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LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA

The Use of English during Classroom Interaction

Tesis para obtener el grado de
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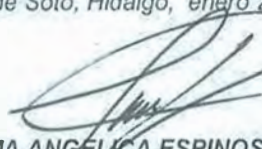
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Abstract

The purpose of this research project is to identify whether Political Sciences and Public Administration students use English when classroom interaction is taking place in their English class; in which types of interaction they use English and in which they do not and the reasons why students use or do not use English when classroom interaction is set. In order to accomplish the purpose, questionnaires were designed, administered and analyzed in addition to free classroom observations. The participants are 18 students in the 7th semester of the B.A. in Political Sciences and Public Administration, group 1. I am interested in knowing why students decide to use either their mother tongue or the foreign language while they are learning, and if who they work with affects their language choice. This study encompasses information on why students use or do not use the English language in classroom interaction. The results of this study contribute information which may be useful to make students use English more during classroom interaction to help teachers have a broad understanding on why students decide to use their mother tongue instead of using the language being learned, so that they may develop some new strategies in order to implement the use of English during interaction in their English classes.

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Chapter I

Introduction

Human beings have always had the need to communicate to obtain or share information, whether verbal or written. “Language is a system of signs by means of which human beings communicate” (Algeo, 2010, p.2). Among the languages that were created, English is one of the most used and consequently it is spoken worldwide (Ramelan, 1992); and second language and foreign language students of English generally go through a teaching-learning process to achieve a certain mastery of the language.

This study is focused on English language teaching as a foreign language considering that Mexico is a country where Spanish is the dominant language and English is learnt as a foreign language. The context of this study is in the Universidad Autónoma del Estado de Hidalgo (UAEH), in Pachuca de Soto Hidalgo. The UAEH has six institutes and this study was carried out at the Instituto de Ciencias Sociales y Humanidades. This study was conducted with the students of the B.A. in Political Sciences and Public Administration.

The curriculum of Political Sciences and Public Administration states that students will acquire the abilities to analyze the behavior of local, national and international politics. International politicians will need to speak a variety of languages to communicate, with English as the first foreign language. Students must be competitive enough to analyze what politicians say in English and to use English to communicate with international politicians. (UAEH, 2011).

1.2 Purpose of Study

The purpose of this study is to find out if students use, or do not use English during classroom interaction and to identify the relevant reasons why, so that teachers can be aware of these situations in order to try to implement ways that will enhance student interaction.

1.3 Rationale

Nowadays, English teachers are required to speak English all the time since it is the moment for students to be exposed to the foreign language. In some English classrooms, there are students who do not use the language in the classroom when working with their classmates or with their friends for different reasons. This study aims to know why students decide to use either their mother tongue or the foreign language while they are learning.

At the end of this study, it is hoped to help teachers have a broad understanding of why students decide to use their mother tongue instead of using the language being learned, in this case English during classroom interaction where students do not have to respond directly to the teacher. Understanding the reasons why students choose to use the English language or not will help the teachers develop some new strategies in order to implement the speaking skill in their classrooms.

1.4 Hypothesis and Research Questions

Hypothesis

Students of the B.A. in Politic Sciences and Public Administration who are still in the process of learning to communicate in English might still use the mother tongue during classroom interaction (group work, pair work and discussions).

The interest in conducting this study is to investigate and observe how much students use English and/or the mother tongue during classroom interaction in the English classes.

Research Questions

In which types of interaction do students from the B.A. in Politic Sciences and Public Administration use English and in which ones they do not?

What are the reasons why students from the B.A. in Politic Sciences and Public Administration use English or do not use English in their English class?

1.5 Research objectives

To identify whether Politic Sciences and Public Administration students use English when classroom interaction is taking place in their English class.

To identify in which types of interaction students from the B.A. in Politic Sciences and Public Administration use English and in which they do not.

To identify the reasons why students use or do not use English when classroom interaction is set.

This thesis is divided in five chapters. This chapter describes the introduction. Chapter 2 provides a description of the literature review. In Chapter 3 I describe the methodology I undertook to carry out this research. In Chapter 4 I report the results and the discussion and finally in Chapter 5 I report the conclusions.

Chapter II

Literature Review

2.1 Teaching English as a Foreign Language

ELT stands for English Language teaching, a term or acronym commonly referred to in the field of teaching English. Various authors have offered different views to ELT. One view has been given by Demirel (2007, p.1) who explains that,

Language teaching is an art in that it is a highly skilled activity which is learned by careful observation and patient practice. However, language teaching is a science. Linguistics provides a growing body of scientific knowledge about language which can guide the activity of the language teacher.

The reasons for this ‘growing body of scientific knowledge about the language’ referred to by Demirel is expounded by Hui-chin Lin and Shih-chieh Chien (2011) who claim that, “English has been interpreted in various ways due to the role of English under different political situations and levels of acceptances by different people with different characteristics and

proficiencies” (p.1). In relation to this, Dewey (2010, p. 2), considers that there is a distinction in the distribution of English around the world, which the author explains is “described in relation to three main groups of users: (1) those who speak English as a native language (ENL); (2) speakers of English as a second language (ESL); and (3) speakers of English as a foreign language (EFL)” (p.2).

In many contexts worldwide, English is taught in schools, some as ESL and others as EFL. In the context of this study, ELT at the UAEH is focused on EFL, which in the language teaching field, is also known as TEFL - teaching English as a foreign language.

2.1.1 What does TEFL (and EFL) involve?

TEFL is focused on the purposes or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for TEFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language (Hui-chin Lin & Shih-chieh Chien, 2009, pp. 2-11). Moreover, Hui-chin Lin and Shih-chieh Chien (2009, p. 1) point out that, “teaching English as a Foreign Language implies that English is taught in an area where it is not ruled by English people, colonized by England, or culturally and ethnically influenced by the great British for a great deal.” The authors also explain that in order to integrate teachers and students into the world, it needs to be emphasized that “international issues must be included in the course guide of English edification for accommodating the imminent globalization” (p.1). To facilitate it, English education should take global culture into consideration (Hui-chin Lin & Shih-chieh Chien, 2009, pp. 9-10). Thus, in this sense, TEFL also includes teaching culture. Celce-Murcia, Brinton and Snow (2014, p. 395) state that,

the learning of culture is an integral part of language learning... When teaching English in other countries it is important for the teacher to know the English spoken country’s culture or at least to have some knowledge about it. Also the teacher must have ample knowledge of English; this person must master the language in order to be able to teach it.

Teaching English in a foreign country is more complicated than teaching it at an English-speaking country. As Rodriguez (1980) states,

Though the textbook provides much material and guidance —text, vocabulary, grammar and exercises- yet this material is language in print, not the language that expresses a living mind. The teacher has to transform those silent, inactive printed symbols into living speech. (p. 308)

It is important to mention this since English is being taught as a foreign language in classrooms for communication. In recent years, EFL teachers have increasingly been paying attention to students' attitudes towards English and the reasons for learning it. Furthermore, in some countries it is treated as an academic subject and it is not used outside the classroom. Teachers are in charge of informing themselves about students' needs and attitudes towards English, so that from the beginning an effective role in the English classroom can be played (ICE, 1989, pp.7-8).

Hui-chin Lin and Shih-chieh Chien (2009) claim that, “people of different occupations have to be familiar with conversation topics related to their own specialties and also globalizations in order to communicate with friends from other countries” (p.13). Avila (2015) states that,

Teaching systematically provides participants with better tools for their final products. English teachers can use their creativity to make classes much more original, and go outside the formal bonds of teaching. There are many more methods, exercises, and activities to explore and teach. For this reason, teachers need to expand their horizons in an EFL context to see what will probably be efficient for future generations. (p.102)

It is therefore necessary for teachers to provide students with many opportunities as well as with the reasons and purposes of communicating in the language for them to understand its importance and when to use it.

2.2 Learning English as a foreign language

Once TEFL has been explained, I now turn to discuss the learning of EFL. Looking at the learning process in learning English as a foreign language is as important as looking at the teaching of English as a foreign language. In a way, both are linked strongly to one another. Ur (2009) remarks that,

Learning may take place without conscious teaching; but teaching, as I understand it, is intended to result in personal learning for students, and is worthless if it does not do so. In other words, the concept of teaching is understood here as a process. (p. 4)

How learning occurs in the classroom is actually part of the teacher's job. They promote the learning process by the use of appropriate teaching acts. Thus, the teacher presents and explains new material in order to make it clear, comprehensible and available for learning; teachers give practice to consolidate knowledge; and tests, in order to check what has been mastered and what still needs to be learned or reviewed (Ur, 2009).

The learning process involves several things as Fan (n/d, p. 130) writes, “when the learner has a clear communicative need for the target language, he is most likely to learn the language spontaneously. He tends to take active part in all classroom activities and make active responses to the teacher’s instruction”. From another viewpoint, Richards, (2014, p.2) suggests that, “theory and practice has generally centered on how the classroom, together with teachers, learners and learning resources can provide the necessary conditions for learning to occur.”

2.3 Use of English in the EFL Classroom

The use of the language in the classroom is generally expected simply because the classroom is where the students learn how to say words and structure ideas, sentences or clauses, practice them and produce them. In the classroom, students are exposed to the language through various ways such as textbooks, printed materials and technological resources. Although students will get exposure to the language from various sources, Harmer (2007) says that teachers are models of the language for students as the teacher goes about the different activities in the classroom with the students. The teacher initiates the activities using the language, and the students not only hear the language, but they are somehow prompted to respond in the language. According to Harmer (2007, p. 118), “a vital ingredient in the learning of a language, is exposure to it”. The teacher is a provider of comprehensible input (Harmer 2007) and that student talking time (STT) should be encouraged more than teacher

talking time (TTT) even though the latter is when students get the exposure they need of the language. However, because the goal of language teaching and learning is language use, many teachers resort to the use of pairwork and groupwork and other classroom interaction characteristic of certain activities in the EFL classroom to maximize STT and enable more use of English during learning.

2.4 Activities in the EFL classroom

Activities are an essential tool in the teaching and learning of the language.

In any lesson in ELT, activities in the classroom are indispensable for the learning process to take place. Richards (2018) states that the term *activity* alludes to the kinds of actions that enables learners to carry out something related to the learning goals of the course. For example: playing games, role playing, talking in pairs or groups. Klippel (2012) underlines that,

Many of the activities are concerned with the learners themselves. Their feelings and ideas are the focal point of these exercises, around which a lot of their foreign language activity revolves. For learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people. (pp. 4-5)

According to Wandberg and Rohwer (2010),

promoting comprehensible input learning activities are designed to take students out of their books, sometimes out of their seats, out of their classroom, out of school, and sometimes out of their familiar ways of thinking, they are intended to make students active participants in their own learning. (p.125)

In the same view, Crystal (1994, p. 396) considers that, “word games played by adults provide the clearest example of the length to which people are prepared to go to indulge in strange linguistic behavior.” This is the reason why Fan, (n/d) explains that:

EFL lesson should be composed of various activities which require an active participation of the students. So the students usually have more opportunities in an EFL class than classes of other subject to speak, to talk, to read aloud or even to argue with each other. (p. 132)

2.4.1 Types of classroom speaking activities described by authors

There are a variety of activities that can be carried out in the classroom to motivate students' participation, particularly in speaking. Harmer (2001) states that teachers ask students "to act out scenes from plays and/or their course books, sometimes filming the results" (p. 348). The author further states that students can write their own dialogues and act them out themselves.

Moody (2009, p. 380) observes that, "drama is a useful medium in the communicative language classroom where the focus is placed on the meaning of the language rather than the form. Activities come in various forms depending on purpose, curriculum, class size, or experience".

Kobayashi (2012) says that activities are used to:

1. Develop students' creativity and to boost students' confidence.
2. Encourage group participation and build trust and acceptance in the group.
3. Utilize cooperative, noncompetitive interaction.
4. Support learner autonomy with the teacher often taking the role of bystander or fellow participant. (p.30)

To motivate students to speak as well as to encourage interaction in the classroom, activities planned during the different stages of the lesson, are essential teacher actions.

2.4.1.1 Communication games

These are activities that do not have a linguistic goal or aim. According to Hadfield (2001), communicative games involve the development of tasks that do not focus precisely on the

correctness of structure but to helping students become fluent speakers. Hadfield (2001, p. 8) adds that “these activities have the purpose of getting students to talk as quickly and fluently as possible.”

Examples:

Information-gap games. Many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures (Harmer, 2001, p. 349).

Discussion. Discussion entails an interaction between multiple speakers, usually revolving around a particular topic of contention or question on which the speakers must come to a consensus. Sybing, (n/d, p.221). According to Harmer, (2001, p. 349), discussions may be “highly formal, whole-group staged events to informal small-group interactions”.

Buzz groups. A whole range discussion.

Instant comment. Students respond immediately.

Formal debates. Students prepare arguments in favor or against, propositions.

Unplanned discussions. Discussions that happen in the middle of the lessons; they are not planned by the teacher, but, if the teacher encourages the discussion, can be an enjoyable activity that results in students’ language production.

Getting to a consensus

When the teacher involves students in making a choice between two specific alternatives, and then making them reach a decision as to the best option, enables students to get into a discussion among themselves and then come to a consensus.

Prepared talks

Role playing

One common way of getting students to speak according to Frančešević (2015, p. 9) is role playing where “students are assigned different social roles and contexts and have to deal with the predetermined situation in the best way possible”.

Simulations

Somewhat similar to roleplays but more elaborated than in simulations, students act out roles with realia to a kind of ‘imitation’. For example, a student acting out the role of a singer uses a microphone to act out the role.

2.5 Participation

As part of the class process, participation is important as it enhances the learners’ ability to use the language. Namini Devi/O Simanjalam (2008, p.21) explains that,

Learners’ participation in English classroom is very crucial to make sure students acquire the knowledge because it is based on real usage of English. This is because learners’ participation in classroom is one of the aspects of classroom interaction to practice language.

Furthermore, the authors add that “the more learners participate orally and the more they were engaged in the negotiation of meaning, the better they will acquire the language” (Namini Devi/O Simanjalam, 2008, p.16). Petress, (2006) suggests that,

Students learn best when they take an active part in the learning process. Students are more likely to appreciate how learning in one area is useful in other settings if they personally relate their activities in these plural experiences rather than by trying to see commonality through passive learning. (p.1)

It is therefore important to promote participation in the classroom as this helps them not only to learn but enables classroom interaction for the purpose of developing communication.

2.6. Classroom Interaction

Wilga Rivers (1987 cited in Hui-chin Lin and Shih-chieh Chien, 2009, p. 27) states that, “through interaction, students can increase their language store as they listen to or read authentic linguistic material... In interaction, students can use all they possess of the

language-all they have learned or casually absorbed- in real life exchanges”. Brown (2001, p. 165) defines interaction as,

...the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use in various context to “negotiate” meaning or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive.

According to Sinclair and Coulthard (1975, p. 227), observation has shown that the most common type of classroom interaction is that known as 'IRF'-'Initiation-Response-Feedback': the teacher initiates an exchange, usually in the form of a question, one of the students answers, the teacher gives feedback (assessment, correction, comment), initiates the next question - and so on.

There are, however, alternative patterns: the initiative does not always have to be in the hands of the teacher; and interaction may be between students, or between a student and the material (Sinclair & Coulthard, 1975, p. 227). Interaction can be stimulated if students talk to each other about what is important to them (ICE, 1989, p. 52).

There are various patterns of interaction, some described by Ur (2009, p. 227) where students’ interaction enables the use of the language:

- T-S = Teacher and students fairly equally active.
- Ur (2009) illustrates *Group work* as a T-S interaction pattern where students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all. This open ended teacher questioning can have a number of possible 'right' answers, so that more students are able to speak to answer.

Philp and Tognini, (2009, p.253) point out on T –S interaction that “teacher-directed interaction is a potential source of input and feedback for the class as a whole, not just those learners who are directly involved.”

- S / Ss = Students active, teacher mainly receptive.

- S-S = Students very active, teacher only receptive.

To this interaction type, Fernandez Dobao (2016, p.3) expressed that “Student – student interaction is an opportunity for learners to scaffold each other and to collaborate in the solution of their language-related problems”. Some authors use the initials L-L (Learner-Learner). Karwan, Mahta, Lin Siew, and Ahmad Mahreez (2016,) assert that it is learner-learner interaction in the classroom which enhanced the students’ speaking skills. As a result, language teachers should take into consideration that they need to include in their language classes meaningful interactional activities that encourage student participation, which in turn would assist the development of the learners’ speaking skills in the classroom (p.239).

Furthermore, Philp and Tognini (2009, p.254) identify three distinct aspects of L-L interaction seen in the literature: “(1) interaction as practice, including the use of formulaic language; (2) interaction that concentrates on the exchange of information; and (3) collaborative dialogue including attention to form.”

Examples of the above-mentioned aspects are:

Group work

Learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency: learners in a class that is divided into five groups get five times as many opportunities to talk as in full-class organization.

Collaboration

Students work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene.

Full-class interaction

The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor (Ur, 2009, p. 228).

2.6.1 Teachers' roles in Interaction

As can be noted from the above sections, interaction occurs because teachers plan and initiate a course of action for students to get involved in the learning process through an active participation in classroom activities. In the pursuit of active interaction in the classroom, teachers may take on varied roles.

Brown (2001) explains that, “teachers can play many roles in the course of teaching; however, the key to an interactive teacher is to gradually enabling students to move from their roles of total dependence to relatively total independence” (p.167). Brown illustrates some of these teacher's roles:

The Teacher as a Controller

Brown (2001, p.167) states that for interaction to take place in the classroom, some control by the teacher is necessary. This is in the case where the teacher initiates a topic or question and then asks a student or students to give an example or opinion or respond to a question given. This T-S or T-Ss interaction sees the teachers as initiators of the topics and nominators of speakers that may; according to Philip and Tognini (2016, p. 248) “restrict students' interaction to one turn”. However, as Sinclair and Coulthard (1975), Ur (2009) and Brown (2001) have stated, T-S / T-SS interaction involves the T initiation to enable students to speak. Philip and Tognini (2009) comment , T-S interaction is “a potential source of input and feedback for the class as a whole” (p.253).

The Teacher as a Director

Brown (2001) states that the teacher as a director is seen as SS interaction, enabling students to “engage in the real-life drama of improvisation as the teachers become observers and the students take an active part in the activity” (p.167).

Teacher as a Source

Students take the initiative to come to the teacher for advice and counsel, and thus communication and use of the language by the students occur.

The teacher as Monitor

The reason of teacher's monitoring is because activities in collaboration need to be supervised by teachers who are able to provide appropriate feedback and assistance while students are interacting with one another in pairs or in groups. Teachers favor pair or small group work because it offers more opportunities for individual learners to speak (Fernández Dobao, 2016, p. 39).

Students' interaction is important in the language classroom to ensure that students use the language and achieve the goal of language teaching which is communicative language use as well as communicative language competence. The teacher, however, has an important role to play in making classroom interaction happen.

Chapter III

Methodology and Procedures

3.1 Introduction

This chapter discusses the methodology of this research project and the instruments that were designed and implemented to collect the data for achieving the main purpose of this study. In addition, the subjects that were part of the study will be described and their information, who they are, how many they are, and some other important elements such as their age, gender and proficiency level. Why the instruments for collecting the data are valid and reliable within and explanation of the steps that were followed for doing this study.

3.2 Methodology

To carry out this research study, questionnaires were designed, administered and analyzed in addition to two classroom observations. Further information regarding the data collection are described below.

3.3 Subjects of Study

This research project was carried out with 7th semester students of the B.A. in Political Sciences and Public Administration, group 1. It is a group that studies English V from Mondays to Wednesdays in different time schedules. On Mondays, they attend English class from 2 pm to 3 pm, on Tuesdays from 7 pm to 9 pm and on Wednesdays from 12 pm to 2 pm. In total they have 5 hours of English class a week. The group is composed of 18 students, 10 women and 8 men that are around 17 to 28 years old. These students are studying an intermediate level course. The students of this study program in general are expected to acquire the abilities to analyze the behavior of local, national and international politics and politicians. When acquiring these abilities, they will need to speak a variety of languages to communicate, foremost of these, English. This study will look at student interaction in the classroom to see if students use English when communicating, which is the purpose of this study.

3.4 Instruments for Data Collection

3.4.1 The questionnaire (Appendix #4)

The quantitative method was chosen when designing the questionnaire because the students' answers were tallied to measure how much English is used in the English class. The students' responses are shown in graphs to have a better view of the results.

An analytical category chart was done to have a clearer idea of what was going to be asked. In the chart, some categories were set: the use of English, the use of Spanish, types of classroom interaction and the reasons why students use English and Spanish.

3.4.2 The Categories, Question items and Rationale

The questionnaire was based on the category chart and it was first done in Spanish so that it was easier for students to be answered; then it was translated into English. First it was piloted

with two students from the same class to check if the questionnaire could be understood and answered by them. The questionnaire is made up of 15 questions.

Questions	Explanation	
Questions 1 and 2	Students were asked to underline the correct answer regarding the use of English and if they interact with one another in their class.	Appendix # 4
Question 3	Students were provided with different situations and they had to choose the language that they used to develop them, English, Spanish or both.	
Question 4,5,6 and 7	These questions were about their preferences when they work in teams or pairs and their feelings towards the development of activities in which they interact with one another.	
Chart questions	Then a chart shows the frequency with which students develop certain kind of activities and the frequency with which they work in teams, pairs or alone.	
List questions	Two lists were drawn: one list to check the reasons why students use English during classroom interaction, and the other list, the reasons why they do not use English during classroom interaction. Each list has 12 situations to choose from.	

The questionnaire was administered to a total of 18 students. The data obtained from the questionnaire were compiled and analyzed, and the responses gathered of each of the questions were organized, classified and represented in graphs, to represent the results gathered from the questionnaire.

3.4.3 Classroom Observation

The qualitative method is reflected in the implementation of two classroom observations. The two observations were recorded with the permission of the teacher in charge of the class. As they were free observations, notes were taken during the class.

3.4.2.1 The Classroom Observation notes

The content of the notes was a description of what the environment was the activities that were being developed during the class, the attitudes from students towards the activities and the use of English and Spanish. At the same time an audio in the case of the first observation and an audio and video in the case of the second observation were being recorded. The first observation went well and it was voice recorded to remember more details about the class, however, not all the students attended class that day and it was difficult to listen those students that were far from the recorder. As a consequence, a second observation was administered. This time all the class attended allowing us to get information from all the whole class. It was video recorder and voice recorder. Later on, these notes and recordings were transcribed to make a final report of each classroom observation.

From the two reports of each separate observation, an analytical category chart was designed (Appendix #3) integrating 3 categories that were subdivided in indicators. The first category was classroom interaction with 2 indicators teacher-students and student-student. The second category was the use of English with indicators that were to ask for clarification, error-correction, to answer a question, to give examples, to develop an activity and to talk about something besides the activity; the last category was the use of Spanish with the same indicators as those for the use of English. Then the two analyses from the questionnaire and the classroom observations were compared and the analyses will be shown in the Results of the Study in Chapter 4.

3.5 How the study was carried out

This research project started to be developed one year ago. During 4 months the literature review was done looking for research done in the same topic or similar topics to this one. Theory was reviewed; read, the most important and functional was taken and written in the second chapter of this project. The last four months were used to check what was done and to continue with the hard work, after having fixed some parts of the previous work, Chapter I was fully developed. Then the instruments for the data collection were planned: the questionnaire design, and the two classroom observations. Data collected from both instruments were analyzed and synthesized to develop the Chapter IV of this research project, with graphs and quotes taken from the observations. The last step was to develop the conclusions and to describe the methodology that was implemented.

Chapter IV

Results of the study

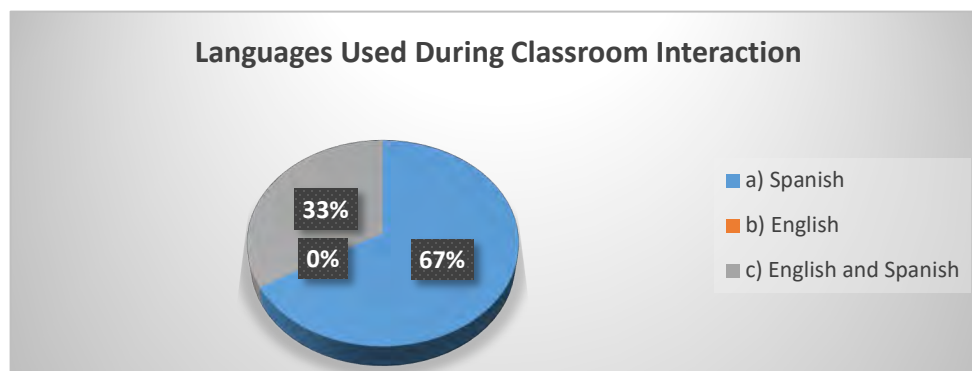
The results of the study are discussed in this chapter. These data were obtained from a questionnaire filled out by 18 students who were studying English V in the 7th semester of Political Sciences and Public Administration, and from two classroom observations. This chapter will first report the questionnaire findings followed by the observations' findings. The questionnaire findings will be given in the order of the Category Chart shown in Chapter III.

4.1 Use of English and/or Spanish during Classroom Interaction

It is of great importance to this study to highlight first and foremost of all whether students use English during the time they interact with one another in the classroom, or if they are using Spanish because this is what the study is principally focused on. In the questionnaire, students were asked in **Item 2: When you work in pairs or teams, which language do you use to develop your activities?**, then showing three options to choose from: a) Spanish, b) English, c) both. Figure 1 below show that 67% of the class uses Spanish when they work in pairs and in teams. This means that 12 out of 18 students use the mother tongue during

classroom interaction. It can also be noted in the same figure that none of the students (0%) use only English to interact with classmates during class activities. The results of the questionnaire also revealed that students sometimes combine English and Spanish when interacting. As shown in Figure 1, 33% of the study group uses both languages to interact; this means that 6 out of 18 students use both English and Spanish during interaction.

Figure 1: Languages Used During Classroom Interaction



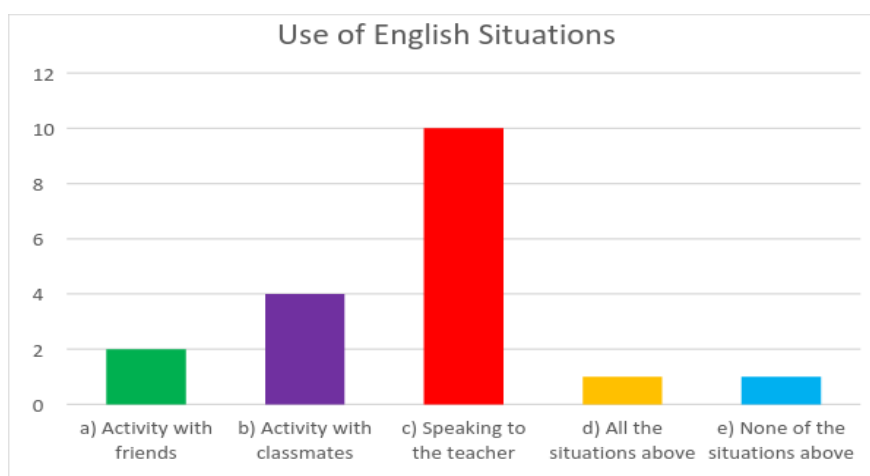
4.2 Situations in which English and Spanish are being used during Classroom Interaction.

In Item 1 of the questionnaire, students were asked to identify the situations and to whom they use or do not use English with. Figure 2 shows five situations the students use English when they are interacting. Column *a* shows that only 2 students use English when they are working with friends. Column *b* is when they are developing an activity with other classmates, not necessarily a close friend. Here, 2 more students use English when working with other classmates; to be more specific 4 out of 18. In Column *c*, more than half of the group responded that they use English when they are speaking to the teacher, specifically 10 of them. One student responded that he uses English when he is working with classmates, friends and talking to the teacher (Column *d*) and one other student said that he does not use English in any of the situations previously mentioned (Column *e*).

What can be observed from the results tallied of this item is that during a classroom activity, few students tend to use English whether this be with classmates or with friends, although in the information gathered, students use English more with who they consider their close friends in class than with the rest of the classmates.

What could also be observed from the results is that when it comes to interacting with the teacher, students seem to try to address the teacher in English. One student does not even speak English in any of the situations given.

Figure 2: Use of English Situations



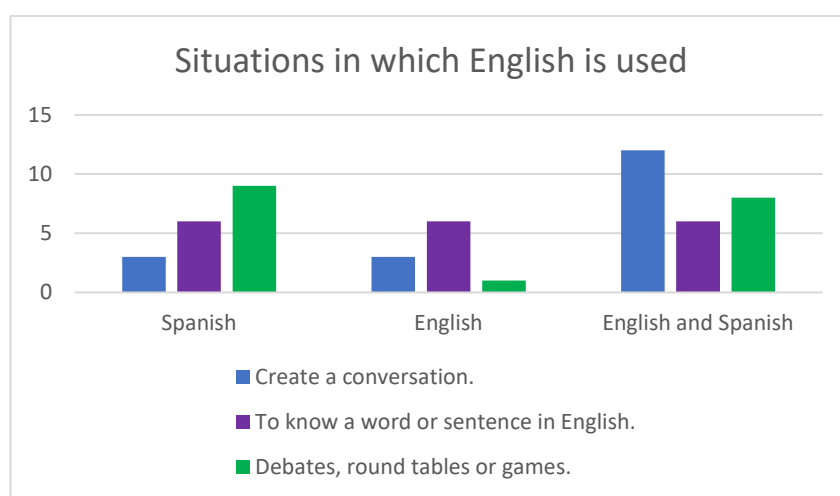
Students are arranged in pairs or teams to develop certain activities, so that interaction takes place. This has the purpose of giving them time and opportunities to practice and peer-teach or teach in groups the new structures and concepts on their own (Alley, 2005). When students work with classmates or friends, 6 students out of 18 use English, as shown in *Figure 3*.

Figure 3 shows that six out of eighteen students use English when they work with classmates or with friends. The blue *column* in each of the three sets of columns represent the conversation activity in pairs: 3 students use Spanish when conversing in pairs, 3 students use English and more than the half of the group (12 students) use both languages.

The next activity shown as a *purple column* is where students try to solve a question about how to say a word or sentence in English. In this activity, 6 students use Spanish, 6 students use English, and 6 use both, English and Spanish. The third situation is where varied kinds of activities are developed in groups; debates, round tables or games, and the tallied results shown in the *green column* revealed that 9 students, representing half of the group, used Spanish. Only 1 student used English and 8 used English and Spanish.

The results of this section of the questionnaire show that students prefer to use Spanish and English when interaction is carried out in conversation activities. In the situation where they must clarify a doubt about a word or question, students would use Spanish, English or both languages. However, when they carry out other interaction activities in class, such as debates, roundtable discussions or play games, more students use Spanish, or combine Spanish with English and only one student would use English in this type of interaction. The only student who used English is the most active speaker in class.

Figure 3: Situations in which English is used



4. 3 How students feel when working in pairs and teams.

During the research, the students were asked to answer a question specifying how they felt when using English working with a pair. As illustrated in Figure 4, eight out of 18 students or 44% of the surveyed group mentioned that they feel comfortable using English when working with a friend. 3 out of 18 or 17% of the group stated that they feel comfortable with whoever they work with. Moreover, 7 out of 18 or 39% of the students surveyed stated that they feel uncomfortable using English no matter who they work with. None of the students surveyed specified any another situation where they would feel comfortable using English.

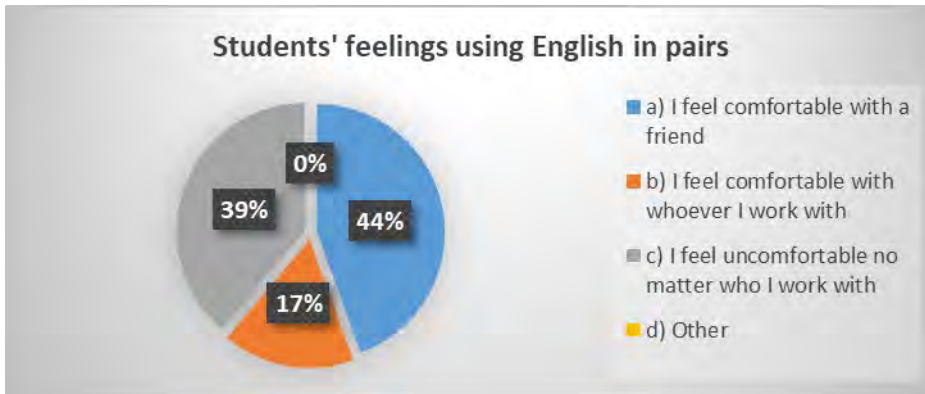
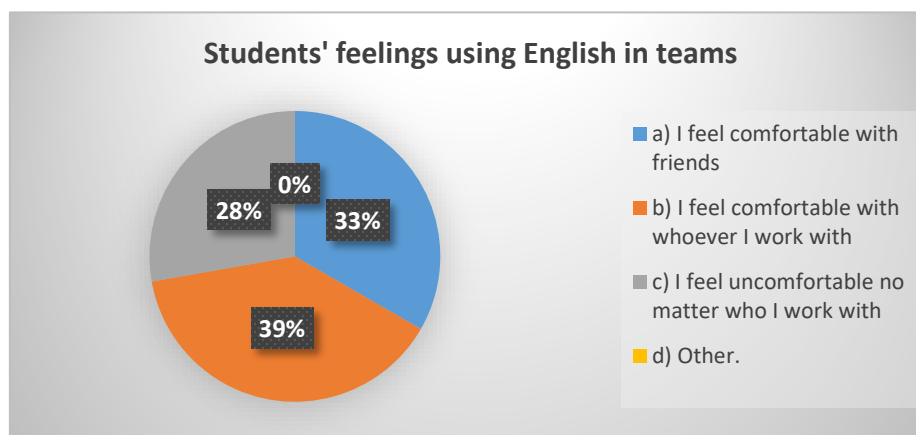


Figure 4: Students’ feelings using English in pairs

When working in teams, Figure 5 shows that six out of 18 or 33% of the students responded that they feel more comfortable working with their friends in class, 7 out of 18 students or 39% responded that they feel comfortable no matter who they work with, and five students or 28% feel that they are not comfortable with English no matter who they work with. No other situation was specified.

When working with more people as in a team, they are likely to use English during team work. Activities in the English class give students reasons to use the language being learnt and as a result of this process, group participants produce more than the sum of their individual abilities (Alley 2005). The teacher precisely puts the students together to interact with each other while carrying out an activity in the English class and where English is expected to be used.

Figure 5: Use of English Comfort in teams



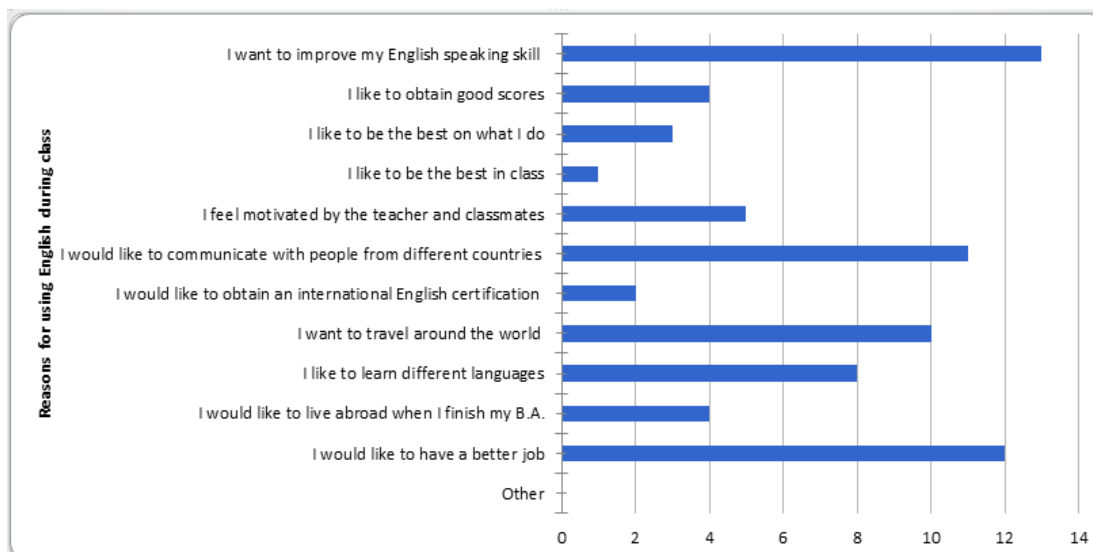
4. 4 Students' preferences for using English in class.

Students were given several common situations to elicit their preferences for using English in class. The idea was to get them to choose the possible reasons that motivate them to interact using the language during their English class. Some situations go beyond short term to long term objectives for the future.

The students were asked to put a *checkmark* (✓) before the situations that fit their preferences for using English in class. Figure 6 illustrates the 12 preferences given in the questionnaire with the number of students who have chosen these situations as their preference for using English

in class. Four situations stood out as the students' preferences for using English in class: 13 students use the language in order to improve their English speaking skill; 12 students want to use English because they want to have a better job in the future; 11 students envisioned communicating with people from other countries and 10 students want to learn English because they would like to travel around the world. In addition, there are some other reasons that were selected, 8 students use English since they like to learn languages in general, 5 students use it because they feel motivated by the teacher and their classmates. The least reasons that were chosen were because they like to obtain good grades in the course and that they would like to live abroad. 4 students opted for each of these two preferences; 3 students checked the option for liking to be the best on what they do; 2 students would like to obtain an international English certification; the last one, which was preferred by only 1 student was the option that stated *I would like to be the best in class*.

Figure 6: Students' preferences for using English in class

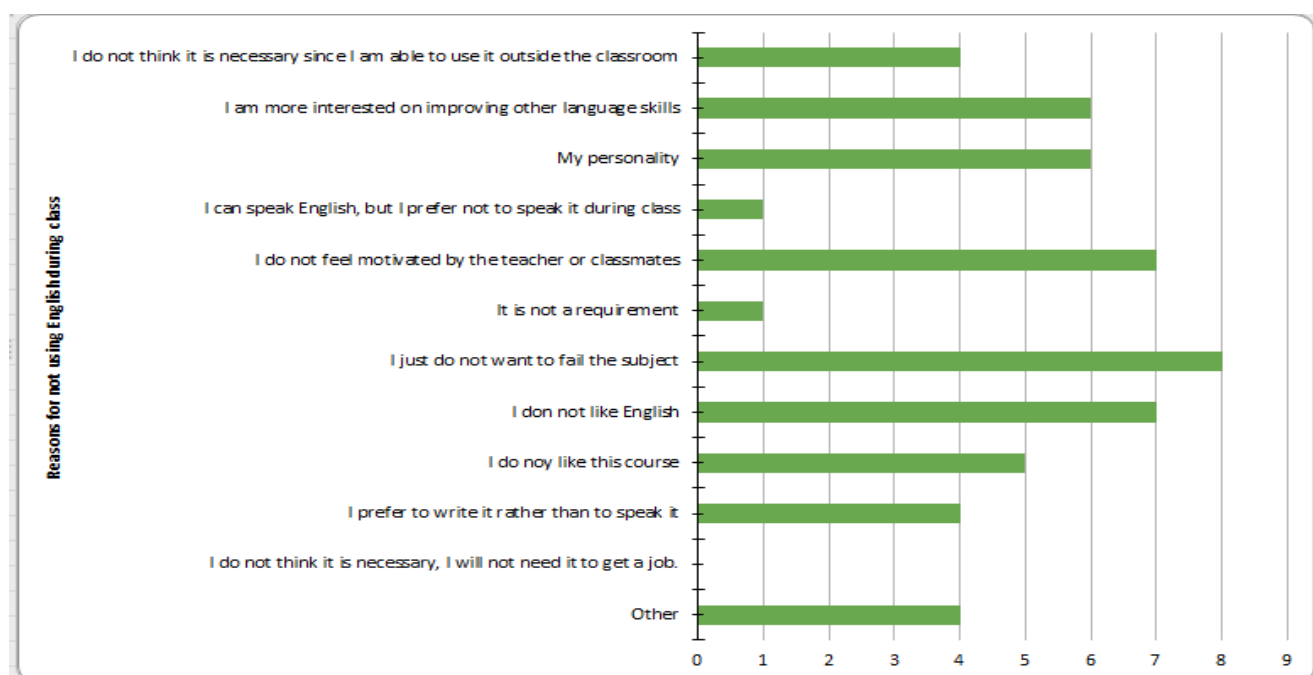


4. 4.1 Reasons for not using English in class.

The questionnaire also gave students the opportunity to tick the reasons why they do not practice or speak English in class. 12 situations were given in the questionnaire to choose from for not using the language in the classroom. As shown in Figure 7; the reasons why students do not to use the language are the following: 8 students do not use the language because they only want to pass the subject; 7 students do not use it because they simply do not like English. Also 7 students do not feel motivated by the teacher or their classmates. 6 out of the 18 students surveyed prefer not to use the language because they are interested in improving other language skills and because of their personality.

The reasons that were less selected were the following: 5 students revealed that they do not like the course; 4 chose two different reasons: that they do not think it is necessary because they are able to use it outside the classroom and that they prefer to write rather than to speak. The last two reasons were selected only once: that they can speak English but they prefer not to use it in class, and that the student thinks that English is not a requirement (perhaps for his/her career).

Figure 7: Reasons for not using English during class



Two classroom observations were carried out that were intended to contribute to the achievement of the objectives of this investigation. The research questions of interest in this part of the study are: Do students in the B.A in Politic Sciences and Public Administration use English while classroom interaction takes place in the English class? In which types of interaction do students from the B.A. in Politic Sciences and Public Administration use English and in which they do not?; and what does the teacher do to promote the use of the language in classroom interactions?. From these observations, some interaction types were identified, as well as the teacher’s intervention so that students would interact in class.

During the first classroom observation which will be identified in this report as Classroom Observation 1 or CO1, interaction was observed between the teacher (T) and students (Ss) from the start of the class, while they were checking the homework together. Below is a transcription of the interaction that took place at the start of the class:

T-Ss	<p>1 T: Then, the next number 5. Oh, you didn't do the homework.</p> <p>2 S4: yes, yes ya la hice. Bueno yo puse, everything we can are we can think of</p> <p>3 T: Am no</p> <p>4 S4: bueno, ¿le intente no? echando a perder se aprende.</p> <p>5 T: Everything... (is looking to the class for an answer)</p> <p>6 S5: we can</p> <p>7 T: everything we can think of... ok (teacher goes to the board and starts writing the example on the board)</p> <p>8 S6: ¿puede ser; everything we can think of is what we are doing?</p> <p>9 T: amm, no. Ok remember the steps that I told you?</p> <p>10 S4: ve estaba dificil miss. por eso no la hice.</p> <p>11T: what is the subject?</p> <p>class: we</p>
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	12 T: the complete verb form is?
	13 Class: are doing
	14 T: the subject?
	15 Class: everything
	16 T: the question is, what are we doing? Everything we can think of. This is the answer.
	17 S4: ¿y así se queda?
	18 T: No! Everything we can think of is being. Ok remember that first you have to identify the main verb, in this case do, if the verb is in ing form you have to use the verb in ing, if it is in past participle you use past participle and so on. (CO1; p.55 & p. 56)

In this interaction, S4 (lines 2, 4, 10, 17) had difficulty responding in English because the responses were mostly in Spanish. S5 and S6, although both only had one intervention each, responded in English, showing that they were aware that they had to respond in English. When the teacher addressed the whole class, the students also responded in English even though with difficulty, they did it in English. Here it can be noted that the teacher all the time used English and the students' tried to respond in English with difficulty.

During the second classroom observation (CO2); the interaction between the teacher (T) and the students (Ss) was observed in different moments of the class. One moment was while Ss were answering an exercise individually:

T-Ss	19 S3: Es, si le pusiera, que yo tuviera antecedentes y no pudiera sería I wouldn't?
	20 T: (She confirms S's answer moving her head) I wouldn't
	21 S3: Pero es así.
	22 T: Yes. (CO2; p.58)

S3 does not address the teacher in English. The teacher responds in English but does not do anything to encourage S3 to speak English. In lines 20 and 22, the teacher responds briefly and could have asked S3 to ask the question (line 19) in English, and to say what S3 said in line 21 as well in English. This could be a way of prompting S3 to use English.

Another moment of the class where Ss interacted with the teacher was to clarify a doubt about how to say a word in English:

T-Ss	<p>23 S5: How do you say disculpa?</p> <p>24 T: Apology</p> <p>25 S5: Apology?</p> <p>26 S6: No es apologize?</p> <p>27 T: That is apologize that is the verb and apology is the noun, apology. (CO2; p.58)</p>
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S5 initiates the interaction in English but S6 does not follow S5's example and intervenes in Spanish. There is no prompting again from teacher for S6 to speak in English.

T-Ss	<p>28 S5: Teacher How do you say iniciar?</p> <p>29 T: ¿Iniciar?</p> <p>30 S5: Yes.</p> <p>31 T: Start.</p> <p>32 S5: Start?</p> <p>33 T: Start.</p> <p>34 S5: Ah. (CO2; p.59 & p.60)</p>
------	---

S5 again initiates trying to ask clarification of a doubt on how to say a word in English. S5 shows familiarity with the language used to ask for clarification in class which the teacher must have taught them to do.

To answer the teacher's questions about an activity that was set to be done in pairs, the interaction was as follows:

T-Ss	<p>35 T: Finish?, ok now listen, now in pairs, in pairs you have to ask questions, for example: you will ask to your partner, ah... what would you do if you went to New York? And the other one will say if I went to New York, I would visit the Empire State or something like that...</p> <p>36 S10: Central Park.</p> <p>37 T: Ok Central Park or another</p> <p>38 S11: The Empire State</p> <p>39 T: The Empire State. Ok (CO2; p.59)</p>
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Interaction from the students are limited to responding in words although S10 shows understanding of what had to be done. S11 shows preference for the teacher's example but also does not utter a sentence.

In addition to the T-Ss interaction; another type of interaction was observed, that of student – student (S-s). In CO2, two students interacted to ask for an unknown English word.

S-s	<p>40 S4: Mitch ¿cómo digo mandar?</p> <p>41 S12: (She makes a movement with her head expressing that she doesn't know the answer) (CO2; p.58)</p>
-----	--

S4 does not use the language to ask for a word in English as S5 did. S5 uses the language to do so but in this particular interaction, S4 does not remember to use the language.

S-s	42 S2: No es que me agrego, pero me quiero asegurar
-----	---

	43 S7: ¿Quién te agrego?
	44 S8: Ay es mi prima
	45 S2: Jajaja, me gusta más
	46 S8: Se llama Daniela
	47 S9: A ver, quiero verla
	48 S2: No esta bonita
	49 S8: Dices que estoy más fea.
	50 S2: Estas más fea. (CO2; p.58 & p.59)

This interaction between two students is an example that when they are interacting between friends or classmates, they tend to communicate in their mother tongue and tend to use English less, as was shown in Figure 2 where only 2-4 of 18 students, use English when interacting with a friend or another classmate during classroom interaction.

S-s	51 S9: Would you...
	52 S12: (She tries to help him with the pronunciation) Would you!
	53 S9: Would you
	54 S12: Would you...
	55 S9: jajaja
	56 S12: Jajajaja
	57 S9: What would you do if you ...
	58 S12: I would see (CO2; p.58 & p.61)

This interaction shows a student helping another. The exchange was in English and no Spanish was uttered at all.

4. 5.1 The Use of English.

During CO1 and CO2 the use of English was observed in 5 types of interaction in class. These were particularly observed during teacher – student interaction, either initiated by the teacher or by the students:

1. Asking for clarification (only in CO2)

59 S5: Teacher, how do you say iniciar?
60 T: ¿Iniciar?
61 S5: Yes.
62 T: Start.
63 S5: Start?
64 T: Start.
65 S5: Ah. (CO2; p. 59 & p.60)

S5 in line 59 used English to ask for clarification.

2. Error-correction (during CO1 and CO2)

CO1	CO2
66. T- Let's see what you did or what you invented Class- everyone laughs	71 S4: If what would you do... 72 T: What would you do if, what would you do if... (CO2; p.60)

67 T: ok, number 1	73 S9: Would you...
68 S1: the prisoner was being brought in the court.	74 S12: (She tries to help him with the pronunciation) Would you!
69 T: was, no it was. The prisoner is singular. The prisoner+ was being brought to the court.	75 S9: Would you
70 S1: oh yes! (CO1; p. 54)	76 S12: Would you...
	77 S9: jajaja
	78 S12: Jajajaja (CO2; p.61)
	79 T: No aquí (she points S's paper)
	80 S2: Ah ok, ok, ok.
	81 T: Because here is supposed that she has absolutely ... , or in the way you can ask and she can answer.
	82 S2: Ah ok.
	83 T: The question here, that is if Sara went o Bueno...
	(S1 & S2 say yes with their heads) (CO2; p.61)

In line 70, although S1 did not correct what he/she said in line 68, he/she acknowledged the mistake he/she made, responding in English. In line 72, the teacher corrects what S4 uttered in line 71. Although S4 struggled to respond to the teacher's correction, she tried to do it in English

3. Answering a question (during CO1 and CO2)

CO1	CO2
84 T: Ok the second, who can tell me the second?	88 T: Ok, finished everybody?
85 S1: the agent is going to be...	89 Some Ss: Yes!
86 T: the agent is going to meet what?	90 Some Ss: No! (CO2; p.58)
87 S1 the agent is going to meet the tourist. (CO1; p. 54)	

When the teacher prompts or elicits, students generally respond in English. They also respond in English to a common ‘yes/no’ question as in linen 88.

4. Giving examples (during CO1 and CO2)

CO1	CO2
91 T: For example, my father is washing the car. Remember that you have to identify three things.	101 S2: Es como what would you do, what would you see, I wouldn't play in my office, I would... no sé más o menos así, (CO2; p.58)
92 Class: yes!	102 S9: What would you do if you ...
93 T: the car...	103 S12: I would see
94 Some students: the car was	104 S2: Sería what would you do if you find a car... (CO2; p.61)
95 T: why was?	
96 Some students: ah noooo!	
97 T: ok remember is the same thing you only have to change...	

98 S4: the car is being washed	
99 S6: pero que asi vengan en el examen miss.	
100 T: it is the same! (CO1; p. 56)	

The students can understand when the teacher gives an example in English as in line 91. They respond in English to show their understanding of the example. In lines 101 and 104, S2 tries to understand the language structure trying to find the correct way of expressing the examples he/she wants to give. S12 in line 103 utters an example to the question S12 was trying to ask in line 102.

5. Developing an activity (during CO1 and CO2):

105 T- teams of four, please!	109 S9: What would you do if...
106 Class- ¿vamos a jugar?	110 S1: I would like to be...Mm... I wouldn't be in my English classes. (CO2; p.4). I would...
107 T- ok let me explain what you are going to do. so you are gonna play but you are going to use a coin. if you get the face you advance one space and if you get the other side you advance two spaces. On each space you have a sentence and you have to turn that active sentence into passive. Do you understand? (CO1; p. 57)	111 S9: Mja...
108 Ss- Yes	112 S12: Not be in class (CO2; p.61)

After the teacher gives a long explanation of the activity in line 107, the students show their understanding in line 108, responding in English. From lines 109 to 112, interaction in English was carried out by the students.

Despite having identified five types of interaction in class, what can be observed from the transcriptions in general is that the students' responses are brief and limited. They responded in short phrases and in many occasions using just one word. They do not elaborate much in their responses.

4.5.2 The Use of Spanish.

During interaction in the English class, the use of Spanish was observed as well, both in CO1 and in CO2. Three types of interaction were observed:

1. Asking for clarification: (during CO1 and CO2)

CO1	CO2
113 S4- Miss nos puede explicar?	118 S3: Es, si le pusiera, que yo tuviera antecedentes y no pudiera sería I wouldn't?
114 T- do you have one peso? (T starts to explain the activity again only to that team)	119 T: (She confirms S's answer moving her head) I wouldn't
115 S4- Teacher one question	120 S3: Pero es así.
116 T- what tense is this?	121 T: Yes. (CO2; p.58)
117 S6- past (CO1; p. 57)	----o----
	122 S4: Mitch ¿cómo digo mandar?
	123 S12: (She makes a movement with her head expressing that she doesn't know the answer) (CO2; p.58)

	----o----
	124 S12: Mm... I wouldn't be in my English classes.
	125 S9: In.. ¿cómo se escribe?
	126 S12: I would... (CO2; p.58)

These are interactions where students use Spanish to ask for clarification shown in lines 113, 118, 122, 125.

2. Developing an activity: (during CO2)

127 S2: Jajaja ponte a contestar eso...
128 S: What would you do if...
129 S: I would like to be... (CO2; p.58)
----o----
130 S9: I would visit the Empire State
131 S12: Jajaja, esta bien
132 S9: Sería así como de Mitchell, ¿cómo sería?... (CO2; p.60)

In some interactions such as in lines 127 to 128, one student would speak in Spanish, and the other would respond in English, or the other way around, a student would start expressing an idea in English, and the other students would respond in Spanish, such as in lines 130 to 132.

3. Talking about something besides the activity: (during CO1)

CO1

133 S7- estos ejercicios estaban en autoaccesos!

Class- everyone laughs

134 S8- es que estaban bien difíciles

135 T- it is very easy!

136 S7- ya vamos mejorando! (CO1; p.56)

----o----

137 S4- pero ponga esos mismos en el examen Miss.

138 Class- yes Miss

139 S9- esto no me gusta para el examen!

140 T- This is not difficult

141 Class- yes

142 S9-this is difficult (CO1; p.57)

The general observation of students' participation in CO1 and CO2 was that Spanish was more frequent and the use of English was very limited. Students knew that they had to respond in English because attempts were observed but students showed difficulty responding in English and oftentimes would resort to using Spanish. What was notable was that when the teacher addressed the whole class, the students responded in English.

What was also observed was that in general, students do not initiate addressing the teacher in English. The teacher responds in English but does not do anything to encourage the student to speak English.

In student to student interaction, only 1 student was observed initiating the interaction in English but the other student responds in Spanish. The teacher who is nearby does not encourage the student to respond in English. Interaction, when English is used, is limited to responding in words.

Chapter V

Conclusions

Based on the results of the questionnaires and the observations administered to the 18 participants of the study, the students generally do not use only English to interact with one another; most of the time they use Spanish or both languages, switching from English to Spanish when they are interacting in pairs and in teams. When looking at the results, a first impression would seem that the students constantly use the first language instead of using English all the time in the English class; however, Atkinson, 1987; Auerbach, 1983; Canagarajah, 1995; Qummins, 2007; Elridge, 1996; Ferguson, 2003; Qian, Tian & Wang, 2009; Rivera, 1990; Rivers, 2011, Shamash, 1990 (cited in Pinar, 2013) agree that the use of the native language when a foreign language is being learned is natural and comprehensible and that it does not constitute an obstacle to learn another language, “rather, it can be a useful cognitive, affective and linguistic tool to scaffold the development of another language” (p. 309). The author adds that students may not use English all the time, but at some point, they try to use it.

The transcription reported in Chapter 4 shows a lot of the use of Spanish many of the interactions. At some points, students do try to use English but in a very limited manner, usually responding in words and hardly in complete sentences. Students’ responses were mostly in Spanish rather than in English even if the teacher addressed them all the time in English. De la Colina and García (2009) claim that, “the speech appears spontaneously and mostly in the L1, especially if the speaker does not have a higher level of proficiency in the foreign language he is learning” (p.327). The transcriptions shown from *CO1* and *CO2* were taken from a lesson about the use of “would” where students show that they are still not proficient, hence the constant use of L1. Nevertheless, as the transcriptions show, the use of Spanish in class interaction is explained in section 4.5.2 The Use of Spanish in Chapter 4, where students tend to ask for clarification, interact with another student, or talk between friends or classmates in Spanish. According to Storch and Wigglesworth (2003, p.768), the use of the mother tongue could also help students to provide each other with definitions of unknown words more directly and perhaps more successfully. Furthermore, Baker and Westrup (2003 cited in Tuan & Mai, 2015) state that,

It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly. (p.10)

To reiterate, what seems to be the strongest finding of this study is that students use both English and Spanish in the English class. Moreover, few students tend to use English whether this be with classmates or with friends. What is notable is that when interacting with the teacher, students try to address her in English. This is understandable because they know that English should be used in the English classroom and they try to show the teacher that they are aware that the language has to be used in the English class.

The questionnaire also showed that students prefer to use Spanish and English when interaction is carried out in conversation activities. In the situation where they must clarify a doubt about a word or question, students would use Spanish, English or both languages. However, when they carry out other interaction activities in class, such as debates, roundtable discussions or play games, more students use Spanish, or combine Spanish with English and only one student would use English in this type of interaction.

Students are encouraged to speak in English in class but the person who can encourage students is the teacher in the English class. This encouragement comes first of all from using the target language all the time in class. The teacher is expected to do this as he/she is the model of the language in class and should also set the example of using the target language. Auerbach (1993) states that,

The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will integrate it and begin to think in English; the way they will learn it is if they are forced to use it... No alternative except complete exclusion of the L1 from the ESL classroom is seen as valid. (pp. 14-15)

The findings of this study in Chapter 4 showed evidence from the transcription of the class observations that the teacher uses the target language during interaction with the students. Figure 2 on page 27 also shows that the situation where the students use English most is when they are speaking with the teacher.

It is not an established rule that students use English all the time, but as the teacher does they are likely to do it most of the time when they interact with the teacher, even if they use the mother tongue more than the target language. However, it was observed that the teacher made no extra effort to prompt students to use English more instead of Spanish.

As already revealed earlier in this chapter, the students do use English during class activities but often switch to Spanish, or both Spanish and English are used while working in pairs and teams in a class activity. According to Leong and Ahmadi (2017, p. 35), “students need a lot of practice to learn to speak”. The teacher in the English class plans activities for this purpose, to have students learn to use the language that they are studying while interacting in class activities. Therefore, teachers should encourage as well as try to ensure that learners *use* the target language during classroom interaction. It is important that the students know that they may commit mistakes while trying to use the target language and that these are the right moments for the teacher to correct mistakes while in the classroom; they should not feel afraid or uncomfortable being corrected as they will learn from these mistakes. Atkinson, et. al. (cited in Pinar, 2013, p. 317) point out that ‘at some point’ students will use the target language, that moment must occur sooner and become more frequently notable as the teacher advances in the teaching process; otherwise, students will continue recurring to the use of the mother tongue, as no effort is being made to speak the target language more often.

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Appendices

Appendix 1. First Classroom Observation

April 4th, 2017, the class starts at 7:01 pm

Everybody is already inside the classroom, they are sitting in U shape, only 7 students are sitting in the first row and 8 students are in the second one. Teacher arrives and starts calling the roll.

(She asks for the homework)

T- Your homework please!

Class- aw! teacher.

S1- Miss sigo sin entender

T- Ok let me check everybody's homework and I will answer your questions.

S2- Yes teacher, please!

(she spends almost 5 minutes of the class doing that. While the teacher checks the homework, students talk to her in Spanish and the Teacher answers in English and Spanish.)

T- Problems with your homework?

Class- yes!

T- let's see what you did or what you invented

Class- everyone laughs

T: ok, number 1

S1: the prisoner was being bringed in the court.

T: was, no it was. The prisoner is singular. The prisoner was being brought to the court.

S1: oh yes!

T: Ok the second, who can tell me the second?

S2: The agent is going to be met.

T: Remember that from active to passive you add the verb to be, but from passive to active you have to take out the verb to be.

S2: Is going to meet no?

T: Yes! Is going to meet the what?

S2: the tourist.

T: Then, the next number 3

S3: She has already wore a dress several times.

T: she has or she had?

S3: she had

T: Ok, she had already worn that dress several times.

S3: yes!

T: Then the next, number 4

S4: someone are be torn.

T: no, what is the verb?

S4: his clothing was?

T: yes, his clothing was torn during the fight. T-O-R-N torn

Class: ok.

T: Then, the next number 5. Oh you didn't do the homework.

S4: yes, yes ya la hice. Bueno yo puse, everything we can are we can think of

T: Am no

S4: bueno, ¿le intente no? echando a perder se aprende.

T: Everything... (is looking to the class for an answer)

S5: we can

T: everything we can think of... ok (teacher approaches to the board and starts writing the example on the board)

S6: ¿puede ser; everything we can think of is what we are doing?

T: amm, no. Ok remember the steps that I told you?

S4: ve estaba diffcil miss. por eso no la hice.

T: what is the subject?

class: we

T: the complete verb form is?

Class: are doing

T: the subject?

Class: everything

T: the question is, what are we doing? Everything we can think of. This is the answer.

S4: ¿y así se queda?

T: No! Everything we can think of is being. Ok remember that first you have to identify the main verb, in this case do, if the verb is in ing form you have to use the verb in ing, if it is in past participle you use past participle and so on.

After checking some exercises from the homework, students still have questions about passive. The teacher writes an example on the board and starts explaining.

T: For example, my father is washing the car. remember that you have to identify three things.

Class: yes!

T: the car...

Some students: the car was

T: why was?

Some students: ah noooo!

T: ok remember is the same thing you only have to change...

S4: the car is being washed

S6: pero que asi vengan en el examen miss.

T: it is the same!

S7- estos ejercicios estaban en autoaccesos!

Class- everyone laughs

S8- es que estaban bien difíciles

T- it is very easy!

S7- ya vamos mejorando!

S4- pero ponga esos mismos en el examen Miss.

Class- yes Miss

S9- esto no me gusta para el examen!

T- This is not difficult

Class- yes

S9-this is difficult

At 7:43 pm she arranges the teams to sit down face to face. They start with the activity teacher asks them to use English.

T- teams of four, please!

Class- ¿vamos a jugar?

T- ok let me explain what you are going to do. so you are gonna play but you are going to use a coin. if you get the face you advance one space and if you get the other side you advance two spaces. On each space you have a sentence and you have to turn that active sentence into passive.

(Ss start doing the task, teacher is around providing feedback.)

Team 1

T- you don't have to help her!

S3- pero Miss...

Team 2

S4- Miss nos puede explicar?

T- do you have one peso? (T starts to explain the activity again only to that team)

S4- Teacher one question

T- what tense is this?

S6- past

T- yes past, so what is the past of this?

T- (speaks to the class) if you have questions you can ask me

(team 2 isn't doing the task they start talking about other stuff)

8:20

(Ss continue doing the task, they have been working in the same activity for about 40 minutes.)

8:37

Teacher approaches team 2

T- where are you? ¿No han avanzado? ¿por que no han avanzado? ok do this one

Team 2 (girls in this team are taking selfies.) S2 is working, but not everyone in the team is doing the task.

8:42

Team 4 has finished and the Ss are leaving the classroom.

S2 from team 2- bye teacher!

T- bye

Appendix 2. Second Classroom Observation

The class starts with a presentation made by a Student, then T arranges Ss in pairs, but she asked them to develop some sentences using the second conditional individually.

Conversation between S1 & S2:

S1: ¿Sabes en donde deje mi lapicero?, ¿tienes algún lapicero que me prestes?

S2: Tengo lápiz aquí está,

S1: ¿Nada más es esto o todos?

S2: Si nada más es eso.

T: Ok, finish everybody?

Some Ss: Yes!

Some Ss: No!

(S2 explains to S1 what she has to do whispering almost everything in Spanish)

S2: Es como what would you do, what would you see, I wouldn't play in my office, I would... no sé más o menos así

S1: Jajajaja.

S3 & T:

S3: Es, si le pusiera, que yo tuviera antecedentes y no pudiera sería I would'nt?

T: (She confirms S's answer moving her head) I wouldn't

S3: Pero es así.

T: Yes.

S4 asks S12:

S4: Mitch ¿cómo digo mandar?

S12: (She masks a movement with her head expressing that she doesn't know the answer)

S5, S6 & T:

S5: How do you say disculpa?

T: Apology

S5: Apology?

S6: No es apologize?

T: That is apologize that is the verb and apology is the noun, apology.

S2, S7, S8 & S9 conversation while they should be doing the required activity:

S2: No es que me agrego, pero me quiero asegurar

S7: ¿Quién te agrego?

S8: Ay es mi prima

S2: Jajaja, me gusta más

S8: Se llama Daniela

S9: A ver, quiero verla

S2: No esta bonita

S8: Dices que estoy más fea.

S2: Estas más fea.

Now is time to develop the activity in pairs, T sets the instructions:

T: Finish?, ok now listen, now in pairs, in pairs you have to ask questions, for example: you will ask to your partner, ah... what would you do if you went to New York? And the other one will say if I went to New York, I would visit the Empire State or something like that...

S10: Central Park.

T: Ok Central Park or another

S11: The Empire State

T: The Empire State. Ok

S2: Yes

T: And in her the activity tells you that you have to write for example: If Michelle ah.. went to New York, she would visit the Empire State. But first ask question, what would you do if... And your partner?

S11: ¿Aquí solo una?

T: Ah, in here you have answered the number 8

S11: Mja.

T: But is missing 9 and 10, so you can write here or here.

S6: Ok

S5 & T:

S5: Teacher How do you say iniciar?

T: ¿Iniciar?

S5: Yes.

T: Start.

S5: Start?

T: Start.

S5: Ah.

T monitors and corrects some mistakes:

S4: If what would you do...

T: What would you do if, what would you do if...

S9, S12 & T:

S9: I would visit the Empire State

S12: Jajaja, esta bien

S9: Sería así como de Mitchell, ¿cómo sería?...

T: If Michell

S9: If Michelle...

T: But first ask and then you write

S12: But first the speaker

S: ¿Son 3?

T: (She points at S's notebook) And the verb?

S9: No..

S: Teacher!

T: I would que? The verb

S2: What would you, what would you do if you... visit mm... sería el verbo

T: (she hits the desk to call S's attention since she is using the cellphone while her partner is asking her the required question).

S1: Perdón, perdón, perdón.

S: Teacher, teacher!

T: You are being recorded eh!, you are being recorded!

S1: No.

T: Yes.

S1: No.

T: Yes.

S1: Ya vas.

S2: What would you do if you... visit (S1 & S2 start writing)

S9 & S12:

S9: Would you...

S12: (She tries to help him with the pronunciation) Would you!

S9: Would you

S12: Would you...

S9: jajaja

S12: Jajajaja

S9: What would you do if you ...

S12: I would see

S2: Sería what would you do if you find a car...

T: No aquí (she points S's paper)

S2: Ah ok, ok, ok.

T: Because here is supposed that she has absolutely ... , or in the way you can ask and she can answer.

S2: Ah ok.

T: The question here, that is if Sara went o Bueno...

(S1 & S2 say yes with their heads)

Some other students try to speak in English saying short sentences:

S: I would take a...

S2: Jajaja ponte a contestar eso...

S: What would you do if...

S: I would like to be...

S12: Mm... I wouldn't be in my English classes.

S9: In.. ¿cómo se escribe?

S12: I would...

S9: Mja...

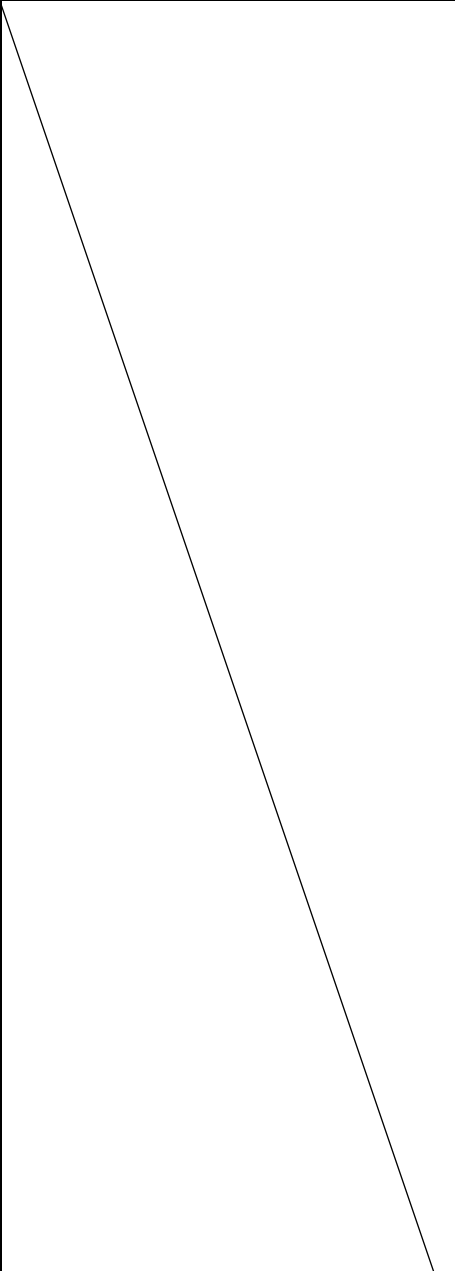
S12: Not be in class

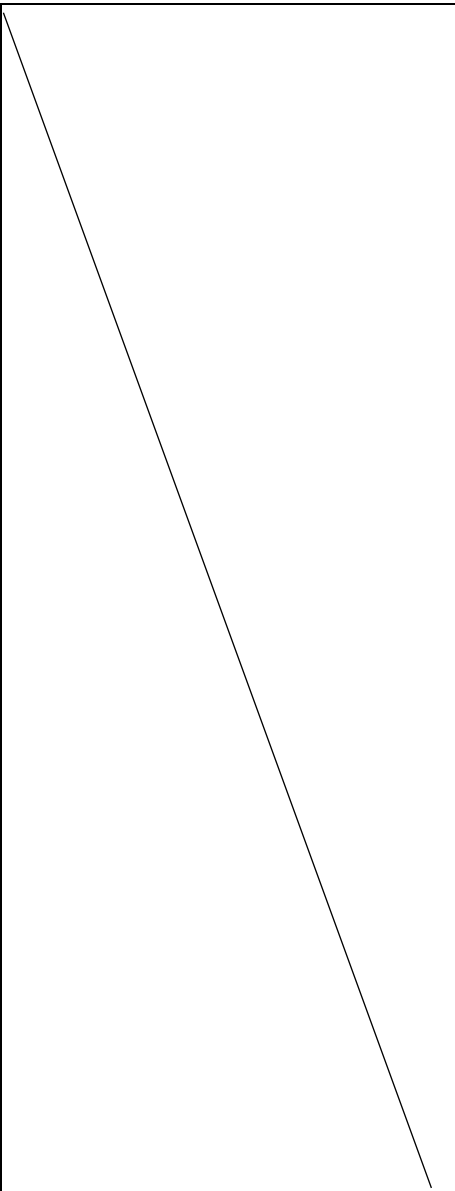
S: Yo podría empezar a hacer.

Some students start whispering things in Spanish, then they start writing what the other has instead of asking orally)

Appendix 3. Analytical Category Chart of the Observations.

Category	Indicators	CO1	CO2
Classroom Interaction	T-Ss	<p>T: Then, the next number 5. Oh you didn't do the homework.</p> <p>S4: yes, yes ya la hice. Bueno yo puse, everything we can are we can think of</p> <p>T: Am no</p> <p>S4: bueno, ¿le intente no? echando a perder se aprende.</p> <p>T: Everything... (is looking to the class for an answer)</p> <p>S5: we can</p> <p>T: everything we can think of... ok (teacher approaches to the board and starts writing the example on the board)</p> <p>S6: ¿puede ser; everything we can think of is what we are doing?</p> <p>T: amm, no. Ok remember the steps that I told you?</p> <p>S4: ve estaba difcil miss. por eso no la hice.</p> <p>T: what is the subject?</p> <p>class: we</p> <p>T: the complete verb form is?</p> <p>Class: are doing</p> <p>T: the subject?</p> <p>Class: everything</p> <p>T: the question is, what are we doing? Everything we can think of. This is the answer.</p> <p>S4: ¿y así se queda?</p> <p>T: No! Everything we can think of</p>	<p>S3: Es, si le pusiera, que yo tuviera antecedentes y no pudiera sería I wouldn't?</p> <p>T: (She confirms S's answer moving her head) I wouldn't</p> <p>S3: Pero es así.</p> <p>T: Yes. (CO2; p.1)</p> <p>S5: How do you say disculpa?</p> <p>T: Apology</p> <p>S5: Apology?</p> <p>S6: No es apologize?</p> <p>T: That is apologize that is the verb and apology is the noun, apology. (CO2; p.1)</p> <p>T: Finish?, ok now listen, now in pairs, in pairs you have to ask questions, for example: you will ask to your partner, ah... what would you do if you went to New York? And the other one will say if I went to New York, I would visit the Empire State or something like that...</p> <p>S10: Central Park.</p> <p>T: Ok Central Park or another</p> <p>S11: The Empire State</p> <p>T: The Empire State. Ok (CO2; p.2)</p> <p>S5: Teacher How do you say iniciar?</p> <p>T: ¿Iniciar?</p> <p>S5: Yes.</p> <p>T: Start.</p>

		<p>is being. Ok remember that first you have to identify the main verb, in this case do, if the verb is in ing form you have to use the verb in ing, if it is in past participle you use past participle and so on. (CO1; p.2 & p. 3)</p>	<p>S5: Start? T: Start. S5: Ah. (CO2; p.2 & p.3)</p>
	S-s		<p>S4: Mitch ¿cómo digo mandar? S12: (She makes a movement with her head expressing that she doesn't know the answer) (CO2; p.1) S2: No es que me agrego, pero me quiero asegurar S7: ¿Quién te agrego? S8: Ay es mi prima S2: Jajaja, me gusta más S8: Se llama Daniela S9: A ver, quiero verla S2: No esta bonita S8: Dices que estoy más fea. S2: Estas más fea. (CO2; p.1 & p.2) S9: Would you... S12: (She tries to help him with the pronunciation) Would you! S9: Would you S12: Would you... S9: jajaja S12: Jajajaja S9: What would you do if you ... S12: I would see (CO2; p.1 & p.4)</p>

Use of English	To ask for clarification		<p>S5: Teacher How do you say iniciar?</p> <p>T: ¿Iniciar?</p> <p>S5: Yes.</p> <p>T: Start.</p> <p>S5: Start?</p> <p>T: Start.</p> <p>S5: Ah. (CO2; p.2 & p.3)</p> <p>T: Finish?, ok now listen, now in pairs, in pairs you have to ask questions, for example: you will ask to your partner, ah... what would you do if you went to New York? And the other one will say if I went to New York, I would visit the Empire State or something like that...</p> <p>S10: Central Park.</p> <p>T: Ok Central Park or another</p> <p>S11: The Empire State</p> <p>T: The Empire State. Ok</p> <p>S2: Yes (CO2; p.2)</p>
	Error-correction		<p>T- let's see what you did or what you invented</p> <p>Class- everyone laughs</p> <p>T: ok, number 1</p> <p>S1: the prisoner was being bringed in the court.</p> <p>T: was, no it was. The prisoner is singular. The prisoner was being brought to the court.</p> <p>S1: oh yes! (CO1; p. 1)</p>

		<p>S12: Jajajaja (CO2; p.4)</p> <p>T: No aquí (she points S's paper)</p> <p>S2: Ah ok, ok, ok.</p> <p>T: Because here is supposed that she has absolutely ... , or in the way you can ask and she can answer.</p> <p>S2: Ah ok.</p> <p>T: The question here, that is if Sara went o Bueno...</p> <p>(S1 & S2 say yes with their heads) (CO2; p.4)</p>
To answer a question	<p>T: Ok the second, who can tell me the second?</p> <p>S1: the agent is going to be...</p> <p>T: the agent is going to meet what?</p> <p>S1 the agent is going to meet the tourist. (CO1; p. 1)</p>	<p>T: Ok, finish everybody?</p> <p>Some Ss: Yes!</p> <p>Some Ss: No! (CO2; p.1)</p>
To give examples	<p>T: For example, my father is washing the car. remember that you have to identify three things.</p> <p>Class: yes!</p> <p>T: the car...</p> <p>Some students: the car was</p> <p>T: why was?</p> <p>Some students: ah noooo!</p> <p>T: ok remember is the same thing you only have to change...</p> <p>S4: the car is being washed</p> <p>S6: pero que asi vengam en el examen miss.</p> <p>T: it is the same! (CO1; p. 3)</p>	<p>S2: Es como what would you do, what would you see, I wouldn't play in my office, I would... no sé más o menos así, (CO2; p.1)</p> <p>S9: What would you do if you ...</p> <p>S12: I would see</p> <p>S2: Sería what would you do if you find a car... (CO2; p.4)</p>

Use of Spanish	To ask for clarification	<p>S4- Miss nos puede explicar?</p> <p>T- do you have one peso? (T starts to explain the activity again only to that team)</p> <p>S4- Teacher one question</p> <p>T- what tense is this?</p> <p>S6- past (CO1; p. 4)</p>	<p>S1: ¿Sabes en donde deje mi lapicero?, ¿tienes algún lapicero que me prestes?</p> <p>S2: Tengo lápiz aquí está,</p> <p>S1: ¿Nada más es esto o todos?</p> <p>S2: Si nada más es eso. (CO2; p.1)</p> <p>S3: Es, si le pusiera, que yo tuviera antecedentes y no pudiera sería I wouldn't?</p> <p>T: (She confirms S's answer moving her head) I wouldn't</p> <p>S3: Pero es así.</p> <p>T: Yes. (CO2; p.1)</p> <p>S4: Mitch ¿cómo digo mandar?</p> <p>S12: (She makes a movement with her head expressing that she doesn't know the answer) (CO2; p.1)</p> <p>S12: Mm... I wouldn't be in my English classes.</p> <p>S9: In.. ¿cómo se escribe?</p> <p>S12: I would... (CO2; p.4)</p>
	Error-correction	/	/

	To answer a question		
	To give examples		
	To develop an activity	T- where are you? ¿No han avanzado? ¿por que no han avanzado? ok do this one. (CO1; p.5)	S2: Jajaja ponte a contestar eso... S: What would you do if... S: I would like to be... (CO2; p.4) S9: I would visit the Empire State S12: Jajaja, esta bien S9: Sería así como de Mitchell, ¿cómo sería?... (CO2; p.3)
	To talk about something besides the activity.	S7- estos ejercicios estaban en autoaccesos! Class- everyone laughs S8- es que estaban bien difíciles T- it is very easy! S7- ya vamos mejorando! (CO1; p.3) S4- pero ponga esos mismos en el examen Miss. Class- yes Miss S9- esto no me gusta para el examen! T- This is not difficult	S2: No es que me agrego, pero me quiero asegurar S7: ¿Quién te agrego? S8: Ay es mi prima S2: Jajaja, me gusta más S8: Se llama Daniela S9: A ver, quiero verla S2: No esta bonita S8: Dices que estoy más fea. S2: Estás más fea. (CO2; p.2)

		Class- yes S9-this is difficult (CO1; p.4)	
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Appendix 4. Questionnaire



Universidad Autónoma del Estado de Hidalgo
Instituto de Ciencias Sociales y Humanidades
Licenciatura en Enseñanza de la Lengua Inglesa



Tus respuestas confidenciales y anónimas tienen por objetivo recolectar información sobre el uso de la lengua inglesa en el transcurso de tu clase de inglés, por este motivo es muy importante que tus respuestas sean honestas. Agradecemos tu participación.

Instrucciones: Lee cuidadosamente las siguientes preguntas y contesta lo que se te pide.

Por favor marca con una X tu respuesta

Sexo: Mujer: _____ Hombre: _____

Edad: 17 - 22 años: _____ 23 - 28 años: _____ Otro: _____

Por favor subraya tu respuesta a las siguientes preguntas:

1. Durante mi clase...
 - a) Utilizo el inglés cuando estoy haciendo una actividad con mis amigos
 - b) Utilizo el inglés cuando estoy haciendo una actividad con mis compañeros
 - c) Utilizo el inglés cuando hablo con mi profesora
 - d) Utilizo el inglés en todas las situaciones anteriores.

2. ¿Cuándo trabajas en equipos o en parejas que idioma usas para realizar tus actividades?
 - a) Español

- b) Inglés
- c) Ambos

3. ¿Qué idioma utilizas en las siguientes situaciones? Coloca una (E) para español, una (I) para inglés o una (EI) si usas ambos.

- () La maestra nos pone en parejas para crear una conversación.
- () Resolver una duda sobre como se dice una palabra u oración en inglés.
- () Trabajar en equipos para realizar un debate, mesa redonda, juego.
- () Realizar una actividad en donde trabajé con mis amigos.

Por favor subraya tu respuesta a las siguientes preguntas:

1. Cuando la maestra nos pide que trabajemos yo...

- a) Prefiero trabajar solo (a)
- b) Pido trabajar con amigos
- c) Me da igual trabajar con quien me toque trabajar.

2. Durante una actividad en donde tengo que hablar en equipo yo...

- a) Me siento cómodo (a) practicando el idioma inglés si me toca con mis amigos.
- b) Me siento cómodo (a) hablando el idioma inglés sin importar quien sea parte de mi equipo.
- c) Me siento incomodo (a) no importa sin trabajo con amigos o solo compañeros.

3. Durante una actividad en donde tengo que hablar en pareja yo...

- a) Me siento cómodo (a) practicando el idioma inglés si me toca con un/a amigo (a)
- b) Me siento cómodo (a) hablando el idioma inglés sin importar quien sea mi pareja.
- c) Me siento muy incomodo (a) no importa sin trabajo con un/a amigo (a) o un/a compañero (a).

4. Cuando tengo que participar en mi clase de inglés yo...

- a) Me pongo tan nervioso que me quedo callado (a)
- b) Me siento preparado (a) para cualquier momento que la maestra pregunte.
- c) Me pongo nervioso (a) y contesto mal.

- d) Respondo de inmediato con un “no sé”
- e) Respondo en español

Por favor coloca una paloma en el recuadro correspondiente a tu respuesta:

Preguntas	Nunca	A veces	Frecuentemente	Siempre
Me gusta usar el inglés durante mis participaciones en clase.				
Trabajo en equipo para resolver las actividades durante la clase.				
Trabajo en parejas para resolver las actividades durante la clase.				
Trabajo solo para resolver las actividades durante la clase				
Me siento cómoda hablando en inglés durante mi clase.				
Me pongo nerviosa cuando la maestra me pide que participe en la clase.				

De la siguiente lista, palomea los recuadros que mejor describan las razones por las que si usas el inglés durante tu clase,

- Quiero mejorar mi habilidad de hablar en inglés
- Me gusta obtener buenas calificaciones.
- Me gusta destacarme en todo lo que hago.
- Me gusta sobresalir durante la clase.
- Me siento motivado por la maestra, mis compañeros o amigos.
- Quiero comunicarme con personas de diferentes países
- Quiero obtener una certificación internacional en inglés.

- Quiero viajar alrededor del mundo
- Me gusta aprender diferentes idiomas,
- Quiero vivir en el extranjero cuando termine mi licenciatura
- Me gustaría obtener un mejor puesto en la vida laboral.
- otra

De la siguiente lista, palomea los recuadros que mejor describan las razones por las que no usas el inglés durante tu clase,

- No me parece necesario ya que yo me siento capaz de hacerlo en situaciones fuera del aula.
- Mis intereses son mejorar otras habilidades del idioma.
- Mi personalidad.
- Soy bueno hablando en inglés, pero durante la clase no quiero hacerlo.
- No me siento motivado por la maestra, compañeros o amigos.
- No es un requisito.
- Solo quiero pasar la materia.
- No me gusta el inglés.
- No me gusta este curso en específico.
- Prefiero escribirlo que hablarlo.
- Siento que no es necesario ya que no lo ocuparé en mi vida laboral.
- Otra.

Appendix 5. Questionnaire category chart

Categories	Indicators	Questions
Use of English	Classroom tasks	<p>Do you use English when the teacher asks you to create a conversation?</p> <p>Do you use English to make a debate, round table or game?</p>
	Classroom activities	<p>Which language do you use to develop your activities?</p> <p>Do you use English when you are doing an activity with classmates?</p> <p>Do you use English when you are doing an activity with friends?</p> <p>Do you use English when you are speaking to the teacher?</p>
	Clarifying meaning	<p>Do you use English to solve a question about how to say a word or sentence in English?</p>
	Team work or pair work	<p>When you work in pairs or teams, which language do you use to develop your activities?</p> <p>Do you use English to:</p> <p>Work in pairs to create a conversation?</p> <p>To work in teams to make a debate, round table or game?</p>
	Participation	<p>I like to use English when I am participating in class</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p> <p>I feel comfortable when I am speaking in English in class.</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p> <p>I get nervous when the teacher asks me to participate in class.</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p>

		<p>When I participate in class I:</p> <p>a) Get really nervous that I remain quiet.</p> <p>b) Am prepare to any moment that teacher asks me anything.</p> <p>c) Get really nervous and I answer wrongly.</p> <p>d) Answer right away with "I don't know"</p>
Use of Spanish	Classroom tasks	<p>Do you use Spanish when the teacher asks you to create a conversation?</p> <p>Do you use Spanish to make a debate, round table or game?</p>
	Classroom activities	Which language do you use to develop your activities?
	Clarifying meaning	Do you use Spanish to solve a question about how to say a word or sentence in English?
	Team work or pair work	<p>When you work in pairs or teams, which language do you use to develop your activities?</p> <p>Do you use Spanish to:</p> <p>Work in pairs to create a conversation?</p> <p>To work in teams to make a debate, round table or game?</p>
	Participation	When you have to participate in your English class do you answer in Spanish?
Types of classroom interaction	Student-student	<p>When the teacher asks you to work do you ask to work in pairs?</p> <p>I work in team to answer activities in class</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p> <p>I work in pairs to answer activities in class.</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p>

		<p>During team's activities or pairs activities you:</p> <p>a) Feel comfortable practicing English with friends.</p> <p>b) Feel comfortable practicing English with whoever I work with</p> <p>c) I feel uncomfortable no matter who I work with</p>
	Content-student	<p>When the teacher asks you to work do you prefer to work alone or it does not matter who you work with?</p> <p>I work alone to answer activities in class.</p> <p><input type="checkbox"/> never <input type="checkbox"/> sometimes <input type="checkbox"/> frequently <input type="checkbox"/> always</p>
	Personality	<p>I like to be the best in class</p> <p>I like to obtain good scores</p> <p>I would like to communicate with people from different countries</p>
Reasons to use English	Necessities	<p>I would like to obtain an international English certification</p> <p>I would like to have a better job</p>
	Aptitude	<p>I like to be the best on what I do</p> <p>I like to learn different languages</p> <p>I want to improve my English speaking skill</p>
	Atmosphere	<p>I feel motivated by the teacher and classmates</p>
	Preferences	<p>I would like to live abroad when I finish my B.A.</p> <p>I want to travel around the world</p>
Reasons to not use English	Necessities	<p>I do not think it is necessary since I am able to use it outside the classroom.</p> <p>It is not a requirement</p> <p>I just do not want to fail the subject.</p>

		I do not think it is necessary, I will not need it to get a job.
	Personality	My personality
	Aptitude	I am more interested on improving other language skills
	Atmosphere	I do not feel motivated by the teacher or classmates. I do not like this course
	Preferences	I can speak English, but I prefer not to speak it during class I do not like English. I prefer to write it rather than to speak it.