



Benemérita Universidad Autónoma de Puebla

FACULTAD DE LENGUAS

**THE ORAL SKILL: A REAL CHALLENGE
FOR ADVANCED LEI STUDENTS**

**A thesis submitted of approval in partial fulfillment
of the requirement for the degree of**

LICENCIATURA EN LENGUAS MODERNAS

By:

JUAN CARLOS ORTIZ RUFINO

Thesis Director:

Ph. D. Gildardo Palma Lara



Facultad de Lenguas

Puebla, Pue.

October 2014

To Cami; thanks for all your best advices...

I miss you a lot

ACKNOWLEDGEMENTS

This research could not have been possible and accomplished without the help and support of those people who were there from the very beginning.

Thanks to my mother for all her speeches and tips, my father for keeping me motivated when I was about to drop this work out, my sister for reading this even when she does not understand and all my family and friends who were always telling me I need to finish this work before they graduate.

I also thank Ph. D. Gildardo Palma Lara for helping and assessing me to accomplish this and make this path easier and faster and my readers of this paper for their cooperation and support to finish this work.

Thanks to my dancing partner in this ball dancing life: Angélica, I love you so much, mami.

And last but not least, thanks to my uncle Anselmo for his financial support in the last part of this work.

TABLE OF CONTENTS

CHAPTER I	6
• 1.1 Preview	6
• 1.2 Statement of the problem	7
• 1.3 Importance of the study	9
• 1.4 Context	12
• 1.5 Research questions	12
• Glossary of lexical terms	13
CHAPTER II	14
• 2.1 Issues in Language Learning: factors and definitions	14
• 2.2 Reasons to speak	17
• 2.3 Successful speaking	17
• 2.4 Communicative Competence: The goal of language learning	19
• 2.5 Difficulties in speaking	20
CHAPTER III	23
• 3.1 Context and Subjects	23
• 3.2 Instruments	24

• 3.2.1 Students' multiple-choice questionnaire	24
• 3.2.2 Teachers' multiple-choice questionnaire	24
CHAPTER IV	26
• 4.1 Students' multiple-choice questionnaire	26
• Graphs and figures	26
• 4.2 Teachers' multiple-choice questionnaire	32
CHAPTER V	39
REFERENCES	41
APPENDICES	42

CHAPTER I

INTRODUCTION

1.1 Preview

Communication has been examined from a number of perspectives in the past twenty or thirty years. Most recently, communication scholars have adopted a transactional, process-oriented approach to communication. In addition, rather than spending time trying to decide what communication is, the focus tends to be on how to do it better (Buerkel, 1985).

Communication is a complex process, made more difficult because people often make inaccurate assumptions about its complexity. In this vein, there is a difference between doing something and doing it well. Anyone can talk, but few people can communicate in such a way that they are understood and respected in all settings (Buerkel, 1985). Thus, it can be assumed that there are several factors when communicating and the process of communication is more complex as it is conceived. This work will focus on the practice of the speaking skill of English as a Foreign Language which is the crucial ability to carry out communication efficiently.

In an increasingly diversified and multilingual world, more and more young adults find themselves in an environment where more than one language is used. Similarly, with job changes that involve moving to different parts of the world, stakeholders can feel overwhelmed by the linguistic demands on them and their communicative competences. What can students expect of their FL speaking? Do

teachers have anything to contribute to the process of early language development? Does it confuse students to learn two or more languages at once? Do students have to be especially intelligent to be able to cope with more than one language?

People everywhere have strong ideas about young adults growing up with a second (L2) or Foreign Language (FL). These ideas influence how people interact with their interlocutors and how they look at other people's idiosyncrasies. These ideas also influence how professionals such as teachers and linguists advise students growing up bilingually. Sadly, many ideas that people have about young learners growing up with a second or FL language at college are not of any benefit to these students and may in fact have adverse effects. One of the purposes of this paper is to dispel some common myths about young adults growing up bilingually and to offer suggestions that can help them to become fluent users of English (Arnberg, 1987; Harding,& Reilly, 1987; Baetens Beardsmore, 1986).

1.2 Statement of the Problem

Many discussions of the advantages or disadvantages of early bilingualism seem to be based on the idea that a bilingual environment is something that just happens in this global world (Arnberg, 1987; Harding,& Reilly, 1987; Baetens Beardsmore, 1986). This, however, is usually not the case; young adults growing up bilingually are for the most part doing so because there is no way that they can exert their act speeches using their native languages (L1). For example, it may be the case that the student interacts regularly with monolingual individuals, some of

whom speak the FL (e.g., teachers and classmates who speak only English), others of whom speak another (e.g. Spanish as L1 & French). Other students may grow up in a community where most people speak L1 on a day-to-day basis. The usage rules for English determine when a particular language is spoken. Imposing changes in these conventions so that all bilingual speakers in the student's social world would limit themselves to one and the same language in all circumstances is not only impossible but also ethically dubious, because it would infringe on individuals' linguistic rights (Arnberg, 1987; Harding, & Reilly, 1987; Baetens Beardsmore, 1986).

A prevailing idea is that it is little difficult for young adults to learn a new language and that too much effort is involved. However, learning language, even one, is a process that takes many years. Languages are very complex. To learn all their complexities, it is required a lot of life experience. It may not take very long to learn how to carry on a simple conversation (although it does take monolingual student approximately 3 years before they can carry on an intelligible conversation with strangers), but it takes a lot more time to be able to develop the skill to give a formal speech. The environment plays an important role in learning to speak. Students learn to speak only when they hear people talk to them in many different circumstances. Language development in the early stages depends crucially on vocabulary knowledge. The more words the student knows, the better he/she will learn to speak and the better their chances of doing well in school. Book reading is an excellent source of help in the acquisition of vocabulary. Book reading in any language, even when a baby can hardly sit up yet, plays a highly supportive role

not only in the learning of language but also in the emotional bonding between the student and the FL culture (Arnberg, 1987; Harding,& Reilly, 1987; Baetens Beardsmore, 1986).

In this vein, Students at the State University of Puebla, who are in the last years of their major in English Language Teaching (ELT), always speak and practice spoken English inside the classroom provided that they want to or have to participate, to carry out an activity or simply when they are asked by the teacher to do so. Unfortunately, the researcher of this paper perceived that when students leave classrooms they immediately stop speaking English with their peers and friends and use their L1 which is Spanish to communicate. According to Marsh (2013), this situation may be normal due to the context they live in. However it is perceived as a problem due to it leads to a lack of practice and use English in real contexts which can have a negative draw back to the students' learning, professional development or way of doing a living.

1.3 Importance of the study

There is much scientific research on how we learn languages, which now gives us greater understanding of the role of 'acquiring language' in relation to 'learning language'. Infants and young children can be very good at *acquiring* languages when they are used in the home, and this is one reason why people sometimes think that we learn languages best when we are very young. Older children and adults tend to be taught languages instead of acquiring it, usually in language learning classrooms or increasingly through computer-aided programs.

Successful language learning can be achieved when people have the opportunity to receive instruction, and at the same time, experience real-life situations in which they can acquire the language (Marsh, 2013). The language classroom is essential for the learner to understand the 'nuts and bolts' of language – the architectural plans. But there is rarely enough time in the classroom for the language teacher to go beyond this essential part of the learning process. Learners need time to build things with the 'nuts and bolts' – to build the house which they see in theory on paper (Marsh, 2013).

Too many people leave school being able to use very little of English which they spent so many hours learning. For some of them those hours spent in language lessons, practicing grammar, learning words, through speaking, reading and writing, will have been enjoyable, easy and successful. For these people the school experience will have given a firm foundation for using English throughout their lives. However for many, the investment of time and effort in language classrooms may have had more disappointing outcomes. Even when students leave college, and later in their lives, they find it difficult to use the language actively, as a *tool* for real-life communication in everyday situations. Somehow it does not make sense for some people to have spent all this time learning a language, and then leave school and find that they simply cannot use it in real-life situations (Marsh, 2013).

Are some people naturally gifted in learning languages? Will others struggle just because they are not 'made that way'? When a baby is born it has a natural ability to acquire language, which it does from the earliest point of life. This ability to

acquire language lays the basis for learning language, learning about the world and developing skills of human communication. But if a parent hardly bothered to speak or otherwise attempt to communicate with his/her baby, then that child would be unlikely to learn language as well and as quickly as other children of the same age. In other words, although babies are born with the capacity to learn language, it is the opportunities they have to use this capacity and *learn by doing* which is a key success factor. It is not so much *what students know* but *how they use it* which is so important when students consider effective language learning and communication. Furthermore, are some people naturally gifted in learning languages? Undoubtedly, yes, just as some people are gifted in music, science, sports or the visual arts, we are all drawn in different ways towards differing forms of learning. But so much of this question of being *gifted* depends on how we have experienced the world around us; what has made us excited, enthusiastic, disappointed, or otherwise disinterested (Marsh, 2013).

Based on previous research (Marsh, 2013) speaking skill has an utmost pragmatic importance as it is the vehicle of social solidarity, social ranking, professional advancement and success in business. Thus, why is it so important to speak English? Basically, people communicate whenever they make contact with another person within a speech act. Communication is seen as a reciprocal process through which individuals create and share meaning.

According to the last mentioned information, young and adults students must take lessons inside of a classroom, but also be exposed to real life situations inside and,

mainly outside of it, by teaching them that, communication is not about speaking perfectly, but understanding and being understood even if they commit mistakes when speaking. Communication is about theory and practice, practice as the most important.

1.4 Context

This paper was carried out at Facultad de Lenguas (BUAP) focused on the students who are in the last(s) year(s) of the major Licenciatura en Enseñanza del Inglés (LEI), which is a career that has as main objective to create professionals in teaching English at any level of education (basic, mid-high and high).

1.5 Research questions

The main objective of this paper is to outline the reasons why advanced students do not speak English outside the classrooms even though it is a crucial epistemic element in their major. Thus, the following questions are proposed for this thesis dissertation:

1. What barriers do advance students recognize as factor of diminishing status of spoken English outside the classroom?
2. What do advance students report as reasons about not speaking English outside the classroom?
3. What do advance students report as variables that contribute to the shift from English to Spanish outside the classroom?

4. Why advanced students are not willing to practice spoken English with other interlocutors outside the classroom?

5. To what extent advanced students use spoken English outside the classroom, if any?

GLOSSARY OF LEXICAL TERMS

- Aptitude: Feature that makes somebody is capable or able for an specific target.
- Attitude: Willingness to do something.
- Barriers: Obstacles to do something, in this case, it refers to a psychological stance.
- Epistemic: Based on methods of scientific knowledge.
- Foreign Language (FL): Extra language, besides mother tongue, somebody studies and learn by attending to a school or taking classes
- LEI: Licenciatura en la Enseñanza del Inglés (English Teaching BA.)
- Output: Results, productions.
- Second Language (L2): Extra language, besides mother tongue, somebody acquire and learn, based on hearing, practicing or being exposed to that language.
- Skill: Ability, intelligence and willingness to do something.
- Stance: Attitude that somebody adopts to face some topic.

CHAPTER II

LITERATURE REVIEW

The next chapter of this paper includes different epistemic stances in order to support this research paper. The chapter is divided in 4 parts, that includes 'factors and definitions of speaking (issues in language learning)' which attunes the reader with different epistemic stances through which this paper is thoroughly based on; 'reasons to speak', that shows to what extent students are willing to produce oral output; 'successful speaking' which supports the claim that why speakers are success and finally; 'difficulties for speaking' which deals with reasons that are considered difficulties that do not allow language learners to become successful speakers. Thus, this paper intends to provide answers to these epistemic issues.

2.1 Issues in Language Learning: factors and definitions

In order to understand the importance of speaking outside the classroom, first it is crucial to construe a definition of what speaking is about. According to Baker and Westrup (2003), speaking is the productive skill in the oral mode. It, rather than the other skills, is more complicated than it seems at first, and involves more than just pronouncing words or making sounds. It consists of coherence and cohesion, phonetics, fluency and accuracy, performance and competence and others. It is also more complicated when learning a second or foreign language. It is considered as the most difficult skill because it shows proficiency and well

performance of a second language (L2). In a similar way, Byrne (1986) argues that speaking is sometimes seen as an undervalued skill. This is because most speakers attain this ability to a little extent as if it were granted and linked with the 4 skills. In this regard, all four skills are equally important when learning a L2. Anybody can say 'I know English', and they refer to writing, reading, speaking and listening, just focusing on one or two of them, or possibly none. However, if somebody claims 'I know English well', he /she is sure to be able to read, write, and listen and certainly speak efficiently. No skill must be taken for granted. Speaking is a skill which deserves attention as well as the literacy skills. Baker and Westrup (2003) claim that speaking is important when it is crucial to convey a meaning, that is, when the interlocutor utter some words to communicate verbally. Baker and Westrup (2003) and Byrne (1986) agree on one issue, that speaking should be studied efficiently, as all of the other skills, taking into account that it is, probably, the most representative of all, because it refers to production of a L2. The competent speaker is a heated issue under debate.

In this regard, Baker and Westrup (2003) point out that the idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom (FL). Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language. For learners who are studying English in a non-English speaking setting, it is very important to

experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. Classroom Interaction, then, is necessary and useful as an educational strategy to enhance learning naturally other than only memorizing dialogues and pattern practices.

The concept of classroom interaction plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as the speaking skill is concerned, this thesis tries to shed some light on this skill which is considered the most desirable skill to be mastered by the vast majority of SL and FL learners.

Baker and Westrup (2003) posit that the understanding of the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then involves the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed.

If teachers are advised to reduce their time of talking in the classroom interaction, then it does not mean that they have no role to play. Involving all of the learners in

the interactive activities is their main job; they must apply some of the teaching strategies to get all of the students to talk. However, teachers during interaction should avoid a continual interruption (Baker & Westrup, 2003).

2.2 Reasons to speak

If it is broadly seen, speaking refers to communication; it is a part of human's daily activities. Reinhart and Fisher (2000) posit that learners often need to be able to speak with confidence in order to carry out communication efficiently. It is the skill by which they are most frequently judged and through they can make or lose friends. It is the vehicle of social solidarity, of social ranking, of professional advancement and of business. So, in order to make communication successful, learners have to be confident to do it, even on their mother tongue. It can be concluded that through communication by using language, people can share ideas to other people.

2.3 Successful speaking

In this section of the literature review, it is presented main factors that make speaking successful. Baker and Westrup (2003:13) established that "Our ability to learn a new language and succeed in language learning also depends on the type of learner we are. Some people are naturally happy to try anything new and are not afraid to make mistakes, while others are afraid of new situations".

For example, if students are confident and fluent in their mother tongue, then they are more likely to become confident second-language learners. Similarly, students

who are shy and hesitant speakers in their mother tongue are more likely to be shy and hesitant speakers in a foreign language. However, being confident and fluent in their mother tongue do not guarantee it is going to be the same when learning a second language.

“If you introduce students to new learning habits and new learning activities over a few weeks or months, you can help them to overcome fears and doubts that they may have about learning a new language” (Baker and Westrup, 2003:13).

Some language learners really concern about pronunciation, and they have to due to speaker’s pronunciation needs to be good enough to communicate the message so that it is understood by other speaker of English. Even though, it does really matter if the speaker has a Nigerian English, Bangladeshi English or Mexican English or any of the many varieties of English spoken around the world. What it really a matter is mutual intelligibility, which means if they can understand and be understood one each other.

Some learners think they have to sound like a native speaker of a particular variety of English, but this is not necessary. The most important thing is that learners can understand people speaking English and that they can be understood by other speakers of English, no matter what variety it is.

It can be concluded so far that, producing real spoken language does not mean to speak perfectly, but being accurate, even a native speaker of any language does not know his or her language deeply, communication should be meaningful instead of being perfectly structured.

2.4 Communicative Competence: The goal of language learning.

According to Buerkel (1985:16) “Communication competence has been defined in diverse ways in recent years. Some definitions refer to competent communicators... Other definitions focus on achievement of communication goals as a measure of competence. Still others define communication as the ability to act appropriately within a specific set of circumstances”.

Communication competence is seen as an integrated set of communication skills that can be observed, practiced and improved rather than as a trait or ability that learner either do or do not possess. Communication competence can be enhanced by improving communication skills and acquiring new ones.

Buerkel (1985:17) defines a competent communicator “as one who, over time and in specific contexts, is perceived by other communicators to intentionally use appropriate communication skills to reach mutually desirable outcomes.”

2.5 Difficulties in speaking

When learning a second or foreign language, learners will face any kind of difficulties. Byrne (1986) established that teachers always face the difficulty of teaching a foreign language due to they attempt to teach in the classroom what is normally, and maybe best, outside the classroom. In other words, teachers do not need to inform students about the language but to develop their ability to use the language for a variety of communicative purposes.

Unfortunately, it is not always easy for learners to use English. There are many reasons why students may find learning and using English difficult. This can lead to real barriers to communication, and can contribute to poor motivation in learning and mainly in using.

According to Baker and Westrup (2003:13) “Barriers to learning and producing can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language, particularly in English. Students may fear causing offence by what they say in a foreign language, and this makes them unwilling to speak”.

Students may have a good knowledge of grammar and a wide vocabulary: they can use this knowledge to pass examinations, but they find it more difficult to speak English outside the classroom due to they do not practice activities similar to life outside the classroom. They have to practice real communication.

The social roles and rules for speaking can be different in each culture. These social rules have a strong effect on learner’s interest an ability to learn to speak in a foreign or a second language. For example, in all cultures, a speaker’s social status, sex, age and level of education may affect the language, specific words and level of formality they use (Baker and Westrup, 2003).

In some cultures, students are not expected to speak until they are asked to do so by the teacher. This makes more difficult for students to practice conversation not only in a classroom, but also in some other places.

A lack of confidence is located in this situation, most of language learners are afraid of speaking English with other for several reasons, i.e. they see very “strong” speakers so they keep quiet in order not to show they are “weak” speakers and this make them remain in silence. Other reason is, as it was mention before, that they are shy even in their native language, which is Spanish in this case, and this situation makes them even shier when trying to speak in English. And finally, they might think they do not possess enough vocabulary to say something or communicate an idea, as consequence, they do not take the risk of saying something, so in this way they do not show their vocabulary weaknesses in front of others

A lack of vocabulary also plays an important role when learning a second language, leaners need around a thousand or two thousand words to function, especially in English. Leaners cannot speak and use it if they do not have enough vocabulary to express themselves (Baker and Westrup, 2003).

Other problem results from this lack of lexis which is the bad reading habit learners have, reading is not as popular as it used to be and this is one of the best methods to acquire new words. Even in their mother tongue, is really necessary to read in order not to have a limited vocabulary and to raise it up each time a book is read.

Many times students have a lack of confidence in their own abilities, when they have to do a presentation or even more challenging, have a real conversation with some else, they think they cannot do it, that they are not able of listening nor speaking and they are not capable of communicating, understanding or being

understood, but many times this situation occurs just because they have convinced themselves that they simply cannot do it.

CHAPTER III

METHODOLOGY

This chapter presents the subjects of the research taking into account some of their characteristics, such as gender, age and level of English. The justification and the reason why these subjects were chosen are presented in the following lines. In this chapter is also presented the instruments that were used in order to collect data about what they consider as barriers and difficulties surround the problem of the lack of practice of spoken English.

It is important to mention that the methodology used in this paper is a mixed methodology, which means it looks for quantitative and qualitative information to get narrowed and specific data.

3.1 Context and Subjects

The subjects chosen for this research were 50 students (31 women and 19 men) between 22 and 27 years old from Licenciatura en Enseñanza del Inglés (LEI). These students were chosen due to they have accomplished all their target language subjects and, according to the major plan, they are supposed to be in the upper-intermediate or advanced level according to the Common European Framework. This paper is focused on the advanced students because they are about to fulfill this career so they are expected to have developed a better, more fluent and accurate speaking skill than the sophomores do.

In this part of the research, 15 teachers (6 women and 9 men) were also included in order to gather information about what they consider as barriers, reasons, or extents when students speak or used spoken English, if they do, outside the classroom, according to their experience and points of view. These teachers are around 34 to 50 years old.

3.2 Instruments

The instruments were designed taking into account the objectives of the research, the literatures and main aspects in which this research is based on, and the type of results and actions that were expected to find out. They were two similar instruments:

1. Students' multiple-choice questionnaire
2. Teacher's multiple-choice questionnaire

3.2.1 Students' multiple-choice questionnaire

The first instrument is a multiple-choice questionnaire focused on students' opinions, feelings, thoughts, observations, and needs. It is important to mention that this questionnaire was written in Spanish in order to be comprehensible and in accordance with the students' context and more important, to collect more accurate data (Appendix A).

3.2.2 Teachers' multiple-choice questionnaire

The second instrument is a multiple-choice questionnaire focused on teachers' opinions, thoughts, observations, and experience. As the other questionnaire, this was also written in Spanish for the same reasons that have already mentioned (Appendix B).

Both questionnaires have different questions, so students and teachers have to read each one and then they choose the answer or option they consider as the most appropriate. Questionnaires also demand gender, age and English level, in the case of the students, and gender and age in the case of teachers. Names were not asked in order to ensure the privacy and confidentiality of the participants.

Both questionnaires can be found in the Appendices part at the end of this paper.

CHAPTER IV

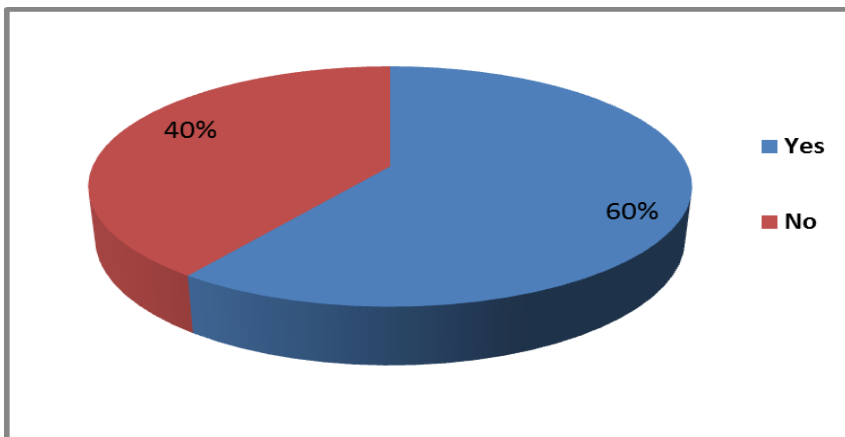
RESULTS

As the main objective of this paper is to find out what students (and in some of the cases also teachers) consider as barriers, reasons, variables or extents about not speaking English in the faculty yard (outside of a classroom), the methodology was designed to gather that information. In this chapter is presented all the most relevant and vital data. That information is analyzed and interpreted with graphs and reports.

4.1 Students' multiple-choice questionnaire

The following graphs demonstrate the most important results and information obtained from the multiple-choice questionnaire answered by the 50 LEI students.

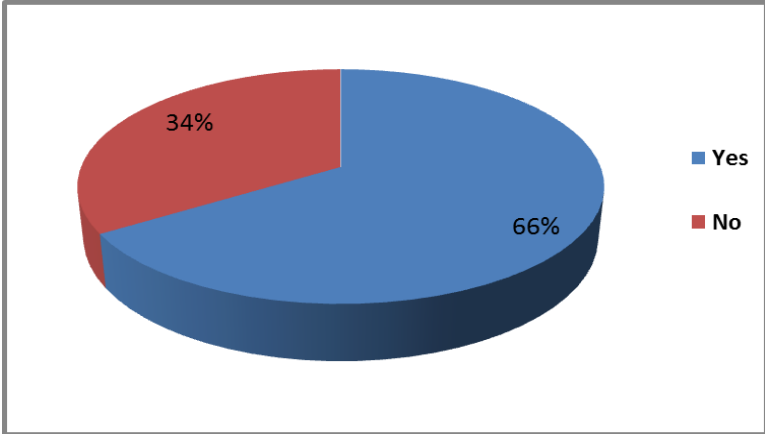
Figure 1.0 Do you practice English?



When learning a second or foreign language is very essential to practice anyplace, anywhere and anytime as possible. As it can be seen in Figure 1.0, 60% of the

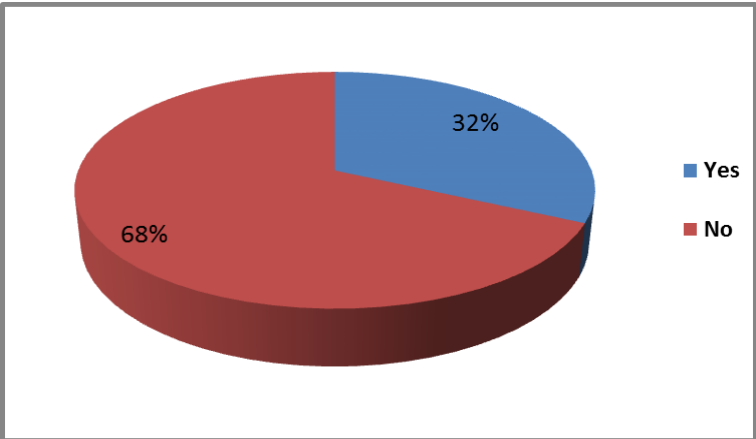
students, which is a relevant number, but not an impressive one, practice English, without specifying any topic or skill.

Figure 2.0 Do you think the faculty yard is appropriate to practice English?



Most of the students agreed with the same idea about the faculty yard is a good place to practice English, not specifying any topic nor skill. It is important to mention that, the faculty yard, indeed, is a good place to read, write, listen and speak, in other words, practice English. Language students have no many places like this to practice, so they must take advantage of the environment is lived in there.

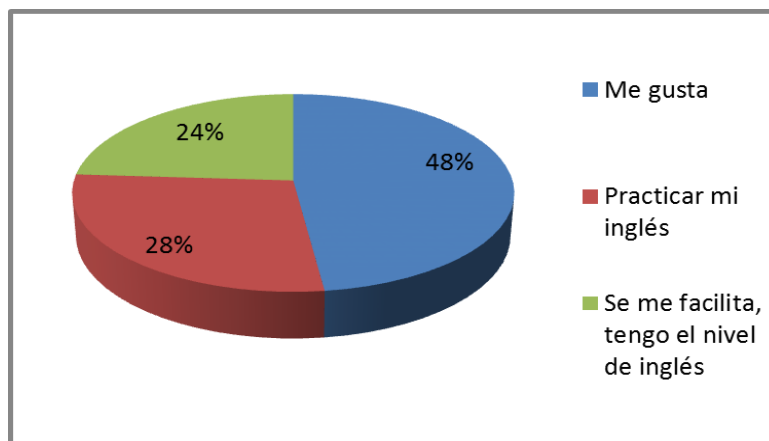
Figure 3.0 Do you speak English in the faculty yard?



Although most of the students' answer was "Yes" in the last question (they agreed with the idea about the faculty yard is a good place to practice), Figure 3.0 shows that 68% of them do not speak English in the yard, which means they do not practice English outside the classroom, and just 32% of them do.

This is very important data, due to more than 50% do not speak English; 68% is a big number; it just doubles the amount of students who speak English in the yard. This lack of spoken English practice leads to a major problem, why? Because students seem not to be willing to use English in a real context and, as a consequence, they do not speak fluency does not improve.

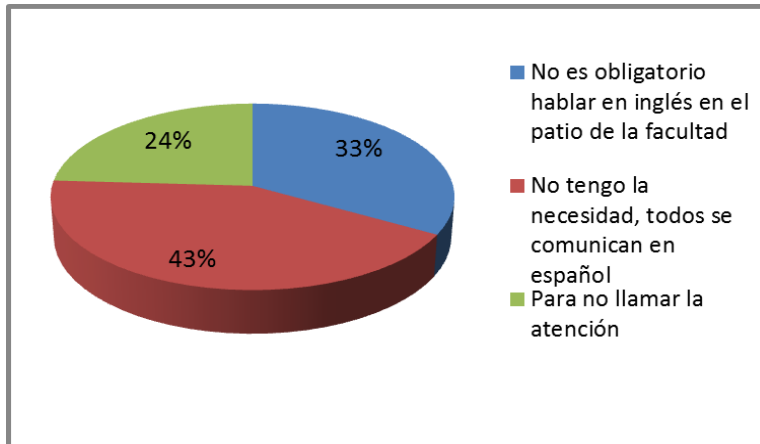
Figure 4.0 Which are the three main reasons that make you speak English in the faculty yard?



This graph interprets the results of those 16 students who answered "Yes" to question number 3. Figure 4.0 shows that 48% of the interviewed students practice spoken English because they simply like it. 28% agreed they speak English in the yard due to they like to practice it and through this way, improve their fluency and finally 24% answered that English is easy for them and they have a good level to

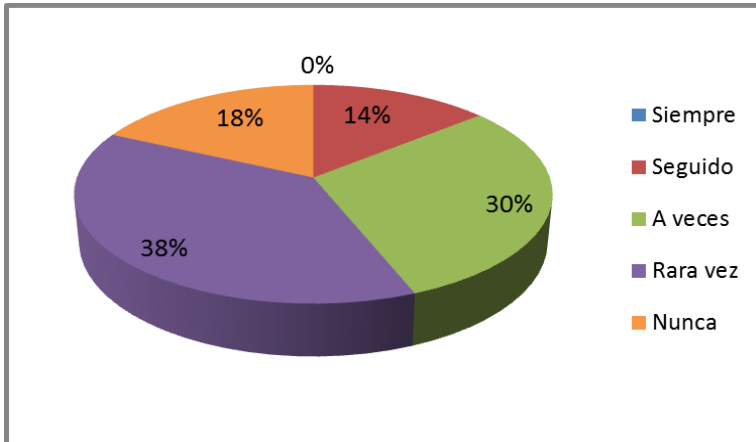
speak it. These three factors play an important role when learning, practice and performing a language: likeness, willingness to practice (anywhere, if it is possible) and possession of a good level of it.

Figure 5.0 Which are the three main reasons that make you unable to speak in the yard?



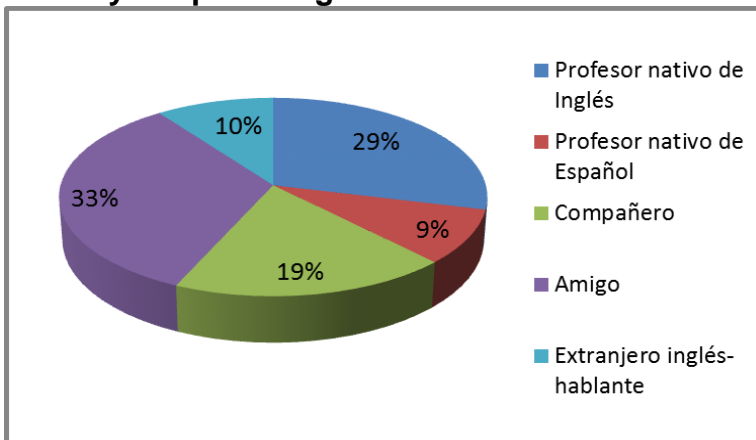
According to the students' answers, Figure 5.0 shows that 43% of them do not speak English in the faculty yard because they do not have the need to do it due to everybody communicates using Spanish; context and environment are really important when learning a foreign or second language, the more the student is exposed to the language context/environment, the better. Other 33% answered it is not mandatory to speak English in the yard, which is related to the first answer, where students who gave this answer, also mentioned they do not need to do it. The last 24% of the students do not speak English in order not to call attention of the other students.

Figure 6.0 How often do you speak English in the faculty yard?



The graph in Figure 6.0 shows that 0% of the students do not always speak English in the yard, 14% mentioned they often speak English outside of the classroom, 30% of them answered they sometimes speak English, the majority of the students (38%) said they rarely practice spoken English in the yard and, believe it or not, 18% of the interviewed students answered they never speak English in the yard when they go out of a classroom. It is very interesting that the not even one student answer he/she always speak English, but unfortunately 9 of the students (almost the fifth part of the whole interviewed subjects) mentioned they never speak English in the faculty yard.

Figure 7.0 If it were necessary to speak English in the faculty yard, who would you speak English with?



This graph shows the extents that the students are willing to speak English to. As it can be seen in Figure 8.0, most of the students (33%) feel more relaxed or confident when they speak English with a friend, 29% of them answered they speak English in the yard with a English native speaker teacher (if it is necessary. Speaking with a classmate or peer was also mentioned with a 19%, another 10% answered they are willing to speak English with a foreign English speaker (tourist, exchanged student, etc.). Last but not least, and even more important, teachers are not willing or they do not feel the need to speak English with a Spanish native speaker teacher, due to this option had the least mentions (9%). Even target languages teachers of the Faculty of languages seem no to be willing to speak or practice spoken English with their students in the yard.

Figure 8.0 How did you feel when you spoke English in the faculty yard?

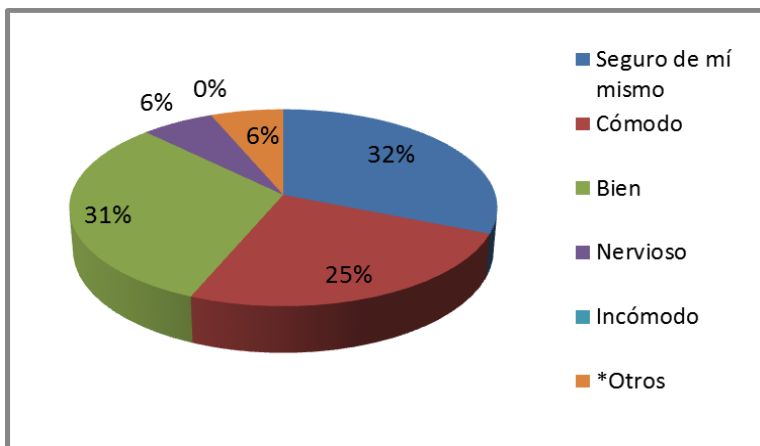


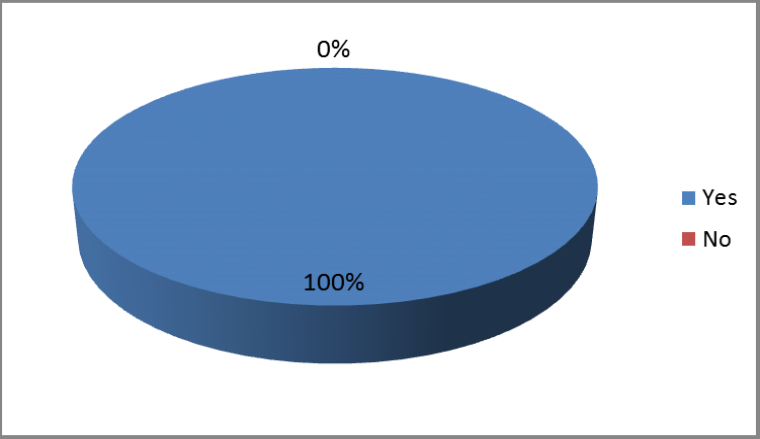
Figure 8.0 shows the results of the last question of the students' multiple-choice questionnaire, which it was focused on those who said they speak English in the faculty yard; this question was designed to find out how they felt when speaking outside of a classroom. The most mentioned answers were that they felt "self-confident" (32%), they felt "good" (31%) when they speak English in the faculty

yard. Students also mentioned they felt “comfortable” by speaking English. The least mentioned answers were they felt “nervous” (6%) and “others”, where the students gave their own answers (in Spanish) such as: “me da igual”, “parte de mi día” and “no siento nada, ni seguro ni nada” (6%). These last answers given by the students show that, unfortunately, they do not feel anything, they seem not to be interested or they simply do not care if they speak or not English when they go out of a class or they are in the faculty yard. Practice is crucial when learning a foreign or second language, so if the students do not do it in the faculty yard, they probably do not do it anywhere. Finally nobody said they felt “uncomfortable” when using spoken English.

4.2 Teachers’ multiple-choice questionnaire

The following graphs present the most important results, information and opinions obtained from the multiple-choice questionnaire answered by 15 LEI teachers. The first question of the questionnaire was omitted due to it refers to the English practice in general and all teachers practice it, so just 7 questions were analyzed, from question #2 to #8.

Figure 1.1 As a teacher of the language faculty, do you think the faculty yard is appropriate to practice English?



As it can be seen in Figure 1.1, all teachers agreed that not only the classrooms are appropriate places to practice and mainly to speak English, but also the faculty yard is an appropriate place to do it, no matter who the students practice or speak with.

Figure 2.1 Do you speak English in the faculty yard?

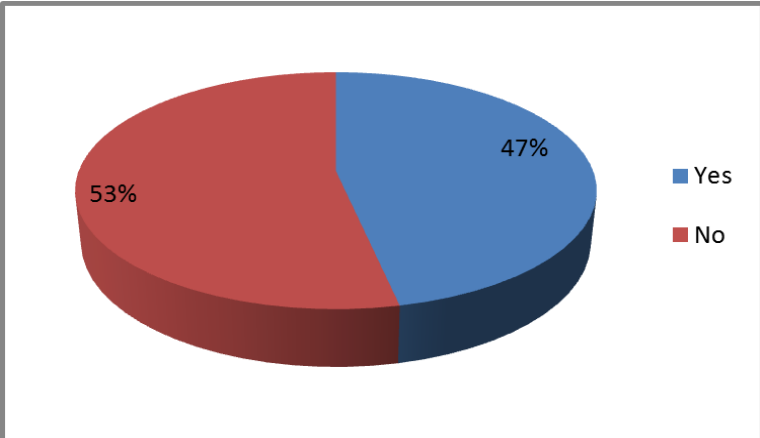


Figure 2.1 shows us that, unfortunately, 53% of the teachers do not speak English in the yard (not specifying if they speak with their students, peers or colleagues) and that only 47% of them do it. This means that more than a half of the teachers (not focusing only on target language teachers but on general teachers) of the

faculty seem not to be willing to speak English with the students or encourage them to do it outside of the classroom, even though they completely agreed that the faculty yard is an appropriate to practice (speak) English.

Figure 3.1 What are the three main reasons that make students speak English in the faculty yard?

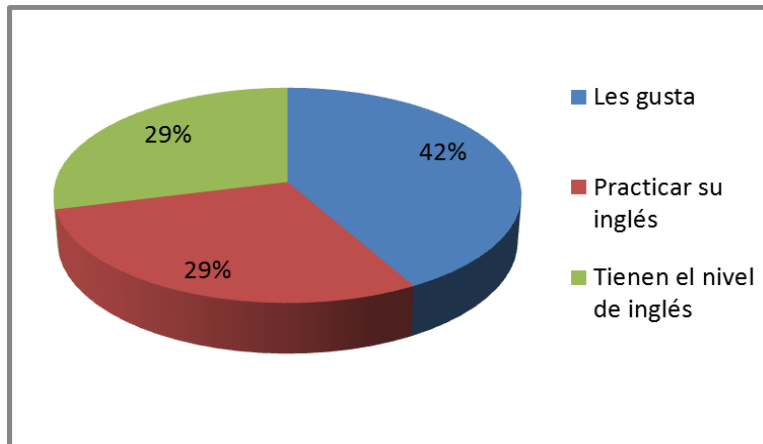


Figure 3.1 was created according to the teachers' answers; this graph shows the three main reasons that do not allow the students to speak in the faculty yard.

Most of the teachers (42%) answered that students speak English in the yard because they simply like it. Other 29% of the teachers answered they speak English because they want to practice it and finally, the last 29% answered that students (can) speak English in the yard because they have a good English level to do it. These results are similar to those found in Figure 4.0, where students gave the same answers and likeness, willingness to practice (anywhere, if it is possible) and possession of a good level of English appeared as important factors when learning a foreign or second language.

Figure 4.1 Which are the three main reasons that make the students unable to speak in the yard?

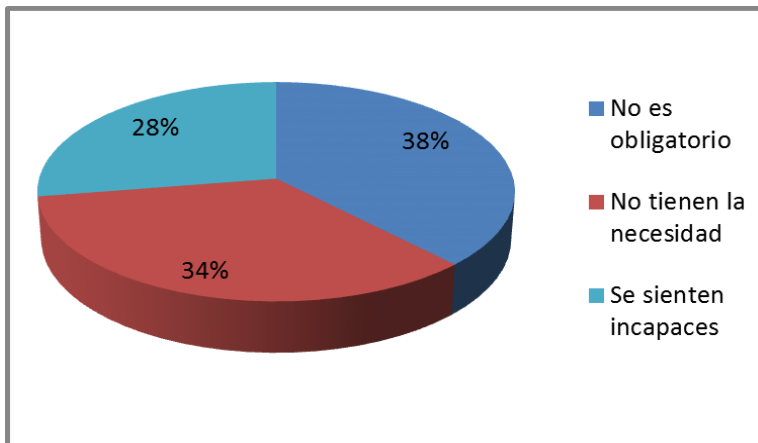
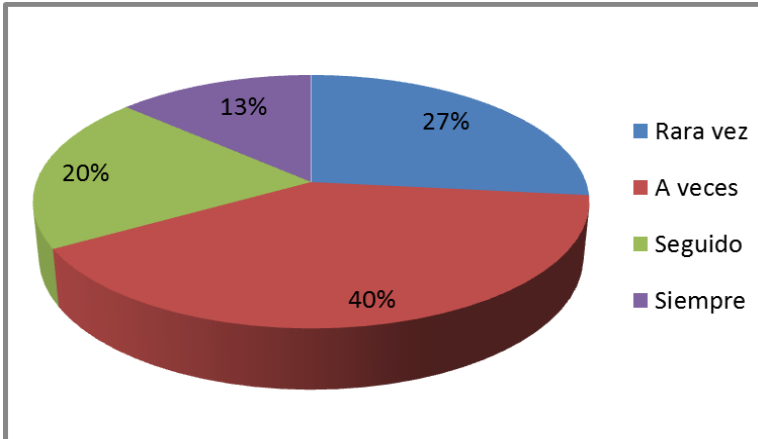


Figure 4.1 shows that, according to the teachers' answers and opinions, the main reason that make the students unable to speak English in the yard is because it is not mandatory to do it (38%). Teachers also have seen that students have no need to speak English due to all people in the faculty yard use Spanish to communicate, 34% of the teachers mentioned this. The last reason mentioned by the teachers was that the students feel unable to speak English in the yard because they do not have a good level of it or they do not feel skilled and confident enough to do it. It is necessary to make the students feel the need to speak English in the yard and encourage them to feel confident to do it and, if it is possible, make "speaking English in the faculty yard" mandatory not only for advanced students, but for teachers, too.

Figure 5.1 How often do you speak English in the faculty yard?



As it can be seen in Figure 5.1, 40% of the teachers answered they **SOMETIMES** speak English in the yard, 27% of them said they **RARELY** do it, 20% mentioned they **OFTEN** uses spoken English to communicate and finally, just 13% of the interviewed teachers answered they **ALWAYS** speak English in the faculty yard. Fortunately, teachers did not mention they **NEVER** speak English outside of their classrooms; unfortunately, the least mentioned option was that they **ALWAYS** do it, which means that, even teachers do not practice with their students and speak English with their work peers when they're not giving a class or they are walking around the faculty yard. Here, it is not being specified if the interviewed teachers are English native speakers nor if they teach a target language subject.

Figure 6.1 If it were necessary to speak English in the faculty yard, who would the students speak English with?

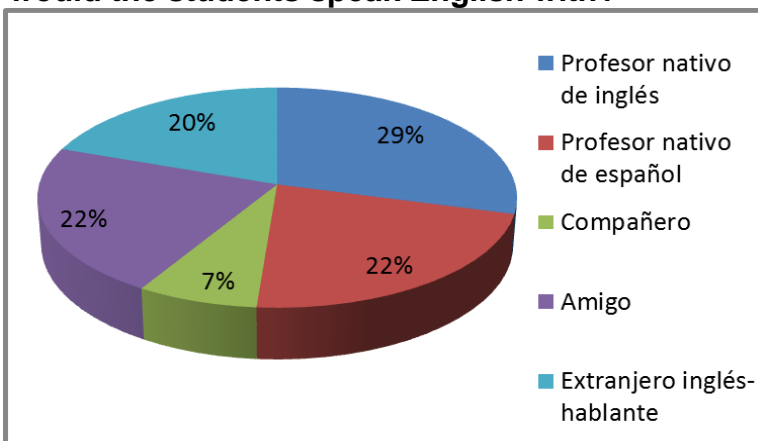


Figure 6.1 is a graph that interprets the information given by the teachers and it is focused on finding out what they believe that are the people the students are willing to speak English with if it were necessary to speak in the faculty yard. Most of the teachers (29%) said the students would speak in the yard with an English native speaker teacher to speak with; two answers had the same percentage (22%), the first one: the students would speak with a Spanish native speaker teacher and the second one the students would speak with a friend by using English; other 20% of the teachers answered the students would be willing to speak with a English speaker foreign (a tourist, an exchange student, etc.); finally just 7% mentioned that students would speak English with a classmate or peer. All of this information was gathered considering that students might speak only if it were necessary to do it, instead of mandatory, that is why the English native speaker teacher option was the most mentioned; students feel the need to speak English and would do it in order to be understood.

Figure 7.1 In your opinion, how do the students feel when they speak English in the faculty yard?

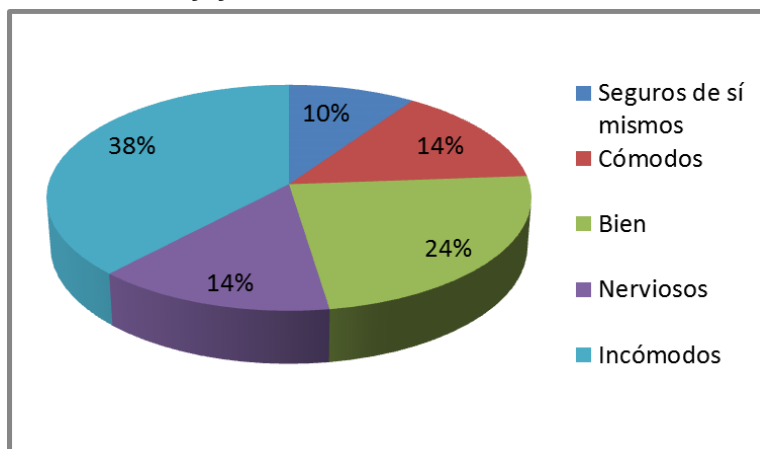


Figure 7.1 shows the results of the last question in the multiple-choice questionnaire designed for the teachers; this interprets the information given by them about how they think the students feel when they speak English in the faculty yard. As it can be seen in the graph, teachers think students feel “uncomfortable” when they speak or try to speak English in the yard; this option was the most mentioned (38%). Teachers also believe that students feel “good” when performing spoken English. Feeling “comfortable” and “nervous” had the same percentage given by the teachers, 14%. Unfortunately only 10% of the teachers agreed the students feel “self-confident” when they speak English in the faculty yard; this was, obviously, the least mentioned option.

CHAPTER V

CONCLUSIONS

The analysis of the information gathered throughout this process revealed different factors and variables which will be mentioned in this chapter.

First, there is a wide difference between aptitude and attitude. Aptitude refers to the ability to do something; in this case, it can be said that most of the people can learn and speak a language (unless they suffer any disability), but not all of the speakers can perform language accurately, properly and proficiently, even in their mother tongue, so it is more noticeable when learning a second or foreign language. On the other hand, attitude refers to the willingness we have and the stand people take to do something; it can be said that most of the people can learn and speak a new second or foreign language if they mean to do it, unless they are not suitable, skilled or confident enough to do it.

Students of the Faculty of Languages have the aptitude to learn and speak a foreign language, English language in this case, they all passed an exam and they showed they are suitable to study there, but unfortunately, not all of them seem to have the attitude to perform it outside of a classroom; most of them have not understood they are in a language school and the purpose of that school is not only to form teachers, who will work inside of a classroom, but also speakers of that foreign language. All students can speak English in the faculty yard, but not all

of them have an appropriate level to do it and not all of them are willing to speak English, even if they possess a good level to speak English anywhere.

Likeness, willingness to practice and possession of a good level of English were important factors mentioned not only by the students, but also by teachers, however, these factors are not so simple to solve, actually dealing these factors are difficult to manage but they are not impossible either. According to the reports, observations, and statistics of this project, students need to be told, encouraged, motivated or, if it is necessary, forced by teachers to speak English in the faculty yard.

It is important to mention that teachers must be the example and be the first people to speak English in the faculty yard and make the students be conscious about the work competence reality and the amount of language graduated students year by year. Work demand is not so simple, so the more prepared the student is, the better.

REFERENCES:

- Arberg, L. (1987) Raising children bilingually: the pre-school years. Multilingual Matters
- Baetens Beardsmore, H. (1987) European Models of Bilingual Education
- Baker, J. and Westrup, H. (2003) Essential Speaking Skills (A Handbook for English Language Teachers) Continuum
- Buerkel, N. (1985) Communication (Competences and contexts) New York. Random House NY
- Byrne, D. (1986) Teaching Oral English New York. Longman
- Houwer, A. The Acquisition of Two Languages from Birth: A Case Study
- Marsh, J. (2013) The SAGE Handbook of Early Childhood Literacy
- Reinhart, S. and Fisher I (2000) Speaking and Social Interaction US. The University of Michigan Press.

APPENDICES

Appendix A: Students' multiple-choice questionnaire:

Este es un cuestionario sobre el uso del inglés en el patio de tu facultad de lenguas. Por favor lee cuidadosamente y subraya la respuesta apropiada en base a tu experiencia. Tu honestidad al contestar este cuestionario es apreciada y de suma importancia. Gracias por tu tiempo.

1.- ¿Practicas inglés fuera del salón de clases?

Sí No

2.- Como alumno de una facultad de lenguas ¿Crees que el patio de tu facultad es apropiado para practicar inglés?

Sí No

3.- ¿Hablas en inglés en el patio de tu facultad?

Sí No

Si subrayaste Sí: Por favor responde la pregunta numero 4 después salta la numero 5 y ve directo a la numero 6. Si subrayaste No, por favor ve a la pregunta número 5.

4.- De las siguientes razones ¿Cuáles son los 3 principales por los que hablas en inglés en el patio de tu facultad? (1-mayor, 2-regular, 3-menor)

- a) Practicar mi inglés
- b) Porque como estudiante de lenguas debo de hablar en inglés
- c) Me gusta
- d) Proyecto una buena imagen
- e) Se me facilita, tengo el nivel de inglés

5.- De las siguientes razones ¿Cuáles consideras son las 3 principales que imposibilitan que hables en inglés en el patio de tu facultad?

- a) No es obligatorio hablar en inglés en el patio de la facultad
- b) No tengo la necesidad, todos se comunican en español

c) No tengo el conocimiento de un inglés informal para hablar de cosas cotidianas

d) Me veo como un sabelotodo

e) Proyecto una imagen de superioridad

f) Para no llamar la atención

g) Me siento incapaz porque no tengo el nivel de inglés

h) Hay agentes externos es decir las condiciones del ambiente físico me lo impiden

6.- ¿Con qué frecuencia hablas en inglés en el patio?

a) Nunca

b) Rara vez

c) A veces

d) Seguido

e) Siempre

7.- De tener la necesidad de hablar en inglés en el patio ¿Quién es la persona con la que interactúas? (Puedes subrayar más de una opción)

a) Profesor cuya lengua materna es inglés

b) Profesor cuya lengua materna es español

c) Compañero

d) Amigo

e) Un extranjero cuya lengua materna es inglés

8.- ¿Cómo te sentiste al hablar en inglés en el patio de tu facultad?

a) Seguro de mí mismo

b) Cómodo

c) Bien

d) Nervioso

e) Incomodo

Edad: _____

Sexo: _____

Nivel: _____

Gracias por el tiempo brindado al contestar este cuestionario ☺

Appendix B: Teachers' multiple-choice questionnaire:

Este es un cuestionario sobre el uso del inglés en el patio de la facultad de lenguas por parte de los alumnos. Por favor lea cuidadosamente y subraye la respuesta apropiada en base a tu experiencia. Su honestidad al contestar este cuestionario es apreciada y de suma importancia. Gracias por su tiempo.

1.- ¿Practica inglés?

Sí No

2.- Como docente de una facultad de lenguas ¿Cree que el patio de la facultad es apropiado para practicar inglés?

Sí No

3.- ¿Habla en inglés en el patio de la facultad?

Sí No

4.- De las siguientes razones ¿Cuáles son los 3 principales por los que los alumnos hablan en inglés en el patio de la facultad? (1-mayor, 2-regular, 3-menor)

a) Practicar su inglés

b) Porque como estudiante de lenguas deben de hablar en inglés

c) Les gusta

d) Proyectan una buena imagen

e) Se les facilita, tienen el nivel de inglés

5.- De las siguientes razones ¿Cuáles considera son las 3 principales que imposibilitan que los alumnos hablen en inglés en el patio de la facultad?

- a) No es obligatorio hablar en inglés en el patio de la facultad
- b) No tienen la necesidad, todos se comunican en español
- c) No tienen el conocimiento de un inglés informal para hablar de cosas cotidianas
- d) Se ven como unos sabelotodo
- e) Proyectan una imagen de superioridad
- f) Para no llamar la atención
- g) Se sienten incapaces porque no tienen el nivel de inglés
- h) Hay agentes externos es decir las condiciones del ambiente físico se los impiden

6.- ¿Con qué frecuencia habla en inglés en el patio?

- a) Nunca
- b) Rara vez
- c) A veces
- d) Seguido
- e) Siempre

7.- De tener la necesidad de hablar en inglés en el patio ¿Quién es la persona con la que interactúan los alumnos? (Puede subrayar más de una opción)

- a) Profesor cuya lengua materna es inglés
- b) Profesor cuya lengua materna es español
- c) Compañero
- d) Amigo
- e) Un extranjero cuya lengua materna es inglés

8.- En su opinión ¿Cómo piensa que se sienten los alumnos al hablar en inglés en el patio de la facultad?

- a) Seguros de sí mismo
- b) Cómodos

- c) Bien
- d) Nerviosos
- e) Incomodos

Edad: _____

Sexo: _____

Gracias por el tiempo brindado al contestar este cuestionario 😊