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BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

“LEI students and teachers’ beliefs about the phrase “Think in English” in oral production”

A thesis submitted to the School of Languages for the Degree of
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by:
Luis López Gómez

Thesis Director:
MA: Miguel Ángel Rodríguez Vega



Puebla, Puebla

Abril 2017

**“ELT students and teachers’ beliefs about the phrase
“Think in English” in oral production”**

This Thesis has been read by members of the thesis
committee of

Luis López Gómez

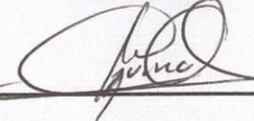
And is considered worthy of approval in partial fulfillment of
the requirement for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director



MA. Miguel Ángel Rodríguez Vega

Committee Member



MA. José César Aquino García

Committee Member



MA. María Magdalena Ortega
Ortega

Benemérita Universidad Autónoma de Puebla Puebla

April, 2017

LEI students and teacher's beliefs about the phrase: "Think in English" in oral production.

ABSTRACT

"Think in English" is a common expression used by teacher as a part of their responsibility to improve the speaking ability. "Think in English" is more than just make a wish of this, also these phrases shows the lack of competence in speaking skills.

The current study explore belief systems about "Think in English" such as teachers from different backgrounds at BUAP Language Department, and students at ...all of this was considered to have a contrasting view and interesting sight at both cases to answer research questions that supports this study. Semi-structured Interviews related to the expression "Think in English" were considered to inquire about Teachers and Students' beliefs.

The earlier findings manifest that "Think in English" is related to translating and interpreting by interference from mother tongue (L1) to target language(L2) this is the evidence when a Foreign language learner cannot trigger the language outputs spontaneously in speaking performance/situations committing accuracy and fluency errors detected mainly for native speakers or advanced learners.

This study reach the conclusion that Considering the analysis of teachers and students belief about "Think in English" phrase. It is considered as the gap of

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being native-like and might be viewed as a new approach in language teaching, making foreign language learner totally conscious about thinking in English.

ACKNOWLEDGEMENTS

To God, who has allowed me to be part of this community.

To my alma-mater B.U.A.P it has been an honor to be a student and I am thankful to the faculty. Special thanks to whom was my tutor M.A Dolores Rodriguez Lozada and M.A Thesis advisor Miguel Angel Rodriguez Vega.

Above all, to my parents who have been my support and to myself.

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DEDICATIONS

To myself (Luis López Gómez), by your fool, your inconformism , for your spirit of make things different, to who explore new worlds and to whom does not have a status quo stance, people who looks for the excellence, people who believe are aware of the infinite ignorance, to who are in love of the potential of mind around the world, to researcher like Krashen who was my first inspiration in the field and the all authors of the conceptual framework which have support and inspired me to generate an the current research. Although, this research is not exactly that i envisioned when I started this project, but I feel personal and professional fulfilment and satisfaction of the maturity of conceptual treatment of the current research project.

For all what we have experienced that might be a personal and academic odyssey; all in its time and we are going to receive as well as we harvest. For the subjectively fine and better, and the outgoing, brilliant, exceptional and admirable what we experienced.

Atte: Luis´s Mind

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CHAPTER ONE: INTRODUCTION

1.0 Introduction to the problem

I would like to start with Ludwig Wittgenstein's proposition in his work titled "Tractatus Logico-Philosophicus" where mentions something what is interesting about the language and reality in 1921:

5.6 "The limits of my language means the limits of my world"

Native speaker has been exposed most of the time in a specific language environment. The native speaker had heard tone, rhythm's language from its parents since the womb to the birth, in addition, native speaker has grown up in the society with a language being his mother language, so this constitutes their understanding of the reality and a way of thinking (Chomsky 1973; cited in Lightbown and Spada 2006).

"Think in English" inspires this research pretending to look for a deeper insight into the English Language Learner and Teachers who has experienced this phenomenon. Foreign language learners specifically Spanish native speakers, who have been in public and private schools with English variations, language teaching methods to approximate to learn English, in addition, Foreign language learners tend to believe that they just have to make interpretations of foreign language (English) into mother tongue (Spanish), but in most of cases this is wrong. This phenomenon "Think in English" in the learner's mind is the reason that justifies the research.

"The limits of my English language means the limits of my L2 performance." (López, L. 2016)

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1.1 Rational (Study Justification)

I was enrolled in speaking workshop III, I performed a speaking presentation and I heard the phrase “*Think in English.*” from my teacher. At that moment, the first thing that I thought was “*How would I think in English? If I have been a Spanish native speaker my entire life!*” “*How am I going to get this?*”.

The comment about what the teacher had told me about my speaking performance including in the comment a phrase that I will *never* forget “Think in English”, and I thought “*how could it be explained?*”. As a result I was hooked to discover how to explain the phenomenon “Think in English”. According to Merriam-Webster dictionary, a phenomenon is defined as “something (such as an interesting fact or event) that can be observed and studied and that typically is unusual or difficult to understand or explain fully”(http://www.merriam-webster.com)

Time later, when I had to decide my thesis’s topic; the conception of being capable to “think in English” as a part of being proficient comes to me and the other topics in mind were banished. My philosophical nature took into account the topic and I was eager to answer the question. Moreover, I might envision what this is going to be a new approach for next decade or will be refreshed the methods and approaches in ELT.

I am going to try to light this blurring topic answering the questions what, particularly emerge related to English language learning. Also, I consider that is possible that “Think in English” could be the “missing link” to learn English language faster than without it and give a support to academic communities as

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ELT professionals and researchers around the world with the theoretical framework and results.

1.2 Research Location

Language Department (B.U.A.P) at Puebla, City was chosen to this research where participants will be ELT 's teachers and students community because taking into account professional teachers in the field with years of experience and degrees probably would be found a teacher that used in the past or nowadays in their teaching practice, in the other hand, student's community surely could have heard the phrase for inquire in both experience, from diverse levels such as undergraduate students, senior students and graduates.

1.3 Purpose of the study

The priority of this research is to scrutinize what are the student and teacher's beliefs system about "Think in English" then with this data gathered detecting patterns in their answer to generate assumptions, also prove if their answers match between them. Finally, place the conception of think in English into Common European Framework band.

1.4 Research aims

- To define "Think in English" phrase.
- To explore Students and Teachers' belief about the phrase "Think in English".

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- To analyze how Students and Teachers' beliefs match about the phrase "Think in English".
- To place into CEFLR the phenomenon "think in English" according to students and teachers belief.

1.5 Research question

QR1 What are students and teachers' beliefs about the phrase "Think in English"?

QR2 How can "Think in English" be identified?

QR3 According to the Common European Framework of Language Reference which is the level/s in which "Think in English" has been developed?

1.6 Significance of the study

This current study is essential since it arguments to our understanding of language learning/acquisition field to develop of the phrase "Think in English". The phrase says more than words which might be included by teachers in comments about student's English performance with the intention to improve as I heard it. I have been wondering about its meaning, and I thought of the "how" it could be answered. "Think in English" must not be limited using just the phrase, because of this is not meaningful. In addition, considering that students do not have the advance linguistics knowledge and their experience in the field is almost null. I think of the need of this kind of thinking has to be support in a suitable way. Finally, this work is thought to be a guide that explains to students, ELT

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professionals, Researchers interested as myself about a version of how may be understood the phrase “Think in English”.

1.7 Context of the Research

Literature review will be focus on to give to reader pertinent information and be consulted after has been read. In this text, I have the opportunity to make a quest to answer a question in the ELT field and make a contribution. In my inquiry, I will include the following areas of research: Cognitive Science, Phenomenology, Psycholinguistics, Second language acquisition, Bilingualism, Foreign language learning, Communicative Competence, Speaking Skill. These areas previously mentioned were selected to answer and give a clever and deeper understanding.

1.8 Glossary

Acquisition: According to Crystal (2011) acquisition is an “Environmental natural process, the primary force behind foreign-language fluency”(p.8)

Ability: “the quality or state of being able” specially the intellectual know-how in performance something and the naturalness that makes something easily or expertise what has been developed (www.merriam-webster.com)

Behaviorism: “a theory of psychology which states that human and animal behavior can and should be studied only in terms of physical processes, without reference to mind.”, in addition, Behaviorism supports learning theories what explain stimulus-response and was used by psychologist to explain the learning of first language.(Richards and Schmidt 2010; p.51)

Capacity: “The facility...to produce, performs, or deploy.” (www.merriam-webster.com)

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Cognitive theory: "...a theory that describes phenomena in terms of mental constructs in the mind of individuals. Most contemporary theories of linguistics view language and grammar as properties of the human mind."(p.93)

Communicative approach: It is "an approach to ... language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use..." (Richards and Schmidt 2010; p.98)

Competence: "...the implicit system of rules that constitutes a person's knowledge of a language. " (*Richards and Schmidt; p.103*)

Consequence: "something produced by a cause or necessarily following from a set of conditions" (www.merriam-webster.com)

Contrastive analysis: Language systems are compared representing learning complications when another language is being learnt; those conflicts are due to mother tongue interference when a new language is learnt. (Richards and Schmidt 2010;p.129)

Constructivism: It is a philosophical view considering three fundamental beliefs where Learners construct the knowledge dynamically and the knowledge might be constructed in society, the understanding is a flexible and iterative procedure that forms the experience. (Richards and Schmidt 2010; p.98)

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Culture: “socially acquired knowledge” (Yule 2010;p.286)

Direct Method: It is part of language teaching what Communication in the classroom is just in target language, speaking must firstly taught and mimic and gestures are valid to convey meaning. (Richards and Schmidt 2010; p.172)

Ethnolinguistics: It is a field that studies “... set of cultural, ethnic and linguistic features shared by members of a cultural, ethnic, or linguistic sub-group.”(Richards and Schmidt 2010; p.205)

Fluency: “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.”(Richards and Schmidt 2010; p.222)

Interference: “interference ...which is caused by the use of rules of speaking ... from one language when speaking another.”(Richards and Schmidt 2010; p.100)

Interlanguage: Yule (2010) states interlanguage is “the interim system of L2 learners, which has some features of the L1 andL2plus some that are independent of the L1 and the L2.” (p.289)

Knowledge: There a two kind of knowledge which is factual and procedural knowledge. The first one, it is information such as concepts which can be known consciously, and the second one, it might be unconsciously acquired progressively by practice (Richards and Schmidt ; p.156)

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Language acquisition: “the learning and development of a person’s language.” (Richards and Schmidt 2010; p.312)

Linguistics: “the study of language as a system of human communication.” (Richards and Schmidt 2010; p.343)

Literal Translation: “A translation that approximates to a word-for-word representation of the original is known as a literal translation.”(Richards and Schmidt ; p.607)

Logic: It is “a particular mode of reasoning viewed as valid or faulty”
”(www.merriam-webster.com)

Oral production: The “...spoken form of language is used as opposed to a written form” (Richards and Schmidt 2010; p.413)

Pragmatics: “the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used.” (Richards and Schmidt; p.449)

Psycholinguistics: it assumes that individual has mental process what are used to understand and produce language and the way of language is learnt. (Richards and Schmidt 2010; p.473)

Psychology: “The science of mind and behavior”(www.merriam-webster.com)

Second Language Acquisition: “the process of acquiring a second or foreign language.” In addition, the language that is learnt later the first or native language is considered Second language and the language what has an

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important role and is broadly used but is not the first or native language is called foreign language (Richards and Schmidt 2010; p.514)

Semantics: The meaning is the core of semantics, also thinkers have related "...linguistic expressions, such as the words of a language, and persons, things and events in the world to which these words refer..." (Richards and Schmidt 2010; p.520)

Scaffolding: "the support provided to learners to enable them to perform tasks which are beyond their capacity..." (Richards and Schmidt 2010; p.507)

Science: "Knowledge or a system of knowledge covering general truths or the operation of general laws especially as obtained and tested through scientific method" (www.merriam-webster.com)

Socioeconomics: It studies the interdependency of financial and social factors "...that influence how a particular group, or socioeconomic class, act within society including their actions as consumers. Different socioeconomic classes may have varying priorities regarding how they direct their funds." (www.investopedia.com)

Sociolinguistics: It is "the study of language in relation to social factors, that is social class, educational level and type of education, age, sex, ethnic origin, etc."(Richards and Schmidt 2010; p.537)

Speaking: "able to talk in a particular language"(www.macmillandictionary.com)

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Strategy: "an adaptation or complex adaptations, that serves or appears to serve an important function in achieving evolutionary success" (www.merriam-webster.com)

Study: it includes "abilities, techniques, and strategies ...which are used when reading, writing, or listening for study purposes." (Richards and Schmidt 2010; p.565)

Translation: "...translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another." (Richards and Schmidt 2010; p.610)

1.9 Chapter summary and overview of thesis document (paper)

In this chapter I provided contextual information about my research. The introduction to the problem, rationale, research aims, research questions, the significance of study, research location were presented .I really proud of selecting this topic involving many new cutting-edge approaches about the thinking in English that might mix multiple fields of knowledge.

Chapter 1 takes the main considerations were taken for since the conception and decisions. This chapter has introduced the purpose of this research as rational, aims, location, context, questions research and its significance and purpose of the study. **Chapter 2** must take into account the context of research to explain the phenomenon "Think in English". **Chapter 3** is considered research design

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and the “how” is justified the procedures to collect data, and data is going to be analyzed. **Chapter 4** contains the analysis of data gathered by justified instrument in Chapter 3. **Chapter 5** summarizes the results the contribution, then is given a general conclusion. Finally, recommendations for future research are given.

CHAPTER II: Conceptual Framework

2.1 Think in English: Human (Mind)

The main philosophical treatment will be the Western conception, although Eastern conception such as Buddhism, Hinduism is interesting and it would be rich to take into account, this last one treatment will not be used for this academic text.

2.1.1 Ontology

2.1.1.1 Ontology of 'Think in English'

Effingham (2013; p.1) points out ontology as “the study of what things exist”. Ontology deals with existence of material objects, events, places, properties, numbers, and possibilities doing categories such as concrete and abstract substances. Abstract substance might be propositions. Taking into account abstract substance we might say ‘the mind exists’ and mental processes particularly Thinking; being possible the existence of ‘Think in English’.

2.1.2 Mental approach

2.1.2.1 Definition of Human Mind

. The mind means “The human consciousness that originates in the brain and is manifested esp. in thought, perception, emotion, will, memory and imagination” (The American Heritage Dictionary. 539). As humans we manifest ourselves and can interact in the reality. All we are, is our mind, the mind its all, without a mind nobody cannot exist, you need a mind to play the games in life; to create your own experience.

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Complex mental ability catalyzes mental processes such as remembering, considering, evaluating, deciding and perceiving; the last one is related to the body that interprets the reality with five senses. In the action of smelling a flower or a putrid lake; people might say either “It’s lovely” or “It’s disgusting”, but you would require the mind to define each other, however whether you do not have language you might not be able to produce conceptualizations for the reality. Complex mental abilities have their philosophical treatment what is mainly Philosophy of mind and its scientific treatment to explore mental faculties such as intelligence, thought process, learning and cognition.

The New Encyclopedia Britannica (1991; p.151) states three main fundamental ideas of the concept of the human mind. The **first Assumption** [my stress] is related to ‘though or thinking’ “If there were no evidence of thought in the world, mind would have little or no meaning” so many theories about the mind have been developed. The vagueness ‘Thought’ and “Thinking” and many others terms compose the conception of the mind. Thinking to feel, perceive, hearing, touch, taste, smell (Sensing) entails more than having a perception. Thinking goes outside the range of just sensing.

Second Assumption [my stress] knowledge Conception or knowing as a common root (The New Encyclopedia Britannica 1991; ibid):

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“This may be questioned on the ground that if there were sensation without any form of thought judgment or reasoning, some degree of consciousness or awareness by one thing or another. If one grants the point of this objection it nevertheless seems true that the distinction between knowledge, error and ignorance or between knowledge, belief and opinion do not apply to sensations in the total absence of thought. Any Understanding of knowledge that involves these distinctions seems to imply mind for the same reason that it implies thought. There is a further implication of mind in the fact of self-knowledge. Sensing may be awareness of an object and to this extent it may be a kind of knowing but it has never been observed that the senses can sense or be aware of themselves.

Thought seems to be not only reflective but reflexive, that is, able to consider itself, to define the nature of Thinking, and to develop theories of mind. This fact about thought –Its reflexivity –Also seems to be a common element in all the meaning of “mind”. It is sometimes referred to as “the reflectivity of the intellect” as “the reflexive power of the understanding,” as “ability of the understanding to reflect upon its own acts,” or as “self-consciousness.”

Whatever the phrasing, a world without self-consciousness or self-knowledge would be a world in which the traditional conception of mind would probably not have arisen.”

Third Assumption [my stress] take into account the intention, an organization of the way of move keeping in mind its aim based on planning to see issues that will happen in the future. In the case of phenomena of desire is also in domain of mind, emerging the theory of natural desire which is applied to behavior.

2.1.2.2 Consciousness

According to Cacioppo & Freber (2013) the term ‘conscious’ comes from Latin *conscientia*, “which means ‘to know’”. Consciousness refers to ‘knowing’ or

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being aware of ongoing experiences occurring both internally and in the world around us.” (p.236). Also Consciousness is part of the experience where human mind experiences information by senses, conceptualizations and emotions, broadly speaking mind is aware of these phenomena, but we are restricted to define such thing. Moreover, to define the term might be unachievable and difficult, because of confusion with self-consciousness (Sutherland 1989; cited in Chalmers, 1996, p.3)

The conscious experience might be common at first sight, but demands deeper explanations, explanations which Chalmers (1996; p.5) points out as a dichotomy. In one hand, the *existence of consciousness* [original italic] would be related to fundamental questions about what, how, why, it is its existence. In the other hand character of consciousness that assumes individual (subjective) complex experiences from the real context-base world. The last one, consider a vast amount of experiences such as auditory, olfactory, tactile, taste and visual. However, there are more in the mind such as imagination, conscious thought (things we are thinking and their possible consequences), emotions and sense of self (Chalmers, 1996; p.6).

2.1.3 Mental Process

2.1.3.1 Thinking

Thinking is an outstanding human faculty. The word ‘Thinking’ might be defined as “the action of using your mind to produce ideas, decisions, memories, etc.”(Merriam-Webster).Messer (2004) comments about Ryle’s conception of Thinking that people believes in “the existence of intracranial “mental” entities

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and process, and to believe that there is a ghostly inner activity called thinking ” (p.18). Although there might be a lot of people whose conceives the brain as source of thinking, this is not correct at all, and this is a biological approach. Compendium of the alternative meaning for ‘Thinking’ as flow of awareness, as mindfulness, as heedfulness, as a equivalent of believing.(Dewey, 1933; cited in Moseley 2005). In addition to Moseley (2005) point out Thinking action may be described as:

“mental activity that we may not be fully aware of (semi-conscious thought): from the everyday things that we perceive and routinely act upon, but which require little direct attention or effort; to the more conscious or deliberate act of reflecting or bringing to attention particular aspects of our experience.”(p.11)

2.1.4 Cognitive science

According to Richards and Schmidt (2010; p.92) Cognitive science is a new approach that uses a mix of fields such as Philosophy, Linguistics, Anthropology, Neuroscience, Artificial intelligence, Psychology to explain new issues that seem to be more complicated. In order to explore the subject matter about “Think in English” phenomenon , first it must be considered the individual as biological entity (neuroscience), later an individual might have the ability to think about the reality and itself (philosophy), each individual has a history, personality, background and culture (Psychology, Anthropology).

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2.1.4.1 Philosophy of Mind

2.1.4.1.1 Cartesian Dualism

Inside the Philosophy of mind Descartes a notable thinker inspired by some others in the past such as Aristoteles (e.g. final causes), Galileo (e.g. world is ruled by forces), Newton (e.g. determinism) which were formulated. Descartes retakes these thinker's propositions and was aware of the contrast of mind and body as conflicting and divergent entities which come from different nature; this is known as mind-body problem. Among other, computer analogy may illustrate the idea, "The brain is the hardware, and the software is the mind". Descartes differentiated faculties of mind and its mental stages and how the mind is interrelated with the body defined as Parallelism (Campbell, 2005; p.13).

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2.2 Genesis of Language

We use computer programs in daily life, but certainly we do not know how they have been programmed; we just use them. This happens in the same way with the language. Therefore, the purpose of this chapter to provide the theoretical framework about the process of learning language, how is conceived, which are the unknown knowledge about the mental process that triggers the language production; I call all of this “The genesis of language” in our mind.

2.2.1 Language conceptualization

2.2.1.1 Divine conception of language

One of the most representative stories of the Holy Bible is the “Babel tower”. Babel means “a confusion of sounds or voices” or “a scene of noise or confusion” (<http://www.merriam-webster.com/>).

The Tower of Babel

“**11** Now the whole world had one language and a common speech. **2** As people moved eastward,[a] they found a plain in Shinar[b] and settled there.**3** They said to each other, “Come, let’s make bricks and bake them thoroughly.” They used brick instead of stone, and tar for mortar. **4** Then they said, “Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make a name for ourselves; otherwise we will be scattered over the face of the whole earth.”**5** But the Lord came down to see the city and the tower the people were building. **6** The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. **7** Come, let us go down and confuse their language so they will not understand each other.”**8** So the Lord scattered them from there over all the earth, and they stopped building the city. **9** That is why it was called Babel[c]—

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because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”(<https://www.biblegateway.com/>)

Taking into account this vision about how language was divided making groups in that society that actually compose the world with a unique vision of the world as culture for each one. If we take a look round the world we immediately aware of there are many language and groups of language user such as hegemonic language, indigenous language, even language death, so that “Thinking in English” for Spanish native speakers whose Spanish language is heritage and language tradition composed of set of beliefs, definition of reality and a vision of the world in mind. Spanish native mind might take English language as a strange one. Thus, English language learners must migrate their reality in terms of English language to Thinking in English.

2.2.1 Philosophy of language

An starting point is the conception of language, considering different approaches, questioning the components of language which are the fundamentals of philosophy of language.

According to Morris (2007) Language is:

“System of signs which we use to communicate with each other. Communication is a matter of letting other people know what we think. The signs which make up language get their meaning from our associating them with the thoughts we want to express. The meaning of words of

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common languages, such as English or French or Japanese, is a matter of a convention among speakers to use them with agreed associations”(p.1)

Taking into account the philosophy of language; the language is a highly complex communication system which is used by mind to create thoughts based on language which has apparently standard meaning shared by people in the society by its experiences.

2.1.4 Psycholinguistic

Scovel (1998) in his glossary defines psycholinguistics as “The study of the normal and abnormal use of language and speech to gain a better understanding of how the human mind functions” (p.129), although psycholinguistics also is “the study of the mental structures and processes involved in the acquisition and use of language” (Ellis, 1997; p.51). Moreover, psycholinguistics has looked for the missing link between competence and performance of the language.

Scovel (1998) points out some approaches that must be considered as an act “The production of speech is neurologically and psychologically far more complicated than negotiating a flight of stairs...” (p.27). In addition, Levert (n.d) in Scovel (1998; *ibid.*) developed a psycholinguistic models based on four stages

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related to speech production where is explained in linear way this speech phenomena.

David McNeill (n.d) in Scovel (1998) reports human mind foremost **conceptualizes** in speech phenomenon; in addition, McNeill theorizes that "...primitive linguistic concepts are formed as two current and parallel modes of thought."(ibid.) The first parallel mode of thought is called *syntactic thinking*, which processes the set of word when we speak at the beginning. Secondly, *imagistic thinking* where the system of communication is holistically externalized where body language and gestures support conversations.

McNeil (n.d) in Scovel (1998) The human mind foremost **conceptualizes** [my stress] in speech phenomenon, in addition, he theorizes that "primitive linguistic concepts are formed as two concurrent and parallel modes of thought"(ibid.). According to Karl Lashley (n.d) in Scovel(1998; p.30) secondly, he points out **Formulation** [my stress] as Speech is a continuous process while is produced (with slips of the tongue, such as spoonerism and priming) and comprehended the meaning is constructed and adjusted in proper understanding, in addition, mind is planning to produce spoken language in a given context where pragmatics and sociolinguistics play an important role. Third, **Articulation** [my stress] is mainly related to organs (such as larynx) are organized in speech resulting in sounds. Forth, **Self-monitoring** [my stress] describes sender' consciousness and how speech is constituted.

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'Think in English' might be seen as phenomenon which ascribed to Conceptualization, Formulation and Self monitoring. However, Speech Articulation just abbeys to what was formulated before in mind, and Self-monitoring applies to the need that someone who could be able to detect the literal translation what might be redefined/adapted as "The another monitoring" which is someone (language teacher, native speaker or advanced language learner) who may detect errors, or literal translation based on mother tongue in a foreign language learner. Finally, the phenomenon 'Do not think in English' (~TinE) might be taken as a negative fluency issue, where fluency is defined as "the features which give speech the qualities of being natural and normal including native-like..." (Richards and Schmidt 2010; p.222). Also, fluency is related to abilities to generate spoken language easily, expressing and understanding ideas successfully.

2.1.1 Neuropsychobiology

The brain functions can be explained from its minimum expression where axonal connections (neural circuits) use electrochemical sign (neurotransmitter) that regulates excitation or inhibition (changes in potential) between neurons to store and communicate information, processing multiple stimuli. Moreover, neural circuits work together to realize advance tasks in the brain (Shalfer&Garrido-Nag cited in Hoff &Shatz 2007; p.24)

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The Neurobiological part of the language and its functions, they were localized into the left hemisphere where are the Broca's area and Wernicke's area where first one area has been associated with speech production and the second one is related with speech perception as cited in Scott (2005; p.24)

According to Hoff and Shatz (2007; p.22) "Functional brain imaging data" indicated little specialized modules which interconnect the language. Also, years of study using electro-physiological techniques and neuroimaging have unscrambled the how speech and language processing is developed (Werker & Voubumanos cited in Nelson and Luciana, 2001; p.269)

2.2.2 Language Development

2.2.2.1 Innatism

Human being has the natural capacity to acquire the language depending on the environment independently of critical period. Ellis (1997; p.67) points out critical period is a hypothesis where "language acquisition is easy and complete". According to Ellis (ibid.) this can be seen in the children are two years, even there are researches that have proved the acquisition process have begun since fetal proto-form, in addition, fetus is listening its environment and mainly parent's voice. There are evidences what if someone has passed from this period to start learning language. Moreover, learner can learn communicative abilities, but to have deficiencies in the other linguistic areas as syntax, morphology, phonology. Although, this could be related to learning styles and literacy.

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2.2.2.2 Universal Grammar (L.A.D) Language Faculty

Universal Grammar (UG) was defined by Chomsky describing the possession of knowledge of any language and guides the acquisition process of first language (Ellis,1997; p.65). In addition, Universal Grammar (UG) is a theory that supports LAD which Negel(1993; p.109 cited in Chomsky 2000; p.92) defines it as something that “ allows a child to learn the grammar of a language on the basis of the sample of speech it counters.” Krashen (n.d) in Gass & Selinker(2001) points out that LAD is “an innate mental structure”(p.201) that manages first and second acquisition.

2.2.2.3 Language Acquisition

According to Richards and Schmidt (2010) Language acquisition may be defined as the early unconscious transmission of native language knowledge to a new user called First Language (L1) Acquisition (p.321). This acquisition takes place before school life, and becomes a process in early years where infant requires influence from contextual advanced speakers. However, without this influence certainly language might not be well developed. A healthy child will have more advantages to develop the language. Consequently, the evidence of this fact; children might play the game of communication using “cooing”(generation of speech sound with the vocal tract) and “babbling” (combination of consonants and vowels) (Yule, 2010; p.171)

2.2.2.4 Culture and Language of Thought

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Yule (2010) points out culture as “all the ideas and assumptions about the nature of things and people that we learn when we become members of social groups” (p.276). This Intelligence comes from L1 by acquisition or learning as a part of system transmission of knowledge what governs the way of how the world and possible experiences are defined.

The proposition ‘Language determine thought’ is known as Whorfian Hypothesis. In other words, language is considered as “formative of thought and held that thought and language are inseparable” (Humboldt 1836; cited in Getner & Goldin-Meadow, 2003; p.3)

According to Whorf’s notion (as cited Getner & Goldin-Meadow ,2003; p.4)

“We dissect nature along lines laid down by our native language. The categories and types that we isolate from the word of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscope flux of impressions which has to be organized by our minds-and this means largely by the linguistic system of our minds”. (1956, p.213)

The Whorfian hypothesis also has been known as Sapir-Whorf Hypothesis what is based on three principles. First, it is “**Language vary in their semantic partitioning of the world**”[my stress] (p.4)There is no way for Spanish native speaker create (not just repeat a phrase similarly as a survivor’s guide of any language) a genuine and natural subjective/personal thought in other language. Among others, when we are reading commonly we find unknown words or expressions, there is a breach of information and our comprehension decreases, as well as Languages significantly vary in their parts of speech and tenses.

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Secondly, **“The structure of one’s language influences the manner in which one perceives and understands the world”** [my stress] (ibid.) There will not distinction of learning and acquisition of the language as well as thinking process gathers information from both and its given by the culture of the language. Thirdly, **“Speakers of different language will perceive the world differently.”**[my stress] (ibid.) There are conventions for each language such as sounds, tones (Chinese), letters (Cyrillic, Arabic alphabets), tenses. This, Chinese and Arabian people in front of a sunset (stimuli) create a thought in mind based on its culture.

Finally, Language learners must consider being conscious of this and aspire to model their foreign/second language in mind. (See 2.5)

2.3 Second Language Acquisition

2.3.1 Second language acquisition Fundamentals

2.3.1.1 Second language acquisition

Second language acquisition is complex phenomenon what is studied by several fields of knowledge such as Linguistics and Psychology (Saville-Troike, 2005; p.5).According to Yule (2007) Acquisition is “the gradual development of ability in language by using naturally in communicative situations with others who know the language”(p.163). The acquisition process is referred to be close to interacting with native speakers of target language.

2.3.1.2 Second Language Learning

Saville-Troike (2005) points out that second language learning as “The process of acquiring an additional language within the context of a language community which dominantly includes members who speak it natively. Although, this term might be applied more generally to the process of acquiring any L2.”(p. 194). In addition, The term Learning is applicable to “conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional settings”(Yule, 2007, p.187)

2.3.1.3 Monitor hypothesis

Steven Krashen (1982) influenced by Chomsky’s theory of innatism where develops five hypothesis to describe acquisition of second language hypothesis, as an answer to dissatisfaction about “language teaching methods based on behaviorism” (p.36)

The first hypothesis is **acquisition – learning** [my stress] where there are differences between acquire and learn, where the main difference is conscious attention. In the learning process learners are aware of what they are learning. For instance tenses, phrasal verbs, idioms in a course. In the other hand, learners in acquisition process are involved by the environment or language. For example, when learners are watching Mexican news on the television, but if news are from English country, this will be translated with subtitles, you are hearing the stress, intonation, pronunciation, while you are reading the subtitles.

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Second theory is called **monitor hypothesis** [my stress] where learner possess a “system acts as an editor” (p.37) that change or improve the products from acquired system. In addition, learning linguistics rules and enough time to practice being correct language products, monitoring has taken place. Third, hypothesis is **natural order** [my stress] means there is not a specific way to learn language. Next forth one **input hypothesis** [my stress] where exists acquisition, when the input is all learner already knows (e.g. hello), and learning process is added parts of speech or phrases (how are you? /today ?)

Hello!		
Hello!	How are you?	
Hello!	How are you	Today?

Finally, **affective filter hypothesis** [my stress] is based on “feelings, motives, needs, attitudes, and emotional states.”(ibid.). They determine the level of acquisition.

2.3.2 Cross-Linguistic Influence

2.3.2.1 Language Transfer

According to Yule (2010) Transfer in Second language Acquisition is the operation of native language structures, sounds and idiomatic expressions when second language is performed (p.167). General speaking, there is a dichotomy in the concept of L1 Transfer which is Positive and Negative. Positive transfer is when mother tongue and second language are alike in terms of linguistics, in the

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other hand Negative transfer is when mother tongue is dissimilar to second language, and the L2 outputs based on L1 might be complex making sense (Yule, 2010; Ellis, 2007).

2.4 The process to THINK IN ENGLISH in the classroom

In the classroom, there are many factors that play different importance according to situational context. Also, they are considered some of many of factors, variables which might affect the way to think in English. Furthermore, the language development of second language and foreign language emphasizing errors which are part of language development and some uses such as language switching, bilingualism and a world-wide framework which observes the quality of language user.

2.4.1 Learner variables

Think in English is not something that happens instantly. This also is more than just make a wish. All language learners comes from different ways of life and there are plenty of variables that compose a successful or unsuccessful learner such as stage of life, quality of instruction, environment, contact with the language, status among others. It is valuable mentioning these facts, because of apparently all people are mind-body entities, but we are similar and different from each other. Lightbow and Spada (2006) associate intelligence, aptitude, learning styles, personality, motivation, ethnicity group affiliation and learner's beliefs as a part of these variables. Considering those variables, 'Think in English' might be seen as a set of opportunities given by the subjective circumstances.

2.4.2 Foreign Language Learning

The use of foreign languages has increase around the world. The necessities in different context such as economy, education, science and politics from a new approach called globalization. At the same time “experience people have of learning and using a language other than their own”(Knapp, Seidlhofer and Widdowson, 2009;p.1) Foreign Language is related to teaching and its application in the classroom. At the present time the importance of this paradigm has been manifested in policy decisions about its role in the society culturally. Formally, foreign language can be defined as “languages which are taught and learned, not acquire.”(Knapp et al;p.3). Considering its application or purpose to international communication, the term of foreign language refers to an induction by teaching. According to Knapp, et al. (2009) discusses about the term multilingualism and bilingualism that is already been well defined, but trilingualism and polylingualism recently have gained importance. Mitchell (n.d) in Knapp et al. (2009) points out “The development of foreign language learning as a ‘mass social activity’ ” (p.5) related to a subject at schools and its impact as national identity, immigrants and languages less spoken.

2.4.3 Adult Language Learning

Adult learners are forced to perform speaking abilities in a simulation that they would not like to do, moreover they might receive limited exposition to the second language in class and there are no many opportunities to practice the

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language properly. Moreover, “cognitive maturity and metalinguistic awareness allow older learners to solve problems and engage in discussion about language” (p.30) this depends on personality and many other factors. In contrast, adult learners face a lot of problems such as ‘Think in English’ by the lack of innate English language and this is stressful, and anxiety situation emerge and frustrated adult learners (Lightbown and Spada, 2006).

2.4.4 Interlanguage

Selinker (1972; cited in Lightbown and Spada, 2006) points out Interlanguage as “learners’ developing second language knowledge” (p.80), where this developing is influenced by characteristics from language knowledge. Another Interlanguage can be understood as a stage of development where learner uses its L1, but includes L2. Learner lives in the use of both languages being hybrid system. According to Selinker (n.d; cited in Ellis, 2006) principles related to L2 acquisition composes interlanguage. Firstly, it is Learner construct mental linguist rules to understand and perform L2. Secondly, it is the influence from outside and inside grammar makes the connection and makes sense. Finally, grammar is restructured by the learners and this is called interlanguage continuum.

2.4.5 Contrastive Analysis

Learners’ language creates incorrect products in Second Language Learning or Foreign Language Learning by the transfer meaning from first language. These products from mind can be explained by the learner’s structure

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of target language instead of to transfer “patterns of their first language”(Lightbown and Spada, 2006; p.79).

2.4.6 Error analysis

Errors shows clearly the lack of language knowledge, but Mistakes can be recognized by “occasional lapses”(p.17) where students have the language knowledge, however they were unable to perform it. Socially, making errors are seen as something wrong, but this is just the learning process and paradoxically this can help them to improve by self-correct. In addition, Ellis (1997) states that students of foreign and second language must be aware of what kind of errors learners make and observe their evolution.

According to Ellis (1997; *ibid.*) points out four stages to analyze errors in the learning language.

Firstly, It is **identify error** [my stress] by comparison but “... we need to distinguish error and mistakes...” which errors show lack of knowledge, and mistakes are identify learner is unable to perform something that he probably should know. Secondly, later errors were notorious; they must be described. Errors would have to be categorized according to the type. Another form is when production is based on native language. These previous ways to **describe error** [my stress] may support.

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The third one, **explaining** [my stress] how diverse errors are originated by different language rules, particular omissions, overgeneralize language rules and “learners ‘attempts to make use of their L1 knowledge” (p.19). Finally, Errors may be classified as “**global errors** [original stress], violate the overall structure of sentence and for this reason may make it difficult to process”(p.20) and others which “affect only a single constituent in sentence”(ibid.) called **local errors** [original stress]. This classification has **evaluative** [my stress] purpose.

2.4.7 Code Switching

Gardner-Chloros, (2009) points out code-switching possess a perspective where languages can be alternated, moreover the social aspect of this phenomenon, it is the availability to interact with different speakers using mother tongue or foreign language. In addition, Code switching happens in every speech act where speaker makes a mix with the language that he knows to interact, he modify itself, this he can do in each language, even this can be understood. For instance, we direct in different way to our president rather than salesman. In this example status makes the difference.

2.4.8 Bilingualism

According to Altarriba and Heredia (2008) bilingual person is who can be receptive (reading and listening) and productive (writing and speaking) fluently, but if some of them is weak, the term would not be applied (p.3). In addition, Macnamaras (1970cited in Paradis, 2009) states "Bilingual individuals do not

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need to translate to themselves in L2 what they have heard or said in L1 (or vice versa) to communicate with themselves. Each language is understood directly” (p.414), so bilinguals can visualize the meaning for each language independently

2.4.9 CEFLR

Common European Framework (CEF) relates learning language and language culture with a certain language competence for its level descriptors. CEF observes “a central objective of language education to promote the favorable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (2001; p.1) known as Interculturalism. In addition, CEF’ aims are focus on developing global habitants aware of the variety of culture contexts, intelligence due to understanding of several language, and also permanent learning (Heyworth,2004; p13)

2.5.4 World Englishes

Kachru cited in Richards & Schmidt (2010) World Englishes describe a multiplicity and diversity of representations of English throughout the ways of life (cultures), in view the fact that English is not restricted a nations whose English is the native language such as British, American , Australian people. In addition, the rising diversification of English by social phenomena such as migration and immigration creating a mixture of cultures and as a result new Englishes (Richards & Schmidt 2010; p.640)

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In British English vocabulary "**biscuit**" is used, but in American English vocabulary is said "**cookie**" referring to the same object. American African Vernacular English also known as Ebonics or Black Talk the expression "**ain't**" used in spoken English that means "**is not**", "**am not**" or "**have not**"; and "**G'Day!**" used for Australian people to say "**hello**" and more around the world might be compared.

There are regions which vary in many ways such as grammar, pronunciation, meaning, so these varieties just might enrich the vision of learning English, and students might or might not decide what variety of English they would like to study whether it is possible, and this choice must be respected as a linguistic identity. As learners and professionals might envision the vast amount of Englishes to be aware for each one, so these facts just expand the concept of "Think in English" and the following question arise "What English I could/should think in?".

Learners could think in English according to their coursebooks or influences which learner has experienced. If learners have a British coursebook certainly they will have the British conception of the world, thinking in that way and defining the reality in terms of that variety. This concept of varieties of English makes broader the learning and acquisition and redefining the phrase "Think in English", because teachers might handle the American English and student speak in British English, Australian English or Ebonics. Teachers might have a disagreement by lack of knowledge of those kinds of varieties of Englishes.

2.5 Speaking and Spoken Language to Think in English.

2.5.1 Possibilities of language production

2.5.1.1 Comprehensible Output hypothesis

Swain (1985; cited in Jacobs & McCafferty 2006) reports on lower production of generative skills than receptive skills from second language learners in an immersion program. For this reason Output Hypothesis postulates that comprehensible input might be a limited situation for L2 acquisition. Also Output hypothesis considers increments of L2 abilities in minds who are in learning process emphasizing the production of language such as talking and writing, therefore learners must receive valuable information about the quality of comprehensible output.(p.20) Think in English in oral production might be seen as provisional valuable information for learner's performance, however this must be supported professionally with theory, examples and reasons.

2.5.1.2 Speaking Skills

According to Levelt (1993) Speaking is seen as matured abilities which are naturally supported by a continuous contact in society. Experience language user either native or no-native would have to continue with the learning and acquisition of words and expressions in the language, so that might increase the understanding of the language reality where the speakers is considered as a "highly complex information processor who can, in some still rather mysterious

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way, transform intentions, thoughts, feelings into fluently articulated speech”(p.1)
Speaking might be considered as ‘productive skill’. Speaking is a singular manner to produce the speech phenomenon. The knowledge of a particular language is performed in terms of its own conventions to be understood in a formal and informal communicative event. The production of oral language may be poor by the limited knowledge at initial stages. (Saville-Troike, 2006; p.162)

2.5.1.3 Speaking competence

General speaking, to be a competent language learner, the term suggests that is the knowledge of language what can be possessed by language learner. (Richards and Schmidt, 2010; p.112). According to Hymes (1962, 1964, 1972; cited in Rickheit, Strohner & Vorweg 2008) indicates that “the knowledge of grammatical rules is not sufficient for speaking a language and for communicating” (p.15). Consequently, the conceptualization of communicative competence empirically had started with the term Linguistic competence by Chomsky (1965; cited in Rickheit et al.). However, Habermas (1970; cited in Rickheit et al.) and Hymes (1972; cited in Rickheit et al.) suggested that linguistic competence may be limited in contrast with the complex and practical communication exchanges (p.17). Thus, Hymes proposed the term communicative competence based on real-life communication requirements and hypothesis (Rickheit et al.).

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As we shall later, communicative competence may consider associated ideas which enrich the concept such as Saville-Troike(2006) defines Pragmatic competence as “what people must know in order to interpret and convey meaning within communicative situation” (p.134). Also Yule (2010; p.194) takes into account Sociolinguistic competence as “the ability to use appropriate language” and Strategic competence referring to the “ability to organize a message effectively and to compensate, via strategies, for any difficulties”, while discourse competence is related to “knowing how to begin and end conversations” (Richards and Schmidt 2010, p.99)

Finally, Goh & Burns (2012; p.50) point out several language teachers’ opinions which might describe competent second language speaker such as:

- Has a good pronunciation.
- Speaks Standard English.
- Can speak fluently and with few or no grammatical mistakes.
- Speak in a manner indistinguishable from a native speaker.
- Is confident when speaking to a large audience.
- Knows when to say the right things and say them in the most effective way possible.
- Can communicate well with native speakers.
- Can be understood easily by others.
- Can speak effectively and clearly in various situations.
- In bilingual settings, knows how to code-switch from the first to second language, according to circumstances.
- Can speak fluently and clear on a wide range of topics

2.5.2 Think in English in oral production (Speaking skills) and CEFRL

According to Council of Europe (2001; p.28) Speaking section from self-assessment grid (see Appendix A) describes from beginner to advanced language learner. This section is divided in two sub-sections which are Spoken Interaction and Spoken production which are going to be summarized.

Spoken interaction Basically, Language user may interact simple and limited to try to express ideas, also asks and answers no elaborated requests and faces difficulties to hold conversations. Particularly, intermediate user might solve quotidian situations where the language is spoken and improvise while an interaction is taking place. Also the naturalness with the language might be manifested in communication with native speakers, in addition, dynamically take part in conversation supporting its points of view. Ultimately, the adaptable and active naturalness in language user is evident with not much effort also fluently expressing ideas for different purposes by familiarity with the culture.

On the other hand for spoken production, primarily the language user might be able to use phrases and perform descriptions about familiar situations. On the average, user might accomplish supported explanations, also might relate stories. Additionally, descriptions are detailed, points of view are performed about wide range of topics. In short, advanced language user might demonstrate

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complex topics descriptions and arguments are performed clearly according to the context.

Finally, it might be concluded that there is a correspondence between thoughts performed by language learners and their level which they possess. In addition to range, accuracy, fluency, interaction, coherence are considered as characteristic of spoken language (see Appendix A) from beginner to advanced language user.

CHAPTER III: METHODOLOGY

3.0 Chapter Introduction

The aim of this chapter is to make a description about the research to obtain students' and teacher's beliefs about the phrase "Think in English". For this purpose it is important to know "how" these beliefs shall be collected. Within this chapter the reasons why to choose certain kind of subjects and also the justification of the use of a specific instrument will be explained. Possibly, as community of the knowledge about English language this research will be useful to demystify or confirm this beliefs or myths around the concept and generate new lines of research.

3.1 Epistemology

According to Steup (2016) Epistemology "is the study of knowledge and justified belief." Epistemology scrutinizes conditions, origins, patterns and knowledge boundaries. Epistemology research out reasons to justify understanding concepts and beliefs. Finally, Epistemology "is about issues having to do with the creation and dissemination of knowledge in particular areas of inquiry"

3.1.1 Knowledge *configuration* and grounds

Focusing on Knowledge of proposition, it is going to be used the following structure of proposition: "'**S** knows that **p** ', where '**S**' stands for the subject who has knowledge and '**p**' for the preposition that is known." To attempt to clarify the proposition is "an abstract object said to be that to which a person is related by a belief, desire, or other psychological attitude, typically expressed in language

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containing a psychological verb('Think', 'deny', 'doubt', etc.) ” (Audi,1999 cited in Steup,2016) .

Approaches such as **T**raditional **K**nowledge (TK), and **N**on-**T**raditional **K**nowledge (NTK) possess notable contrast between each other. When we talk about TK 'p' (proposition) is nearly to be a justified true belief (JTB). Truth, belief and justification is needed as requirement of knowledge. Firstly, in this case the possibility for English language learners to be natural in performance is true. Second, the belief of genuine performance of thinking in English as a achievement and a gap. Third, this research is justified by some other Spanish native minds which can perform English native like speaking task. Finally, I may say that Think in English is a justified true belief (JTB).

3.1.2 *Starting point of Knowledge and grounds*

The function of justification is to corroborate that subject's belief is not by serendipity, on this view TK and NTK are in concordance. As we shall see later, it will be developed the way of how they change justification.

TK proposition is real, because of its true. Evidentialism plays a significant role justifying beliefs by evident facts. As a result, beliefs must be sustained levels of justification matching to subject's evidence.

According to Steup (2016) NTF applies differently the justification:

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“its job is to ensure that S’s belief has a high objective probability of truth and therefore, if true, is not true merely because of luck. One prominent idea is that this is accomplished if, and only if, a belief originates in a reliable cognitive process or faculties. This view is known as *reliabilism*.”

The way in which "Think in English" is understood, its existence in the ELT Field, its justification in my personal experience, and being a fact in other minds that are learning English and translating.

Taking into account my own experience as evidence that makes my belief of the true state of "Think in English" justified, and for Non Traditional Knowledge at least consider the possibility to be truth, but this is not going to be nearly enough the evidence and belief.

3.2 Research settings

For this research I decided to explore the language department at B.U.A.P. This place was created in 1944 and with the purpose to provide for the society specialized handwork as English teacher over demand. Language department nowadays provides courses of language as English, French, German, Chinese, Japanese, Portuguese to the community collage by CELE (Centro de Enseñanza de Lengua Extranjera). Moreover, inside Language Department also offers by CEU (Cursos de Extension Universitaria) language courses to general public. The Language Department has 3 different language houses which are The House of English, French and German. The House of English provides for learners instruction with native speakers, preparing for Business, TOEFL, Cambridge and

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IELTS Examinations. La Maison de la Langue Française serves as DELF (Diplôméd'études en langue française) and DALF (Diplôme approfondi de langue française) courses and students may pass 6 levels from beginner to advance, Das Haus der DeutschenSpracheoffers ÖSD (Österreichisches Sprachdiplom Deutsch) 6 levels, from A1 to C2 to certify language domain.Open B.A in ELT called Licenciatura Abierta en la Enseñanza de Lenguas – Inglés (LAEL-I), takes less time and some requirements for apply is you have practical experience as a English teacher and TOEFL ITP 450 points.

Specifically in the language department at B.U.A.P there are two Bachelor in Arts offered called LEF (Licenciatura en la enseñanza del Frances) and LEI (Licenciatura en la Enseñanza del Inglés), in addition, in the current location a Master's degree in ELT which is part of PNPC (Programa Nacional de Posgrados de Calidad)-CONACYT is offered.

3.3 Participants

I have considered the community of the language department at BUAP and their different backgrounds from teachers and students which some of them are native English speakers from United Kingdom and United states, Bilinguals and foreign language learners. The last one is the most common case which faces problems to achieve the competence or get B2, or C1 level according to the CEFLR.

3.4 Instrumental design

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To gather the information about ELT student and teacher's beliefs from department of languages at B.U.A.P. I decided to use interviews as my main instrument. Interview offers researchers to obtain information expressed orally. Thus, Students and teachers express themselves without spending a lot of time thinking carefully what they are going to say, their conceptions might be reliable. This information will be gathered, analyzed and later categorized to detect patterns of beliefs about the phrase.

Firstly for the teachers, I will have a small talk to request a period of time to apply the interview and get their genre and background such as native, no native or native-like.

Secondly, students taking mid-term and advance subjects according to the curriculum of B.A in ELT. I am going to make the question:

Have you ever heard the phrase "Think in English" in oral production by your teachers?

This question will be asked to students, some of them are going to response Yes, I have or No, I have not.

3.4.1 Belief

Modern analysis by philosophers of mind commonly refer to the opinions and feelings which anyone might have as "belief" based on degree of true. Thinking carefully is not necessary to believe in something. The existence of beliefs is natural and special aspect of the mind. For Epistemology and Philosophy of mind, the conception of belief takes a fundamental role. Philosophers might define belief as a "Prepositional attitude"; the word

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preposition according to Merriam-Webster is “something that is presented to a person or group of people to consider”. Prepositional attitude is a stance existing in the mind about sentences expressed which estimate the level of to be true. We might take different opinions (attitudes) and also feelings about current news such as USA Elections 2016 and its candidates; certainly we will have an opinion and feeling (belief) about this issue (preposition).

As we shall see later, exist some kind of believing such as: Representationalism, Dispositionalism, Interpretationism, Functionalism, Eliminativism and Instrumentalism. Fodor in Schwitzgebel & Edward (2015) states that Representationalism is having in mind a representation based on preposition as well as belief, however this representation certainly will be replaced when the preposition faces new knowledge and start up the infinite cycle, in addition, mental representation become statements in a personal language of thought. The language of thought points out fundamental truth or principle we use which might be defined as sentences content specific preposition. Making an instance of the mental representation in the internal system of mind, then mental representation will be retaken for processing interferences by relevancy. Dretske (n.d; cited in Schwitzgebel & Edwards, 2015) proposes several embedded representation systems created by learning association. The normative dimension of beliefs as a part of current representational approaches that is emphasized the conception that it is the core for a mental state's being a strong feeling that something is real or true. As different to other mental states (e.g thinking, planning, calculating) that is

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doubtful. Snah and Velleman (2005; cited in Schwitzgebel & Edward, 2015) claim that the “norm of truth” controls and validates opinion (attitude) as a correct iff is true.

Fodor (1987), Fodor and Pylyshyn (1988) and Aizawa (2003) points out the thought may be productive and systematic. In the first place, people may think of several things in a random way, and the elements' representations were formed; these characteristics of thought might continue indefinitely.

3.4.2 Interviewing

Interviewing might be seen as a method of survey. Interviewing is a qualitative data collection instrument. According to Miller and Crabtree (1999 cited in Dörnyei 2007) state “Interview genre with its turn-taking conversation and expectations for participants roles, etiquettes, and even linguistic phrases is usually shared cultural knowledge”(p.134). A customary qualitative one-to-one interview is aimed “to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale, 1996 cited in Dörneyei, 2007)

3.4.3 Semi-structured Interview

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Dörnyei (2007) claims that Semi-structured interviewing is a mixture of structured and unstructured poles of interviewing. Structured interviews is developed a specific arrange of questions to obtain desired information. In addition to this case, interviewee concentrates its attention on the unambiguous field, and quality and importance of interviewee's answers might be compared and linked. However, spontaneous replies and pliability are significantly reduced. This contrast with unstructured interviews where pliability is of paramount importance and occasional interference is done in quest for natural and outgoing opinions about the topic. Interviewer may be clarified some misunderstood questions and extended to gather worthwhile information. This kind of interviews may have a few relevant questions as a guideline avoiding lose the purpose. In conclusion semi-structured interviewing provides "a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner."(p.136)

The interview for teachers is divided in "Introduction", "Practice teaching" and "About students". Questions were thought and designed about my personal experience and my desires to understand it and improve this feedback for students. As a part of introduction of the interview, I am looking for how teacher in general way uses areas of the knowledge to explain himself the meaning "Think in English". Second is considered "Practice teaching" where bearing in mind the support about when and why the "Think in English" phrase is used. Finally, the part "About students" I am trying to get assumptions about the students'

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performance and relation about the concept of 'Think in English'. This instrument can be seen in Appendix B.

3.4.4 Advantages and Disadvantage of Interviewing

According to Dörnyei (2007) Interviewing might be casual and interviewees may experience satisfaction in this social activity giving valuable information for a subject matter. In other hand, interviewing is limited by taking a lot of time, moreover it demands skills in communication such as respect, open-mindedness, empathy, listening and body language, also interviewees might be reserved, hesitant, tongue-tie(p.143)

3.5 Data collection procedure

My instrument was designed and piloted to 2 men teachers and 4 students which were 3 men and 1 woman, but the results were not so far to be reliable, however I decided to change and eliminate questions, in addition to add words to the instrument to be more specific and reliable.

Semi-structured interview model was thematized to confirm the experience, students' beliefs, teacher's belief and professional experience.(see Appendix B)

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Interviews were applied to 12 students and 12 teachers at different places which were The Faculty of Languages and MEXTESOL 2014 inquiring with a small talk about the experience (Think in English) making the following question for each other:

For Teachers:

Have you ever used the phrase “Think in English” in oral production?

For Students:

Have you ever heard the phrase “think in English” in oral production by your teacher?

Thus, confirming in a positive way this question, I continued with the semi-structured interview which might be seen in (see Appendix B) finally, the interviews were completed with any order previously established.

3.6 Data Analysis

Dörnyei (2007) points out four bases of qualitative analysis. Firstly, *Language-base analysis* that in this case of oral interviews may be transposed to scripts that contain words which may be available to be analyzed. Secondly, *Iterative process* based on straightaway style of quantitative analysis: taking into account a conceptual framework, then the instrument is designed, next gathered and analyzed data, and finally the results are presented; in this way iterative process “stops producing new topics, ideas, and categories” (Richards, 2005; cited in Dörnyei, 2007; p.244) by ‘saturation’ which means data gives the

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impression of not appending novel information, in addition, saturation increases the level of banality indicating a confuse mixture of data.

Thirdly, *Subjective intuition approach* that supports the use of researcher's imagination, intuition which come from the subjectivity, but not losing analytical stance allowing original theories. In this was qualitative analysis it is pliable. In contrast Miles and Huberman (1944; cited in Dörnyei 2007) hold the idea that the absence of *formal "analytical* conventions is not a strength, but a weakness of qualitative data analysis because intuitive reflexiveness does not in itself provide any safeguards against simply being wrong"(ibid.). Also, it is further emphasized that "procedures in a transparent manner to accomplish these task can we convince our audiences that our conclusions are valid" (p.245). Finally, Procedures in qualitative data analysis whose must be focused on discovering new clarity.

3.6.1 Qualitative Content Analysis

The Content analysis was transferred form Quantitative analysis due linguistic forms estimated in texts, forming particular groups. Content analysis is mainly divided by four analytical steps (Dörnyei, 2007; p.246) such as Transcribing, Pre-coding and Coding, Interpretation of information and finally reaching a Conclusion.

Firstly, Transcription is done after collecting all the raw data, the information from oral interviews were transcribed using a VLC media player to reproduce them, later to make single script for each oral interview using word processor software. Then, interviews will be transcribed. However, transcription

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will be limited for my level of listening skill and noisy environments. Later, I classified audios from the shortest to the largest duration to facilitate the scripting. Secondly, Transcripts are read several times, making reflections and write down small notes about what has been thought as earliest impressions that influences the manner what coding will be done this process is known as Pre-coding. Therefore, Coding follows as a Iterative process to detect codes which are defined as "label attached to chunks of text", in addition, the main purpose is simply the relevant information in the text file is marked, then the themes into categories, capturing patterns, listing codes which were previously identified, making relation between categories and joint in a wide label that might be suitable to create a new evidence of matching several labels as a symptom of validity.

Thirdly, interpretation of information where provisional explanation and general themes are determined and temporary synopsis is obtained. Finally, reaching a conclusion where researcher communicates insights and the most relevant findings such as patterns, main themes, categories, in addition, concluding with a balance of significance and subjectivity.

3.7 Chapter conclusion

The purpose of this chapter has been described since epistemology, the instrument that was selected with the purpose to gather data to the methodology adopted and that is going to be applied. Also, a summary of qualitative content analysis to obtain the information to be interpreted. Those interpretations will be provided and shown in Chapter VI.

CHAPTER IV: RESULTS

4.0 Chapter Introduction

In this chapter will be presented results from analyzed data form semi-structured. Also semi-structured interviews were taken with a recorder generating mp3 files which were played in VLC Media Player and to make their transcription in Word processor. The transcriptions were read several times to find pre-code and the main commonalities interpreting information. Later, some questions were omitted due to lack of relevant information and poor reliability as a consequence of unexpected questions which emerge during interviews addressed to participants which the number of them was less than fifty percent of participants. Otherwise, the core questions for participants what are aligned to aims and research questions have been conserved and are going to be shown. Finally, the definition of terms can be seen in glossary.

4.1 Research aims and Research questions

The aims which address the development of instrument design and the some starting point of inquiry.

- To define “Think in English” phrase.
- To explore Students and Teachers’ beliefs about the phrase “Think in English”.
- To analyze how Students and Teachers’ beliefs system match about the phrase “Think in English”.

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- To place into CEFLR the phenomenon “Think in English” according to students and teachers beliefs.

Also, general research questions conduct this research which were used to design the instrument in the scope of the current study. The general research questions are recovered.

QR1 What are students and teachers’ beliefs about the phrase “Think in English”?

QR2 How can “Think in English” be identified?

QR3 According to the Common European Framework of Language Reference which is the level/s in which “Think in English” has been developed?

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4.2 Replying research questions

This is the result of participants, 12 teachers and 12 students with their genre and background were labeled as is shown in the table.

Teachers			Students		
Label	Genre	Status	Label	Genre	Status
[TCH_01]	M	native	[SDT_01]	F	Undergraduate
[TCH_02]	M	native	[SDT_02]	M	Undergraduate
[TCH_03]	M	native	[SDT_03]	F	Undergraduate
[TCH_04]	F	no-native	[SDT_04]	F	Undergraduate
[TCH_05]	F	no-native	[SDT_05]	F	Undergraduate
[TCH_06]	M	no-native	[SDT_06]	F	Undergraduate
[TCH_07]	M	no-native	[SDT_07]	F	undergraduate
[TCH_08]	M	native	[SDT_08]	F	undergraduate
[TCH_09]	M	no-native	[SDT_09]	F	undergraduate
[TCH_10]	M	no-native	[SDT_10]	M	Graduated
[TCH_11]	F	native-like	[SDT_11]	F	Undergraduate
[TCH_12]	M	native-like	[SDT_12]	M	Graduated

Table 4.1. Students and Teachers participants

As it was explained in Chapter III, I applied semi-structured interviews for teachers and students which were designed to generate insight about beliefs and get a better understanding about how both conceive “Think in English” Phrase.

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4.2.1 Approximation to “Think in English” phrase.

After analysis, transcripts of students and teachers about the meaning of “think in English” phrase. Most of the teachers coincide in **Translation** ([TCH_01], [TCH_02], [TCH_05], [TCH_08], [TCH_09]) as interference when learner wants to communicate ideas, and **Fluency** ([TCH_03], [TCH_06], [TCH_07], [TCH_08], [TCH_12]) as quality of being natural which means when students are told “Think in English”, but some others mentioned **Context** ([TCH_03], [TCH_07], [TCH_09], [TCH_11]) as different places or situations where the language might take place, and **Competence** ([TCH_04]) as a process development of language (see Appendix C). Examples of those conceptions from participants can be seen in the following extracts:

Teachers’ Quotations from transcripts which were related to **Translation**.

Teacher 1:

“...it’s when you no longer the translating ... it’s based on something in your own language, then you interpret your response translate...” [TCH_01]

Teacher 2:

“...thinking in English is good of course it’s possible because that way you avoid literal translation.” [TCH_02]

Teacher 5:

[Escriba aquí]

“if they think in Spanish learning English it’s gonna be little difficult for them, ...” [TCH_05]

Teacher 8:

“...basically skip the translation process before at the production actually begins” [TCH_08]

Teacher 9:

“...certain expressions that they are gonna be idiomatic, there are no gonna be translation into or the native language that is Spanish” [TCH_09]

Teachers’ Quotations from transcripts which were related to **Fluency**

Teacher 3:

“I think it’s to try to put myself and let go of my English roots , my English ideas” [TCH_03]

Teacher 6:

“...It is just to process everything in the language.” [TCH_06]

Teacher 7:

“It’s to use only the language as a Spanish you use; ...” [TCH_07]

Teacher 8:

“...internal process inside in your mind has an automated into English thought instead of Spanish...” [TCH_08]

Teacher 12:

[Escriba aquí]

“It is ...to have a different concept of the world ...if you are thinking in different language you have to adapt ... this way of producing... oral” [TCH_12]

Teachers' Quotations from transcripts which were related to **Context**

Teacher 3:

“...you could even be applied to or think in academic English if you are giving a presentation rather than using some very common street...” [TCH_03]

Teacher 7:

“It's to use the language, it's not only to use it in certain aspects, it's to use in a context if you are talking about specific topic you have to use it in a complete form...” [TCH_07]

Teacher 9 :

“...it is try to understand the culture and the background of the language...”[TCH_09]

Teacher 10:

“...many times students write and speak exactly in the same way, so they have to learn new structures and follow these structures...”[TCH_10]

Teacher 11:

“...using the language, touch in the language! and it has to do with the practicing and to have contact with the language ..., everything that has to do with the foreign language...”[TCH_11]

Teacher' Quotation from transcript what was related to **Competence**

Teacher 4:

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“... develop the linguistic competence... it's part of your language development ... thinking in English when you got the level, you got the abilities” [TCH_04]

On the other hand, the number of Students' beliefs for themes coded from the most mentioned about what they understand or related when teachers told them “Think in English” **Fluency** ([SDT_01],[SDT_05], [SDT_07], [SDT_10], [SDT_11], [SDT_12]) is considered as quality of being natural and the familiarity with the language, **Translation** ([SDT_02],[SDT_06],[SDT_11],[SDT_12]), because of literally meaning is passed from Spanish to English language. **Acquisition** ([SDT_01],[SDT_03]) learners do not realize and get understanding unconsciously. Also, **Knowledge** ([SDT_08],[SDT_09]) considered mainly as the language use and its meanings, **Competence** ([SDT_03]) as the know-how with language depending on the level (see Appendix C).

Students' Quotations from transcripts which were related to **Fluency**

Student 1:

“...you are speaking English naturally and that's way you can speak...”[SDT_01]

Student 5:

“...You think in English and speak in English Oh ... use two at the same time.” [SDT_05]

Student 7:

[Escriba aquí]

“...You are so familiar with the language that’s ...when you Think in English”
[SDT_05]

Student 10:

“Think in English in oral production... I guess it’s like before saying something thinking about it in English, that is what comes in your mind”.[SDT_10]

Student 11:

“...before plan what you speak, maybe more natural ...” [SDT_11]

Student 12:

“I’m not like doing that whole process (translation) anymore now its like keeping in my head were ready the phrases I just have to take the mouth.”[SDT_12]

Students’ Quotations from transcripts which were related to **Translation**

Student 2:

“...don’t translate the words that are in English into Spanish to speak.” [SDT_02]

Student 4:

“...you are speak in English but you are thinking in Spanish you can’t to translate to the Spanish to English...” [SDT_04]

Student 6:

“...producing the words in English and sentences in English everything in English not like ... translating.”[SDT_06]

[Escriba aquí]

Student 11:

“...Try to not translating the concepts during your conversation or dialogs.”[SDT_11]

Student 12:

*“... I used to translate every single word ...it's not translate everything”
[SDT_12]*

Students' Quotations from transcripts which were related to **Acquisition**

Student 1:

“It's when you are acquiring the knowledge” [SDT_01]

Student 3:

“Think in English is when you are actually acquiring the language without realized” [SDT_03]

Students' Quotations from transcripts which were related to **Knowledge**

Student 8:

“Think in English... well is when you start to think in all these words and phrases in English to communicate things or ideas or thoughts.” [SDT_08]

Student 9:

[Escriba aquí]

“...It’s the knowledge, all the content we are trying to develop about the specific topic probably to use all the content We have seen in previous courses probably...”[SDT_09]

Student’ Quotation from transcript what was related to **Competence**

Student 3:

“Think in English” ...you need a certain level of competence of communicative competence so it’s hard.” [SDT_03]

General speaking, Teachers and Students ‘ Beliefs are close in number and conceptualization of the meaning of “think in English” phrase. They have a direct coincidence in **Translation, Fluency** and **Competence**, *indirect coincidence in Context and Acquisition*; finally there is no coincidence in **Knowledge** in this particular phrase.

4.2.2 Possible fields of knowledge related to “Thinking in English”

Teachers and students were questioned about what fields would consider to try to explain “Think in English” phenomenon. After reading and analyzing transcripts, the fields were identified, then all listed as they appeared, not only the mentions were counted as minimum once and the maximum three times, otherwise fields were colored to show different types of associations. Finally, fields were passed into tables and gathered them in **Table 4.2**; tentative definition of fields of knowledge can be seen in the glossary.

[Escriba aquí]

	Times								Teachers	
	1	2	3	4	4	3	2	1		
Students										Teachers
Culture	■	■					■	■		Contrastive analysis
Pragmatics	■	■	■				■	■		Language Acquisition
Linguistics	■	■	■				■	■		Linguistics
Semantics	■					■	■	■		Sociolinguistics
Psychology	■	■	■				■	■		Second Language Acquisition
Psycholinguistics	■							■		Translation
Logic	■						■	■		Direct Method
Science	■							■		Communicative Approach
Speaking	■							■		Constructivism
Oral Production	■							■		Cognitive theory
Behaviorism	■							■		Scaffolding
Study	■						■	■		Pragmatics
Socioeconomics	■							■		Semantics
Sociolinguistics	■						■	■		Psycholinguistics
Interlanguage	■							■		Psychology
Interference	■							■		Culture
Literal Translation	■							■		Ethnolinguistic
Fluency	■									

Table 4.2 Students and Teachers' beliefs of field of knowledge related to explanation of "Think in English" Phenomena

Fields in **yellow** are fields where teacher and students have clear **coincidence** such as "**Culture, Pragmatics, Linguistics, Semantics, Psychology, Psycholinguistics, Sociolinguistics, and Translation**"

Fields in **blue** are "**Behaviorism, Constructivism and Scaffolding**" which are related to **Learning** concept however the coincidence is not explicit, but both teacher and students have indirect coincidence.

Fields in **green** are fields which are related with students implicitly mentioned "**interlanguage and interference**" which are topics of **Second Language Acquisition** that teachers mentioned explicitly having an indirect coincidence.

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Words in **orange** are related to **Language Teaching** which just was mentioned by teachers.

Words in **Black and White** are fields which might be related to explain the meaning of “Think in English” directly or indirectly.

These are the result what where participants match in 7 fields of knowledge might be related in the possible explanation of the meaning of “Think in English” phrase directly such as “**Culture, Pragmatics, Linguistics, Semantics, Psychology, Psycholinguistics, and Sociolinguistics**”

Also, it is important to highlight the fields which were mentioned several times shown in the following spreadsheets where “Top fields” are fields which were mentioned 3 times as main fields mentioned by participants.

Students	1	2	3	4	4	3	2	1	Teachers
Pragmatics									Sociolinguistics
Linguistics									Second Language Acquisition
Psychology									Psycholinguistics

Table 4.3 Students and Teachers' Top Field of Knowledge

Findings about the teachers and students 'beliefs of fields what might be related to explain the meaning of “Think in English” phrase. These fields give a view about how participants would look for answer as independent entities and collectively.

[Escriba aquí]

4.2.3 “Think in English” as ability

Teachers were questioned about if “Think in English” is ability? The results obtained show that the majority of Teachers ‘beliefs ([TCH_04],[TCH_05],[TCH_07],[TCH_09],[TCH_10],[TCH_11]) confirmed that is **ability**. Although, some other teachers also mentioned **Skill** ([TCH_08]), **Consequence** ([TCH_06]) and as characteristics which might be related to the peculiar “Think in English” phrase (see Appendix D). Samples of those origins from participants are going to be shown in the following extracts:

Teachers’ Quotations from transcripts which were related to **Ability**.

Teacher 4:

“... yes because it’s part of a competence” [TCH_04]

Teacher 5:

“... yes...it should be an ability” [TCH_05]

Teacher 7:

“it’s an ability no skill, because you can talk about an object but how you describe it.” [TCH_07]

Teacher 9:

“yes of course, because the students need to understand another culture...” [TCH_09]

Teacher 10:

“I think so, you develop the ability to” think” in English” [TCH_10]

[Escriba aquí]

Teacher 11:

"...maybe an ability..."[TCH_11]

Teachers' Quotations from transcripts which were related to **Skill**.

Teacher 8:

"I wouldn't consider to be an ability ... that is; maybe part of that skill ,it's more a mental process "[TCH_08]

Teacher' Quotations from transcripts which were related to **Consequence**.

Students 6:

"it's something that just happened it's like a switch"[TCH_06]

On the other hand, Students were questioned about if "Think in English" is ability? The results obtained show that Students 'beliefs ([SDT_01],[SDT_02],[SDT_03],[SDT_06],[SDT_09],[SDT_011]) confirmed that is **ability**. Although, Students also declared **Consequence** ([SDT_10]), **Strategy**([SDT_05]) and **Capacity** ([SDT_04]) as characteristics which might be related to the peculiar "Think in English" phenomenon (see Appedix D). Samples of those origins from participants are going to be shown in the following extracts:

Students' Quotations from transcripts which were related to **Ability**.

Students 1:

"Yes ...yes...yes."[SDT_01]

[Escriba aquí]

Students 2:

“Yeah! ...It’s ability you practice every day.”[SDT_02]

Students 3:

“yes you can acquiring by a lot of practicing” [SDT_03]

Students 6:

“Yes it’s an ability.” [SDT_04]

Students 9:

“Probably it’s an ability” [SDT_09]

Students 11:

“yes ... in order to become an expert you can get that ability yeah!.” [SDT_11]

Students’ Quotations from transcripts which were related to **Consequence**.

Students 10:

“...maybe if you can speak in English you can think in English ” [SDT_10]

Students’ Quotations from transcripts which were related to **Strategy**.

Students 5:

“it’s more like a strategy not an ability” [SDT_05]

Students’ Quotations from transcripts which were related to **Capacity**.

[Escriba aquí]

Students 4:

“it’s just a capacity?, to express that you can you are thinking and express it”
[SDT_04]

Broadly speaking, “Think in English” is mainly considered as **ability** by teachers and students. Although the rest of concepts such as **capacity**, **consequence**, **skill** and **strategy** were mentioned by small amount of teachers and students these concepts are close to the faculty the mind has to extern ideas, conceptions about the reality in acceptable English way, what may be validated by experienced learners or native speakers.

4.2.4 Think in English detection

The importance of knowing students’ interpretations of the Phrase “Think in English” in oral production addressed to them by their teacher. Moreover, to know how teachers may identify students which are not thinking in English and some examples to illustrate the way teacher detect it. The questions were designed to get approximations of how this phase is understood for students’ interpretations and teachers’ identifications. The transcriptions were analyzed, and then transcriptions were interpreted into themes as we shall later.

The themes of the majority of students related the phrase “Think in English” to a **Conceptual error** ([SDT_02], [SDT_03], [SDT_04], [SDT_05], [SDT_09], [SDT_10], [SDT_11], [SDT_12]) mainly as interference of mother tongue, also a significant part of them also refer to **Improvement** ([SDT_01], [SDT_02],

[Escriba aquí]

[SDT_03], [SDT_04], [SDT_09], [SDT_10]) as supporting the learning experience and helping to avoid the error. Furthermore reasonably the belief what someone who teaches English would have to be more natural in the use of language that is a **Professional development** reason for a pair of students' beliefs ([SDT_06], [SDT_08]), lastly the lack of familiarity with the language what might be related to **Context disconnection** ([SDT_06], [SDT_07]) (see Appendix E).

Examples of these conceptualizations from participants can be seen in the following extracts:

Students' Quotations from transcripts which were related to **Conceptual error**.

Student 2:

“you have the idea in Spanish no in English...” [SDT_02]

Student 3:

“...interference when you thinking in Spanish and then to try to translate and say it in English” [SDT_03]

Student 4:

“...not translate, literally.”[SDT_04]

Student 5:

“you use ... another language by translation ...”[SDT_05]

Student 9:

[Escriba aquí]

“Probably ... not all the time thinking in Spanish not to close in our roots”[SDT_09]

Student 10:

*“it comes from your mind and then it comes to your tongue and you produce it”
[SDT_10]*

Student 11:

*“if you really want to catch all the vocabulary or the language , you have to think
in that language” [SDT_11]*

Student 12:

“... it’s not the same whenever you are taking in Spanish or English...” [SDT_12]

Students’ Quotations from transcripts which were related to **Improvement**.

Student 1:

“...that can facilitate the way you are speaking...”[SDT_01]

Student 2:

“...if you think in Spanish you don’t have the meaningful learning...”[SDT_02]

Student 3:

*“... stop using your language ...when you are speaking in another
language...”[SDT_03]*

Student 4:

“For not translate, literally.” [SDT_04]

Student 9:

[Escriba aquí]

“...try to help us, to ... develop that skill, that ability to try to think in English...”
[SDT_09]

Student 10:

“to avoid using Spanish! ...”[SDT_10]

Students' Quotations from transcripts which were related to **Professional development.**

Student 6:

“...if we are going to teach the language we should be able to think in English.”
[SDT_06]

Student 8:

“...because we are going to be teachers...”[SDT_08]

Students' Quotations from transcripts which were related to **Context disconnection.**

Student 6:

“...express ourselves in the language, immerse ourselves” [SDT_06]

Student 7:

“...when you really get immerse in the language when you do a lot of things in English” [SDT_07]

Particularly, Teachers were questioned about how they identify students which are not thinking in English based on the semi-structured interviews. The information was gathered and analyzed. Teachers report identification of

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students are not thinking in English mainly detected by **literal translation**([TCH_02], [TCH_03],[TCH_05], [TCH_06], [TCH_09], [TCH_10], [TCH_11]) that might manifested in the word-by-word interpretation, in **error production** ([TCH_02], [TCH_03],[TCH_05], [TCH_06], [TCH_09], [TCH_10], [TCH_11]) , because of students are unable to speak; whether they speak, they have errors and some others ([TCH_02], [TCH_07]) mentioned the lack of **knowledge** (see Appendix E).

Examples of these conceptualizations from participants can be seen in the following extracts:

Teachers' Quotation from transcript what was related to **Error production**

Teacher 1:

“when people speak ... speaking in english or not”[TCH_01]

Teacher 2:

“...the only way to know really is what by they say... they still continue repeating spanish structures”[TCH_02]

Teacher 3:

“grammatically speaking are comparatives and superlatives, in Spanish are in a different form”[TCH_03]

Teacher 4:

“... when they can't answer in English em when they can't interact with other or partners in the classroom...”[TCH_04]

Teacher 6:

“...they produce very similar phrases to Spanish...”[TCH_06]

Teacher 7:

“...they only try to explain something that they don't understand they only use phrases or words, but they cannot explain ...”[TCH_07]

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Teachers' Quotation from transcript what was related to **Literal translation**

Teacher 2:

"...they talking to calkits to copy word by word, like a "me gusta" "it likes to me"[TCH_02]

Teacher 3:

"...they say "explain me" so "explicame" but in English you don't explain people, you explain things to them,..."[TCH_03]

Teacher 5:

"...they start to speaking but They think a lot until they can say some sentence or some information because They are trying to translate..."[TCH_05]

Teacher 6:

"...they are translating word-by-word..."[TCH_06]

Teacher 9:

"... Because they want to translate word-by-word everything..."[TCH_09]

Teacher 10:

"... translate words literally,... for example: the most common "Tenerhambre" "I have hungry" right so that expression means he is thinking in Spanish... or the expression like "tenersentido" in English "It makes sense" the students say "it has sense..."[TCH_10]

Teacher 11:

"...try to translate what they wanna say, but it doesn't make a sense many times...they want to translate word by word,..."[TCH_11]

Teachers' Quotation from transcript what was related to **Knowledge**

Teacher 2:

"...it's inevitable there are many words that they dont know..."[TCH_02]

Teacher 7:

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“...they only use phrases or words, but they cannot explain...”[TCH_07]

Retaking the valuable experience in the field that teacher may offer with the use of the phrase “think in English”. I decided to inquire for some examples where students did not think in English. I re-read transcriptions, and highlighted explicit examples or observations which are going to be shown, although I was looking for specific examples based on literal translations or linguistic error, teacher did not mention examples at all, also were mentioned situations. The answers were divided into two themes which are **linguistic evidence** ([TCH_05], [TCH_07],[TCH_08], [TCH_09], [TCH_10], [TCH_11])and **behavioral evidence** ([TCH_04],[TCH_05], [TCH_06], [TCH_09], [TCH_11], [TCH_12]), the first one contains examples where students according to teacher do not think in English. The second one, description of situations (see Appendix E).

Examples of these conceptualizations from participants can be seen in the following extracts:

Teachers' Quotations from transcripts which were related to **Linguistic evidence**.

Teacher 5:

“...when they say instead of ‘translation’ they are thinking in Spanish they say ‘traduction’...”[TCH_05]

Teacher 7:

“...only describe things...‘the white board’, but they don’t describe ‘a white board’, or ‘this plastic one’... it’s made of plastic, its used for...”[TCH_07]

Teacher 8:

[Escriba aquí]

“...they said something like ‘the car red’ you might suspect that they thought in Spanish and translate it in the English”[TCH_08]

Teacher 9:

“... for example “come” I think sometimes the verb ‘come’ means ‘eating’ ... they use the auxiliar verb ‘does’ they write the word that they listened it.”[TCH_09]

Teacher 10:

“...they usually use ‘have’ instead of ‘be’... ...“first noun and the adjective”we sue like that in Spanish ‘Mi casa grande’ like ‘my big house’, they say ‘my house big’...”[TCH_10]

Teacher 11:

“...they think that all the words are cognates there many words are false cognate’,... ? I ask them What is large? The first thing that comes to them ‘es largo’ so sorry this is a false cognate so large means ‘grande’ and how do you say ” largo “? ... Long... ‘exit’ They think it is exito.....Actually’ means ‘in fact’ ‘de hecho’and we think its ‘actualmente’ ”[TCH_11]

Teachers’ Quotations from transcripts which were related to **Behavior evidence.**

Teacher 4:

“...when they are desseperated in the classroom because they don’t know the activity they don’t know the way they have to interact with their partnerts”[TCH_04]

Teacher 5:

“...when they try to say something in English they are thinking first in Spanish and then translate the information in English... they say words that are in Spanish that they give them in English accent to make they sound like English words but they are not really in English”[TCH_05]

Teacher 6:

“...Spanish phrases they just translating that into English.”[TCH_06]

[Escriba aquí]

Teacher 9:

“... when they see some ... words and they well think that are cognates or true cognates in Spanish”[TCH_09]

Teacher 11:

“...when the students don't know the word they try to invented it...”[TCH_11]

Teacher 12:

“... last resource is to tell the word in Spanish not to spend 5 minutes trying to explain something that they will not understand... ”[TCH_12]

4.2.5 Think in English and CEFLR levels from Teachers and Students' beliefs

The following table shows the results indicating how teachers consider genuine thinking in English possibility. Although most of them consider there are thoughts in English at intermediate level, some of them too consider that students might think in English from basic level.

For basic level (A1-A2) the current teacher's beliefs about “Think in English” phrase mention that students may perform thought in English at basic level.

Summaries were created form teachers and students' beliefs.

Teachers' Excerpts from transcripts which were related to **Basic Level**

Probably students start to think in English at basic levels (TCH_09, TCH_012). Since A1 (TCH_5) because they are learning the language and some of them are very high having their first mental conception comes in English (TCH_6) and A2 (TCH_7) because they know the vocabulary and grammar structures.

Students' Excerpts from transcripts which were related to **Basic Level**

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Think in English might be since the beginners (SDT_11), because of learners have to create thought in English such as A1 (SDT_02,SDT_08, SDT _11)

Also for intermediate level (B1-B2) teacher's beliefs emphasized the performance of students' thoughts using knowledge of language and there is evidence of new mental language constructions to communicate complex ideas. on the other hand, students' beliefs state the consciousness of it and they perform thoughts in English but not in a skillful manner.

Teachers' Excerpts from transcripts which were related to **Intermediate Level**

Learner intermediate level might think in English (TCH_8, TCH_10), because B1 (TCH_06) perform descriptions in a complete form using sources such as knowledge of vocabulary, grammar (TCH_7), also it is a moment where their structures are changing(TCH_10)creating more interesting thoughts(TCH_02) in B2 (TCH_11) or B2+(TCH_04)

Students' Excerpts from transcripts which were related to **Intermediate Level**

English learners might be aware of the idea of Thinking in English after A2(SDT_11), so Intermediate levels (SDT_03,SDT_04,SDT_07,SDT_12) might be able to Think in English , but not in an expert way (SDT_09, SDT_10)

Finally, for Advance level (C1-C2) although teachers and students mentioned advanced levels; there is no valuable information to create individual definition, so I just decided to upgrade and fusion previous basic - Intermediate level descriptions.

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Adaptation Teachers and Students' Excerpts from transcripts which were related to **Advanced Level**

Advanced level learners might think in English in a native or native like way, their English language structures and knowledge are matured and mastered, also they recovered English language naturally as native language does, creating complex thoughts in mind.

The students and teachers beliefs apparently are very close, they agree about what learners might think in English according to their level from Basic, Intermediate and Advanced and according to them for each level there is a kind of think in English performance.

Consequently, All students and teachers 'beliefs were systematically counted; then while the analysis was taking place, some participants mentioned more than one level, so those mentioned were gathered into its respective category. The following figure show the participants 'beliefs about "Think in English" and in which it is developed according to CEFLR levels (see Appendix F).

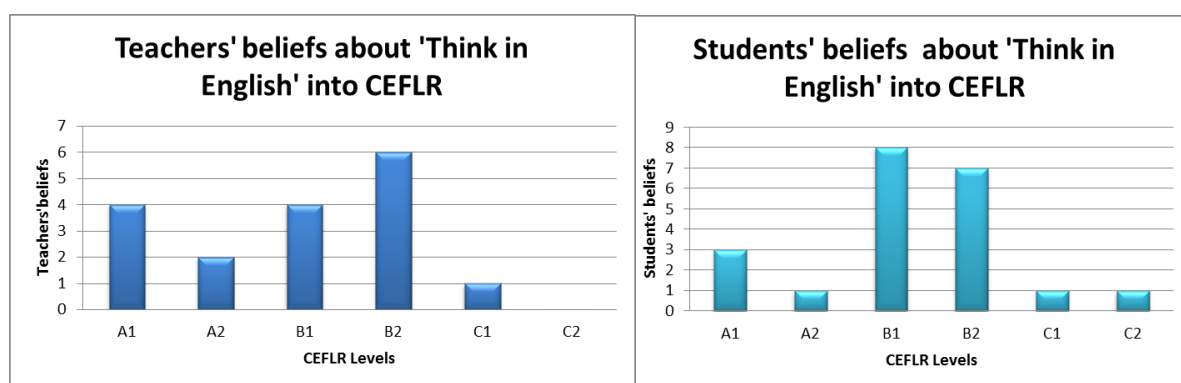


Figure 4.1 Think in English and CEFLR

As the figures show that Teachers and Students believe that "Think in English" might be manifested at the very beginning such as A1 and A2. Also, Students and

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teachers' Beliefs are more concentrated in intermediate level, On the one hand, teachers emphasis B2 level. On the other hand students stress B1. Most teachers and students consider that "Think in English" is in intermediate category. However, very few teachers and students believe that Think in English takes place in the advanced level.

General speaking, participants have the similar beliefs. This might be a controversial issue, because Think in English might be in all levels, I might declare that there is a relation between level and the Thought in English, so "Think in English" may be considered omnipresent in the language learning/acquisition process. Finally, we might assume that "Think in English" happens indistinctively of the level, this occurs for each one of them; however the quality of thoughts in English might vary due to language competence.

4.3 Conclusion

In the current chapter, description, explanation, interpretation and results have taken place based on qualitative content analysis described previously in chapter three. Some Results were thematized from transcriptions and extracts of themes grouped were presented. Other results were used a spreadsheet to compare fields of knowledge, and some others use bar chart to show number of beliefs for language levels. In the coming chapter, I will draw a general conclusion for the current and significance, limitations, and further research will be discussed.

CHAPTER V – CONCLUSION

5.0 Chapter overview

In this chapter a summary of research such as purpose of the study, aims and research questions and its foremost results are highlighted. Additionally, it is provided implication of the current study, its possible limitations and suggestion for further research.

In the classroom, learners face many situations while are learning or developing target/second language. One of them might be how to think in English. To be aware of this possibility, open new forms to conceive the language and mental processes. Additionally, language learners hardly might produce with naturalness the target language as native speakers do. Whether I had the recommendation from my teacher in my oral production about that I should think in English. General speaking, the gist of this phenomenon is that learners create meaning based on mother tongue (Spanish) to produce any kind of expressions in target/second language(English).This is and has been the inspiration to discover What does it mean or evolve?

Using a suitable instrument for the need to inquire the students and teachers' beliefs about the phrase "Think in English", in addition, applying qualitative analysis to get the valuable information to match and what are the points where they differ. It is valuable information participants' beliefs about the phrase in oral production. Also, determine an approximation to a meaning (see 4.2.1), fields of knowledge (see 4.2.2), the assumption that Think in English as an ability (see 4.2.3), Appealing to teachers' experience to know and how they

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identify learners and obtain some examples when students did not think in English (see 4.2.4), and their beliefs about Think in English and CEFLR (see 4.2.5)

5.1 Finding and significance

As I mentioned before, the purpose of the current research was and has been explore students and teachers' beliefs about this phenomenon what might happens mainly in the classroom. I fell very thankful of be aware of this by my teacher at that moment. However, some learners have not had this opportunity to be aware of it when I addressed the question about whether they have heard the phrase by their teacher. While I applied, listened and read the oral interviews getting new information that I connect in my mind and associate with previous interviews generating assumptions and new interpretations.

Firstly, determine an approximation to a meaning (see 4.2.1) which might be constructed based on the most mention according to themes by participants who are close to Translation and Fluency. Secondly, the revelation of clear coincidences of 7 fields of knowledge (see 4.2.2) to try to explain the meaning of "Think in English" and some other which might be related. General speaking, these fields of knowledge show how participants might approach to create a tentative explanation about the Think in English phrase. Thirdly, the assumptions that Think in English as an ability (see 4.2.3), the majority of participants confirm that is ability. I am quite sure of that, because Think in English might be seen as the ability that governs productive skills (Writing, Speaking) and receptive skills (Reading, Listening)

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Fourthly, Students hear the phrase “Think in English” and interpret this phrase with or without support. Most of them associate to Conceptual error and Improvement. Also, appealing to teachers’ experience to know and how they identify learners’ behavior and obtain some valuable examples based on mother tongue and language transfer when students did not think in English (see 4.2.4). Finally, One of the most important aims of my research was to place Think in English in CEFLR levels (see 4.2.5), which is outstanding because of the participants’ beliefs are very similar. Teacher and students believe that language learner might think in English in the Intermediate level (B1, B2). However, participants believe that Think in English is also developed since very basic level (A1). I agree with this based on results (4.2.6) , conceptual framework (see 2.5) and characteristics of spoken language (see Appendix) concluding that there are **Basic thoughts in English , Complex thought in English and Highly Complex thoughts** which may perform significant differences for a question for instance, What do you do?

5.2 Answers to the research question

QR1What are students and teachers ´s beliefs about the phrase “Think in English”?

To sum up, the **tentative meaning of think in English** phrase might be the ability which avoids using native language (Spanish) to communicate in target language (English) since the conceptualization´s mind in thought (Language transfer) manifested as error production which can be detected by advanced

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learners and native speakers by the lack of naturalness and competence of the language. However, learners need to have language knowledge; if it is the mind is empty (lack of knowledge, lack of any kind of practice or experience with the language) the mind cannot construct in a natural way expressions and mind keeps on processing thoughts trying to construct meaning decreasing fluency.

Furthermore, the idea to inquire about Fields of knowledge, was to get a kind of brainstorming to envision how participants independently would tackled a research to explain the meaning of “Think in English” phrase.

Mainly, the majority of participants mentioned that “Think in English” is ability. Also, in my personal experience, I did not related “Think in English” phrase to conceptual error, professional development, but I related to improvement and context disconnection.

QR2 How can “Think in English” be identified?

Specifically, the teachers’ detection as **literal translation, error production** and **lack of knowledge** (see 4.2.4) done by students or learners are very common which I labeled in linguistic evidence and behavioral evidence.

QR3 According to the Common European Framework Reference which is the level/s in which Think in English has been developed?

Finally, something that I did not expect was Students and teachers’ beliefs that “Think in English” is part of target/second language development for each CFRL Level since basic to advanced learners. However participants coincide that

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Thoughts in English are more evident in Intermediate level. As a result it might be theorized that according to CEFLR level (see 4.2.6) there might be a kind of thought which can describe the subjective learner's reality base on the target/second language.

5.3 Research aims

The establishment of aims previously mentioned and retaken during this research project will be cited:

- To define "Think in English" phrase.
- To explore Students and Teachers' beliefs about the phrase "Think in English".
- To analyze how Students and Teachers' beliefs system match about the phrase "Think in English".
- To place into CEFLR the phenomenon "Think in English" according to students and teachers beliefs.

5.3.1 Achievement of the research aims

The aims were eventually achieved such as approximations of the meaning with semi-structures interviews, beliefs were gather about the phrase and the question were addressed to inquire about the students and teachers' experiences. Another research aim was analyzed and match participants' beliefs. This aim was achieved by the application of content analysis adopted and

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conducted to inquire teachers and students' beliefs such as tentative meaning's phrase, diverse field of knowledge, confirmation that "Think in English" in an ability, students' interpretation and teachers' detection when learners are not able to think in English. The last research aim was to place students and teachers' beliefs according to CEFLR levels. This aim was achieved by accounting all mentions (Appendix. F) and presenting a bar chart where can be seen similarities and differences (see 4.2.5).

5.4 The reflective account

I considered that this is an interesting thesis, the conception the language shapes the way thinking, it is quite marvelous. My philosophical nature allows me to have a sight in different worlds about the language and mind and many authors who have explored about the mind. Although, the research was at the beginning a neurolinguistics approach, I have no regrets about the mental approach, but I know that could have been better. The topic took its time to mature, at the beginning was really poor, but now I have a personal and professional fulfilment and I hope has done many things out of common.

5.5 Limitations of the research

The current research tries to explain the meaning of "Thin in English" in oral production and many questions which arisen. For this purpose, teachers and students' perspective were considered to obtain their beliefs using a semi-structured interview. However, at the end many questions were omitted due to few participants' answer them affecting the reliability and time constrains and my

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limited research experience. Finally, the results are mainly beliefs which might or might not have theoretical background but that is what participants believe and the conceptual framework might or might not support the results.

5.6 Suggestions for further research

This research has taken both sides (Teacher and Students). Although, certainly professional in ELT or researchers may have a different point of view which might use to perform or give another approach

This research have expanded the possibilities for its applications and

- Further research may be oriented to track Thoughts in English by Spanish speakers.
- This research was focused on oral Thinking in English in oral production, but it may be interesting for writing production.
- Also make a better balance in participants and adding new variables and increase the number of participants.
- Use of qualitative software to analyses data as Atlas.ti
- Multiple content analysis (analysis carried out by different researchers separately and compare their interpretation)
- A list of 1000 errors by interference.
- Do the same research, but different Spanish speaking countries.
- Do the same research, but for different language Spanish – French, and different language French- English, German-French.

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- According to fields of knowledge which were mentioned, Students and Teacher force the explanations of “Think in English”
- Participants from different backgrounds such as university, common people, immigrants, travelers, students with summer camp experience.

5.7 Conclusion

It might be concluded that the lack of “Think in English” is a kind of error that may be considered normal language development (Corder 1967; cited in Ferris, 2011: p.1; James, 2013:p.1). Additionally, error is a malformed output (James, 2013: p.1; Joetze, 2007: p.4; Richards & Schmidt, 2010: p.201) which affects in general terms the production, but particularly in oral production by the interference of native language (Spanish). Finally, Supporting the learner’s reality in another language (English). Also, I consider that Think in English is a subskill that contains or cover receptive and productive skills.

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Appendix A:

Table adapted from Common Reference Levels: self-assessment grid

		A1	A2
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine task requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job

		B1	B2
S P E A K I N G	Spoken Interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and

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		book or films and describe my reactions.	disadvantages of various options.

		C1	C2
SPEAKING	Spoken Interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and options with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Table adapted from Common Reference Levels: qualitative aspects of spoken language use

A1				
Range	Accuracy	Fluency	Interaction	Coherence
Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

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A2				
Range	Accuracy	Fluency	Interaction	Coherence
.Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

B1				
Range	Accuracy	Fluency	Interaction	Coherence
.He enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensible, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter; discrete simple elements into a connected, linear sequence of points.

B2				
Range	Accuracy	Fluency	Interaction	Coherence
.Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

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C1				
Range	Accuracy	Fluency	Interaction	Coherence
.Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general , academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

C2				
Range	Accuracy	Fluency	Interaction	Coherence
Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialism.	Maintrains consistent grammatical control of complex language, even while attention is otherwise engaged(e.g in forward planning, in monitoring other's reactions)	Can express him/herself spontaneously at length with a natural colloquial flow avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making,etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.

Appendix B:

Students'sQuestions		
experienceconfirmation	Have you ever heard "to think in English" in oral production by your teacher?	01
Student's quest	What have you done to know or research the meaning of to "Think in English" ?	02
Student'sbelief	For you what is the meaning of to" think in English" in oral production?	03
Student'sbelief	Why do you think the teacher told you "To Think in English" in oral production?	04
Student'sbelief	Justify what areas of study could explain the meaning of "Think in English"?	05
Student'sbelief	Do you assume thinking in English is ability?	06
Student'sbelief	whay do you need to improve this characteristic/ability?	07
Student'sbelief	which level according to the CEF is "Thinking in English" in?	09
Student'sbelief	"To think in English" is an advice or feedback.?	10
student's experience with teacher	How did you teacher explain to you the meaning of "to think in English" for oral production?	12
student's experience with teacher	Did your teacher suggest a specialized book to understand the meaning of "Think in English"?	13
student's experience with teacher	Did your teacher give you theoretical support to explain the meaning of "Think in English"?	14

Teacher'sQuestions		
experienceconfirmation	Have you ever used the phrase "Think in English" in oral production?	01
Teacher'sbelief	what areas of study the process of "Think in English" could explain?	02
Teacher'sbelief	For you what is the meaning of "Think in English" in oral production?	03
Teacher'sbelief	Do you think "to think in English" is related to a bilingual mind?	04
Teacher'sbelief	To think in English is an ability?	05
Professional experience	How do you identify when students are not thinking in English?	06
Professional experience	which books have you suggested your students to know the meaning of think in English?	07
Professional experience	according to CEF students start to "Think in English" in ?	08
Professional experience	When do you use the phrase "Think in English" in oral production?	09
Profesional experience	According to your experience could you give examples where students did not think in English?	10

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Appendix C:

Word or Phrase in light blue for tentative themes.

Word or Phrase in yellow for chunks connected to tentative themes.

Theme	Student	Script
ACQUISITION	[SDT_01]	Ohh well ...Its when you are acquiring the knowledge...
	[SDT_03]	Think in English is when you are actually acquiring the language without realize and that you are, so Many people say "Think in English" but you cannot ask your students to "Think in English" when they are begginers ...
NATURALENESS	[SDT_01]	...like if you... felt you are speaking English naturally and that's way you can speak ; I'll be natural data and foreign learner
	[SDT_05]	Think in english is when you think in english and speak in English Oh ... use two at the same time
	[SDT_07]	Ok as I already said when you are ... you are so familiar with the language that's ...em ..when you Think in English when you speak in English you listen in English when you read a lot in English so that's why you can product in English ... when you become a English speaker. So it's a lot of work in the language but you can do that and then it's all that
	[SDT_10]	Think in English in oral production... I guess its like before saying something thinking about it in English, that is what comes in your mind
	[SDT_11]	In oral production the case is that you speak, maybe you can before plan what you speak, maybe more natural...
	[SDT_12]	I'm not like doing that whole process anymore now its like keeping in my head were ready the phrases I just have to take the mouth
TRANSLATING	[SDT_02]	Think in English don't translate the words that are in English into Spanish to speak
	[SDT_04]	well most of the time when you are speak, you are speak in English but you are thinking in Spanish you can't to translate to the Spanish to English and this race related teachers say think in English, think in English but and speak in English
	[SDT_06]	in oral production? for me the meaning is that when we are going to say something you are producing the words in English and sentences in english everything in English not like "¿cómo se dice esto en " translating.
	[SDT_11]	...and try to not translating the concepts during yo

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		r conversation or dialogs
	[SDT_12]	...I used to translate every single word you know I was trying my grammar complete..., its not translate everything and not saying everything for me its just like getting some phrases that may help me to speak
COMPETENCE	[SDT_03]	"Think in English" when they are begginers because you need a certain level of competence of communicative competence so its hard
English Reality Knowledge	[SDT_08]	Think in English... well is when you start to think in all these words and phrases in English to communicate things or ideas or thoughts.
	[SDT_09]	[stn_09] probably I think in my case it's the knowledge, all the content we are trying to develop about the specific topic probably to use all the content We have seen in previous courses probably ... its my idea

Word or Phrase in fuchsia for themes.

Word or Phrase in yellow for chunks connected to themes.

Theme	Teacher	script
Translation	[TCH_01]	...it's when you no longer the translating... it's based on something in your own language, then you interpret your response translate ... you can think in other language that casts out the whole serious steps a lot time procedure.
	[TCH_02]	...their minds ,idont know how they are thinking. But thinking ion English is good of course its possible because that way you avoid literal translation.
	[TCH_05]	it's very important that students think in English because if they think in Spanish learning english it's gonna be little difficult for them,...
	[TCH_08]	...you basically skip the translation process before at the production actually begins.
	[TCH_09]	...when you are learning a language its gonna be different yeah they have to know they are gonna be certain grammar rules for example or certain expressions that they are gonna be idiomatic there are no gonna be translation into or the native language that is Spanish

<p>Naturalness</p>	<p>[TCH_03]</p>	<p>...I think it's to try to put myself and let go of my English roots, my English ideas its to kind of embrace the culture and not also the linguistic characteristic or wherever environment ...</p>
	<p>[TCH_06]</p>	<p>it means the process, the words it's to think beforehand and ...just to process everything in the language</p>
	<p>[TCH_07]</p>	<p>It's to use only the language as a Spanish you use; it's the same you can explain something in Spanish obviously you can use the English too.</p>
	<p>[TCH_08]</p>	<p>I suppose that it means in the internal process inside in your mind has an automated into English thought instead of Spanish thought which you later convert into English code.... It's a skipping step you know so, it's a free flow of a thought which gets produce in the oral production system of organs</p>
	<p>[TCH_12]</p>	<p>...to have a different concept of the world,... a different point of view if you think in English you will get immerse in the culture, in the language, the customs people's way of behaving and if you are thinking in different language you have to adapt to this culture to try to understand this way of producing written or oral</p>
<p>Context</p>	<p>[TCH_03]</p>	<p>...you could even be applied to or think in academic English if you are giving a presentation rather than using some very common street language you know its away to put yourself on the situation most appropriate</p>
	<p>[TCH_07]</p>	<p>It's to use the language, it's not only to use it in certain aspects, it's to use in a context if you are talking about specific topic you have to use it in a complete form...</p>
	<p>[TCH_09]</p>	<p>...it is try to understand the culture and the background of the language...</p>

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	[TCH_10]	... it's to forget all the grammar rules that we follow to express ideas in English, because many times students write and speak exactly in the same way, so they have to learn new structures and follow these structures they don't have to question why do they say this in English? so they just have to use the expression that it is and for me that means to think in English use it the way they use it OK
	[TCH_11]	...you dedicate and using the language, touch in the language! and it has to do with the practicing and to have contact with the language and I'm talking about with teachers, classmates, homework, movies, conversation, everything that has to do with the foreign language, ... if we don't use the target language it's gonna be double difficult for them to think in English because they're thinking in Spanish but not thinking in English!.
Development	[TCH_04]	... develop the linguistic competence. ... it's part of your language development ...
Competence	[TCH_04]	...thinking in English when you got the level, you got the abilities, aja when you got the skills.

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Appendix D:

Word or Phrase in fuchsia for themes.

Word or Phrase in yellow for chunks connected to themes.

Word or Phrase for affirmation or negation.

Theme	Teacher	
Ability	[TCHR_04]	ok I think yes because it's part of a competence ... the linguistic competence.
	[TCHR_05]	I think yes . I am not sure, it should be an ability.
	[TCHR_07]	it's an ability no skill because you can talk about an object but how you describe it. You need more reasons to describe maybe you like... maybe it's important to you. That it's the point.
	[TCHR_09]:	yes of course, because the students need to understand another culture another language another points of view everything it's gonna be different.
	[TCHR_10]:	I think so , you develop the ability to" think" in English , because something that you learn different, you learn to do it differently from your own language Spanish , I think so, something that needs to be developed.
	[TCHR_11]:	an ability? I would say and aptitude, a talent and maybe an ability but its not ease It has to read a lot , you have to practice it a lot you have to more contact to the language ; target language.... Because we think, we understand, We think with words speaking correctly... we thinking in two languages and when the mistakes come out naturally... the same mistakes maybe in Spanish as we do in english... One thing is "Academic language" and another is the real language... I am taking about communication.. two different worlds
skill	[TCHR_08]	I don't think I wouldn't consider to be an ability , oral production it's an ability, thinking in English I suppose it's a cognitive process that is; maybe part of that skill , maybe I cannot think it's more a mental process which a could affect the... you know vary skills but maybe not just oral production would be important well I guess. Let on try to consider that to be a skill perse exactly

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consequence	[TCHR_06]	I don't know its something that just happened it's like a switch, you just switch this button you press this button but you need to practice before him you need to be immerse in the language
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Word or Phrase in light blue for tentative themes.

Word or Phrase in yellow for chunks connected to tentative themes.

Affirmation or negation.

Theme	Student	
ability	[STD_01]	Yes ...yes...yes.
	[STD_02]	Yeah! I think... it's ability you practice every day
	[STD_03]	and ability yes you can acquiring by a lot of practicing it's actually I'm gonna show you before I went to US I started training myself and so every time my thought or something Spanish I tried to translate so you can also do that translate yourself but without just translating you, you can start you can train yourself by translating what you think in Spanish into English but you can also you also have to pay attention to the way actually say it in the target language.
	[STD_06]	yes it's an ability.
	[STD_09]	Probably it's an ability but it's a little bit hard for us, right? Try to develop that ability; At the beginning we have to get a lot of practice and a lot of knowledge of that skill because if we try without directions probably we sometimes get lost , and or we don't do that develop that ability in the right and the appropriate way.
	[STD_11]	yes maybe for beginner students it is really hard to understand, but in order to become an expert you can get that ability yeah!.
capacity	[SDT_04]	No, ...becausei think it's just a capacity?, to express that you can you are thinking and express it .
strategy	[SDT_05]	I think it's more like a strategy not an ability.
consequence	[STD_10]	Oh mmm no I don't know , no maybe if you can speak in English you can think in English , I mean but it's not natural as I'd said before but I think it's not natural it's not like in Spanish and the language and my mind comes really easy but in English I would have just to ... not like ... its like fake.

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Appendix E:

Students' interpretations.

Word or Phrase in light blue for themes.

Word or Phrase in yellow for chunks connected to themes.

Theme		
Improvement	[SDT_01]	Yeah It's ...to help you to speak ...the way ...that can facilitate the way you are speaking like... you fell in confidence.
	[STD_02]	Ahhcuzyou are practicing english not Spanishif you think in spanishyou don't have the meaningful learning ...
	[SDT_03]	...they want you to stop using your languages or references when you speaking in another language...
	[SDT_04]	For not translate, literally.
	[SDT_09]	Probably try to help us, to ... develop that skill, that ability to try to think in English it's difficult to try to get out a connection with the people with a foreign person that is trying listen to us or try to understand us, I think that's the reason
	[SDT_10]	to avoid using Spanish! ...
Conceptual error	[STD_02]	...you don't have the idea in englishyou have the idea in Spanish no in English...
	[SDT_03]	using your languages ...That usually makes interferencewhen you thinking in Spanish and then to try to translate and say it in English
	[SDT_04]	For not translate, literally.
	[SDT_05]	... could be that you speak another language, your tongue mother language you can use or you use the ... or another language by translation ...
	[SDT_09]	Probably ... not all the time thinking in Spanish not to close in our roots ...,well yeah but not all the time thinking in that context , we have to try develop another skills ...
	[SDT_10]	...think in Spanish when you think about something you produce it ,it comes from your mindand then it comes to your tongue and you produce it , so they want to avoid Spanish...

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	[SDT_11]	because if you really want to catch all the vocabulary or the language , you have to think in that language... you have to explore ... what knowledge you have get about that languages. So its very useful that you think in English , and you must do that.
	[SDT_12]	Because he was aware that both systems were totally different,its not the same whenever you are taking in Spanish or English so yeah , he is aware of it, he is not able to express it correctly or actually demonstrate that both systems are different ... So you have to get to know that both language have different formats they are totally different, you are not going to speak in English as you do in Spanish...
Profesional development	[SDT_06]	... I suppose that he mean that we not only express ourselves in Spanish but if we are going to teach the language we should be able to think in English
	[SDT_08]	...the reason is because we are going to be teachers and we have to prepare.
Context Disconnection	[SDT_06]	...and express ourselves in the language immerse ourselves
	[SDT_07]	it's when you get a lot of practice when you really get immerse in the language when you do a lot of things in English

Teachers' identification.

Word or Phrase in fuchsia for tentative themes.

Word or Phrase in yellow for chunks connected to themes.

Word or Phrase in green for Evidence.

theme	teacher	
production	[TCH_01]	when people speak ... speaking in english or not
	[TCH_02]	...the only way to know really is what by they say... they still continue repeating spanish structures
	[TCH_03]	grammatically speaking are comparatives and superlatives, in Spanish are in a different form,

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	[TCH_04]	...when they can't answer in English when they can't interact with other or partners in the classroom...
	[TCH_06]	...they produce very similar phrases to Spanish...
	[TCH_07]	...they only try to explain something that they don't understand they only use phrases or words, but they cannot explain...
Literal translation	[TCH_02]	...they talking to talk its to copy word by word, like a "me gusta" "it likes to me"
	[TCH_03]	...they say "explain me" so "explicame" but in English you don't explain people, you explain things to them,...
	[TCH_05]	they start to speaking but They think a lot until they can say some sentence or some information because They are trying to translate
	[TCH_06]	...they are translating word-by-word...
	[TCH_09]	... Because they want to translate word-by-word everything...
	[TCH_10]	... translate words literally, ... for example: the most common "Tener hambre" "I have hungry" right so that expression means he is thinking in Spanish... or the expression like "tener sentido" in English "It makes sense" the students say "it has sense"
	[TCH_11]	...try to translate what they wanna say, but it doesn't make a sense many times...they want to translate word by word,...
knowledge	[TCH_02]	...its inevitable there are many words that they dont know...
	[TCH_07]	... they only use phrases or words, but they cannot explain...

Teachers 'examples.

Word or Phrase in fuchsia for tentative themes.

Word or Phrase in yellow for chunks connected to themes.

Word or Phrase in green for Evidence.

example	teacher	
Linguistic evidence	[TCH_05]	...when they say instead of translation they are thinking in Spanish they say traduction...
	[TCH_07]	...only describe things..."the white board", but they don't describe "a white board", or "this plastic one" ... it's made of plastic, its used for...

	[TCH_08]	, they said something like "the car red "you might suspect that they thought in Spanish and translate it in the English
	[TCH_09]	... for example "come" I think sometimes the verb "come" means "eating" ... they use the auxiliar verb "does" they write the word that they listened it.
	[TCH_10]	...they usually use "have" instead of "be"... ... "first noun and the adjective" we sue like that in Spanish "Mi casa grande" like "my big house", they say "my house big"...
	[TCH_11]	...they think that all the words are cognates there many words are "false cognate"... ? I ask them "What is large?" The first thing that comes to them "es largo" so sorry this is a false cognate so large means "grande" and how do you say " largo "? ... Long... "exit "They think it is exito... "Actually" means "in fact" "de hecho" and we think its "actualmente"
Behavioralevidence	[TCH_04]	...when they are desseperated in the classroom because they don't know the activity they don't know the way they have to interact with their partnerts.
	[TCH_05]	...when they try to say something in English they are thinking first in Spanish and then translate the information in English... they say words that are in Spanish that they give them in English accent to make they sound like English words but they are not really in English
	[TCH_06]	...Spanish phrases they just translating that into English.
	[TCH_09]	... when they see some ... words and they well think that are cognates or true cognates in Spanish
	[TCH_11]	...when the students don't know the word they try to invent it...
	[TCH_12]	... last resource is to tell the word in Spanish not to spend 5 minutes trying to explain something that they will not understand...

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Appendix F:

Word or Phrase in fuchsia for level.

Word or Phrase in yellow for chunks connected to the level.

LEVEL	TEACHER	Transcription
A1	[TCH_05]	I told you since the beginnings since A1, because they start thinking in English since they start learning the language
	[TCH_06]	...I have A1 students now but some of them they are very high, very strong in the language and they already think you know their first idea comes to their mind its in English
	[TCH_09]	well to start probably between A1 and A2 probably.
	[TCH_12]	From the very basic one from A1 you have to start to thinking in English
A2	[TCH_07]	the second one A2 or B1 because they know the vocabulary, they know ;I think the complete part of grammar, but they also can a... describe in a complete form the object
	[TCH_09]	well to start probably between A1 and A2 probably.
B1	[TCH_06]	soits very tricky ...but I say you know B1.
	[TCH_07]	the second one A2 or B1 because they know the vocabulary, they know ;I think the complete part of grammar, but they also can a... describe in a complete form the object.
	[TCH_08]	I'm not sure but I take a guess I imagine that maybe someone around in between B1-B2
	[TCH_10]	...that's like the correct moment for them to start changing the structures ... B1 or B2
B2	[TCH_01]	that would be B2 level.
	[TCH_02]	its from ... maybe from ... B2i think, is to a interesting thoghts...
	[TCH_04]	B2 B2+
	[TCH_08]	I'm not sure but I take a guess I imagine that maybe someone around in between B1-B2,
	[TCH_10]	...that's like the correct moment for them to start changing the structures ... B1 or B2
	[TCH_11]	I would say B2
C1	[TCH_01]	...around B2 C1 level
C2		

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Word or Phrase in light blue for level.

Word or Phrase in yellow for chunks connected to the level.

Level	Student	Transcription
A1	[SDT_02]	I think you have to or We have to start with think in English since A1
	[SDT_08]	I think that since level A1
	[SDT_11]	maybe since level A1
A2	[SDT_11]	It must be since beginners ...
B1	[SDT_01]	Maybe since B1?
	[SDT_03]	In my opinion B1 going to B2 I Think
	[SDT_04]	I think B1, B2
	[SDT_06]	I think B1
	[SDT_07]	I think it's like B1 or B2
	[SDT_09]	Oh my God! I think like an intermediate level we are able to think but not ...;in a... ; like an expert way
	[SDT_11]	maybe most of people acquire that idea after A2
	[SDT_12]	I would say its something between B Levels whether B1 or B2,
B2	[SDT_03]	In my opinion B1 going to B2 I Think
	[SDT_04]	I think B1, B2
	[SDT_05]	maybe b2 yeah
	[SDT_07]	I think it's like B1 or B2
	[SDT_09]	Oh my God! I think like an intermediate level we are able to think but not ...;in a... ; like an expert way
	[SDT_10]	Ok I'm gonna say like think in English like b2c1 c2. Yeah from b2 and beyond
[SDT_12]	I would say its something between B Levels whether B1 or B2,	
C1	[SDT_10]	Ok I'm gonna say like think in English like ...c1...
C2	[SDT_10]	Ok I'm gonna say like think in English like ...c2...