



# UNIVERSIDAD ALBERTO HURTADO

School of Education

English Pedagogy

*What teaching strategies can I use with my 9th grade 'A' students to encourage them to speak  
in English confidently in class?*

Víctor Quiñones

This research was carried out to obtain a university degree as an English teacher.

Tutor Teacher: Carmen Muñoz – Pablo Silva

Santiago, Chile

2015

### Abstract

This Action Research project looks for the implementation of some teaching strategies to help me encourage students to speak English confidently within the lesson at Colegio San Ignacio Alonso de Ovalle. The group of students who were involved in this project are around the ages of 14 and 15 years of age. The set of strategies used (rules, routines and speaking activities) were carefully picked up according to students' needs. Plus, the process of this project was registered by using journals as well as surveys. By the end of this, the researcher finds himself with great tools that were well perceived by students, achieving the goal proposed for this project.

*Keywords: EFL – Encouragement – Speaking Skills – Teaching Strategies.*

### Resumen

El siguiente Proyecto investigación-acción busca la implementación de algunas técnicas de enseñanza que me ayuden a fomentar a los estudiantes a hablar Inglés dentro de la clase en el Colegio San Ignacio Alonso de Ovalle. El grupo de estudiantes que están envueltos en éste proyecto están alrededor de los 14 y 15 años de edad. El set de estrategias usadas (reglas, rutinas y actividades orales) fueron cuidadosamente seleccionadas acorde a las necesidades de los estudiantes. Además, el proceso de éste proyecto fue registrado por el uso de journals al igual que encuestas.

Al final del proceso, el investigador se encuentra con buenas herramientas que fueron bien percibidas por los estudiantes, cumpliendo el objetivo propuesto para éste proyecto.

*Palabras Claves: EFL – Alentar – Habilidad Oral – Estrategias de Enseñanza*

### Acknowledgements

There are some people I would really like to thank for all their unconditional support during my teacher formation process. I would like to express my thankfulness to Ginette Acevedo, Olga Mella, Beatriz Jaramillo, Mauricio Miraglia and José Callado (13-04-1952 – 03-10-2015), teachers whose wisdom, patience and love for teaching were fully transmitted. You, teachers, were a great and important inspiration. Thank you very much for your commitment and willingness to help.

I would also want to thank to my friends who were there when I needed. Thank you very much: Rita Barra, Solange Sánchez and Sebastián Arriagada. Your unconditional support, love and words were always more than received. The best ones!

Along with this, I cannot forget my family. Their support and patience was incredible. They always believed in me, even in the hardest moments we all faced.

Finally, last but not least, I would like to thank my host teachers at the school: María Eliana Valenzuela and David Chamorro, for the support provided during my whole process, for their helping hand when I did not know what to do and their commitment towards my process. Excellent you both! Besides, I would like to highlight my 9<sup>th</sup> grade students that without them this AR project would not have been possible.

Thank you all very much.

## Index

|                                       |    |
|---------------------------------------|----|
| Introduction.....                     | 6  |
| Context:                              |    |
| • The School and Community.....       | 7  |
| • The Students and the Classroom..... | 8  |
| The Problem.....                      | 9  |
| Research Question .....               | 10 |
| Rationale.....                        | 10 |
| Literature Review .....               | 13 |
| • Encouragement .....                 | 14 |
| • Confidence .....                    | 14 |
| • Speaking .....                      | 15 |
| • Teaching Strategies .....           | 16 |
| Methodological Design .....           | 19 |
| • Data Collection .....               | 19 |
| ▪ Instrument .....                    | 19 |
| ▪ Questionnaires .....                | 20 |
| • Procedure for collecting data ..... | 22 |
| • Intervention .....                  | 24 |
| ▪ Boosting self-confidence .....      | 24 |

|                                      |    |
|--------------------------------------|----|
| ▪ Group-Pair work .....              | 25 |
| • Data Analysis .....                | 26 |
| Questionnaire .....                  | 26 |
| ▪ Questionnaire 1.....               | 26 |
| ▪ Questionnaire 2.....               | 28 |
| ▪ Questionnaire 3 .....              | 34 |
| ▪ Journal .....                      | 38 |
| • Reflection and Analysis .....      | 47 |
| • Conclusions and Implications ..... | 49 |
| • References .....                   | 51 |
| • Appendix .....                     | 54 |
| ▪ 1.1 Action Plan Timeline .....     | 54 |
| ▪ 1.2 Permission.....                | 56 |
| ▪ 1.3 Data Collection #1 .....       | 57 |
| ▪ 1.4 Data Collection #2.....        | 64 |
| ▪ 1.5 Data Collection #3.....        | 80 |
| ▪ 1.6 Journal.....                   | 89 |

## **Introduction**

In the current times, several researchers open a discussion around the classroom that is pointed out to be an environment in which the students present a lack of willingness to participate when speaking English. If we focus on an area, such as English, where speaking is relevant, we can deduce – due to its complexity for some people - that there are tremendous possibilities that this subject can diminish students' desires to participate in activities the teacher has planned for them. This reality can arise for different reasons: one of them is a fear of being teased by their fellow classmates. Therefore, it is necessary that the teacher be in-charge of dealing with a situation that seems rather common when we refer to learning a foreign language, English attempts to find a solution to the problem. It is indispensable to create certain strategies to work on ways to resolve specific issues that may arise on as a daily basis and that could determine how much a student might learn.

The following Action Research project will be focused on a current context problem inside of one classrooms of Colegio San Ignacio, related to the lack of participation when speaking in English that was observed in my 9th grade A students during English lessons. Along with this, it is important to clarify that the intention of this AR project is to look for a solution to improve my teaching practice so as to be able to help students with their need.

Finally, this paper is an invitation for all those professionals who feel identified with this problem, in order to persuade them to reflect about what possible strategies they can implement inside the classroom.

## **Context**

### **The School and Community**

This Action Research project took place at Colegio San Ignacio Alonso de Ovalle (hereafter SIAO). This is a private Catholic school located in the heart of downtown Santiago. It is a coeducational school that houses approximately 1,500 members, including students, teachers and administrative staff. Most of the students who attend the school come from high-income families. However, there are some students whose parents cannot afford the monthly tuition, so they have the possibility to receive a scholarship thanks to their grades.

Following the aforementioned idea, the school houses students from Pre-K to 12th grade. The number of students per classroom is around 36 – except in Pre-kinder, in which the number of learners is around 28.

Regarding the lessons, classes are scheduled from Monday through Friday and start at 8:00 am. During the morning, the first 15 minutes of the class are called “Acogida”, where the host teacher guides students to reflect and pray upon daily situations.

## **The Students and the Classroom**

The class that will be part of the AR is 9th grade A. This class is composed of 38 students and they are divided into two groups of 16 students during the English lessons. For this, the procedure in which classes work is the following: while ‘Group A’ works in the classroom, ‘Group B’ works in the English Laboratory. They have four pedagogical hours of English per week: on Mondays from 11:45 to 12:25 am, Tuesdays from 10:05 to 10:50 hrs and Wednesdays from 11:45 to 13:05 am.

The classroom is laid out into 5 rows in which students sit individually. However, during English lessons, half of the class remains in the classroom and students spontaneously form a U-shape as *“this allows them to make eye-contact and communicate with each other”* (Scrivener, 2014:8). This seating arrangement intends to promote pair work and see each other’s faces, so as to communicate when needed. This arrangement was stipulated by the EFL department considering the communicative approach principles. I gathered this information after having an informal conversation with the head of the department, Miss Moira Jouï, who emphasized the importance of the approach when learning English during the lessons. In this sense, Richards proposes that *“Learners become members of a community - their fellow learners and the teacher - and learn through interacting with the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively.”* (Richards, 2011:94).

## **The Problem**

After two weeks of performing lessons, I realized that some features of the class reside in the fact that students participate most when it comes to answering in Spanish, and not in English. I asked some of them why they did not speak in English during the lessons, and some students commented that it was because some of them stated that they were frightened of making mistakes, either mispronouncing or not knowing the correct word. It was incredible when I heard them saying this since they have been exposed to the target language since they entered the school, which means they have received some input for many years by the time they reach the ninth grade, approximately 1.672 pedagogical hours. Taking this into consideration, there was a relevant number of students that provided repetitive excuses at the moment of being chosen when sharing their answers, by saying: “No sé mister, no sé Inglés.” (Appendix #1.3). I am sure they know English. However, they do not feel confident enough to be able to orally produce it.

Although they understand the language – based on the lessons when giving instructions, answering tests, so on –, they are not able to speak when it comes to sharing opinions during lessons. The aforementioned directly affects the learners’ participation in class. Consequently, bearing in mind that students do not participate when it comes to speaking in English lessons, it looks like 9<sup>th</sup> grade “A” students need to be exposed to other kind of teaching strategies in order to raise and encourage them to participate orally in English.

## Research Question

The focus of this research lies within the problem seen in the 9<sup>th</sup> grade A's lack of speaking skills, finding a solution through teaching strategies in order to encourage their participation when speaking in the English lessons. Therefore, the Research Question is the following: “*What teaching strategies can I use with my 9th grade ‘A’ students to encourage them to speak in English confidently in class?*”

## Rationale

Students' lack of participation when speaking in English definitely drew my attention, since their attitudes towards the English lessons during the semester started to be repetitive by participating in Spanish only. The class itself was not providing the expected outcome and it was becoming frustrating for me and, at some point, discouraging for students since they felt that classes were not meaningful. In addition, they were not helping to the correct development of the lessons.

Once implemented, this Action Research will hopefully benefit four important stratum: me – as a TEFL in the classroom, 9<sup>th</sup> grade “A” students from SIAO, high school English teachers at the school, and the field of English as a Foreign Language (EFL).

The main reason for addressing this Action Research Project is because I want my students to improve their speaking skills by speaking confidently in classes. This is because, from what I have observed throughout the year, I have realized that most of the times when students interact

in English is when the teacher approaches them and they ‘hold’ a conversation. However, it is not possible to identify a natural student-student English interaction during the lesson. For this reason, my assumption is that, by using speaking teaching strategies, students will build up not only their speaking skills confidently, but also their skills as a whole either inside the classroom or outside in daily life, because, as it is stated in pedagogical project (2015), “we teach English not only for employability, but also for the citizenship development and the teaching of social skills [researcher’s translation]” (p. 32)

First of all, this AR project is fundamental for students and me because if the investigation accomplishes its goal, students will increase their participation, especially when it comes to speaking in English as they will feel a bit more confident, willing and able to speak, without the feeling of being ashamed and insecure. For this, the students' progress will be evident to themselves thanks to a boost in their confidence as well as in their will of engaging inside the class. Therefore, this project explores the researcher as a teacher whose major concern is helping his students speak confidently in English.

Second, this action research is important because I have observed that students orally produce the language at their own English level, higher, intermediate or lower. So they only need some kind of speaking strategies as well as encouragement to speak confidently. Nevertheless, the problem relies on the confidence they have shown during lessons. At first, I realized that the students who participated the most were the ones with an efficient level of English, since they have been practicing their English for at least 2 years at some English Institutes. When I approached students who did not participate during lessons, I wanted to know why; I had very

little speaking interactions with them and they answered at their own English level. So I realized that students were able to speak the language and participate in classes, but using the English they were able to produce.

Furthermore, high school English teachers at SIAO will have an example of how to solve a similar problem in case the same situation is repeated again. For this, teachers could do some modifications after observing and evaluating the course, making this AR project a first step for other further researches to come solving classroom situations

Finally, this action research project seeks to find different teaching strategies to encourage students to speak confidently in English during the lessons. Along with this, based on the existing communicative approach implemented within the classroom, the project aims to boost that different speaking activities can improve students' confidence. For this project, tasks will be used because, as Nunan (1989) mentions *"tasks are a range of workplans which have the overall purpose of facilitating language learning from the simple to more complex activities"*.

(6)

## Literature Review

In the previous chapter, we reviewed that SIAO students do not participate nor speak in English during lessons as they are afraid of mispronouncing the words or not knowing the correct word. Having this issue on the table, I have wondered how to solve this problem inside the classroom. That is why I came up with the question “*What teaching strategies can I use with my 9th grade ‘A’ students to encourage them to speak in English confidently in class?*” To answer this question, we wanted to go in-depth into the information collected.

Considering that the question encompasses terms such as *teaching strategies*, *encouragement*, *confidence* and *speaking*, it is important to define what these words mean, in order to focus on what I seek. For instance, it is expected that confidence affects – for the better – and helps students speak in English classes, without feeling the fear of making mistakes. Along with this, I want to make a clear difference between *motivation* vs. *encouragement* since, although they are related, they do not mean the same. Following this idea, speaking teaching strategies will give me, as teacher, the opportunity to help students with their issue of speaking since I will be completely focused on their problem in particular.

Finally, on what embraces speaking, I expect to find the correct answer regarding my students’ lack of speaking by contextualizing the contents as well as activities in order to create a sense of meaningfulness for them, so that they may feel confident to speak. Consequently, based on all the aforementioned ideas, I expect that this framework contributes in my research with the significant tools to answer my question and improves the students’ confidence when speaking.

**Encouragement and Motivation:** In regards to the nature of our research question, it is important to clarify that the use of the word "encouragement" instead of "motivation" is on purpose. While Keller (1983) refers to motivation as the choices people make as to what experiences and goals they will approach (389), we associate "encouragement" to stimulate students with guidance. For the objective of this Action Research, both concepts aforementioned differ from one another; however, independently of their motivations, we want to help learners take the first step. Stated differently, motivation is subjective as it merely depends on each person. Consequently, it is hard to know whether students will be motivated, as students' motivation cannot be guaranteed; however, it can be stimulated by either external or internal facts. Therefore, encouragement is considered a suitable word because there is an intention to promote it throughout the application of speaking strategies implemented by the teacher.

## **Confidence**

As the Oxford Dictionary (2015) proposes “a feeling or self-assurance arising from an appreciation of one’s own abilities or qualities” (def. 1). In this case, the concept of *confidence* will be focused on the feeling that a person has over his/her own skill. In other words, it deals with the ability to speak English confidently.

Dealing with confidence is a potential issue, as it may affect your students’ learning process inside the classroom. Narrowing down, this Action Research has to prove whether confidence can improve students’ speaking skills in order to allow them to speak in English lessons.

Considering the main issue that this project involves, Songsiri (2007) argues that “*students have to think that as they acquire greater skill, their confidence will grow and, as they become more confident in their ability to speak, they will take advantage of new opportunities to speak, which will enable them to gain greater skill*” (p. 23). Consequently, the more capable and skillful students become, the more their confidence will increase.

## **Speaking**

When referring to speaking, I point out the fact that it is a productive skill which allows oral communication among human beings. According to Cambridge Dictionary (2015) speaking is “*to say words, to use the voice, or to have a conversation with someone*” (def.1). On the purpose of this Action Research Project, speaking will be considered as the ability to produce sounds in order for students are able to understand others, expressing ideas, opinions, feelings, and so on.

Following the previous idea, learning a new language, especially how to speak and cope with it, usually becomes a huge but essential task to be achieved, since speaking, as Jeremy Harmer (2001) highlighted, English is a *language adopted for communication between two speakers different from each other*”. Consequently, it is important to encourage students to speak, in order to make them realize that speaking is vital when learning the target language as it provides room for communicating with others.

## Teaching Strategies

This action research will show teaching strategies as the different pair and group work activities that may contribute in a positive way to encourage students to speak in English during lessons.

Hess (2007) suggests different strategies that will encourage students to speak. However, among all of them, only two will be considered: pair and group work. Blatchford (2003) expresses that group work is when pupils work together as a group or a team, and pair work is when learners work on twos. Based on this, Harmer (2007) supports Blatchford's idea as students tend to participate more actively, and they also have more chances to experiment with the language than is normally possible in a whole-class arrangement (44). Furthermore, as Brown states (2001) *"Group work is a good way to deal with this problem because it offers students more opportunities to speak"* (15). In this sense, students would feel secure and confident as they will have the chance to share with others, exchanging ideas and opinions, leaving the lack of confidence aside. This is based on the communicative approach principle, which completely underpins what the English department proposes for the English lessons. In this way, it becomes fruitful for my teaching practice, as it helps me promote and develop students' speaking skills. Finally, Richards and Renandya (2002) remark that group work is considered effective for two reasons: it increases actual participation and thus language learning opportunities (399).

The nature of my Action Research will describe Teaching Strategies as different possible activities that may serve as a positive contribution. According to Hess (2001), some of the strategies that will help students collaborate are based on group work, including peer review and peer feedback as students move forward towards a common goal.

Besides, students need a significant impact created by their teachers which is called elicitation. According to Rosenberg (2009), elicitation is the process of drawing out something, of provoking a response. It means that teachers have an important task in the classroom, since they are the ones in charge of eliciting a reply from their students; in Rosenberg's words (2009), *'Using elicitation as a questioning strategy in the language classroom focuses discussion on the learners on their ideas, opinions, imagination, and involvement'* (2). This quote makes reference to the necessary involvement that students need in the classroom. Learners tend to feel engaged when they can include their own experience and context in their learning process, so it is better to make them participate in that way.

Adding more points of view to support this Action Research, I have found that teachers are the ones in charge of their students' engagement. Teachers need to conduct an exhaustive process in order to explore their school and classroom context. It is important for students to see how teachers involve themselves positively with them; 'Increasing Student Participation,' an article from the Washington University's The Teacher Center, explains that: 'Students will be more engaged if they believe that you perceive them as individuals, rather than as anonymous members of a group.' For instance, if you learn the learners' names by heart, students will feel familiarized with you as a teacher, since if the 'authority' – as teachers are commonly seen by students – is approachable towards them, there will be a sense of belonging to the class, creating a feeling of trust and a sense of connectedness that teachers create with students, in which emotions play an indispensable role inside the classroom. According to Jennings & Greenberg (2009), *"relationship with teachers can promote feelings of safety and connectedness among students, providing the social support necessary to thrive socially, emotionally and*

*academically*” (501). Consequently, relationship management is a core dimension of socio and emotional competence that works hand in hand with a teacher’s ability to develop and maintain caring and supportive relationship with students. In addition, if teachers are able to recognize their emotions, they can build supportive relationships through mutual understanding. In this way, we, teachers, can regulate students’ emotions in healthy ways that “*facilitate positive classroom outcomes without compromising their health*” (Jennings & Greenberg, 2009. Pag. 495). Furthermore, it is important to bear in mind that engagement and participation will depend on the context that teachers and students are a part of.

There are several manners to encourage your students to speak, either pair or group work; the idea is to put them all into practice and find the best way because, as we explained briefly at the beginning of this chapter, no classroom is similar to the other. It means that you will never find two classes with the same kind of students; that is to say, you, as a teacher, need to be aware about your teaching strategies all the time in case something is not working properly as expected. In this case, in my English classes students are not speaking at all during the lessons. Therefore, I have to look for a solution in order to solve this problem.

## Methodological Design

In this section of the Action Research project, I will describe my methodological procedures as well as instruments used in order to collect data. This part of the process will be divided into three stages: the beginning of the research, in which I will be in charge of asking for all the corresponding permissions (See appendix 1.2) in order to apply the instruments to students; middle of the research, in which my first and second intervention will be performed; and the end of the process, in which I will come up with all the conclusions based on the data collected.

## Data Collection

### Instruments

**Classroom observation journal.** The observations will be weekly written and will illustrate the description of the class, and then a brief reflection regarding the focus of this project. The writing will be carried out in an unstructured form since, as Anne Burns states (2009) “*it allows you to record the events and happenings in your location, your reflections, beliefs and teaching philosophies about your practice*” (89). By doing so, the journal will help me identify where the problem comes from and the impact that observations will have on students’ future performances, either they will be fruitful and effective or disadvantageous and unhelpful.

**Questionnaires.** This instrument will be the core of the data collection process as it will help me discover the reason for students' lack of participation when speaking in English during lessons. I hope this instrument addresses my hypothesis, in terms of proving that students do not participate speaking in English because of their lack of confidence. Questionnaires (hereafter "Q") will be applied to every student in three different periods during the teaching practice process, which are at the beginning of the course, at the middle of the term, and in the final lesson. It is important to clarify that all questionnaires have been previously thought with a specific purpose.

**Q #1** was created in order to see whether students feel comfortable with the English classes or not. This, as a starting point to see if the teacher was not providing confidence for them to speak English. (See appendix 1.3)

**Q #2** was created to look for the specific reasons why students are not speaking in English and will be applied before the first observation. (See appendix 1.4)

Finally, **Q #3** will be applied after the second intervention so as to check the likely improvements in terms of confidence, as well as participation, when speaking in English during the lessons. (See appendix 1.5)

There will be applied one kind of questionnaire: open-ended item.

**Open-ended item.** There will be two open-ended questionnaires – Q1 and Q2, which will be applied before my intervention. The purpose of applying this specific type of instrument is because, as Anne Burns explains, "*the responses are fairly short but give you information that may not be easily captured numerically.* (Burns, 2009. Pag. 85). In this kind of open-ended questionnaire, there will be carried out one open item, which aim is to "*ask for concrete*

information or be very open to a variety of answers. (...). The participant is completely free to provide a personal, free-ranging kind of response” (Burns 2009. Pag. 86). One illustration of this is the following:

Questionnaire #1.

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Name (optional): _____         Date: _____                                                                                        |
| <ol style="list-style-type: none"> <li>1. Do you like English classes?</li> <li>2. How do you feel in English classes?</li> </ol> |

Questionnaire #2.

|                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Read carefully the following questions and answer honestly all of them.                                                                                                                                                                                                                                                                                                       |
| <ol style="list-style-type: none"> <li>1. Have I tried to speak English in front of my classmates? If so, how have I felt?</li> <li>2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?</li> <li>3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?</li> </ol> |

**Close-ended items.** Questionnaires #2, #3 and #4 will be carried out in a close-ended format. This is because “*there is a limited choice of answers.*” (Burns, 2009. Pag. 82). For this, there will be applied one specific item which is **yes/no** questions. For example, questionnaire #3.

## Questionnaire #3.

Read carefully the following questions and answer all of them.

|                                                             | YES | NO | SO SO |
|-------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates? |     |    |       |
| 2. Do I feel I can participate and share ideas in English?  |     |    |       |
| 3. Do I think I have spoken more in English in the class?   |     |    |       |

### Procedures for Data Collection

To begin with, I started writing my journals weekly by reflecting upon what has happened to me during the week. I decided to make it every week, in order to sum up the main important facts that affected my teaching practice. As the time went by – from the beginning of second semester until nowadays – I have observed how students’ reactions were towards my classes; there was a huge change. There, I took some notes regarding how I felt after performing my class; whether it worked or not. In here, Penny Ur states that “*personal reflections are the root for professional progress.* (Ur, 2007, p. 89).

After that, I wondered about the method I was going to rightly collect data with, without affecting my students' performances in the class. I decided to use questionnaires, as they are easy to apply, students answer what they are asked, anonymously and honestly. In that sense, I felt I would not interfere with their performance as if I would have recorded, they would have 'acted' differently.

Then, I collected data from my students by applying questionnaires #1 and #2. The difference between the two of them was their purpose. While #1 was about whether the teacher affected students' confidence inside the classroom, #2 was to understand why students were not producing English during the lessons; it was about identifying the problem that encompassed them. Plus, both surveys were open questions, so that students would be invited to answer in a written freeway. Finally, questionnaire #3 was about whether students' confidence was encouraged so as to see if they could speak English at the end of the term. In other words, if there was any improvement in terms of their speaking skills.

## **Intervention**

Since my 9<sup>th</sup> grade students' main issue when participating in the lessons encompasses the oral production of the target language, I focused my interventions on “boosting self-confidence” and developing group/pair work to encourage students to speak English during the lessons – considering and taking advantage of the sitting arrangement.

### **Boosting self-confidence**

#### **Rules**

When the main issue that involved 9<sup>th</sup> grade students was identified (middle of August), I let them know what I thought about that and what we could do to figure out that problem; look for solutions instead of keep the ‘problem’.

First, we all agreed on creating certain rules in order to improve the relationship among all of us. The second step was putting the plan into action, which meant to create two simple, but significant rules. After discussing for a few minutes I let them actively participate in the process as “*reflection is only developed in what we decide ourselves*” (Santos Guerra, 2000. P. 33). The first rule was *anyone can make mistakes*. We agreed that we are all humans, so we can make mistakes and learn from them. Not because I am the teacher I have to know everything. The second rule was *respect and listen to the other*. When one person is participating in the class, the rest of the class usually speaks at the same time, so there is no space to be heard. In other words, we all deserve to be respected in all terms. I did not write down anything as I tried to remind students every single class about the rules created.

## **Group/pair work**

### **Encourage them to speak and develop confidence**

As it was stated at the beginning of this Action Research Project, in every English lesson performed at the classroom, students were sitting in a U-shape. In this sense, I wanted to take advantage of this seating arrangement and focus the majority of the activities on pair/group work in order to boost students' confidence as well as encourage them to speak English. Here, group work becomes *“an essential part as students recognize that each member of the group is trying to help the others. Co-operation is an important feature of the work”* (Norman, 2002).

Plus, as Scrivener proposes in his book “Classroom Management Techniques”, we, teachers, have to create conditions for speaking if we want students to produce the target language. In this sense, that is what I have been emphasizing throughout the semester, and especially during the interventions.

- a. Build an atmosphere where people want to say things: Relax, lively and respectful classroom.
- b. Create reasons to speak: Deal with topic of interest for students in order to make a meaningful and significant learning for students.
- c. Scaffold where helpful: Use conversational techniques to help build what they want to say.
- d. Don't jump on errors: Give proper feedback without affecting students' performance.
- e. Listen to what students say: They will speak more if they feel they are listened to.
- f. Train students to listen to each other.

## Data Analysis

The following data analysis aims at evaluating all the information gathered after applying the instruments on students. First, the analysis of the results will be shown; and second, the analysis of the interventions will be made. Finally, the participants that are going to be part of this Action Research project are students between 14-15 years of age, whose grade is the 9<sup>th</sup>.

### Instrument 1: Questionnaires

This instrument was used with “9<sup>th</sup> grade A” students in order to help me discover the reason for students’ lack of participation when speaking in English lessons. It is important to recall that this instrument was used three times: at the beginning, middle and end of my teaching practice during second semester with a different purpose each time.

#### ■ Questionnaire #1.

This instrument was applied on students in order to know whether they found any issue either from the teacher or from the English lesson itself. For that reason, learners were asked two questions:

1. Do you like English classes?
2. How do you feel in English classes?

In regards to question #1, the goal of it was to investigate if students liked English classes. When they were given the questions, I told them that “English classes” involved not only the contents, but also the teacher’s performance when teaching. There were some students who mentioned that they liked English classes because “*el profesor mantiene el equilibrio entre la autoridad y la cercanía con el alumno*”, “*me gusta el*

*ambiente que hay*”, *“cuando tengo dudas el teacher me ayuda*”, *“son clases dinámicas, rápidas e innovadoras”* and *“el profesor se vincula con cada alumno”* (Appendix 1.2).

In relation to question #2, the main objective of it was to find out students’ perceptions and feelings towards the lesson. What I collected from their answers was the following:

*“me siento bien porque hay confianza para equivocarse”*, *“me siento bien porque no me importa equivocarme”*, *“it’s a comfortable and relaxed environment”*, *“I feel good because there is trust between the teacher and the classmates”* *“me presta atención”*, *“everyone participates”*, *“I feel included”*, among others. (Appendix 1.3).

Based on the aforementioned answers regarding questions #1 and #2 from questionnaire #1, I can say that the teacher effectively promotes confidence among students as well as provides room for making mistakes and improvement. Along with this, students like English classes as they all have the same possibilities to participate. In addition, there is a good learning environment where the authority between the teacher and the students is maintained, thus, creating dynamic, relaxed and quick classes for students to learn. Finally, the teacher approaches every student inside the classroom, trying to make them feel they are all part of the lesson.

Taking this into consideration, I can state that the problem of students’ lack of oral participation within the classroom does not reside on the teacher nor on the classroom itself since they exposed they felt comfortable, good and relaxed with the teacher as he gives them opportunities to participate and make mistakes. Furthermore, they mentioned that they liked English lessons because of its dynamic sense and the trust created among all the participants.

## ■ Questionnaire #2.: Before intervention.

This tool was created and applied on students to look for the specific reasons why they were not speaking in English. In this second questionnaire, the possibility that either the teacher or the environment was not helpful for students was dismissed as it was proved in the previous questionnaire that learners feel comfortable with the teacher as well as the class. Here, students were asked to answer 4 questions:

1. Have I tried to speak English in front of my classmates? If so, how have I felt?
2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?
3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?
4. Do I feel confident about my English?

In regards with question #1, it is important to clarify that when it is mentioned “*speak in front of your classmates*” means in the same U-shape; not a person standing up in front of everybody like a “teacher”. In other words, speak and share what he is spontaneously thinking about in the U-shape.

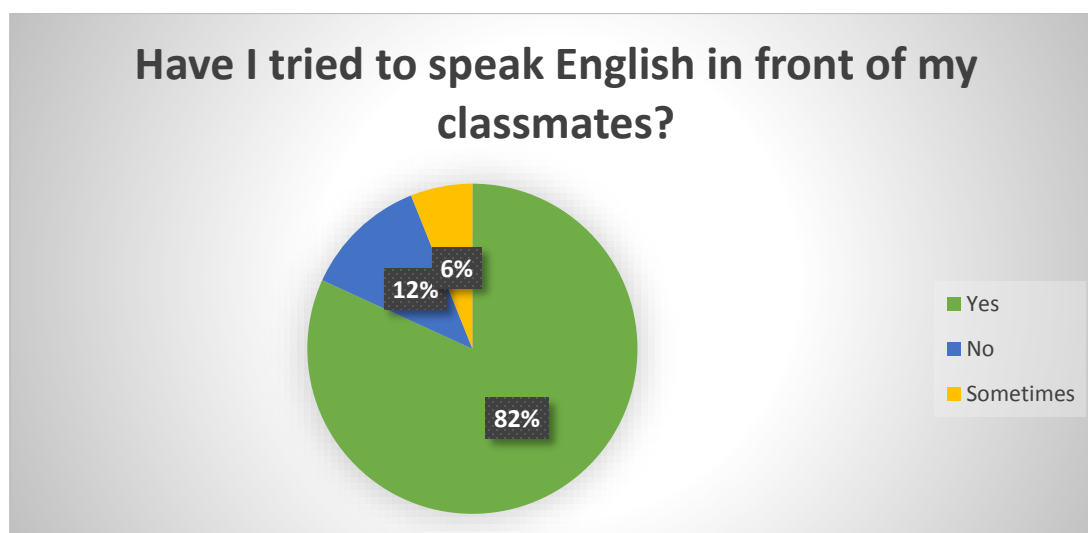


Figure 1.

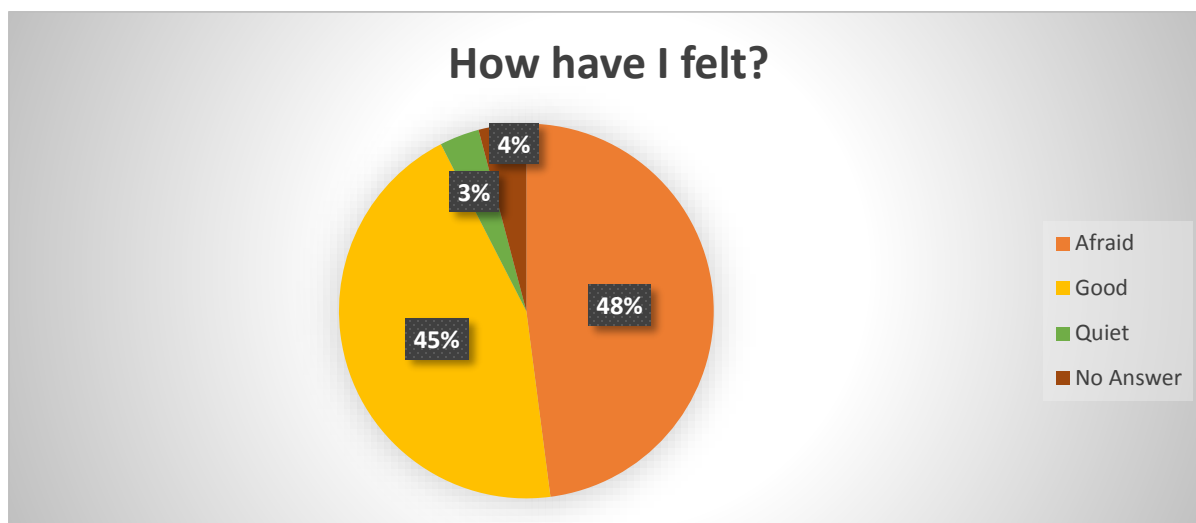


Figure 2.

While figure #1 shows whether students have tried to speak English in front of their classmates, figure #2 illustrates how they have felt in case they have tried to do it. As we can appreciate in the first graphic, 27 out of 33 students have tried to speak English in front of their classmates within the U-shape. Then, only 4 students (12%) have not tried to do it, and just 2 students (6%) have sometimes do it. Now, in regards with the second graphic, we can see that almost half of the class, 14 students (48%), feels afraid of speaking, while the 45% (13 students) feel good at orally producing the language. Along with this, just 3% of the participants (1 student) feels quiet about doing it, and 2 students did not even answer.

If we focus and compare the graphics with the evidence collected, we can state that 82% of the students who have tried to speak English in front of their classmates afraid of doing it' because they might make mistakes or they feel insecure of their pronunciation . (Appendix 1.3).

### Question #2

The purpose of this question was to identify whether students have laughed at their classmates when they are speaking English. And if so, how their confidence has been affected or not.



Figure 3.

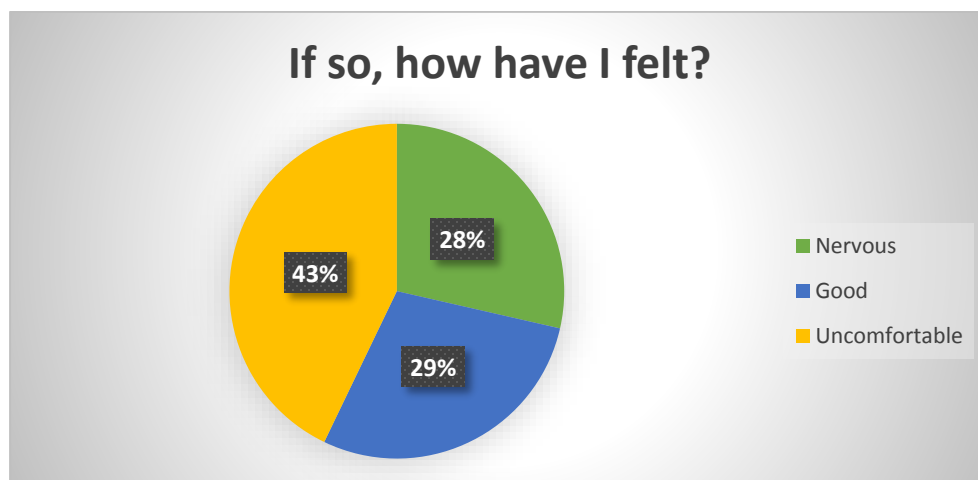


Figure 4.

While figure 3 aims at exploring whether students have laughed at their classmates when speaking, figure 4 shows how students' confidence has been affected in case their classmates have laughed at them. On the one hand, the first figure illustrates how the majority of the students answered that their classmates have not laughed at them. However, 7 students (21%) mentioned that their classmates laughed at them when speaking in English. Lastly, there were few students who did not answer anything. On the other hand, the second figure details how students' confidence was affected in case their classmates had laughed at them. To begin with, 43% of the students showed to feel uncomfortable with their classmates' attitudes towards them; then 28% answered to feel nervous when their classmates laughed at them, and finally, just few students seemed to feel happy about the situation.

Consequently, it can be stated that, in general terms, students are respectful towards their classmates, since most of them do not laugh at others when speaking English. However, when some students laugh at their peers, the majority of the ones affected feel uncomfortable and nervous when speaking in English. (Appendix 1.4)

### **Question #3.**

The goal of this question is to find out whether students bother their classmates when they are speaking or not. This was done in order to see if students respect others and are able to put themselves in their classmates' position.

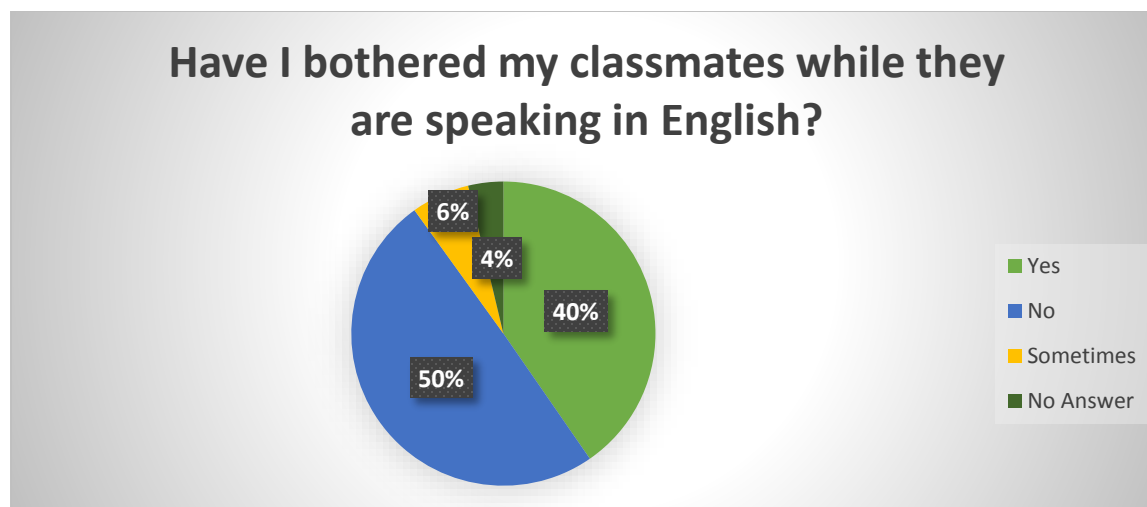


Figure 5.

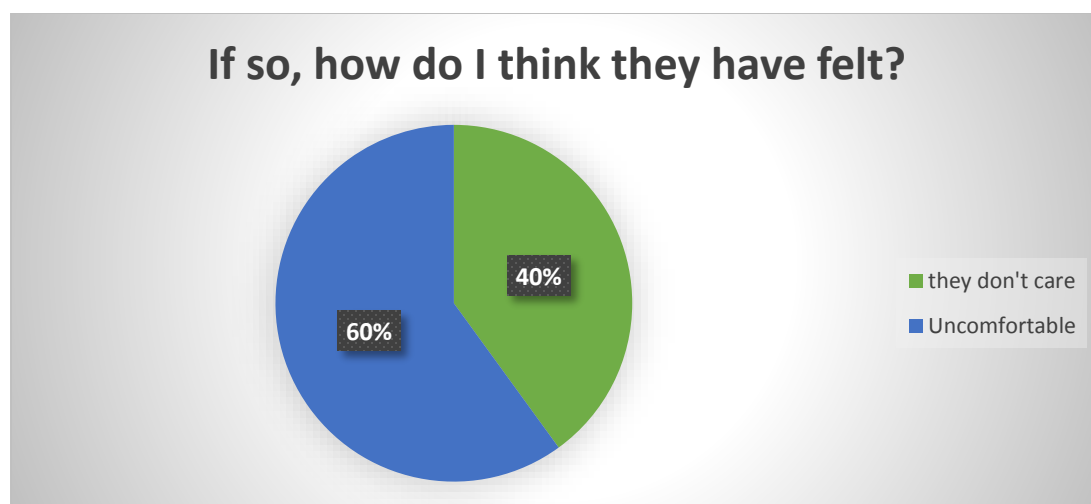


Figure 6.

While figure 5 illustrates that 50% of the class have not bothered their classmates, only 40% - 13 students - have done it, and just 6% - 2 students - reported that sometimes made it; figure 6 shows that when students who bother at their classmates place themselves in the other's position, 60% of the class think that the classmates who are bothered feel uncomfortable, while the 40% think that their peers simply do not care about it.

Therefore, based on what has been previously illustrated, I can state that half of the class have never bothered their classmates while they are speaking in English. However, a numerous group of students have bothered their classmates, and just few learners did not answer that question. What is interesting here is that only some of the students think that their classmates do not care about being bothered, while the majority thinks their classmates have felt bad or uncomfortable when speaking in English. (Appendix 1.4)

- **Questionnaire #3: After interventions.**

This tool was created and applied on students to see whether students' confidence was improved or not, so that they could speak, participate and share in the classroom. In this questionnaire, questions were closed as I just needed specific answers. Plus, students were asked to answer 3 questions:

|                                                                                                                     |     |    |       |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| Read carefully the following questions and answer all of them.                                                      |     |    |       |
|                                                                                                                     | YES | NO | SO SO |
| 1. Have I tried to speak English in front of my classmates?                                                         |     |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          |     |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? |     |    |       |

In relation to question #1, it is important to bear in mind that this question was already asked before in the second questionnaire. I decided to include it again as this will help me see if students were able to speak within the U-shape, or not.

## Question #1

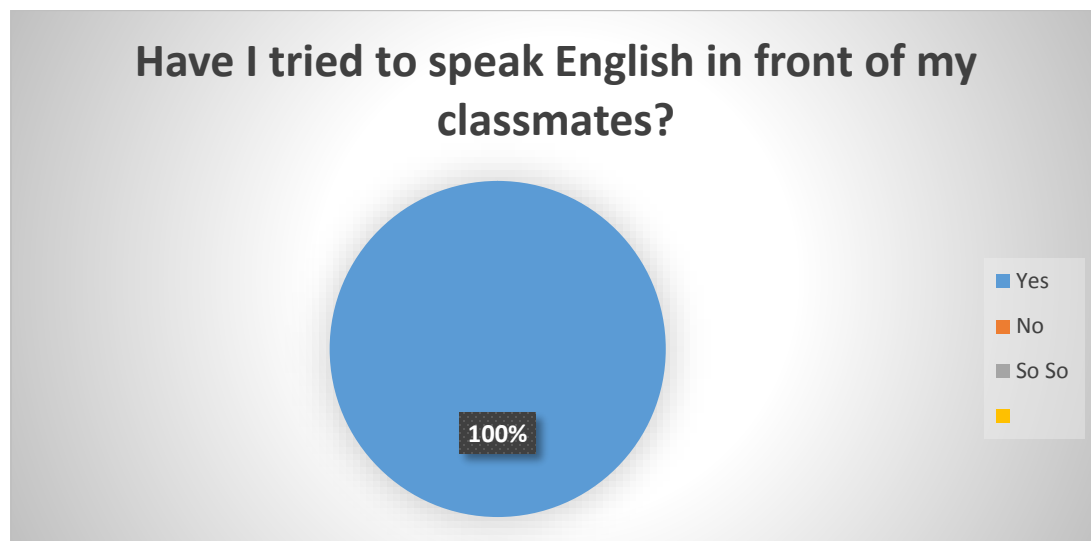
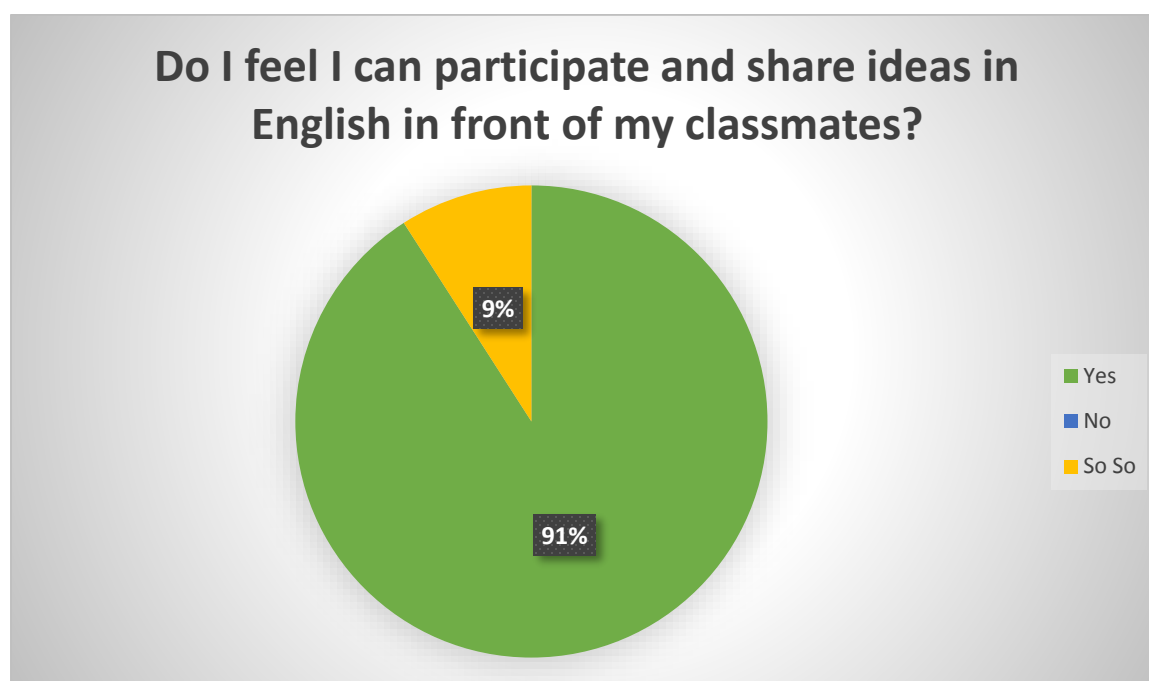


Figure 7

As we can appreciate in figure 7, all of the students have tried to speak English in front of their classmates within the U-shape after all interventions.

If we contrast this question in regards with the previous one, we can realize that only 27 out of 33 students had tried to speak. However, now all of them have tried to do it. Therefore, teaching strategies were fruitful in the sense that helped students gain confidence to orally produce the language.

**Question #2****Figure 8**

As figure 8 shows, the majority of the students, which corresponds to the 91% (30 student) feel they can now participate, express their opinions in English in front of their classmates, while only 9% (3 students) think that they could do it. Based on this, apart from their feelings, they have demonstrated they can share what they think in English classes.

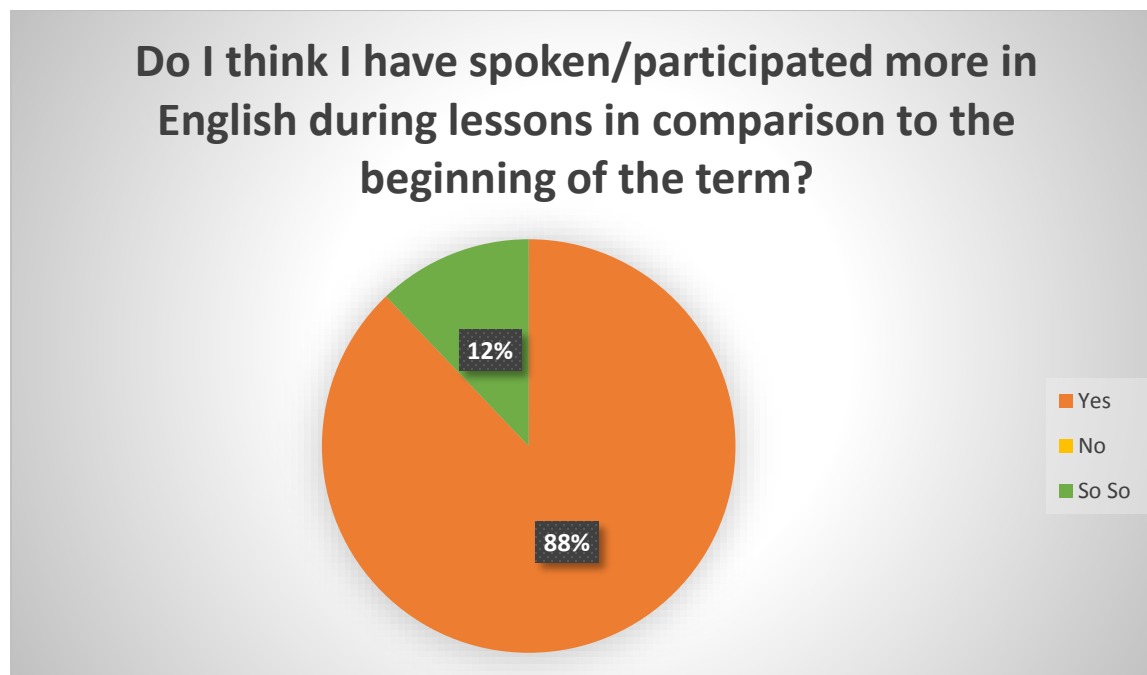
**Question #3**

Figure 9.

As illustrated in figure 9, students were asked whether they think they have spoken more in English in comparison to the beginning of the term – in that case they were explained that they only had to consider second term.

In question #3, it can be observed that most of the students (29 out of 33) think they have spoken or participated more in English during lessons, while only 4 out of 33 think that they have not spoken so much.

In conclusion, and taking the three questions into consideration, it can be stated that students have boosted their confidence, which made them be able to speak in English within the U-shape, in front of their peers. Plus, most of them feel they can express ideas or comment in English. This is important because, based on my experience at the beginning of the second term, when boys wanted to say something during the

lesson, they always said it in Spanish, and very few of them in English. However, after the interventions and the constant support, they have been able to express what they think using English.

## **Instrument 2: Journal**

I think journals “are extremely useful though as a way of capturing significant reflections and events in an ongoing way” (Burns, 2010). I am writing my entries every week so as to capture my reflection on students’ progress in terms of encouraging them to speak in English.

### **Month: August**

#### **Week 1: August 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>**

*I’m back to the school. New semester, new contents and new experiences. My lessons were good – according to me. I think I have to start focusing on what I will work in my Action Research. Not much to say.*

*One of the rules of the lessons was to try to speak as much English as possible. It didn’t work. While walking in the classroom one student told me: “No sé mister, no sé Inglés”. I looked at him and wondered: “Is this real?” I know he knows; indeed, he also knows he knows. He just need .. something... encouragement? Kind of frustration.*

#### **Week 2: August 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup>**

*I don’t know what happens with students. On Monday they didn’t behave ... I don’t know what will happen today. I hope they behave properly and cooperate. I want to believe I’m in a classroom and not in a market.*

**Week 3: August 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup>**

*I only had to wait and believe. I reminded students the rules for the lesson. Little by little they behaved properly and participated, most of them in Spanish, but they did it. Now my goal is to make them speak in English. They can do it!*

**Week 4: August 30<sup>th</sup>, September 1<sup>st</sup> and 2<sup>nd</sup>**

*This week we focused on topic speech and its rules. Then, I performed the lesson. I don't know why, but students spoke a bit more English than other days. We played a game to get to know each other, but in English. The activity worked. I'm happy.*

**Week 5: September 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup>**

*Little by little things have worked. I think I've done a good job with them and they have noticed all my effort. I like doing post activities; I want them to speak. Some of them have tried, making mistakes but they've tried! It's incredible to see how some changes make a huge difference. Good week!*

**Week 6: September 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup>**

*No classes. National holidays. Time to think about my interventions.*

**Week 7: 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup>**

*In general, it was hard to lead the class – but not impossible. Students were extremely talkative, so I took advantage of it. Writing and speaking activities worked. I'd say it was a good class: a lot of participation. I decided not to speak as much as I'm used to since I gave THEM the opportunity to do it for me. It worked! I'm happy. Things have little by little working =)*

**Week 8: September 28<sup>th</sup>, 29<sup>th</sup> and 30<sup>th</sup>**

*Students behaved properly. There has been a bit more participation ... in English!!! Just a bit, but they did it!*

**Week 9: October 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>**

*I felt students were engaged with the class. More participation in English. They have done it. They rock. Yet it is not enough. First intervention. I decided to do an activity this week. It worked, not as expected, but it did it.*

**Week 10: October 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup>**

*Relax week. No classes. Level tests.*

**Week 11: October 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup>**

*No English classes. English week. Just practicing the choreography for the karaoke contest. Jajaja It's been so funny to do this!*

**Week 12: October 26<sup>th</sup>, 27<sup>th</sup> and 28<sup>th</sup>**

*No classes again. Students had “pruebas”. I don’t remember its name, but it’s like an Internal “simce”.*

**Week 13: November 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>**

*Second intervention. More activities related to second conditional. I think students realized that I want them to speak. Lucky me it worked! They achieved it today. I hope it maintains.*

**Week 14: November 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>**

*This week I had my observation. I think it was good enough. I think I need to work on controlling time, but apart from that, I think I’m okay. Students behaved properly and spoke English. They felt comfortable with the lesson taught and speaking English within the U-shape as well. Next week will be my third and last intervention. I’ve been waiting for that moment. I hope the lesson works. Apart from that, my last data collection process. ...*

**Week 15: November 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup>**

*It is always hard to say goodbye. However, I’m happy. I think I’ve done an excellent work with students; all my activities worked and the results were fruitful. I felt students noticed that all my work had a purpose during the year. Some of them thanked me for my job; others hug me and said some words as they have felt excellent during the year, they could speak English, they feel they were able to communicate in English, and so on. Having heard that I leave the school more than happy. .*

*Third and last intervention. Activity called “Out in the world”, related to reported speech. It was easy for students to learn how it works. We mainly played games in order to practice it.*

*Last data collection process. I hope that what I have seen is reflected on what students perceive. If not, I'm sure I did a good job. My host teacher observed the whole process.*

Based on all the evidence provided, I would say that there has been an improvement on students as they have orally produced a bit more English than they are used to. Fortunately, classes and interventions have worked.

To dig deeper on this, it is important to consider some pieces of writing previously described. For example, it can be said that one of the first steps I took at the beginning was to create simple rules for the lessons and try to remind them to students every class. The purpose of this was to make students aware of their classmates by saying that “anyone can make mistakes” and “respect and listen to the other”. By doing so, I considered students could feel a bit more secure when trying to speak in English.

As the weeks went by, little by little classes and activities started working well. First, we played a game in which we had to get to know each other. The name of the activity was: “*What do we have in common?*” (Taken and adapted from the book “*Learner Autonomy*”). The main focus of this activity was to make students work in groups and share ideas by speaking English. Here, students had to say something about them. For examples, their favorite color, movies, food, sport, and so on. After collecting information, I used it and grouped students, putting together the ones who share some characteristics in terms of interests. After a few minutes sharing what they all had in common, they chose a leader who would report to the class why they were similar to each other, providing examples. At the beginning it was difficult for students to speak English;

they did not want to do it. They said they felt a bit ashamed of doing it. Later, as they noticed we were all listening to each other attentively, they tried to talk most of the time in English. Plus, they reported the activity was easier and that was what helped them speak, as it did not have much difficulty. Fortunately, this activity worked as planned.

What I noticed from all my lessons performed, it was that I always emphasized on the post activities rather pre and while part; I know that it the part to produce. However, I could have also focused on the other two parts. I decided not to do it as I wanted to take advantage of the oral production, as well as the time provided. For that reason, once that part was identified, I worked hard on making my students speak. I noticed it started working, and kept doing that in the same way. For instance, that can be seen in Week 5, as students have already tried to speak, making mistakes, but they have done it.

Time to think about interventions. After national holidays break students arrived talkative. I thought it was time for them to make the class. In other words, I just let them speak in a controlled practice; we just did writing and speaking activities in which in one way or another they had to report what they had done. Most of the class participated.

As the first intervention was coming, everything was carefully prepared. I noticed that students were engaged with the class – as most of the times. The activity prepared was called: *“Guessing hidden strengths”* (taken and adapted from the book: *Learner autonomy*). The main goal of it was boosting students’ confidence by working in groups. It was thought like this as that is what I want to achieve with this AR project. The activity consisted on writing one sentence about themselves. For example: *“I’m good at ...”* Then, students had to choose a hidden strength that most of their classmates did not know about him. After this, I had to collect, shuffle and give one

to each student – making sure that nobody is given their own sentence. Later, students had to suppose who had written the sentence they had in their hands, read it out loud and say the name of the person. If the person who read the paper was right, the person who wrote the paper had to stand up, confirm his hidden strength and talk about it for a while.

The activity itself worked, not as expected, but it did. In general terms students understood what the activity was about, the way it worked and what they had to do. However, during the lesson some of the students were reluctant to participate by writing their hidden strength and by then speaking in English. Fortunately, they all wrote in the paper, but not all of them spoke in English. I think it was a good attempt for the first time.

Weeks have passed by and I have not had English classes. It is because of the “Level tests”, English week and Internal ‘simce’. In relation to the English week, although we did not have classes, I was able to practice with students their song for the choreography. Here, I took advantage of their speaking skills as they had to sing and dance for the “karaoke contest”. It was a great opportunity to have practiced oral production, without making students feel they had to do it ‘under pressure’ – which has never been the case -; if not, for fun. Luckily, it ended up being a wonderful moment.

After three weeks without classes, I performed my second intervention. The activity this time was called: “*The Eiffel tower*” (taken and adapted from the book: *Learner autonomy*). The aim of this activity was to boost students’ confidence by working in pairs, using conditionals. What I emphasized from the very beginning was that there were no right or wrong answers, which allows room for creativity in order to make students feel secure. Since the activity was related to “second conditional”, students had to pair up and choose what color they would like to paint the

Eiffel tower or any other significant building they may feel familiar with if they had to decide. After some minutes I asked some students to report to their classmates what they chose and their reasons, by modelling: *“If I had to paint the Eiffel tower, I would paint it green because ...”* Besides, I also made students think about what other changes they would make to the building if they could.

When the class was over, I ended up astonished. As stated in my journal in Week 13: “I think students realized that I wanted them to speak”. I accomplished my goal. It undoubtedly worked. Indeed, some of the boys who I never thought they would speak did it; at their own pace, but they achieved it.

Along this teaching-learning process, it has been possible to notice that students have progressed in terms of speaking within the U-shape, where they have been able to participate, producing English orally. However, the process has not finished yet. There is one more intervention to be described as well as analyzed.

The activity this time was called: *“Out in the world”* (taken and adapted from the book: *Learner autonomy*). The main goal of this activity was focused on self-confidence as well as group work. One of the most important points in this activity was to give confidence to the student to speak in front of the group and recall a moment when they had already put their knowledge in daily-life use. The idea of the activity was to make students remember their past, either last summer or childhood and in groups, talk about one occasion where they had to put into practice English. Here, they had to write in a piece of paper what was difficult, interesting or what surprised them in relation to the situation lived. In case they did not have any personal situation, they could write about a family anecdote. Once it was written, they had to share with their classmates and

talk about it. Finally, one member of the group had to report to the class the story that most drew his attention regarding his classmate's writing.

The activity was over. The class was over. I undoubtedly can state that students progressed in terms of speaking in English within the U-shape – considering as reference the beginning of the term. I enjoyed the class. All my students participated in the class; they participated and spoke English. Some of them performed better than others, but the goal was achieved by everyone.

### **Reflection and Analysis**

The interventions performed during lessons ended up being beneficial for both, students and me, as teacher. Although students have been exposed to the target language for about 10 years, at the beginning it was difficult to make them speak English since they were not used to doing it. However, as time went by, 9<sup>th</sup> grade A students got familiar with the oral production, especially when participating within the U-shape by communicating orally after I implementing different activities as well as trying to create some kind of simple routines such as asking them how they feel, how they are, what they have done so far during the day, etc.

Considering the results obtained from the surveys and journals, I believe that the strategies were successful as it could be appreciated a huge change on students' speaking skills from the beginning of second semester until the last day of class. I achieved what I wanted: To make them speak in English confidently. Honestly, I never thought that the strategies used would work properly as I did not trust I was doing it correct. However, everything turn out to be beneficial and fruitful.

What I gather from this experience of working with 9<sup>th</sup> grade students is that the influence that teachers have on students' learning process plays an indispensable role, as learners might feel frustrated if educators do not know how to approach students correctly. If they do not, and based on my issue within the classroom, the results could have been completely different. Dealing with confidence is not easy to cope with; it requires several factors, and among all of them the teacher is there. If s/he does not provide the enough confidence, students will not be able to produce what they are expected. Along with this, I realized that one of the best ways to encourage students to speak in English is the use of pair and group as *it is shared by some members of the*

*group (...) and it is essential that students and groups recognize that each is trying to help others. Co-operation is an important feature of the work. (Norman. 2002).*

## **Conclusion and implications**

My research project ended up with the expected results. I would say that 2 out of the 3 activities performed were successful. Group and pair work activities for making students speak in English are an excellent way to encourage students to produce the target language orally and develop their confidence as well, which was the aim of this Action Research Project. It is important to consider that English is another means of communication to interact with people, so it is important that students feel comfortable coping with it.

Developing speaking skills at the beginning was hard, but after all the strategies implemented – not only activities, but also rules and routines – made a great contribution on students as well as me.

Although most of the activities worked, I had some limitations. For example,

- Time
- Unexpected school duties as well as scheduled activities students could not miss.
- Self-organization
- Reluctant students who did not want to participate at the beginning.

I would have liked to have more time to develop some of the activities better and frequently. Plus, I should have practiced pronunciation (drilling) in order to make students feel secure about what they were saying. However, the strategies worked well for students.

If I were to do the strategies again, I would definitely start before and would include a system in which students take turns at the moment of reporting/sharing ideas to the class regarding what they spoke when discussing in groups. Along with this, I would like to include

some helpers inside the class. For example, if they finished earlier a certain activity, they could go and help their classmates. So that, they can all work together, boosting each other's confidence and giving peer feedback to achieve a certain task. My idea is to include all my students in the same class, making them feel that not only the teacher is able to teach and help, but they also are able to do it. Besides, I would like to implement projects in which students could feel they need to use English to communicate. For example, as a warm-up activity, pick up two or three students and make them talk for 5 minutes, interacting among them if they were in a supermarket, in a mall, cinema, another country, so on.

Finally, it is worth to ponder about the importance as well as relevance this Action Research project will have in my future as English teacher. I think it is fundamental that you, as teacher, have to be willing and open to change and innovate your teaching skills. In other words, to improve your methodologies in case you identify any problem. For example, I realized that taking risks is good if you have a clear purpose. In this case, my objective was to make students feel secure in order for them to speak the language and be able to participate in classes. They did it. The goal was accomplished.

## References

- Blatchford, P., Kutnick, P., Baines, E., & Galton, M. (2003). Toward a Social Pedagogy of Classroom Group Work. *International Journal of Education Research*, 39, 153-172.
- Brown, H. D. (2001). *Strategies for Success: A Practical Guide to Learning English*. New York: Longman Inc.
- Burns, A. (2009). *Doing Action Research in English Language Teaching*. New York, New York: Routledge.
- Cambridge (2015). *Cambridge Advanced Learner's Dictionary*. Third Edition. Cambridge University Press.
- Colegio San Ignacio Alonso de Ovalle. (2015). Proyecto Educativo Colegio San Ignacio. Retrieved from: [http://colegiosanignacio.cl/media/cms\\_page\\_media/306/proyectoeducativorei1\\_RsaheDy.pdf](http://colegiosanignacio.cl/media/cms_page_media/306/proyectoeducativorei1_RsaheDy.pdf)
- Confidence [Def 1]. (n.d.). In *Oxford Dictionaries*, Retrieved October 1, 2015, from <http://www.oxforddictionaries.com/definition/english/confidence?searchDictCode=all>
- Dobson, J. M. (2005). *Effective Techniques For English Conversation Groups*. Washington, D.C.: Newbury House Publishers.
- Hammond, L. (2005). *Preparing Teachers for a Changing World: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Harmer, J. (2007). *How to Teach English*. Editorial development by Ocelot Publishing, Oxford, with Helen Gomm. Cambridge, UK.
- Harmer, J. (2001) *The Practice of English Language Teaching*. Cambridge, UK.

- Hess, N. (2007). *Eleven Principles of Coping in Large Multilevel Classes*. Cambridge University Press.
- Jennings, P. & Greenberg, M. (2009). *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*.
- Keller, J.M. (1983). *Motivational Design of Instruction*. C.M Reigelruth (Ed.). *Instructional Design Theories and Models: An overview of their current status*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Norman, D., & LeVine, U. (2002). *Communicative ideas: An approach with classroom activities*. Boston: Heinle.
- Richards, J., & Rodgers, T. (2011). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Richards, J. & Renandya W. (2002). *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge University Press, New York.
- Rosenberg, R. (2009). Tools for Activating Materials and Tasks in the English Language Classroom. *English Teaching Forum*, 4, 2-27.
- Santos Guerra, J. (2000) “Entre bastidores: el lado oculto de la organización escolar”. Madrid, Archidona. Capítulo 13: “Cultura y poder en la organización escolar”.
- Scrivener, J., & Thornbury, S. (2014). *Classroom Management Techniques*. Cambridge, UK: Cambridge University Press.
- Songsiri, M. (2007). *An Action Research Study of Promoting Students' Confidence in Speaking English*. Doctoral dissertation, Victoria University, Melbourne, Australia.  
Retrieved from: <http://vuir.vu.edu.au/1492/1/Songsiri.pdf>
- Speak [Def 1]. (n.d.). In *Cambridge Dictionaries*, Retrieved October 1, 2015, from <http://dictionary.cambridge.org/dictionary/american-english/speaking>

- Ur, P. (2007) *A Course in Language Teaching. Fifteenth Edition*. Cambridge University Press.
- Washington University's The Teaching Center (2009). Increasing Student Participation. Retrieved on June 15th in 2015 from [http://teachingcenter.wustl.edu/strategies/Pages/increasing-participation.aspx#.VX-gB\\_l\\_Oko](http://teachingcenter.wustl.edu/strategies/Pages/increasing-participation.aspx#.VX-gB_l_Oko)

## APPENDIX

## 1.1 Action Plan Timeline

| Activities                                                                       | August |   |   |   |   |   | September |   |   |   |   | October |   |   |   | November |   |  |  |
|----------------------------------------------------------------------------------|--------|---|---|---|---|---|-----------|---|---|---|---|---------|---|---|---|----------|---|--|--|
| Weeks to work on                                                                 | 1      | 2 | 3 | 4 | 1 | 2 | 3         | 4 | 5 | 1 | 2 | 3       | 4 | 1 | 2 | 3        | 4 |  |  |
| 1.- Analyse the context                                                          | X      |   |   |   |   |   |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 2.- Find out the problem                                                         |        | X | X |   |   |   |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 3.- Formulating the preliminary question                                         |        |   | X | X |   |   |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 4.- Send parents’ consent to apply instruments, explaining the reason of the AR. |        |   |   |   |   | X |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 5.- Find theoretical framework/literature.                                       |        |   |   | X | X |   |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 6.- Collect parents’ permission.                                                 |        |   |   |   |   |   | X         |   |   |   |   |         |   |   |   |          |   |  |  |
| 7.- Write context, rationale and dig deeper in the Research Question.            |        |   |   |   | X | X |           |   |   |   |   |         |   |   |   |          |   |  |  |
| 8.- Design instruments to collect data.                                          |        |   |   |   |   | X | X         |   |   |   |   |         |   |   |   |          |   |  |  |
| 9.- Collect Data.                                                                |        |   |   |   |   |   | X         | X | X | X |   |         |   |   |   |          |   |  |  |
| 10.- Analyze Data.                                                               |        |   |   |   |   |   |           |   |   | X | X | X       | X |   |   |          |   |  |  |



## 1.2 Letter sent to Parents.



DIRECCIÓN ACADÉMICA  
COLEGIO SAN IGNACIO

Santiago, 30 de octubre de 2015

### Estimados Padres y Apoderados:

Junto con saludarles, queremos compartir con ustedes que, en el marco del Proyecto de Mentoría Efectiva que se lleva a cabo en nuestro Colegio, el estudiante de quinto año de la carrera de Pedagogía en Inglés de la Universidad Alberto Hurtado, Víctor Quiñones, quien se encuentra realizando su proyecto de investigación-acción en el Primero Medio "A", que se propone buscar maneras de fomentar la oralidad en Inglés dentro del aula al momento de participar en las clases.

Con el fin de recoger datos que permitan el diseño de una propuesta efectiva, nuestro estudiante en práctica necesita tomar notas de campo y aplicar algunas encuestas a sus hijos, cuya participación es completamente voluntaria. Por lo tanto, si usted no desea que su hijo no sea parte de esta investigación, o si, a mitad de proceso usted decide que no quiere que su hijo continúe participando, no dude en informarnos, de tal modo de llevar a cabo una renuncia voluntaria. Por otra parte, si usted está de acuerdo en que su hijo colabore con este proceso investigativo, lo invitamos a firmar el siguiente consentimiento.

Queremos también comentarles que, si usted no presenta inconveniente, nuestro estudiante Víctor Quiñones quisiera incluir el nombre y apellido de su hijo en los agradecimientos de su proyecto de investigación-acción.

Finalmente, le invitamos a contactar a Carmen Gloria Muñoz, profesional responsable del funcionamiento de este proyecto en nuestra Comunidad, a través de su correo electrónico [carmen.munoz@colegiosanignacio.cl](mailto:carmen.munoz@colegiosanignacio.cl), toda vez que usted desee compartir sus ideas o inquietudes sobre este proceso, o si desea recibir un resumen de este estudio una vez que esté listo (diciembre).

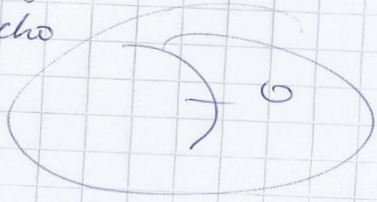
Agradecemos desde ya el generoso aporte de cada uno.

Yo..... apoderado  
de..... del Primero  
Medio A, autorizo a mi hijo a ser parte de éste estudio. Estoy informado/a y consciente de  
que si en cualquier momento decido interrumpir la participación de mi hijo en este estudio,  
o si surge alguna duda o idea para compartir, puedo contactar a Carmen Muñoz,  
profesional a cargo de este proceso.

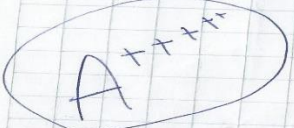
Firma Apoderado

### 1.3 Data Collection #1

Las clases me gustan porque el profesor sabe enseñar de manera divertida y responde bien todos nuestros dudas.  
Me siento bien porque aprendo mucho.



Las clases son muy buenas y innovadoras con actividades nuevas y entretenidas y además aprendemos. El mister es muy simpático y interactúa mucho con nosotros.



in the english class me siento muy comodo porque hay confianza para equivocarse this is very good Me gusta el ambiente que hay.

CONGRATULATIONS ★

Las clases de Inglés durante el año han sido muy buenas, dinámicas y entretenidas. Nos mantienen concentrados y se aprende de una manera más fácil, tenemos un buen ambiente de curso en clases y tenemos mayor cercanía con ambos profesores.

Las clases de Inglés me gustan mucho, ya que los profesores mantienen el equilibrio entre la autoridad y cercanía con el alumno

I like ENGLISH CLASSES BECAUSE IT ARE VERY FUNNY AND DYNAMIC AND RELAX

I FEEL VERY COMFORTABLE AND RELAXED. THE TEACHER ALWAYS HELP ME TO SOLVE MY DOUBTS.

TEACHERS MARK A+++

these classes is very fun. and very good.  
me siento bien, porque hacemos actividades, etc

Me gustan las clases, esto porque el profesor se vincula con cada alumno  
En la clase de inglés me siento bien porque me gusta la materia

Una una nota de 1 a 10 doy un 10

Si me han gustado, porque son dinámicos  
los profe son buena onda y siempre responden  
las preguntas

me siento bien, porque al tener un profe que  
hable de manera coloquial otorga más  
confianza.

nota:

7

0

Si me gusta porque?  
las clases estan bien, el  
profe enseña muy bien  
y si tienes duda te  
ayuda.

- las clases serían mejor  
con películas en inglés

- 7, 0

- En clase  
me siento muy  
bien.

ME HAN gustado mucho las clases del profe victor  
y en su clases me siento muy bien ya que  
enseña muy bien

nota: 165

Si me gustan las clases de ingles porque el profe  
demuestra autoridad frente los alumnos y todos los  
respetan

Buenas, porque son mas entretenidas y tenemos mayor participación, podemos avanzar más rápido y entendiendo bien.

Si me gusta, porque nos atiende a todos por igual, ~~ayudando~~ ayudando a los que mas les cuesta y dandoles bastante participación en clases.

6.8



- ¿Te gusta la clase de inglés?

Si me gustan las clases de inglés, porque todos participamos, la clase es dinamica, el profe responde y nos ayuda y aprendemos mejor.

- ¿Como te sientes con las clases?

Me siento bien y comodo, porque la clase al ser dividida en 2 no hay tanto ruido en lasala y se aprende mejor, ademas la clase es muy dinamica y el profe es buena gente.

Si, me gustan, ya que se comparten de forma simpatica, y ademas hay un buen ambiente de clases. No me siento bien, ya que ahora siento un poco mas de nervios en la asignatura y lo colocaria en 6,5.

I like the English classes, because I understand a lot, and it is a dynamic form to learn.

I feel very good and included because everyone participate in class and in general all understand.

Grade 7/7

I like so much the class and I learn

- Yes because i learn so much with this teacher
- Good because the class have a very good ambience
- 6,5 because is a good class with good people

I liked the ~~class~~ classes because is very  
funny AND relax.

In the class I feel relax because the class  
is relax

6,5 because is relax.

Me siento bien en las clases de ingles que e  
tenido con usted porque son divertidas y  
cuando tengo una duda me la saca  
rapidamente haciendo que entienda bien

tambien me gustan sus clases porque todos  
aprendemos bien, todos participamos y aunque  
hay un poco de ruido logra que su  
clase sea interesante (haciendo que todos  
pongamos atencion.)

nota: 1.0 ★★

• Profe es un grande!!

1) yes, I like it so much because I like so much learn, talk ~~and~~, read and heard english

2) I feel very good, because the teacher know how to speak with us and how to catch our attention and let everyone participate in the class.

3) I give a 10 mark because I like so much the english class and for the other reasons that I describe later

I LIKE THE CLASS BECAUSE WHEN I HAD A QUESTION THE TEACHER ANSWER MY NICELY

IN CLASS I FEEL GOOD, REALLY.

me gustan las clases de ingles porque son rapidas y dinamicas.

me siento comodo porque entiendo bien a los alumnos y te hace participar.

- el Profe es muy simpatico y los cosas las entiendo mas porque me explica en español cuando no entiendo

- Me siento bien porque las clases son en buen hora

- yes I like because the misters are good
- Fine because I like this class

- Las clases de Ingles en general han estado bien, aunque no me gusta la materia, por lo tanto es difícil que me gusten, pero estas clases han estado bien
- Me siento bien en clases, ya que no me importa equivocarme y aprendo (creo) lo más que me incomoda es la presión de trabajar, pero en general bien

- If you like English classes (why)  
I love English classes because we have see in my life, the most funny thing that I even
- How do you feel in classes (why)  
I feel excellent because exist a lot of trust between the teacher and classmattes.

I like ~~class~~ English class because mr. Help me ~~ever~~ always.

Me siento super bien ya que me prestan atención y me ayudan a comprender bien.

6,8

Super Bien!!

- yes because I learn much
- Good because the class have a very good enbient
- (1-7) 6,5 because is a good class

## 1.4 Data Collection #2

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, but I was nervous.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

NO

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, I'm not nervous

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

NO, sure

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

NO, bothered is felt very bad

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

R = nervous because I am not  
sure

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

R = no

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

R = no

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

R: nervous, it is difficult for me to speak English

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

R: no

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

R: no

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, I felt normal

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, they're not laughed

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes, I think they felt normal or don't care

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, I tried, and I feel nervous because I think my pronunciation is not good

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

~~No, because I respect them~~  
No, I think they respect me

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

I did, but I think they don't care at all

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, I have felt very good

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

Yes, I have felt good because I don't bothered

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, good

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, my classmates not laughed of me because I say a correct thinks.

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No, I think that they felt good because I Respect them

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?  
 Yes, when the mister ask me. Good because is not difficult.
2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence? Yes ~~when~~ I feel good because is funny
3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt? Yes, not bad because they too speak

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?  
 Yes, when the mister ask me. Good because is not difficult.
2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence? Yes ~~when~~ I feel good because is funny
3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt? Yes, not bad because they too speak

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes. I feel fine

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

I feel in confidence with my parent

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes, not bad because they to speak

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Sometimes

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

yes, because I said things very funny

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

no, because I also make mistake in English class.

70

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Si

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

No, always I talk in Spanish

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, or I don't remember

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

I think bothered my classmate sometimes is not a recurrent thing. I think They feel some embarrassing.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, I feel good

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No.

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

YES, AND I FELT NERVOUS (NERVIOSO, CON <sup>TEMOR</sup> A EQUIVOCARME)

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

ONE TIME, I FELT BAD

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

NO.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, I felt quiet.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

yes, I felt nervous.

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

sometimes, I think they feel nervous too.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, nervous.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, I stay quietly

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No, they felt bad or insecure.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, I felt nervous, because we don't speak English usually.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, my classmates did not laugh about me.

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes, I bothered them before, I did it for disconcentrate them or making it laugh.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

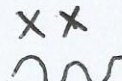
Yes, and I ~~was~~ was nervous

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No



Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, and I felt very normal, because I am confident with my friends. Only with friends

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, anyone

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes I am bored but I don't make  
see it

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

I speak every day in English, when I want. And I felt very good

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

some times, I felt confident with my English

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

no, if I not wrong

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, and I felt fine

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

I've tried to speak in class, but, I've never talked in others situations.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes, I think that they will feel very upset and uncomfortable.

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, nervous

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

no.

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

no

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, good and nervous

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

no

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

~~no~~ yes, bad, lose attention

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes, I feel normal.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Yes, I think they don't care

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

I felt with a little afraid but in unusual, I don't have problems in the general time.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes, Sometimes the class is interrupted  
the flow the class

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

yes, because I very fun

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

yes, uncomfortable

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

~~yes~~ yes, ~~uncomfortable~~

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

yes, uncomfortable

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

yes, uncomfortable

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

yes and fine.

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

yes and bad

Read carefully the following questions and answer honestly all of them.

1. Have I tried to speak English in front of my classmates? If so, how have I felt?

Yes <sup>sometimes</sup> i feels good with this ~~because~~ ~~felt~~

2. Have my classmates laughed at me during English lessons? If so, how have I felt in terms of confidence?

No, my classmates not's laughed of me becaus in song  
content's things

3. Have I bothered my classmates while they are speaking in English? If so, how do I think they have felt?

No, I think that they feels good becaus i have respect  
of them

## 1.5 Data Collection #3

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          |     |    | X     |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          |     |    | X     |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          |     |    | ✓     |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | ✓   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | /   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | /   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | /   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | /   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | /   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | /   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | /   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | /   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | /   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | /// |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | /// |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | /// |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | ✓   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | ✓   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | ✓   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | ✓   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | X   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | X   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | X   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | •   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | •   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | •   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES                                 | NO                       | SO SO                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | ✓   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | ✓   |    |       |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES          | NO | SO SO        |
|---------------------------------------------------------------------------------------------------------------------|--------------|----|--------------|
| 1. Have I tried to speak English in front of my classmates?                                                         | <del>✓</del> |    |              |
| 2. Do I feel I can participate and share ideas in English?                                                          | <del>✓</del> |    |              |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? |              |    | <del>✓</del> |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | ✓   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? |     |    | ✓     |

Read carefully the following questions and answer all of them.

|                                                                                                                     | YES | NO | SO SO |
|---------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| 1. Have I tried to speak English in front of my classmates?                                                         | ✓   |    |       |
| 2. Do I feel I can participate and share ideas in English?                                                          | ✓   |    |       |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? |     |    | ✓     |

| Read carefully the following questions and answer all of them.                                                      |                                  |                       |                                  |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|----------------------------------|
|                                                                                                                     | YES                              | NO                    | SO NO                            |
| 1. Have I tried to speak English in front of my classmates?                                                         | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 2. Do I feel I can participate and share ideas in English?                                                          | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 3. Do I think I have spoken/participated more in English during lessons in comparison to the beginning of the term? | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |

## 1.6 Journal.

### **Week 1: August 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>.**

*I'm back to the school. New semester, new contents and new experiences. My lessons were good – according to me. I think I have to start focusing on what I will work in my Action Research. Not much to say.*

*One of the rules of the lessons was to try to speak as much English as possible. It didn't work. While walking in the classroom one student told me: “No sé mister, no sé Inglés”. I looked at him and wondered: “Is this real?” I know he knows; indeed, he also knows he knows. He just need... something... encouragement? Kind of frustration.*

### **Week 2: August 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup>**

*I don't know what happens with students. On Monday they didn't behave ... I don't know what will happen today. I hope they behave properly and cooperate. I want to believe I'm in a classroom and not in a market.*

### **Week 3: August 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup>**

*I only had to wait and believe. I reminded students the rules for the lesson. Little by little they behaved properly and participated, most of them in Spanish, but they did it. Now my goal is to make them speak in English. They can do it!*

**Week 4: August 30<sup>th</sup>, September 1<sup>st</sup> and 2<sup>nd</sup>**

*This week we focused on topic speech and its rules. Then, I performed the lesson. I don't know why, but students spoke a bit more English than other days. We played a game to get to know each other, but in English. The activity worked. I'm happy.*

**Week 5: September 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup>**

*Little by little things have worked. I think I've done a good job with them and they have noticed all my effort. I like doing post activities; I want them to speak. Some of them have tried, making mistakes but they've tried! It's incredible to see how some changes make a huge difference. Good week!*

**Week 6: September 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup>**

*No classes. National holidays. Time to think about my interventions.*

**Week 7: 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup>**

*In general, it was hard to lead the class – but not impossible. Students were extremely talkative, so I took advantage of it. Writing and speaking activities worked. I'd say it was a good class: a lot of participation. I decided not to speak as much as I'm used to since I gave THEM the opportunity to do it for me. It worked! I'm happy. Things have little by little working =)*

**Week 8: September 28<sup>th</sup>, 29<sup>th</sup> and 30<sup>th</sup>**

*Students behaved properly. There has been a bit more participation ... in English!!! Just a bit, but they did it!*

**Week 9: October 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>**

*I felt students were engaged with the class. More participation in English. They have done it. They rock. Yet it is not enough. First intervention. I decided to do an activity this week. It worked, not as expected, but it did it.*

**Week 10: October 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup>**

*Relax week. No classes. Level tests.*

**Week 11: October 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup>**

*No English classes. English week. Just practicing the choreography for the karaoke contest. Jajaja It's been so funny to do this!*

**Week 12: October 26<sup>th</sup>, 27<sup>th</sup> and 28<sup>th</sup>**

*No classes again. Students had "pruebas". I don't remember its name, but it's like an Internal "simce".*

**Week 13: November 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>**

*Second intervention. More activities related to second conditional. I think students realized that I want them to speak. Lucky me it worked! They achieved it today. I hope it maintains.*

**Week 14: November 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>**

*This week I had my observation. I think it was good enough. I think I need to work on controlling time, but apart from that, I think I'm okay. Students behaved properly and spoke English. They*

*felt comfortable with the lesson taught and speaking English within the U-shape as well. Next week will be my third and last intervention. I've been waiting for that moment. I hope the lesson works. Apart from that, my last data collection process. ...*

### **Week 15: November 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup>**

*It is always hard to say goodbye. However, I'm happy. I think I've done an excellent work with students; all my activities worked and the results were fruitful. I felt students noticed that all my work had a purpose during the year. Some of them thanked me for my job; others hug me and said some words as they have felt excellent during the year, they could speak English, they feel they were able to communicate in English, and so on. Having heard that I leave the school more than happy. .*

*Third and last intervention. Activity called "Out in the world", related to reported speech. It was easy for students to learn how it works. We mainly played games in order to practice it.*

*Last data collection process. I hope that what I have seen is reflected on what students perceive. If not, I'm sure I did a good job. My host teacher observed the whole process.*