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SEMINARIO DE TÍTULO

PERCEPTIONS OF 11TH GRADE STUDENTS IN RELATION TO THEIR ORAL SKILL DEVELOPMENT THROUGH TASK-BASED LEARNING IN ACADEMIA DE HUMANIDADES SCHOOL.

SEMINARIO DE GRADO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN Y AL TÍTULO DE PROFESOR DE EDUCACIÓN MEDIA EN INGLÉS.

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ABSTRACT

This investigation aims to obtain the perceptions students have about their speaking skill. An intervention of a of a task-based learning activity was conducted in order to strengthen and encourage a meaningful and motivated learning process in the classroom to develop the students' speaking skills in the target language. The research was implemented at the Academia de Humanidades School, where the sample selected were nine students of eleventh grade, female and male, between sixteen and eighteen years old. The data collection method was a structured interview applied to each student before and after the intervention. The data results obtained showed that the students' perceptions were, as thought, that the task they made helped them to improve their spoken English, since they had learnt vocabulary, how and when to use it, and the correct pronunciation; and because it helped them to feel confident at the moment of speaking English. It was also shown that this investigation they went through was meaningful, since it made them feel important, considered and protagonists of their learning process.

RESUMEN

La presente investigación busca principalmente conocer las percepciones que los estudiantes tienen de su habilidad oral. Para tal efecto, se realizó una intervención basada en metodología de tareas (Task-based) que apuntó a fortalecer un ambiente de aprendizaje significativo en la sala de clases, para desarrollar así su expresión oral en la segunda lengua. La investigación fue implementada en el Colegio Academia de Humanidades, donde la muestra seleccionada fue de nueve estudiantes de tercero medio, tanto hombres como mujeres, entre las edades de dieciséis y dieciocho años de edad. El método de recolección de datos fue la entrevista estructurada a cada estudiante, antes y después de la intervención realizada. Los resultados obtenidos muestran que las percepciones fueron, tal como era esperado, que la actividad les ayudo a mejorar su inglés hablado, ya que aprendieron nuevo vocabulario, cómo y cuándo usarlo, y la forma correcta de pronunciar; y además porque la actividad ayudó a que los estudiantes rompieran algunas barreras que les impedía sentirse cómodos y seguros al momento de hablar inglés. También pudimos observar que esta investigación de la cual los estudiantes participaron, fie significativa en la medida en que los hizo sentir parte importante y protagonista dentro de su proceso de aprendizaje.

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CHAPTER I

INTRODUCTION

1.1. Introduction

According to our personal experience in the classrooms, students struggle when they need to express themselves with others and especially in a foreign language, where most of the classes, if not all, were based on grammar instruction and the teacher did not complement by developing other skills that could facilitate learning.

This investigation deals with the implementation of a task-based learning methodology to encourage the students' speaking skill while gathering their perceptions of their own speaking ability. Therefore, this study addresses three main topics: perceptions, the speaking skill and task-based learning methodology, which we believe to be useful at the moment of teaching skills such as speaking.

The procedure we followed in our research was to select nine subjects and find out their perceptions of their oral skill after conducting a speaking task. In order to gather this data, the students answered an interview before the intervention and another interview after the intervention. In order to find out if the perception of their speaking skill had changed, we analyzed the data using a content analysis procedure.

We conducted this investigation based on the major problem we have experienced in our professional practices, which is the little emphasis given to the oral skill, leaving it almost void, while grammatical content is taught in every class. That is why we believe it is so difficult for students to speak in a second language.

1.2.   Goals / Objectives

The general objective that this study seeks to achieve is:

To obtain the perceptions the students have about their own speaking skill development in a Task-Based Learning method.

The specific objectives that derive from the main objective are as follows:

(i)   To asses oral production in school context.

(ii)   To help students improve their self confidence in speaking English during classes, in a school context.

(iii)   To implement a task-based learning unit of study in order to engage students in developing their speaking skill.

1.3.   Comprehensive Hypothesis

The perceptions of the students about their speaking skill will show they felt influenced by shyness and embarrassment at the moment of speaking English.

The perceptions of the students after working on the TBL method will show they felt confident after working in a real context and practiced their speaking skill.

1.4.   The Research Problem

Certain aspects seen at the initial stage of this research indicate that among the teachers some concepts about the use of language skills remain oblivious. The lack of emphasis on reinforcing the speaking ability is obvious. The institution does not give

the students enough opportunity to practice their verbal communication to maintain a conversation with another person in the foreign language making it impossible to communicate fluently and with confidence. The Chilean Ministry of Education (MINEDUC henceforth) states that 'Las actividades de expresión oral que enseñan funciones del idioma en forma explícita y que son significativas para los estudiantes, los ayudan a resolver tareas comunicativas de la vida real, les proveen estrategias de expresión y les dan además herramientas para poder hablar de acuerdo a una situación específica contribuyendo a disminuir la ansiedad que puede provocar el expresarse en otra lengua' (MINEDUC, 2013). From the above it can be appreciated that MINEDUC is aware of the importance of the ability, in theory, but that does not reflect in secondary classrooms, where the curriculum only focuses in elementary school. Anyone that has access to their web page can perfectly see that the program is only between 1st and 8th grade, leaving secondary curriculum without access to it.

With that being said, one of the reasons teachers do not reinforce the speaking ability is because the Ministry of Education does not provide the necessary tools to fully develop the skill, not even the minimal learning contents.

1.5.   Research Questions

The orientating questions were:

1. What are students' perceptions of their speaking skills in the English language?

2. Do the perceptions of students about their speaking skills change in a positive direction after experiencing speaking activities?

3. Does a task-based learning methodology contribute to the positive perception of students about their speaking skill?

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Introduction

In this chapter we examine the literature related to how speaking and task-based methodologies are implemented in the classroom; on the same line, we pay particular attention to how perception takes an important role in the classroom and students' learning.

In the context of Chilean Schools the teaching of speaking skills is almost void, this according to the Chilean Ministry of Education which does not consider it a fundamental component of the class, giving vocabulary and grammar major emphasis during the class. This results in poor speaking skills on behalf of the students at the moment of communicating in another language, because, according to Krashen, the goal of acquiring or learning a second language is 'the ability to communicate with native speakers of the target language' (Krashen & Terrel, 1983)

2.2.   Perceptions

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; but also allows us to act within our environment.

Take a moment to think of all the things you perceive on a daily basis. At any given moment, you might see familiar objects in your environment, feel the touch of

objects and people against your skin, smell the aroma of a home-cooked meal and hear the sound of music playing in your next door neighbor's apartment. All of these things help make up our conscious experience and allow us to interact with the people and objects around us. (Bargh, Chen, & Burrows, 1996)

Perception includes the five senses; touch, sight, hearing, smell and taste. It also includes what is known as *proprioception**, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

* One of the most important internal senses is called proprioception, or position sense. Proprioception affects our lives every moment of every day, and allows us to accomplish complex tasks that would otherwise be impossible. The sense is so fundamental to our functioning that we take its existence for granted. Proprioception allows humans to control their limbs without directly looking at them.

Human beings do not have a single organ for proprioception. Instead, the sense is processed by the entire nervous system as a whole. Inside every muscle and joint lie tiny meters called muscle spindles and Golgi tendons that constantly measure the amount of tension and degree of contraction. This information travels up a discreet highway in the spinal cord called the spinocerebellar tract, and makes its way to the cerebellum. The cerebellum accepts information from every muscle and joint in the body, and calculates where the limbs must be in space. The system is not perfect, but

gives a rough estimate to allow for basic task completion. We can use our vision to confirm limb position for more technically demanding tasks.

Like most physiological processes, proprioception can be improved with challenging practice, and can also be impaired by disease or disuse.

In social psychology, the term person perception refers to the different mental processes that we use to form impressions of other people. This includes not just how we form these impressions, but the different conclusions we make about other people based upon our impressions. (Bargh, Chen, & Burrows, 1996)

Consider how often you make these kinds of judgments every day. When you meet with a new co-worker, you immediately begin to develop an initial impression of this person. When you visit the grocery store after work, you might draw conclusions about the cashier who checks you out, even though you know very little about this person.

Person perception can be a very subjective process that can be impacted by a number of variables. Factors that can influence the impressions you form of other people include the characteristics of the person you are observing, the context of the situation, and your own personal traits.

People often form impressions of others very quickly with only minimal information. We frequently base our impressions on the roles and social norms we expect from people. For example, you might form an impression of a city bus driver based on how you would anticipate that a person in that role to behave, considering

individual personality characteristics only after you have formed this initial impression. (Bargh, Chen, & Burrows, 1996)

Physical cues can also play an important role. If you see a woman dressed in a professional-looking suit, you might immediately assume that she works in a formal setting, perhaps at a law firm or bank. Salience of the information we perceive is also important. Generally, we tend to focus on the most obvious points rather than noting background information. The more novel or obvious a factor is, the more likely we are to focus on it.

2.2.1. Social Categorization

One of the mental shortcuts that we use in person perception is known as social categorization. In the social categorization process, we mentally categorize people into different groups based on common characteristics. Sometimes this process occurs consciously, but for the most part social categorization happens automatically and unconsciously. Some of the most common grouping people use include age, gender, occupation and race.

As with many mental shortcuts, social categorization has both positive and negative aspects. One of the strengths of social categorization is that it allows people to make judgments very quickly. Realistically, you simply do not have time to get to know each and every person you come into contact with on an individual, personal basis. Using social categorization allows you to make decisions and establish

expectations of how people will behave in certain situations very quickly, which allows you to focus on other things.

The problem with this technique includes the fact that it can lead to errors and as well as stereotyping. Consider this example:

Imagine that you are getting on a bus, but there are only two seats available. One seat is next to a petite, silver-haired, elderly woman, the other seat is next to a burly, grim-faced man. Based on your immediate impression, you sit next to the elderly woman, who unfortunately turns out to be quite skilled at picking pockets. Because of social categorization, you immediately judged the woman as harmless and the man as threatening, leading to the loss of your wallet. While social categorization can be useful at times, it can also lead to these kinds of misjudgments. (Bargh, Chen, & Burrows, 1996)

2.2.2. Implicit Personality Theories

An implicit personality theory is a collection of beliefs and assumptions that we have about how certain traits are linked to other characteristics and behaviors. Once we know something about a cardinal trait, we assume that the person also exhibits other traits that are commonly linked to that key characteristic.

For example, if you learn that a new co-worker is very happy, you might immediately assume that she is also friendly, kind, and generous. As with social

categorization, implicit personality theories help people make judgments quickly, but they can also contribute to stereotyping and errors.

2.3   Speaking

We are aware that communication has been one of the most important factors that a society develops since it has been formed with cultures, identities and languages. Before writing, there must have been a way to communicate, which was through speaking, and because of that many of the testimonies and the culture that bodies them, told stories passed from generation to generation, and so on and therefore giving creation to different languages.

Nowadays, thanks to technological advances and globalization, we have better ways to reach other different cultures and their language, and it is for this reason that learning a language is now a great opportunity in every area of our lives. In particular English, which is in the top three of the most influential languages around the world and one of the most widely spoken (Aprender más., 2013) and we think that it is imperative to learn it and speak it.

Speaking a language is useful for communication all over the world. It is useful to express ourselves, say what we think, feel and to establish a conversation. In other words, without language there is no communication.

Language has 4 language skills: listening, speaking, reading and writing. These four skills are connected together; this means that one depends on the other.

'ESL curricula and text books around the world tend to focus, all too often, on just one of the four skills, sometimes the exclusion of the others.' Especially book-courses organize their topic according to one skill. (Brown, 2007)

The four skills are all connected to each other, and if a person who dominates the four of them becomes a well-rounded communicator able to produce ideas using correct structures, giving opinion or saying how they feel. According to this, Gillis (2014) says that 'The ability to speak skillfully provides the speaker with several distinct advantages'.

2.3.1. Types of Classroom Speaking Performance

Brown states that there exist six types of oral production that students are expected to perform in a classroom; Imitative 'a very limited portion of classroom speaking may legitimately be spent generating "human tape recorder" speech'. (Brown, 2007, p. 327) this kind of performance includes the production of sounds, which can be a sound of a vowel or intonation, where interaction has no importance.

Intensive performance 'goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language' (Brown, 2007, p. 329). Another type of performance of speech refers to short answers to questions or comments, which are initiated by the students or the teacher. 'Such speech can be meaningful and authentic' (Brown, 2007, p. 329), and it is called responsive. The fourth performance is transactional, 'conveys or

exchanges specific information, is an extended form of responsive language' (Brown, 2007, p. 329). On the another hand, the fifth performance is a type of dialogue that a student can have, which is interpersonal, but the difference with the previous one is that the 'interpersonal type carries out more for the purpose of maintaining social relationships than for transmission of facts and information' (Brown, 2007, p. 330). In this performance the author mentions seven factors that make this type of oral performance a little 'trickier' for learners. Those factors that the students can include in their speech are: causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and covert agenda. The last type of performance refers to those intermediate and advanced students that are supposed to give long or extensive monologues in a way of oral reports, summaries, or short speeches. 'These monologues can be planned or impromptu' (Brown, 2007, p. 330).

2.3.2. Variables to Consider at the Time of Speaking

As teachers we should consider these factors, since they could affect the students' development of their oral skill, as well as their performance and their ability. On the same line, teachers should take into consideration the following six factors (Brown, 2007) .

First language has always been an important variable at the moment of speaking a second language. Authors such as Kenworthy (1987) and Brown (2007) explain this phenomenon as native language: 'if you are familiar with the sound

system of a learner's native language, you will be better able to diagnose student difficulties.' Age: Learners before puberty have a great chance to "sound" like a native speaker especially in the case that if they continue in authentic context of the language. "Beyond the age of puberty adults will almost surely maintain a 'foreign accent'.

By the same way other authors such as Krashen, Long and Scarcella (1979) established 3 points about age in second language. The first one is "adults proceed through the early stages of second language development faster than children do (where time and exposure are held constant)". Secondly, "older children acquire faster than younger children, time and exposure held constant." And finally "acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults." (Krashen, Long, & Scarcella, 1979)

Harmer (2007) states that 'age is a relevant factor in what we teach and more important how we teach' because students have different needs, interests, competence and cognitive skill. It is supposed that 'children of primary age to acquire much of a foreign language through play, for example whereas for adults we can reasonably expect a greater use of abstract thought.' (Harmer, 2007)

The third variable depends on the time and the interest of the person who is learning English; this variable is called "exposure". 'If class time spent focusing on

pronunciation demands the full attention and interest of your students, then they stand a good chance of reaching their goals.' Brown also adds 'One can actually live in a foreign country for some time but not take advantage of being "with the people"' (Brown, 2007, p. 341)

Other variable that teacher should consider is innate phonetic ability referred to as 'having an "ear" for language'. To describe this variable the word "knack" is used, which means that the learner has the ability of the ear, to acquire the sounds, intonation and accent without problems. If a learner does not have this "knack" because it is difficult, 'they should not despair; with some effort and concentration, they can improve their competence' (Brown, 2007, p. 341).

The fifth variable is identity and language ego: "learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of − and not afraid of − the second identity that may be emerging within them" (Brown, 2007, p. 341)

The sixth variable is motivation and concerns for good pronunciation. Some students are concerned with the pronunciation of their oral production, as there are also some that are not, either because of lack of interest or motivation. There should be an intrinsic motivation to cover the items on this list, to achieve better development of language ability.

There has to be a concern for improving production. "You can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self-image and, ultimately from, in reaching some of their higher goals." (Brown, 2007, p. 341)

2.3.3. Problems with Speaking Activities.

Although the learning process in the English classroom will aim at successful oral practice, some problems have been detected when it comes to students speaking English. One of the difficulties may be due to inhibition because 'learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simple shy of the attention that their speech attracts'. (Ur, 1991)

In some cases students are not inhibited, and simply do not have to say what they are asked. Ur says 'you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking'. The following problem may complement inhibition, which is low or uneven participation 'this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all'.

The mother tongue is a problem that plays an important role at the time of speaking because this is more "comfortable" than a foreign language, with which they can expresses or give an opinion in a certain topic in a better way. 'If they are talking

in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language' (Ur, 1991, p. 121)

In addition to this point, Brown (2007) provides eight characteristics of spoken language that can make oral fluency difficult; one of them is Performance variables. We consider, under our experience, that it is one of the most characteristic problems in our students. 'One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena' (Brown, 2007, p. 326). At the moment of the process of thinking at the same time than speaking, there exist different types of 'performances': hesitations, pauses, backtracking, and corrections, and also 'learners can actually be taught how to pause and hesitate' (Brown, 2007, p. 326). The "thinking time" in English is not silent, a 'filter' can be added, as Brown calls them, which are "uh", "well", "you know", "I mean", "like", etc.

2.3.4. What the Teacher Can Do to Solve Some of the Problems

There are four alternatives to solve problems that Ur (1991) mentioned in the previous point, which can be very helpful at the moment of being in a difficult situation with learners' oral production issues.

Firstly the use of group work, this technique facilitates students' expression, meaning that people will be with confidence, a situation where there will be less inhibition and talk a higher amount of English, more than you would in front of an

entire class. Ur adds to this that the teacher will have less time to pay attention to the learners' speech, in that way the teacher will not be able to correct any mistakes that students have. Other point that can solve a problem is basing the activity on easy language; higher level of English that the learners already have, is not necessary to establish a discussion in class, rather it takes a lower one; 'it should be easily recalled and produced by the participants, so they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts' (Ur, 1991).

A third one is making a careful choice of topic and task to stimulate interest. Every student is different in many ways; they have different opinion and likes 'on the whole, the clearer the purpose of the discussion, the more motivated participants will be'. The last point has to do with the importance of keeping students speaking the target language. If students are working in groups there is a possibility that some students do not speak in the target language, thus Ur (1991) recommends appointing a member of the group as the monitor, which will be tasked with all students in the group using the target language, giving a report of what happened to the teacher.

This author adds 'the best way to keep students speaking the target language is simple to be there yourself as much as possible, reminding them and modeling the language use yourself' (Ur, 1991).

2.3.5. Successful Oral Fluency Practice

Oral practice has several characteristics that can make it successful. One of those characteristics is, for example, the participation of the student, and it could be successful if the learner talks extensively through the class. But what happens most of the times in a classroom of second language, is that the teacher talks during the whole class without giving time to students to express their ideas, opinions and doubts. This point is connected to the second one, which is about the participation of the students and the teacher who must be even between them. 'Classroom discussion is not dominated by minority of talkative participants', so teachers should not ignore those students who speak less for those who are more talkative; that way there will be a better skill development equally for all of them. And if a teacher mixed up the first two points they can be linked with the third point, because if a teacher pays attention to the interests and needs of the students, also giving them the opportunities to participate during the class, there will be a higher motivation which is the third point: 'learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute achieving a task objective' (Ur, 1991, p. 120).

2.4.   Task-Based Learning (TBL)

A task is a piece of work to be done, especially one done regularly, unwillingly or with difficulty (Cambridge University, 1995). A task can also be 'a piece of work imposed, exacted, or undertaken as a duty or the like' or 'a portion of study imposed by a teacher' (Oxford University, 2005). A task can also be defined as 'any activity that learners engage into further the process of learning a language' (Williams, 1997). In addition, a task can be considered as a range of learning activities 'from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or stimulations and decision making' (Barren, 1997).

The TBL framework aims at giving the learners ample scope to experiment with the learners' spoken and written language. Willis (1996) advocates for less continuous monitoring of the learners' spoken language as this impedes the fluency of the learners though sometimes it is necessary to correct the errors. She emphasizes on the learners' knowledge to know the distinction of private and public use of language, i.e. when to be free in using a language and when to be accurate. To gain accuracy in using a language she agrees with the habit of reading extensively, though it has limitations as it does not ensure the accuracy of spoken language, rather it helps listening. 'People of all intellectual abilities can successfully learn another language' if natural learning conditions are recreated in the classroom with the help of high quality teaching environment (Willis, 1996). We realize that exposure to and

involvement with the target language are important irrespective of age factors. Research shows that extrovert learners usually learn faster than the introvert learners as they take risk which proves that personality, learning style and strategy differences as different learners may play a role in language learning.

The TBL framework favors the learning style of the holistic learners, though learners who have learning difficulties may also be accommodated using the TBL framework in a different way.

Willis asserts that a learner 'can learn to speak a foreign language quite well without lessons' (Willis, 1996). By being exposed to real-life situation learners achieve the language ability which can satisfy their needs. In a controlled learning situation, learners may be motivated, but they are strongly motivated if they receive a great amount of exposure to the target language. Thus, we agree that controlled classroom instruction is not a prerequisite for language learning.

Willis summarizes the TBL framework with three main topics (Exposure, use and motivation) which are the essential conditions and instruction to this task-based learning process.

2.4.1. Exposure

Exposure involves an acceptable comprehension of meaning and the conscious observation of other people's use of the target language in reading and speaking. Learners isolate words and phrases understanding the meanings and usages

during their exposure to the target language. 'It is only when such features are noticed, processed in the learner's mind and understand that they are likely to become part of their internalized language system' (Schmidt, 1990).

Some language teachers feel the necessity of using supplementary course materials observing the unsuitability and limitations of the prescribed course-books. In selecting supplementary course- materials the variety, grade and quality of both the language in the selected materials and the learners' language status must be considered. The course-book and materials must ensure the possible end-of-course objectives (of learners) and the independent open use of the learning by the learners at the end of the course. These should motivate them to make use of their exposure to the target language and use the resources outside. By selecting various authentic types of exposure, for example, face-to-face communication in a one-to-one situation or recorded communication through radio or television, learners can be expected to be able to control the flow of the language that suits their level of understanding, though in some cases such materials lack the representation of natural language use for the sake of authenticity.

As exposure to the language is crucial, strategies should be adopted carefully so that learners are exposed randomly. Reading and listening are two different ways to be exposed to the target language. Reading must not reduce motivation. Sometimes readers are found struggling with words trying to know and match the dictionary meaning. By doing so, they lose the speed and ultimately feel frustrated. The teacher

should give the notion to the learners that knowing and using the lexical meaning of every individual word is not very necessary to understand the context, rather the contextual meaning is much more important sometimes. So reading exercise should be done at ease targeting the satisfactory exposure to the target language. Similarly listening materials may also create some confusion among the learners.

Sometimes learners may face more trouble as they cannot replay a TV or radio program. But it should be noted that by trying to listen to the same thing time and again, they are lagging behind the real-time exposure. In reality, it does not usually happen. So the best thing to do here is to take the risk of being misunderstood and to use the context to get the information or back that seemed to be difficult or lost. Thus, in case of both reading and listening, carefully designed tasks on well-chosen texts can help learners to come out to solve these confusions and to be motivated to proceed with the level of understanding they have gained so far. Moreover, learners need to be able to improve their reading and listening skills gradually. The TBL framework can be used flexibly to facilitate learners to make the best use of their exposure.

Recording tasks provide samples of everyday interaction and thus learners get experience of real life spoken language and opportunities to use the language themselves. Moreover, they get the necessary confidence by comparing the recordings with the language used by the fluent speakers of the target language. On the other hand, by interviewing people, learners become motivated to continue

developing their language skills with a firm confidence that they too can achieve the level of the fluent speakers of the target language. Different studies, especially studies in a country like Bangladesh, where a classroom is the basic source of exposure, these types of tasks are found to be satisfactory.

2.4.2. Use

Through exposure learners get the necessary input and through the use of the target language learners are pushed to get the expected output. The expectation is the core motivation in the sense as this motivation prepares the learners to take in what they read or hear more consciously and thus they can process the input more analytically and notice the useful features of the target language. Ellis defines interaction as 'sharing similar linguistic needs between participants of equal linguistic status and making an effort to communicate each other' (Ellis, 1994). Here meaning negotiation is inhibited as the role relationship is asymmetrical. Ellis finds that some other factors that influence interaction, except status, are the nature of the task, characteristics of participants and participant structure. At present, it is believed that language learning emerged through interaction and negotiation for meaning as language processing is considered a vital element in language acquisition. Thus interaction plays a role in language learning as during negotiation works, the learners' attention is concentrated on the discrepancy between the linguistic knowledge of him or herself and the fluent language user and consequently s/he gets a chance of modification. However, interactional perspective has some restrictions too.

By providing technological aids, software and realia in the classroom, even traditional textbooks and exercises like drills would be beneficial and promote language learning. Willis points out, 'learners need opportunities to communicate what they want to say and express what they feel or think' (Willis, 1996). Through verbal communication learners get scope to hear and recall what they hear and to use the language they know and also to modify if necessary. It greatly helps the learners with deficiency and less confidence to build up a supportive and stress-free atmosphere that inspires risk-taking which is an essential strategy to gain the satisfactory fluency in the target language. Willis says that through the use of language verbally learners acquire the range of discourse skills they need to continue their oral communication and to manage the level and kind of input they receive (Willis, 1996). Thus, they gather skills to open and close a conversation, to interact and turn-taking, to organize the discourse in advance and finally to reach to an agreement cooperatively and to shift the topic. These skills encourage the learners to acquire the language faster and more efficiently.

Therefore, the use of language through tasks prepares learners to make free and meaningful use of the target language. But it should be remembered that while using the language, they should not be stereotyped to written form of the language as there is stylistic and strategic difference between spoken and written languages. The teacher should design the tasks to familiarize learners with these differences.

2.4.3. Motivation

The third essential condition students need is motivation to learn, motivation to process and expose what they receive, and motivation to use the target language as often as possible, in order to benefit from the exposure and use' (Willis, 1996)

The TBL process can motivate learners to a particular subject or point that may not continue for a long time automatically. So, learners can be involved with easier tasks at the beginning level such as making new friends and socializing among others, which usually require less time and effort. Teachers can motivate learners by selecting topics and activities that they may find easier and interesting. Students get more motivation through success. If they see that they can accomplish the tasks given to them easily and these tasks are really helpful to satisfy their needs in the target language, they will be motivated durably and will look for more tasks. Now the teacher can set a higher goal and facilitate them to reach that goal. Thus, teachers can help students to be more confident users of the target language. Teachers should select the tasks considering the age levels and the language status of the learners. Teachers can participate with the learners' language use just as a facilitator or benign floating source in the classroom so that learners get useful help to practice the tasks spontaneously.

Through exposure, use and motivation learners' command on the target language is sure to improve to a great extent.

2.5   titulo (pónganle nombre, porque no sé cómo indicar que no es lo mismo).

Based on the data we have gathered we strongly believe that the topics presented are very important as part of the students' development.

The students must develop all of their abilities equally and not leaving any of them out like we have seen in the classrooms. The oral skill should be considered in depth especially for students to have a better communication in the target language.

This leads us to use more teaching methodologies like the TBL methodology which makes the learning process more meaningful for the students. With this we have the certainty that they will feel more interested in the target language and it will encourage them to want to learn it.

We have perceived that the students consider the English subject to be boring despite of knowing it will help them in their future.

Based on what we said earlier, we consider that the students' perceptions is a big part of the course of a class and the students' learning process because they limit themselves to do activities depending on what the activity is about. That is why we consider it is important to look for new methodologies to achieve the students' best learning.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1   Paradigm and Methodology

Out of the three major paradigms in research namely positivism, interpretivism and critical theory, this study is immersed in the theoretical perspective wherein the human world is socially constructed and the nature of knowledge and, therefore meaningful reality, are constructed in and out of interaction between humans (Wilson, 2009) It is underpinned in an interpretative paradigm in that the researcher relies on the participants' views of the phenomenon studied and thinks of the world as a highly complex and ambiguous reality, where multiple individual realities coexist. The study puts forward research questions and attempts an explanation of a particular phenomenon by focusing on participants' perspectives, their meanings and their subjective views (Creswell, 2003)

As far as methodology is concerned, understood as the overall approach to the research design, this study seems to be more readily aligned with a qualitative methodology since it aims at gaining a deeper understanding of the phenomenon through the analysis of the participants´ feedback conferences and structured interviews. The ultimate goal of such type of research does not seek to quantify the results through statistical summary or analysis, rather, it aims at analyzing the results in light of the presence or absence of certain categories.

3.2   Methods

Methods are to be distinguished from methodologies since the former deal with the instrument the researchers use in order to gather the data. In this study the instrument used was a structured interview.

Interviewing is a way to collect data as well as to gain knowledge from individuals. Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation (Bhamani, n.d.) As the literature suggests there are broadly speaking four types of interviews, namely structured, semi-structured, unstructured and non-directive.

In this study, the structured interview was preferred on the grounds that the instrument gathers data using a common format, which simplifies the process of analysis, coding and comparing the data. In addition, due to the relative inexperience of the researcher, a detailed interview guide helped conduct the interview. Although this type of interview introduces some rigidity to the interview, the aim is for all interviewees to be given exactly the same context of questioning.

It is important to note that the interview questions were based on the researchers' experiences and ideas to inquire real perceptions of students about the oral development in English class. From these questions created, six were selected by a staff of professionals, whom certificated that these were on straight same direction

the investigation aims to answer. Also, the questions were proven to be valid and reliable (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2006). The orientating questions were:

1. ¿Consideras que la expresión oral es importante para tu desarrollo? (Do you consider that the oral expression, or speaking skill is important for your development?)

2. ¿Te dificulta hablar inglés frente a tus compañeros y profesor? (Do you find it difficult to speak English in front of your classmates and teachers? – Is it difficult for you to speak English in front of your classmates and teachers?)

3. ¿Cuáles crees que son tus debilidades y fortalezas al momento de expresarte en inglés?

   (What do you think your strengths and weaknesses are at the moment of speaking English?)

4. ¿Crees que la implementación del proyecto que vamos a trabajar, te ayudará a mejorar tu expresión oral en inglés?

   (Do you think that the "reality show project" implementation, will help you to improve your speaking skill in English?)

5. ¿Cómo te sientes al interactuar oralmente en inglés en un equipo de trabajo?

   (How do you feel at the moment of speaking English in a team work?)

6. ¿Cómo calificarías tu expresión oral en inglés? Deficiente, Regular, Bueno, o excelente.

   (How would you qualify your speaking skill in English? Poor, Medium, Good, Excellent)

3.3   Procedure

The instrument used to gather information about pre task-based learning-project perceptions provided by students was a structured interview of six questions. This interview was conducted by two of the researchers to each of the nine eleventh grade students that collaborated in this study. The pre task based learning-project data were collected on different occasions, which were composed by three students of each class of the eleventh grades of the Academia de Humanidades. Three of the nine students were from the math class, three from the biology class and the other three from the humanistic class. The data were gathered during the month of October 2014 at the school, in the English classroom, where students were taken from their regular classes.

It is important to note that one English lesson before the interviews took place, the students were told and explained about the "project work" they were going to

make, in order to complete the unit of "reality shows" they had been covering during that month. The task-based learning work consisted in the recording of a chapter of an invented reality show the same students had to create. The objective of this activity was to apply the contents of "let", "make", "have to", "must" and "be allowed to", as modals of obligation and permission. Besides, the students had to include extreme adjectives as part of the unit covered. To start the project, the students had to design the reality, and state the rules (ten rules) for it. The very first lesson working on the "project", students had to hand a list of rules, related to the reality they were making in written, so the teacher was able to review them and hand them back, to be computer written, and handed on the presentation. Students had two weeks to make the chapter, record it, and be ready to present three weeks later.

Pre work interviews were made after the first lesson of work, once they had made their minds about what to do on the reality. For the purpose of this research, the interviews were sound recorded and described using a content description procedure. The interviews were made one by one, just between interviewer and interviewee.

When the work was finished, handed in and presented, the students had another interview. The same questions were asked in order to compare answers after the project work, using the same procedure: Same students, same questions, place and context.

3.4   Sampling

As known, 'Probability sampling, or random sampling, is a sampling technique in which the probability of getting any particular sample may be calculated. Non-probability sampling does not meet this criterion and should be used with caution. Non-probability sampling techniques cannot be used to infer from the sample to the general population' (Wikipedia, 2014). The sample of participants in this study corresponds to a probabilistic type of sample since participants were selected by random criteria. Within the subsidiary types of probabilistic samples, the type of sample used in this study is a representative group of students, since the researchers found 9 totally different and random opinions.

The power of the sample is large enough to allow the conclusions derived from this study to be generalizable to all three eleventh grades of the Academia de Humanidades, although through this sample, the study seeks to account for a phenomenon that might represent how it occurs in similar contexts. However, this research is not intended to nor does it pursue generalization.

3.5   Participants

As far as the specific sample is concerned, the nine students were six females and 3 males. All of them had been undertaking the high school education at the very same school. For the purpose of the research the students will be named as Student 1 to Student 9 (ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9 henceforth). Regarding

the context of the eleventh graders, all nine students were between 16 and 18 years old, and none of them has failed any grade.

3.6 Ethical Issues

As far as the ethical issues involved in the study is concerned, all the participants were duly informed about the nature of the study. They were reassured of the confidentiality of the information provided and that it would be used for strictly research purposes. The participants voluntarily agreed to take part in the research and were informed of their right to withdraw from the study at any time and for any reason.

3.7 Content Analysis

As a means of analyzing the data gathered in the answers of the interviews in this study, a content analysis procedure was applied.

Content analysis has been defined as a systematic technique for compressing many words of text into fewer content categories based on rules of coding. Content analysis enables researchers to shift through large volumes of data with relative ease in a systematic fashion. It also allows inferences to be made, which can then be corroborated using other methods of data collection. Content analysis can be a powerful tool for examining trends and patterns in documents but it extends far beyond simple word counts. What makes the technique particularly rich and meaningful is its reliance on coding and categorizing the data (Stemler, 2001).

This technique was applied in order to analyze the data in this qualitative study since it seemed the most pertinent because it enables the categorization of the data and simplifies the process of handling the information.

The first step consisted in reading the answers to identify categories based on the six questions in the structured interview. The second step consisted in reading the data again and classifying each statement made under one of the categories of analysis. Most of the data was incorporated into one of the categories; however, there were statements that were not included since they did not seem to correspond to any of the defined categories.

CHAPTER IV

DATA PRESENTATION & ANALYSIS OF RESULTS.

4.1   Results and Discussions.

In this section the data gathered is analyzed and discussed based on six categories of analysis that emerged from the interviews made before applying the task based learning-project. The six categories of analysis that intend to ultimately respond the research questions of this study are: (i) importance of speaking skill development (ii) difficulties on speaking English in front of other students and teacher (iii) strengths and weaknesses at the moment of speaking English (iv) perceptions about the help the task-based language work makes to students (v) feelings about speaking English in a teamwork, and (vi) qualification of students spoken English.

4.2   **Pre interviews**

Analysis of perceptions of students about their speaking skill, before applying the task based learning-project.

4.2.1   Importance of speaking skill development

According to the importance of the speaking skill development, ST1 said that the speaking skill is related to the way that people see each other. ST2 mentioned that it is important for travelling, while ST3 mentioned that living in society pushes us to communicate ourselves, and speaking is the most natural way of doing it. ST4 said that communication is one of the most important skills as humans. ST5 said it calls

people's attention, while ST6 said that it works to communicate with others, which is very important as humans who need the society. ST7 mentioned that in English is important because it helps with the pronunciation and self confidence, while ST8 said it helps on the formation of a person, and it is the way that what is known can be shown. Finally, ST9 said that speaking is the base of communication, and it is needed to develop a good message.

With respect to whether students think or not that speaking skill in general, in the mother tongue, or any other language, is important for them, every interviewed student agreed on that it actually. All students said it was important for them in several ways, but some of them mentioned that communication is one of the most important characteristics of the human being living in a society –which was said to be a necessity of the human race itself- and it was needed to be well developed. It was also mentioned that the speaking skill was a way that people could perceive each other, while others said that it was important to deliver a good and clear message to communicate in a proper way. It was said once or twice that it was needed on travels and to call people's attention.

4.2.2 Difficulties on Speaking English in Front of Other Students and Teacher

According to the difficulties, ST1 said that it was easy for being involved on the language by music or movies. ST2 said it was actually difficult because of

standing in front of the class and speaking was a challenging experience, and it is difficult to achieve a proper pronunciation, and ST3 agreed with the last, and also mentioned that one tends to get nervous when speaking in front of many people in a target language. ST4 mentioned that she felt comfortable about speaking English, since she had being involved on the language, but she felt the pronunciation was decreasing because no proper attention is paid to the English lesson. ST5 said that he found it difficult to speak naturally since the speech had not been studied. ST6 mentioned that it was not difficult because she did not find it difficult to speak in any circumstance. ST7 said it was difficult because of shyness and she had never been taught by parents or out of school. ST8 mentioned that in real situations it was easier to speak English than in a school context, where it was not difficult either. Finally, ST9 mentioned that in front of teachers it was easier since there was the certainty that it would be helpful, but that classmates used to make fun of mistakes.

In order to know if it was difficult for students to speak in English in front of their classmates and teacher there was not a pattern to follow, but some reasons were agreed. For some of them it was very difficult, and it was said it was because of shyness, fear or panic at the moment of speaking, feeling nervous about making any mistake or error, or because they may find it embarrassing. On the other hand, other students said that they did not find it difficult, because they felt pretty sure of their knowledge; they felt confident and relied on their own pronunciation.

4.2.3   Strengths and Weaknesses at the Moment of Speaking English

About strengths and weaknesses, ST1 mentioned that a weakness was to use more complex vocabulary and some problems at the moment of articulation of the words, while something strong was the knowledge of daily conversation, dialogues and reading. ST2 said that spontaneous spoken English was not achieved and it was a weakness, but she said that a good thing was to study speeches for classes. ST3 said that the weakness was to actually speak English, because of a confusion of tenses, connectors, etc, while the strength was to know the correct meaning of certain words. ST4 mentioned that a weakness was to think very much when pronouncing words, while something strong was being self-confident and have trained enough during life. ST5 said that it was difficult to express ideas, because did not know how to join words and sentences, and a strength at speaking English was studying a lot for speaking assessments. Then, ST6 mentioned that she felt afraid of misspelling some words, while she felt comfortable trying to speak because ideas came fast to her mind, and also the knowledge about the meaning of words. ST7 said that she felt very embarrassed because of her nerves, so it made that everything that had to be said, were forgotten; while a good thing was to study a lot, in order not to be betrayed by axiety and nerves. ST8 said that he felt a lack of vocabulary, so when the word was not known, it was difficult to pronounce it, while a strength is that he felt that the acquired vocabulary tends to be enough, and to find English "charming". Finally, ST9 mentioned that a weakness was to feel embarrassed about speaking English, while a strength is reading, because it helped on vocabulary.

According to these, we can say that the pattern on weaknesses refers to embarrassment that students feel at the moment of speaking English, because they are afraid that others could make fun of the mistakes. It can also be mentioned that nerves is an important issue at the moment of trying to express themselves in English because of a lack of confidence. Finally, it can be said that a big topic is the pronunciation of English, most commonly on unknown words. On the other hand, the strengths were most of all the knowledge of a wide vocabulary because of reading and that the pronunciation those words is known. It includes verbs and the way of using it. Finally, the knowledge students have gained during all their years of study, makes them feel comfortable at the moment of speaking English.

4.5.4 Perception about the Help the Task-Based Learning project, in Improving English.

About the TBL project, ST1 said that it would be helpful because it made them create real situations with specific vocabulary. ST2 mentioned that the project would be helpful since it included common speech language, in real situations. ST3 mentioned that it was a good idea to work in teams, because it was easier to express themselves in a confident environment, and also that it was important to repeat everything once and again, because it helped to remember things. ST4 mentioned she enjoyed previous video works in the past, because creativity was demanded. She also said that it would be a beautiful experience for sharing knowledge with classmates

and to make the learning meaningful. ST5 established that he felt supported on speaking English, and also would have to learn new vocabulary that will never be forgotten. ST6 said that it obligated students to express themselves in English, repeating words and clarifying the pronunciation and also, she said that would help her to know vocabulary which is not commonly used. ST7 said the project was didactic, and it would help to promote student's motivation about the study of English. ST8 mentioned that oral expression and pronunciation would be assessed and evaluated, and that was, from the student's point of view, better than a regular test. Finally, ST9 said that making the interventions before of actually saying the speech, helps students prepare the dialogue, so it would help to feel confident, comfortable and with the study of it.

It can be stated that students found it enjoyable to work in TBL projects, and that it helps to develop oral expression and the speaking skill in English because, this task was didactic. It is also understood that it made students feel motivated about studying English, because most of them like it better to role play and speak English than to be assessed in written tests. It faces them with the reality, encouraging them to create new and real contextualized situations, enhancing creativity and support among students.

4.2.5   Feelings about Speaking English in Teamwork

About speaking English in teamwork, ST1 said that he tried to create a equitative dialogues for everybody, and to help weaker classmates. ST, mentioned that she felt supported, that always received the easiest dialogues, in order not to get nervous. ST3 said that she felt free of making mistakes in order to gain the learning and that in teamwork it was important to be supportive to each other. ST4 mentioned that the learning was complemented with the classmates'. ST5 said that he felt workless, because he tended to contribute but in Spanish. ST6 mentioned that it was entertaining to make something different and that she liked to work on teams. ST7 said that sometimes it was easier to work alone, in order not to be compared with classmates who are better at English, but at the same time, it was not necessary to be alone in front trying to speak in English. ST8 said that little groups with same interest in English are preferred. Finally, ST9 mentioned that in teamwork, groups are made with classmates who know more about English, and that can help in the correction mistakes.

In conclusion all students agreed that they liked to work in groups, because they felt supported by classmates who are stronger, or for those who felt strong about English so they could help those who are weaker as well. None of them said that he or she did not like to work in groups.

4.2.6 Qualification of Students' Spoken English.

About how to qualify students' own spoken English, ST1 said he believed that it was good, because in case of having the need to communicate en English, a message could be delivered by writing and speaking in a correct way. ST2 mentioned that it was deficient, first of all because bad meant no to say anything but English has been helpful in some real occasions. ST3 stated that she felt her spoken English was deficient because at the moment of expressing their own opinion it was so difficult in terms of tense choice, vocabulary, etc. ST4 qualified her speaking skill as good; not excellent because there was always hesitation about pronunciation. ST5 said that his English was deficient because of pronunciation and vocabulary. ST6 said she felt her English was good because of pronunciation but said that her spoken English was fluent. ST7 said good, because she felt that she could deliver a massage. ST8 said good; and at the end ST9 said that good, deficient meant not to speak English at all, for her.

So in the last question we could not find any 'excellent' or 'poor', but all the answers were in 'deficient' or 'good'. Most of students said deficient because they felt weak, but perhaps saying 'none' was actually nothing or not to know how to say any word in English. They said that understanding a message was so much easier for them than actually speaking it.

4.3   **Post Interviews**

Analysis of perceptions of students about their speaking skill, after applying the task based learning-project.

4.3.1   Importance of the Speaking Skill Development

According to the importance of the speaking skill development, ST1 said that the speaking skill was related to the society in order to live in groups. ST2 mentioned that it was important to communicate with other people to travel, while ST3 mentioned that it was important to communicate because oral language was vital to maintain a conversation. ST4 said that communication was important to travel and to explore new cultures. ST5 said that it was important in order to develop himself as a professional, at work and academic specialization, while ST6 said that it was important to socialize and communicate to each other. ST7 mentioned that it was important to get along with the class, while ST8 said that it helped to have a better relationship with others. Finally, ST9 said that the most important part in life was communication.

In conclusion, to the question if students think about the speaking skill as an important skill to human development, they maintained the idea that it was important as humans living in a society; that it was needed to communicate and express what people actually were. They also mentioned again that it helped in case of travelling, but this time one mentioned that oral communication was a way to transmit culture.

4.3.2 Difficulties on Speaking English in front of other Students and Teacher

According to the difficulties, ST1 said that it was easy because he felt secure and confident about the knowledge the student knew he owned. ST2 said it was actually difficult because she felt embarrassed when speaking English and ST3 agreed by saying that she felt nervous. ST4 mentioned that she felt that her spoken English had been improved during the year, becoming more fluent. ST5 said he felt embarrassed to say something wrong and be laughed at. ST6 mentioned that it was not difficult because making mistakes was part of improving in the target language and the way of learning something. ST7 said it was difficult because of the shyness. ST8 mentioned that he felt more secure when the material or speech is practiced before the evaluation. Finally, ST9 mentioned that she felt secure for the previous training.

When asking whether the students found it difficult to speak English in front of others, some of them agreed about it actually was not easy since they felt afraid of making mistakes because shyness, so they did not want to be joked or be laughed at, while the other students said they felt comfortable because they were not afraid of being corrected, nor misspelling words.

4.3.3 Strengths and Weaknesses at the Moment of Speaking English

About strengths and weaknesses, ST1 mentioned that a weakness was the pronunciation and astrength was to answer naturally. ST2 said a weakness was to find it very hard to pronounce and that she did not know much vocabulary. ST3 said that the weakness was never feeling confident enough to speak English while the strength was knowing the correct meaning of certain words. ST4 mentioned that a weakness was that she felt insecure when speaking, while astrength was to know lot of vocabulary and most of all, verbs. ST5 said that it was difficult to organize sentences, the pronunciation of words and the lack of vocabulary, and he said he did not believe he had any strength. Then, ST6 mentioned that her weakness was that she felt she did not know enough vocabulary, so always used the same words, while the strength was to be able to improvise even if it was mistaken because she kept trying. ST7 said that her strength was to try to speak as much as she could, while her weakness was not having wide vocabulary. ST8 said that he felt nervous every time he got asked random questions to answer, but the strength was to be able to understand any question. Finally, ST9 mentioned that a weakness was not to know much specific vocabulary but that she could use it properly just by sense.

When been asked about weaknesses and strengths, it becomes really important to say that when the students were asked, they tended to start talking about their weaknesses. Anyways, the most common weaknesses here were again shyness,

pronunciation, lack of self confidence, and embarrassment, while the most common strengths were self confidence and management of wide vocabulary.

4.3.4 Perception about the Help the Task-Based Learning Project, in Improving English.

About if the TBL project, ST1 said that he had the feeling of being in a real life situation so it helped to be real and fluent. ST2 mentioned that the project helped to improve her pronunciation. ST3 mentioned that it was a good teamwork activity, because it helped to work as a team and cooperate with everyone. ST4 mentioned that it was helpful for her pronunciation and she had fun doing it. ST5 felt he should have used more vocabulary to gain more out of the project. ST6 said that the project obligated students to practice a lot, and she also said that she had learnt new vocabulary she would never forget. ST7 said the project was very good because it made them work under pressure. ST8 mentioned that the activity of practicing the dialogue helped students to enlarge their vocabulary. Finally, ST9 said that the TBL project had helped to improve the spoken English in any situation.

Students showed that they actually enjoyed working with this kind of project, in which they had to act real life situations, because they felt motivated to work in a different way. They said they liked to repeat things in order to achieve a good pronunciation and improve their vocabulary, while one mentioned that the project should have been more specific about duration of speech.

4.3.5 Feelings about Speaking English in Teamwork

About the team work ST1 mentioned that he felt very good and it helped to support the weaker classmates. ST2 said that she felt supported by her group. ST3 mention that she felt comfortable and helped by her work team. ST4 said that she felt one of the strongest in her group and that she liked to help and support the rest of the work team. ST5 mentioned that he felt supported by his classmates. ST6 said that she felt stressed because it was difficult to meet all together, but she felt satisfied with the results. ST7 mentioned that she felt weaker in relation to the class. ST8 said that felt good and comfortable because the group was smaller than the whole class and that his work team was supportive. Finally ST9 mentioned that she felt pretty comfortable.

All of the students agreed on the fact that working in groups was very good in order to support and be supported. Weaker students felt supported and they tended to feel more confident at the moment of being exposed to speak English, while stronger students liked to help those who needed, making the work easier for them, teaching how to pronounce and answer questions they may had have.

4.3.6 Qualification of Students' Spoken English.

About the level of English ST1 mentioned that he qualified it as good, because he could communicate properly with English speakers. ST2 said that her English was deficient because she could understand and talk just a little. ST3 mentioned that she

felt good because the pronunciation had been improved. ST4 said that she felt good at the moment of speaking English but not enough to be excellent. ST5 mentioned that he felt deficient because he needed more vocabulary. ST6 said her English was good but she needed to improve her pronunciation. ST7 mentioned that she felt good because she had been perseverant and constant. ST8 said that his English was actually very good but he needed more practice. ST9 said just good.

Finally, we can say that students were honest at the moment of recognizing that they need to practice in order to improve their spoken ability, and that was the principal reason not to be qualified as excellent. The most common factors were lack of vocabulary and problems with pronunciation.

CHAPTER V

CONCLUSIONS

5.1. Conclusions

A vital element in the process of education is to train competent students in the area we teach. In this aspect, when teaching English, it becomes important to recognize that the aim of teaching English or any language is to make students able to communicate properly. And the very first way or channel of communication is, undoubtedly, through conversation involving speaking and listening skills. However, it is also important for students to learn grammar, vocabulary, as well as to learn reading and writing, in order to enlarge and extend their communicative competence.

Through this research, we tried to understand what the perceptions of students were about this important topic and, according to those perceptions, we applied an activity that reinforced the speaking skill, by creating a set of activities.

Our research aimed at discovering students' perceptions about their oral expression, assuming that those are imperative at the moment of guiding their learning process. By obtaining students' perceptions, we were able to find out that the speaking activities were meaningful for them, that students perceived them as important to develop the speaking skill in the mother tongue and also in the target language. They perceived and concluded that speaking is an inherent skill to human beings, and it is the principal tool of transmission of culture. In addition, students perceived that there were not many opportunities for practicing speaking the target language at school.

They perceived that classes were not very enjoyable and therefore, did not feel very motivated at the moment of learning English. Moreover, students perceived that evaluations did not focus on developing different skills. Students perceived the TBL activities as helpful for improving their pronunciation by repeating the scripts as many times as they needed. Furthermore, they perceived team work as being very helpful in achieving the aim of the tasks.

Another aspect we found out during our investigation was that the students' process of oral skill development was affected by important aspects related to their own personalities such as shyness, embarrassment and self steam. These aspects deeply influenced the way students communicated and reacted at the moment of expressing themselves in front of a group of people. However, in the post interviews, most of the students stated that they felt supported and confident about working in the speaking activities because they knew exactly what they had to say, they learnt how to say it, and they felt supported by their team.

As researchers, we truly believe that this research project was a great opportunity to strengthen students´ confidence to help them discover their strengths and weaknesses and stimulate their language.

Finally, this study suggests that oral skill development should be catered to in the classroom through an appropriate methodology according to the language level of the students, their age and personal characteristics.

Through this research study we were able to perceive how important our role is as classroom teachers, for developing speaking skills in our future students. We truly believe that our mission is to train competent students in the skill of communicating orally with others in the English language.

5.2. Limitations of the Study

One of the limitations this study can face is that perhaps the students' perceptions were influenced and contaminated by the fact that the interviewers were actually the very same teacher that was going to evaluate this activity, and the same teacher they had been working with the class during the whole year. In addition, this study was conducted in just one kind of school in our country, though the problem with the curricula may involve the whole educational system in Chile. For further investigation it would be advisable to research in different types of schools. Moreover, it would be interesting to discover how teachers include students' perceptions at the moment of developing language skills and planning classroom teaching.

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APPENDIX 1

UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ
Escuela Pedagogía en Inglés

Estimado/a:

Nos ponemos en contacto con usted para pedir asesoría en un instrumento que estamos construyendo, el cual es una entrevista estructurada que será realizada a alumnos de tercer año medio de la Academia de Humanidades. El fin del instrumento es recolectar las percepciones que ellos tienen sobre su producción oral en Inglés, anterior a un trabajo de intervención que haremos para mejorar su habilidad oral.

Nos interesa mucho tener su ayuda, ya que necesitamos validar esta entrevista con personas de su especialidad, para así llevar a cabo nuestra investigación de tesis.

Somos alumnas de quinto año de la Universidad Católica Silva Henríquez, aceptamos cualquier tipo de sugerencia respecto a las preguntas, y a trabajar con ustedes.

CONSTANCIA VALIDACIÓN ENTREVISTA.

Yo __RAFAEL VARGAS BOZO__ RUT __12.8840.12-5__ psicólogo(a) / psicopedagogo(a) titulada(o) de la Universidad __SANTIAGO DE CHILE__, con fecha __7/10/2014__ valido la entrevista hecha por alumnas de quinto año de la Universidad Católica Silva Henríquez, con motivo de su investigación de tesis.

X_____
FIRMA

APPENDIX 2

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
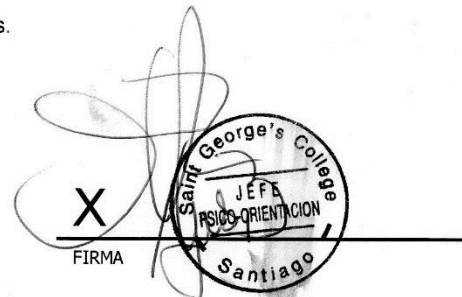*Escuela Pedagogía en Inglés*

Estimado/a:

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Somos alumnas de quinto año de la Universidad Católica Silva Henríquez, aceptamos cualquier tipo de sugerencia respecto a las preguntas, y a trabajar con ustedes.

CONSTANCIA VALIDACIÓN ENTREVISTA.

Yo Gricel Canelo Brantt RUT 6.066.907-4 psicólogo(a) / psicopedagogo(a) titulada(o) de la Universidad U. Católica de Chile, con fecha 07/10/2014 valido la entrevista hecha por alumnas de quinto año de la Universidad Católica Silva Henríquez, con motivo de su investigación de tesis.

X Gricel Canelo B.
FIRMA

APPENDIX 3

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Escuela Pedagogía en Inglés

Salesiana

Estimado/a:

Nos ponemos en contacto con usted para pedir asesoría en un instrumento que estamos construyendo, el cual es una entrevista estructurada que será realizada a alumnos de tercer año medio de la Academia de Humanidades. El fin del instrumento es recolectar las percepciones que ellos tienen sobre su producción oral en Inglés, anterior a un trabajo de intervención que haremos para mejorar su habilidad oral.

Nos interesa mucho tener su ayuda, ya que necesitamos validar esta entrevista con personas de su especialidad, para así llevar a cabo nuestra investigación de tesis.

Somos alumnas de quinto año de la Universidad Católica Silva Henríquez, aceptamos cualquier tipo de sugerencia respecto a las preguntas, y a trabajar con ustedes.

CONSTANCIA VALIDACIÓN ENTREVISTA.

Yo _María Esther Díaz Campos_ RUT _16.711.362 1._ psicólogo(a) / psicopedagogo(a) titulada(o) de la Universidad _Católica Silva Henríquez._ , con fecha _21-11-14_ valido la entrevista hecha por alumnas de quinto año de la Universidad Católica Silva Henríquez, con motivo de su investigación de tesis.

María Esther Díaz Campos
Psicóloga
Rut 16.711.362-1

X
FIRMA

APPENDIX 4

COLEGIO ACADEMIA DE HUMANIDADES

PADRES DOMINICOS

Project work: The greatest reality show.

Presentation:

1. Group work activity up to 8 people.

2. Create a reality show which you would like to be part of.

3. State and mention the rules of the reality, including the contents of the unit related to permission – Obligation - Prohibition.

   3.a The rules have to be handed to the teachers (computer written) and will be evaluated. They must be shown on the program presentation.

   3.b Rules must include:

   I. Cover, including school information, the title of the show, name of both teachers, date and class.

   II. Clearly defined rules (Permissions, Obligations, Prohibitions. Every way of expression must be indicated at least twice) No misspelling will be accepted.

   III. Proper vocabulary (use the lexis of the unit)

4. You can choose the kind of reality you would like the most. It can be ridiculous, serious, military, cooking or a docureality, or whatever that comes to your mind.

5. The presentation will not be live. It will be a filmed presentation and must be shown during class. The presentation will be a chapter of the reality and can also be the first or the last one.

6. The dialogue of the presentation does not need to be handed, but every student has to speak or make interventions. Any student will be evaluated for technical or edition work, but for the speaking.

Presentation: TUESDAY, OCTOBER 21ST, 2014

APPENDIX 5

COLEGIO ACADEMIA DE HUMANIDADES

PADRES DOMINICOS

Presentations

The greatest reality show.

Names:………………………………………………………………

Mark:…………………

Total   points: 20

Grading scale: 60% = 4.0

Criteria	1 (poor)	2 (enough)	3 (good)	4 (excellent)
Organization	Audience cannot understand presentation because there is no sequence information	Audience has difficulties following presentation because the information is not clear	Student presents information in logical sequence. The audience can follow them.	Student presents information in a logical, interesting, sequenced and creative way.
Subject	Student does	Student	Student uses 2	Student does

knowledge: Modals, let/make/be allowed to, modifiers and extreme adjectives.	not apply the contents / Student does not know how to apply the contents.	demonstrates just few uses: Just one example of each topic, or not all topics have been mentioned, or properly applied.	or 3 examples less examples than required, or makes 2 or 3 mistakes applying them.	not make any mistakes at all, and includes 2 or more examples of each topic required.
Presentation	The presentation is not edited, difficult to be heard, no special clothes or stages.	The presentation is edited but with problems, or show poor preparation.	The presentation is well done with few problems.	It is well done and well presentated.
Pronunciation	Student pronounces more than a 5	Student mispronounces 4 or 3 words.	Students pronounces 2 words	The minimum pronunciation errors are

	words incorrectly. Student's voice is not clear.	Student's voice is low.	incorrectly. Student's voice is clear.	committed. Student uses a clear voice.
Vocabulary, sentence structure, grammar	Student's speech has four or more spelling errors and/or grammatical errors.	Student's speech has three misspellings and/or grammatical errors.	Student's speech has no more than two misspellings and/or grammatical errors.	Student's speech has no more than one misspellings and/or grammatical errors.
Contents	Rules are not clear or do not have relation with the reality the students will present	Rules are poor, not well related with the reality show	Rules are quite related to the reality show, but they are not strong enough	Students rules are logical, understandable, related to the reality and to the contents.
Writing	Rules are not computer	Rules are computer		

	written	written.		
Requirements	"Rules" does not present any cover.	"Rules" has cover but does not include all the requirements.	"Rules" does not include one or two requirements.	All the requirements have been included on the "rules"
Time	Students present 3 classes later.	Students present 2 clases later.	Students present 1 class later (being called to)	Student present in time.

Evaluation:

Name							
Organization							
Subject knowledge.							
Presentation							
Pronunciation							
Grammar							
Contents							

Writing							
Requirements							
Time							
Total							

APPENDIX 6

6.1 Student Number 1

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST1: : Emmm.. si. Porque en muchas situaciones … ehhh … la forma en que uno habla… ehhh tanto modulando como las palabras que uno usa … ehhh pueden ayudar a como te perciben las otras personas. Ehhhh por ejemplo una persona que habla de mejor manera, y que se le entiende mas, ehhhh… tiende a ser como más … mmm … ehhh … como que llama mucha mas la atención que alguien a alguien que no se le entiende, y se le va a tender a elegir más, para distintas cosas.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST1: ehhhh, no al menos para mi no es difícil. Ehhhhm, porque en lo personal en el inglés, a pesar de que en términos gramaticales no soy … no tengo mucho conocimiento, ehhh me siento seguro cuando hablo, porque he escuchado hablar mucho inglés… y a veces se me hace más fácil como relacionar la… relacionar las reglas con como suenan las cosas, por si suenan bien versus si suenan mal, ehhhh y me familiarizo con variar expresiones en inglés.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST1: Ehhhh, mis debilidades cuando me expreso en ingles creo que son, ehhh usar palabras más complejas… ehhh tratar de expresar, como ideas más elaboradas, como ehhh… si tuviera que hablar sobre … cosas especificas como en… ehhh… como hablar sobre un tema científico o hablar sobre alguna materia en particular, como hay que usar un vocabulario especifico, eso se me haría más difícil.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST1: Yo creo que sí, porque el hecho de que introduzca vocabulario especifico, y que uno tenga que crear situaciones que tengan relación con un tema, ayudan a que uno entienda como… exprese… ocupe todo lo que sabe del inglés, tanto gramatical como oralmente.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST1: Normalmente lo que yo trato es que sean entendibles los diálogos, tanto en inglés como en español, que tengan como un sentido, primero que todo. Ehhh. Y que mis otros compañeros se sientan cómodos con sus diálogos. No darles si… ehh, como, mmmm como, no hacer diálogos muy cortos, largos, o… hacer unos que sean mucho más difíciles que otros, cosas así, sino que sean… algo equitativo para todos.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST1: Yo creo que bien, porque siento que si tuviera que hablar en inglés… en lo escrito se me entendería, yo creo que la mayor parte, y quizás en lo oral, fallaría… Tendría que repetir varias veces, si tuviera que hablar con una persona de habla inglesa, pero que podría expresar lo que necesito decir.

Post- Interview

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST1: Emmm.. si. Porque como dije la otra vez, emmm… finalmente nuestra expresión oral, es como nuestro sello. Es como te presentas frente a la sociedad. Ehhhh, si eso…

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST1: Emmmm, no, para mi no es muy difícil, porque me siento cómodo con el idioma… ehhhh, o más con lo que se sobre el idioma inglés… como me siento seguro escuchándolo y lo relaciono fácilmente.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST1: **:** Ehhhh, mis debilidades es que ehhh, ocupo palabras quizás más simples, que conozco bien… como que… emmmm, no ocupo como cosas más específicas… emmm eso. Y que igual tengo problemas para modular, onda siempre, en cualquier idioma… entonces en el inglés a veces como que me trabo un poquito en la pronunciación, pero como que lo logro igual. Y fortalezas como que puedo hablar cosas más reales. Onda no aprenderme algo sólo como… ehhh de memoria, pero sí puedo como resolver una… ehhh responder una pregunta o algo, de forma más natural, porque igual como que… ehhh, me ayuda harto ver programas en inglés, y películas y eso, donde como que todo es más como fluido, entonces he aprendido harto así.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST1: Emmm, sí, porque igual era como crear situaciones reales. Emmm, es tratar de interactuar como si de verdad estuviéramos tratando de comunicarnos, tratar de ser natural y fluido, y eran situaciones como… reales.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST1: Emmmm, me siento bien… porque, ehhh, siento que me permiten ayudarles, y a la vez siento su confianza… como que yo siempre trato de guiarlos, ehhhh, de… repartir los diálogos de forma justa, porque… que nadie quede con un texto muy largo, o muy corto, ehhh… con respecto a los que ellos quieren o les gusta el inglés.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento?*

Excelente, buena, deficiente o mala.

ST1: Emmmm, yo creo que bien, porque me siento súper capaz de comunicarme, de ehhhh, de darme a entender, aunque me falle un poquito la pronunciación, pero es entendible, que creo que es lo importante.

6.2 Student Number 2

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST2: : emmm… si porque nos ayuda a comunicarnos en caso de algún viaje, o, en el día a día.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST2: Si. Porque aunque a veces cuando leo emmm para mí, me dicen que pronuncio más o menos bien… Cuando estoy al frente del curso, como que me cuesta mucho modular, porque no estoy segura lo que voy a hablar, como no se bien lo que digo, me cuesta mucho ehhhh expresar, entonces no modulo bien, no sé lo que digo y la mitad lo entiendo. Me pongo muy nerviosa, como entiendo…

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST2: Fortalezas… que, puede ser que a veces lo estudio. Que muchas veces cuando lo practico y pregunto cómo se pronuncian, ehhh puedo memorizarlas. O las palabras que uno ocupa a diario, como sorry o cualquier cosa.
Y las debilidades son cuando no lo preparo no me puede salir espontáneo. Sólo

necesito… para hablar inglés necesito preparación, porque como a mí me cuesta, necesito tener más preparación…

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST2: Si, los trabajos que se han hecho me han ayudado a poder expresarme, como no es tan lo del libro o texto que son como… son más expresiones coloquiales, las practico… es más real, entonces las practico y si me ayudan bastante, porque después las voy a escuchar o voy a tener que ocuparlas y se me va hacer más fácil.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST2: Siento que casi siempre me dan como el trabajo un poco más fácil, o las que tengan menos palabras o el dialogo más corto. Porque tiendo a olvidarlo… o como lo tengo que prepararlo harto, ehhh me cuesta un poco en la pronunciación y todo… y más si lo preparamos un poquito a última hora (ríe).

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST2: Deficiente, porque ehhh, no es malo porque si puedo entender un poco cuando me hablan, pero entiendo como 20%. Y en hablarlo deficiente porque a veces… en ocasiones extremas tuve que ocuparlo, y… y supe ocuparlo, pero así como para bien, no podría tampoco. Me he salvado pero hasta ahí no más.

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST2: emmm… si porque nos ayuda a comunicarnos en caso de algún viaje, o, en el día a día, cuando nos enfrentamos… ehhh… cuando hablamos con gente de otros lugares… y es necesario darse a entender de la mejor manera posible, asique, ehhh… si es importante saberlo.

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST2: Ehhhh sí. Mucho, porque me da mucha… ehhh, no cacho muchísimas cosas de inglés, así matá jajaja, entonces me da mucha vergüenza, tratar de…. Ehhh… decir algo o expresar algo que ni idea que es, o si va a estar bien, o si lo estoy diciendo bien, o qué! Entonces, me… como que me tenso ehhh… al tratar de hablar inglés.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST2: Fortalezas, emmm ninguna. (ríe) Quizás que donde me cuesta, ehhhh, suelo estudiar mucho las cosas… Pero pa' los trabajos no más, entonces como que no vale mucho. Y debilidades… emmm, todo lo demás (ríe)… No, pero es que, no me sale fluido si es que no me he preparado… me cuesta mucho pronunciar, no sé mucho

vocabulario… Me tengo que preparar si o si para poder hablar o tratar de hablar algo en inglés.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST2: Sí me ayudó, porque me estudio bien lo que hay que hacer, la pronunciación que necesito, y eso hace como que no me ponga tan nerviosa… como que ya conocer lo que voy a decir, y haber preparado el…. La pronunciación, me ayuda harto. Y me reí harto también…

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST2: Emmmm, bien igual. Es que me siento como apoyada, como que siempre están dispuestos, ehhh, a ayudarme y me dan facilidades, y me ayudan a aprender más mis textos… me dan lo más fácil igual, entonces es bacan.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento?*
Excelente, buena, deficiente o mala.

ST2: Emmmm, Deficiente… porque Nulo es como ni siquiera el "Hello"… En cambio igual entiendo un poco, un poco… si es que lo escucho más que si lo leo. Me agarro de palabras que entiendo para entender todo… y entender algunas palabras igual es más que nulo, yo creo…

6.3 Student Number 3

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST3: : Por ejemplo las disertaciones? ehhh, bueno, yo pienso que sí es importante para mi desarrollo,… emmm, yo creo que en el colegio la… lo que siempre se busca es que las personas se aprendan de memoria, y que reflejen en la prueba todo lo que aprendieron de memoria o todo lo que estudiaron. Pero en realidad en la vida no se trata de eso, cuando trabajemos no nos van a hacer una pregunta de un conocimiento y tenemos que saberla, si no que tenemos que interactuar con las personas, porque vivimos en sociedad, entonces creo que eso es súper importante y es fundamental para la sociedad de hoy en día, que nos podamos comunicar, que podamos expresarnos de… ehhh… la forma que nosotros queramos sin tener límites ni encerrados en casillas.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST3: Ehhh, sí, sí me dificulta, por el tema de que…. Ehhh… cuando pasa eso uno se tiende a poner nervioso. En mi caso yo me pongo muy nerviosa cuando hablo con algún profe en inglés, más en frente de mis compañeros. Yo creo que también tiene ahí mucho que ver con la confianza que le tiene uno a los compañeros, porque si estuviera en un curso donde tengo más años, yo pienso que no va a ser tan difícil

como estar en un curso que tenga poca experiencia con ellos, que los conozca menos. Pero sí, si me pongo nerviosa.

 Y sólo al profesor creo que baja un poco, no es tanto, porque uno ya tiene más confianza con el profesor, y por eso uno puede explayarse más.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST3: Yo creo que mis debilidades para expresarme en ingles, es que, no tengo tanto eso de hablar mucho ni escuchar tanto, si no que nos aprendemos una forma de como se hacen las cosas y creemos que todo va a ser siempre lo mismo. Pero en realidad el inglés se trata mucho más de eso, no es… ehhh no es saberse primero la gramática de las oraciones… Creo nos… que mi debilidad es que, ehhh… necesito… O sea. Mi debilidad es que se me dificulta el.. el hablar, que creo que es lo fundamental. Puedo saberme las palabras… los significados pero no sé como entrelazar esas palabras, armar oraciones ehhh ni los tiempos: en presente, pasado y esas cosas.

Y mis fortalezas, yo pienso que claro es eso de aprenderme las palabras, ehh el significado liberal… literal! no liberal (ríe) … El significado literal de las palabras… eso me cuesta menos, pero el dialogar me es súper difícil.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST3: Yo creo que sí, porque el… ese proyecto que se trata de emmmm… hacerlo en un grupo de personas con las que uno tiene más fiato o puede expresarse con más confianza ayuda mucho, y ese proyecto también hace que uno como eche a volar la imaginación y tenga mucha creatividad entonces uno empieza a imaginarse las cosas empieza a ir jugando con los elementos y ese tipo de situaciones que nos ayudan a que podamos también repetir una y otras vez las cosas y no es tan como en una prueba que te pongan… o por ejemplo en un interrogación oral y son cinco segundos para responder la pregunta, uno se pone nervioso… en cambio en estas situaciones uno puede crear y aprende como jugando con la imaginación, y aprende en el sentido de que ehhh las … los mismos amigos te van ayudando. Los que saben más ingles ayudan a los que les cuesta un poco más y creo que todos nos vamos retroalimentando.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST3: Yo creo que, yo me siento en lo personal bien, porque hay un poco mas de libertad en ese sentido, uno puede equivocarse más, y ahí uno va aprendiendo un poco más porque al equivocarse uno aprende. Y… bueno, creo que es súper importante apoyarse en las demás personas porque no vivimos… no tenemos que enfocarnos siempre en nuestro individualismo, aprendernos las cosas para nosotros mismos. Sino que, el hecho de, ehhh, escuchar a nuestros compañeros hace que podamos aprender más, a desarrollarnos más y que todos vamos juntando nuestras habilidades y formando grandes cosas.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST3: Ehhhh… Yo creo que es…. Yo creo que es deficiente. Porque ehhh, me… puedo saber el significado de las palabras pero no puedo llevarlo a una oración, ammmm, digamos en el momento de expresar lo que uno piensa, me demoraría mucho más expresar algo en inglés que en español por ejemplo, ehhh, creo que… o sea sí, lo que pasa es que cuando, por ejemplo uno ve… tiene que decir algo oralmente en inglés, uno se… yo por lo menos, siento que no tengo los conocimientos suficientes de, ehhh, formar el texto que yo quiero decir, o sea se… tengo la idea pero no tengo … no sé… qué usar, qué elementos usar, el cómo, exacto, o sea no sé si usar un tiempo presente, un tiempo pasado, un tiempo futuro, creo ese es mi… Por eso, por eso es deficiente.

Post- Interview

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST3: Emmmm, si, considero importante ya que, ehhhh… las personas se necesitan mutuamente… y … el desarrollo del lenguaje oral es vital, onda, es la primera vía de … ehhhh… como de comunicación y… e interacción entre los humanos, y es lo

primero hoy en día… ehh… que seamos capaces de conversar unos con otros… eh …
eso.

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST3: Ehhh, si, porque me pongo ultra nerviosa, cuando hablo con un profe menos…
onda con mis compañeros más, como dije la otra vez… ehhh… porque los cacho
menos, entonces me da miedo decir algo mal y que se burlen, o eso… Y frente al
profe, también me da menos vergüenza, pero … ehhh… hablo a 1 por hora, por tratar
de encontrar las palabras que necesito para hablar, o… o por pensar en cómo se dicen,
para no decirlas mal.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de
expresarte en inglés?*

ST3: Emmmm, mis debilidades es que no me siento nunca preparada para hablar en
inglés… como que sé aplicar las cosas por ejemplo… escribiendo, completar, ehhh…
más allá de cómo usar las cosas, cuando quiero expresar algo… Que yo creo… que lo
importante del inglés es poder comunicarse, más que… saber así como, 'passive
voice' (ríe). Y fortalezas es que igual conozco los significados de como… emmmm,
de algunos… de algunas palabras y formas como de expresar las cosas, pero a veces
igual me confundo… El dialogar siempre es mucho más difícil, como que igual
una… no sabe muy bien… Es como que tiene la idea, pero a veces… no sé, como que
uno no hila, no sale a la primera.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST3: Emmm, si súper. Uno trabaja, emmm, con gente con la que tiene más confianza, con amigos, y hartos… Como que nos ayudamos entre todos, además como que se trataba de hacer algo, mmm, como cotidiano, como, de la realidad… Entonces ahí uno tiene que emmm, aplicar algunas de las cosas que aprendió, que por cierto, si no las preparamos bien, es como super emmm difícil que saliera asi como natural.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST3: Es que… Yo en lo personal me siento bien, siento que es más cómodo, porque una puede interactuar con más libertad entre nosotros mismos, ehhh, siento un poco menos de presión, porque da menos vergüenza, porque estamos como todos en lo mismo… Entonces es más fácil como… ehhh… desenvolverse y lograr algo grande por el trabajo.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST3: Ehhhh, como dije la otra vez, deficiente igual. Ahora en realidad podría decir que… emmm bueno. Es que pucha, yo me esfuerzo y a lo mejor lo logro súper bien… pero ehhh… sin esa preparación, siento que sigo siendo deficiente. Aunque igual puedo decir que entiendo bastante… ehhh, como que hablarlo, me es mucho más fácil

ahora. Igual que escribirlo, pero un poco menos, porque no está la presión de

equivocarse en la pronunciación.

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST4: : Si, si encuentro porque es una de las habilidades más importantes que tiene el ser humano y en especial si se trata de desarrollarse aún más, por ejemplo acá, en el idioma del inglés, hoy en día esta súper importante entonces siento que … ehhh el aprenderlo va a permitir un mayor desarrollo de las personas.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST4: Si, pero… es que da lo mismo lo que diga? Porque por ejemplo ud me hace bullying con el listening (intrusive T)…. No, osea … pero ehhh, en verdad no porque, bueno… la ventaja que tengo que por ejemplo mi mamá sabe hablar inglés entonces ella igual me habla y tengo una buena como pronunciación, no tan como … alacalufe… ¿puedo decir alacalufe? (ríe). Entonces… pero algo que yo he sentido es que se pierde eso, porque por ejemplo años anteriores siento que tenía como mucho más fluidez, y como que este año siento que he perdido un poco pero mediante la practica como que voy retomando… No por su culpa (ríe), yo creo que es porque… porque… no sé. Yo creo que debe ser por… ehh … no sé…

Yo creo que por práctica, me… yo creo que debe ser por un tema como de… la edad. Por ejemplo, cuando yo estaba en básica, yo estaba en el norteamericano y de hecho

prestaba mucha más atención en el ramo de inglés, le ponía mucho más énfasis, me

preocupaba más de estudiar, de pronunciar, y siento que a medida que voy

creciendo… si bien es cierto a mí me gusta mucho el inglés le voy perdiendo como

esa práctica tan importante, o sea… como no le tomo tanta importancia, ya que en el

sistema que hoy… nos... vivimos en chile, no nos piden tanto, o sea se prefiere

mucho más que nos vaya mejor en ingles… perdón, en matemática que en lenguaje…

que en inglés. Todo eso es un factor… O sea priorizamos otras materias antes que el

inglés.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de*

expresarte en inglés?

ST4: Yo creo que mis debilidades es pensarlas mucho… Yo creo que mi debilidad es,

por ejemplo al decir los, los verbos por ejemplo cuando están en presente o futuro, o

mmmmm garrafal, me cuesta mucho! Especialmente (ríe) al pronunciarlo, por

ejemplo el –ed, por ejemplo wanted en vez de "wantd" (ríe) entonces eso cuesta!

Entonces yo ahí como que la pienso mucho, pero en verdad depende de la situación,

porque por ejemplo cuando uno se siente en confianza como que las cosas fluyen. Yo

creo que… al igual que cuando uno habla español… Yo creo que mediante uno esté

confiada de sí mismo, uno tenga… como fe en lo que va a realizar y confianza en

general con uno y con el resto, creo que sale mejor.

Y Yo creo que mi fortaleza es que tengo una buena base en el inglés. Siento que no

me cuesta tanto, siento que… que además que me gusta, se me hace mucho más fácil de entender. Me gusta el inglés.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST4: si… es que me encantan los videos… estos trabajos, me fascinan, en serio! Es que a mí me encanta todo lo que tenga que ver con videos con creatividad, porque tengo como mucha imaginación. Entonces yo creo que es algo que se me hace… porque para mi va a ser una experiencia entretenida, va a ser súper linda, además de que voy a compartir con mis compañeros… porque además no solamente es como ya el inglés sino que también como que ocurren sucesos de risa, entonces yo creo que con experiencias que se van pasando bien van quedando guardadas. Por ejemplo yo desde que hacemos videos, que es así desde muy chica, yo aún me acuerdo de los diálogos. Aun me acuerdo! De hecho de cada uno lo que decíamos, de hecho hasta el día de hoy nos juntamos y decimos, no sé, como textos de nuestro videos anteriores, entonces creo que son súper importantes, de hecho siento que mucho más que nos hagan una prueba y nos hagan… "ya háganla". Siento que va como que son momentos que te marcan en cierto aspecto como la vida.

Interviewer: Y siente que también ayudan a que usted progrese en cuanto a hablar inglés?

- (Ríe) Es que… sí, porque como le decía, al hacer este el Project hay que aprender a hacerlo. Hay que aprender a… a ver los diálogos y mediante como… ehh la parte

como de entretención más el "aprendimiento" como que se van quedando guardados.

Ya… aprendizaje. Yo nunca dije eso…

Entonces, si, si ayudan.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST4: Si, me siento, muy cómoda ya que, vamos como complementando, como, aprendizaje, por ejemplo, si yo no sé decir "esto" la persona de al lado como que me puede ayudar, pero siento que me, tengo como ehhh soporte. O sea siento que no estoy sola y que hay gente atrás mío que esta ayudándome y apoyándome.

Teacher:*¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST4: Bien. Yo creo que bien. Yo creo que no deficiente, porque siento que tengo, ehhh una muy buena base en el inglés y lo sé. Pero yo creo que, al momento de… de que… por qué no es excelente es, porque me da como temor a decirlo mal, o a pronunciarlo mal, entonces ahí como que ahí, como que me impide como soltarme, entonces yo creo que no tengo como esa fluidez, como natural al expresarme. Yo creo que es por eso… Pero bien.

Post- Interview

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST4: Si encuentro que es sumamente importante ya que … por ejemplo en mi caso si después uno… yo quiero ir a otros países, conocer nuevas culturas, entonces la expresión oral es súper importante en ese caso.

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST4: ehhh, mediante la práctica no tanto. O sea por ejemplo a principio de año, igual me costaba porque… era… tenía como miedo en equivocarme o en pronunciar algo mal, pero en el tiempo, ehhh, con la práctica me iba soltando y… ahora se hace mucho más fluido y… me siento mucho más segura, que eso es lo importante.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST4: mi fortaleza es que tengo un gran conocimiento en los verbos…en relación a como… las palabras, que se mucho como… cosas en inglés. A ver… Un gran conocimiento de las palabras en inglés, las sé mantener muy bien… Pero yo creo que mi debilidad es al momento de expresarme, de la inseguridad, por poder pronunciar algo mal o hacer el ridículo.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST4: Sí. Sí, porque… además de, eh, practicar el inglés uno lo pasa bien, entonces, mediante como los buenos recuerdos, uno se va acordando las cosas y va como aprendiendo mejor. Además... como decía… como se crea un.. buena instancia para compartir uno se va acordar de esos momentos, no es como simplemente una prueba que uno se prepara para esa prueba y nada más. Y se olvidó.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST4: Bien, me siento como uno de las más fuertes y eso me ayuda como… a poder apoyar a mis compañeros y a la vez, como entregarles más confianza y así trabajar y crear el objetivo, que es el trabajo en equipo.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST4: Very good (ríe)… No, yo encuentro que bueno… para no decir excelente, porque yo encuentro que aun me falta… mucho. Pero, personalmente -no es por tirarme flores ni nada- pero igual encuentro que tengo un inglés bueno, especialmente en relación como a mis compañeros que son "Alacalufes" (ríe). Y emmmm, eso. Y espero a la vez mejorar mucho más, porque el inglés es algo súper importante y a la vez súper entretenido.

6.5 Student Number 5

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST5: : Yo encuentro que sí, porque igual como que la gente igual lo toma más atención, y porque como que llama la atención pa que la conversación sea más entretenida igual, en cierto sentido.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST5: Si es que no me lo memorizo.. y la verdad es que no sé lo que me estoy memorizando, porque estoy solo leyendo y diciendo las palabras… ehhh no. Pero en el momento cuando dicen ya lea el texto ahí me dificulta mucho entre la… como se dice… eso, y algo como aleatorio, como al azar, sí, porque ehhh… no sé bien conectores, se como las típicas palabras pero como unirlas, me cuesta mucho más.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST5: Ya emmm. Mis fortalezas, encuentro que no son muchas… pero ehhhh, me gusta como aprendérmela, y si me lo voy a aprender… Pasé todo un domingo aprendiéndome el proyecto (ríe) y al final lo dije bien, y en video no me cuesta tanto. Y dificultades… yo encuentro que es el momento, el momento de hablar con alguien

que me pregunten algo. No, no puedo. Emmmm porque… por.. es que no aprendí eso de unir todo, como los conectores que yo encuentro que es lo que más… y como se ordena, cuando la palabra última va al revés… Me cuesta como expresar bien mi idea.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST5: Ehhhh yo encuentro que sí, porque igual recibo el apoyo de compañeros que igual saben inglés -que estudian fuera del colegio inglés- y yo encuentro que sí que me va a ayudar bastante. Porque igual voy a tener que aprenderme palaras que no entiendo… y después de todo es un reality, que es algo cotidiano, y me va a ayudar eso como a desenvolverme en algo cotidiano aunque sea un puro día en un reality.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST5: Igual me encuentro bien como… como inútil, porque siempre hago grupos con compañeros que igual se manejan en el inglés. Y yo al final siempre termino en la mitad de la clase trabajando con lo que ya formaron… osea yo igual ayudo pero en español. Y… por ejemplo el trabajo ese que era de escribir… lo del tatuaje*, en eso empezamos todo en español porque la mayoría del grupo no sabía cómo empezar en inglés, y después la Daniela* ahí empezó a traducir todo. No pudimos como al tiro como empezar a escribir en inglés. Porque no cachamos como. Prefiero trabajar en equipo porque sé que voy a trabajar con alguien que se maneja.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente,
buena, deficiente o mala.*

ST5: Ehhh deficiente, porque como más que nada no sé cómo se pronuncia… por
ejemplo "gi", de give lo pronuncio como /ji/ y digo /jiv/, y bueno por ese tipo de
problema y… yo creo que no tanto por los significados, porque yo sé bien el
significado y por eso me cuesta. Y por eso deficiente más que nada.

Post- Interview

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu
desarrollo?*

ST5: Oral se refiere más que nada al hablar? Ehhh si, si porque… uno se desarrolla…
uno el inglés más que nada lo quiere para desarrollarse como persona, en el trabajo…
no habla en el trabajo, uno quiere … igual las entrevistas y todo eso, uno… pa'
desarrollarse con otras personas. Por ejemplo en las carreras… los mejores libros…
todo está en inglés, todo.

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST5: Si, si. Porque por mucho que yo tenga la idea en la cabeza, de como quiero
ordenar la oración y como quiero pronunciar bien la palabra, que es lo que más me da
vergüenza a la hora de hablar en inglés, si todavía me cuesta bastante ehh, saber que

palabra va acá, y si uno lo dicen mal, igual se ríen… típico del chileno que se ríen del inglés… Si.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST5: fortalezas yo creo que… como que sé arreglarla… A ver, ventajas en inglés no creo que tenga, porque la verdad es que las debilidades son las principales, o sea saber significado de las palabras y que palabra ocupar, porque por mucho que uno, no se po, sabe la palabra pero se sabe una parecida, no es la misma que uno quiera expresar en la oración. Tampoco el… bueno la gramática, el orden en inglés, y como se pronuncia. Eso es lo que más cuesta.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST5: Emmm… emmmm le voy a decir la verdad… y como una crítica. Debió haber puesto más… exigir que dijéramos más palabras… o sea, no solo las cuatro oraciones de la materia porque yo me dedique a eso, a decir las cuatro oraciones, aprendérmelas bien. Si hubiese puesto así como las cuatro oraciones más un texto como más o menos largo para aprendérsela igual hubiese sido mejor, podría haber desarrollado más algo. Si porque incluso quede sorprendido de que de repente la Dani dijo "ya estamos", y yo había dicho cuatro oraciones y listo y era un reality. Me hubiera gustado hablar más, mucho más..

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST5: Entre mis mismos compañeros me siento cómodo, porque recibo el apoyo de personas que saben inglés y eso lo viví durante el proyecto con Daniela y "Juampi" que saben bastante inglés… yo daba la oración en español sabiendo bien lo que usted estaba pidiendo, o sea, eso del 'let'… todo eso… yo sabía bien lo que significaba, pero como ocuparlo, en los tiempos todo eso no, entonces ellos me ayudaron, me sentía cómodo..

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento?*
Excelente, buena, deficiente o mala.

ST5: Deficiente, Nulo... Deficiente, si igual le pongo bastante… sí, aunque igual creo que es mejorable. Al menos, por ejemplo las palabras que ocupé en el proyecto como que me ayudaron a mejorar, ahora puedo ocuparlas, y eso.

6.6 Student Number 6

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST6: Si … yo encuentro que si … mmm porque sirve para todo, para comunicarse con los demás que es lo principal … como en la vida, para poder desarrollarse… Porque las personas, para poder desarrollarse en su totalidad necesitan a la sociedad en sí, entonces si es que no puedo desarrollar la oralidad, no voy a poder comunicarme con los demás y voy a poder surgir y yo tampoco.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST6: No. Porque me gusta, no encuentro que… la verdad no me avergüenza hablar frente al curso. En ninguna circunstancia.

Teacher*: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST6: mmmm, Me da miedo pronunciar mal las palabras, porque hay varias que no conozco. Entonces como trabarme principalmente pero como que me gusta intentarlo. No pronunciar, la pronunciación. Y fortalezas… mmm no sé, de que igual entiendo como… igual tengo como harto vocabulario que entiendo entonces, ehh y la mayoría lo sé, pero cuando hay palabras que no conozco, ahí no sé como pronunciarlas.

Emmmm, y de que creo que puedo hablar fluido, porque se me ocurren las cosas rápido… Puedo pensar en inglés.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST6: Si… si, porque yo creo de que… por ejemplo… aunque las personas… algunos compañeros se aprenden la cuestión de memoria sin entender lo que dicen, aun así están expresándose en inglés y pueden pronunciar las palabras y lo repiten varias veces, entonces así les… pueden mejorar su pronunciación.
Y a mí, sí, porque me ayuda también a conocer palabras, por ejemplo que no utilizo normalmente como para expresarme en ingles, y tengo que utilizarlas para el trabajo y poder hablarlo con fluidez.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST6: No sé… No, o sea a la mayoría creo que le gusta, y es entretenido poder hacer algo distinto así como hablar y eso. Sí, me agrada el trabajo en equipo.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST6: Bien… Porque siento de que puedo hablar fluido, pero aun así como que me trabo cuando digo palabras y algunas me cuesta la pronunciación. Por eso no es excelente.

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST6: Si, porque obviamente es la única manera de comunicarnos con los demás sociabilizar y desarrollarnos como personas, entonces, como ya dije, es importante.

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST6: No, porque aunque me salga mal, ehhhh, siento que tengo que hacerlo para poder mejorar en el inglés, porque sino no hay como mejorar.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST6: mmmm creo que tengo la capacidad de improvisar aunque me salga mal e intento seguir hablando, no… no me trabo, pero siento que la dificultad que tengo es de que me… conozco poco vocabulario por lo tanto siempre ocupo las mismas palabras y a veces no sé cómo decir lo que quiero expresar.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST6: Yo creo que sí, porque igual lo tuve que decir varias veces, ya que me equivocaba (ríe). Entonces al repetirlo igual lo mejoraba, mejoraba la pronunciación y eso. Y conocí vocabulario de reality, conocí vocabulario nuevo, extreme adjetives, cosas así.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST6: Me siento estresada, ya que nunca podíamos terminar el trabajo… No, pero bien, siento de que… como se llama esto… como me… me hace sentir feliz de que los demás aprendan inglés y hablen … Y eso, y aprendemos inglés juntos (ríe).

Teacher: *¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST6: Deficiente. Ya… bueno. Excelente no, porque siento de que me falta mejorar bastante en cuanto a pronunciación y también conocimientos de vocabulario. Y no Nulo, porque si hay personas que no hablan nada de inglés, y deficiente también porque, o sea deficiente es como… el conocimiento básico puede ser tal vez… Entonces creo que estoy sobre el básico, pero mejorable.

Pre- Interview

Teacher: _¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?_

ST7: sipo…ehh…yo creo que es importante y en inglés, sobre todo, porque nos ayuda a la pronunciación y a la seguridad… y creo que eso es súper importante

Teacher: _¿Te dificulta hablar en inglés frente a tus compañeros y profesor?_

ST7: eeehhh…si me dificulta mucho, porque eh… partiendo, yo soy un poco tímida entonces no tengo mucha seguridad en mi misma menos con el inglés… además que eh, nunca tuve… aparte de mis profesores… no como mis compañeros que algunos tienen a sus papás que los ayuden pero a mí no po, entonces como que solamente los profes y tampoco es como que sepa mucho… y por eso me da mucha vergüenza salir adelante y esas cosas.

Teacher_: ¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?_

ST7: eeehhh… las debilidades es que… me da mucha vergüenza y siempre se me olvida todo cuando… cuando me pongo nerviosa… y las fortalezas es que… me preparo… ósea soy preocupada en ese sentido… cuando sé que me cuesta algo, lo estudio mucho pero igual a veces me traiciona la vergüenza.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST7: aaahh sí, sí, encuentro que son… partiendo son muy didácticos y que ayudan mucho… a mí me enseñan más que una prueba… me enseña más un trabajo y son más entretenidos especialmente para la motivación de un estudiante que a la mayoría quizás el inglés no los llama mucho pero a la vez es súper importante… entonces con los proyectos se hace más didáctico y entretenidos.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST7: a veces encuentro que es mas difícil hacer trabajos en grupo que hacerlo sola porque uno tiene como mas competencia entre comillas… entonces a los profes obviamente que si mi compañera tiene así como… como mucha mas habilidad para el inglés se va a comparar mucho conmigo.. que yo que soy como mas débil en ese aspecto… pero igual a veces se lleva mejor porque una no es la única que esta parada al frente entonces como que ehh… tiene sus pro y sus contras.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST7: en este momento yo creo que buena… o sea ahhh… aunque por mucha vergüenza que me dé, yo creo que igual si me dan un texto en inglés lo podría decir y podría entender.

Teacher: Ahora después del trabajo que realizaron…

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST7: Eehh si… especialmente en esta etapa de nuestras vidas o sea donde mas se necesita porque convivimos… en el curso especialmente… es súper importante

Teacher*:¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST7: Si me dificulta pero no solo por   que estén mis compañeros o mi profesor si no que en todo ámbito, me cuesta pronunciar, me cuesta entender… o sea si me hacen preguntasen alguna disertación me voy a complicar mucho y…. pero no es solo que me de mucha vergüenza que estén mis compañeros, es solo que ehhhh… no saber o hacer el ridículo… eso.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST7: Eemmm… mi habilidades… aaay no se… yo creo que igual voy a intentar hacerlo y después igual voy a buscar la manera de responderlo… o sea ahí no voy a quedar así tranquila hasta no saber bien.

Y mis debilidades… partiendo me cuesta mucho entender las preguntas y me cuesta responderlas también porque mi vocabulario en inglés no es muy amplio… eso.

Teacher*: ¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST7: Ehh si, ya que… gracias a eso en algún sentido cuando uno trabaja bajo presión a uno la obliga a tener que hacer como esas cosas y está bien, mas encima que por suerte tengo compañeros que igual saben harto ingles entonces eso hace que sea más fácil… ellos me ayudan a buscar y mejorar.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST7: Eeehh me siento eeehh… débil, porque como dije denante mis compañeros son muy buenos hablando en inglés, el Alonso especialmente, la pancha igual, entonces yo me siento… ehh débil porque aunque estudie, yo me voy a saber como pauteado lo que tengo que decir, pero yo no voy a saber expresarme así fácilmente, porque mi vocabulario no es muy amplio.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento?*
Excelente, buena, deficiente o mala.

ST7: Yo creo que igual he mejorado bastante mis ingles durante este año comparado con el principio, porque esto de las disertaciones, bulleting boards, los videos igual como que me hicieron como tener que aprenderme más cosas y yo no creo que este deficiente, porque igual partí así, pero ahora yo creo que bien.

6.8 Student Number 8

Pre- Interview

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST8: yo creo que obviamente importa mucho para la formación de una persona la forma de expresarse oralmente… que más… (ríe)… es que es lo principal dentro de una persona… puedes saber mucho, pero si no sabes llegar a una persona y presentarte y lograr entregar un mensaje de la forma más correcta… ya sea forma informal… hablando con un jefe o con una persona de la calle… entonces uno tiene que aprender.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST8: Si… eemm porque yo se las palabras y las entiendo pero… eehh siento que me voy a equivocar y… me da como mucho miedo y cuando me preguntan algo en ingles prefiero quedarme callada o responder en español… porque me da miedo responder y equivocarme.Con los profesores me da menos miedo… que sé que me van a corregir… pero con los compañeros da más vergüenza porque sé que se van a reír.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST8: Eehh...En inglés... Que me da vergüenza… yo creo que eso principalmente… porque igual entiendo y podría... ósea… me cuesta más expresarme que escuchar.

Y mis fortalezas… leer… si porque conozco… con eso cuando uno lo hacen aprenderse los verbos irregulares uno aprende mucho y ya puede leer y entender todo… uno igual lo adquiere con la tele y esas cosas… y eso lo encuentro súper fácil… leer.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST8: yo creo que si… porque… en eso donde hicimos las intervenciones… porque uno prepara lo que va a decir… y lo tiene que pensar y hacer el trabajo de traducir … porque hay algunos tiene la habilidad de poder expresar al tiro en inglés y yo creo que… yo no soy de esos .. jajaja y uno tiene más seguridad y hablando y escuchando a tus compañeros después va como soltando en inglés, como más fluido y claro uno después se da cuenta que las expresiones son como armadas y que uno lo responde como espontáneamente.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST8 :si… porque hay compañeros que saben más y pueden corregir… porque cuando uno está solo… en inglés o matemáticas lo que sea… uno piensa que puede haber hecho toda la guía pero igual puede estar todo malo que si uno no aprendió bien la estructura de la oración y pone algo mal… ya en todas te vas a equivocar.

Teacher*: ¿Cómo calificarías tu expresión oral en ingles en este momento?*

Excelente, buena, deficiente o mala.

ST8: eeehh hay depende igual con la persona con la que este… pero sería buena porque deficiente seria como no poder decir nada.

<u>Post- interview</u>

*<u>**Teacher:** Ahora después del trabajo que realizaron…</u>*

Teacher*: ¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST8: Si… porque ehhhh… ayuda a tener mejor relaciones con los demás y… eso.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST8: Espontáneamente… ehh no sé, me da más confianza cuando me preparo por el tema de las palabras porque ehhhh… no se cuales usar y… en cambio, cuando se lo que voy a decir o la estructura puedo hablar con más seguridad

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST8: Cuando me hacen preguntas seria una debilidad… porque me pongo nerviosa y no sé qué palabras usar… y una de mis fortalezas… que entiendo las preguntas..jajaja.

Teacher: *¿Crees que la implementación del proyecto te ayudo a mejorar tu expresión oral?*

ST8: Yo creo que si… porque eeehh… uno prepara lo que tiene que decir y empieza dialogar para después hacer el video… eso amplia el vocabulario, hacerlo con los compañeros.

Teacher*: ¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST8: Bien… osea que un trabajo en equipo igual es mas chico que cuando hay que hablar enfrente de los compañeros, en curso… igual siempre va a haber uno que sabe mas pero no por eso me va a dar vergüenza si no que me va a ayudar.

Teacher*:¿Cómo calificarías tu expresión oral en ingles en este momento? Excelente, buena, deficiente o mala.*

ST8: Bien…

6.9 Student Number 9

Pre- Interview

Teacher*:¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST8: claro que si porque es la base de la comunicación… porque eehh… si no hay una buena expresión oral no hay una buena entrega del mensaje.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST8: eeehh no… considero que mientras menos me ponga nervioso en la sala de clases… en una…una situación real... menos me voy a poner nervioso…

Teacher: *¿frente a tus compañeros y a tu profesor? ¿Te sientes igual en ambos casos?*

ST8: no… considero que es mejor... mientras menos me ponga nervioso dentro de la sala de clases con el profesor o con mis compañeros… ponerme no nervioso.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST8: yo creo que un poco falta vocabulario… y un poco palabras como un poco nuevas para mi… la pronunciación… me falta como la regla.

Y fortaleza que igual tengo un vocabulario como bastante grande y que me gusta el inglés en general… y eso me lleva a aprender más.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

Student: si claro que si porque... osea... es práctico..no es solo teoría entonces que evalúen mas por ejemplo expresión oral, pronunciación, eso para mi es mejor que una prueba escrita.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

Student: es que lo que pasa es que… dentro del estudiantado no hay como un interés mayor por el inglés… pero siento que me siento más cómodo en grupos pequeños de trabajo con gente que le interese trabajar y más aún si es inglés.

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

Student: buena.

Post- interview

Teacher: Ahora después del trabajo que realizaron…

Teacher: *¿Consideras que la expresión oral es una habilidad importante para tu desarrollo?*

ST8: Claro que si porque ehhh… o sea… porque constituye lo más importante para la vida… la comunicación.

Teacher: *¿Te dificulta hablar en inglés frente a tus compañeros y profesor?*

ST8: Eehh no… con el inglés…soy bastante seguro de mi mismo porque considero que igual tengo una buena base.

Teacher: *¿Cuáles crees que son tus debilidades y/o fortalezas al momento de expresarte en inglés?*

ST8: Aaammm… mi debilidades son que no tengo tanto conocimiento técnico… me refiero a que no conozco tanto las reglas lo hago mas por estomago… porque me suena y se que es así no más.

Teacher: *¿Crees que la implementación del proyecto te ayuda a mejorar tu expresión oral?*

ST8: Creo que… todo momento en que uno habla en ingles ayuda a mejorar tu expresión oral… ya sea pasivamente o activamente porque se supone que en la práctica uno se ve

Teacher: *¿Cómo te sientes al interactuar oralmente en un trabajo de equipo?*

ST8: Aaamm… como dije antes… o sea… lo mismo que con los profesores y alumnos… eeehh… seguro, confiado.

Teacher: *¿Cómo calificarías tu expresión oral en ingles en este momento?*

Excelente, buena, deficiente o mala.

ST8: Buena… si, buena.