QUALITATIVE DESCRIPTIVE ANALYSIS OF ORAL PERFORMANCE OF TWO

GROUPS OF UNDERGRADUATE STUDENTS AT

UNIVERSIDAD TECNOLÓGICA DE BOLIVAR

Affect-related factors which influence language learning

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INTRODUCTION

Since Colombia introduced its reform in the Constitution of 1991, learning English has become an important part of many Colombian's lives. Nowadays, English is taught even from kinder garden and it is emphasized in primary school and high school.   Likewise, there are some tests that must be applied as a requirement to graduate from high school, and granted for the entrance to both public and private universities; tests to access as undergraduate students and also postgraduate students, tests for those who want to study abroad, including the TOEFL, IELTS, Melicet, among others, and tests for finding employment. A degree of English fluency has become a must for pursuing higher education and taking a job. Under the circumstances, many students and young people spend much of their time dealing with learning English.

In this regard, some experts believe the excessive attention given to English has exerted a negative role in cultivating and selecting talents and is a waste of educational resources. But others note that English education is necessary for any country's future in the global marketplace.

Cartagena de Indias is known as an international port which becomes even more important for our educational institutions to teach English to our future professionals. Now we are in the era of globalization, then this need has definitely

made the Minister of Education rethink the status of English education and its current education system not only in tourist cities but in all the country. .

But the problem is that many private and public institutions in our country are promoting English as a demand that work on theories, rules and solving tests, not as knowledge that give people the opportunity of going abroad, get access to better jobs, meeting people and extending their knowledge by communicating with people from other cultures. Certainly, English education is one of the most profitable industries when compared to others, but our contribution as teachers must involve teaching people, teaching with affect, thinking of people's own desire to learn English and of course thinking of their interests and different ways of learning, not just thinking about earning money.

In this research I have included a sample of four undergraduate students from Universidad Tecnológica de Bolívar (UTB) with an Introductory level of English that correspond to a course called English 3 in this university. These students belong to two different groups in which most of them were studying between seventh and eighth semester of different fields of studies. Besides, the majority of the students had learned some English at school, but still their level has to be improved a lot. In this regard, my goal has been to analyze the affective factors that might be influencing performance in oral interaction in L2.

I started this research based on these students' suggestion of changing my traditional teaching and thinking more about how they like to learn.

Thanks to my teaching experience I have interpreted and examined the socio affective strategies as some ways of solving difficulties not only in the students' classrooms but also in their real life application of the language. Some of these difficulties are related to their feelings, self-esteem, motivation, anxiety, among others.

To deal with this purpose I have consider some specific objectives:

a. To identify which strategies are being applied to improve oral performance in the sample of students.

b. To determine the sources of motivation, among which the students' wishes, wants, and lacks of the sample of students in relation to English as L2 are mentioned.

c. To characterize the students' affective factors, in relation to the way they apply L2 to communicate orally.

Since this study implements some qualitative descriptive methods, it requires an ethnographic research, which implies focusing on close field observation of sociocultural phenomena that occures among a small comunity of undergraduate students, as suggested by Clough, Patricia Ticineto (1998).

I have utilized some instruments to collect relevant data that could explore the students´ opinions. For instance, thanks to a focus group discussion the students could express what they really want, need and lack towards learning English; besides, with the observations implemented by two peers and the ones

made by myself as the researcher, I could contrast what I supposed was happening in class with the reality from both colleagues ´s point of view.

Furthermore, by using some close and open questions in the surveys, I could realize how the students analyzed feel, regarding the class environment and the teacher´s methodology, as well as they could state what their strategies, interests and sources of motivation are. Moreover, thanks to the audiotape interview and the video recording, the students could show some affective factors like anxiety, self-confidence, insecurity, and even fears.

Besides, due to the nature of this qualitative descriptive research, some cognitive and metacognitive strategies were also applied in order to analyze the students´ level of attention, needs for clarification, skills they use to do self-monitoring and observe their production based on the teacher´s explanation.

On the other hand, in the video recording I could appreciate these strategies and some others like: listening to their classmates to look for more understanding or waiting for their answers in order to give themselves some more time to organize their ideas and then answer; asking their teacher for repetition, explanation, sometimes for translation when they do not understand her questions.

Finally I may explain that the presentation and analysis of results chapters were developed separately with a short conclusion after presenting each outcome so it could facilitate the reader his/her interpretation of the results that emerged and then, have a wider analysis based on the information gathered.

Based on this, I expect this research may contribute to readers and other teachers identify which socio affective strategies might be helpful and stimulating

during the process of learning English. Besides, I hope other teachers start listening to their students and establish a level of empathy with them so they could be able to feel happy and excited about learning the language with their help.

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1. RATIONALE

The learner is an individual with affective needs and reactions, and these must "be considered as an integral part of learning, as also must the particular life contexts of those who are involved in the teaching-learning process" (Williams & Burden 1997:28).

In this regard, many authors have stated the importance of integrating affect in the language teaching and learning. For instance, Skehan (1998:166) refers to the need for teachers to pay attention to students' cognitive and affective natures and needs, not simply to help them to live more satisfying lives and to be responsible members of society, but also in order to improve language teaching and education in the process.

Likewise, recent researches cited that affective variables have significant influence on language achievement (e.g. Gardner 1985; Skehan 1989; Spolsky 1989; Gardner & Macintyre 1992; 1993). Damasio (1994) shows that emotions are a part of reason on the neurobiological level, and LeDoux (1996) sees emotion and cognition as partners: "minds without emotions are not really minds at all".

Stevick (1999:44) follows Dulay et al.(1982): one's 'affect' towards a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions. Affect is a term that refers to the purposive and emotional sides of a person's reactions to what is going on. (Stevick 1999:55).

I learned a lot from the book "Affect in Language Learning" (Jane Arnold, 1999) which explains that affect is a powerful tool. She explains that not only intelligence-factors but also emotional ones play an important role in learning and they will develop gradually and interact with each other.

In brief, the study of affect has become very popular in the 1980s and 1990s. Among the most contemporary authors, Arnold & Brown (1999) have been chosen here as the basis for discussion of affect, since the results of their researches and their theories could be easily found on the web as well as in some books. Besides, the style they use to write about their outcomes is very clear and fluent to the reader and also they mention not only their theories but also complement them with others´ to state their points of view.

Arnold & Brown (1999) provide a perspective from the view of the language learner as an individual (anxiety, inhibition, extroversion/introversion, self-esteem, motivation [extrinsic/intrinsic], and learner styles) and as a participant in a socio-cultural situation (empathy, classroom transactions, cross-cultural processes).

On the other hand, Arnold (Ed. 1999) defines affect in terms of "aspects of emotion, feeling, mood or attitude which condition behaviour", while Dickinson (1987:25) explains it as being concerned with the learner's attitude towards the target language and users of it, and with his/her emotional responses.

Moreover, the author mentions two types of emotional factors related to affect:

1. Positive emotions: self-esteem, empathy and motivation.

2. Negative emotions: anxiety, fear, stress, anger and depression.

In consequence, Arnold points out that even though cognition is important in language learning, it has to be combined with affect since it facilitates the process and makes it much more effective.

Likewise, research on affect in language learning is still strongly influenced by Bloom's taxonomy (1956), which describes the affective levels of receiving, responding, valuing, organization, and self-characterization through one's value system. It is also known as a classification of the different objectives and skills that educators set for students (learning objectives).

Some of these socio affective factors were described in Arnold's theories as mentioned before. These factors are: cooperation, motivation, socio-cognitive affinities, pro-activity, anxiety, interaction, self-esteem, and others which play an encouraging role towards collaboration, acting positively in building human relationships within a socio-cultural panorama.

Likewise, Bloom (1956) states that the skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy.

There are five levels in the affective domain moving through the lowest order processes to the highest:

1. Receiving: the student passively pays attention. Without this level no learning can occur.

2. Responding: the student actively participates in the learning process, not only attends to a stimulus, the student also reacts in some way.

3. Valuing: the student attaches a value to an object, phenomenon, or piece of information.

4. Organizing: students can put together different values, information, and ideas and accommodate them within their own schema; comparing, relating and elaborating on what has been learned.

5. Characterizing: the student has held a particular value or belief that now exerts influence on their behavior so that it becomes a characteristic.

Similarly, Arnold (1999) proposes a holistic approach to the learning process since language learning experience is much more effective when both affect and cognition are considered.

Arnold states that affect in language learning will be of interest to teachers-in-preparation, teachers, teacher educators, curriculum designers, program administrators and researchers and to those second language teaching professionals who wish to improve language teaching through a greater awareness of the role affect plays.

However, she insists on saying that language anxiety can play a significant causal role in creating individual differences in both language learning and communication.

Moreover, as mentioned previously, motivation is one of the key factors that may influence the learning process, the rate and success of second/foreign language (L2) learning (cf. Gardner 1985; Ely 1986a; 1986b; Dörnyei 1994; 1998:117; Scarcella & Oxford 1992; Tremblay & Gardner 1995; Oxford & Shearin 1996; Williams & Burden, 1997); in fact, many researchers and teachers state "is a very important, if not the most important factor in language learning" (Van Lier 1996:88), without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher.

Other authors like Montessori, Piaget, Maslow, and put motivation central in their pedagogical writings (e.g. Dewey 1938 ['growth motivation'], White 1959 ['competence motivation'], Hunt 1971 ['intrinsic motivation']) also contributed to a renewal of interest in a more "organismic account of motivation".

In regard to second language learning, Gardner & Lambert (1972) pioneered work on motivation, and proposed an integrative-instrumental duality (Gardner et al. 1976:199), which was widely accepted and confirmed by a number of studies.

Besides, three sets of motivational components have been identified (Dörnyei 1994:276): first, course-specific motivational components (syllabus, teaching materials, teaching method, learning task); second, teacher-specific motivational components (teacher personality, teaching feedback, relationship with the students); and third, group-specific motivational components (dynamics of the

learning group, goal-orientedness, norm and reward system, group cohesion, classroom goal structures).

One of the most known investigations lead to the addition of new components to Gardner's work, such as intrinsic/extrinsic motivation (Brown 1994), attribution about past successes/failures (Skehan 1989; Dörnyei 1990), self-confidence (Clément 1980); grades and rewards (Brown 1981; Laine 1981; Skehan 1989; Dörnyei 1990).

In this regard, Jane Arnold points out: "In the early work of Gardner and Lambert (1972), motivation was seen to be divided into two very general orientations: integrative and instrumental. The former refers to a desire to learn the language in order to relate to and even become part of the target language culture and the latter has to do with practical reasons for language learning, such as getting a promotion".

In order to offer a major support to this theoretical framework, and regarding the academic and affective factors macrocategories, some specific theories about the subcategories chosen for the research will be cited next:

- **Academic macrocategory**

The academic macrocategory included three subcategories: first, oral performance; second, knowledge, background, comprehension and vocabulary; and third, strategy.

These theories will be cited next:

1. Oral performance: Hymes (1974) states that in order to speak a language correctly, one does not only need to learn its vocabulary and grammar, but also the context in which words are used.

According to this author, language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It is then a teacher's job to help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, connecting sentences coherently so those are appropriate to specific contexts, and to do so using comprehensible pronunciation.

2. Knowledge, background, comprehension and vocabulary: Graves and his associates (1980; 1983) developed previews for short stories that had, as one component, the building of prior knowledge important to understanding the selection. Yet research clearly emphasizes that for learning to occur, new information must be integrated with what the learner already knows (Rumelhart, 1980).

Regarding vocabulary, we have that it can be categorized as oral or reading vocabulary. Oral vocabulary, are words that we use in speaking or recognize in listening, whereas reading vocabulary is using words we recognize in print (NIFL, 2006).

It is very important to know the meaning of the words in order to understand the whole sentence. But also, recent researches has shown that it is possible to learn meanings of words indirectly through everyday experiences, from readings, conversations with native or even with non native speakers.

Since vocabulary is important for communicating effectively, some preteaching vocabulary is necessary to accurate the language. It probably requires that the words to be taught must be key words in the target passages (Beck, et al, 1982; Kameenui, Carnine, et al, 1982), that words be taught in semantically and topically related sets so that word meaning and background knowledge improve concurrently (Beck et al., 1982; Stevens, 1982), and that only a few words be taught per lesson and per week (Beck et al., 1982; Kameenui et al., 1982; Stevens, 1982). To be an effective strategy, an

extensive and long-term vocabulary strand accompanying a parallel schematic or background-knowledge-development strand is probably called for.

3. Strategy: There is some evidence (Oxford 1990, Little & Singleton 1990, O'Malley & Chamot 1993, Cohen 1998, Skehan 1998) that strategies can change as learners gain proficiency, or in response to pedagogical intervention in the form of learner or strategy training. For independent learners, the conscious strategies classified as metacognitive – planning, monitoring and evaluating - are of particular importance because of their role in self-regulation and the development of autonomy.

Research suggests that every student should get his/her own strategy, which may include setting a limited time to study, which could take some days a week during months or even years; commitment with him/herself which also implies being realistic and honest. It is not recommendable to promise oneself to study 10 hours a day if there will not really be time or discipline to do it.

Another strategy is having some accountability to someone, which Dickinson (1987) suggests making a contract with a language learning specialist to whom the studnets make themselves accountable.   It may work if the students find a co-learner with whom to meet regularly and share share many language learning activities, problems and solutions. It could invlove an expert or a group of peers, or simply a friend who agrees with the idea that language learning is important.

A good strategy is also finding ways to keep improving conversational ability, which means speaking the language and understanding it, not only in class but also to supplement the course with communication activities.   Thomson

(1993a,b,c) suggest to get a cooperative language resource person as a conversational partner, since it is been demonstrated that students can learn by having a helper instruct them to do things. This might include topics related to common daily activities, describing details of a picture, etc.

Finally, in addition to a specific time, commitment, accountability, and ways to keep improving conversational ability, strategies should include a way to develop lots of relationships with speakers of the language (Thompson, 1993). It might include meeting them, chatting with them, socializing and familiarizing with them, becoming their friends, etc.

- **Affective factors macrocategory**

Regarding the affective factors macrocategory, three subcategories emerged: first, self-esteem, insecurity and awareness; second, motivation and attitude; and third, anxiety, fear and confusion. These theories will be cited as follows:

1. Self-esteem, insecurity and awareness. *Coopersmith (1967) defines self-esteem as:*

> *"the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extend to which individuals believe themselves to be capable, sgnificant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which individual conveys to others by verbal reports and other overt expressive behavior".*

Then we may say self-esteem is related to self confidence, knowledge of ourselves and belief in our own capabilities. It is also know that people derive their sense of self-esteem from their experiences with themselves and with others.

It is been said that self-esteem is classified in three different levels:

1. General or global sel-esteem: it is the general assessment one makes of one´s own woth over time and across a number of situations. It usually occurs in a mature adult, and is resistant to change, unless it can be treated with therapy.

2. Situational or specific self-esteem: it is about one´s self-appraisals in particular life situations, such as social interaction, work, education, home, or in some specific cases like intelligence, communicative ability, empathy, and flexibility. It vary depending on the situation or the trait in question.

3. Task self-esteem: it is about particular tasks within specific situations, related for example to one subject –matter area. It might involve second language acquisition in general, or one´s self-evaluation of a process like speaking, writing, a particicular class in L2.

Adelaide Heyde (1979) cited that all the three levels of self-esteem correlate positively wih performance on the oral production measure. Likewise, Gardner and Lambert (1972) agree that self-esteem should be consider in L2 acquisition.

Holly (1987) compiled a summary of many studies and pointed out that most indicated that self-esteem is the result rather than the cause of academic achievement.

In addition, Dr Martin Covington (1989) from the University of California carried out an extensive review of the research on the relationship between self-esteem and achievement, concluding that "self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. All his findings

have led him to conclude that self-esteem can be modified and enhanced in the foreign language classroom, and that significant gains can be observed in the area of EFL/ESL learning.

Then, we may say that one of the key factors which relate to success in language learning is self-esteem. This is probably the reason why anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the language in the presence of other people.

However, it is a fact that we do not like being laughed at or making a fool of ourselves in public.   For instance, we are sure that we know the word, but are surprised that we failed to recall it at the vital moment. As one linguist put it, *"Their anxiety brings on the very failure which so concerns them."*

2. Motivation and attitude.

Atkinson (qtd.in Arnold, 2000: 13) defined motivation as "a cluster of factors that 'energize' the behavior and give it 'direction'". Thus, in Atkinson's point of view, motivation is a term used to describe what energizes a person and what directs his activity.

A student who studies hard and tries for top grades may be described as being "highly motivated", while her friend may say that he is "finding it hard to get motivated" to study for an exam or to start an assignment. Such statements imply that motivation has a major influence on our behavior but they don't really tell us how. It can be defined as a concept used to describe the factors within an

individual which arouse, maintain and channel behavior towards a goal. In other words, motivation is goal-directed behavior.

Motivation is the key to all learning, as well as lack of motivation is perhaps one of the biggest obstacle faced by teachers, counsellors, school administrators, and even parents. This may be the reason why behavioral problems in the classroom often, seem to be connected to the lack of motivation.

In this regard, two kinds of motivation will be analyzed next: intrinsic and extrinsic motivation (Arnold, 2000: 14). Intrinsic motivation comes from the learner's internal factors because the learner regards L2 learning as a means to acquire knowledge and satisfy his curiosity and interest. Then, it refers to students who study because they want to study. This motivation may appear because the students find the material is interesting and mainly challenging which also might cause satisfaction from learning. However, extrinsic motivation relates to students who study and learn for other reasons, like receiving a score, graduating or just passing their exams. In other words, it shows the desire to get external reward or the cognition of the peers and parents, or the avoidance of punishment.

As Arnold cited (2000: 14) in her researches on affective factors, "those schools that put an emphasis on grades, tests and competitions usually only encourage learners' extrinsic motivation. This leads learners to learn just to please their teacher or parents, rather than to develop a love for knowledge on their minds".

3. Anxiety, fear and confusion.

Experimenting anxiety differ between individuals. Furthermore, it is been said by many researchers that Language anxiety may influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). Horwitz, Horwitz and Cope (1991) have found that anxiety typically centers on listening and speaking.

Speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches. Anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning.

Horwitz et al. (1991) also stated that over-studying sometimes makes students so anxious as to cause errors in speaking or on tests. According to Krashen (1980), anxiety contributes to an affective filter, which prevents students from receiving input, and then language acquisition fails to progress (Horwitz et al., 1991).

Moreover, anxiety is no doubt closely linked with self-esteem and fear.
"Any task that involves a certain degree of challenge can expose the learner to feelings of self-doubt, uneasiness or fear".

It seems true that everyone, regardless of native culture, may have some kind of anxiety about learning a foreign language. In fact, it has been regarded in previous researches that anxiety in the classroom is more likely to occur in foreign language lessons than in other subjects of the curriculum.

Gardner and MacIntyre (1993) research has focused on a type of anxiety termed language anxiety that is related specifically to language situations. Its effects are described as pervasive and subtle (MacIntyre and Gardner, 1994) and also associated with "deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in language courses or a combination of these factors" (Gardner, Tremblay & Masgoret, 1997).

Moreover, anxiety is said to be associated with low self-esteem (Cheng, Horwitz & Shallert, 1999) and with introversion.

> *Introverts tend to have higher anxiety levels than extroverts and take longer to retrieve information. However, they are more accurate and show greater cognitive control (Dewaele & Furnham 1999). While extrovert students worry less about accuracy and have a tendency to take risks with their language, both of which are assets when it comes to communicative oral competence, the ability of introverts to be autonomous in their learning through their capacity to self-regulate may be a distinct advantage in independent contexts.*

However, for some independent language learners, anxiety may not be an issue. They can work in private, pace themselves and have more choices, including whether to interact with other learners or not, and are therefore spared, at least until the oral evaluation, which is a known anxiety-inducing factor – live performance in the foreign language in front of others.

Some of the signs or symptoms of anxiety are: physically, we may have stomachache, feeling cold or sweating, trembling, having dry lips, or feel our heart beating faster and even some alterations in breathing rhythm; psychologically we may feel nervous, frightened or panicky; some behavioral manifestations such as squirming, stuttering, stammering, giving short responses, joking, nervous laughing

or avoidance responses. There could also be some anxious thoughts about making a fool of ourselves, feeling embarrased or even ridiculous.

In order to avoid feelings of discomfort and/or a sense of failure, some learners usually prefer to avoid situations like the ones mentioned previoulsy. But the result of avoidance is that it can gradually reduce our self-esteem.

Furthermore, psycologists consider that when we start to avoid situations, our guilt increases, anxiety worsens, and we are more likely to avoid other similarly potentially anxiety-producing situations. As regards the language learner's self-image, anxiety can affect us both internally and externally; that is: internally - regarding feelings about myself - I'm concerned that I might lack the capability needed to learn English. *"I've never been any good at languages -- and this just proves it once and for all!. e*xternally - regarding my feelings about interacting with other people - I'm concerned what they might be thinking of me. *"He's so dumb - he can't even say one simple sentence correctly!"* -- and the consequent shame and loss of face that this brings.

The previous theoretical framework was fundamental to limit the research to the analysis of the macrocategories and subcategories chosen. It may facilitate gathering the most relevant theories focusing on these aspects, the design and appropriate implementation of the instruments chosen, and finally, the triangulation of the analysis since all the subcategories relate to their influence in oral production in English as L2.

2.   CONTEXTUALIZATION AND RESEARCH PROBLEM

2.1   Description of the university's Context

- Universidad Tecnológica de Bolívar (UTB) has two locations; one is placed in Manga (stratus 4-6) and the other one is located in Ternera (stratus 1-3). This research is going to take place in Manga. Most of the students live near this neighborhood. Even though, in my class there are some students who live 40 minutes far. They chose this location because in Manga they can study the careers they want.

- A major disadvantage of English classes for undergraduate students might be that English is just recently a subject which is included in the curriculum as an obligatory one; it may cause the lack of motivation of the majority of the students.

- What is more, some students often tell me that they refused to participate in classroom activities because they are afraid of making mistakes. They usually avoid eye-contact with me in class when they know I want to ask those questions about any topic.

- Most of the classrooms are very comfortable, clear, fresh, but the ones I am using for classes in this moment have very noisy air conditioners and some fans and lamps do not work. There are also two rooms, one in every block of the university, where some hardware (Video Beams, TVs, VHSs, radios and slide projectors) can be available for students and teachers use.

- There is a language center which handles an English laboratory where computers and English software are available.

- There is an intranet system called "Savio", where students can get or send information about every subject they study.

- There is a library with access to computers with internet, books, dictionaries, magazines and newspapers in English.

Mission statement. Universidad Tecnológica de Bolívar is a Research and Training Institution, with a vocation in business, where the academic community -students and professors-have a flexible and complete educational program. The university wants the students to learn to know, do, coexist and be, within the highest academic standards.

The vision of 2007. By 2006, Universidad Tecnológica de Bolívar has a vision of being an institutionally recognized University, with a high social and academic credibility that attracts students, which will be closely linked to both the business sector and the strategic development of the city.

The university plans to become a leading Institution, with a vocation in Global Enterprise, where its workers and students are role-players in the social transformation process of Cartagena.

The university has a core group of professors, with the highest academic qualifications who will form a chain of investigators for business and social development. It will form a new leading class generated by the students` own enterprising orientation, combined with consolidating alliances with the production sector in a mutual learning relationship, contributing to the competitive advantages within the businesses.

The university wants to organize an Institutional Dynamic of both graduates and their parents. But the main goal is to be linked to the International community, developing associations and agreements that ensure its incorporation into the Global community.

Universidad Tecnológica is aware of an imminent need which consists in the formation of a bilingual and global academic community as it is called in its polices "internationalization". It is expected to count on the 60% of a community that uses English as a second language by the year 2007, with the interactions in memberships, practices and other kinds of relations with foreign communities, as it is cited in its PEI, Chapter 5. "Desafíos", p. 43.

2.2   Description of the students` context

The characteristics of the students` context will naturally influence the qualitative descriptive analysis:

- Two classrooms, one with 15 students (Class A) and the other one with 11 (Class B).

- English classes with "old students" (all from Class A and different semesters and 4 hours divided in two hours per session during the week; "new students", all from Class B and different semesters) 5 hours, one hour everyday during the week.

- Between first and fourth year university students who are expected to be competent with High Intermediate level of English.

- Students` ages range between 16 and 25. The sample of students´ ages go between 17 to 20.

- The students´ sample was integrated by 2 students from each classroom (3 girls and 1 boy). Two of them study finances and international business, another studies accounting and the other one studies business administration.

- Some experience with the use of the language because none of them comes from bilingual schools or schools with an emphasis in English. As a result, these students have had a short experience with the practice of English before starting university studies.

- Based on an exploration of their backgrounds, I have found out that these 4 students from both classes got very low scores for the English pre-requisite placement test that UTB gives to the students before starting the English courses. Their final grades went between 3.1 and 3.5, which mean that most lack in the necessary skills to communicate in English with others.

- Increasing academic demand on English. Due to a recent change in the direction of the Language Center in UTB, English courses have become even more demanding. It means that there is more emphasis in developing communicative skills in L2, and in consequence, the quality of education in this area has been widely improved.

- Students` motivation. Most students only do work that contributes directly to their final grade. However, they seem to enjoy working with English when they acquire new knowledge during classes.

- Flexibility. Lots of the students from Class A have problems to attend the four hours assigned for English class. That is because their schedules allow them to do it only twice a week (2 classes), the rest of the time they have to attend other subjects; In contrast, students form Class B have no problem to

attend to the 5 hours assigned. Although, most of the teachers are flexible and understanding with the students with these problems, they usually study when they can like two of the students from the sample; some of them try to switch to other English classes, or some eventually, have to drop out.

2.3   Research problem

"As we teach the language, we can also educate learners to live more satisfying lives and to be responsible members of society. To do this, we need to be concerned with both their cognitive and affective natures and needs".

Arnold (1999).

I am a full time teacher of two Classes of undergraduate students in UTB who are taking a level 3 English course. A group of 4 students, two from each classroom called my attention since they have a low level of participation in class, especially when the activities involve oral performance. In contrast, when they read, most of them seem to comprehend what the texts say; when they listen to me or the dialogues from the CDs, they understand most of the information given; when they write short sentences or complete and organize short texts, they do it coherently, considering their level of English.

When these students read aloud they do it at a very slow pace, as well as they mix L1 and L2 when they try to communicate orally; sometimes, some of the students even write down first on their notebooks their answers before responding orally; likewise, some of them paraphrase what I ask them in English and translate the information into Spanish first, then they give the answers in Spanish and hardly ever respond in English.

In consequence, their scores are lower than the rest of the students from both classes, in which most of them show a very high level of participation and a good level of communicative competence in L2.

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I teach both classes an integrated skills course. I lead the classes in English almost always. I work with New Interchange third Edition course book, by J. Richards, which offers a complete set of student book, workbook, audio CDs and videos, but only three students from Class A have it, while all students from Class B have the material.

I consider myself a very patient person, so I always repeat my explanations, even three or even four times by using examples and giving exercises if I feel that my students do not understand what I intend to teach. However, I found that the students from the sample were almost always quiet in class, especially when I wanted to discuss some questions with them. This worried me a lot, and made me a little frustrated.

Then I realized, having low grade of participation from the students´ sample does not mean that I should give up on those students. On the contrary, it should help me organize those particular students' study more effectively, so that they would make a great progress in their future language learning and become qualified on a Basic level of English after a six-month course.

Even though this situation is affecting the students´ sample, as they have told me, the best students from both classrooms usually help them during classes, as well as I spend additional time with them to reinforce the topics in which they find more difficulties. It may be possible that they feel ashamed of not having the level expected. Perhaps, this lack of self-confidence and lack of motivation may also be the reason why they sometimes appear quiet.

In order to make my students take part in classroom activities voluntarily and get out of the habit of keeping silent, I have additional activities to motivate them, such as learning songs, videos and movies, having debates of topics

chosen by them, etc.

Mainly, I offered them some easy classroom activities, such as reading dialogues, and texts, to write down some opinions and to read them aloud clearly. Moreover, I feel a lot of empathy with both classes, which I think is useful for asking questions if they do not understand a topic. In spite of that, most of the times the students´ sample prefer not to ask me questions.

I got to know later, based on a focus group discussion, as suggested in Larson, K., Grudens-Schuck, N., & Lundy-Allen, B. (2004, May) Ames, IA: Iowa State University Extension, that most of the students from the sample are studying between seventh and eighth semester of different fields of studies, and the only thing they want from English is passing to get their diplomas and graduate, since English is a requirement and also a condition to graduate.

Besides, their economic situation is very tough in most of the cases, which is maybe the reason why they can not have their materials to study.

Conversely, the rest of the students make me think that it is possible to improve by having a better attitude and turn their needs into wants.

2.4   Expected results

This qualitative descriptive analysis is expected to show which affective factors can influence a student's level of performance in the learning of a foreign language. I want to find out if the students' silence and non-participation in classroom activities can be partly due to the lack of general and basic vocabulary, which also results in lack of self-confidence.

I would like to find out about the strategies that are being applied to the students´ sample to avoid lack of oral performance in class.

Then, the reason why this work is important is because affect can

improve language teaching and learning, as well as it can contribute to educating learners affectively.

3. RESEARCH QUESTION

The research question that emerged from the research problem:

"What affective aspects can either facilitate or impede two groups of undergraduate students from an introductory level (English 3) at UTB to produce orally as successfully as they do it with the other communicative competences?"

3.1 Sub-questions

- What strategies do the samples of students from English 3 level of both classes apply in order to enhance oral performance?

- What could be a source of motivation for the students´ sample with poor oral production?

- Which affective factors regarding mainly anxiety, self-esteem and motivation are present while having oral production in the sample of students?

4.   GOAL

To analyze the affective factors that might be influencing performance in oral interaction in L2 among a group of undergraduate students with an introductory level (English 3) at UTB.

4.1.   Specific Objectives

- To identify which strategies are being applied to improve oral performance in the sample of students.

- To determine the sources of motivation, among which the students' wishes, wants, and lacks of the sample of students in relation to English as L2 are mentioned.

- To characterize the students' affective factors, in relation to the way they apply L2 to communicate orally.

5.   METHODOLOGY

The information was gathered from raw data which similarities and differences cohered in a meaningful argument. Besides, I may say that the body of my paper was text-by-text, since it was discussing discuss all of Class A, then all of Class B.

I state that my thesis depends on how the two Classes I have chosen, Class A and B, actually relate to one another.

I have organized some ideas and facts in a frame of reference, as cited by Ferry Walk (1998), constructed from specific sources of data collection techniques (focus group discussion, class observation, surveys, video recording and interview).

Likewise, due to the line of investigation chosen, "Socio-affective factors", this paper has sought to understand several students` interpretations. Besides, theories and hypothesis have evolved from a subjective data collected with the purpose of gaining real information.

5.1   Research paradigms

Reading different authors I may conclude there are three main paradigms:

a. qualitative, b. quantitative research and c. descriptive research, as they will be explained next:

a. Qualitative research. It is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found.

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Qualitative research focuses on understanding, rather than predicting or controlling, phenomena. It is usually contrasted with traditional experimental and statistical research and is felt by many to be more appropriate to the study of human life.

This kind of research implies the application of a holistic description that allows the researcher a total or complete picture of the situation, which is also necessary to make accurate situational decisions, according to Stainback and Stainback (1988).

These authors also suggest to corroborate the information gathered to help researchers increase their understanding of the probability that their findings will be seen as credible or worthy of consideration by others.

A process involved in corroboration is triangulation of multiple data sources, Denzin (1978). It implies the application and combination of several research methodologies in the study of the same phenomenon. In this research were employed both quantitative, which indicates validation, and qualitative which means inquiry studies, in special to find the credibility of qualitative analyses.

Qualitative approaches. In regard to the qualitative approaches, which are a general way of thinking about conducting qualitative research, there are four of the major ones: phenomenology, field research, grounded theory and ethnography. Copyright ©2006, William M.K. Trochim.

1. Phenomenology. It has been applied in social research disciplines including psychology, sociology and social work. It focuses on people's

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subjective experiences and interpretations of the world, and how it appears to others.

2. Field Research. Here the researcher goes "into the field" to observe the phenomenon in its natural state.   The field researcher typically takes extensive field notes which are subsequently coded and analyzed in a variety of ways.

3. Grounded Theory. It was originally developed by Glaser and Strauss in the 1960s. It intends to develop theory about phenomena of interest, specially grounded or rooted in observation.   The research is guided by generative questions while the researcher begins to gather data and defining core theoretical concept(s) at the same time. However, because it is a very open phase of the research, it can take months. After that, the researcher has to verify and summary the information gathered.

4. Ethnography.   It comes from the field of anthropology, Malinowski (1922) since it studies a whole culture.   He says: "It's the product of systematic observations, interviews, and case histories".   Towards a definition of Ethnography, it is said " it is the process of describing a culture or way of life from the idea of a universe in a dewdrop, each person a reflection of their culture in that all their gestures, displays, symbols, songs, sayings, and everything else has some implicit, tacit meaning for others in that culture".

Here participant observation is the most common ethnographic approach in which the ethnographer is an active participant who records extensive field notes, not having any limitation of what will be observed and no real ending point in an ethnographic study.

For a study to be called ethnography, it needs, at the very least, each of the following seven elements as Massey, A. and Walford, G. (1998) cite next:

1. A Study of a culture

2. Multiple Methods, diverse forms of data

3. Engagement

4. Researcher as instrument

5. Multiple perspectives

6. Cycle of hypothesis and theory building

7. Intention and outcome

For this type of study, this paper required an ethnographic research, as part of a qualitative method, considering the fact that ethnography is a form of research which focuses on the sociology of meaning through close field observation of sociocultural phenomena, Clough, Patricia Ticineto (1998).

Then, as an ethnographic research, this study focused on a community, which in this case was not geographic. This process intended to

reveal common cultural understandings related to the phenomena under study.

The ethnographic data may consist of written documents, the researchers' own field notes (including observational notes, and records of spoken communications such as discussions, chance conversations, interviews, and overheard remarks), audiotapes and videotapes; quantitative data may also be included, such as survey or experimental findings. These instruments contain rich, detailed descriptions of everything that goes on.

There is no attempt at summarizing, generalizing, or hypothesizing since the notes would capture as factual a description of the drama as possible to permit multiple interpretations, and most of all, to later infer cultural meaning.

In essence, the researcher tries to be invisible, to watch and listen carefully without being noticed. At some point, however, the researcher has to disengage, retreat to a private place, and take notes.

The following are some standard rules for taking field notes (adapted from Neuman & Wiegand 2000):

- Take notes as soon as possible.
- Count the number of times key words or phrases are used by members of the folk group

- Carefully record the order or sequence of events, and how long each sequence lasts

- Record even the smallest things

- Include your own thoughts and feelings in a separate section; your later thoughts in another section

- Always make backup copies of your notes and keep them in a separate location

I believe that ethnography also implies understanding the environment and our society. In Colombia, the economical situation, the family issues, the lack of time and the rush we constantly live, among others, have an effect in our children's academic achievement.

Qualitative methods. In regard to the qualitative methods, as Jane Arnold (1999) calls them, some of the most common ones are going to be described as it follows:

*1. **Participant observation.*** It is one of the most common methods applied for qualitative research; it seeks for entering the context, the role of the researcher as a participant, the collection and storage of field notes, and the analysis of field data; however it has some disadvantages since it is very demanding and often requires months or even years of hard work. Besides, the researcher needs to become accepted as a natural part of the culture in order to assure that the observations are of the natural phenomenon.

*2. **Direct Observation.*** Here the direct observer prefers to be as unobtrusive as possible so as not to bias the observations. The researcher

watches instead of taking part in the context, taking less time and being also more focused than participant observation. In consequence, the use of technology like video taping or electronic recording to apply direct observation can be very appropriate.

3. Unstructured Interviewing. It involves direct interaction between the researcher and a respondent or group. The researcher may have some initial guiding questions or core concepts to ask about, but there is no formal structured instrument or protocol. The interviewer leads the conversation to any direction of interest that may come up. Then, it is useful for exploring a topic widely. Though, each interview tends to be unique with no predetermined set of questions asked of all respondents, so it tends to be more difficult to analyze the data.

4. Case study. It is an intensive study of a specific individual or specific context, as state Cohen, Luis and Manion, Lawrence (1994). There is no single way to conduct a case study, and a combination of methods (e.g., unstructured interviewing, direct observation) can be used.

Thus, the advantage of using qualitative methods is that they generate rich, detailed data that leave the participants' perspectives intact and provide a context for health behavior; in contrast, a disadvantage is that data collection and analysis may be labor intensive and time-consuming.

b. Quantitative research. Quantitative research is used to analyze natural and social sciences like physics, biology, sociology and journalism through structured

or systematic research instruments. Moreover, it seeks for developing and employing mathematical models, theories and hypotheses which may come from natural phenomena.

Quantitative methods. This type of research uses a variety of methods, but the most common ones are:

1. Observation technique. It is a primary method of collecting data by human, mechanical, electrical or electronic means. Here the researcher may or may not have direct contact or communication with the people whose behavior is being recorded. As cited previously, it is also a common technique to analyze qualitative research.

2. Experimentation technique. It is a highly controlled method that allows the researcher to manipulate a specific independent variable in order to determine its effect on other dependent variables. Here the subjects would be assigned randomly to either group in a laboratory or in the field.

3. Survey technique. *It* involves the collection of primary data about subjects, usually by selecting a representative sample of the population or universe under study, through the use of a questionnaire. It may collect many different types of information, including attitudinal, motivational, behavioral and perceptive aspects.

It allows for standardization and uniformity both in the questions asked and in the method of approaching subjects. Besides, the analysis of

the results is more objective as well as the research can be replicated or repeated, which gives it a higher reliability.

c. Descriptive research. It is implemented to obtain information concerning the current status of the population or phenomena to describe only the "who, what, when, where and how" of a situation, not what caused it. Therefore, descriptive research is used when the objective is to provide a systematic description that is as factual and accurate as possible.

Moreover, it provides the number of times something occurs, or frequency, to finally get to statistical calculations to determine the average number of occurrences or central tendencies. Here the identification of information is required to solve the problem, as well as the selection or development of instruments for gathering the information. For this reason, the identification of target population and determination of sampling procedure are fundamental.

Types of descriptive research. The most commonly known types of descriptive research designs are surveys (questionnaires, Delphi method, interviews, normative), case studies participant observation and descriptive observation, even though there are others like job analyses, documentary analysis, developmental studies and correlational studies.

The most known ones will be described next:

1. Surveys. They are used to collect quantitative information about items in a population. They seek for obtaining opinions or factual information

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depending on its purpose. Then, they can be used to study attitudes, values, beliefs, and past behaviors.

Surveys may include some questions. In this regard, I have two cases: first, when the questions are administered by a researcher, the survey is called a structured interview or a researcher-administered survey. Second, when the questions are administered by the respondent, the survey is referred to as a questionnaire or a self-administered survey.

Surveys can be an efficient way of collecting information from a large number of respondents because even very large samples are possible, which means that surveys are very flexible. They can determine validity, reliability (since they are standardized), and statistical significance as well. However, surveys depend on subjects' motivation, honesty, memory, and ability to respond. It is possible that the subjects are not aware of their reasons for any given action or even they may have forgotten their reasons or they may not be motivated to give accurate answers; in fact, they may be motivated to give answers that present themselves in a favorable light.

In consequence, if there are closed questions in the survey, they might have low validity when researching affective variables. Besides, answers like "moderately agree" may mean different things to different subjects, and to anyone interpreting the data for correlation.

http://spsp.clarion.edu/mm/rde3/C12/Lecture122.html

2. Case Studies. This method can be seen to satisfy the three principles of the qualitative method: describing, understanding, and explaining Yin (1984).

Nevertheless, with this technique, the researcher may be incapable of providing a generalizing conclusion. Yin (1984). Besides, the body of literature is "primitive and limited" (Yin, 1984), in comparison to that of experimental or quasi-experimental research.

3. Participant Observation. The method originated in field work of social anthropologists, especially Bronisław Malinowski and his students in Britain, the students of Franz Boas in the US, and in the urban research of the Chicago School of sociology.

Such research usually involves a range of methods: informal interviews, direct observation, and participation in the life of the group, collective discussions, and analyses of personal documents produced within the group, self-analysis, and life-histories. Thus, although the method is generally characterized as qualitative research, it can include quantitative dimensions.

Finally, I may say that case study evaluations can cover both process and outcomes, because they can include both quantitative and qualitative data.

4. Descriptive observation. It is one of the most common methods for qualitative data collection, as well as it is one of the most demanding. It requires that the researcher become a participant in the culture or context being observed.

In this regard, descriptive observation means that you do not wish to modify the activity in any way; you just want to register it such as it would take place without your presence.

5.2 Main Data Collection Methods

Evidence from a list of methods for needs analysis indicates that questionnaires, analysis of authentic and written texts, discussions, structured interviews, observations and assessments are appropriate as it was suggested by Dudley-Evans and St. John (1998).

Besides, there are some other methods suggested by Nunan (2002):

1. Observation: it is a primary method of collecting data by human, mechanical, electrical or electronic means. The researcher may or may not have direct contact or communication with the people whose behavior is being recorded. Observation techniques can be part of qualitative research as well as quantitative research techniques.

Moreover, it can cover a range of activities from watching a specific task during a block of time. In this method the purpose have to be explained, so the people can know what, and why they are being observed.

One distinct advantage of the observation technique is that it records actual behavior, not what people say they said/did or believe they will

say/do.   Even so, observations may be threatening for the audience because every movement and words are noted or sometimes recorded.

Because this is an ethnographic research, a participant observation will be one of the most appropriate data collection methods to apply. Besides, it is long known as the backbone of ethnography of communication (Hymes, 1972).

2. Discussions: they are informal and spontaneous, even though they could be planned and prepared. They can be a good way to start a process of needs analysis and evaluation to other methods as interviewing and observations. Besides, they are facilitated by a moderator, are video- or audio-taped, and last approximately two hours.

A disadvantage can result from the range of people who participates in them, which whether is not such a representative sample but just a minority, might be not so conclusive.

My technique of focus group interviewing draws upon Gamson's (1992) "peer group conversations" and Press and Cole's (1999) "ethnographic focus groups" both of which modify traditional focus group methodology, as reviewed by Morgan (1988/1997).

In essence, the strengths of focus groups allow access to a process that qualitative researchers are often centrally interested in: interactions, as well as they allow access to the attitudes and experiences of the students from the sample. Then, the implementation of this method offered a unique

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opportunity to gather conversational interaction on topics otherwise thought inaccessible.

3. Questionnaires: they are used for quantitative information and a wide ranging; they should be piloted before extensive use and then statistical techniques to analyze the results. However, if there are a large number of questions, only the objective responses can be analyzed; consequently the information selected may be restricted. Besides, finding a balance between the number of answers and data, and the time boredom for the responders is not easy.

4. Analysis of authentic and written texts: they can be written documents or audio and video recordings of events which might be helpful for learning about real and carrier contents. By contrast, it is very sensitive due to the information that could be gotten, that is the reason why it requires lots of confidentiality.

5. Structured interviews: they are very useful in evaluation and needs analysis. In this kind of method, not only the questions have to be carefully thought out and selected in advance, but also a time limit for the interview should be agreed. Nevertheless, this method is time consuming, it can obtain valuable information.

6. Assessments: they can be applied through class work, assignments and tests. They are useful to get formal and informal judgments of students` progress and performance. However, it could be hard work due to the

amount of information that should be checked (coherence, pertinence, writing, personal opinions, etc.).

Similarly, there are other procedures which may help the researchers gather information from his/her context and also to develop deeper understanding of teaching, as cited by J. Richards and C. Lockhart (1994). Some of these approaches to classroom investigation are: teaching journals, lesson reports, surveys, audio and video recordings, and action research.

7. Teaching journals: they can be written or recorded account of teaching experiences which come as a written response to teaching events. It helps trigger insights about teaching; besides, there must be some reflections in order to examine and then improve the role. However, it might be a little difficult for a teacher to remember everything that occurred during his/her class, and in consequence, relevant information could be missed.

8. Lesson reports: they describe the main aspects of a lesson, from the teacher's point of view. They can be written accounts of lessons previously prepared by a teacher or group of teachers. Their purpose is to give the teacher a quick and simple procedure for eventually monitoring what happened during the lesson, check the time spent and find out how successful the lesson was.

Although, too much information might be obtained, then the process of preparation might take a lot of hours of dedication, so the details can be included in the lesson. It sometimes may require some extra help and working overtime with a colleague, especially to prepare the lesson and analyze the results.

9. Surveys: they have a similar purpose to the one of questionnaires, which is basically to collect information on a particular aspect of teaching or learning. Affective dimensions as attitudes, behaviors, preferences and motivation can be analyzed through this method. Otherwise, the amount of information might not be gathered in a short time and sometimes, depending on the kind of questions (open or close), the answers can be difficult to be tabulated because they are the participants opinion which means that the answers can not be changed.

10. Audio and video recordings: they record a lesson or part of it. They can be a great source to reflect the lecturer's competence. Alternatively, the use of this method can cause some limitations on the participants; some of them could react differently than usual or they can choose to stay quiet just not to risk of making mistakes. Besides, settling up the equipment requires a lot of time.

11. Action research: there are numerous definitions of action research, however one of the most widely cited is that of Rapoport's (1970), who defines action research in the following way:

> *Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework (Rapoport, 1970, p. 499).*

It also makes clear, as Clark (1972) emphasizes, that action research is concerned to enlarge the stock of knowledge of the social science community. It is this aspect of action research that distinguishes it from

applied social science, where the goal is simply to apply social scientific knowledge but not to add to the body of knowledge.

By the mid-1970s, the field had evolved, revealing 4 main 'streams' that had emerged: traditional, contextural (action learning), radical, and educational action research.

Traditional Action Research stemmed from Lewin's work within organizations and encompasses the concepts and practices of Field Theory, Group Dynamics, T-Groups, and the Clinical Model.

Contextural Action Research, derived from Trist's work on relations between organizations. It is contextural, insofar as it entails reconstituting the structural relations among actors in a social environment; domain-based, in that it tries to involve all affected parties and stakeholders; holographic, as each participant understands the working of the whole.

Radical Action Research, has its roots in Marxian 'dialectical materialism' and the praxis orientations of Antonio Gramsci, has a strong focus on emancipation and the overcoming of power imbalances.

Educational Action Research, has its foundations in the writings of John Dewey, who believed that professional educators should become involved in community problem-solving. Its practitioners, work mainly in educational institutions, and focus on development of curriculum, professional development, and applying learning in a social context.

Likewise, action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context

with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason & Bradbury, 2001). It challenges traditional social science, by moving beyond reflective knowledge created by outside experts sampling variables to an active moment-to-moment theorizing, data collecting, and inquiring occurring in the midst of emergent structure.

> *"Knowledge is always gained through action and for action. From this starting point, to question the validity of social knowledge is to question, not how to develop a reflective science about action, but how to develop genuinely well-informed action—how to conduct an action science" (Torbert 2001).*

Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies.

The researcher and the group identify actions to take and jointly analyze results, reflect on these actions and results, and propose new courses of action; they create or actualize satisfying results for change. Even though the researcher leads the group through identifying the course of actions for diffusion, he/she does not necessarily engage in these actions. (Elliot, 1981).

Then, the role of the action researcher may vary depending on the type of action research this person develops, but basically, to accomplish an action research role it might be necessary to be:

planner   leader

catalyzer   facilitator

teacher   designer

listener   observer

synthesizer reporter

The main role, however, is to nurture local leaders to the point where they can take responsibility for the process.

The researcher may act as an individual or with a team of colleagues as the facilitator of clients. This person also improves skills and co-learns with the clients during the process, leads the process of identifying the problem, drawing facts and opinions from the clients, and leads the group to identify gaps in understanding.

Although this method is primarily researcher led, collaborative reflection is imperative to encompass the experience and perceptions of the clients to make modifications to other change efforts based on shared feedback from collaborative members of the group (Elliott, 1981).

12. Case study: following the theories stated by Stake, R. (1995) and Robert K. Yin (1993) is defined as a detailed contextual analysis of a limited number of events or conditions and their relationships.

Besides, there are different types of data collected that the authors suggest in case studies methods in order to increase the reliability and validity of the data:

1. Documents.
2. Archival records.
3. Interviews.
4. Direct observation.
5. Participant observation.
6. Artifacts.

Granted, case studies are more convincing and accurate if they are based on several different sources of information, as Cynthia Selfe (1985) argues:

"Methods of indirect observation provide only an incomplete reflection of the complex set of processes involved in composing, a combination of several such methods should be used to gather data in any one study."

It can be said then, that having data from multiple sources can help in analysis checking, comparing and confirming information.

Following some theories from Yin (1994) about case studies, three different types are found: *exploratory*, *explanatory*, and *descriptive* case studies. Each of those three approaches can be single or multiple-case studies, where multiple-case studies are replicatory, and not sampled cases.

Exploratory case studies, has been considered as a prelude to some social research. Survey questions may be dropped or added based on the outcome of the pilot study.

Explanatory cases are suitable for doing causal studies. Yin and Moore (1988) suggested it to examine the reason why some research findings get into practical use.

Descriptive cases require that the investigator begin with a descriptive theory, or face the possibility that problems will occur during the project. Thus what is implied in this type of study is the formation of hypotheses of cause-effect relationships.

Moreover, case studies tend to be selective, because they focus on one or two issues that are fundamental to understanding the system being examined.

Stake (1995), and Yin (1994) identified at least six sources of evidence in case studies: documents like letters, memoranda, agendas, administrative documents, newspaper articles, etc., which serve to corroborate the evidence from other sources in the triangulation; archival records like service records, organizational records, lists of names, survey data, and other such records; interviews which can be open-ended, focused, and structured or survey; others are direct observation, that could be as simple as casual data collection activities, or formal protocols to measure and record behaviors.

5.3 Data collection instruments chosen for the research

In the research a variety of sources and data collection methods have been used. Regarding this, the sources were classified in two: direct or primary sources and indirect or secondary sources.

The direct sources were conformed by:

- Subjects in the study: Undergraduate students from different careers of Universidad Tecnológica de Bolívar and whose ages go between sixteen and twenty five.

The indirect sources were constituted by written documents:

- Pertinent bibliography about the research project.

- Formal results of students' work.

On the other hand, the following data collection methods were used in order to do a need analysis in the research work:

- Focus group discussion

- Guide of class observation

- Survey to the students

- Video recording

- Interview (Audio tape recording)

As a qualitative and descriptive analysis this work required to be analysed in a specific way; that is the reason why there have been applied several qualitative methods as instruments. As it was mentioned before, four students were analyzed in this research. They were called "sample of students" since a statistic formula was applied to reduce the number of case studies to be analyzed among the total

amount of students between the two groups. Granted it was also the most representative students among both classes. In regard to the data analysis of the above instruments, the following methodology was implemented:

1. Focus group discussion. A set of 10 semi structured questions were designed (see appendix 1) with the purpose of finding out what could have been the problem to be studied; some specific aspects were analyzed and discussed during two sessions: background knowledge, motivation, interests, likes, needs, methodology, evaluation and application. This information was settled in order to find out the students` needs, wants and lacks, as suggested by Dudley-Evans and St. John (1998), who recommend recording the results by writing them down by the teacher or a monitor from the class. Before the class ended, the results were read and discussed among the group.

2. Observations. Two different types of class observations were applied. First, a guide of class observation was used through a peer observation (see appendix 2) which included a set of structured questions and a checklist (see appendix 3); these instruments were implemented by two colleagues and lasted four days. The intention here was to have a neutral opinion about my classes and my students' performance which length of observation last four classes. In this regard, some variables with several related questions were suggested to help the peer to identify the aspects to be observed during four days.

Besides, I used some symbols to systematize the checklist and at the same time help the peer-observer with the checking through a rating scale; that is: E=evident, NE=non evident and NA=not applicable. Second, about the note taking, I analyzed four classes based on a non structured technique, considering some previous and emergent categories that had risen from the first focus group discussion.

Thanks to these instruments, direct information was collected about the learners (attitudes, motivation, level of English, participation, interaction, etc.) and the activities developed in the classes (individual work, group work, organization, coherence with the English program, etc.).

3. Surveys. Two kinds of surveys were implemented with the sample of students: First, a survey to students (see appendix 4) was applied through some close questions, which I symbolized with S, to answer *yes* and N to answer *no*. These questions intended to know which communicative competence/s was/were the students lacking the most, as well as time scheduling, concentration, note taking, and cooperative learning. Second, a survey to students (see appendix 5) was applied, considering the frequency in which they feel some affective factors that could have been influencing their performance in classes; that was symbolized with: Siempre (1), Casi siempre (2), Algunas veces (3), Casi nunca (4) and Nunca (5).

4. Video recording. A video (see appendix 6) was recorded in two modalities, as a complement of the analysis: firstly, with the complete group of students from both classes, and secondly, in pairs in order to know how the students perform while having oral performance. In order to help the analysis of the video recording, I transcribed over twenty minutes recording which was also organized in a chart. It was focused on the students gestures and signs, strategies used and attitude as some affective factors.

Besides, I calculated speech rate in words per minute (excluding fillers such as "um" or "ehh") for the narrative task.

5. Interview. A short semi-structured interview (see appendix 7) conducted with the four participants from the sample, in order to make communication more effective and also to find out more details that maybe helpful to identify the strategies they are using to study English, as well as the reasons of suffering from any kind of anxiety, fear and confusion, lack of motivation or self-esteem. The interview lasted over twenty minutes. Then, it was recorded, fully transcribed in Spanish and saved by computer.

The data collected from the video recording and the audio tape recording came in the form of words, images, impressions, gestures, or tones which represented real events or reality as it is seen symbolically or sociologically (*If people believe things to be real, they are real in their consequences* - the Thomas Dictum). The implementation of these instruments intended to know which strategies apply the students from the sample. It was necessary to see whether

they use some cognitive and metacognitive strategies or not and how they develop skills to improve them.

In brief, thanks to the focus group discussion the students could express what they really want, need and lack towards learning English; besides, with the observations implemented by two peers and the ones made by myself as the researcher, I could contrast what I supposed was happening in class with the reality from both colleagues ´s point of view.

Furthermore, by using some close and open questions in the surveys, I could realize how the students analyzed feel, regarding the class environment and the teacher´s methodology, as well as they could state what their strategies, interests and sources of motivation are. Moreover, thanks to the audiotape interview and the video recording, the students could show some affective factors like anxiety, self-confidence, insecurity, and even fears.

Then, I may state these students use their own strategies to work, either individually or in groups.

On the other hand, in the video recording I could appreciate these strategies and some others like: listening to their classmates to look for more understanding or waiting for their answers in order to give themselves some more time to organize their ideas and then answer; asking their teacher for repetition, explanation, clarification and sometimes for translation when they do not understand her questions.

After applying the surveys to the sample students, some new facts came up, and consequently, more doubts too. Some of these doubts emerged from the outcomes of these surveys, in which the students realized there are some affective factors that with some frequency appear while trying to perform orally in English. This is the reason why I decided to design a new instrument that could help me going further in my research.

Gold (1997:393) suggests that the fieldwork phase of an ethnography is complete only when 'both the ethnographer and his or her informants have exhausted their ability to identify other kinds of informants and other sorts of questions of relevance to the research objectives': ethnographers will keep looking, listening, asking, watching, experimenting, and so on until they feel they have enough to make sense of what is going on. It makes sense then, that a study which uses only one field technique does not constitute ethnography, since it can generate only one kind of data.

In order to obtain more details from the questions related to the affective factors, I designed a short interview to be applied to the sample of students, as it was briefly explained above. In this instrument, I asked the students about the reasons why they feel influenced by some affective factors and the strategies they use to avoid having difficulties with the language because of the presence of them.

Due to the nature of the project, as a qualitative research, the methodology used to categorization was not easy. In the beginning, I read all the results from the instruments applied and underlined the key words that were emerging. Since

some of these key words were repeated with some eventually, I decided to number the frequency in which they were present. Then, I wrote down the data and gathered it in separate papers with the names of each instruments as titles. Next, I got so much information that it came to my mind the option of either mapping all the information, or designing a chart in which I could include different columns and files.

Finally, I realized it would be easier to design the chart (see appendix 8) in order to facilitate the manual cut-and-paste information and then the triangulation of the results, so I chose this option. Thanks to the use of these strategies, a chart of macro categories and subcategories were designed as a structural way to systematize the outcomes from all the instruments. Based on this chart, a triangulation was applied by implementing a mathematic technique to tabulate the results, with indicators of frequency and percentages for each category of analysis. Denzin (1978).

Regarding categories, and based on the methodology I implemented the collecting of the data in a chart of categories and instruments applied, I selected two macro categories, an *academic competence category* and a *category of affective factors*. However, due to the number of key words and pertinent aspects obtained during data collecting, I found relevant to divide this information into subcategories, which might include as titles, the most frequently present key words. Then, the subcategories that emerged from the academic category were: first, Oral performance subcategory; second, Knowledge, Background, Comprehension, and Vocabulary; third the strategy subcategory. On the other

hand, the subcategories that emerged from the affective factors category were: first, Self-esteem, Insecurity and Awareness; second, Motivation and Attitude; finally, there was a third subcategory that I called Anxiety, Fear and Confusion. These subcategories will be discussed later on.

Once the instruments were tabulated, I proceeded to systematize the information in different charts for each subcategory implemented. Finally, a data analysis of the instruments was applied to get to some conclusions.

Besides, as a qualitative descriptive analysis, a case study method was implemented to analyse the sample of four students as it was mentioned before, according to the theories stated by Stake, R. (1995) and Robert K. Yin (1993) from a problem observed.

The information concerning these participants is listed next on table 1:

Table 1. Background Information of the Participants

Name	Age	Sex	Studies	Previous knowledge	Type of school
Case study 1 Class A	17	Female	Finances and International Business	12 months	Private/ emphasis in English
Case study 2 Class A	16	Female	Finances and International Business	4 months	Private/emphasis in English
Case study 3 Class B	20	Female	Accounting	8 months	Public/no emphasis in English
Case study 4 Class B	18	Male	Business Administration	6 months	Public/no emphasis in English

These students were invited to participate in the study for several reasons. Most importantly, they were the quietest, perhaps the shiest and the ones with the lowest level of oral performance as it was noticed in the instruments applied.

Since in this research a problem has been identified, I may say *case study* was one of the basic methods I applied in my research. I worked on the observation of two different classes of students, and as cited previously, I was making some descriptions of them.

Particularly, Yin (*1984)* defines case study as:

"An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used."

As indicated in this citation, the research I developed with the group of four undergraduate students at UTB describes a phenomenon in which they showed different behaviors and attitudes based on not only academic lacks, but also affective factors as it is intended to be demonstrated here.

Likewise, I followed some of the six steps that should be applied in case studies, as suggested by Stake (1995) and Yin (1993).

Some of these steps are:

1. Determine and define the research questions
2. Select the cases and determine data gathering and analysis techniques
3. Prepare to collect the data
4. Collect data in the field
5. Evaluate and analyze the data
6. Prepare the report

It is fundamental to know that in case studies, as in any qualitative descriptive research, it is very likely to see how other key factors emerge during

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the course of the research. This is the reason why I applied more than one source of instruments, as well as a multiple-case design of case studies.

However, a problem was found in the case studies applied since there was some difficulty to establish meaning rather than location. Besides, as a researcher I faced some limitations in drawing generalizing conclusions. For instance, in many cases two of the sample students did not attend to classes because they had other classes in the UTB in Ternera, so it made it more difficult to analyze the relations and differences among the complete group of the sample of students.

Another limitation was that the two teachers who did some peer observations to both classes of English 3 in UTB Manga also work in UTB Ternera and they had some difficulties of getting the note takings from the observations back on time. Once they finished organizing their ideas to complete these instruments, they delivered them to me in Manga: however, it caused some delays in my interpretation of results.

Still another difficulty was that because of the implementation of the video recording (one hour of video recording) and the audiotape interview (23 minutes of recording), the transcription of both instruments was very long and tedious, and of course, took me a lot of time to interpret them.

6. PRESENTATION OF RESULTS

Academic learning performance is believed to be influenced by a complex system that involves the interaction of student personality characteristics and learning processes. Yet to date there have been few studies, particularly in a non-western culture, which have examined the interrelationships between these variables and their causal effects on achievement outcomes. This study aims to investigate which affective factors are present while having oral performance in English classes, considering the students` sample is integrated by a group of four undergraduate students with an introductory level of English in Universidad Tecnológica de Bolívar (UTB).

As mentioned previously, the oral performance has been the skill chosen among the other three communicative skills, since the outcomes of the students` surveys have shown it is the skill these students need to improve.

At first, this lack in my students called my attention, but I assumed it was a result of an academic lack; I was not aware that affective factors like self-esteem, motivation, anxiety and even fear may also affect the learning approaches of my students and subsequently influenced achievement outcomes.

6.1 Focus group discussion

The complete group of students from both classes said here they had some background knowledge thanks to some English courses they had already taken;

some of these were private institutions like Centro Colombo Americano, Meyer, OBM and Talk English Now, but mainly, the majority of the students agreed on saying that their basis come from high school (Colegio Eucaristico, El Carmelo, Montessori, La Salle, Biffi. Cristo Rey in Riohacha, Las Mercedes en Sincelejo, entre otros). A couple of students have been in private courses in USA and another studied in a bilingual school in Cartagena, George Washington. It means they have some previous experience with the language due to the frequency they used to go to classes, some four times a week; some others four hours on Saturdays, and the rest did it everyday in their high school.

The majority of the students confirmed their motivation to study the English courses in UTB has basically two reasons: first, to increase their academic average since English is now on their pensum and they sum some credits if their final grades are high; second, to obtain their diploma once they finish all the six semesters they are in the university.

However, the students said they enjoy their current English classes since they are "funny, dynamic, interesting and relaxing"; they also explained they like the English classes because they learn from practical themes, applied to real life, as well as they find the activities taught are well prepared and the material is organized. Some others answered they like English classes because they can have the opportunity to have conversations on a variety of topics.

On the other hand, they mention a weakness related to the equipments used in class, which they said are not enough and some think they need to be changed for better ones.

In regard to the way they would like the classes to be, most of them mentioned the classes are fine, but they would like to have more didactic aids and also smaller classes so they had the opportunity to practice more by having more personalized lessons. Besides, the activities they feel more comfortable are listening, learning vocabulary, seeing movies, having dialogues and singing songs, among others.

Furthermore, the students cited some positive and negative aspects of the English classes; positive aspects: "we practice grammar and speaking", "I lose my fear to speak", "I share what I know with my classmates", "I can speak more"; negative aspects: "the laboratory", "There must be a more technical English", "English must be focus in my career and not so informal".

Likewise, the students emphasized that the skills they need to improve are speaking, reading comprehension and listening comprehension.

The discussion ended by talking about the way the students can apply their knowledge in English once they finish their studies in UTB. Most of the students said they will use English at work, while some want to learn more English to reinforce what they have learned. Others are planning to apply the language while they study their major, if the universities they are going to require it. Just a few of the students mentioned the possibility to apply their English to communicate with their friends by chatting and another explained he would use the language in his trip to Canada.

6.2   Class observation through peer observation

There was applied a peer observation, which intended to show the quality of myself as an English teacher, my content knowledge in the language and pedagogy, as well as other variables like learning, environment and culture.

A pair of colleagues was in my classes during four days, two days each in both classes of English 3.

They used a check list and a detailed note taking to express what they saw in classes. They both agreed on most of the topics mentioned in the check list. They both marked *evident* (E) in the variable of content knowledge, in which they said the teacher knows what the core of the lesson is, how she has constructed the lesson to address ideas, what experiences/mediums are used to teach the idea, how the teacher assess students' understanding, how English is extended/adjusted for students own learning demands and what the teacher understands about the development of students' ideas about English.

About the learning variable, the observers said it is *evident* how the students are using reasoning in classes, what connections the students are making and what understandings they are demonstrating. However, one of the observers marked *not evident* (NE) to express that the class does not show what misconception they are holding and what the roots of misunderstandings may be. They both said it is *not applicable* (NA) that the results of misunderstandings are present, as well as they say that conjectures the students have made; are not; `they also disagreed when they answered the question about the justifications the students are sharing, because one of them said is *evident,* while the other said it was not applicable (NA).

The pedagogy variable showed that both observers considered that it *evident* (E) how the teacher uses the reasoning of students, how she facilitates and encourages student connections, how the teacher assessing of student understandings is; likewise, they agreed on saying that the teacher makes evident how she focused on misunderstandings held by students, what productive ways she tries to make clear students confusion, what adjustments are made as a result of student thinking, how higher-level reasoning is supported in the class, how proof and justification is facilitated and encouraged.

The subcategory of motivation and attitude has been analyzed according to Skinner's theoretical basis, that is, taking into consideration that it might be extrinsic in what matter to the external reinforces. It can also be intrinsic, as suggested by Berlyne, who said that it is shown through intellectual curiosity or epistemic one. In this regard, I have that learning situations can be intrinsically motivating if it is conveniently structured by the teacher, in other words, if it reaches an appropriate level of incongruence respect to the students.

According to the results from the variable related to the environment, both peers answered it is *evident* (E) to see how well students talk with each other. They both also agree on saying it is *evident* (E) to notice how students support each other in the classroom, how they access materials, tools and equipment, how ideas are respected or dismissed in class, and finally, they mentioned that all students are engaged in the English learning. However, they differ on the answers related to how well students listen to each other,

what learning styles they use to make sense of English, and finally, they have different opinions about if the students are willing to take risks, as was cited by one of the peers who said these facts were *not evident* (NE) while the other one said they were *evident* (E).

The last variable from this instrument discussed aspects related to creating culture. Here they agreed in most of the answers in which they said it was *evident* (E) to observe what the teacher does to support student centred thinking and in what ways she supports respect for student ideas. Likewise, they have the same opinion when they said it is *evident* (E) to see how the teacher manages materials, supplies and equipment, how she facilitates ideas as the currency of learning, and finally, how she promotes risk taking/use errors effectively. Nevertheless, they disagree when they answered about the way the teacher encourages students to use others as resources, since one said it was *evident* (E) and the other one said it was *not evident* (NE); besides, they have different opinions about how the teacher supports various learning styles and needs, because one said it was *evident* (E) and the other one cited it was *not evident* (NE).

6.3   Survey to students about communicative competences.

Based on a closed survey with *yes* and *no* answers, 26 students from both classes expressed their opinions about different aspects related to the four communicative skills they learn in their English class, that is: speaking, listening, writing and reading; besides, the survey intended to find out if affective issues could be appreciated. Likewise, the test explored some other

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aspects like responsibility, cognition, vocabulary, knowledge and comprehension and material used.

Even though the survey was applied to the total of students from both classes, four students caught my attention because their answers differed to the majority of the group. Then, these four students were taken as case studies and during the investigations they were the sample analyzed in this document.

Next, the sample of the students' answers will be cited:
Anxiety was observed in a 75% when these four students said they solve with no problem written and listening evaluations, but they seem much tensed in the moment of taking the oral evaluation.

Motivation was present when the 75% of the students said they are always used to go to classes, but usually lose concentration when they can not understand a topic.

About the variable of fear and confusion, we may find that the 75% feels afraid of expressing their ideas in public and ask questions to the teacher in private.

About the variable of speaking, the 50% of the students practices speaking in English in and outside of the classroom, as well as this 50% repeats out loud the new vocabulary they learn and use it whenever they have the opportunity; besides, it is interesting to see that all of the students try to improve their pronunciation following song lyrics in English.

Regarding the listening skill, all the students said they can not understand when the teacher speaks all the time in English, therefore they

require and explanation in Spanish. Finally, I found that 75% of the students many times understand what they are being asked for in English, but almost always prefer to answer in Spanish.

In the variable of reading, all the students said when they read a text out loud can not understand what they have just read; on the other hand, no student found difficult to select the main ideas from a text.

Cognition, knowledge, vocabulary and comprehension was observed in a 50% since they cited they are familiarized to the topics they already learned, even though these topics have been taught a long time ago. In this regard, it is important to mention that all of them said they need to write their answers to organize their ideas before expressing them orally.

Regarding the variable about the material, I found out that only the 25% has the material that allows them to practice in classes and at home too. Writing was not directly evaluated in the test.

The variables of attitude and responsibility were evaluated in several questions: first, all the students show interest toward the presentation of the different topics; second, 75% feels distracted and start doing another activity to keep busy until the activity ends when the teacher speaks all the time in English during classes; third, all the students show skills to develop and apply their own strategies while working individually and/or in groups; fourth, 75% is used to take notes during classes; fifth, it is evident in the 75% of the students that when they have an evaluation, they have practiced before the exam; sixth, 50% of the sample students assumed is punctual in the presentation of

their homework, as well as none of them participates actively in the cultural activities that UTB organizes and which are also related to English.

After this analysis, I may say then that affective factors are certainly present in this survey, which can be very influential in the language acquisition process of these students.

The outcomes from the subcategory of oral performance, knowledge, background, comprehension and vocabulary, are shown next on table 2 (see appendix 9).

In regard to the subcategory of strategy, I may say it was present was present when in the class observation guide/detailed note taking, both peers observed that the students from both classes prefer to work in small groups so they can find some help from their classmates, meanwhile some others prefer to work alone during discussions since this way they can concentrate and do their best.

Besides, the strategies could be appreciated in the communicative competence survey, when the sample of students talks about the way they improve their pronounciation by following song lyrics. However, it was interesting to find out that most of the students do not have the text book as a material that could help them to follow the classes and continue their learning process at home. Perhaps, this situation could affect their attention in classes since they continuosly work with their classmates to read their materials.

This instrument also showed that the sample of students prefer to write down their answers befote they express themselves orally. Then, I may state

these students use their own strategies to work, either individually or in groups.

On the other hand, in the video recording I could appreciate these strategies and some others like: listening to their classmates to look for more understanding or waiting for their answers in order to give themselves some more time to organize their ideas and then answer; asking their teacher for repetition, explanation, clarification and sometimes for translation when they do not understand her questions. Besides, these students showed how they correct themeselves whe they make mistakes, especially while talking. They also repeat the teachers´ instructions and sometimes apply her corrections during their speech.

However, what was more common was the use of question for clarification, which was shown when some of the students from the sample asked the teacher for explanation.

Finally, in the interview, the sample of students mentioned they enjoy watching TV or listenign to some music or videos and talking to foreigners because in this way they can practice the language and increase their vocabulary. In this instrument it was confirmed that students prefer to work with their classmates in small groups so they could learn from them as well as they can correct their mistakes.

6.4   Survey to students about affective factors

For many students, learning a foreign language can either be an enriching or a threatening experience. In this regard, here I have analyzed the sample students who may be motivated but it seems like they suffer from high-

anxiety, in comparison to the complete group of 22 very highly motivated students who want to learn and succeed. This is why the main focus of this analysis was to discuss the role of affective variables (anxiety, fear and confusion, motivation, and attitude, self-esteem, insecurity and awareness) in the ESL classroom and describe in which level they are present and affect the sample students` academic achievement.

Regarding he subcategory of self-esteem, insecurity and awareness, In a scale of frequency, being (1) always, (2) almost always, (3) sometimes, (4) almost never and 95) never, the following percentages were obtained based on the outcomes gathered from the students from the sample.

The subcategory is present when the 50% of the students almost always is afraid that their classmates might laugh at them when they make mistakes in class. 25% always establishes comparisons between their English level and their classmates`, 25% says they always do it, 25% says sometimes make comparisons and 25% says they almost never do it; 25% almost always gets angry with themselves when the teacher has to correct everything they say, 25% says sometimes they do it, 25% says almost never, and 25% says they never make comparisons. 50% almost never thinks they are not so intelligent as to learn English. 50% almost never considers their pronunciation is horrible, which is why they prefer to remain quiet. 50% almost never feels silly when they speak English since their vocabulary is very limited.

The outcomes from this subcategory are shown next on table 3 (see appendix 9).

About motivation and attitude, I found that 75% of the students is always worried that the results from their exams in English might decrease their grade average. 50% never feels like not going to the English class. 50% almost never feels bored because classes are too theoretical and the other 50% almost never does.   75% always enjoys when they sing or do fun activities in classes. 50% almost always feels like time passes very fast when they are in English classes. 50% always enjoys working in pairs or small groups. 75% always just thinks of finishing the English courses so they can graduate soon. 75% almost never thinks they do not like English but they have to study it to obtain the professional diploma. 75% sometimes feels they can not concentrate with so much noise in the English classroom. 75% sometimes feels uncomfortable due to the conditions of the classroom. All the students have in mind that if they learn English they will have a better job in the future.

The outcomes from this subcategory are shown next on table 4 (see appendix 9).

About the subcategory of anxiety, fear and confusion, 50% of the students sometimes feel insecure when they should express their ideas in English. 75% sometimes gets sweating hands and shakes when they have oral presentations in English. 50% always feels very nervous when they have to take oral exams. 25% in spite of being prepared to their classes, almost always they feel anxious, 25% sometimes feels the same way, 25% almost never does and 25% says they do feel nervous under this situation. 50% sometimes feels more tensed or stressed in their English class than in the

other subjects they course, while the other 50% never does. 75% sometimes feels confused with so many rules and things they have to learn in English. 50% of the students almost always they have debates in English, they are so nervous that they can even forget things they already know.

The outcomes from this subcategory are shown next on table 5 (see appendix 10).

6.5   Video recording and audio tape interview

The data collected from the video recording and the audio tape recording came in the form of words, images, impressions, gestures, or tones which represented real events or reality as it is seen symbolically or sociologically;

If people believe things to be real, they are real in their consequences.
Thomas Dictum.

To analyze these instruments, the data has been transcribed (see appendix 11 and 12) and calculated speech rate in words per minute (excluding fillers such as "o sea" "ya" or "ehh") for the narrative task. However, I emphasized on the different signs of anxiety I observed: no eye contact with the teacher or other classmates; there is a lot of rubbing and hugging themselves; also some coughing, eating nails, touching and playing with their hair, nervous laughter, speak in a low voice sometimes and looking down at the floor.

The previous signs were observed in both classes while the students were recorded individually, in pairs and also with the complete groups in different days of class. However, it could be identified how the students from

the sample were showing more signs while talking or interacting with their classmates or with the teacher.

From the audio most of the students expressed they first think in Spanish before speaking in order to organize their ideas. Besides, they talk about the way they eventually practice English with foreigners or any time they have the chance to do it in or outside the classroom. Some students say they feel insecure basically because they lack in vocabulary or because they are afraid of making mistakes in front of their classmates. In this regard, most of the sample of students mention some strategies like watching TV or listening to some music and translate in order to acquire more vocabulary. Some others say they feel uncorfortable when they do not understand the lessons, but they use some strategies like asking their classmates for explanations in order to comprehend.

On the other hand, the students make comparisons between their English level in relation with the group level. Most of them say it is lower which probably makes them feel more insecure as they cited in the interview. Finally, some students stated they prefer to work in pairs or small groups in order to get some help from their classmates and perform better.

As for the triangulation a chart of macro categories and subcategories was implanted, as it could be analyzed on table 7 (see appendix 13).

7.   CATEGORIZATION OF THE DATA COLLECTED

Based on the key words that appeared in the data, a set of two macro categories emerged: first an academic competence category and second an affective factor category.

7.1   Academic competence category

This category intended to describe which of the four communicative skills was lacking the most, as well as I wanted to observe some relevant aspects related to knowledge, background, comprehension and vocabulary, which are also the subcategories obtained from the academic competence category. They will be explained next:

7.1.1 Subcategories from the academic competence category

1. **Oral performance**:   having a good level of oral performance is nowadays a national and state educational goal and objective. However, developing oral performance in English represents a considerable challenge since teaching this communicative competence implies carefully planned and not improvised classes. It becomes even more difficult if the students are influenced by speaking anxiety.

   Perhaps, this anxiety may be led by the pressure of being judged by others since many language learners regard speaking ability as the measure of knowing a language. Wrongly, many students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They consider speaking and learning vocabulary as the most important skill they can acquire, and

they assess their progress in terms of their accomplishments in spoken communication.

Oral performance subcategory was found in six instruments: the focus group discussion (see appendix 1), the classroom observation guide/detailed note taking (see appendix 2), the classroom observation guide/check list (see appendix 3), the survey to students about communicative competences (see appendix 4), the video recording (see appendix 6) and the interview (see appendix 7).

As for the focus group discussion, regarding oral competence, one question was related, as follows:

To question 9: *¿Qué habilidades comunicativas sienten que deben reforzar con mayor intensidad?*

Class A answered:

> *Comprensión de lectura, comprensión por listening, participación oral.*

Class B answered:

> *Leer, hablar (2 de 3 estudiantes), escuchar (3 de 3 estudiantes).*

We can see that students mention speaking, oral participation as the areas they need to reinforce; therefore it is one of their lacks.

As for the class observation guide/detailed note taking, one question was related:

Question 5:

> *Classroom Interaction: How did students react to the presentation of material, verbally and nonverbally? Were students given an opportunity to interact with the professor and the material? If so, how did the instructor encourage student participation? How well did the instructor respond to student comments/questions? Did the instructor keep class discussion on task or linked to learning? If the discussion strayed off course, was the instructor able to steer the discussion back on topic?*

To this question Peer 1 answered:

> *Definitely, the teacher's role greatly impacted on the students' interests. The students were constantly doing one on one activity with classmates and teacher. They got engaged in the group discussion.*

To this question Peer 2 answered:

> *Classroom interaction was perfect. Students expressed themselves and participated actively in the classroom. Her response to students' questions was sharp and result-oriented.*

It is demonstrated then how intereaction is present in class, as well as questions are solved by the teacher in a proper way, which simultaneously increases the students´ interests.

As for the classroom observation guide/check list, three questions were related:

How well do students talk to each other?

Peer 1 answered and Peer 2 answered: *E=Evident*

How well do students listen to each other?

To this question Peer 1 answered: E=Evident

To this question Peer 2 answered: *NE=Not Evident*

How do students support each other in the classroom?

To this question Peer 1 and Peer 2 answered: *E=Evident*

How are ideas respected/dismissed in class?

To this question Peer 1 and Peer 2 answered: *E=Evident*

Here it is *evident* the way the students show how they help each other and respect their ideas in class without underestimating other´s opinions while they work in groups or participate in discussions. This kind of support is shown in both classes and it is particularly present among the sample of students. However, according to one of the peers it was *not evident* or clearly stated how well students listen to each other, perhaps because of some lack of attention or even motivation in a few students.

As for the survey to students about communicative competence, two questions were asked:

To question 2:

S__ N__ *Practica hablando en inglés dentro y fuera del salón de clases*

CS1 and CS3 said <u>no</u>*; in contrast,* CS2 and CS4 said <u>si</u>.

To question 8:

S__ N__ *Repite en voz alta el vocabulario nuevo que aprenden y lo utiliza cuando tienen oportunidad*

CS1 and CS3 said <u>no</u>, but CS2 and CS4 said <u>si</u>.

We can see here that most of the sample of students try to practice not only in class, but outside the university. Likewise, the number of students who practice by repeating the new vocabulary they learn is the same as the ones who do not apply this strategy which can be the reason why they lack in vocabulary and consequently they avoid speaking in L2 or use both languages while talking.

As for the video recording, in several moments the sample of students` answers indicated the presence of the subcategory of oral performance subcategory, as follows:

Conventions

Participants: Case study (CS1, CS2, CS3, CS4).

Participants	Action	Time
CS1	She finds no words to express what she tries to say.	03:00
CS1	She speaks in Spanish to ask her teacher for vocabulary. She moves her hands while she tries to say what she wants to express.	03:10
CS1	She speaks in Spanish to ask her teacher for vocabulary. She smiles while she asks. She speaks with a lower tone when she asks questions in Spanish to her teacher.	03:25
CS1	She gets speechless. She looks at her classmate and smiles. She seems to look for some help with the words to express what she wants to say.	05:02
CS1	She speaks very low. She says something in Spanish and then when the teacher asks for repetition, the student asks her a question in Spanish.	05:15
CS3	She started to answer but she stopped. She gave her turn to speak to her classmate.	06:03
CS3	She moves her hand when she tries to make herself understood. She can not find the words to say what she wants to express.	06:41
CS3	She moves her hands and asks for another word so she can continue talking. She looks at the window while she organizes her idea.	07:42
CS3	She holds her chair with her right after she finishes talking.	07:52
CS4	She speaks very low. She rubs her	14:59

	arms. She clinches her left hand and puts her hand against her cheek.	
CS2	He uses some words in Spanish but he keeps talking. He paraphrases the teacher's corrections.	18:07
CS2	He firmly touches his right arm while he tries to find some words so he can continue talking.	20:32
CS2	He touches his head when he can not say what he intends. He moves his hand heavily trying say something, and then he finds the word and smiles when he talks.	20:35
CS2	He puts his voice down when he is not sure about what he is saying.	20:52
CS2	He says "o sea" and moves his hands to correct himself, and then he changes the word.	22:24
CS2	He makes some signs while he moves his hands, but he does not say anything. He smiles when his teacher asks what these signs mean.	22:40
CS2	He speaks very low and changes his intonation as indicate he is not sure. He paraphrases the teacher's corrections.	22:16

Here we can see that oral performance is limited due to the lack of vocabulary. Most of the students use L1 and L2 when they do not find the proper words to express their ideas. Besides, they sometimes prefer to give their turn to speak to some other classmate since they feel insecure about giving their answers in public.

As for the interview, the students were asked:

Question 1:

T: *¿Cómo te sientes cuando te expresas en inglés y por qué?*

CS1 Answered:

> *Me siento muy...primero empiezo a pensar...realmente en español todo lo que voy a decir en inglés...y trato de buscar un vocabulario que se adapte a lo que yo pueda hablar, pues y que me salga lo más...rápido posible. De pronto no pienso tanto en palabras complicadas, sino en palabras un poco más básicas para que se me haga más fácil, pero me siento...cómoda.*

CS2 answered:

> *Mi principal problema es la inseguridad. ehh porque por un lado mi vocabulario es un poco restringido, ya... y me parece como falta de estudio, entonces...jajaja... entonces ese es mi principal problema; ehhh... por otro lado ehhh pienso que la falta de práctica es...la...la...bueno, la práctica es esencial. Ehh...<u>eso lo noté... lo he notado algunas pocas veces que he tenido la oportunidad de discutir con personas del extranjero que hablan la... que hablan la...que hablan la lengua... y...y... me produce cierta seguridad que...que una persona que no habla español lo entienda a uno.</u> Ese es...bueno eso es... bueno...y que aquí en la universidad estoy hablando con gente que sabe español y que estoy... que en cualquier momento estoy dispuesto a...que esa persona esté dispuesta a corregirme a mi en lo...en lo que...lo que... lo que yo digo, en fin...gracias.*

CS3 answered:

> *Ehh...<u>en el momento de... de hablar en inglés, pues lo primero que pienso... es que...tengo que organizar la idea en español, para que me pueda fluir en inglés,</u> toes luego...de pronto me pongo un poquito nerviosa porque no sé si la estoy organizando bien o algo así...entonces...pues me da un poquito de susto.*

CS4 answered:

> *<u>Pues me siento a veces muy insegura, ya que...trato de buscar el mismo vocabulario que uso en español, lo trato de buscar en español, para así llegar a un... a lo que quiero decir y eso se me complica.</u>*

Based on these answers we can say that most of the students make efforts to try to express in English, but they feel insecure due to their lack of vocabulary again. These kinds of reactions are present not only in class, but also outside the university when they try to practice with foreigners.

2. **Knowledge, background, comprehension and vocabulary:** all these variables work as complementary contributions to oral performance.

> *Oral language is one of the important means of learning and of acquiring knowledge (Lemke, 1989).*

However, to communicate in a foreign language it is necessary to have some Knowledge of the structure and content of the English language

including the meaning and spelling of words, rules of composition, and grammar. Likewise, to succeed in the learning process of the oral comprehension of English, the ability to listen to and understand information and ideas presented through spoken words and sentences and the ability to communicate information and ideas in speaking so others will understand are required.

Then, talking to others to convey information effectively involves the process of enriching some background and knowledge in order to increase comprehension.

Regarding vocabulary, which involves the pronunciation and the meaning of words, it is very helpful in reading, comprehension, fluency, and oral performance.

Consequently, providing students with strategies to activate their prior knowledge is very helpful, as well as teachers are a positive influence on comprehension in their classrooms.

Knowledge, background, comprehension and vocabulary subcategory was observed in six instruments: the focus group discussion (see appendix 1), the classroom observation guide/check list (see appendix 3), the survey to students about communicative competences (see appendix 4), the students' survey about affective factors (see appendix 5), the video recording (see appendix 6) and the interview (see appendix 7).

As for the focus group discussion three questions were asked to the students from the sample:

Question 1:

¿Tienen conocimientos previos del idioma?

To this question the students from both classes, Class A and Class B answered: *Si*

Question 2:

¿Dónde los adquirieron?

To this question the students from Class A answered:

Eucaristico, juegos de videos, música, videos, películas, La Salle, Biffi (2 students), Cristo Rey (Riohacha), Las Mercedes (Sincelejo).

To this question the students from Class B answered:

Colegio, Meyer, ITC.

Question 3:

¿Durante cuánto tiempo lo estudiaron y con qué frecuencia a la semana? To this question the students answered:

To this question the students from Class A answered:

Colegio (bachillerato=5 años), sábados, todos los días (15 meses) en el Colombo, OBM 2 años, 4 veces por semana.

To this question the students from Class B answered:

Cada 8 días, 4 horas en el Meyer, 1 unidad por hora, 3 clases por

semanas en ITC.

We can see that most of the studnets have some previous

knowledge of the language which some obtained from prívate institutes

of formal education and other from non formal ones, in some cases during a few months but some others for 1 or 2 years; however, most of the students base their knowledge on what they learned in school which means they studied English minimum 6 years.

As for the classroom observation guide/check list, eight questions were related:

How are the students using reasoning?

To this question Peer 1 and Peer 2 answered: *E=Evident*

What connections are students making?

To this question Peer 1 and Peer 2 answered: *E=Evident*

What understandings are they demonstrating?

To this question Peer 1 and Peer 2 answered: *E=Evident*

What misconception are they holding?

To this question Peer 1 answered: N*E=Not Evident*

To this question Peer 2 answered: *E=Evident*

What may be the roots of misunderstandings?

To this question Peer 1 answered: N*E=Not Evident*

To this question Peer 2 answered: *E=Evident*

What are the results of these misunderstandings?

To this question Peer 1 and Peer 2 answered: N*E=Not Evident*

What conjectures have students made?

To this question Peer 1 and Peer 2 answered: N*E=Not Evident*

What justifications are the students sharing?

To this question Peer 1 answered: *E=Evident*

To this question Peer 2 answered: NA=*Not Applicable*

Regarding knowledge, the answers above showed the sample of the students do use some reasoning based on the analysis of rules or contrast with some examples on their books or some given by their teacher. It means they connect what they previously know with their classes and make some contrast which demonstrates some understanding, since misconceptions, misunderstandings and conjectures could not be observed during the observation. Sometimes they justify their answers but some others it could not be appreciated based on their oral performance in classes.

As for the survey to students about communicative competences, two questions were related:

To question 9:

S__ N__ Se muestra familiarizado con los temas que aprendió, aún cuando se hayan dictado hace un tiempo

CS2 and CS4 said *si.* In contrast, CS1 and CS3 said *no*.

To question 10:

S__ N__ Necesita escribir sus respuestas para organizar sus ideas antes de expresarlas oralmente

CS1, CS2, CS3 and CS4 answered *si.*

To question 11:

S__ N__ Muchas veces entiende lo que le pregunta en inglés, pero casi siempre prefiere responder en español.

CS1, CS2, CS3 and CS4 answered *si.*

We can appreciate here that perhaps students do not review what they have already study which implies they easily forget what was previously taught in class. Besides, it is very interesting to see that most of the students from the sample use the similar strategies to produce in English. Some of them consist on organizing their ideas in L1 and then produce in L2, as well as they prefer to answer in Spanish in spite of knowing the words to express their ideas in English, which can be a result of insecurity.

As for the students survey about affective factors the students were asked to answers based on a rating scale from 1 to 5, being:

Siempre (1)   Casi siempre (2)   Algunas veces (3)   Casi   nunca   (4) Nunca (5)

To question 4:

Cuando no entiendo la clase de inglés, prefiero distraerme pensando en otras cosas.   1 2 3 4 5

CS1 answered: 5

CS2 and CS4 answered: 2

CS3 answered: 3

It is clear here that some of the students get distracted in order to avoid facing that they do not understand the lessons. Here, knowledge and attitude are evident then as a lack.

As for the video recording, in several moments the sample of students` answers demonstrated the presence of the subcategory of knowledge, background, comprehension and vocabulary, as follows:

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4).

Participants	Action	Time	Category observed
CS1	Lack of comprehension.	01:30	Academic competence (comprehension)
CS1	She lacks in vocabulary.	01:46	Academic competence (vocabulary)
CS1	She grips her hands. She smiles after she listens to the question and it seems like she understands it.	01:52	Academic competence (comprehension)
CS1	She finds no words to express what she tries to say.	03:00	Academic competence (vocabulary)
CS1	She asks her teacher for vocabulary.	03:05	Academic competence (vocabulary)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She moves her hands while she tries to say what she wants to express.	03:10	Academic competence (vocabulary)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She smiles while she asks. She speaks with a lower tone when she asks questions in Spanish to her teacher.	03:25	Academic competence (vocabulary)
CS1	She looks confused. She does not understand the question. She does not ask for repetition or examples to understand the question, but she looks at her classmate as to ask her to do it.	04:00	Academic competence (comprehension)
CS1	She nods as if she understood, but she does not answer, her classmate does.	04:20	Academic competence (comprehension)
CS1	She gets speechless. She looks at her classmate and smiles. She seems to look for some help with the words to express what she wants to say.	05:02	Academic competence (vocabulary), affective factor (insecurity)
CS1	She speaks very low. She says something in Spanish and then when the teacher asks for repetition, the student	05:15	Academic competence (vocabulary)

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	asks her a question in Spanish.		
CS3	She moves her hand when she tries to make herself understood. <u>She can not find the words to say what she wants to express.</u>	06:41	Academic competence (vocabulary)
CS3	She frowns because <u>she can not understand the question.</u> She paraphrases it in order to look for explanation.	06:55	Academic competence (comprehension)
CS3	When she has to answer she frowns and <u>asks for a word to complete her idea.</u>	07:33	Academic competence (vocabulary)
CS3	She moves her hands and <u>asks for another word so she can continue talking.</u> She looks at the window while she organizes her idea.	07:42	Academic competence (vocabulary)
CS2	He frowns and paraphrases the teacher's question. He tries to understand it. He puts his hand against his cheek.	15:23	Affective factor (confusion)
CS2	<u>He applies perfectly the words the teacher corrected to him previously.</u>	16:56	Academic competence (comprehension)
CS4	She uses a word in Spanish and asks her teacher for the translation in English.	17:53	Academic competence (vocabulary)
CS2	<u>He uses some words in Spanish</u> but he keeps talking. He paraphrases the teacher's corrections.	18:07	Academic competence (vocabulary)
CS4	She tries to explain her ideas and moves her hand as to indicate what she means, but she can not find the words.	19:23	Academic competence (vocabulary)
CS2	He firmly touches his right arm while <u>he tries to find some words so he can continue talking.</u>	20:32	Academic competence (vocabulary)
CS2	He touches his head when he can not say what he intends. He moves his hand heavily trying say something, and then <u>he finds the word</u> and smiles when he talks.	20:35	Academic competence (vocabulary)
CS4	She answers with confidence, but <u>uses a few words in short sentences.</u>	21:35	Academic competence (vocabulary)
CS2	<u>He says he does not understand the question</u> and then laughs.	21:40	Academic competence (comprehension)
CS2	<u>He says "o sea" and moves his hands to correct himself,</u> and then he changes the word.	22:24	Academic competence (vocabulary)
CS2	<u>He makes some signs while he moves his hands, but he</u>	22:40	Academic competence (vocabulary)

	does not say anything. He smiles when his teacher asks what these signs mean.		

Based on these answers, comprehension and vocabulary are observed as lacks. Sometimes it is demonstrated thanks to their gestures and signs which show confusion and insecurity. However, there are some moments in which the students apply their teacher´s corrections to improve their performance while they participate in class which also indicates understanding.

As for the interview the students were asked:

Question 1:

T: *¿Cómo te sientes cuando te expresas en inglés y por qué?*

CS2 answered:

> *Mi principal problema es la inseguridad. ehh porque por un lado mi vocabulario es un poco restringido, ya... y me parece como falta de estudio, entonces...jajaja... entonces ese es mi principal problema; ehhh... por otro lado ehhh pienso que la falta de práctica es...la...la...bueno, la práctica es esencial. Ehh...eso lo noté... lo he notado algunas pocas veces que he tenido la oportunidad de discutir con personas del extranjero que hablan la... que hablan la...que hablan la lengua... y...y... me produce cierta seguridad que...que una persona que no habla español lo entienda a uno. Ese es...bueno eso es... bueno...y que aquí en la universidad estoy hablando con gente que sabe español y que estoy... que en cualquier momento estoy dispuesto a...que esa persona esté dispuesta a corregirme a mi en lo...en lo que...lo que... lo que yo digo, en fin...gracias.*

CS4 answered:

> *Pues me siento a veces muy insegura, ya que...trato de buscar el mismo vocabulario que uso en español, lo trato de buscar en español, para así llegar a un... a lo que quiero decir y eso se me complica.*

Question 2:

T: *¿Cómo te sientes cuando no entiendes los temas que se presentan en las clases de inglés?*

CS1 answered:

> *Si no entiendo el tema que se presenta en la clase de inglés... pues, por supuesto que me siento muy incómoda, pero siempre trato de buscar de que me...expliquen o... si que me expliquen y yo poderlo entender o por*

medio de ejemplos que da el profesor, y así pues yo parto a...a hablar y a decir lo que pienso, sino, si lo sigo haciendo mal, pues...trato de intentarlo nuevamente.

CS3 answered:

Ehh... pues me siento...ehh... pues un poquito mal porque... igual...es importante pues aprender el inglés y <u>si no entiendo un tema entonces me siento un poquito bloqueada y me da mucho más susto</u>, entonces a la hora del hablar.

CS4 answered:

Pues, en realidad <u>cuando no entiendo un tema ay, es como...demasiado...fuerte el tema porque la verdad es que se me da por preguntar siempre... entonces...pregunto demasiado en las clases</u>, entonces ya ahí manejo más que todo...

Question 5:

T: *¿Qué te gusta y qué no te agrada de las clases de inglés?*

CS3 answered:

Ehh...pues <u>me agrada que...aumento el vocabulario, pues aprendo...cosas y eso, y lo que no me gusta es que...pues que siento...susto...o algo así, si no entiendo muy bien, entonces que...me da miedo expresarme.</u>

Question 6:

T: *¿Cómo te sientes en cuanto a tu nivel de inglés, en comparación con el grupo? ¿Por qué crees que sucede?*

CS1 answered:

<u>En cuanto a mi nivel de inglés con relación al grupo en que estoy actualmente, independientemente en qué nivel sea, acá...establecido en la universidad, pues yo me siento muy bien</u>, porque...bueno, aunque yo tengo una ventaja porque, pues yo sí hice un curso de inglés, y muchos de mis compañeros en realidad no lo han hecho, y están es simplemente siguiendo todo lo que aquí en la universidad se ha hecho, y yo como que en esa parte si puedo tener un poco más de...de cancha o de experiencia, pero sé que también me toca...ehh...mejorarlo muchísimo, y en ocasiones cuando uno...como que se le traba la lengua, eso me toca mejorarlo.

CS2 answered:

Bueno, <u>eso pa´ mi e´ relativo ya; tengo...en comparación de alguno´ de los alumnos...me siento en un nivel por el suelo, bajo, y en comparación con otro´ me siento casi el rey</u>, pero...este... ¿como e´ la siguiente pregunta?
Ah no, <u>en cuanto al grupo me siento así como intermedio tirando pa´ bajo</u>, jajaja, y...y <u>Creo que sucede eso por...bueno, a mi pues...lo que</u>

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más, lo que ma´, lo que má me afecta e´ el vocabulario y gran...y en gran parte, también e´ po´que no me lo propongo asi a...leermele un libro, a estudiarlo en todo momento.

CS3 answered:

Ehh...en cuanto al nivel, pues <u>creo que...que mi nivel es bajo</u>, ehh...ehh...si<u>, creo que no...no sé mucho</u>, pero...igual...<u>pienso que hay un... o sea, muy pocos que... están igual que yo</u>
Ehh...pues, <u>me falta vocabulario</u> y...y eso, que me toca organizar como que la idea primero en español y...y luego...como que...viene el miedo, entonces, <u>pienso que quedo detrás de los demás</u>.

CS4 answered:

Bueno, <u>el nivel mío de inglés...depende, si me ponen a hablarlo...el problema es el vocabulario, soy corta de vocabulario</u> y la verdad es que no me he propuesto mucho aprenderlo...y practicarlo, pero lo que...<u>en cuanto a gramática, escritura...me va muy bien, pues...manejo más...mucho la gramática…</u>
<u>En cuanto al grupo...yo creo que...de los siete...dos son los que más resaltan o tres y...del resto todos estamos como en el mismo.</u>

Question 7:

T: *¿Cómo te gusta trabajar en las clases de inglés? Te gusta trabajar ¿Solo? ¿En parejas? o ¿En grupo? y ¿Por qué?*

CS4 answered:

Bueno, me gusta trabajar en inglés en las clases es más que todo con trabajos, <u>cosas escritas por lo que...lo que mejor me sale y no es el vocabulario</u>; me gusta trabajarlo en parejas pues <u>si tengo alguna pregunta, no tener que preguntarle exactamente a la profesora</u>, para que...por lo menos no me sienta tan mal, sino que mi compañera me pueda decir o compañero y...ya.

Question 8:

T: *¿por qué no participas con frecuencia en las clases de inglés?*

CS1 answered:
Si no participo con frecuencia...o...en las ocasiones en que no participo es porque no me siento segura de lo que estoy pensando o porque <u>siento que ese tema...el vocabulario que yo pienso en español y que quisiera decir en inglés de pronto no lo puedo acomodar</u>, pero siempre trato de buscar la forma más básica y luego de allí partir para ir incrementándolo.

CS4 answered:

No participo con frecuencia porque...me da la verdad...yo soy full tímida, insegura un poco, más que todo a la hora del hablar porque <u>no manejo mucho el vocabulario.</u>

They feel unconfortable and in some cases scared of not knowing how to express their ideas or when they do not understand the topics in class. Besides, they like increasing their vocabulary through the lessons they learn. In regard to their level of English in comparison with the rest of the group, most of the students feel it is very low due to their lack of vocabulary, study and practice which also influence in their lack of participation. About the way they like to work in class, working in pairs or small groups is a common opinion.

3. Strategy

A variety of strategies have been observed in the outcomes gathered from four instruments: the classroom observation guide/detailed note taking (see appendix 2), the survey to students about communicative competences (see appendix 4), the video recording (see appendix 6) and the interview (see appendix 7).

As for the class observation guide/detailed note taking, one question was related:

Question 4:

> *Teaching Methods: What were the primary teaching methods utilized in the class session? (e.g., lecture, discussion, group work, individualized student activities) Were these teaching methods well selected and well enacted in the classroom?*

To this question Peer 1 answered:

> *Discussion, group work and individual activities were the most outstanding ones, and they were properly selected due to the lessons planned in advance.*

To this question Peer 2 answered:

> *Teaching methods: she made use of virtually all the teaching methods in her classroom. Meanwhile, discussion and individualized students activities were selected and utilized by Adriana.*

We can see that the teaching methods were appropriate and coherent with the lessons planned as it wass stated by both peers. So the strategies the teacher implements in class are relevant to the students' needs and interests.

As for the survey to students about communicative competences, four questions were related:

To question 4:

> *S__ N__ Intenta mejorar la pronunciación siguiendo la pista de las canciones en inglés.*

CS1, CS2, CS3 and CS4 said *si.*

To question 7:

> *S__ N__ Tiene el material de estudio que le permite practicar en clases y en casa.*

CS1, CS3 and CS4 answered *no, in contrast, CS2 said si.*

To question 11:

> *S__ N__ Necesita escribir sus respuestas para organizar sus ideas antes de expresarlas oralmente.*

CS1, CS2, CS3 and CS4 said *si..*

To question 16:

> *S__ N__ Muestra habilidades para desarrollar y aplicar sus propias estrategias al trabajar individualmente y/o en equipo.*

CS1, CS2, CS3 and CS4 said *si..*

Here all the students indicated they apply their own strategies in order to improve their English. One of these strategies is listening to some music so they can improve their pronunciation, which show they enjoy learning the language; besides, it was a common answer when they expressed they need to write down their answers and organize their ideas before they speak in English; however, most of them do not have

the material that permits them complement their learning and constrast what they learn in class and what they learn by themselves outside the university.

As for the video recording, several times the sample of students` answers showed some aspects of the strategy subcategory, as it will be demonstrated next:

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4).

Participants	Action	Time	Category observed
CS1	She has no eye contact while she listens to her classmate. She looks down the floor.	02:32	Metacognititve strategies (selective attention)
CS1	She asks her teacher for vocabulary.	03:05	Cognitive strategy (clarification)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She moves her hands while she tries to say what she wants to express.	03:10	Cognitive strategy (clarification)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She smiles while she asks. She speaks with a lower tone when she asks questions in Spanish to her teacher.	03:25	Cognitive strategy (clarification)
CS1	She looks confused. She does not understand the question. She does not ask for repetition or examples to understand the question, but she looks at her classmate as to ask her to do it.	04:00	Metacognitive strategy (delayed production)
CS1	She covers her mouth with her hand. She puts her left hand against her cheek while she listens.	04:08	Metacognititve strategies (selective attention)
CS1	She pays attention to the teacher's question.	04:16	Metacognititve strategies (selective attention)
CS1	She gets speechless. She looks at her classmate and smiles. She seems to look for some help with the words to express what she wants to say.	05:02	Metacognitive strategy (delayed production)
CS1	She speaks very low. She says something in Spanish and then when the teacher asks for repetition, the student asks her a question in Spanish.	05:15	Cognitive strategy (clarification)
CS3	She crosses her hands and moves them while she listens to the teacher's question.	05:56	Metacognititve strategies (selective attention)
CS3	She started to answer but she stopped. She gave her turn to speak to her classmate.	06:03	Metacognitive strategy (delayed production)
CS3	She touches her hair and listens carefully to her classmate.	06:20	Metacognititve strategies (selective attention)
CS3	She frowns because she can not understand the question. She paraphrases it in order to	06:55	Cognitive strategies (repetition)

	look for explanation.		
CS3	She moves her crossed hands and looks carefully at her classmate.	07:09	Metacognititve strategies (selective attention)
CS3	When she has to answer she frowns and asks for a word to complete her idea.	07:33	Cognitive strategy (clarification)
CS3	She moves her hands and asks for another word so she can continue talking. She looks at the window while she organizes her idea.	07:42	Metacognitive strategy (delayed production)
CS3	She accommodates herself on her chair and smiles while she listens to her classmate.	08:03	Metacognititve strategies (selective attention)
CS2	He frowns and paraphrases the teacher's question. He tries to understand it. He puts his hand against his cheek.	15:23	Cognitive strategies (repetition)
CS4	She plays with her blouse while she listens to her classmate.	15:55	Metacognitive strategy (selective attention)
CS2	He paraphrases the teacher's corrections.	16:48	Cognitive strategies (repetition)
CS2	He uses some fillers like "o sea" and correct himself when he does it by changing the word for another in English.	17:41	Metacognitive strategy (self-monitoring)
CS4	She accommodates her bag and puckers her mouth as she does continuously, she listens carefully to the boy.	17:43	Metacognititve strategies (selective attention)
CS4	She uses a word in Spanish and asks her teacher for the translation in English.	17:53	Cognitive strategy (clarification)
CS2	He uses some words in Spanish but he keeps talking. He paraphrases the teacher's corrections.	18:07	Cognitive strategies (repetition)
CS2	He says "o sea" and moves his hands to correct himself, and then he changes the word.	22:24	Metacognitive strategy (self-monitoring)
CS2	He corrects himself.	23:12	Metacognitive strategy (self-monitoring)
CS2	He speaks very low and changes his intonation as indicate he is not sure. He paraphrases the teacher's corrections.	22:16	Cognitive strategies (repetition)

The previous answers indicated that some metacognitive and cognitive strategies are applied by this sample of students. They are demonstrated when the students show some selective attention, ask for clarification, do self-monitoring, delay their production, or paraphrase or repeat in order to look for explanation.

As for the interview the students were asked:

Question 3:

T: *¿Qué estrategias utilizas para mejorar tu desempeño en el área de inglés?*

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CS1 answered:

Siempre estoy muy pendiente cuando una persona está hablando inglés, bien sea...en la televisión, en persona, si es una persona bilingüe o si simplemente es nativa, pues... bien sea, ehh, de Estados Unidos o algo por el estilo, estoy muy pendiente y...cualquier palabra que no entiendo casi siempre la apunto y trato de buscar su significado, ponerla en práctica y pensar cómo la puedo utilizar.

CS2 answered:

Bueno, la estrategia que ma´ me gusta e´ entablar conversación con personas que no sepan español, ehh, eso lo he... eso lo he...lo.... lo he practicado a vece´en el muelle aquí en Manga, en la Mi, la Miramar, con, con algu... con lo´ dueño´ de lo´ velero pue´ po´que me agrada que me entiendan, y yo entenderlo´ un poco a ello´; por otro lado, me gusta mucho ve´ televisión... en especial la´ noticia´ ehh... sea...pue´ la gente expresándose así rápido pa´ ve´ hasta onde cojo yo.

CS3 answered:

Ehh, pues me gusta...mucho se...muchas series, entonces, muchas veces coloco subtítulos en inglés, y trato como de... de ir viendo cuando hablan, y comparar entonces qué es lo que están diciendo, y pues, ahí aprendo un poquito, y también, ehh, hago lo mismo cuando veo videos de música en inglés.

CS4 answered:

Me gusta andar traduciendo así palabras, frases que escucho y tengo todo el tiempo así...que...me llaman la atención y se me da por traducirlas, y... mantener también conversaciones con personas que saben inglés, más que todo tengo la facilidad por mis tíos, que...tienen el idioma bastante avanzado.

Question 7

T: *¿Cómo te gusta trabajar en las clases de inglés? ¿Solo? ¿En parejas? o ¿En grupo? ¿Por qué?*

CS1 answered:

En las clases de inglés, es dependiendo de la actividad que se esté realizando, a mi cuando es...algo conversacional...algo...así...ehh...hablando, me gusta más en grupo, de pronto no un grupo muy grande, pero si en parejas o en trío, porque de esa forma puedo...escuchar lo que la otra persona dice, interiorizarlo a ver si se está equivocando o de pronto yo me estoy equivocando, y así aprender.

CS2 answered:

Bueno, yo por un lado me gusta mucho trabajar individual, ehh...no sé...si, más bien si, me gusta arriesgarme solo, aunque algunas veces es bueno tener...te...tener un...una especie de respaldo, ehh...que por ejemplo...entrar al grupo...algo por el estilo...donde, donde...en si...ya...existen tantas personas que piensan, que tienen diferentes puntos de vista, y...y que tal vez de esas dos...contra...contrariedades...se pueda sacar una conclusión buena.

CS3 answered:

Ehh...a mi me gusta trabajar en parejas, pues individual...bueno, yo creo que...en parejas la otra persona le aporta a uno...muchas cosas que no sé o de pronto de vocabulario y eso, entonces llegamos a conclusiones, y...siempre, siempre se saca algo nuevo de...de la otra persona, creo que en grupo...ya...entonces mucha gente, entonces ya no funciona y de pronto no...no hace o no, los otros están haciendo y después uno deja de hacer cosas individuales, entonces igual no existe la...ehh...pues el aporte, entonces yo prefiero la pareja ante todo.

CS4 answered:

Bueno, me gusta trabajar en inglés en las clases es más que todo con trabajos, cosas escritas por lo que...lo que mejor me sale y no es el vocabulario; me gusta trabajarlo en parejas pues si tengo alguna pregunta, no tener que preguntarle exactamente a la profesora, para que...por lo menos no me sienta tan mal, sino que mi compañera me pueda decir o compañero y...ya.

Regarding strategies, the students said in the interview they watch TV, listen to foreigners or English speakers, read the subtitles while they see some movies or videos, some others translate words or phrases. Besides, most of the students express they like working in pairs or small groups so they could listen to others´ ideas and ask questions while they learn from them.

7.2   Affective factors category

Subcategories from the affective factors category: self-esteem, insecurity and awareness, motivation and attitude, anxiety, fear and confusion will be explained next:

1. Self-esteem, insecurity and awareness. Research has shown that a student who feels good about himself is more likely to succeed.

Regarding self-confidence in English learning, it is said that it determines the amount of efforts and time students will spend and the persistence they will display in the process of learning, so it is

important to increase students' confidence. It means that English competence can change and be improved as long as the students exert enough efforts in learning.

Self-esteem, insecurity and awareness subcategory was observed in four instruments: the classroom observation/check list (see appendix 3), the students' survey about affective factors (see appendix 5), the video recording (see appendix 6) and the interview (see appendix 7).

As for the classroom observation guide/check list, one question was related:

Are all the students willing to take risks?

To this question Peer 1 answered: *E=Evident* while Peer 2 answered: *NE=Not Evident*

It was difficult to see if the students are willing to take risks or not, since both peers had different answers. There were some moments in which students from one of the groups show insecurity while talking, like when they got speechless or when they prefer to ask questions to their classmante before speaking since they feel afraid of making mistakes. In contrast, the other group had some students who had no problem to express whay they wanted to say in English even if they sometimes mix both languages. In general, these students show some lack of self-esteem and insecurity.

As for the students survey about affective factors the 26 students were asked to answer based on a rating scale from 1 to 5, being:

Siempre (1)   Casi siempre (2)   Algunas veces (3)   Casi   nunca   (4)
Nunca (5)

According to this scale, the sample of students answered:

To question 2:

Me preocupa que se burlen de mi cuando me equivoco en mi clase de inglés.   *1 2 3 4 5*

CS1 answered: <u>3</u>

CS2 and CS3 answered: *2*

CS4 answered: *5*

To question 5:

Establezco comparaciones entre mi nivel de inglés y el de mis compañeros.   *1 2 3 4 5*

CS1 answered: <u>4</u>

CS2 answered: *3*

CS3 answered: *1*

CS4 answered: *5*

To question 8:

Me da rabia conmigo mismo/a cuando la profesora debe corregir todo lo que digo.   *1 2 3 4 5*

CS1 answered: <u>4</u>

CS2 answered: *3*

CS3 answered: <u>2</u>

CS4 answered: *5*

To question 18:

Con frecuencia pienso que no soy suficientemente inteligente para aprender inglés.   *1 2 3 4 5*

CS1and CS2 answered: <u>4</u>

CS3 answered: *<u>3</u>*

CS4 answered: *<u>5</u>*

To question 19:

> *Pienso que mi pronunciación es horrible, por eso prefiero quedarme callado/a.*   *1 2 3 4 5*

CS1 and CS4 answered: <u>4</u>

CS2 answered: *<u>2</u>*

CS3 answered: *<u>1</u>*

To question 20:

> *Me siento tonto/a cuando hablo en inglés, ya que mi vocabulario es muy limitado.*   *1 2 3 4 5*

CS1 and CS4 answered: <u>4</u>

CS2 and CS3 answered: *<u>1</u>*

Based on these answers we may say that most of the students feel afraid of making mistakes because they think others can laugh at them. This is the reason why maybe sometimes they prefer to stay quiet in class. Likewise, when they compare their level of English with the group, some of them express their concern about that; besides, they feel angry with themselves when they receive teacher´s corrections.

Fortunately, just a few of the sample of students consider they are not as good and intelligent at learning English, as well as some of them underestimate their knowledge and pronunciation, they even feel fool about that which shows some lack of self-esteem.

As for the video recording, in several moments the sample of students`

answers showed some aspects of the subcategory self-esteem, insecurity

and awareness, as indicated next:

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4).

Participants	Action	Time	Category observed
CS1	She touches her face and hugs herself. <u>Still has no eye contact.</u>	01:36	Affective factor (insecurity)
CS1	She has no eye contact while she listens to her classmate. She looks down the floor.	02:32	Affective factor (insecurity)
CS1	She has eye contact with her teacher and then classmate-	03:01	Affective factor (self confidence)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She moves her hands while she tries to say what she wants to express.	03:10	Affective factor (insecurity)
CS1	She wets her lips before <u>she answers with confidence.</u>	03:20	Affective factor (self confidence)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She smiles while she asks. <u>She speaks with a lower tone when she asks questions in Spanish to her teacher.</u>	03:25	Affective factor (insecurity)
CS1	She touches her hair. <u>She looks down the floor.</u>	03:40	Affective factor (insecurity)
CS1	She looks confused. She does not understand the question. She does not ask for repetition or examples to understand the question, but <u>she looks at her classmate as to ask her to do it.</u>	04:00	Affective factor (insecurity)
CS1	She gets speechless. She looks at her classmate and smiles. <u>She seems to look for some help with the words</u> to express what she wants to say.	05:02	Affective factor (insecurity)
CS1	<u>She speaks very low.</u> She says something in Spanish and then when the teacher asks for repetition, the student asks her a question in Spanish.	05:15	Affective factor (insecurity)
CS3	She started to answer but she stopped. She gave her turn to speak to her classmate.	06:03	Affective factor (insecurity)
CS3	She holds her chair with her right hand and keeps holding her hair with her left one.	06:52	Affective factor (anxiety, nervousness, insecurity)
CS3	She moves her crossed hands and looks carefully at her classmate.	07:09	Affective factor (anxiety, attitude)
CS3	When she has to answer she frowns and asks for a word to complete her idea.	07:33	Affective factor (insecurity)
CS3	She holds her chair with her right after she finishes talking.	07:52	Affective factor (anxiety, insecurity)
CS3	She nods to indicate she agrees with her teacher, but <u>she still looks insecure</u> and confused.	08:26	Affective factor (insecurity)
CS4	<u>She speaks very low.</u> She rubs her arms. She clinches her left hand and puts her hand against her cheek.	14:59	Affective factor (insecurity)
CS4	She rubs her arms and smiles. <u>She has eye contact with her teacher.</u>	15:38	Affective factor (anxiety, security)

CS2	He holds his chair. He has eye contact.	16:40	Affective factor (anxiety, security)
CS2	He touches his head when he can not say what he intends. He moves his hand heavily trying say something, and then he finds the word and smiles when he talks.	20:35	Affective factor (anxiety), academic competence (vocabulary)
CS2	He puts his voice down when he is not sure about what he is saying.	20:52	Affective factor (insecurity)
CS4	She answers with confidence, but uses a few words in short sentences.	21:35	Affective factor (security)
CS2	He speaks very low and changes his intonation as to indicate he is not sure. He paraphrases the teacher's corrections.	22:16	Affective factor (anxiety, insecurity)

These answers indicated that insecurity is the most common factor that is influencing the students´ performance. Besides, some anxiety, bad attitude and some nervousness were evident here.

As for the interview the students were asked:

Question 1:

T: *¿Cómo te sientes cuando te expresas en inglés y por qué?*

CS2 answered:

> *Mi principal problema es la inseguridad. ehh porque por un lado mi vocabulario es un poco restringido, ya... y me parece como falta de estudio, entonces...jajaja... entonces ese es mi principal problema; ehhh... por otro lado ehhh pienso que la falta de práctica es...la...la...bueno, la práctica es esencial. Ehh...eso lo noté... lo he notado algunas pocas veces que he tenido la oportunidad de discutir con personas del extranjero que hablan la... que hablan la...que hablan la lengua... y...y... me produce cierta seguridad que...que una persona que no habla español lo entienda a uno. Ese es...bueno eso es... bueno...y que aquí en la universidad estoy hablando con gente que sabe español y que estoy... que en cualquier momento estoy dispuesto a...que esa persona esté dispuesta a corregirme a mi en lo...en lo que...lo que... lo que yo digo, en fin...gracias.*

CS3 answered:

> *Ehh...en el momento de... de hablar en inglés, pues lo primero que pienso... es que...tengo que organizar la idea en español, para que me pueda fluir en inglés, toes luego...de pronto me pongo un poquito nerviosa porque no sé si la estoy organizando bien o algo así...entonces...pues me da un poquito de susto.*

CS4 answered:

Pues me siento a veces muy insegura, ya que...trato de buscar el mismo vocabulario que uso en español, lo trato de buscar en español, para así llegar a un... a lo que quiero decir y eso se me complica.

Question 2:

T: *¿Cómo te sientes cuando no entiendes los temas que se presentan en las clases de inglés?*

CS2 answered:

Pue... en realidad la situación en muy incómoda po`que ehh... cómo le digo profe...este... lo pone a pensa´ a uno que en un futuro... ehhh... es necesario el idioma, ya sea por la carrera, ya sea pa` consegui una novia gringa... o algo por el estilo...entonce´...entonce´ e´ muy incómodo, lo que hay que reforzarlo pa´ pa´ pode´ conquista´ el idioma.

CS3 answered:
Ehh... pues me siento...ehh... pues un poquito mal porque... igual...es importante pues aprender el inglés y si no entiendo un tema entonces me siento un poquito bloqueada y me da mucho más susto, entonces a la hora del hablar.

Question 4
T: *¿Qué te motiva a estudiar inglés?*

CS2 answered:
Bueno, por un lado la cul, la cultura de uno aquí e´ que si no aprende inglé´ no sale del país, y si no sale del país, según te quedas estancao´; por otro lado, este mmm, algo que me motiva, la carrera, ehh conocer nueva gente, po´que e´muy bacano conoce´ gente de otro´ lao´ que tienen distinta´fo... experiencia´ y to´ eso, por ejemplo, como le dije los veleros, que eso cuentan su´ historia´ apena´hablan con uno. En fin, esa e´ una de las principales cosa´ que me motivan.

CS3 answered:
Ehh, lo...principal es que hay muchas más oportunidades en el campo laboral, si uno tiene otro ehh...idioma, y la otra cosa es que... conocer otras personas y poder relacionarme con personas que saben inglés.

Question 5:
T: *¿Qué te gusta y qué no te agrada de las clases de inglés?*

CS1 answered:

De la clase de inglés, me gusta el hecho de que puedo practicar lo que...lo que sé y lo que no sé lo puedo aprender; también me gusta...que mi profesora...pues...tenga bastante dominio del idioma en el momento en que nos está explicando. Lo que en ocasiones no me gusta es que... como que no todos los compañeros tenemos el mismo nivel y entonces...como que la retroalimentación no es igual, entonces

en muchos momentos...<u>toca...esperarse a que otras personas hablen</u> o en ocasiones también que <u>otra persona también tiene más do... mayor dominio que uno le toca esperar que...</u>entonces el que no sea el mismo nivel, y que en ocasiones se utilice mucho más el español que el inglés, eso es lo que no me gusta.

CS4 answered:

Bueno, me agrada más que todo...cuando la clase es más que todo de interacción, de preguntas, y cosas así, no más que todo explicar temas ni nada de eso porque la verdad es que gramática...cualquiera...coje un libro y la coje, el cuento es hablarlo, y por otro lado lo que no me gusta es que...pues <u>no todos tenemos el mismo nivel de inglés </u>como dijo ya la compañera y...no sé...a veces me achicopalo por eso.

Question 6:

T: ¿Cómo te sientes en cuanto a tu nivel de inglés, en comparación con el grupo? ¿Por qué crees que sucede?

CS1 answered:

En cuanto a mi nivel de inglés con relación al grupo en que estoy actualmente, independientemente en qué nivel sea, acá...establecido en la universidad, pues yo me siento muy bien, porque...bueno, <u>aunque yo tengo una ventaja porque, pues yo sí hice un curso de inglés, y muchos de mis compañeros en realidad no lo han hecho, y están es simplemente siguiendo todo lo que aquí en la universidad se ha hecho, y yo como que en esa parte si puedo tener un poco más de...de cancha o de experiencia, pero sé que también me toca...ehh...mejorarlo muchísimo,</u> y en ocasiones cuando uno...como que se le traba la lengua, <u>eso me toca mejorarlo.</u>

CS2 answered:

<u>Creo que sucede eso por</u>...bueno, a mi pues...<u>lo que má´, lo que má´, lo que má´ me afecta e´ el vocabulario y gran...y en gran parte, también e´ po´que no me lo propongo</u> asi a...leermele un libro, a estudiarlo en todo momento.

CS3 answered:

*Ehh...en <u>cuanto al nivel, pues creo que...que mi nivel es bajo, </u>ehh...ehh...<u>si, creo que no...no sé mucho</u>, pero...igual...pienso que <u>hay un... o sea, muy pocos que... están igual que yo</u>
Ehh...pues, <u>me falta vocabulario</u> y...y eso, que me toca organizar como que la idea primero en español y...y luego...como que...viene el miedo, entonces, <u>pienso que quedo detrás de los demás.</u>*

CS4 answered:

Bueno, el nivel mío de inglés...depende, si me ponen a hablarlo<u>...el problema es el vocabulario, soy corta de vocabulario y la verdad es que no me he propuesto mucho aprenderlo...y practicarlo</u>, pero lo que...en

cuanto a gramática, escritura...me va muy bien, pues...manejo más...mucho la gramática por lo que si me ha tocado bastante...con mis hermanas y eso, estar todo el tiempo practicando la gramática, explicándoles...pues...el idioma en el colegio.

En cuanto al grupo...<u>yo creo que...de los siete...dos son los que más resaltan o tres y...del resto todos estamos como en el mismo.</u>

Question 7:

T: *¿Cómo te gusta trabajar en las clases de inglés? Te gusta trabajar ¿Solo? ¿En parejas? o ¿En grupo? y ¿Por qué?*

CS1 answered:
> *En las clases de inglés, es dependiendo de la actividad que se esté realizando a mi <u>cuando es...algo…conversacional...algo...así...ehh...</u>hablando, me gusta más en grupo, de pronto no un grupo muy grande, pero si en parejas o en trío, porque de esa forma puedo...escuchar lo que la otra persona dice, interiorizarlo a ver si se está equivocando o de pronto yo me estoy equivocando, y así aprender.*

CS2 answered:
> *Bueno, yo por un lado me gusta mucho trabajar individual,<u> ehh...no sé...si, más bien si,</u> me gusta arriesgarme solo, aunque algunas veces es bueno tener...te...tener un...una especie de respaldo, ehh...que por ejemplo...entrar al grupo...algo por el estilo...donde, donde...en si...ya...existen tantas personas que piensan, que tienen diferentes puntos de vista, y...y que tal vez de esas dos...contra...contrariedades...se pueda sacar una conclusión buena*

Question 8:

T: *¿por qué no participas con frecuencia en las clases de inglés?*

CS1 answered:
> *Si no participo con frecuencia...o...en las ocasiones en que no participo <u>es porque no me siento segura de lo que estoy pensando</u> o porque siento que ese tema...el vocabulario que yo pienso en español y que quisiera decir en inglés de pronto no lo puedo acomodar, pero siempre trato de buscar la forma más básica y luego de allí partir para ir incrementándolo.*

CS2 answered:
> *Bueno, <u>en mi caso el principal problema desde pequeñito siempre he sido como tímido,</u> ya; bueno, entonces yo nunca le dije a la pela´ que estaba bonita o algo por el estilo, jajaja, eso ya poco a poco lo he ido arreglando, pero bueno, <u>este...creo que a raíz de eso es que en la actualidad yo sé que tengo una especie de inseguridad en mi, en lo que yo pienso, o sea, yo veo a otra persona que habla inglés y enseguida me...me...me chupo así (chupa aire) ¿qué digo?,</u> jajaja, si me entiende, o sea, <u>él dio una excelente respuesta y ahora ¿qué voy a decir yo? Lo que diga debe estar malo; ese e´...el principal problema para participar en clase no estoy seguro...no...no...no estoy seguro de que lo que voy a hace´ e´ bien o no.</u>*

CS3 answered:

Ehh...pues yo pienso que el principal motivo es que no siento mucha seguridad a la hora del hablar y que...pues en todas las materias siempre he sido que...que prefiero que...la hora que me toque el turno o que me pregunten y pues si participo es porque estoy muy segura o muy metida en el tema que estamos hablando, entonces pasa lo mismo en...en inglés.

CS4 answered:

No participo con frecuencia porque...me da la verdad...<u>yo soy full tímida, insegura un poco, más </u>que todo a la hora del hablar <u>porque no manejo mucho el vocabulario.</u>

The interview recording showed that in most of the simple of the students insecurity was present. It happens when they do not know the answers or when they do not know how to express or organize their ideas in English. Besides, some of the students say they feel blocked and even behind when it is evident that they can not interact in English as they other students can do. However, most of them show a positive attitude and are aware of the importance and advantages they could have if they speak English.

Regarding participation, they expressed some reasons why they do not participate as actively as expected. The students say it is due to their insecurity and lack of vocabulary. Some even say it happens because they are shy and feel afraid of talking in public.

2. Motivation and attitude. They are powerful affective variables in SLA (Second Language Acquisition), which have a great influence on L2 (Second Language) learning.

What they intend is to get the student's attention and curiosity and lead their potential towards learning.

Motivation and attitude subcategory was observed in seven instruments: the focus group discussion (see appendix 1), the class

observation guide/detailed note taking (see appendix 2), the classroom observation guide/check list (see appendix 3), the survey to students about communicative competences (see appendix 4), the students' survey about affective factors (see appendix 5), the video recording (see appendix 6) and the interview (see appendix 7).

As for the focus group discussion three questions were asked to the students from the sample:

Question 4:

¿Qué los motiva a estudiar los cursos de inglés en la UTB?

To this question the students from Class A answered:

Requisito para grado; mejorar mi inglés; cumplir un requisito de grado.

To this question the students from Class B answered:

Créditos aumentan con el promedio; practicar; requisito para grado; es una necesidad.

Question 5:

¿Les gusta la clase de inglés? ¿Por qué?

To this question the students from Class A answered:

Si; es relajante y aprendo; la clase está bien preparada y organizada; practico un idioma que me gusta.

To this question the students from Class B answered:

Divertidas, dinámicas; conversamos todo el tiempo; temas son buenos, interesantes, cotidianos; actividades.

Question 6:

¿Cómo les gustaría que fuera la clase de inglés?

To this question the students from Class A answered:

Más personalizadas para tener más oportunidad de participar.

To this question the students from Class B answered:

Está bien; me gustarían ayudas didácticas; se requieren mejorar/dotar de equipos.

Question 7:

¿Con qué tipo de actividades se sienten más cómodos en sus clases de inglés?

To this question the students from Class A answered:

Listening, vocabulario, películas, diálogos, canciones, etc.

To this question the students from Class B answered:

Hablar de tópicos cotidianos; cantar; películas.

Question 8:

¿Qué aspectos positivos/negativos pueden resaltar con respecto a las clases de inglés que reciben en la actualidad?

To this question the students from Class A answered:

Puedo hablar más (positivo); debería haber un inglés más técnico; enfocarlo a la rama de mi estudio y no hacerlo tan informal (negativo)

To this question the students from Class B answered:

.practica gramatical, oral; pierdo el miedo a hablar; comparto conocimientos con los compañeros; negativo: laboratorio.

Question 10:

¿Cómo piensan que pueden aplicar sus conocimientos de inglés una vez terminen los cursos en la UTB?

To this question the students from Class A answered:

En mi carrera; con mis amigos, en el Chat; en mi viaje a Canadá.

To this question the students from Class B answered:

En el trabajo; continuar con el estudio del idioma para reforzar; especialización lo requiere (dependiendo de qué universidad).

These answers indicated that most of the students consider learning English just as a requirement to access to a diploma and then graduate, which is a sample of extrinsic motivation. Besides, for some students it is a need since they have in mind using English as a way to increase their grade average. Fortunately, most of the students say they like the English class, because it is relaxing, organized, dynamic, fun and interesting since the daily topics and activities are taught in class.

However, some students suggested: to include more technical English in order to practice some more for their future fields of studies; to have more personalized classes so students could have more possibilities to participate; to have more didactic material and equipments for the laboratory so they can complement they classes. They also mention the kinds of activities they enjoy the most: listening, vocabulary, movies, movies, dialogues, songs, among others.

Finally, some students mention some ways they could apply their English knowledge once they finish all the courses in the university: in their jobs, with some friends, in the chat and also in their postgraduate studies.

As for the class observation guide/detailed note taking, three questions were related:

Question 1:

Pre-Class Behavior: What is the classroom climate like before class? How does the instructor make use of pre-class time?

To this question Peer 1 answered:

Students are willing to attend, participate and learn as well. She introduces the topic through a specific connection.

To this question Peer 2 answered:

The classroom climate before the class was normal and peaceful; nevertheless, she added glamour and beauty to the learning atmosphere of the pre-class time.

Question 3:

Presentation/Delivery Skills: Was the material enthusiastically presented? clearly presented? Did the professor appear fully engaged in the act of teaching?

To this question Peer 1 answered:

Definitely, the teacher knew how to introduce the topics as stated previously, and she was always involved in the learners-teachers-process.

To this question Peer 2 answered:

Presentation/delivery: the instructor (Adriana) presented her lecture in way everybody including me could understand. Yes, she is fully engaged in the act of teaching.

Question 6:

Technology: Was any instructional technology employed by the instructor in the classroom? If so, was it utilized effectively? Did it assist or hinder the presentation of material?

To this question Peer 1 answered:

No way. The students were so encouraged that they always look forward to using this important tool in the learning process. This element (English laboratory) gave her the chance to have them more engaged in the learning of English grammar and subsequent parts of the English language.

To this question Peer 2 answered:

Technology: instructional technology was employed in the teaching. For example: TV, DVD player and radio were utilized to improve the students' audio-visual English competence, proficiency and performance.

Regarding the classroom climate, as far as both peers could observed, there is a good atmosphere for teaching and learning since the students seem to be willing to attend, participate and learn. Likewise, the classes were well and clearly presented so that the students could understand the topics taught, which indicates that teacher was always engaged with the act of teaching. Besides, including some technology by the use of the English laboratory, could help students interact some more with the material and lessons planned.

As for the classroom observation guide/check list, two questions were related:

How are ideas respected/dismissed in class?

To this question Peer 1 and Peer 2 answered: *E=Evident*

Are all students engaged in the English learning?

To this question Peer 1 and Peer 2 answered: *E=Evident*

We can see here that both peers agreed on saying that all the students are evidently engaged with the class since they pay attention to the teacher and eventually participate with questions or some opinions related to the topics taught, showing of course some respect to the others´ideas.

As for the survey to students about communicative competences, eight questions were related:

To question 1:

S__ N__ Manifiesta interés ante la presentación de los temas.

CS1, CS2, CS3 and CS4 said *si.*

To question 3:

S__ N__ Cuando la profesora habla todo el tiempo en inglés durante las clases, se distrae y hacen otra actividad para mantenerse ocupado mientras esta culmina.

CS1, CS2 and CS3 said *si*, however, CS4 answered *no.*

To question 6:

S__ N__ Acostumbra ir siempre a clases, pero usualmente pierde la concentración cuando no logra entender un tema.

CS1, CS2 and CS3 said *si*, but, CS4 answered *no.*

To question 7:

S__ N__ Tiene el material de estudio que le permite practicar en clases y en casa.

CS1, CS3 and CS4 said *no*, however, CS2 answered *si.*

To question 14:

S__ N__ Suele tomar apuntes durante las clases.

CS1, CS3 and CS4 said *si*, however, CS2 answered *no.*

To question 18:

S__ N__ Cuando tiene una evaluación se nota que ha practicado antes del examen.

CS1, CS2 and CS3 said *si*, however, CS4 answered *no.*

To question 19:

S__ N__ Es puntual en la presentación de las tareas asignadas

CS1 and CS2 said _si_, however, CS3 and CS4 answered _no._

To question 20:

> _S__ N__ Participa activamente en las actividades culturales que organiza la UTB y que se relacionan con el Inglés._

CS1, CS2, CS3 and CS4 answered _no._

Here all the students seem to show interest toward the topics presented. However, most of them get distracted when they do not understand what the teacher is saying in English, which indicates lack of attention.

It is important to mention that most of the students attend to classes everyday, prepare their lessons and study before their exams, and are punctual to present their homework, but do not participate in cultural events related to English at the university. They do not have the text book to practice at home, but they take some notes in class.

As for the students survey about affective factors the students were asked to answer based on a rating scale from 1 to 5, being:

Siempre (1)   Casi siempre (2)   Algunas veces (3) Casi   nunca   (4)
Nunca (5)

To question 7:

> _Me preocupa que los resultados de mis evaluaciones en inglés bajen mi promedio._   _1 2 3 4 5_

CS2, CS3 and CS4 answered: 1

CS1 answered: _3_

To question 10:

> _Algunas veces no siento ganas de ir a clases de inglés.   1 2 3 4 5_

CS1 and CS4 answered: <u>5</u>

CS2 answered: *<u>4</u>*

CS3 answered: *<u>3</u>*

To question 12:

> *Me aburro con frecuencia porque las clases son muy teóricas. 1 2 3 4 5*

CS1 and CS2 answered: <u>4</u>

CS3 and CS4 answered: *<u>5</u>*

To question 13:

> *Disfruto cuando cantamos o hacemos actividades divertidas en clases.*
> *1 2 3 4 5*

CS1, CS2 and CS3 answered: <u>1</u>

CS4 answered: *<u>2</u>*

To question 14:

> *Siento que el tiempo se me pasa volando cuando estoy en clases de inglés.   1 2 3 4 5*

CS1 and CS2 answered: <u>2</u>

CS3 answered: *<u>3</u>*

CS4 answered: *<u>1</u>*

To question 16:

> *Disfruto cuando hacemos trabajos en parejas o en grupo en las clases de inglés.   1 2 3 4 5*

CS1 answered: <u>3</u>

CS2 and CS3 answered: *<u>1</u>*

CS4 answered: *<u>2</u>*

To question 21:

Sólo pienso en terminar los cursos de inglés para graduarme pronto.
1 2 3 4 5

CS1 answered: <u>4</u>

CS2, CS3 and CS4 answered: *<u>1</u>*

To question 23:

Siento que no me puedo concentrar con tanto ruido en el salón de inglés.   *1 2 3 4 5*

CS1 answered: <u>5</u>

CS2. CS3 and CS4 answered: *<u>3</u>*

To question 24:

Me siento incómodo/a dadas las condiciones del salón de clase.
1 2 3 4 5

CS1 answered: <u>5</u>

CS2. CS3 and CS4 answered: *<u>3</u>*

To question 25:

Tengo presente que si aprendo inglés tendré un mejor trabajo en el futuro.   *1 2 3 4 5*
CS1, CS2. CS3 and CS4 answered: *<u>1</u>*

Most of the students are concerned about getting down their grade average because of their results from the evaluations in English. Besides, some feel like not going to classes sometimes, finishing their courses as soon as possible or say that sometimes they get bored when classes include so much theory. Even, some students say they sometimes can not concentrate due to the noise in the classroom (caused by the air conditioners). However, they enjoy when they sing or do fun activities in

pairs or small groups, as well as they are conscious that if they learn the language they will have better opportunities if they learn English. Then, most of the students show some extrinsic motivation here.

As for the video recording, in several moments the sample of students` answers demonstrated some aspects of the subcategory motivation and attitude, as indicated next:

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4).

Participants	Action	Time	Category observed
CS1	She pays attention to the teacher's question.	04:16	Affective factor (attitude)
CS3	She touches her hair and listens carefully to her classmate.	06:20	Affective factor (attitude)
CS3	She moves her crossed hands and looks carefully at her classmate.	07:09	Affective factor (attitude)
CS3	She accommodates herself on her chair and smiles while she listens to her classmate.	08:03	Affective factor (attitude)
CS4	She plays with her blouse while she listens to her classmate.	15:55	Affective factor (attitude)
CS2	He paraphrases the teacher's corrections.	16:48	Affective factor (attitude)
CS2	He applies perfectly the words the teacher corrected to him previously.	16:56	Affective factor (attitude)
CS2	He uses some fillers like "o sea" and corrects himself when he does it by changing the word for another in English.	17:41	Affective factor (attitude)
CS4	She accommodates her bag and puckers her mouth as she does continuously; she listens carefully to the boy.	17:43	Affective factor (anxiety, nervousness, attitude)
CS2	He uses some words in Spanish but he keeps talking. He paraphrases the teacher's corrections.	18:07	Affective factor (attitude)
CS2	He says "o sea" and moves his hands to correct himself, and then he changes the word.	22:24	Affective factor (attitude)
CS2	He corrects himself.	23:12	Affective factor (attitude)

Based on the video recording we may say most of the students have a positive attitude toward the English class, since they usually pay attention, learn from the teacher´s corrections, so some self monitoring and try to speak eventhough they make some mistakes.

As for the interview the students were asked:

Question 1:

T: *¿Cómo te sientes cuando te expresas en inglés y por qué?*

CS2 answered:

> *Mi principal problema es la inseguridad. ehh porque por un lado mi vocabulario es un poco restringido, ya... y me parece como falta de estudio, entonces...jajaja... entonces ese es mi principal problema; ehhh... por otro lado ehhh pienso que la falta de práctica es...la...la...bueno, la práctica es esencial. Ehh...eso lo noté... lo he notado algunas pocas veces que he tenido la oportunidad de discutir con personas del extranjero que hablan la... que hablan la...que hablan la lengua... y...y... me produce cierta seguridad que...que una persona que no habla español lo entienda a uno. Ese es...bueno eso es... bueno...y que aquí en la universidad estoy hablando con gente que sabe español y que estoy... que en cualquier momento <u>estoy dispuesto a...que esa persona esté dispuesta a corregirme a mi en lo...en lo que...lo que... lo que yo digo</u>, en fin...gracias.*

Question 2:

T: *¿Cómo te sientes cuando no entiendes los temas que se presentan en las clases de inglés?*

CS1 answered:

> *Si no entiendo el tema que se presenta en la clase de inglés... pues, por supuesto que me siento muy incómoda, pero siempre trato de buscar de que me...expliquen o... si que me expliquen y yo poderlo entender o por medio de ejemplos que da el profesor, y así pues yo parto a...a hablar y a decir lo que pienso, sino, si lo sigo haciendo mal, pues...<u>trato de intentarlo nuevamente.</u>*

CS2 answered:

> *Pue... en realidad la situación en muy incómoda po`que ehh... cómo le digo profe...este... lo pone a pensá a uno que en un futuro... ehhh... es necesario el idioma, ya sea por la carrera, ya sea pa` consegui una novia gringa... o algo por el estilo...entonce´...entonce´ e´ muy incómodo, lo que hay que reforzarlo <u>pa´ pa´ pode´ conquista´ el idioma.</u>*

CS4 answered:

Pues, en realidad cuando no entiendo un tema ay, es como...demasiado...fuerte el tema porque la verdad es que <u>se me da por preguntar siempre... entonces...pregunto demasiado en las clases, entonces ya ahí manejo más que todo...</u>

Question 3:

T: *¿Qué estrategias utilizas para mejorar tu desempeño en el área de inglés?*
CS1 answered:

> <u>*Siempre estoy muy pendiente cuando una persona está hablando inglés, bien sea...en la televisión, en persona, si es una persona bilingüe o si simplemente es nativa, pues... bien sea, ehh, de Estados Unidos o algo por el estilo, estoy muy pendiente*</u> *y...cualquier palabra que no entiendo casi siempre la apunto y trato de buscar su significado, ponerla en práctica y pensar cómo la puedo utilizar.*

Question 4:

T: ¿Qué te motiva a estudiar inglés? los estudiantes responden:
CS1 answered:

> *A mi lo que me motiva a estudiar inglés, es porque realmente estamos*
> *en un mundo en que el inglés es como ya el idioma madre de todos y*
> *todos debemos saberlo; también por mi carrera, porque si uno*
> *actualmente quiere...como que aplicar a una muy buena posición en*
> *el...en...en un trabajo, necesitas el inglés, también si quieres irte para el*
> *exterior porque si no te parece el país en el que vives también lo*
> *necesitas, entonces es algo... como que de un vivir diario.*

CS2 answered:

> *Bueno, por un lado la cul, la cultura de uno aquí e´ que si no aprende*
> *inglé´ no sale del país, y si no sale del país, según te quedas estancao´;*
> *por otro lado, este mmm, algo que me motiva, la carrera, ehh conocer*
> *nueva gente, po´que e´muy bacano conoce´ gente de otro´ lao´ que*
> *tienen distinta´fo... experiencia´ y to´ eso, por ejemplo, como le dije los*
> *veleros, que eso cuentan su´ historia´ apena´hablan con uno. En fin,*
> *esa e´ una de las principales cosa´ que me motivan.*

CS4 answered:

> *Bueno, la verdad es que a mi el idioma en si no es que llame mucho la*
> *atención, pero es como ehh...la... en el momento en el que vivimos y...*
> *lo que nos rodea es como un requisito exactamente ahora tener el*
> *idioma dominado.*

> *Pues, otra... por lo menos si me quiero ir a estudiar a otro lado, que son*
> *mis espectativas.*

T: *¿Es un requisito para la universidad o no?*

CS4 answered:

> *Si.*

T: *¿Qué pasa si no tienes el inglés en la universidad?*

CS4 answered:

Ehh, probablemente no pueda pasar a estudiar.
T: *¿Te puedes graduar sin el inglés?*

CS4 answered:

> *No.*

Question 5:

T: *¿Qué te gusta y qué no te agrada de las clases de inglés?*

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CS2 answered:

Bueno, <u>lo que me gusta de la clase de inglés e´ reforza´ el conocimiento, y por otro lado...¿qué no me agrada de la clase de inglés?...como yo sé que mi´ profesore´ hablan español,</u> lo mismo que dije ahorita...<u>yo vengo ya predispuesto a que si me equivoco a la vez puedo pregunta´ en español</u>...entonces...pienso que es una desventaja de la clase clase de inglés acá, y por eso...por tal motivo ya uste´ sabe <u>que he intentado salirme de acá de...de...bueno, estudia´ al exterior, a ve´ si se puede con el inglés a otro lao´.</u>

CS3 answered:

Ehh...pues <u>me agrada que...aumento el vocabulario, pues aprendo...cosas y eso, y lo que no me gusta es que...pues que siento...susto...o algo así, si no entiendo muy bien, entonces que...me da miedo expresarme.</u>

CS4 answered:

Bueno, <u>me agrada más que todo...cuando la clase es más que todo de interacción, de preguntas, y cosas así, no más que todo explicar temas ni nada de eso porque la verdad es que gramática...cualquiera...coje un libro y la coje, el cuento es hablarlo, y por otro lado lo que no me gusta es que...pues no todos tenemos el mismo nivel de inglés como dijo ya la compañera y...no sé...a veces me achicopalo por eso.</u>

Question 6:

T: *¿Cómo te sientes en cuanto a tu nivel de inglés, en comparación con el grupo? ¿Por qué crees que sucede?*

CS1 answered:

En cuanto a mi nivel de inglés con relación al grupo en que estoy actualmente, independientemente en qué nivel sea, acá...establecido en la universidad, pues yo me siento muy bien, porque...bueno, aunque yo tengo una ventaja porque, pues yo sí hice un curso de inglés, y muchos de mis compañeros en realidad no lo han hecho, y están es simplemente siguiendo todo lo que aquí en la universidad se ha hecho, y yo como que en esa parte si puedo tener un poco más de...de cancha o de experiencia, pero sé que también <u>me toca...ehh...mejorarlo muchísimo, y en ocasiones cuando uno...como que se le traba la lengua, eso me toca mejorarlo.</u>

CS2 answered:

Creo que sucede eso por...bueno, a mi pues...lo que má´, lo que má´, lo que má´ me afecta e´ el vocabulario y gran..y en gran parte, también e´ po´que <u>no me lo propongo</u> así a...leérmele un libro, a estudiarlo en todo momento.

CS4 answered:

Bueno, el nivel mío de inglés...depende, si me ponen a hablarlo...el problema es el vocabulario, soy corta de vocabulario y la verdad es que no me he propuesto mucho aprenderlo...y practicarlo, pero lo que...en cuanto a gramática, escritura...me va muy bien, pues...manejo más...mucho la gramática por lo que si me ha tocado bastante...con mis hermanas y eso, estar todo el tiempo practicando la gramática, explicándoles...pues...el idioma en el colegio.

Question 8:

T: *¿por qué no participas con frecuencia en las clases de inglés?*

CS1 answered:

No participo con frecuencia...o...en las ocasiones en que no participo es porque no me siento segura de lo que estoy pensando o porque siento que ese tema...el vocabulario que yo pienso en español y que quisiera decir en inglés de pronto no lo puedo acomodar, pero siempre trato de buscar la forma más básica y luego de allí partir para ir incrementándolo.

The inteview to the students also show they have a good attitude since they accept being corrected; besides, they look for people who they can learn from like foreigners or relatives who know the language, which is a sample of interest and good attitude. They also keep trying even if they make mistakes.

Regarding motivation, the students also show awareness of using the language as a tool that could help them to get better job opportunities, or travelling abroad and meeting new people. They express why they like their English classes and say it helps them to reinforce their knowledge by having more vocabulary and interacting with others, however, they know they still need to improve a lot so they could reach their classmates´ level.

   3. Anxiety, fear and confusion. It is a normal reaction to stress or fear caused by the anticipation of something threatening. It helps one deal with a tense situation in the office, study harder for an exam, keep focused on an important speech. When anxiety becomes an excessive,

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irrational dread of everyday situations, it has become a disabling disorder.

Anxiety, fear and confusion were observed in three instruments: the survey to students about communicative competence (see appendix 4), the students' survey about affective factors (see appendix 5) and the video recording (see appendix 6).

As for the survey to students about communicative competences, two questions were related:

To question 13:

> *S__ N__ Siente temor para expresar sus ideas en público y hace preguntas al respecto a su profesora en privado.*

CS1, CS2 and CS3 said *si,* however, CS4 answered *no.*

To question 15:

> *S__ N__ Resuelve con tranquilidad las evaluaciones escritas y de listening, pero se muestra muy tensionado en el momento de la evaluación oral.*

CS1, CS2 and CS3 said *si,* but, CS4 answered *no.*

Here most of the students stated their fear to express their ideas in public and prefer to ask question to their teacher in private. In contrast, they feel confortable while having written evaluations.

As for the students survey about affective factors the students were asked to answer based on a rating scale from 1 to 5, being:

Siempre (1)   Casi siempre (2)   Algunas veces (3)   Casi   nunca   (4)
Nunca (5)

To question 1:

Me siento inseguro/a cuando debo expresar mis ideas en inglés.

1 2 3 4 5

CS1 and CS4 answered: <u>3</u>

CS2 answered: *<u>2</u>*

CS3 answered: *<u>1</u>*

To question 3:

Me sudan las manos y tiemblo cuando realizo presentaciones orales en inglés.

1 2 3 4 5

CS1, CS2 and CS3 answered: <u>3</u>

CS3 answered: *<u>1</u>*

To question 6:

Me siento muy nervioso/a cuando debo presentar un examen oral.

1 2 3 4 5

CS1 answered: <u>4</u>

CS2 and CS3 answered: *<u>1</u>*

CS4 answered: *<u>3</u>*

To question 9:

A pesar de que voy preparado/a a clases, suelo sentirme ansioso/a.

1 2 3 4 5

CS1 answered: <u>5</u>

CS2 answered: *<u>2</u>*

CS3 answered: *<u>4</u>*

CS4 answered: *<u>3</u>*

To question 11:

> *Me siento más tensionado/a en las clases de inglés que en las otras asignaturas.*   *1 2 3 4 5*

CS1 and CS4 answered: <u>5</u>

CS2 and CS3 answered: *3*

To question 15:

> *Me siento confundido/a con tantas reglas y cosas que tengo que aprender en inglés.*   *1 2 3 4 5*

CS1, CS2, CS4 answered: <u>3</u>

CS3 answered: *1*

To question 17:

> *Cuando debatimos en ingles, estoy tan nervioso/a que incluso olvido cosas que sé.*   *1 2 3 4 5*

CS1 answered: <u>5</u>

CS2 and CS3 answered: *2*

CS4 answered: *3*

Based on the answers from this survey we may say that students feel insecure and sometimes confused when they have to express their ideas in English; some of them got sweating hands, trembling and even sometimes they feel so nervous or tensed that they forget what they know, which are certainly signs of anxiety.

As for the video recording, in several moments the sample of students` answers demonstrated some aspects of the subcategory anxiety, fear and confusion, as indicated next:

Conventions:
Participants: Case study (CS1, CS2, CS3, and CS4).

Participants	Action	Time
CS1	<u>She rubs her</u> arm and has no eye contact with the teacher who is interviewing her.	01:32
CS1	<u>She touches her face and hugs herself.</u> Still has no eye contact.	01:36
CS1	She has no eye contact while she listens to her classmate. <u>She looks down the floor.</u>	02:32
CS1	<u>She wets her lips</u> before she answers with confidence.	03:20

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CS1	She touches her hair. She looks down the floor.	03:40
CS1	She looks confused. She does not understand the question. She does not ask for repetition or examples to understand the question, but she looks at her classmate as to ask her to do it.	04:00
CS1	She covers her mouth with her hand. She puts her left hand against her cheek while she listens.	04:08
CS1	She has her hand against her cheek.	04:22
CS3	She crosses her hands and moves them while she listens to the teacher's question.	05:56
CS3	She has her hand against her cheek while she rubs her leg with the other hand. She smiles.	06:06
CS3	She smiles, touches her hair and plays with it.	06:08
CS3	She touches her hair and listens carefully to her classmate.	06:20
CS3	She moves her chair and accommodates it one centimeter forth.	06:23
CS3	She has her hand against her cheek. She clinches her right hand.	06:25
CS3	She moves her hand when she tries to make herself understood. She can not find the words to say what she wants to express.	06:41
CS3	She holds her chair with her right hand and keeps holding her hair with her left one.	06:52
CS3	She moves her crossed hands and looks carefully at her classmate.	07:09
CS3	She moves her hands and asks for another word so she can continue talking. She looks at the windows while she organizes her idea.	07:42
CS3	She touches her hair and moves her hands when she tries to explain her ideas.	07:47
CS3	She holds her chair with her right hand after she finishes talking.	07:52
CS3	She accommodates herself on her chair and smiles while she listens to her classmate.	08:03
CS3	She touches her blouse and she pulls it down.	08:10
CS3	She puts her fingers in her mouth and bites them.	08:16
CS3	She moves her hands and frowns.	08:26
CS4	She speaks very low. She rubs her arms. She clinches her left hand and puts her hand against her cheek.	14:59
CS4	She rubs her arms and smiles. She has eye contact with her teacher.	15:38
CS4	She plays with her blouse while she listens to her classmate.	15:55
CS2	He holds his chair. He has eye contact.	16:40
CS2	He clears up his voice and smiles with her classmate.	17:36
CS4	She accommodates her bag and puckers her mouth as she does continuously; she listens carefully to the boy.	17:43

CS2	He firmly touches his right arm while he tries to find some words so he can continue talking.	20:32
CS2	He touches his head when he can not say what he intends. He moves his hand heavily trying say something, and then he finds the word and smiles when he talks.	20:35
CS2	He rubs his wrist and arm continuously.	20:43
CS2	He holds his bag and plays with it.	21:03
CS2	He says he does not understand the question and then laughs.	21:40
CS4	She touches her hair and accommodates her bag.	21:45
CS2	He makes some signs while he moves his hands, but he does not say anything. He smiles when his teacher asks what these signs mean.	22:40
CS4	She smiles while she touches constantly her ear.	22:41
CS2	He speaks very low and changes his intonation as indicate he is not sure. He paraphrases the teacher's corrections.	22:16
CS4	She plays with her blouse.	23:19

The video demonstrated many signs of anxiety like: rubbing, touching their arms or hair, hugging, looking down the floor or somewhere else to avoid eye contact, having dry lips, crossing hands, nervous laughter, playing with items, etc.

8. ANALYSIS OF THE RESULTS

Regarding the macrocategories and subcategories implemented in this research and the outcomes gathered from the instruments applied, I find several insteresting aspects:

The focus group discussion and the survey to students were a good way to confirm my hypothesis which consisted on supposing the problem with my students was focused on their oral performace. They definetely have some basic knowledge of the language, as it was observed in different classes, but they do perform satisfactorily in the other three communicative skills, listening, writing, and reading.

In contrast, since these students constantly stated they feel more comfortable with activities like listening, learning vocabulary, seeing movies, having dialogues and singing songs, instead of having oral performance ones, and the results of their evaluations have been lower in this skill, I may conclude their major problem is focused on speaking.

Likewise, thanks to these instruments, aspects like responsibility, cognition, comprehension and material were analyzed. It seems like student´s show interest toward the presentation of the different topics, but some of them get distracted when the teacher speaks all the time in English during classes; besides, most of the students have a good attitude since they do not give up even though they make mistakes, as well as they practice before having

evaluations and deliver their homework on time. However, they prefer not to participate in the cultural activities that UTB organizes.

On the other hand, both peers contributed to the analysis by observing the teacher´s performance, pedagogy, methodology and even the environment of the classroom and the students' reactions to this. They stated the teacher creates a flexible environment in which encourages her students to participate, she corrects their mistakes and the students most of the time feel free to ask questions for translation or clarification, as it was stated also in the interview (see appendix 7). The teacher´s methodology indicated that she prepares her classes and materials as well as she is very dynamic during classes, as some students mentioned in the focus group discussion (see appendix 1).

Furthermore, based on the results from the students´s survey about affective factors, some students have shown more self confidence than others and they do not care about asking questions in order to reinforce their knowledge or complement it. Unfortunately, most of them still feel embarrassed about having a lower level of English, in comparison with the rest of the group, as well as they fees afraid of expressing their ideas in public and prefer to ask questions to the teacher in private.

This insecurity and lack of self-esteem level contributes to their academic scores, as cited next:

"if self-esteem increases, so do achievement scores; and as self-esteem decreases, so does achievement". Covington (1989).

The current results suggested that motivation, anxiety and self confidence were also related to academic achievement. It has also been evident here how the sample of students show some signs of anxiety, as it could be seen in the video recording (see attachments).

Moreover, it was clearly stated in several instruments applied to the students, that the majority of them are basically motivated to study English to get high scores and consequently increase their grade average; besides, the fact of having English in the curriculum of the university and making it a requirement for graduation can be an additional pressure for students.

However, some students do enjoy their current English classes; perhaps it happens because of their teacher´s constant encouragement or simply because they like English.

In this connection, the outcomes obtained in this research suggested that undergraduate students may be more likely to experience improvements in their academic performance if their teachers and even their parents at home, work on affect.

Besides, affect, as Arnold stated in her researches (1999), can be very helpful to anxious and insecure students. Learning a foreign language is a process that requires more than cognitive knoweledge. Definetly requires having a positive attitude, availability and discipline, but also feeling encouranged and supported can enrich their motivation to keep trying.

In addition, these students are conscious of their lacks as well as they have already identified the way they can improve them. In this connection, I found many strategies they implement in order to face, and in some cases to avoid this lack in the oral performace. Some of these strategies were observed by the peers during class observations and some others were gathered from the students´ survey about competence, the video recording and the interview. The strategies identified and used out of class were: to improve their oral competence most of the students usually watch TV, listen to music or videos

and if they have the opportunity, they talk to foreigners to get some more practice with the language; to facilitate their comprehension in classes, they like to ask questions to their classmates in order to get some help or orientation toward the topics presented.

Besides, the strategies could be appreciated in the communicative competence survey, when the sample of students talks about the way they improve their pronounciation by following song lyrics. However, it was interesting to find out that most of the students do not have the text book as a material that could help them to follow the classes and continue their learning process at home. Perhaps, this situation could affect their attention in classes since they continuosly work with their classmates to read their materials.

This instrument also showed that the sample of students prefer to write down their answers befote they express themselves orally. Then, I may state these students use their own strategies to work, either individually or in groups.

On the other hand, in the video recording I could appreciate these strategies and some others like: listening to their classmates to look for more understanding or waiting for their answers in order to give themselves some more time to organize their ideas and then answer; asking their teacher for repetition, explanation, clarification and sometimes for translation when they do not understand her questions.

Besides, these students showed how they correct themeselves when they make mistakes, especially while talking. They also repeat the teachers´ instructions and sometimes apply her corrections during their speech.

However, what was more common was the use of question for clarification, which was shown when some of the students from the sample asked the teacher for explanation.

Finally, in the interview, the sample of students mentioned they enjoy watching TV or listenig to some music or videos and talking to foreigners because in this way they can practice the language and increase their vocabulary. In this instrument it was confirmed that students prefer to work with their classmates in small groups so they could learn from them as well as they can correct their mistakes.

After this analysis, I may conclude by saying that affective factors are certainly present in this research, which can be very influential in the language acquisition process of these students. Besides, in spite of having some background knowledge in L2, the sample of students still need to acquire more vocabulary so it can facilitate their oral comprehension, as well as they can interact with other and get more access to other cultures through the use of this language.

9.   PEDAGOGICAL IMPLICATIONS

Modes of classroom operation can be developed to enhance the learning of all students, regardless of their background. Based on the results of quantitative and also the results of qualitative analysis, some pedagogical implications are proposed:

First, to help students improve in academic achievements some cognitive learning strategies will be exposed next in order to guide teachers to help students improve oral performance, vocabulary and knowledge, since these were the academic competence subcategories developed in this research. These strategies are:

- Create a climate in which students feel at ease.
- The role of the teacher must be multifaceted – language model, guide, helper.
- Model the acceptance of various class backgrounds.
- Analyze the students' mistakes and work based on their strengths and weaknesses to improve language use and communication.
- Include readings from a wide variety of class perspectives.
- Use examples that come from every class.
- Vary classroom activities, to include collaboration and small group work.
- To teach students to carry out interactions related the given topic to expand and develop the topic by assigning tasks that require a set of activities related problem solving and topics for discussion with instructions rather than pattern practice.

- Provide support by filling in gaps in knowledge as needs arise, by helping create links with previous learning and by supplying the appropriate vocabulary and expressions.

- Teach self-learning to help students learn themselves some vocabularies by using dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings; how to use information about word parts to figure out the meanings of words in text; and how to use context clues to determine word meanings.

Second, to reduce affect related factors based on the focus of this research and its line of investigation, I will emphasize ion the social and affective strategies:

- Settle a socioaffective, interactive and communicative atmosphere.

- Ask about personal reactions to material.

- Identify particular cases of learners that perceive critical levels of anxiety and therefore require special attention.

- Explain students that one's performance in the foreign language does not need to be perfect when participating in class, otherwise this thought can be anxiety-inducing and thus damaging for the learners.

- Feedback to help students rehearse and assess themselves in order to refine their oral production and get confidence in speaking, as well as it will let teachers to perceive learning as a process.

Some researchers also suggest the following examples of social and affective strategies:

1. Questioning for clarification: eliciting from a teacher or peer additional explanation, rephrasing, or examples.

2. Cooperation: working together with peers to solve a problem, check a learning task, or get feedback on oral or written performance.

3. Self-task: reducing anxiety by using mental techniques that make one feel competent to do the learning task.

Besides, Oxford (1990, p. 163) cited three types of affective strategies that can be used to regulate learner attitudes, motivation, and emotions. These include strategies for anxiety reduction (using progressive relaxation and deep breathing exercises, music, and laughter), for self-encouragement (making positive statements, taking risks wisely, and administering self-rewards), and for monitoring emotions (listening to the body, completing a checklist, writing a language learning diary, and discussing feelings with peers).

Numerous authors (e.g., Campbell & Ortiz, 1991; Crandall, 1999; Crookall & Oxford, 1991; Foss & Reitzel, 1988; Oxford, 1990; Oxford et al., 1990; Phillips, 1989) have described activities for enhancing L2 learners' cognitive and affective experiences, such as discussion of the ideal language learner, cooperative learning activities, an 'agony column' (in which learners reply to letters expressing language learning difficulties), use of learner anxiety graphs, visualization, humor, cartoon story telling, and rhythmic breathing exercises. For example, the use of humor, music, visualization, and relaxation in the classroom would likely be initiated by the teacher, whereas self-talk, risk-taking, and monitoring are more student-regulated strategies.

In spite of the above recommendations, decisions on any particular course in order to compensate for the effects of any negative emotion (Arnold, 1999) when teaching foreign languages are best taken on the basis of previous assessment of anxiety levels among students, which is what definitely contribute for the students' development in language learning.

10.   CONCLUSIONS

In this research I have gathered some information from different theories and hypotheses to try to identify which affective factors were present among a group of undergraduate students with an introductory level (English 3) in UTB. Since a qualitative research is a systematic way to explore some phenomena I have tried to collect enough data and finally applied some methods to measure the information gathered thanks to the implementation of different qualitative methods in order to understand my students´ behavior and finding out what happens, where, when and how this phenomena started. Some of this methods included discussions, observations, surveys, video and audiorecording to analyze the documents and materials.

In spite of being a qualitative research, some quantitative methods have been combined here in order to organize the information gathered and then analyze it. It definetely helped me with the interpretation of observations and then with the evaluation of the results.

Based on the outcomes obtained in this research, I have been able to observe how some of these affective factors may influence the students' performance in oral performance in L2. Here I have described which affective aspects can either facilitate or impede the students from both classes to produce orally as successfully as they do it with the other communicative competences.

Morereover, I have appreciated what strategies the sample of students apply in order to enhance oral performance, as well as I have noticed some possible sources of motivation, anxiety and lack of self-confidence in oral production that are present in these students. However, it is important to realize that in many cases during this research the students' silence and non-participation in classroom activities could be partly due to the lack of general and basic vocabulary, which also results in lack of self-confidence.

Because many aspects were gathered thanks to the instruments applied, a wide variety of variables emerged at first, which was one of my major problems to analyze the information. However, I found out a way of triangulating the data and finally decided to establish a set of macro categories that may describe the academic aspects involved in the research, and another one that may describe the affective factors observed. Then, I applied some subcategories which made more specific the analysis.

Regarding my initial goal and objectives, I may say that some affective factors were influencing my students' oral performance in English. Some of these related to anxiety, motivation, self-esteem and even fear. In order to go deeper in the analysis I investigated which strategies my students were implementing in order to improve their English, and now I can say they try to get in contact with the language by practicing, asking questions, listening to music, watching videos and TV programs, translating, taking notes in class, among others. However, their fear to speak in public is usually present. It is demonstrated in the different instruments applied when they show some signs of anxiety like hugging themselves, avoiding eye contact, touching their hair, playing with things, showing nervousness by having some nervous laughter,

among others. Unfortunately, the problems were not only related to affect, they also lack in the academic aspects. It was evident when the students realized their level is lower than expected for the course they are taking in this moment, which might be due to their lack of vocabulary, lack of study or simply they are using the wrong strategies.

I know now what these students want, need and lack. Apart from what is commonly known by teachers, university students with an extensive language learning background can also perceive considerable levels of language anxiety as the results of this study has indicated.

Following the cycles of case study helped me to carry out this research which took into account the needs and interests of students. It also let me reflect on my pedagogical practice and look for new alternatives to encourage oral communication among the learners.

In short, I would like to highlight that what makes possible having classroom activities that increase student-talk and promote interaction among students for communicative purposes is having motivated and actively involved students in the classroom.

As teachers we can exert an influence both on the performance and well-being of our students, a suggested by Brown (1994)

Besides, some new alternatives to encourage oral communication among the learners investigated are fundamental. Then, affect can also improve language teaching and learning, as well as it can contribute to educating learners effectively.

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Appendix 1

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

Focus Group Discussion

El propósito de aplicar este instrumento es indagar si existe alguna situación que pueda generar un posible proyecto que amerite ser investigado.

1. ¿Tienen conocimientos previos del idioma?

2. ¿Dónde los adquirieron?

3. ¿Durante cuánto tiempo lo estudiaron y con qué frecuencia a la semana?

4. ¿Qué los motiva a estudiar los cursos de inglés en la UTB?

5. ¿Les gusta la clase de inglés? ¿Por qué?

6. ¿Cómo les gustaría que fuera la clase de inglés?

7. ¿Con qué tipo de actividades se sienten más cómodos en sus clases de inglés?

8. ¿Qué aspectos positivos/negativos pueden resaltar con respecto a las clases de inglés que reciben en la actualidad?

9. ¿Qué habilidades comunicativas sienten que deben reforzar con mayor intensidad?

10. ¿Cómo piensan que pueden aplicar sus conocimientos de inglés una vez terminen los cursos en la UTB?

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

CLASS OBSERVATION GUIDE

TEACHER: _____ OBSERVER: _____

CLASS OBSERVED: _____

DATE _____ TIME _____ LOCATION _____

1. Pre-Class Behavior: What is the classroom climate like before class? How does the instructor make use of pre-class time?

2. Organization: Was the instructor's presentation of information organized in such a way that students could follow the material?

3. Presentation/Delivery Skills: Was the material enthusiastically presented? clearly presented? Did the professor appear fully engaged in the act of teaching?

4. Teaching Methods: What were the primary teaching methods utilized in the class session?
(e.g., lecture, discussion, group work, individualized student activities) Were these teaching methods well selected and well enacted in the classroom?

5. Classroom Interaction: How did students react to the presentation of material, verbally and nonverbally? Were students given an opportunity to interact with the professor and the material? If so, how did the instructor encourage student participation? How well did the instructor respond to student comments/questions? Did the instructor keep class discussion on task or linked to learning? If the discussion strayed off course, was the instructor able to steer the discussion back on topic?

6. Technology: Was any instructional technology employed by the instructor in the classroom? If so, was it utilized effectively? Did it assist or hinder the presentation of material?

Appendix 3

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR
Classroom Observation Guide

Observer:_____ Teacher observed: _____

Date:_____ Time of observation: _____ to _____

Rating Scale: E= Evident NE= Not evident NA= Not applicable	E	NE	NA
Content Knowledge			
What does the teacher believe is the core of the lesson?			
How has the teacher constructed the lesson to address these ideas?			
What experiences/mediums are used to teach the idea?			
How does the teacher assess students' understanding?			
How is English extended/adjusted for students own learning demands?			
What does the teacher understand about the development of students' ideas about English?			
Learning			
How are students using reasoning?			
What connections are students making?			
What understandings are they demonstrating?			
What misconception are they holding?			
What may be the roots of misunderstandings?			
What are the results of these misunderstandings?			
What conjectures have students made?			
What justifications are students sharing?			
Pedagogy			
How does the teacher use the reasoning of students?			
How does the teacher facilitate/encourage student connections?			
How is the teacher assessing student understandings?			
Is the teacher focused on misunderstandings held by students?			
What productive ways is the teacher using student confusion?			
What adjustments are made as a result of student thinking?			
How is higher-level reasoning supported in the class?			
How is proof and justification facilitated and encouraged?			
Environment			
How well do students talk with each other?			
How well do students listen to each other?			
How do students support each other in the classroom?			
What learning styles do students use to make sense of English?			
How do students access materials, tools and equipment?			
How are ideas respected/dismissed in class?			
Are students willing to take risks?			
Are all students engaged in the English learning?			
Creating a Culture			
What does the teacher do to support student centered thinking?			
In what ways does the teacher support respect for student ideas?			
Does the teacher encourage students to use others as resources?			
How does the teacher support various learning styles and needs?			
How does the teacher manage materials, supplies and equipment?			
How does the teacher facilitate ideas as the currency of learning?			
How does the teacher promote risk taking/use errors effectively?			
What interventions are used to maintain engagement and success?			

Comments:

_____

Retrieved from: http://www.noycefdn.org/math/documents/MathCoachingObservation.pdf

Appendix 4

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

Survey

El propósito de aplicar esta encuesta es indagar en qué nivel de desarrollo de las competencias comunicativas del inglés se encuentran los estudiantes de nivel Introductorio (Inglés 3) de la UTB.

Dadas las siguientes situaciones, se marcará con una <u>**X**</u> en la **S** para indicar que *si* está de acuerdo o en la **N** para indicar que *no* está de acuerdo.

1. S__ N__ Manifiesta interés ante la presentación de los temas.

2. S__ N__ Practica hablando en Inglés dentro y fuera del salón de clases.

3. S__ N__ Cuando la profesora habla todo el tiempo en inglés durante las clases, se distrae y hacen otra actividad para mantenerse ocupado mientras esta culmina.

4. S__ N__ Intenta mejorar la pronunciación siguiendo la pista de las canciones en inglés.

5. S__ N__ No puede entender cuando la profesora habla todo el tiempo en ingles. Requiere una explicación en español.

6. S__ N__ Acostumbra ir siempre a clases, pero usualmente pierde la concentración cuando no logra entender un tema.

7. S__ N__ Tiene el material de estudio que le permite practicar en clases y en casa.

8. S__ N__ Repite en voz alta el vocabulario nuevo que aprenden y lo utiliza cuando tienen oportunidad.

9. S__ N__ Se muestra familiarizado con los temas que aprendió, aún cuando se hayan dictado hace un tiempo.

10. S__ N__ Cuando lee en voz alta un texto, no puede entender lo que acaba de leer.

11. S__ N__ Necesita escribir sus respuestas para organizar sus ideas antes de expresarlas oralmente.

12. S__ N__ Muchas veces entiende lo que le pregunta en inglés, pero casi siempre prefiere responder en español.

13. S__ N__ Siente temor para expresar sus ideas en público y hace preguntas al respecto a su profesora en privado.

14. S__ N__ Suele tomar apuntes durante las clases.

15. S__ N__ Resuelve con tranquilidad las evaluaciones escritas y de listening, pero se muestra muy tensionado en el momento de la evaluación oral.

16. S__ N__ Muestra habilidades para desarrollar y aplicar sus propias estrategias al trabajar individualmente y/o en equipo.

17. S__ N__ Se le dificulta seleccionar las ideas principales en un texto.

18. S__ N__ Cuando tiene una evaluación se nota que ha practicado antes del examen.

19. S__ N__ Es puntual en la presentación de las tareas asignadas

20. S__ N__ Participa activamente en las actividades culturales que organiza la UTB y que se relacionan con el Inglés.

Appendix 5

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR
Survey

El propósito de esta encuesta s identificar los factores afectivos que pueden estar influenciando el nivel de desempeño de la expresión oral en Inglés en los estudiantes de Inglés 3 de la UTB.

Encierra el número que corresponda de acuerdo a la frecuencia con la cual se te presentan las siguientes situaciones:

Siempre (1)   Casi siempre (2)   Algunas veces (3)   Casi nunca (4)   Nunca (5)

1. Me siento inseguro/a cuando debo expresar mis ideas en inglés.	1 2 3 4 5
2. Me preocupa que se burlen de mi cuando me equivoco en mi clase de inglés.	1 2 3 4 5
3. Me sudan las manos y tiemblo cuando realizo presentaciones orales en inglés.	1 2 3 4 5
4. Cuando no entiendo la clase de inglés, prefiero distraerme pensando en otras cosas.	1 2 3 4 5
5. Establezco comparaciones entre mi nivel de inglés y el de mis compañeros.	1 2 3 4 5
6. Me siento muy nervioso/a cuando debo presentar un examen oral.	1 2 3 4 5
7. Me preocupa que los resultados de mis evaluaciones en inglés bajen mi promedio.	1 2 3 4 5
8. Me da rabia conmigo mismo/a cuando la profesora debe corregir todo lo que digo.	1 2 3 4 5
9. A pesar de que voy preparado/a a clases, suelo sentirme ansioso/a.	1 2 3 4 5
10. Algunas veces no siento ganas de ir a clases de inglés.	1 2 3 4 5
11. Me siento más tensionado/a en las clases de inglés que en las otras asignaturas.	1 2 3 4 5
12. Me aburro con frecuencia porque las clases son muy teóricas.	1 2 3 4 5
13. Disfruto cuando cantamos o hacemos actividades divertidas en clases.	1 2 3 4 5
14. Siento que el tiempo se me pasa volando cuando estoy en clases de inglés.	1 2 3 4 5
15. Me siento confundido/a con tantas reglas y cosas que tengo que aprender en inglés.	1 2 3 4 5
16. Disfruto cuando hacemos trabajos en parejas o en grupo en las clases de inglés.	1 2 3 4 5
17. Cuando debatimos en ingles, estoy tan nervioso/a que incluso olvido cosas que sé.	1 2 3 4 5
18. Con frecuencia pienso que no soy suficientemente inteligente para aprender inglés.	1 2 3 4 5
19. Pienso que mi pronunciación es horrible, por eso prefiero quedarme callado/a.	1 2 3 4 5

20. Me siento tonto/a cuando hablo en inglés, ya que mi vocabulario es muy limitado.   1 2 3 4 5

21. Sólo pienso en terminar los cursos de inglés para graduarme pronto.   1 2 3 4 5

22. No me gusta el inglés pero debo estudiarlo para obtener mi título universitario.   1 2 3 4 5

23. Siento que no me puedo concentrar con tanto ruido en el salón de inglés.   1 2 3 4 5

24. Me siento incómodo/a dadas las condiciones del salón de clase.   1 2 3 4 5

25. Tengo presente que si aprendo inglés tendré un mejor trabajo en el futuro.   1 2 3 4 5

Appendix 6

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

Transcription of the Video Recording

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4). Teacher: T

Participants	Action	Time	Category observed

Appendix 7

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

Interview

El propósito de aplicar esta encuesta es indagar cuáles son los motivos por los cuales los estudiantes de Inglés 3 de la UTB manifiestan factores afectivos (ansiedad, miedo, motivación y autoestima) que influyen en el momento de interactuar en inglés.

1. ¿Cómo te sientes cuando te expresas en inglés? ¿Por qué?

2. ¿Cómo te sientes cuando no entiendes los temas que se presentan en las clases de inglés?

3. ¿Qué estrategias utilizas para mejorar tu desempeño en el área de inglés?

4. ¿Qué te motiva a estudiar inglés?

5. ¿Qué te gusta y qué no te agrada de las clases de inglés?

6. ¿Cómo te sientes en cuanto a tu nivel de inglés, en comparación con el grupo? ¿Por qué crees que sucede?

7. ¿Cómo te gusta trabajar en las clases de inglés? ¿Solo? ¿En parejas? o ¿En grupo? ¿Por qué?

8. ¿por qué no participas con frecuencia en las clases de inglés?

Appendix 8

UNIVERSIDAD TECNOLÓGICA DE BOLÍVAR

Chart of macrocategories and subcategories

Instruments	Anxiety, fear and confusion	Self-esteem, insecurity and awareness	Motivation and attitude	Speaking	Strategies	Knowledge, background, comprehension and vocabulary
Focus Group discussion						
Class observation guide (detailed note taking)						
Classroom observation guide (check list)						
Students survey about communicative ompetences						
Students Survey about affective factors						
Video with the students						
Interview to the students						

Appendix 9

Tables of results

Table 2. Answers from Survey to students

CATEGORY: Academic Competences	Skill
Subcategory: Oral performance	Speaking
Questions Number	4
2	2
8	2

Table 3: Answers from Survey to students

CATEGORY: Self-esteem, insecurity and awareness					
Survey to Ss - Affective Factors	Always (1)	Almost always (2)	Sometimes (3)	Almost never (4)	Never (5)
Questions Number	4	5	4	8	3
2	0	2	1	0	1
5	1	1	1	1	0
8	0	1	1	1	1
18	0	0	1	2	1
19	1	1	0	2	0
20	2	0	0	2	0

Table 4: Answers from Survey to students

CATEGORY: Motivation and attitude					
Survey to Ss - Affective Factors	Always (1)	Almost always (2)	Sometimes (3)	Almost never (4)	Never (5)
Questions Number	16	4	11	7	6
7	3	0	1	0	0
10	0	0	1	1	2
12	0	0	0	2	2
13	3	1	0	0	0
14	1	2	1	0	0
16	2	1	1	0	0
21	3	0	0	1	0
22	0	0	1	3	0
23	0	0	3	0	1
24	0	0	3	0	1
25	4	0	0	0	0

Appendix 10

Tables of results

Table 5: Answers from Survey to students

CATEGORY: Anxiety, fear and confusion					
Survey to Ss - Affective Factors	**Always (1)**	**Almost always (2)**	**Sometimes (3)**	**Almost never (4)**	**Never (5)**
Questions Number	**5**	**3**	**13**	**2**	**4**
1	1	0	2	0	0
3	1	0	3	0	0
6	2	0	1	1	0
9	0	1	1	1	1
11	0	0	2	0	2
15	1	0	3	0	0
17	0	2	1	0	1

Appendix 11

TRANSCRIPTION OF THE VIDEO RECORDING

Conventions:
Participants: Case study (CS1, CS2, CS3, and CS4). Teacher: T

Participants	Action	Time	Category observed
CS1	Lack of comprehension.	01:30	Academic competence (comprehension)
CS1	She rubs her arm and has no eye contact with the teacher who is interviewing her.	01:32	Affective factor (anxiety)
CS1	She touches her face and hugs herself. Still has no eye contact.	01:36	Affective factor (anxiety, nervousness, insecurity)
CS1	She lacks in vocabulary.	01:46	Academic competence (vocabulary)
CS1	She grips her hands. She smiles after she listens to the question and it seems like she understands it.		Academic competence (comprehension)
CS1	She has no eye contact while she listens to her classmate. She looks down the floor.	02:32	Affective factor (anxiety, nervousness, insecurity)
CS1	She finds no words to express what she tries to say.	03:00	Academic competence (vocabulary)
CS1	She has eye contact with her teacher and then classmate-	03:01	Affective factor (self confidence)
CS1	She asks her teacher for vocabulary.	03:05	Academic competence (vocabulary)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She moves her hands while she tries to say what she wants to express.	03:10	Academic competence (vocabulary), affective factor (insecurity)
CS1	She wets her lips before she answers with confidence.	03:20	Affective factor (anxiety, self confidence)
CS1	She speaks in Spanish to ask her teacher for vocabulary. She smiles while she asks. She speaks with a lower tone when she asks questions in Spanish to her teacher.	03:25	Academic competence (vocabulary), affective factor (insecurity)
CS1	She touches her hair. She looks down the floor.	03:40	Affective factor (anxiety, nervousness, insecurity)
CS1	She looks confused. She does not understand the question. She does not ask for repetition or examples to understand the question, but she looks at her classmate as to ask her to do it.	04:00	Academic competence (comprehension), affective factor (anxiety, confusion, insecurity)
CS1	She covers her mouth with her hand. She puts her left hand against her cheek while she listens.	04:08	Affective factor (anxiety, insecurity)
CS1	She pays attention to the teacher's question.	04:16	Affective factor (attitude)
CS1	She nods as if she understood, but she does not answer, her classmate does.	04:20	Academic competence (comprehension)
CS1	She has her hand against her cheek.	04:22	Affective factor (anxiety, insecurity)
CS1	She gets speechless. She looks at her classmate and smiles. She seems to look for some help with the words to express what she wants to say.	05:02	Academic competence (vocabulary), affective factor (insecurity)

CS1	She speaks very low. She says something in Spanish and then when the teacher asks for repetition, the student asks her a question in Spanish.	05:15	Academic competence (vocabulary), affective factor (insecurity)
CS3	She crosses her hands and moves them while she listens to the teacher's question.	05:56	Affective factor (anxiety, attitude)
CS3	She started to answer but she stopped. She gave her turn to speak to her classmate.	06:03	Affective factor (insecurity)
CS3	She has her hand against her cheek while she rubs her leg with the other hand. She smiles.	06:06	Affective factor (anxiety, nervousness, insecurity)
CS3	She smiles, touches her hair and plays with it.	06:08	Affective factor (anxiety, nervousness)
CS3	She touches her hair and listens carefully to her classmate.	06:20	Affective factor (anxiety, attitude)
CS3	She moves her chair and accommodates it one centimeter forth.	06:23	Affective factor (anxiety, nervousness)
CS3	She has her hand against her cheek. She clinches her right hand.	06:25	Affective factor (anxiety, nervousness)
CS3	She moves her hand when she tries to make herself understood. She can not find the words to say what she wants to express.	06:41	Affective factor (anxiety, nervousness), academic competence (vocabulary)
CS3	She holds her chair with her right hand and keeps holding her hair with her left one.	06:52	Affective factor (anxiety, nervousness, insecurity)
CS3	She frowns because she can not understand the question. She paraphrases it in order to look for explanation.	06:55	Affective factor (anxiety, confusion), academic competence (comprehension)
CS3	She moves her crossed hands and looks carefully at her classmate.	07:09	Affective factor (anxiety, attitude)
CS3	When she has to answer she frowns and asks for a word to complete her idea.	07:33	Affective factor (insecurity, confusion), academic competence (vocabulary)
CS3	She moves her hands and asks for another word so she can continue talking. She looks at the window while she organizes her idea.	07:42	Affective factor (anxiety, insecurity), academic competence (vocabulary)
CS3	She touches her hair and moves her hands when she tries to explain her ideas.	07:47	Affective factor (anxiety)
CS3	She holds her chair with her right after she finishes talking.	07:52	Affective factor (anxiety, insecurity)
CS3	She accommodates herself on her chair and smiles while she listens to her classmate.	08:03	Affective factor (anxiety, attitude)
CS3	She touches her blouse and she pulls it down.	08:10	Affective factor (anxiety, nervousness)
CS3	She puts her fingers in her mouth and bites them.	08:16	Affective factor (anxiety, nervousness)
CS3	She moves her hands and frowns.	08:26	Affective factor (anxiety, nervousness, confusion)
CS3	She nods to indicate she agrees with her teacher, but she still looks insecure and confused.	08:26	Affective factor (insecurity)
CS4	She speaks very low. She rubs her arms. She clinches her left hand and puts her hand against her cheek.	14:59	Affective factor (anxiety, insecurity)
CS2	He frowns and paraphrases the teacher's	15:23	Affective factor

	question. He tries to understand it. He puts his hand against his cheek.		(confusion)
CS4	She rubs her arms and smiles. She has eye contact with her teacher.	15:38	Affective factor (anxiety, security)
CS4	She plays with her blouse while she listens to her classmate.	15:55	Affective factor (anxiety, attitude)
CS2	He holds his chair. He has eye contact.	16:40	Affective factor (anxiety, security)
CS2	He paraphrases the teacher's corrections.	16:48	Affective factor (attitude)
CS2	He applies perfectly the words the teacher corrected to him previously.	16:56	Affective factor (attitude), academic competence (comprehension)
CS2	He clears up his voice and smiles with her classmate.	17:36	Affective factor (anxiety, nervousness)
CS2	He uses some fillers like "o sea" and correct himself when he does it by changing the word for another in English.	17:41	Affective factor (attitude)
CS4	She accommodates her bag and puckers her mouth as she does continuously, she listens carefully to the boy.	17:43	Affective factor (anxiety, nervousness, attitude)
CS4	She uses a word in Spanish and asks her teacher for the translation in English.	17:53	Academic competence (vocabulary)
CS2	He uses some words in Spanish but he keeps talking. He paraphrases the teacher's corrections.	18:07	Academic competence (vocabulary), affective factor (attitude)
CS4	She tries to explain her ideas and moves her hand as to indicate what she means, but she can not find the words.	19:23	Academic competence (vocabulary)
CS2	He firmly touches his right arm while he tries to find some words so he can continue talking.	20:32	Affective factor (anxiety, nervousness), academic competence (vocabulary)
CS2	He touches his head when he can not say what he intends. He moves his hand heavily trying say something, then he finds the word and smiles when he talks.	20:35	Affective factor (anxiety, insecurity), academic competence (vocabulary)
CS2	He rubs his wrist and arm continuously.	20:43	Affective factor (anxiety, nervousness),
CS2	He puts his voice down when he is not sure about what he is saying.	20:52	Affective factor (anxiety, insecurity)
CS2	He holds his bag and plays with it.	21:03	Affective factor (anxiety)
CS4	She answers with confidence, but uses a few words in short sentences.	21:35	Affective factor (security), academic competence (vocabulary)
CS2	He says he does not understand the question and then laughs.	21:40	Academic competence (comprehension), affective factor (anxiety, nervousness)
CS4	She touches her hair and accommodates her bag.	21:45	Affective factor (anxiety, nervousness)
CS2	He says "o sea" and moves his hands to correct himself, then he changes the word.	22:24	Affective factor (attitude), academic competence (vocabulary)
CS2	He makes some signs while he moves his	22:40	Affective factor (anxiety,

	hands, but he does not say anything. He smiles when his teacher asks what these signs mean.		nervousness), academic competence (vocabulary)
CS4	She smiles while she touches constantly her ear.	22:41	Affective factor (anxiety, nervousness)
CS2	He corrects himself.	23:12	Affective factor (attitude)
CS2	He speaks very low and changes his intonation as indicate he is not sure. He paraphrases the teacher's corrections.	22:16	Affective factor (anxiety, insecurity)
CS4	She plays with her blouse.	23:19	Affective factor (anxiety)

Appendix 12
AUDIO TAPE RECORDING TRANSCRIPTION

Conventions:
Participants: Case study (CS1, CS2, CS3, CS4). Teacher: T

Participants	Action	Time	Subcategory observed
T	Introduction. El propósito de aplicar esta encuesta es indagar cuáles son los motivos por los cuales los estudiantes de Inglés 3 de la UTB manifiestan factores afectivos como ansiedad, miedo, motivación y autoestima, que pueden ser factores influyentes en el momento de interactuar en inglés.	0:03	Affective factors (anxiety, fear, motivation, and self-esteem), oral performance
T	A la primera pregunta los cuatro estudiantes de la muestra responden: ¿Cómo te sientes cuando te expresas en inglés y por qué?	0:21	Feelings
CS1	Me siento muy...primero empiezo a pensar...realmente en español todo lo que voy a decir en inglés...y trato de buscar un vocabulario que se adapte a lo que yo pueda hablar, pues y que me salga lo más...rápido posible. De pronto no pienso tanto en palabras complicadas, sino en palabras un poco más básicas para que se me haga más fácil, pero me siento...cómoda.	0:35	Strategy, Feelings
CS2	Mi principal problema es la inseguridad. ehh porque por un lado mi vocabulario es un poco restringido, ya... y me parece como falta de estudio, entonces..jajaja... entonces ese es mi principal problema; ehh... por otro lado ehh pienso que la falta de práctica es...la...la...bueno, la práctica es esencial. Ehh...eso lo noté... lo he notado algunas pocas veces que he tenido la oportunidad de discutir con personas del extranjero que hablan la... que hablan la...que hablan la lengua... y...y... me produce cierta seguridad que...que una persona que no habla español lo entienda a uno. Ese es...bueno eso es... bueno...y que aquí en la universidad estoy hablando con gente que sabe español y que estoy... que en cualquier momento estoy dispuesto a...que esa persona esté dispuesta a corregirme a mi en lo...en lo que ...lo que... lo que yo digo, en fin...gracias.	01:02	Lacks of knowledge, vocabulary, lack of study, affective factor (insecurity), strategy, awareness, feelings, attitude and responsibility
CS3	Ehh...en el momento de... de hablar en inglés, pues lo primero que pienso... es que...tengo que organizar la idea en español, para que me pueda fluir en inglés, toes luego...de pronto me pongo un poquito nerviosa porque no sé si la estoy organizando bien o algo así...entonces...pues me da un poquito de susto.	01:53	Oral performance, strategy, affective factor (anxiety, insecurity, fear and confusion),
CS4	Pues me siento a veces muy insegura, ya que...trato de buscar el mismo vocabulario	02:15	Affective factor (insecurity), strategy,

	que uso en español, lo trato de buscar en español, para así llegar a un... a lo que quiero decir y eso se me complica.		lacks of knowledge and vocabulary.
T	OK. A la segunda pregunta, los estudiantes responden: ¿Cómo te sientes cuando no entiendes los temas que se presentan en las clases de inglés?	02:27	
CS1	Si no entiendo el tema que se presenta en la clase de inglés... pues, por supuesto que me siento muy incómoda, pero siempre trato de buscar de que me...expliquen o... si que me expliquen y yo poderlo entender o por medio de ejemplos que da el profesor, y así pues yo parto a...a hablar y a decir lo que pienso, sino, si lo sigo haciendo mal, pues...trato de intentarlo nuevamente.	02:35	Lack of comprehension, feelings, strategy, oral performance, attitude
CS2	Pue.. en realidad la situación en muy incómoda po`que ehh... cómo le digo profe...este... lo pone a pensá a uno que en un futuro... ehh... es necesario el idioma, ya sea por la carrera, ya sea pa` consegui una novia gringa... o algo por el estilo...entonce´...entonce´ e´ muy incómodo, lo que hay que reforzarlo pa´ pa´ pode´ conquista´ el idioma.	03:01	feelings, awareness, feelings,, strategy, attitude
CS3	Ehh... pues me siento...ehh... pues un poquito mal porque... igual...es importante pues aprender el inglés y si no entiendo un tema entonces me siento un poquito bloqueada y me da mucho más susto, entonces a la hora del hablar.	03:24	feelings, awareness, lack of comprehension, Affective factor (fear and confusion), oral performance
CS4	Pues, en realidad cuando no entiendo un tema ay, es como...demasiado...fuerte el tema porque la verdad es que se me da por preguntar siempre... entonces...pregunto demasiado en las clases, entonces ya ahí manejo más que todo...	03:41	Lack of comprehension, attitude
T	¿Preguntas en inglés o preguntas en español?	03:56	
CS4	Mmm, ambas.	03:59	
T	A la tercera pregunta los estudiantes responden: ¿Qué estrategias utilizas para mejorar tu desempeño en el área de inglés?	04:01	Strategy
CS1	Siempre estoy muy pendiente cuando una persona está hablando inglés, bien sea...en la televisión, en persona, si es una persona bilingüe o si simplemente es nativa, pues... bien sea, ehh, de Estados Unidos o algo por el estilo, estoy muy pendiente y...cualquier palabra que no entiendo casi siempre la apunto y trato de buscar su significado, ponerla en práctica y pensar cómo la puedo utilizar.	04:09	Attitude, strategy
CS2	Bueno, la estrategia que ma´ me gusta e´ entablar conversación con personas que no sepan español, ehh, eso lo he... eso lo he...lo.... lo he practicado a vece´en el muelle	04:36	Strategy, feelings

	aquí en Manga, en la Mi, la Miramar, con, con algu... con lo´ dueño´ de lo´ velero pue´ po´que me agrada que me entiendan, y yo entenderlo´ un poco a ello´; por otro lado, me gusta mucho ve´ televisión... en especial la´ noticia´ ehh... sea...pue´ la gente expresándose así rápido pa´ ve´ hasta onde cojo yo.		
CS3	Ehh, pues me gusta...mucho se...muchas series, entonces, muchas veces coloco subtítulos en inglés, y trato como de... de ir viendo cuando hablan, y comparar entonces qué es lo que están diciendo, y pues, ahí aprendo un poquito, y también, ehh, hago lo mismo cuando veo videos de música en inglés.	05:08	Strategy, knowledge
CS4	Me gusta andar traduciendo así palabras, frases que escucho y tengo todo el tiempo así...que...me llaman la atención y se me da por traducirlas, y... mantener también conversaciones con personas que saben inglés, más que todo tengo la facilidad por mis tíos, que...tienen el idioma bastante avanzado.	05:32	Strategy
T	OK. A la cuarta pregunta, ¿Qué te motiva a estudiar inglés? los estudiantes responden:	05:52	
CS1	A mi lo que me motiva a estudiar inglés, es porque realmente estamos en un mundo en que el inglés es como ya el idioma madre de todos y todos debemos saberlo; también por mi carrera, porque si uno actualmente quiere...como que aplicar a una muy buena posición en el...en...en un trabajo, necesitas el inglés, también si quieres irte para el exterior porque si no te parece el país en el que vives también lo necesitas, entonces es algo... como que de un vivir diario.	06:03	Affective factor (motivation).
CS2	Bueno, por un lado la cul, la cultura de uno aquí e´ que si no aprende inglé´ no sale del país, y si no sale del país, según te quedas estancao´; por otro lado, este mmm, algo que me motiva, la carrera, ehh conocer nueva gente, po´que e´muy bacano conoce´ gente de otro´ lao´ que tienen distinta´fo... experiencia´ y to´ eso, por ejemplo, como le dije los veleros, que eso cuentan su´ historia´ apena´hablan con uno. En fin, esa e´ una de las principales cosa´ que me motivan.	06:34	Awareness, affective factor (motivation).
CS3	Ehh, lo...principal es que hay muchas más oportunidades en el campo laboral, si uno tiene otro ehh...idioma, y la otra cosa es que... conocer otras personas y poder relacionarme con personas que saben inglés.	07:06	Awareness
CS4	Bueno, la verdad es que a mi el idioma en si no es que llame mucho la atención, pero es como ehh...la... en el momento en el que vivimos y... lo que nos rodea es como un	07:26	Affective factor (motivation).

	requisito exactamente ahora tener el idioma dominado.		
T	Requisito para...	07:41	
CS4	Pues, otra... por lo menos si me quiero ir a estudiar a otro lado, que son mis espectativas.	07:43	Affective factor (motivation), feelings
T	¿Es un requisito para la universidad o no?	07:50	Affective factor (motivation).
CS4	Si.	07:52	Affective factor (motivation).
T	¿Qué pasa si no tienes el inglés en la universidad?	07:54	Affective factor (motivation).
CS4	Ehh, probablemente no pueda pasar a estudiar.	07:56	Affective factor (motivation).
T	¿Te puedes graduar sin el inglés?	08:00	Affective factor (motivation).
CS4	No.	08:02	Affective factor (motivation).
T	OK. A la quinta pregunta, los estudiantes responden: ¿Qué te gusta y qué no te agrada de las clases de inglés?	08:04	Affective factor (motivation).
CS1	De la clase de inglés, me gusta el hecho de que puedo practicar lo que...lo que sé y lo que no sé lo puedo aprender; También me gusta...que mi profesora...pues...tenga bastante dominio del idioma en el momento en que nos está explicando. Lo que en ocasiones no me gusta es que... como que no todos los compañeros tenemos el mismo nivel y entonces...como que la retroalimentación no es igual, entonces en muchos momentos...toca...esperarse a que otras personas hablen o en ocasiones también que otra persona también tiene más do... mayor dominio que uno le toca esperar que...o entonces el que no sea el mismo nivel, y que en ocasiones se utilice mucho más el español que el inglés, eso es lo que no me gusta.	08:11	Affective factor (self-esteem).
CS2	Bueno, lo que me gusta de la clase de inglés e´ reforza´ el conocimiento, y por otro lado...¿qué no me agrada de la clase de inglés?...como yo sé que mi´ profesore´ hablan español, lo mismo que dije ahorita...yo vengo ya predispuesto a que si me equivoco a la vez puedo pregunta´ en español...entonces...pienso que es una desventaja de la clase de inglés acá, y por eso...por tal motivo ya uste´ sabe que he intentado salirme de acá de...de...bueno, estudia´ al exterior, a ve´ si se puede con el inglés a otro lao´.	09:06	Affective factor (motivation), awareness, strategy
CS3	Ehh...pues me agrada que...aumento el vocabulario, pues aprendo...cosas y eso, y lo que no me gusta es que...pues que siento...susto...o algo así, si no entiendo muy bien, entonces que...me da miedo	09:38	Affective factor (motivation, fear and confusion), vocabulary, lacks of comprehension

	expresarme.		
CS4	Bueno, me agrada más que todo...cuando la clase es más que todo de interacción, de preguntas, y cosas así, no más que todo explicar temas ni nada de eso porque la verdad es que gramática...cualquiera...coje un libro y la coje, el cuento es hablarlo, y por otro lado lo que no me gusta es que...pues no todos tenemos el mismo nivel de inglés como dijo ya la compañera y...no sé...a veces me achicopalo por eso.	09:56	Affective factor (motivation, fear and confusion, self-esteem), Oral performance, grammar, awareness
T	Ehh...la pregunta siguiente se relaciona con las respuestas que acabamos de escuchar. ¿Cómo te sientes en cuanto a tu nivel de inglés, en comparación con el grupo? ¿Por qué crees que sucede?	10:26	Feelings, knowledge, English level in relation to the group
CS1	En cuanto a mi nivel de inglés con relación al grupo en que estoy actualmente, independientemente en qué nivel sea, acá...establecido en la universidad, pues yo me siento muy bien, porque...bueno, aunque yo tengo una ventaja porque, pues yo sí hice un curso de inglés, y muchos de mis compañeros en realidad no lo han hecho, y están es simplemente siguiendo todo lo que aquí en la universidad se ha hecho, y yo como que en esa parte si puedo tener un poco más de...de cancha o de experiencia, pero sé que también me toca...ehh...mejorarlo muchísimo, y en ocasiones cuando uno...como que se le traba la lengua, eso me toca mejorarlo.	10:36	Knowledge, English level in relation to the group, feelings, awareness, oral performance, attitude
CS2	Bueno, eso pa´ mi e´ relativo ya; tengo...en comparación de alguno´ de los alumnos...me siento en un nivel por el suelo, bajo, y en comparación con otro´ me siento casi el rey, pero...este...¿como e´ la siguiente pregunta?	11:12	Knowledge, English level in relation to the group, comprehension, feelings,
T	Tu nivel en cuanto al grupo.	11:29	Knowledge, English level in relation to the group
CS2	Ah no, en cuanto al grupo me siento así como intermedio tirando pa´ bajo, jajaja, y...y	11:31	Knowledge, English level in relation to the group
T	¿Por qué crees que sucede?	11:37	
CS2	Creo que sucede eso por...bueno, a mi pues...lo que má´, lo que má´, lo que má´ me afecta e´ el vocabulario y gran..y en gran parte, también e´ po´que no me lo propongo asi a...leermele un libro, a estudiarlo en todo momento.	11:39	Awareness, lacks of vocabulary, attitude, strategy
CS3	Ehh...en cuanto al nivel, pues creo que...que mi nivel es bajo, ehh...ehh...si, creo que no...no sé mucho, pero...igual...pienso que hay un... o sea, muy pocos que... están igual que yo	11:54	Knowledge, English level in relation to the group, awareness,
T	¿Por qué crees que sucede?	12:12	
CS3	Ehh...pues, me falta vocabulario y...y eso,	12:15	Lack of vocabulary,

	que me toca organizar como que la idea primero en español y...y luego...como que...viene el miedo, entonces, pienso que quedo detrás de los demás.		awareness, strategy, affective factor (fear, self-esteem).
CS4	Bueno, el nivel mío de inglés...depende, si me ponen a hablarlo...el problema es el vocabulario, soy corta de vocabulario y la verdad es que no me he propuesto mucho aprenderlo...y practicarlo, pero lo que...en cuanto a gramática, escritura...me va muy bien, pues...manejo más...mucho la gramática por lo que si me ha tocado bastante...con mis hermanas y eso, estar todo el tiempo practicando la gramática, explicándoles...pues...el idioma en el colegio.	12:35	Knowledge, lack of vocabulary, oral performance, awareness, attitude, grammar.
T	En cuanto al grupo, ¿Cómo es tu nivel?	13:06	Knowledge, English level in relation to the group
CS4	En cuanto al grupo...yo creo que...de los siete...dos son los que más resaltan o tres y...del resto todos estamos como en el mismo.	13:09	Knowledge, English level in relation to the group, awareness
T	OK. La séptima pregunta dice: ¿Cómo te gusta trabajar en las clases de inglés? Te gusta trabajar ¿Solo? ¿En parejas? o ¿En grupo? y ¿Por qué?	13:20	Strategy
CS1	En las clases de inglés, es dependiendo de la actividad que se esté realizando, a mi cuando es...algo conversacional...algo...así...ehh...hablando, me gusta más en grupo, de pronto no un grupo muy grande, pero si en parejas o en trío, porque de esa forma puedo...escuchar lo que la otra persona dice, interiorizarlo a ver si se está equivocando o de pronto yo me estoy equivocando, y así aprender.	13:29	Oral performance, affective factor (confusion, insecurity), strategy, knowledge, oral performance
CS2	Bueno, yo por un lado me gusta mucho trabajar individual, ehh...no sé...si, más bien si, me gusta arriesgarme solo, aunque algunas veces es bueno tener...te...tener un...una especie de respaldo, ehh...que por ejemplo...entrar al grupo...algo por el estilo...donde, donde...en si...ya...existen tantas personas que piensan, que tienen diferentes puntos de vista, y...y que tal vez de esas dos...contra...contrariedades...se pueda sacar una conclusión buena	14:00	Strategy, affective factor (confusion).
CS3	Ehh...a mi me gusta trabajar en parejas, pues individual...bueno, yo creo que...en parejas la otra persona le aporta a uno...muchas cosas que no sé o de pronto de vocabulario y eso, entonces llegamos a conclusiones, y...siempre, siempre se saca algo nuevo de...de la otra persona, creo que en grupo...ya...entonces mucha gente, entonces ya no funciona y de pronto no...no hace o no, los otros están haciendo y después uno deja	14:33	Strategy, knowledge in vocabulary

	de hacer cosas individuales, entonces igual no existe la...ehh...pues el aporte, entonces yo prefiero la pareja ante todo.		
CS4	Bueno, me gusta trabajar en inglés en las clases es más que todo con trabajos, cosas escritas por lo que...lo que mejor me sale y no es el vocabulario; me gusta trabajarlo en parejas pues si tengo alguna pregunta, no tener que preguntarle exactamente a la profesora, para que...por lo menos no me sienta tan mal, sino que mi compañera me pueda decir o compañero y...ya	15:12	Strategy, knowledge in vocabulary, feelings
T	La última pregunta dice: ¿por qué no participas con frecuencia en las clases de inglés?	15:35	Attitude
CS1	Si no participo con frecuencia...o...en las ocasiones en que no particípo es porque no me siento segura de lo que estoy pensando o porque siento que ese tema...el vocabulario que yo pienso en español y que quisiera decir en inglés de pronto no lo puedo acomodar, pero siempre trato de buscar la forma más básica y luego de allí partir para ir incrementándolo.	15:41	Attitude, affective factor (insecurity), lack of vocabulary, strategy
CS2	Bueno, en mi caso el principal problema desde pequeñito siempre he sido como tímido, ya; bueno, entonces yo nunca le dije a la pela´ que estaba bonita o algo por el estilo, jajaja, eso ya poco a poco lo he ido arreglando, pero bueno, este...creo que a raíz de eso es que en la actualidad yo sé que tengo una especie de inseguridad en mi, en lo que yo pienso, o sea, yo veo a otra persona que habla inglés y enseguida me...me...me chupo así (chupa aire) ¿qué digo?, jajaja, si me entiende, o sea, él dio una excelente respuesta y ahora ¿qué voy a decir yo? Lo que diga debe estar malo; ese e´...el principal problema para participar en clase no estoy seguro...no...no...no estoy seguro de que lo que voy a hace´ e´ bien o no.	16:06	Affective factors (insecurity, anxiety, shyness, self-esteem), strategy, awareness
CS3	Ehh...pues yo pienso que el principal motivo es que no siento mucha seguridad a la hora del hablar y que...pues en todas las materias siempre he sido que...que prefiero que...la hora que me toque el turno o que me pregunten y pues si participo es porque estoy muy segura o muy metida en el tema que estamos hablando, entonces pasa lo mismo en...en inglés.	16:56	Affective factors (insecurity), oral performance, strategy
CS4	No participo con frecuencia porque...me da la verdad...yo soy full tímida, insegura un poco, más que todo a la hora del hablar porque no manejo mucho el vocabulario.	17:21	Affective factors (insecurity, shyness), oral performance, lack of vocabulary
T	Bien, gracias!	17:33	

Appendix 13
Tables of triangulation

Table 7. Answers for triangulation of instruments chosen

Instruments	Anxiety, fear and confusion	Self-esteem, insecurity and awareness	Motivation and attitude	Speaking	Strategy	Knowledge, background, comprehension and vocabulary
Focus Group discussion			4,5,6,7,8,10	9		1,2,3
Class Observation Guide (detailed note taking)			1, 3,6 (material)	5		
Classroom Observation Guide (check list)		7 (risk-taking)	6 (attitude) 8 (engage-ment)	1,2,3 (environ-ment)	4 (learning style)	1,2,3,4,5,6,7,8
Students Survey about communicative competences	13, 15		1,3,6,14 18,19,20 7 (material)	2,8	7,4,11,16	9,11,12
Students Survey about affective factors	1,3, 6,9, 11,15,17	2,5,8,18, 19,20	7,10,12, 13,14,16, 21,22,23, 24,25			4
Video with the students	✔ ▢	✔	✔	✔	✔	✔
Interview to the students		1,2,4,5,6,7,8	1,2,3,4,5,6,8	1	3, 7	2,6