it affect you negatively?

Their teachers correct them in a friendly way. They feel confident with them and they are not afraid of making mistakes because they know their teachers are going to correct them in a nicely way.

10. Are you practicing speaking in all your classes? Or do you spend more time in other activities?

All the students think that they are provided with activities in which they practise all the abilities. Nevertheless, this semester the teacher told them that they are going to make more emphasis on the oral production.

11. Which factors have not allowed you to improve your speaking ability?

Firstly, when they began the Licenciatura en Inglés, they only knew what they were taught in school, different from other students who have done many English courses. Secondly, the majority of them had failed Phonetics and Phonology I and couldn't see the Intermediate English class for a semester. Third, one student said that one of his problems is that he tries to keep up with those classmates who have a better level and that is the reason for which he makes so many mistakes or gets stuck. Other students stated that when they saw English in their first semester, there were students with a high English proficiency level who criticized them and made them feel bad.

5.6 DOUBLE ENTRY OBSERVATIONS

Two double entry observations were held during the second week of October in order to confirm data collected previously. The importance of using this kind of observation is that it allows the observers to record their thoughts and actions as they reflect.

5.6.1 First Double Entry Observation

Table 13: First double-entry observation analysis.

Description	Interpretation
Teacher starts asking students questions about the things they did before the class. Students do not seem to have lots of enthusiasm to speak. They look bored and unwilling to participate.	As usual, the first moment of the Intermediate English class is focused on what students did or what the previous class was about. Since it happens every single class, students find it predictable and it is not appealing to them.

Description	Interpretation
In view of the fact that students do not provide any answer to the general question <i>“What did you do yesterday?”</i> Teacher opts for using follow up questions like: <i>“Did you watch TV?”</i>	Taking into account students are unwilling to talk, follow up questions is a strategy the teacher can use to have them speak in the L2 by saying at least <i>“Yes”</i> or <i>“No”</i>
Students are asked to work on a reading activity in the book. After some minutes they get in small groups and discuss some comprehension questions. The discussion is done in Spanish.	Students did not have problems to do the activity. But, as always, once they are in small groups they switch to the mother tongue because they feel more comfortable and confident.
After a few minutes, teacher starts a discussion with the whole class. He asks students to speak up several times.	Students do not speak aloud because they want to avoid being corrected by their classmates.
Teacher says, <i>“One at the same time”</i> , when he wants students to speak in English.	Teacher has to use some strategies in order to make students talk in English. That is due to students do not participate enthusiastically in the activities.
When students are asked to take part in a conversation about physical features that catch their attention from the opposite sex they did well.	Students participate enthusiastically in these conversations because they find them interesting, funny and vivid. These topics remind them anecdotes as well as the way they are or behave.

Table 13: First Double-Entry Observation Analysis. (continuation)

5.6.2 Second Double Entry Observation

Table 14: Second double-entry observation analysis.

Description	Interpretation
The teacher begins the class at 4:20 pm asking students questions about the activities they did in the last class.	Students are not very interested in answering this question. This activity may not be appealing for them any more.

Description	Interpretation
<p>Students begin doing some exercises on their books related to the use of “used to” to talk about past habits. In one of the exercises, students have to say if the sentences are true or false for them and why. Students seem more confident talking and answering the teacher’s questions about their past.</p>	<p>It is clear that students participate enthusiastically in activities that are interesting for them. They seem to enjoy talking about their childhood, the activities they used to do while they were high school.</p>
<p>The teacher asks a student about her childhood, but as always she does not speak loudly. As a consequence, the teacher asks her to speak up.</p>	<p>This student might be afraid of talking in front of the class or of making mistakes.</p>
<p>Students are given a role card with some information. They are supposed to talk about themselves and complete a chart with the names of the people who used to do some things specified on the table. Students ask and answer questions to find out <i>who used to...</i> All of them get together to do the exercise. Some of them use Spanish when they do not understand a word and others only ask <i>Did you use to...</i> instead of talking and asking about details and extra information. There are other students who ask not only Yes/No questions but also Wh- questions to find out extra information.</p>	<p>It seems that some students feel more confident speaking Spanish when they do not understand an instruction or a word. It is also noticeable that some of them are reluctant to speak maybe because they do not find the activity appealing or interesting. Instead they prefer to ask a Yes/No question and finish the activity as soon as possible. On the contrary, other students make an effort to do the activity and speak as much as they can.</p>
<p>At the end of the activity, the teacher asks some students about what they found out. There are students who give short answers such as the name of the person or the activity he/she used to do, for instance, “Astrid”, “tennis”. They do not give complete answers or extra information. For that reason, the teacher has to ask them Wh- questions to make them speak.</p>	<p>Some students are reluctant to give extra information. As there were students who only asked their partners Yes/No questions, they do not have more information to give. They may not be interested in the activity and they want to finish as soon as possible.</p>

<p>Students pair up and are told to read a paragraph of a reading. After this they talk to the class about what they could understand. All the students do the exercise.</p>	<p>Students seem interested in this activity and do it quickly.</p>
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5.7 ANALYSIS OF THE OBSERVATIONS MADE WHILE THE IMPLEMENTATION OF THE COMPENSATION STRATEGY TRAINING UNIT

5.7.1 Lesson Number 1: “Hesitation Markers”.

Date: 6th October 2008

The class began at 2:40 p.m. At the beginning of the class, students remained quiet and in silence. It seemed they were not willing to participate or answer the teacher’s questions maybe because they felt ashamed or tired. After explaining the use of *hesitation markers*, students listened to a dialogue and took notes about it. The teacher asked some questions about the conversation but when answering, students gave short answers and did not speak loudly enough perhaps they felt worried about making mistakes in front of their classmates. Next, students were asked to make up a conversation using the hesitation markers already taught. While doing this exercise, some students spoke in Spanish perhaps because they felt more confident or it was easier for them to express their ideas in their mother tongue with their classmates. Finally, when acting out the conversation, students made use of hesitation markers; however, some of them did not speak loudly.

5.7.2 Lesson Number 2: “Circumlocution”.

Date: October 9th 2008

The class started at 2:55 pm. Students started working on a crossword actively. They described the words to complete it and most of the times they used hesitation markers and gestures. Most of them used the dictionary in order to get the meaning of the words, all of them looked for the teacher’s help, and there were some students who asked their partners for the meaning of a word. Some of them talked without caring about their grammatical or pronunciation mistakes. Students took some time before giving the definitions as if they were organizing what they were going to say. They laughed when some embarrassing moments took place but without mocking each other. Only one group spent more time doing the exercise due to they sometimes wrote what they were going to say. Finally, a paper was given to the students with the explanation of the circumlocution strategy. All of them started reading it and thinking of other examples of that strategy.

5.7.3 Lesson Number 3: “Miming and Gestures”.

Date: October 10th 2008

The class started at 3:00 p.m. At the beginning most of the students were willing to participate, while others were sometimes bored but paid attention to the teacher. Students participated actively, and answered the teacher’s questions. Some of them did not remember how to say in English the actions that the others were acting out. After this students were given a sentence to mime. While doing this exercise, students asked the teacher for help and actively tried to say what the other students were miming. They were asked to do some exercises related to newspaper stories. To do that, some students asked the teacher for help. Finally, students were asked to mime a story. They did a good job and enjoyed the activity.

5.7.4 Lesson Number 4: “Adjusting the Message”.

Date: October 15th 2008

The class started at 2:50 p.m. At the beginning of the class, students were asked what they did yesterday or in the morning and they were willing to participate. If students' answers were short, the teacher encouraged them to give more details. Some of them used hesitation markers and fillers and one student stopped and restated her statement. The teacher explained how to use the compensation strategy: *adjusting the message* with an example on the board. After, students were given pieces of paper with complex sentences and they were asked to make them simpler. Some students began working individually and others in pairs. They wrote their sentences on their notebooks and asked the teacher for help. It was noticeable that students understood this compensation strategy. Then, students were given parts of a fable. They read them and told the others the part that they had using their own words. They used simple sentences and were encouraged to use English when trying to use their mother tongue. Finally, they were asked how they felt doing the activity. All of them said it was a good exercise since they could practice their fluency and used their own words to retell the story without using Spanish. However, they had problems with the unknown vocabulary and retaining the information.

5.7.5 Lesson Number 5: “Strategy Recycling I”.

Date: October 17th 2008

In this class, Students participated in different activities in which they could use all the strategies they had already seen in the previous lessons. At the beginning they were given pictures with everyday objects, places, and people. They used circumlocution and miming and gestures to describe the pictures to their partners. All of them succeeded in this activity although some of them did not know how to say the name of some objects in English. Then students were asked to make up a

conversation taking place in an ironmongers'. They used circumlocution to describe the objects they wanted to buy and made use of other strategies such as hesitations and gestures. Besides, they asked the teacher and their partners for help when they did not know a word. Finally, students were told they were police officers who had to come to a consensus of what had happened in a car accident. They read some witness accounts and then they told them to their partners using their own words and simple structures. It is noticeable that they used all the strategies while doing the exercise, for instance, when they did not know how to say a word, they used gestures.

5.7.6 Lesson Number 6: “Strategy Recycling II”.

Date: October 20th 2008

During the warm-up activity, it was noticed that students paid careful attention to what the teacher was telling them about the movie as they remained in silence, stared at him, and the teacher made use of gestures, miming, hesitation markers, and circumlocution. At the end of this activity, students could identify which compensation strategies the teacher had used by recalling what he did. For example, one student said that the teacher used circumlocution when he gave the definition of the word “coffin”, and another one pointed out that the teacher used miming when he wanted to say “stab”. When talking to others about what happened to them or what they and others used to do in high school, it was noticeable that they used hesitation markers such as: *well...*, *let me see*, *erm*, and *so on*. In addition, students tended to mime and using circumlocution when did not know a word. Although it was not perceived they used the compensation strategy: *adjusting the message*, they kept on using simple grammatical structures when speaking. While doing all the speaking exercises, students did not make use of their mother tongue, they did not seem to feel nervous or shy. Also, they asked

their teacher and peers for help and participated enthusiastically since they spoke louder, and did not require from the teacher to push them too much to give reasons for their answers.

5.7.7 Lesson Number 7: “Selling and Buying”.

Date: October 22nd 2008

During the warm-up activity, students made use of two compensation strategies: circumlocution and miming. When they were reading their cards with the descriptions of several houses or their professions, some of them preferred using the dictionary while others asked the teacher or their peers for help. It was also noticeable that, while buying and selling houses, participants spoke fluently and it seemed that they did not worry too much about making mistakes since they asked lots of questions and gave details about their jobs and the houses. When asked how they felt and the compensation strategies they used, participants stated that they felt comfortable, secure, and that they used all the compensation strategies, especially circumlocution and hesitation markers, when they did not know a word or how to express an idea. Finally, it was observed that they felt enthusiastic when they were told about the project they had to present on the 27th October.

5.7.8 Lesson Number 8: “Presentation of the Class Project”.

Date: October 27th 2008-10-31

Since the beginning of this lesson, participants were talking enthusiastically to each other about their clothes, the scenario, and the characters they were going to represent. They told the researchers that they had planned how to do the different activities of the project. They added that they had divided the tasks among them, for instance, they had divided the houses and invented stories for each of them,

and every participant had collaborated with the decoration and the models of the houses. It took them lots of time to finish the activity since it involved making posters, models, preparing what they were going to say, etc.

During the activity, it was remarkable that the participants acted out their roles; spoke loudly; made lots of questions; told interesting stories; used vocabulary related to describing houses; did not use the mother tongue; they used the compensation strategies, especially circumlocution and miming when they did not remember a word and adjusting the message since they kept on using simple grammatical structures. It was perceived that they participated enthusiastically as they did not show nervousness or shyness. In addition, they seemed comfortable with each other as they laughed, walked, and talked to everybody.

5.8 INTERVIEWS

Some students were interviewed to confirm our hypotheses about the use of strategies, the use of monitor, and the learners' attitudes towards the language. These interviews were made in Spanish so that students felt more confident when expressing their opinions. The questions asked were:

- Do you consider that the classes given on the use of compensation strategies were useful to improve your speaking? Why?
- Which ones do you consider were the positive and negative classes of those classes?
- Which were your expectations about the classes? Were they achieved?
- Why do you think some students in your class do not speak loudly when they are asked to participate in class?

- Why do you remain in silence and very quiet at the beginning of the classes?
- Do you continue using the strategies taught in the classes and talk about them with your partners? Why?
- Why do you use short answers when asked by the teacher instead of supporting your ideas and giving details?
- Do you have any suggestions for our project? Which ones?
- Why do you remain in silence when speaking or asked by the teacher?

The teacher of the English Intermediate class was also interviewed to find out which his expectations of the project were, what students have said about the classes, and if he has noticed any improvement in their oral production.

- Have you noticed that your students' spoken production has improved as a result of the implementation of the compensations strategy training unit? In which ways?
- Which comments have you heard from your students about the project?
- Why do you think some students in your class do not speak loudly when they are asked to participate in class?
- Why do students remain in silence and very quiet at the beginning of the classes?

- Why do students use short answers when asked by the teacher instead of supporting their ideas and giving details?
- Do you have any suggestions for our project? Which ones?

5.8.1. Analysis of the first interview (See appendix I)

According to what the first student said, students' reluctance to speak is because they do not have the enough vocabulary and they feel nervous, shy, and afraid of talking in front of their partners. This is due to the fact that they think they are going to make mistakes and their classmates are going to judge them. This student also pointed out that in the classes they remain quiet and in silence because they are used to listening to the teacher, taking notes, answering with short responses, and making questions when necessary. When asked the reasons for which she thinks too much what she is going to say, this student replied that it was because of the lack of confidence and fluency. It is necessary for her to be sure that what she is going to say is correct, and when having a doubt, she asks the teacher for help.

With respect to the classes in which they were taught different compensation strategies, this student said that her expectatives were achieved since she could learn more vocabulary and "techniques" to express her ideas on her own words and to continue speaking even if she does not know a word in English. Although she also stated that the classes were useful for her, she said that she does not use the compensation strategies with frequency since she does not remember to use them and does not think they can be used in every communication situation. Finally, she considers that the classes were appealing and useful and that the materials used were didactic and interesting since she did not get bored and they allowed her to enjoy the classes and pay attention to them.

5.8.2 Analysis of the Second Interview (See appendix J)

According to the second participant that was interviewed, students are reluctant to speak because they feel afraid of speaking and they do not know how to express themselves due to the lack of vocabulary. When asked why students remain in silence, she said that it was because they are shy, they do not like speaking in front of the class, they are used to listening to the teacher, or they are not interested in participating. She also pointed out that they tend to answer with short responses when asked by the teacher because they do not have a good oral production or they do not understand what is being said, since they do not have a good listening.

With regard to the classes in which they were taught different compensation strategies, this student said that her expectatives were achieved. She could learn more vocabulary and strategies to express her ideas as the materials and activities were very didactic. Although she stated that the classes were useful for her, she said that she does not use the compensation strategies in her English classes because she considers that the activities proposed by the teacher do not require their use. In addition to this, this participant said that she felt comfortable with the researchers since she reckons they have good methodology and she sees them like her classmates. All these factors let her speak freely in the class and without worrying too much about making mistakes. Finally, she proposed to include more strategies in the classes due to their effectiveness and how useful they were to improve her speaking.

5.8.3 Analysis of the Third Interview (See appendix K)

The third participant said that students' reluctance to speak is because they do not want to be asked by the teacher as they feel afraid of making grammatical

mistakes. She added that they did not speak loudly since they feel insecure and afraid. This student pointed out that in the classes they remain quiet and in silence because they feel worried about making mistakes.

With respect to the classes, this student said that although she found them a little bit boring as their partners did not participate actively, she stated that the lessons were very useful. When she was asked if her expectatives for the classes were achieved, she said that she expected to have more practical classes. However, she considers that there was progress in her speaking ability as she learned more vocabulary, she had the opportunity to practise, and she learned the names of the different strategies. Finally, she considers that the classes were useful and that the materials were good in general and she proposed shorter speaking activities to have results in a shorter period of time.

5.8.4 Analysis of the Fourth Interview (See appendix L)

According to what the fourth student said, students' reluctance to speak is due to they are afraid of making mistakes since the other partners, and also the teacher can see them as the dumbest in the class. Also, not speaking in a loud way is a result of not feeling confident enough because they think they are making lots of mistakes. When asked by the teacher, they give short answers because feeling afraid of speaking or do not understand the idea. That is the reason for which they do not give extra information or arguments to support their ideas.

With respect to the classes in which they were taught different compensation strategies, this student said that they were really useful because he learnt vocabulary, fluency, and how to express his ideas. In addition, he found as positive aspects the researchers' methodology and the fact he could practice his speaking. His expectatives were achieved since he felt comfortable with the teachers and

could talk with them about his weaknesses. However, he said that he does not use the compensation strategies he was taught with frequency because of laziness, boredom, or because he does not have the opportunity to practise speaking with others. Finally, he pointed out that the materials used were suitable for their age, but could be a little bit more demanding. He added that he felt confident during the development of the activities because he could communicate effectively with others.

5.8.5 Analysis of the Interview done to the Intermediate English Teacher (See appendix M)

When asked about the reasons for which students do not speak loudly in class, the teacher said that it was due to two reasons: first to the person's natural pitch – specially women do not speak loudly- and second to insecurity – students believe that if they speak in this way, their mistakes will not be heard. He added that he had found the same problem in another group and that because of that he made them repeat and asked the others if they understood what the student speaking said. In addition, there is too much noise in the building where they have class and he has to ask students to speak loudly because they cannot be heard.

The teacher said that at the beginning or during the development of the classes, students were reluctant to speak because it is natural at university and they do not feel comfortable when interacting with others, especially if it is the first time they do not know each other from previous classes. When asked why students tend to answer with short responses, the teacher said that it is due to both teachers and students, since professors need to find out ways to make them give longer answers and students are not familiar with the grammatical structures. After this, the teacher pointed out that some students' oral production has improved since they have been taking the classes of the compensation strategy training unit, especially a student who at the beginning of the semester remained in silence and was reluctant to participate.

With regard to the students' attitudes towards the target language and the target culture, the teacher stated that the majority of students are willing to learn the language and are interested in learning new vocabulary and structures. However, there are few cases in which students limit themselves to do the exercises given by the teacher instead of participating actively. In terms of the students' feeling and emotions while speaking, he said that some students were shy and do not make a great effort to take part of the class activities. Then the teacher talked about the students' English level and said that, in comparison with other courses he had taught, they have a good level. Next he stated that students have used the compensation strategies in some opportunities. Finally, since the teacher had noticed the importance of this kind of project, he considered that it should be implemented during the whole semester.

6. CONCLUSIONS

The current Action Research Project was accomplished firstly because of the participants' willingness to take part in it since they consider speaking the most complex skill and the one in which they had more weaknesses. This idea is similar to what Bailey stated when describing speaking English as the most demanding skill as it involves monitoring and understanding the other speaker and one's own contribution.

Based on *Krashen's Affective Filter Hypothesis* and what Brown and other authors point out, positive attitudes towards the self, and the target language group enhance proficiency. This was confirmed throughout the application of the instruments and the implementation of the *Compensation Strategy Training Unit*. Most of the students affirmed that they felt secured and comfortable when participating in speaking activities. However, there were some students who stated that they felt afraid and nervous, remained in silence, and gave short answers to the teacher since their partners and instructor could judge them because of their mistakes.

Bearing this in mind, it can be said that the majority of the students manage their attitudes when talking since they speak fluently and participate enthusiastically in communication activities. However, there are still few students who have a high affective filter as it was confirmed in the *Taking your Emotional Temperature* questionnaire and their respective interviews.

According to Krashen, students who are monitor over users, that is, are constantly checking their output with their conscious knowledge of the foreign knowledge, have difficulties when speaking. In this project, it was noticed that the majority of the participants are *optimal users of the monitor* as they do not worry a lot about making mistakes and they do not think and idea too much when speaking. Nevertheless, there was a student who kept correcting herself since grammar is the most important language aspect for her.

Students consider that the *Compensation Strategy Training Unit* was useful for them since they became more aware of the Compensation Strategies (*hesitation markers, circumlocution, miming and gestures and adjusting the message*), put them into practice and could overcome speaking limitations. Thanks to the compensation strategies, they could speak fluently in the different activities without making use of their mother tongue or remaining in silence. Thus the participants with a high affective filter could lower their levels of anxiety, nervousness and shyness.

7. RECOMMENDATIONS

The design and implementation of the *Compensation Strategy Training Unit* helped students to become more aware of some compensation strategies to overcome speaking limitations. In this way, students could lower their levels of anxiety, keep conversations going and use the target language all the time. Bearing in mind the effectiveness of teaching compensation strategies to students, future researchers could plan more lessons for each strategy so that students have more practice on them.

Appart from the strategies on which students practiced during the development of this project, future researchers should take into account the possibility of including other useful strategies to enhance students' oral production such as the metacognitive ones.

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APPENDIXES

APPENDIX A. LESSON PLAN FORMAT

LESSON PLAN		
Date: _____ Teacher: _____		
Observers: _____		
Level: _____ Length: _____		
TOPIC: _____		
General objective:		
Specific objectives:		
Language content:		
<ul style="list-style-type: none">• Patterns:• Vocabulary:		
STAGES	PROCEDURE	TIME
Warm-Up and Motivation		
Presentation		
Practice		
Evaluation		
Materials		
Bibliography:		

APPENDIX B. SELF-EVALUATION QUESTIONNAIRE.

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LANGUAGES SCHOOL / ENGLISH TEACHING TRAINING
PROGRAMME**



SELF-QUESTIONNAIRE

Name: _____ **Age:** _____

Item	Yes	Sometimes	No
1. Have you ever had the opportunity to speak with a native speaker? If No , go to item number 3 .			
2. When you speak to native speakers of the new language, do they seem to understand you most of the time, without you being asked to repeat?			
3. In class do your classmates generally understand what you say in the new language?			
4. Has your speaking improved since last month in terms of quality and quantity?			
5. Do you find ways to express yourself orally even if you don't know all the words?			

If you answer **Yes** or **Sometimos** to ítems 4 and 5, please answer the two following questions:

- In which aspects do you feel your oral production has improved?

- Which has been some of the ways you have found to express yourself orally?

On the basis of these questions, give yourself a rating on *speaking* (tick one)

- Doing just fine, about where I should be
- Not too bad, nothing to worry about
- Serious problems

Thanks for your help

Source: Oxford, 1990.

APPENDIX C. CUESTIONARIO DE AUTO-EVALUACIÓN

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS / LICENCIATURA EN INGLÉS**



CUESTIONARIO # 1: AUTOEVALUACIÓN

Nombre: _____ **Edad:** _____

Tiempo que lleva estudiando la Licenciatura en Inglés: _____

Pregunta	Sí	Algunas Veces	No
1. ¿Ha tenido la oportunidad de hablar con una persona nativa? Si su respuesta es No , omita la pregunta # 2.			
2. Cuando habla con personas nativas, ¿ellos le comprenden la mayoría de las veces sin que le pidan que repita?			
3. En clase, ¿sus compañeros generalmente comprenden lo que usted dice en inglés?			
4. ¿Siente que su producción oral ha mejorado en el último mes en términos de calidad y cantidad?			
5. ¿Encuentra formas de expresarse oralmente, incluso si no conoce todas las palabras?			

Si respondió **Sí** o **Algunas veces** a los enunciados 4 y 5, por favor responda las siguientes preguntas:

- ¿En qué aspectos ha observado usted que su producción oral ha mejorado?

- ¿Cuáles han sido algunos de los recursos que ha utilizado para seguir comunicándose aún cuando no conoce todas las palabras?

- Con respecto a su producción oral y con base en las preguntas de este cuestionario, usted considera que:

- Lo está haciendo bien, donde debería estar.
- No está tan mal, no hay por qué preocuparse.
- Tiene serios problemas

Gracias por su colaboración

**APPENDIX D. TAKING YOUR EMOTIONAL TEMPERATURE: A CHECKLIST
FOR LANGUAGE LEARNER**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LANGUAGES SCHOOL
ENGLISH TEACHING TRAINING PROGRAMME**



**TAKING YOUR EMOTIONAL TEMPERATURE: A CHECKLIST FOR
LANGUAGE LEARNER**

Name: _____ Date: _____

List language tasks or events in which you have just been involved, for example, giving an oral report, holding a conversation.

Describe how you're feeling now, especially in relation to the learning tasks or events above. Check the one descriptor per line that *best describes you*.

- | | |
|---------------------------------------|---|
| _____ happy | _____ unhappy |
| _____ proud | _____ ashamed |
| _____ confident | _____ unconfident |
| _____ peaceful | _____ anxious |
| _____ unafraid | _____ afraid |
| _____ risk-taking | _____ cautious |
| _____ clear- thinking | _____ confused |
| _____ friendly | _____ unfriendly |
| _____ interested | _____ bored |
| _____ calm | _____ angry |
| _____ strong | _____ weak |
| _____ energetic | _____ tired |
| _____ outgoing | _____ shy |
| _____ accepting | _____ critical |
| _____ able to tolerate contradictions | _____ unable to tolerate contradictions |
| _____ want to learn the language | _____ don't want to learn the language |
| _____ want to know the culture | _____ don't want to know the culture |

Source: Oxford, 1990.

**APPENDIX E. TAKING YOUR EMOTIONAL TEMPERATURE: A CHECKLIST
FOR LANGUAGE LEARNER
(SPANISH VERSION)**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
LICENCIATURA EN INGLÉS**



CUESTIONARIO # 2: TAKING YOUR EMOTIONAL TEMPERATURE

Nombre: _____ Fecha: _____

1. De la siguiente lista de actividades de producción oral, selecciona aquellas en las que has participado durante las clases de inglés de este semestre.

Conversaciones Juego de roles Responder preguntas del profesor

Exposiciones Intercambio de información Otra _____

2. Al frente de cada actividad de producción oral (*speaking*) escriba el número o los números que corresponda (n) al adjetivo (s) que mejor describa(n) como se ha sentido durante el desarrollo de éstas mismas.

- | | | | | |
|-----------------------------------|--------------------------------------|------------------------------------|--------------------------------------|-----------------|
| 1. Feliz | 2. Infeliz | 3. Orgullosa | 4. Avergonzada | 5. Seguro |
| 6. Inseguro | 7. Tranquilo | 8. Ansioso | 9. Relajado | 10. Atemorizado |
| 11. Ideas claras | 12. Confundido | 13. Interesado | 14. Aburrido | 15. Calmado |
| 16. Enojado | 17. Lleno de energía | 18. Cansado | 19. Extrovertido | 20. Tímido |
| 21. Deseoso de aprender el idioma | 22. Sin deseos de aprender el idioma | 23. Deseoso de conocer la cultura. | 24. Sin deseos de conocer la cultura | |

- Conversaciones _____
- Juego de roles _____
- Responder preguntas del profesor _____
- Exposiciones _____
- Intercambio de información _____
- Otra _____

Gracias por tu colaboración

APPENDIX F. FOCUSED OBSERVATION CHECKLIST

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LANGUAGES SCHOOL
ENGLISH TEACHING TRAINING PROGRAM**



FOCUSED OBSERVATION CHECK LIST

Date: _____ Time: _____

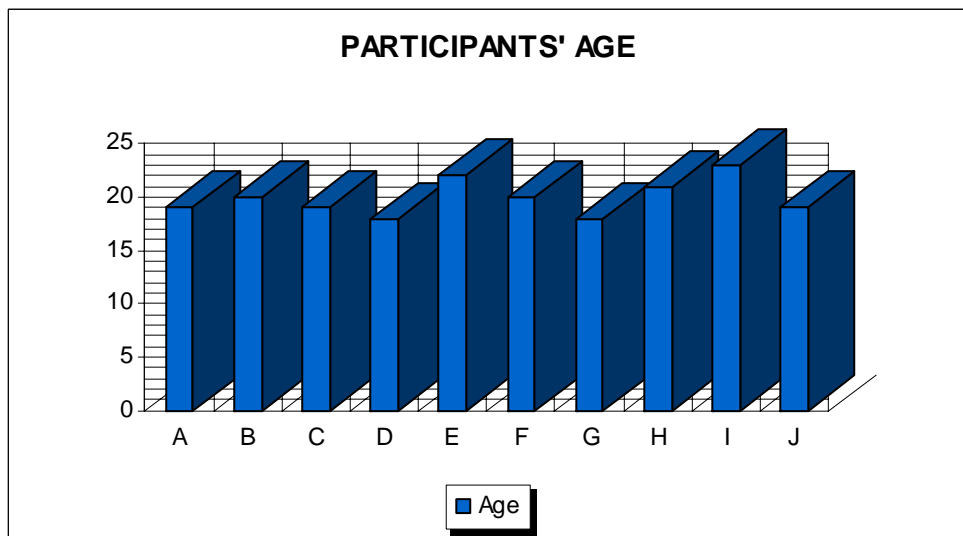
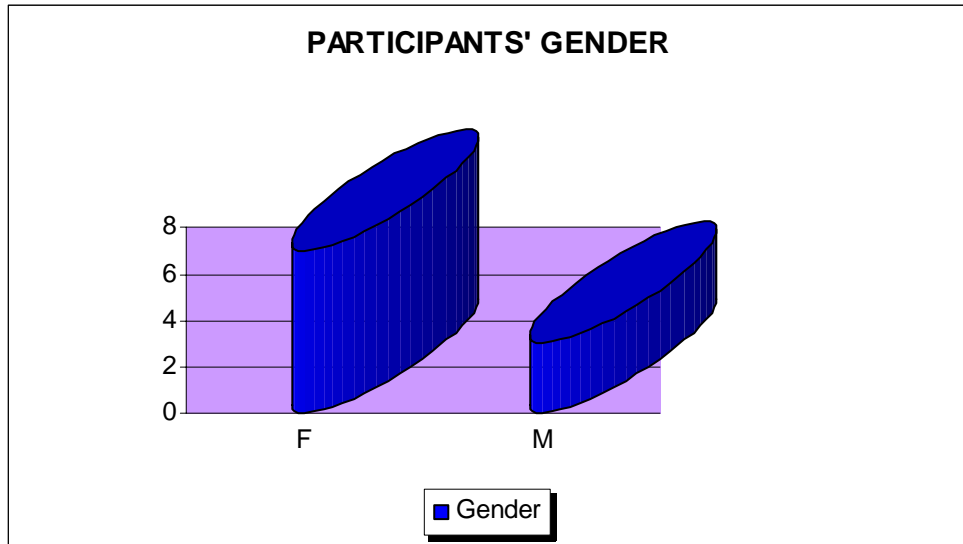
Place: _____ Observer: _____

Items to be observed	All of them	Most of them	Some of them	None of them
When participants face with a communication gap, while speaking, they:				
• Switch to the Mother Tongue.				
• Ask teacher for help				
• Ask a peer for help				
• Use Mime or Gesture				
• Adjust or Approximate the Message				
• Use non-linguistic keys such as pauses or hesitation markers.				
• Make up new words (Coining Words)				
• Give a description of the unknown word				
When the teacher asks participants to speak, they:				
• Avoid Communication Partially or Totally				
• Talk without caring about the mistakes s/he is making.				
• Correct their own utterances while speaking.				
• Look shy or nervous				
• Are willing to participate				
• Do not seem to be anxious				
• Make fun of the other's mistakes.				

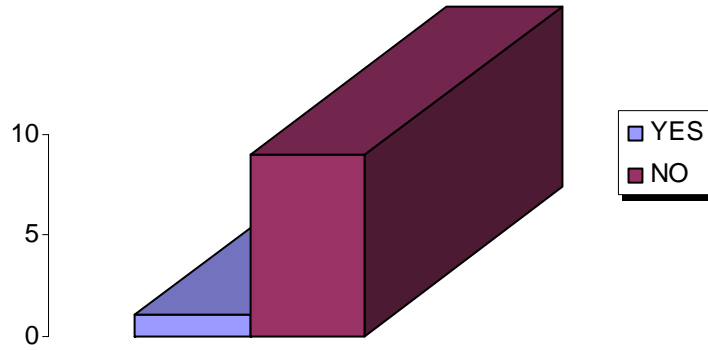
Observer's comments _____

Source: Original

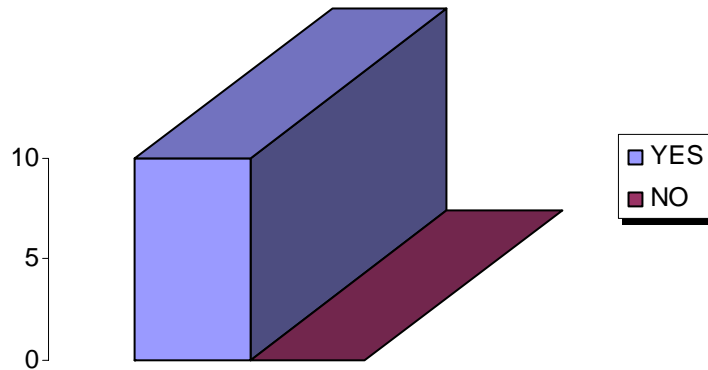
APPENDIX G. GRAPHICS OF THE SELF-EVALUATION QUESTIONNAIRE



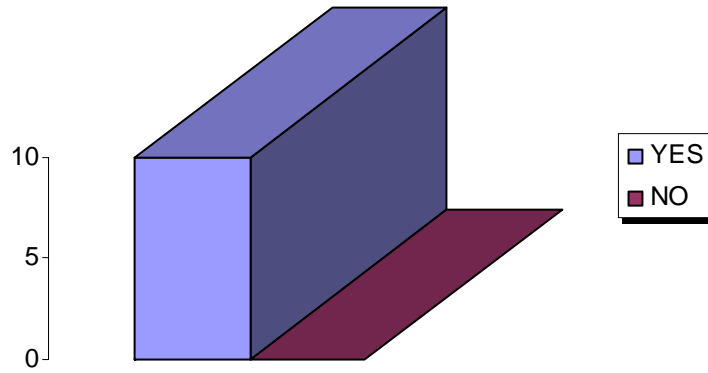
1. Have you ever had the opportunity to speak with a native speaker?



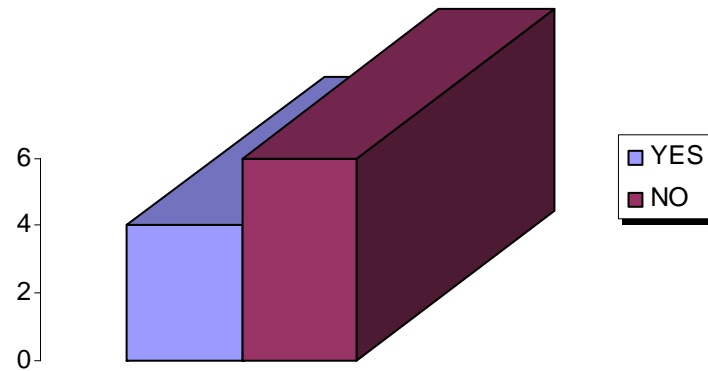
3. In class, do your classmates generally understand what you say in the new language?



4. Has your speaking improved since last six months in terms of quality and quantity?



5. Do you find ways to express yourself orally, even if you do not know all the words?



APPENDIX H. FOCUSED GROUP DISCUSSION TRANSCRIPT

R: Entonces, de las cuatro habilidades ¿cuál consideran ustedes es la más importante?

S: La más importante, yo diría que el speaking, porque es la que le va a permitir a usted la comunicación con los demás y le va a ayudar a usted a darse a entender a los otros. Sería esa más que todo.

S: Para mí la gramática porque de ahí parte todo. Y de ahí uno aprende a hablar. Y pues si usted tiene buena gramática, pues va a aprender a entender lo que dice una lectura y a escribir también. Para mí es la que cubre todo.

S: Yo también pienso que es la gramática, porque es la que tiene en si toda la estructura del inglés. Si usted no sabe como lo básico de donde parte no puede desarrollar las otras habilidades. Si usted no sabe las bases, como va un verbo en la oración y los tiempos, usted no puede escribir, entender lo que dice otro; usted no puede hablar.

R: Tú hablas de gramática, pero en cuanto a habilidades, me estarías hablando de writing.

S: Lo que pasa es que usted puede saber estructurar una oración, pero a la hora de hablar si usted no tiene un vocabulario suficiente a usted no le va a servir de nada la gramática y saber estructurar todo eso.

S: Y si no tiene un buen listening, tampoco va a saber que dicen. Si no tiene la habilidad de listening no sabe ni siquiera que le preguntan.

S: Pienso que, o sea, todo va como articulado pero igual la gramática es importante porque si yo no se nada, lo que es la base de la estructura, pues no se como desarrollar las otras habilidades así lo quiera hacer.

S: Yo creo que la habilidad más importante es el speaking porque ahí es donde usted se da cuenta que usted ha interiorizado la gramática. A parte de que usted tiene que utilizar el listening, aprender vocabulario para expresarse entonces ahí es cuando se aplica todo. Es muy importante.

S: Yo creo que las más importantes son el listening y el speaking. Usted no puede hablar perfectamente si no entiende de lo que le están hablando; como va a responder a una pregunta como va... o sea las dos juegan un papel muy importante a la hora de comunicarse.

R: Bueno. Al uso que hacen ustedes fuera de clase, ¿si hablan inglés fuera del salón, con mucha frecuencia o simplemente, se quedan con lo poco o mucho que practican en clase?

R: O sea todo se queda en el ámbito curricular o ustedes hacen uso del inglés o les parece como que uy no, que mamera. No les pasa que están reunidos en grupo y llega un amigo a hablar en inglés o sea no ya salimos de clase.

S: Pues a veces por ejemplo, pues yo lo hacía con mis amigas las que van adelante. A veces pasábamos hablando y la gente nos miraba como que están locas o que les pasa. Pero pues lo hacíamos para que yo no perdiera por lo menos en mi caso el nivel que llevaba, pues para mejorarlo. A veces como que uno se cohibe mucho de eso porque los demás lo miran mal o lo tildan de loco por eso. **S:** Pues cuando mi amiga del semestre pasado tenía parciales de speaking nosotros nos reuníamos a estudiar como una semana antes y todos los días practicábamos; entonces parecía que eso más o menos ahí. Y también en otra ocasión yo me encontré con el profesor en una parada de bus y él empezó a hablarme en inglés y pues ahí hablamos. Fue todo raro porque todo el mundo lo mira a uno.

R: Pero, ¿no tienen como un club de conversación, así algo formal?

S: Por ahí como que se dan las cosas y que uno empieza a hablar con los demás, o así un grupo conformado como tal, no. Al igual que ellas, en mi caso yo hablaba con mis amigos que van más adelante y de vez en cuando empezábamos a hablar en inglés y a interactuar así, pero normalmente no se hace además de las horas de clase.

R: ¿Ya como consideran su producción oral, excelente, muy buena, aceptable o no lo suficientemente buena?

R: Era lo que hablábamos de pronto hace ahorita un rato en cuanto al proceso como tal. O sea, desde el momento en que entraron a la carrera de inglés, hasta lo que llevan ahorita. ¿Cómo han sentido ese proceso, sienten que ha mejorado en un ciento por ciento, listo, hablando de excelente, o ahí más o menos 70 o cómo podrían ustedes calificar eso catalogar eso?

S: Pues en lo que se refiere a avanzar de lo que venía desde el primer semestre hasta ahorita pues si he avanzado un poco. Pero el nivel que tengo no es muy bueno de verdad. Debería ser mucho mejor.

R: ¿Por qué dice que debería ser mucho mejor?

S: Porque me he dado cuenta de que algunos compañeros que ya están viendo este nivel de inglés tenían mucha fluidez y mucho vocabulario a la hora de expresarse. A comparación conmigo pues no era muy buena.

R: Bueno entonces hablemos de las fallas del problema. ¿Qué pasa ahí?

S: Sería por falta de práctica o estudiar un poco más. Debería ser así.

R: Entonces es algo personal. Más no porque no se lo proveen en la clase.

S: Lo que pasa es que normalmente uno no lo hace. Yo a mi parecer creo que es en el sentido personal es por falta de estudio un poco más pero lo mismo a la hora de conversar le toca a uno entre el grupo donde uno pueda pero y si no se da es muy difícil.

R: ¿Qué hay de tí?

S: Pues yo digo que mi speaking es malo y listening eran mis peores dificultades. Y entonces yo lo único que medio vi en el colegio fue gramática las estructuras nada más. O sea, fue lo único que sabía. Cuando llegué a la universidad me estrellé muchísimo cuando en lo de las clases que lo único que entendía era "hello!" "How are you?" Y obviamente no contestaba nada y entonces por eso es que de todas maneras desde que entré hasta este momento si creo que he progresado un poquito más de cuando llegué.

R: ¿En qué parte del speaking cree que esta mal de pronto fluidez, vocabulario?

S: Yo digo que las dos cosas, porque o sea ya conectar oraciones, expresarse, el vocabulario. Yo creo que el vocabulario tiene mucho que ver en el speaking.

S: Yo también considero que en el speaking es más porque, no se por qué mis compañeros cuando yo ví inglés parecían ya nativos, eso hablaban y hablaban y uno quedaba como con mucho miedo a hablar. Yo creo que he mejorado pero no mucho.

S: Yo creo que mi speaking era más o menos bueno pero con eso de que no pude ver ingles y pues que con las personas con las que estaba ya no iban a estar conmigo, ya no tenía pues el tiempo y la oportunidad de practicar. Y eso pues se ha parado siempre un poco y pues a veces

digamos cuando hablo se como hablar pero de pronto no conozco el vocabulario para expresarme o me falta la capacidad de unir las ideas como de no quedarme ahí, como pensándolo tanto, sino de una vez tratar de hacerlo.

S: Y yo si creo que he mejorado bastante. En mi colegio nunca repasábamos eso de listening y speaking, solamente era gramática. Entonces acá en la universidad yo he aprendido demasiado vocabulario y algunas maneras de expresarme.

R: Bueno la siguiente tiene que ver más de cómo se sienten cuando se dan esas interacciones dentro de la clase o sea cuando les pregunta el profesor algo o cuando ustedes tienen que participar, pues hablar en inglés pues ¿cómo se sienten?

R: Estamos hablando de emociones se sienten nerviosos o se sienten presionados, ¿cómo se sienten? O ¿depende del tema?

S: Si. Yo creo que si uno lo conoce, si no sabe de lo que le están preguntando pues uno esta como seguro, pero si uno de pronto no sabe mucho entonces se siente como no se que decir me da pena o me da miedo que de pronto me digan que estoy mal que me estoy equivocando. O sea depende, yo creo que depende de si se o no se de lo que están hablando. Si sé como expresar o como hablar, no sé, de lo que me están preguntando.

S: Yo creo que depende también de los compañeros de clase de uno. Porque si uno está con los compañeros que le tienen confianza, pues uno habla bien porque sabe que ellos lo apoyan y que no van a burlarse de uno en el interior de cada uno. Pero cuando uno esta con unos compañeros que no conoce, si uno no se la lleva bien, es muy difícil.

R: O sea, lo que tú crees que es importante es el entorno, eso es lo que te da confianza.

S: Uno por ejemplo se equivoca, bueno ya se equivocó, y aprende del error o algo así u otra persona lo corrige. No hay como ese tono burlón o hay a usted le quedo mal entonces no.

S: O que lo miren a uno raro.

R: ¿Pero eso si se da en clase?

S: Pues en fonética yo pienso que en este momento yo no me siento cómoda en fonética porque hay compañeros que son así. Hay compañeras que son así, entonces uno como que se siente cohibido como que de pronto sabe pero por miedo no lo hace.

R: Pero en general, ¿no sienten así como miedo a hablar o cierto terror?

S: De pronto como un poco de miedo; el miedo a la burla de los compañeros o algo así. Pero en cuanto a lo demás no tanto. No creo que haya algún problema.

R: Bueno y cuando es la hora de hacer una presentación, una exposición por ejemplo para la parte de speaking para los exámenes, ¿cómo se sienten que emociones, nervios o relajados confiados?

S: Yo me pongo nerviosa. O sea, yo me paro y veo a todos mis compañeros, toda esa cantidad de gente, yo digo me da como temor, como que me bloqueo, pero pues después si uno coge confianza, pues ya como que va pasando, pero al principio si yo me pongo nerviosa.

R: En algún momento creo que ya lo mencionaron ¿han dejado de participar en clase por no saber la palabra o estructura correcta?

S: Si claro uno se queda callado. Si uno no sabe se hace el que no responde. Agacha uno la cabeza, no mira al profesor.

R: Y por ejemplo, digamos que están participando o están respondiendo una pregunta del profesor y de pronto no saben como decir o desarrollar una idea o se les olvidó una palabra. ¿Qué hacen en ese momento?

S: Piense rápido. Haga lo que sea pero diga algo. Como me pasó en la clase anterior que se me había olvidado como decir empresa y cual era, y a lo último dije factory. Pero en general es eso, pensar rápido, buscar la idea en otro lado pues normalmente es lo que yo hago. Trato de seguir hablando eso si.

R: ¿Y los demás?

S: Como con señas uno como que hace y el profesor más o menos le entiende.

S: Pues sí, o a veces cuando, no sé, pues pienso y pienso y si se me ocurre lo digo y si no pues el profesor le dice a uno es así.

S: O si no sabe como decirlo pues entonces uno vuelve a empezar pero de otra manera desde que la idea no se pierda.

R: ¿Pero nunca hacen uso del español?

S: No, en inglés no.

S: Yo trato de no usar el español en ese caso.

R: ¿Pero más es por ustedes mismos o por qué se lo impone el profesor?

S: No. En primer semestre con la profesora que me decía que tratara de buscar otra palabra así me demorara, pero que buscara otra palabra pero que no utilizara el español.

R: ¿Y ustedes?

S: Antes, en la clase de Oscar, nos decían que si nosotros hablábamos en español nos sacaban porque obviamente estábamos en clase de inglés entonces uno le decía: "profesor es que se me olvidó", y entonces uno describía la palabra y el nos decía más o menos cual era y uno seguía con la idea. Uno plantea la idea de otra manera.

S: Pues yo en la mayoría de casos siempre me bloqueo y me callo.

R: Y cuando están hablando, ¿si les ha pasado eso de que se autocorrigen?

S: Si casi todo el tiempo.

S: Está bien, y uno piensa que esta mal.

S: Hasta que está bien uno no se convence de eso.

R: O muchas veces, un error elemental y uno dice como que 'uy', como cometí ese error, si uno sabe que es así porque lo dijo.

S: Si, a mi me ha pasado eso.

R: Bueno ustedes ya ahorita mencionaron algunos consejos que les daban sus profesores para

mantener la conversación. Aparte de eso, ¿qué otras estrategias comunicativas conocen ustedes, como esos trucos que ustedes utilizan para mantener la conversación para que no se caiga la comunicación?

S: Pues trucos como tal no conozco. Lo normal es buscar la idea de otra manera, darle la vuelta, empezar otra vez, buscar una palabra similar, pero truco como tal no conozco, sino ese no más.

R: Hablando de monitor, ¿son muy perfeccionistas a la hora de hablar, como que lo maquino todo en mi cabeza?

S: Yo siempre como que en el interior mío hago la estructura de la oración de lo que voy a hablar y ahí si lo expreso.

S: En mi caso, muchas veces si tengo tiempo incluso escribo las palabras o trato de hacer un pequeño escrito, una oración para guiarme. En el caso de que no hay tiempo, es en la mente dándole vueltas para armar una oración.

R: A alguno le ha pasado, o han visto algún compañero de esos que ni siquiera han terminado de decir la palabra, cuando ya están hablando y puede que cometa los errores y él sigue hablando. O alguna vez lo han hecho ustedes o simplemente toman su tiempo para pensarlo.

S: Pues no he visto ninguno que cometa errores y siga. Uno como que para y otra vez replantea la idea.

S: Pues es que casi los que hablan así cuando les preguntan son personas que han hecho cursos del Instituto de Lenguas, que van en el nivel 14 del Colombo, los que saben bastante inglés. Pues cuando ellos se expresan casi nunca cometen errores.

R: Cuando ustedes están en la clase y les preguntan algo, van a responder, ¿cómo es ese proceso para responder? ¿Lo piensan en español, lo traducen, o eso es de una?

S: Pues depende, porque si es algo muy básico que uno siempre lo ha sabido entonces uno contesta de una, o si no uno lo piensa pero en inglés.

S: Eso era algo que me decían mucho los profesores de inglés. Arme la idea de una vez y no piense en español. Eso si yo lo aprendí hace rato, y trato de no hacer eso.

R: Bueno entonces ustedes ya español cero.

S: Pues no cero, pero...

R: ¿Seguros? ¿Cuando trabajan así en parejitas yo los he visto hablando en español? ¿Cuando el profesor les pone una actividad grupal siempre hablan en inglés?

S: Pues cuando uno ya va hablar o le pregunta el profesor pues uno ya habla en inglés, pero hay algunas cosas que uno las habla en español.

R: ¿Y a que creen ustedes que se debe eso? Aunque estamos en la clase de inglés nos ponemos a hacer el trabajo grupal pero en español.

S: Es como más fácil porque uno domina ya el español, nos parece más sencillo que ponerse uno a desarrollar las ideas en inglés. Porque aunque uno diga que uno piensa en inglés, uno sigue pensando en español.

R: ¿Y qué pasa si el profesor viene acercándose a su grupo?

S: Uno se queda callado y se queda mirándole a ver que va a decir. En mi caso, yo trato de hablar en inglés, pero muchas veces el compañero no entiende la idea y le toca a uno obligatoriamente hablar en español. Eso me ha pasado varias veces, pero por lo demás si trato de hablar en inglés.

R: ¿Tiene alguna incidencia la forma como corrige el profesor en clase sobre su producción oral? ó ¿cómo les gusta que sean corregidos?

S: El profesor corrige normal o nos dice si es de esta manera o la otra. Pero una incidencia así que le afecta a uno, no.

S: Pues igual el profesor no lo hace de manera despectiva, el profesor lo trata a uno bien. Uno como que siente confianza con el profesor. Si se equivoca no hay problema.

R: Bueno en cuanto a las actividades de speaking, ¿si se promueven bastante en clase o ustedes sienten que les están dando más enfoque a otra habilidad? o ¿speaking esta quedando como rezagado? ¿Cuál es la prioridad en clase?

S: Todas las habilidades se manejan de manera equitativa, no se da prioridad a ninguna. De todas maneras el profesor cuando nos habla y ahí practicamos listening, y ya cuando nos toca contestar practicamos el speaking.

S: Por ejemplo, todos los días él nos pregunta que hicimos el fin de semana para mejorar o manejar el speaking.

S: Yo creo que este semestre el profesor de nosotros esta propiciando mucho como el speaking.

S: Si, él nos lo dijo desde el primer día, que este semestre íbamos a enfatizar mucho en el speaking.

R: Oscar dijo que lo que te falta en speaking es por cuenta tuya. De pronto te falta más estudio más autonomía. No se que piensen los demás. A ustedes, ¿qué factores creen que no les ha permitido mejorar el speaking?

S: Pues las otras personas vienen como de un proceso, y ellos digamos que del instituto de lenguas o digamos que de otros cursos. Ellos practicaban lo que hacían, entonces es un proceso más bien largo. En cambio, uno ya como de una tiene que saber todo. Entonces uno tiene que practicar por su cuenta para nivelarse y nosotros no lo hacemos. Entonces así es muy difícil.

R: ¿No les ha pasado que existe esa competencia entre ustedes y van a trabajar con alguien que sabe más y se sienten incómodos?

S: Yo trataba mucho de igualarme a los compañeros que tenían un mayor dominio del idioma y eso era mucho lo que me afectaba a la hora de desempeñarme en la materia. Yo he tratado de mejorar mucho eso pero es difícil. Yo trataba de ponerme e igualarme al ritmo de ellos y por eso era que cometía los errores o me bloqueaba mucho y cosas así. Esos eran uno de los errores que yo cometía. Y he tratado de no seguir así pero es un poco complicado porque siempre va a estar esa persona ahí como que tratando de llevar la delantera y como que yo no me quiero quedar.

S: Depende de que tipo de competencia, porque si uno cree que ella es buena, entonces yo me hago con ella, puedo mejorar también. No sé, digamos dependiendo también de la persona porque algunas lo pueden hacer sentir a uno ignorante.

S: Algunas veces hay compañeros que lo criticaban a uno. Eso si no nos convenía. Lo que hacían era criticarnos, entonces uno no habla. Entonces uno prefiere quedarse callado para que hablar.

S: Pero si digo que sería bueno que uno si no sabe tanto, hacerse al lado del que sepa y pues también que esa persona le ayude a uno, y si no lo quiere ayudar pues peor.

R: Entonces el entorno les afecta bastante.

S: Por eso digo que en este inglés me siento bien con los que estoy viendo inglés en este semestre, a comparación del primero que veíamos con gente que no nos ayudaba para nada, pues tenían un nivel muy alto en inglés pero no nos ayudaban para nada. Lo que hacían era como hundirnos.

S: Todos los que estamos viendo inglés somos repitentes de fonética.

R: Bueno creo que es todo por hoy.

R: Gracias.

APPENDIX I. FIRST INTERVIEW TRANSCRIPT

R: Le damos paso a la primera entrevista. Bueno la primera pregunta: ¿Crees que las clases ha las que has participado, las que te hemos dado, han sido útiles para mejorar tu producción oral y de que manera?

P1: Si porque por ejemplo, yo o sea no conozco cual es el significado de una palabra o no se como expresarme, entonces en las clases nos enseñaban técnicas, trucos o frases para hacerlo de la mejor manera, para hacerlo con nuestras propias palabras, sin conocer el significado exacto o real de lo que la palabra significa. Entonces si creo que es bueno por ese lado porque nos ayuda como a expresar lo que nosotros pensamos, no exactamente lo que dice en un libro o en una hoja.

R: ¿Cuáles consideras que son los aspectos positivos o negativos de las clases?

P1: Pues aspectos negativos yo creo que no hay ninguno, me pareció todo muy bueno por que en sí nos ayudó a mejorar el vocabulario, o sea como hablar con propiedad en público, como no ha tener miedo cuando si uno no sabe el significado, o el contexto en el que se está hablando, o el que tiene la palabra en sí. Entonces yo pienso que no hay ningún aspecto negativo sin que todos son buenos porque en si nos ayudan a mejorar la expresión oral. Ehh... la manera en que nosotros nos enfrentamos a un grupo, o a una situación sin conocer.

R: ¿Qué expectativas tenías antes de que empezaran las clases, si se cumplieron esas expectativas?

P1: Pues yo lo que quería principalmente era como tener más vocabulario porque no lo tenía. Entonces de cierto modo sí, porque nos enseñaron técnicas, nos enseñaron trucos, nos enseñaron a hablar con nuestras propias palabras así no sepamos lo que significa o expresarnos de una manera más elegante, más científica.

R: ¿Has seguido utilizando estas estrategias que se dieron durante las clases? ¿Y si las has comentado con tus compañeros?

P1: Que sí las he utilizado pero muy poco. Pero pues si, por ejemplo en una clase que nos enseñaron las frases para decir *Si..., no..., déjame pensar..., si no lo se...*, pues con los compañeros. A veces cuando hablamos en inglés, cuando estamos hablando de una cosa que estamos haciendo, por ejemplo que no sabemos, pues yo digo: *let me think* y empezamos ahí como a construir una oración en nuestras propias palabras.

R: ¿Y por qué no las has seguido utilizando?

P1: Porque, pues yo creo que como yo, la mayoría de nuestros compañeros no lo hacen, o sea solamente lo hacemos para la clase y ya. No lo hemos practicado o no hay como un espacio que nos incite a volver a hacer eso otra vez porque de pronto en la clase se nos olvida o el profesor no nos da pie o oportunidad de volver a utilizar, o uno no cree que sea adecuado para lo que estamos haciendo.

R: Entonces que les estén recordando para que no se les olvide. En las observaciones que hemos hecho de las clases hemos observado que hay unos alumnos que hablan muy pasito. ¿A qué crees que se deba eso, ese fenómeno en la clase?
P1: De pronto a los nervios, o al miedo que uno siente al hablar que de pronto a veces uno piensa que lo que esta diciendo no lo esta diciendo bien, o que los otros lo van a mirar mal porque se equivocó, o porque no dice lo que debe ser, porque de pronto más que todo uno tiene miedo a decir. No se como decirlo, uno tiene miedo a que de pronto a lo que uno haga no lo haga bien y los otros lo juzguen.

R: Otro aspecto que hemos observado es que al principio de las clases se muestran muy pasivos, muy reacios a participar, como con falta de energía. ¿A qué crees que se deba eso?

P1: Uhm no se, de pronto porque uno no esta acostumbrado a hablar así en publico, por que no lo hacemos frecuentemente, por que la mayoría de las clases es que el profesor se para, dicta la clase, dice lo que tiene que decir, preguntas, y pues si uno tiene preguntas uno pregunta algo y pues si no, no. Es como la mecánica de la clase, o sea siempre es como una clase magistral, el profesor explica y una va y pone atención a lo que dice y ya.

R: Algo que noté la última clase, por ejemplo cuando... ah tú no estabas, pero terminaron la actividad de speaking y cuando el profesor les iba a preguntar sobre lo que hicieron en la actividad, lo que habían encontrado, la mayoría de los estudiantes se limitan a contestar con respuestas cortas, pero como que no dan detalles, como que no especifican, no dan información extra... ¿A qué crees que se deba esto en tus compañeros?

P1: Pues no se, de pronto que estamos acostumbrados a hacerlo así, a contestar con monosílabas, no se la costumbre. Yo pienso que es la costumbre.

R: entonces o sea, ¿para ti esta bien, o de pronto no piensas que ya en este nivel ustedes deberían estar dando más información?

P1: pues yo pienso, yo no soy de las que pienso que este bien, de pronto por lo que habíamos mencionado anteriormente uno tiene a veces prejuicios, o uno cree que lo que va a decir no esta bien entonces uno como que se cohíbe porque cree que lo que esta haciendo uno no lo está bien entonces como que uno siento, no se uno se siente como cohibido o nervios o miedo o no se, la impresión, lo que uno este sintiendo en ese momento o sea también se debe mucho como a las soluciones, si usted se esta sintiendo bien para poder hablarlo o expresarlo a los demás, o si no, si usted tiene dudas o se debe más bien a eso

R: En las clases, en las que tuviste la oportunidad de asistir ¿cómo te sentiste?

P1: Pues, yo me sentí bien, pero a veces como que me ponía nerviosa, no se por qué, tal vez de pronto porque no tenía como confianza, o no sabía si lo que yo estoy diciendo esta bien. Es como más de uno mismo, como dejar esa timidez. Yo pienso que el problema es que muchos o sea el problema no es que queramos hablar, pero de pronto ehh somos tímidos en algún sentido entonces eso no nos permite expresar o hablar de verdad lo que queremos decir pero en conclusión yo me siento bien en las clases, lo que pasa es que de pronto yo me quedo trabada, como si quisiera expresar más cosas pero...

R: ¿A que crees que se deba eso? Pues hemos notado como que piensas mucho lo que vas a decir ¿A qué crees que se deba?

P1: No se. De pronto a que no tengo fluidez, o sea, me hace falta fluidez, no se como para expresar mejor las cosas. Y ya, pienso que es eso, fluidez y como más confianza, pero la confianza se logra con fluidez; saber lo que yo voy a decir y estar segura de lo que voy a decir lo voy a decir bien.

R: O sea que si te tomas el tiempo para pensarlo, y te preocupas de lo que vas a decir sea perfecto, o sea no tenga errores, el vocabulario sea el más adecuado.

P1: Depende, por que cuando estoy segura, o más o menos seguro lo digo así este bien o mal , pero cuando no estoy segura, pues si como que lo pienso pero no tiene que ser perfecto por que hay cosas que como que yo no se entonces pues yo le pregunto al profesor o algo asi,

R: ¿Tienes sugerencias para mejorar las clases, para el proyecto?

P1: No, pues yo pienso que todo ha sido chévere, que nos ha servido para comunicarnos más y que las actividades todas me han gustado desde el crucigrama, desde las mímicas que hicimos, armar las historietas, todo ha sido bueno. Pues yo pienso que no hay nada que cambiarle.

R: En cuanto los materiales que se utilizaron en la clase, ¿cómo les parecieron? Si estaban acordes pues a ustedes.

P1: Pues a mí me pareció chévere porque era algo que casi nunca hacemos, y pues todo fue diferente, o sea no fue la típica clase de que uno llega y se sienta y le empiezan a decir como que conceptos y cosas y uno apréndaselas de memoria no si no que fue como didáctico, con cosas prácticas, cosas que eran agradables, que no eran aburridas, como que lo incitaban a uno a estar pendiente de la clase, a como ponerle alegría como ganas, que no era lo típico de sentarse y escuchar a una persona decir un poco de cosas. Era chévere.

APPENDIX J. SECOND INTERVIEW TRANSCRIPT

R: **¿Consideras que las clases de la unidad temática te han servido para mejorar tu producción oral? De qué manera.**

P2: Pues yo considero que sí, puesto que yo no sabía mucho vocabulario que ustedes nos han enseñado en las diferentes actividades, y también pues las estrategias que nos han brindado me han sido muy útiles para mí.

R: **¿Cuáles consideras son los aspectos positivos y negativos de las clases que has tenido con nosotros?**

P2: Bueno los aspectos positivos serían que ustedes nos incentivan a poder hablar, ¿sí? trayéndonos, por ejemplo, las sopas de letras y las diferentes actividades como las fábulas y las historias para así motivarnos a que nosotros hagamos más didáctica nuestra tarea. ¿Y negativas?, sinceramente no tengo ninguna.

R: **De las observaciones que hemos hecho de las clases hemos notado que algunos chicos no hablan muy fuerte, como que entre los dientes. ¿A qué crees que se deba este fenómeno?**

P2: Yo creo que es porque no saben pronunciar dicha palabra, o no saben cómo expresarse, entonces pues como que uno se queda un poquito calladito, a ver si ustedes nos ayudan y podemos expresar mejor. El miedo a cometer un error.

R: **También se ha notado que al principio de la clase la mayoría de los estudiantes demuestran una actitud pasiva o reacia a participar, falta de energía...**

P2: Pues no sé. Eso siempre lo he notado en todas las clases que he tenido con ellos. Es que son muy tímidos y no les gusta participar. Más que todos ellos se limitan es a escuchar.

R: **¿A qué crees que se deba eso?**

P2: No sé. De pronto porque algunos no les interesa. O a otros no les gusta hablar así en público.

R: **¿Has seguido utilizando las estrategias que se vieron en las clases o las has comentado con tus compañeros?**

P2: Pues, en el momento en el que tenemos las clases con ustedes, pues sí, algunas veces. Pero así en la clase de inglés pues no, pues porque estos días hemos tratado otras cosas. Igual pues yo no las he usado, y con mis compañeros tampoco, pero creo que son muy importantes.

R: **¿Las has usado, digamos en fonética?**

P2: En fonética no, porque casi no nos hacen hablar así, todo es como teoría, como muy preciso, como muy exacto, entonces no creo que tengamos que usarlas.

R: **¿Qué expectativas tenías de las clases antes de que empezaran y se cumplieron esas expectativas?**

P2: Pues yo creo que sí. Yo esperaba algo así como didáctico y una manera como más amena como para que nosotros aprendamos esa serie de estrategias. Y sí, creo que si cumplieron mis expectativas.

R: Otro de los aspectos que hemos notado durante las clases es que después de una actividad de speaking, cuando el profesor les pregunta sobre la actividad se limitan a responder con respuestas cortas o a no dar mayor información. ¿A qué crees que se deba eso?

P2: De pronto porque no entendemos o porque no escuchamos muy bien o no sé, nos falta más expresión oral.

R: ¿Qué sugerencias tienes para mejorar el proyecto?

P2: No sé, como colocar más estrategias, más estrategias de las que ustedes nos han enseñado. Faltaría un poquito más, pero Tienen muy buena pedagogía, saben bien explicar, se les entiende todos muy bien, y toman los puntos clave en orden.

R: ¿Y en cuanto a los materiales que se usaron?

P2: Ahh no, me parecen excelentes, una didáctica muy buena porque uno a veces si lo ponen ahh no apréndase todo este montón de vocabulario y úselo en tal, uno no lo toma tan enserio como esa manera.

R: ¿Cómo te sentiste durante las clases?

P2: Pues yo me sentí muy bien, normal, los veo a ustedes como compañeros míos no se aunque tengan muchísimo estudio. Pues no, me sentí muy bien con ustedes. En confianza.

R: ¿El hecho de sentirte en confianza te motiva a hablar más, a no preocuparte por los errores sino como más free?

P2: Si es un punto muy bueno, porque uno a veces cuando alguien, alguna persona si, lo hace sentir a uno incómodo, uno obviamente no va a hablar o dice cosas malas que de pronto no las quiere cometer o nunca las comete, pero en ese momento como que esa persona hace que uno se impida, impida el proceso de speaking.

APPENDIX K. THIRD INTERVIEW TRANSCRIPT

R: Con respecto a las clases que tomaste de estrategias, ¿si te parecieron útiles?

P3: Muchas veces eran como aburridas porque nos faltaba como movimiento. Yo digo que más bien como participación de nosotros. Pero me parecieron útiles porque es una forma de uno casi obligadamente a practicar speaking que es lo más difícil.

R: Comparándolas con las clases del semestre pasado, ¿sientes que hubo novedad?

P3: Pues yo digo que al practicar uno más, uno mejora un poquito y aprende uno nuevo vocabulario, y eso fue lo que más aprendí yo en las clases, vocabulario; entonces me parece que si hubo un avance.

R: Entonces aspectos positivos para ti fue el vocabulario. ¿Algo más para destacar?

P3: Por ejemplo, también cuando no se describir, a simplificar oraciones. Como por ejemplo darse uno como espera, no se lo que uno decía *let me see*, entonces ese tipo de cosas como que ayuda.

R: ¿Y negativos?

P3: Negativos, yo creo que fueron muchas veces las clases un poquito como aburridas, nadie como que quería participar, entonces eso fue como lo maluco, y a veces tocaba como escribir mucho, no sé, entonces eso fue lo otro.

R: ¿Qué piensas que de pronto se da en esos momentos como que no querían participar?

P3: Porque uno, habían unos ejercicios que eran muy largos, y se supone que eran como para practicar y que se mostraran de una vez los resultados. Entonces como que uno ahí, esperándolos, era un poquito como cansón.

R: Bueno, todo lo que vieron en las clases de pronto, ¿si te aportó algo? ¿Lo utilizas en las clases o con tus amigos?

P3: Si, yo creo que sí. Si aportó, porque por ejemplo uno va perdiendo el miedo ya a hablar porque ha practicado más, y aparte toda la práctica a uno le ayuda mucho.

R: Hemos notado en las observaciones que ustedes al inicio de las clases se muestran muy reacios, ¿a qué se debe eso?

P3: Pues la verdad en todas las clases ellos son así. Yo creo que es como para que no le pregunten a uno. No sé, la verdad yo no creo que exista una razón; es como miedo a hablar. Pero al principio, pero igual, en el grupo no hay ninguno así que lo haga sentir mal a uno porque se equivoque o algo, entonces no significa que se deba a eso.

R: Otro aspecto que notamos fue el hecho de que nadie habla duro, ¿a qué crees que se deba eso?

P3: Yo creo que es inseguridad, porque uno puede que la pregunta o la respuesta la tenga correcta, pero uno no está seguro de que así sea; entonces le da como miedo y baja el volumen de la voz. Yo creo que es eso, es miedo, inseguridad.

R: Antes de tomar las clases, ¿qué expectativas tenías?

P3: Yo pensaba que iban a ser un poco más rápidas, más dinámicas. También yo creo que es culpa de nosotros porque no fue la participación; pero si esperaba que fuera como más práctico. Pues si fueron prácticas, pero eso ya uno lo sabía pero no que se llamaban así.

R: Otro aspecto dentro de clase, cuando el profesor les pregunta algo, todos se limitan a dar respuestas monosilábicas, cortas, con pocos detalles. ¿A qué crees que se deba eso?

P3: Yo creo que es eso, miedo a que uno le quede mal; y entonces uno no, no lo voy a hacer, porque no quedó bien la gramática. Entonces eso le da a uno como inseguridad y no lo hace. Simplemente se limita a responder lo que le preguntan.

R: ¿Solamente a eso?

P3: Pues a mí me parece que sí porque por ejemplo, cuando nosotros estuvimos haciendo un ejercicio de que era nosotros el jurado, el profesor el abogado y dos compañeros como los culpables, entonces uno pues, yo estaba escribiendo las preguntas que les íbamos a hacer y ellos por ejemplo proponían preguntas y no se fijaban en la gramática. Pues no ayúdenme con la gramática y no eran capaces. Si era un ejercicio así que era escrito y más o menos hablado en español, porque a la hora de hablar inglés me imagino que ya debe ser más difícil, porque ya usted está como expuesto ante todos.

R: ¿Qué crees tú que hubiera sido una buena técnica por parte del profesor para incentivarlos, que se puede sugerir como para darle esa velocidad al estudiante?

P3: Yo creo que ejercicios más cortos, y entonces así se muestran como más rápido los resultados y entonces se pueden hacer más actividades, se puede practicar mas. Entonces ya es como más movido.

R: ¿Considera que el número de clases fue el apropiado?

P3: ¿Pues la verdad fueron como seis, siete? Y a mí me parece que sí porque sirvieron. Fueron poquitas pero fueron útiles. No es necesariamente tomar como en inglés, diez horas a la semana, sino que hay que saber cómo hacerlo.

R: ¿Y cómo te sentiste durante las clases?

P3: No sé, como me siento en inglés. A veces un poquito nerviosa porque uno se siente expuesto a hablar, pero no sé, yo digo todos estamos aprendiendo, todos somos humanos y nos podemos equivocar. Si a alguno no le gustó, que pena yo estoy aprendiendo. Entonces uno también tiene que mirar eso que uno es parte de un proceso, y que si uno se equivoca, reconocer que me equivoqué sin achacárselo a la otra persona o algo así. Si ella se equivoca, tratar como de ayudar.

R: Con respecto a los materiales que se utilizaron, ¿te parecieron adecuados?, ¿eran acordes como al nivel de inglés de ustedes?, ¿o fueron confusos?

P3: A mí me parecieron que fue bien, porque igual las fichitas y todos esos a veces a uno lo hacen pensar. Es que los ejercicios más simples, son a veces los más prácticos, y entonces no es necesariamente tanta cantidad de material didáctico sino el ejercicio como tal, lo que se quiera hacer con él. Es saber cómo usar lo que uno tiene a la mano.

APPENDIX L. FOURTH INTERVIEW TRANSCRIPT

R: Bueno, ¿piensas que las clases que hemos dictado han sido útiles y de qué manera?

P4: Pienso que si han sido útiles porque ayudan a expresar mejor, a tener una fluidez, a adquirir cada vez vocabulario para así expresarse, porque eso es a lo que importa; porque al uno expresarse si no tiene vocabulario no puede tener una fluidez.

R: ¿Cuáles consideras que fueron los aspectos positivos y negativos de la clase?

P4: Negativos, que por lo menos un par de veces las clases empezaron un poco tarde...bueno ... Ehh, positivos, no sé, se ven que son buenos profesores, y que positivos, a mi me han ayudado mucho en vocabulario y a la fluidez más que todo.

R: ¿Qué expectativas tenías antes de la clase? ¿Se cumplieron dichas expectativas?

P4: Pues yo creo que sí, porque uno espera llegar a un salón de clase, y que le den, y que uno demostrar, y que ve en el profesor que sabe, y que uno puede confiar para decir o mostrarle que uno tiene defectos o falencias en algunas actividades. O en algunos campos del inglés y poder tener como una comunicación, y no sólo miedo ante el profesor.

R: ¿Has seguido utilizando esas estrategias que tratamos de enseñarte en las clases o las has comentado con tus compañeros?

P4: Pues no las he seguido. Sinceramente no las he seguido. Pero, he tratado de utilizar aquellos que en el vocabulario. Si he utilizado algunos como son las sopas de letras, los crucigramas, para mejorar el vocabulario que es por lo que más tengo esa falencia.

R: ¿Y por qué crees que no las has utilizado, se te olvidan?

P4: Pues a veces es por pereza, y otras veces que no sé, uno empieza a hacer la actividad y le parece aburrido hacerlo uno solo y entonces uno dice no, entonces se aburre o comienza y ya no encuentra una palabra y le da rabia con uno mismo, y deja de hacerlo.

R: Por ejemplo, en clases de fonética o en inglés, cuando no sabes una palabra, ¿no tratas de utilizar algunas de las estrategias que vimos en las clases, o te estás quedando calladita?

P4: Pues sí, lo normal estoy callada. No busco así.

R: Hemos notado que algunos estudiantes hablan como pasito, o a veces hablan entre los dientes. ¿A qué crees que se deba eso?

P4: Pues más que todo, y en mi caso, es al miedo de ser corregidos; al miedo de cometer una "burralidad" y que todo mundo se burle de uno, y más si el profesor lo coge como este es el bruto de la clase y no le vamos a enseñar, o algo así. Entonces es como el miedo de que ante los demás no demostrarse que uno es bruto. Entonces uno habla bajito como para, entonces uno no se siente seguro cuando va a hablar; a veces es por eso es que uno habla entre los dientes para ver si otro le dice, sí, si está diciendo lo correcto.

R: También hemos notado que al principio de la clase, cuando va a empezar, ustedes se notan como que muy pasivos, como que no se sienten interesados en la clase. ¿A qué crees que se deba eso?

P4: Bueno, al principio más que todo uno se siente así porque no conoce la persona. No conoce que genio tenga, como califica, de acuerdo a que califica. Entonces uno se siente retraído por miedo al que le dirá el profesor a uno; y pues también en el caso porque las horas eran como tipo dos de la tarde, después de almorzar o en mi caso, entonces como que ni almorzaba entonces iba sin energías.

R: ¿Por qué pasa que cuando el profesor les pregunta, ustedes responden con respuestas cortas, o no agregan información?

P4: Pues no sé. Yo digo que vuelvo al miedo que se tiene a hablar, y también uno no entiende la idea, y todo más uno tiende o el estudiante tiende a decir lo primero que se viene, o lo más fácil que puede decir, y no trata como a uno mismo darse a complicar, a dar más información. Creo que es eso.

R: ¿Cuáles sugerencias tiene para el proyecto?

P4: Primero, más puntualidad y demostrarles que pueden ser un amigo más de los estudiantes.

R: ¿Qué sugerencias tienes con respecto al material que se utilizó?

P4: Pues yo pienso que lo que utilizaron era bien. Porque tampoco se pueden ir a más gráficos porque no somos niños, ya somos grandes. Entonces como que más “activaditas”. Entonces que “mamera” nos tratan como escueleros. Entonces yo pienso que es bien, y antes exigirnos un grado de dificultad, porque estamos en la UIS y pero para que, acá vamos a salir súper bien. Como que un grado más de dificultad como para hacerlo mejor.

R: Con respecto a eso de la dificultad, ¿los materiales si les daban esa dificultad para que ustedes se esforzaran?

P4: Pues sí. Yo creo que estaban como bien, pero pienso que podrían hacerlo un poco más difícil porque tengo que ir, porque me hace falta esto, porque esto es difícil, y que se note la diferencia de un nivel de inglés intermedio, pre-intermedio que se da en la carrera, a un inglés uno. Pienso yo.

R: ¿Cómo te sentiste en el desarrollo de las clases?

P4: Pues yo pienso que bien, porque pude realizar las actividades, y me hice entender, y pude perder un poco el miedo al hablar y entrar en confianza con diferentes personas.

APPENDIX M. INTERVIEW TO THE ENGLISH TEACHER TRANSCRIPT

R: De las observaciones que hemos hecho de las clases de inglés hemos notado que algunos alumnos hablan muy pasito, ¿a qué crees que se deba ese fenómeno?

T: El hecho que los alumnos hablen pasito responde a varias circunstancias. Primero el tono de la voz natural de la persona. En algunos casos hay personas que hablan con un tono de voz más alto y otros más bajito, especialmente las mujeres tienden a tener un tono de voz más bajo. Yo creo que es más por la inseguridad de pronto ellos creen que si hablan más pasito no les van a escuchar sus errores. Pues en mi caso lo que yo intento hacer es reforzarles esa confianza en ellos mismos y en lo que ellos dicen, sea bien o mal lo que están usando son sus propios medios de expresión. Yo creo que es un problema generalizado.

R: ¿Has visto el mismo problema en otros grupos?

T: De hecho es por eso que esa estrategia que tengo de hacerlos repetir o preguntarle a los demás si los han escuchado lo hice porque el semestre pasado también veía que pasaba. Y sobre todo pasa en los primeros semestres, eso es parte del primer estadio en el que ellos se encuentran que es la parte intermedia, ellos pueden decir cosas pero aún les hace falta un poquito más de seguridad para decir las sobre todo en los primeros semestres, yo creo que primero y segundo e incluso hasta en el tercero se dan esos casos. Pero si es importante eso, hacerles ver que no importa que se equivoquen, porque yo creo que esa es una de las razones por la que ellos no hablan. Además me he dado cuenta que alrededor hay demasiado ruido, entonces lo que yo les pido es que empleen un tono de voz más alto si quieren que los demás los escuchen a pesar de ese ruido de fondo.

R: Otro aspecto que hemos observado es que al principio de las clases o algunas veces en transcurso de las mismas, los estudiantes se muestran muy pasivos, muy reacios a participar, como con falta de energía. ¿A qué crees que se deba eso?

T: Yo creo que eso es natural en el ámbito universitario sobre todo con estudiantes que llegan después de otras clases o simplemente en un salón donde no tienen tanta confianza, porque ellos vienen de otros cursos y la tendencia natural es que ellos se hagan en los grupos que ya vienen creados, sobre todo al principio yo creo que es difícil que ellos suelten un poquito. El problema es de integración mientras ellos aprenden a convivir, entonces ahí también hay una estrategia que es hacerlos trabajar con gente con la que no han trabajado antes. Eso es una motivación para que a larga o a mediano plazo ellos suelten un poco más y que muestren un poquito más de entusiasmo. Pero yo creo que la participación siempre va a ser así, yo creo que es natural. Lo que yo trato siempre es manejar un poquito el humor en las clases, que las clases no sean aburridas, por lo menos hacerlos sonreír un poquito.

R: Hemos notado que a la hora de hacer retroalimentación de los ejercicios en los que ellos tienen que compartir información y hacer preguntas, los estudiantes se limitan a dar respuestas cortas o a decir “yes/no”. ¿Por qué crees que se da eso en los estudiantes?

T: Si eso es algo que yo he estado notando, ellos hacen el uso mínimo del lenguaje para comunicarse. En este momento estoy buscando actividades en las que ellos tengan que soltar un poquito más que un “yes” o “no” o una o dos palabras y salió. He estado tratando de utilizar otras actividades como “role plays”, donde ellos tengan que preguntarse o completar espacios y ese tipo de cosas que definitivamente hacen falta.

R: ¿Pero a qué crees que se deba que utilicen monosílabos al momento de contestar?

T: De pronto un poco más de trabajo por parte del profesor. Es necesario como empujarlos, a veces ellos necesitan verse en el agua para empezar a nadar, entonces falta un poco más de

trabajo ahí. Por parte de ellos, yo creo que se debe a que desconocen la estructura o no están familiarizados con ciertas estructuras que les permitan producir oraciones o producir frases que sean más largas.

R: ¿Has notado una mejoría en la producción oral de los alumnos?

T: Yo creo que en un par de casos, no diría que del todo el grupo, pero si en algunos casos. Por ejemplo en el caso de X, ella intenta participar más porque al principio si no le preguntaba nada se quedaba callada toda la clase, ahora es una de las que toma la iniciativa.

R: Con respecto a las actitudes de los estudiantes en cuanto a la lengua y a la cultura, ¿qué podrías decirnos en cuanto a eso?

T: Pues yo creo que todos los estudiantes bueno la mayoría tienen como un interés por aprender, tienen el interés de aprender estructuras nuevas. En el caso en el que se introduce un tema o vocabulario nuevo, lo toman bien y se les ve el interés de aprender. Entonces yo creo que tienen que tienen una buena motivación. Hay un par de casos en los que el estudiante llega a sentarse y hace lo que se le pide y no da más. Pero en general, el grupo se ve motivado.

R: En cuanto a las emociones de los estudiantes al momento de participar en actividades comunicativas, role plays cuando usted les pregunta, ¿has notado nerviosismo, inseguridad, seguridad?

T: Lo que pasa por ejemplo con los role plays es que ellos tienen que desplazarse, y ellos son reacios al movimiento. Yo creo que eso es normal en los universitarios, ellos quieren quedarse sentados en su silla y que nadie los mueva. Sin embargo, uno trata de hacerles ver que si necesitan moverse. Pero emociones... en algunos casos quizás timidez, pero lo que pasa es que ellos trabajan con la ley del menor esfuerzo entonces quieren lograr los objetivos de la actividad haciendo el menor esfuerzo posible. En una actividad que hicimos, no se si ustedes la estaban observando, ellos tenían que interactuar con los demás y completar un cuadro, pero lo que hicieron fue terapia de grupo en vez de preguntar individualmente e interactuar con cada uno de los compañeros. Uno trata de llamarles la atención pero uno no puede decirles así no se hace o prohibirles.

R: ¿Cómo ves el nivel de inglés del grupo?

T: Hay grupos de grupos. Este grupo lo recibí con un mejor nivel de desarrollo oral. El semestre pasado tuve un grupo un poco más difícil que este, y ellos tenían sus habilidades pero el nivel de entrada era levemente inferior al grupo que tengo ahora. Por eso les pregunte que quien había sido su profesor anterior porque note que si había habido trabajo en el área de producción oral. Eso también depende de otros factores porque hay estudiantes que vienen con mejor nivel.

R: ¿Si ha notado que los estudiantes están utilizando las estrategias comunicativas en las que se enfocaron las clases que les dimos y que usted ya conoce?

T: No puedo decirles si todos los estudiantes están utilizando estrategias comunicativas. Pero si ha habido algunos casos en los que la han utilizado.

R: ¿Tienes algunas sugerencias para el proyecto?

T: Esta clase de proyectos es muy buena porque ayuda a los estudiantes a mejorar su nivel de inglés y a tener más confianza en el momento de hablar. Por esa razón sería bueno que fuera por todo el semestre.

