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Do students of fourth semester have second language interaction

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Trabajo de grado presentado como requisito para optar al título de Licenciado (s) en

Lengua Castellana, Inglés y Francés

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Abstract

This article presents the results of a research study about the speaking interaction (understood as the time used by the student to speak in class). Particularly the reasons students might have to speak or not to speak in a second language in class. Interviews, observations and questionnaires were applied in order to understand why there could be a lack of speaking interaction in English and French classes. The population were students of fourth semester from La Salle University's Bachelor Program in Spanish, English and French. Data was collected during the period of two years. The research problem of the present article emerged from life experience of the authors within English and French classes where the possible lack of speaking interaction was a common interest. It presents the methodology to proceed to identify, analyze and understand the reasons students may have to speak or not into the class, and how it may affect the language learning process in class. Finally, the results obtained reflected the different notions students have about teacher and students' role; the autonomous work needed to help increase the language learning of the students; students use different kinds of ''self'' and ''other'' regulated activities and students tend to show a language preference at the moment of coursing the 4th semester of the B.A. languages program.

Keywords: Language learning, Learning strategies, Autonomous work, Teacher and students' role, Interaction in class.

Resumen

Este artículo presenta el resultado de la investigación llevada a cabo por los autores sobre la interacción hablada (entendida como el tiempo usado por el estudiante para hablar en clase) en clase. Particularmente las razones que los estudiantes pueden tener para hablar o no en una segunda lengua dentro de clase. Entrevistas, observaciones y cuestionarios fueron aplicados para entender por qué podría haber una falta de interacción en clases de Inglés/Francés. La investigación fue llevada a cabo con estudiantes de cuarto semestre de La Universidad de la Salle, del programa académico Licenciatura en lengua Castellana, Inglés y Francés por un periodo de dos años. El tema de investigación del presente artículo emergió de las experiencias de los autores dentro de las clases de Inglés y Francés, donde la posible falta de interacción hablada fue un tema en común. Presenta la metodología considerada apropiada para identificar, analizar y entender las razones que los estudiantes pueden tener para hablar o no en clase, y cómo eso puede afectar el proceso de aprendizaje en clase. Finalmente, los resultados obtenidos reflejaron las diferentes nociones que los estudiantes sobre el rol del profesor y el estudiante; el trabajo se necesita para ayudar a incrementar el aprendizaje de los estudiantes; los estudiantes usan diferentes actividades de "auto" y "otra" regulación y los estudiantes tienden a mostrar una preferencia de lenguaje al momento de cursar 4to semestre del programa de lenguas.

Palabras clave: Aprendizaje de idiomas, Estrategias de aprendizaje, Trabajo autónomo, Rol de estudiantes y profesores, Interacción en el salón de clase.

Résumé

Cet article présente le résultat de la recherche travaillée par les auteurs à propos de l'interaction parlée (entendue comme le temps utilisé par l'étudiant pour parler en classe) en classe. Particulièrement les raisons que les étudiants peuvent avoir pour parler ou ne pas parler dans une deuxième langue dans la salle de classe. Des entretiens, des observations et des questionnaires ont été appliqués afin de comprendre pourquoi y a-t-il un possible manque d'interaction dans des classes d'Anglais et Français. La recherche a été réalisée avec des étudiants de quatrième semestre de l'Université de la Salle du programme de Licence en langues étrangères; Espagnol, Anglais et Français pendant les dernières deux années. Le sujet de la recherche du présent article a émergé des expériences vécues de la partie des auteurs dans les classes d'une deuxième langue (Anglais et Français) où le possible manque d'interaction parlée était un sujet courant. D'ailleurs, le présent article expose la méthodologie appropriée pour identifier, analyser et comprendre les raisons que les étudiants peuvent avoir pour parler ou ne pas parler en classe et comme cela peut affecter le processus d'apprentissage en classe. Finalement, les résultats obtenus ont reflété différentes notions que les étudiants ont sur le rôle du professeur et de l'étudiant; le travail autonome est nécessaire pour aider le processus d'apprentissage des langues; les étudiants utilisent différentes types d'activités "auto" et "autre" réglementé et les étudiants ont la tendance de préférer une langue au moment d'être dans 4ème semestre du programme des langues de l'université-

Mots clés : Apprentissage des langues, Stratégies d'apprentissage, Travail autonome, Rôle du professeur et de l'étudiant Interaction dans la salle de classe.

Do Students of Fourth Semester Have Second Language Interaction?

Introduction

The present article shows the process in which we made our research, which began with the

perception that the students of our B.A program at La Salle University might have a lack of oral

communication within the classroom in English and French. ,because, a lack of interaction from

the part of the fourth semester students was noticed from previous observations made by the

researchers.The work presented in here is the result of our research process at La Salle

University, during 2015 and 2017. We followed the process with twenty six students and two

teachers of fourth semester of the University's B.A program in languages in order to understand

what happens with oral interaction of the students into the class.

The research topic of the article is about the reasons behind the possible lack of oral

communication within the French and English classes of the BA program in languages at La

Salle University. Based on previous observations and experience in our five years of study in the

bachelor program, we found that students might use a second language only when they are asked

to in terms of making a task or presenting an oral exercise, instead of doing it for their own. For

instance, in exercises like debates, oral presentations, and others, we noticed that in most of cases

there could be a small group of students who participated the most, but it was possible that the

rest of the groups were passive and acted depending on the teacher's demands or even a question

of a partner. For these reasons we consider that it is available to research about this possible lack

of oral exercise in a second language.

Starting our research project, we noticed that there was a possible lack of interaction in a

second language of English and French classes in our B.A. program at La Salle University.

However, we did not know what reasons students could have not to speak in a second language in class. That led us to think about why students of fourth semester of our B.A. program do not speak in French and English during the corresponding language classes and how these reasons affect their L2 language speaking interaction.

Our research project was focused on students of fourth semester. because as they are learning simultaneously both languages (English and French). Therefore, the use of the first language is less than in the other first semesters. Nonetheless, students are not expected to interact in the L2 as much as in advanced semesters. It means that the possibilities to interact in a second language might increase, ergo, it might increase the possibilities for the researchers to research about second language interaction.

For these reasons, we decided to begin the process planning the following objectives: to identify reasons why fourth-semester students might not speak in English and French in classes, to analyze the manner in which such reasons affect the students' speaking interaction, and to clarify different reasons behind the possibility of students' lack of interaction in class.

Finally, we pursue to contribute to the University with the results obtained within this research to let students understand the reasons of limited speaking interaction in class and with this, help the program understand the manner in which classes might be affected by the lack of oral interaction of the students.

Conceptual Framework

"Considering the imperative use of classroom interaction in this research in terms of the whole-class interaction between the teacher and the students[...]" (Kumpulainen & Wray; 2002) and "the interactional factors (which are the learner-contact interaction, learner-interface (in this

case the classroom) interaction, contact with the content, clarity of the course design, time,

participation and mode of delivering course content)[...]" (Thurmond & Wambach, 2002), we can

determine our classroom setting based on the previous class interactions definitions.

Under the precedent circumstances, the development of classroom interaction also depends

on this processes: Language learning and Language acquisition. Learning a second language

(L2) is a concept related to   acquisition, however, we consider important to clarify the difference

between both concepts. Language acquisition "[...] here describes the way in which people "get"

language with no real conscious effort" and "[...] certain conditions need to be met." (Harmer,

2007, p. 46), in order to let acquisition to take place. In particular, children in many parts of the

world tend to learn their first language with a proper exposition without a real effort.

On the contrary, language learning "[...] is a conscious process where separate items from

the language are studied and practiced in turn" where "the principal function [...] is to "monitor"

what is coming from our acquired store to check that it is OK." (Harmer, 2007, p. 47). Therefore,

it represents, basically, that acquisition is an unconscious process while learning is a conscious

process. It does not mean that one of them is better than the other. Hence, for the aim of this

research, we will refer to the learning process as the combination of an L2 learning and

acquisition.

When learning a language takes place into a classroom, "people learn more by doing things

themselves rather than by being told about them (Scrivener, 2011, p. 20)." This means that

students can learn more in class if they are able to work in oral exercises by themselves.

Therefore, students can learn better with the "action-oriented approach" proposed by the

Common European Framework of Reference because of its aim to make students work on task

related activities. That proposes that "dans la logique actionnelle si la communication intervient

dans l'accomplissement d'une tâche, elle n'est pas une finalité" (Bourguignon, 2003, p. 52) where

"While acts of speech occur within language activities, these activities form part of a wider social

context, which alone is able to give them their full meaning." (CEFR, 2003, p. 9).

Students of all ages are learning an L2, however, the reasons they have to learn it can differ

for each student to another. Some students can learn a second language just like a requirement for

obtaining some kind of degree or diploma, meanwhile, others can learn it by their own choice.

For example, Ur (1996, p. 280) stated that "extrinsic motivation is that derives from the influence

of some kind of external incentive, as distinct from the wish to learn for its own sake or interest

in tasks." On the contrary, "Global intrinsic motivation - the generalized desire to invest effort in

the learning for its own sake is largely rooted in the previous attitudes of the learners: whether

they see the learning as worthwhile, whether they like the language and its cultural, political and

ethnic associations." Ur (1996, p. 280). To summarize, different reasons have an influence,

intrinsic or extrinsic, in the manner in which students learn an L2.

For the purpose of this research we will refer to motivation as the core of a language

learning process, as Ur mentions, "[...] There is no conclusive research-based evidence is whether

motivation is more or less important than a natural aptitude for learning (languages), though at

least one well-known study (Naiman et al., 1978) tends towards the claim that motivation is

ultimately more important." (Ur, 1996, p. 274), because, motivation works in conjunction with

the conscious process of language acquisition.

Keeping in mind what Jaramillo (2016) stated, ''the oral performance in which speaking

and listening skills are part of, is the starting point of a language learning process. This is

because the students approximate in a more familiar way by understanding what they are

listening to. After that, they express what they have just heard.'' Then, if students are getting

involved in a process of language learning, the possible way through which they could follow

their own process is by starting with the oral performance (listening and speaking) so they can get

familiarised with their process.

Moreover, students' interaction in class, depends on two moments. The first moment is

"Teacher's Talking Time" (TTT) that is the time teacher spend in explanations and activities to do

in class, and the second moment is "Student's Talking Time" (STT). For an ideal learning of a L2,

Scrivener (2011, p. 60), he also recommends "increase opportunities for STT" at the moment of

interacting in class so the learner can use and acquire the language in an easier way. In this order

of ideas, if the teacher could increase the STT, the teacher might increase the opportunities of

acquiring the L2 in an easier way.

It is important for this study to recognize the teacher's role in class. Merickel (1998) states it

as "to assist students with making connections and therefore finding meaning through an

educational process.'' For these reason, it is possible to assume that teacher's role is linked to the

learning acquisition process, involving all the thing showed in the previous paragraphs to make a

possible meaning in the L2 acquisition process for the students.

Research Design

This study follows the principles of a qualitative method. Because, "Qualitative research

should be *strategically conducted*, yet *flexible and contextual*. Essentially, this means that

qualitative researchers should make decisions on the basis not only of a sound research strategy,

but also of a sensitivity to the changing contexts and situations in which the research takes

place." Mason (2002, p. 7). We considered our research interest to be flexible, and its results

could variate depending on the context.

Case study, defined as "... a strategy for doing research which involves an empirical

investigation of a particular contemporary phenomenon within its real-life context using multiple

sources of evidence." (Robson 2002, p.178, quoted by Arthur, Coe, Hedges & Waring, 2012,

p.171), is the type of research we chose to analyze the interaction within the students at the

University. Thus "a case study provides a unique example of real people in real situations,

enabling readers to understand ideas more clearly than simply by presenting them with abstract

theories or principles." (Cohen, Manion, Morrison, 2011, p.289).

Case study takes place into a real context. It differs from other research methods as long as

it is based on real contexts instead of theories. In some instances, it is used to provide information

for decision making or to discover causal links in settings where cause-and-effect relationships

are complicated and not readily known, such as school reform or a particular government policy

(Yin, 1994).

With this in mind, it is possible to take in account case study as our research methodology

because of its application to the possible phenomenon happening in the real context of fourth

semester students of the B.A. Languages program in La Salle University: a possible lack on oral

interaction within L2 classes (English and French). It is also possible to discover the

cause-and-effect relationships that could be affecting our population's interaction in the L2.

With that in mind, we chose students of fourth semester of our B.A program because we

considered they were the ideal population to research on. They are the ideal population because

they are learning simultaneously both languages (English and French) and their use of the first

language is less than in the other first semesters (as we have mentioned in the introduction).

Therefore, the use of the first language is less than in the other first semesters. It means that the

possibilities to interact in a second language might increase, ergo, it might increase the

possibilities for the researchers to research about second language interaction. Our study took

place in the Chapinero campus of La Salle University, where students taking the B.A. languages

program finish up with a degree to be a language teacher (Spanish, english and French teachers).

We researched with students from the day schedules rather that the ones on the night due to our

time arrangements.

The data gathering tools we implemented were questionnaires, interviews and observations,

as tools for data collection, which were applied to several students and teachers of French and

English of the fourth semester of the B.A program in order to collect the necessary information to

carry out our data analysis tools, which were inductive analysis ,matrices and triangulation.

We decided to start data collection using interviews, considering that *"An interview is a*

data-collection method in which an interviewer asks questions of an interviewee. That is, the

interviewer collects the data from the interviewee, who provides the data." (Johnson and

Christensen, 2012, p.198).

Also, Kajornboon Annabel (2004) defined an interview as a "systematic way of talking and

listening to people and are another way to collect data from individuals through conversations.

Interviews are particularly useful for getting the story behind a participant's experiences".

Taking this into account, we approached to the groups of students and made an oral

interview in groups of 3 to 4 students. We asked the questions to the interviews on spanish to

make the process of answering easier for the students. 7 questions were asked to the students.

We also applied interviews to 2 teachers (one of english and one of french). These were the

teachers of the groups of students we applied our interviews on. We asked them 13 questions on

spanish so the information could be as most unaltered as it could be. We contacted the teacher

and asked them for their permission to proceed with the interviews, questionnaires and

observations as well.

After that we proceeded with observations of English and French classes, because

"Observation is defined as the watching of behavioral patterns of people in certain situations to

obtain information about the phenomenon of interest" (Johnson and Christensen, 2012, p.206). In

this case, the information we wanted to obtain had the purpose to confirm the information

obtained before in the interviews.

Marshall and Rossman (1989, p.79) define observation as "the systematic description of

events, behaviors, and artifacts in the social setting chosen for study". We wanted to observe how

students' interaction is developed across the class, we observed students into their classes with a

direct and non-participant observation, with field notes that took place during August and

September of 2016-II, the period of each observation was of 2 hours, we observed 3 classes in

total.

We implemented 2 class observations (1 for french and 1 for english) filling up

observations charts which helped us to record the interaction students had on class and the whole

class development. During the process of taking notes the first step was to elaborate a map

showing the distribution of the students, teachers and all the elements into the classroom in order

to facilitate the description of each pattern that would appear during each class. Also we could

gather information about the interaction the student had in their classes. These observations were

non participant, non controlled observations and each one of them lasted between two and three

hours.

Finally, we concluded data collection with questionnaires. It is used to "obtain information

about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral

intentions of research participants. In other words, researchers attempt to measure many different

kind of characteristics using questionnaires" (Johnson & Christensen, 2012, p. 197). We

considered questionnaires as a valuable instrument to obtain measurable and also non

measurable information, understanding measurable as the part of the questionnaires where the

participants give a criteria based on a numeric scale for each item proposed, and non measurable,

the group of questions which ask for personal opinions. We considered it useful because "The

questionnaire is a widely used and useful instrument for collecting survey information, providing

structured, often numerical data, being able to be administered without the presence of the

researcher, and often being comparatively straightforward to analyze". (Cohen, Manion and

Morrison 2011, p.377)

We applied 26 questionnaires to the students of 4th semester taking English and French

classes simultaneously. These questionnaires had 5 questions in which the students had to give as

quantitative information (information graded on a scale from 1 to 10) as qualitative information

(personal open answers). These were applied after the interviews process. They were also made

in spanish so the answering could be as easy as possible for the students.

Particularly, we encountered several limitations within the research process: from not being

able to record properly the observations to obtain recorded audio and video information.

Nonetheless, we decided to use field notes. Other limitations we found was the unviability to get

the permission of the teachers to gather information from a class.

When we did not get the permission to record, we were limited to take notes and describe as much as possible each of the activities proposed and developed by the participants (teachers and students). This was made as a descriptive list of the facts that were happening in class (handwritten by the researchers).

When we were not able to gather information from a class, we had to find another teacher that would have let us. Thing that made us re-do the interviews and questionnaires to the respective students of the group (the class the teacher let us gather information from).

We also noticed that observations were affected by our presence as observers no matter our role as passive observers, we even tried to place ourselves in specific areas that could not affect the interaction in class, but, as we mentioned, we tried to record with a camera, and for its presence the interaction of the students changed in the class. In this way, at the moment we crossed the door of the classroom to get into, for the students we became strangers that were breaking the normality of the classroom's environment what led them to modify their behavior.

Also, it is possible to say their interaction changed because they were more paying attention to the camera than to the teacher at some specific moments of the class. This affected their oral interaction: some students appeared to try harder to interact because of the camera and some other did not do anything at all.

Finally, we found some students who were not appealing to answer the questionnaires for reasons like fear and misunderstanding. Some of the questionnaires we gathered, were incomplete or had information we were not expecting.

Moving on now to data analysis, we decided to employ Inductive Analysis whose proposal

is "to condense raw data into categories or themes based on valid inference and interpretation.

This process uses inductive reasoning, by which themes and categories emerge from the data

through the researcher's careful examination and constant comparison" (Zhang & Wildemuth,

2008).

Taking into account this definition, inductive analysis was applied in our case in this way:

At the beginning of the process we supposed that the students of fourth semester of our

B.A. did not use often the L2 (French and English) during the class because they felt

uncomfortable or fear or their L2 level in speaking and listening was not enough and made them

feel insecure at the moment of interacting.

Through the data gathering analysis we noticed general aspects that affected the students'

interaction in L2, these were four categories: teachers and students' role in the language learning

process (French and English), motivation (student and teacher), autonomous work and students'

language learning strategies. From there we identified some patterns like: the use of many

resources for improving their communicative skills, the teacher is a guide, a facilitator, learning

strategies used by the university to motivate students to learn, students tend to prefer a language,

they are not motivated in the use of another language, students tend to speak in English or French

when teacher says or when there are activities in class, only in class, some students use French or

English when speaking with friends, etc.

We also chose matrices and triangulation. When we talk about matrices, we refer to "a chart

that allows a researcher to sort and categorize the different arguments presented on an issue"

(Ingram, Hussey, Tigani, & Hemmelgarn; 2006). Chart in which we managed to sort and

categorize the information in the Results and Discussion chapter. We managed to compare and

categorize the data gathered by the instruments that we applied thanks to the labeling of the

columns and the sides of the chart in order to get the categories in a easier way.

To elaborate the matrices we identified the common aspects from each instrument in order

to construct the categories by classifying the patterns for each one of them.

To confirm the data already categorized we used triangulation, which "is a powerful

technique that facilitates validation of data through cross verification from two or more sources.

In particular, it refers to the application and combination of several research methods in the study

of the same phenomenon." (Bogdan, Biklen; 2006). We used triangulation in order to confirm the

validity of the data gathered between all of instruments: we putted each piece of information

against each other to another instrument equivalent (if the same piece of information was found

as in observations and also in questionnaires and interviews, it was valid to continue the process

of categorization).

Results and Discussion

We started to gather information implementing interviews to several students and

teachers from English and French classes meanwhile we applied questionnaires to several

students too. Based on the information given by the students and teachers, we proceeded with the

observations to confirm the information gathered before. From the data analysis we considered

important to mention the following categories, categories that emerged from the previous process

of pattern creation (process made thanks to the use of our three data analysis tools).

Category I: Teacher and students' role

We considered that the interaction in class, could be related with teacher and students'

conceptions about their class roles. Previous observations from our experience as students

showed that probably some students could not have clear their role as students neither as the

teacher's' role. We started with the interviews to know what where their conceptions. Then, we

classified the information from the interviews and we found that teachers conceive themselves as

guides, as we can see in the following example:

> *" [...] nous sommes des facilitateurs, des médiateurs entre le développement des*
>
> *compétences communicatives et l'apprenant… […] nous facilitons l'accès à l'information*
>
> *mais c'est à l'étudiant de chercher l'information par soi-même aussi"*(Teacher #1)
>
> *"[…]el profesor debe ser en esencia, el orientador, el que facilita[…]"* (Teacher #2)*."*

 Cortis (quoted by Wright, 1987, p. 51) says "... in general it might be said that teachers

would be expected as minimum part of their role to have adequate knowledge of their subject

matter to know something of how children learn and develop ... Pupils would be expected as a

minimum part of their role to be interested in being learners…".

On the other hand, it was also noticed from the interviews that students consider themselves

as autonomous learners, meanwhile they also consider teachers as guides, as we can see in the

following example:

> *"[…] el rol del estudiante es prácticamente la apropiación de los conceptos y la*
>
> *aplicación para él mismo."* (Student #1) *"[…] Es cierto, porque eh, los profes son como una*
>
> *guía, pero ya depende de uno…el maestro es una guía, pero el estudiante es el que se encarga de*
>
> *cómo aprenderla [...]."* (Student #3).

In both cases, teachers and students considered the teacher as a facilitator of information in

class and the student as an independent learner, Ur (1996, P. 276) also mentions "The teacher's

function is seen mainly as a provider of materials and conditions for learning, while the learner

takes responsibility for his or her own motivation and performance.". However, in some cases

students might tend to blame the teacher in case they have no interaction in class. For example, in

previous observations from our experience, we knew cases were students argued that classes

were boring, blaming the teacher. Nevertheless we agreed with the authors that Learning a L2

should be mostly student's' responsibility, meaning that the teacher should motivate students to

interact.

Category II: Students and teachers' motivation

This category emerged from students' interviews and questionnaires. According to Figure

number 1, students agree that teachers provide different kind of activities to encourage or

motivate them to participate in classroom interaction, they also agree that the University provides

them with extracurricular activities to enhance their speaking in an L2. Nevertheless, they say

that the schedules of this spaces are not enough, they are not divulged in a proper way, and

students do not seem motivated to go to these spaces. Besides, Figure number 2 shows that

students tend to speak in a second language more frequently in class than outside class.

2. Motivation (Student, teacher)	2. Learning strategies used by the university to motivate students to learn. Extracurricular activities. Students tend to prefer a language, they are not motivated in the use of another language.	**S2** … la competencia oral la trabajan con audios, lo cual pues es una forma muy fácil también y muy como por así decirlo proactiva puesto que se basan sobre lo de los libros que cada uno de nosotros tiene… **S3** … los ejercicios que nos ponen normalmente los

| | | profesores… debates, los ejercicios que hacemos de juegos de rol, algunas dramatizaciones esas son cosas que de verdad nos ayudan a nosotros a tener que pensar y procesar qué es lo que queremos decir y poder expresarnos de la manera correcta…

S1 … el problema acá es que las clases de inglés y de francés se limitan sólo a ese espacio, no hay más espacios para convivir entonces yo pensaría que la universidad necesita… expandir un poco los espacios para las dos lenguas.

S3 ...aun así los espacios que nos abre la universidad son muy pocos… las tutorías también las organizan la mayoría de veces en horarios en los que tenemos clase entonces la verdad no, no, la universidad no nos permite tener como esos espacios…

S2 … aun así la universidad tiene los programas de tutorías, pero no sé no se han eeh comoo llamado mucho la atención y no son como muy… ah como muy llamativos para ir o asistir. |
|---|---|---|

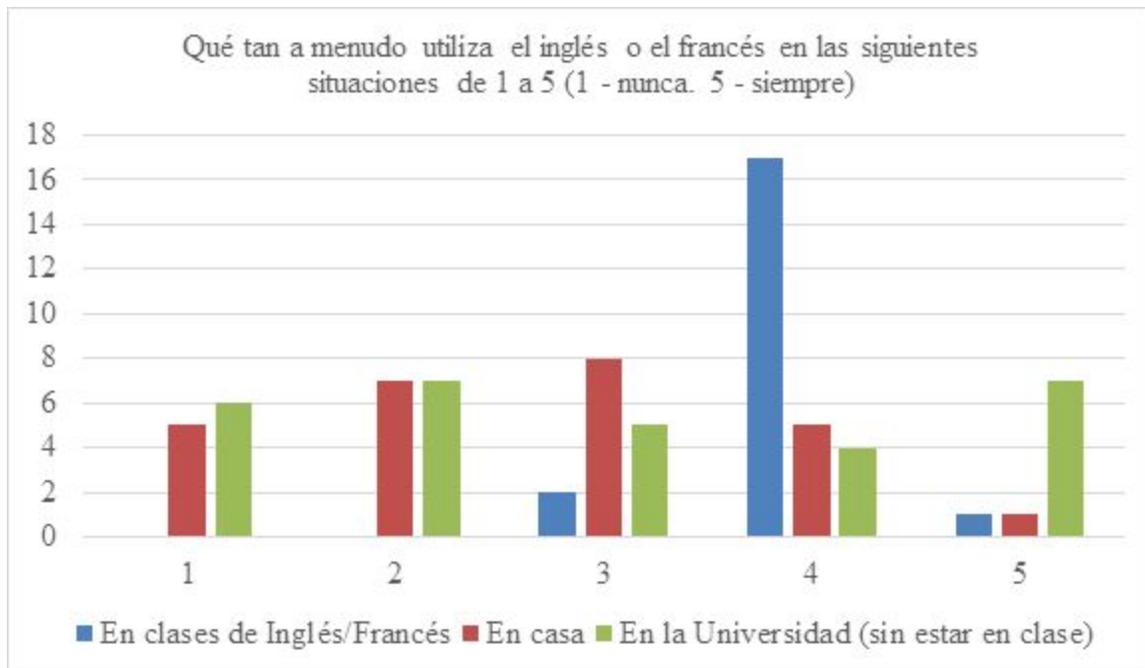Figure 1: Interview's matrix; Category 2. Motivation.

Figure 2: Questionnaire: Question 1; Qué tan a menudo utiliza el inglés o el francés en las

siguientes situaciones de 1 a 5 (1 = nunca, 5 = siempre).

The University and teachers propose different activities and spaces in order to enhance

students' speaking motivation. Therefore, "It is easy to assume that success in any task is due

simply to the fact that someone is "motivated". It is easy in second language learning to claim

that a learner will be successful with the proper motivation. Such claims are of course not

erroneous..." (Brown, 2000, p. 60). Nevertheless, several students agree that this spaces or

activities could be not attractive to them to speak in a second language, and that might be related

with the third category.

It was also noticed that students from fourth semester tend to prefer one language over the

other. for example, in the observations, same students were seen in both classes (English and

French). This information contrasted with the questionnaires, Figure 3 and 4, corresponding to

question 3 showed that some students might tend to participate more in one language than in the

other one, French or English. Thus, It could imply that students practice more in the language

that they have already chose. Furthermore, if they do not participate they could not be motivated

to participate in the other language. or participate the less possible in comparison with the

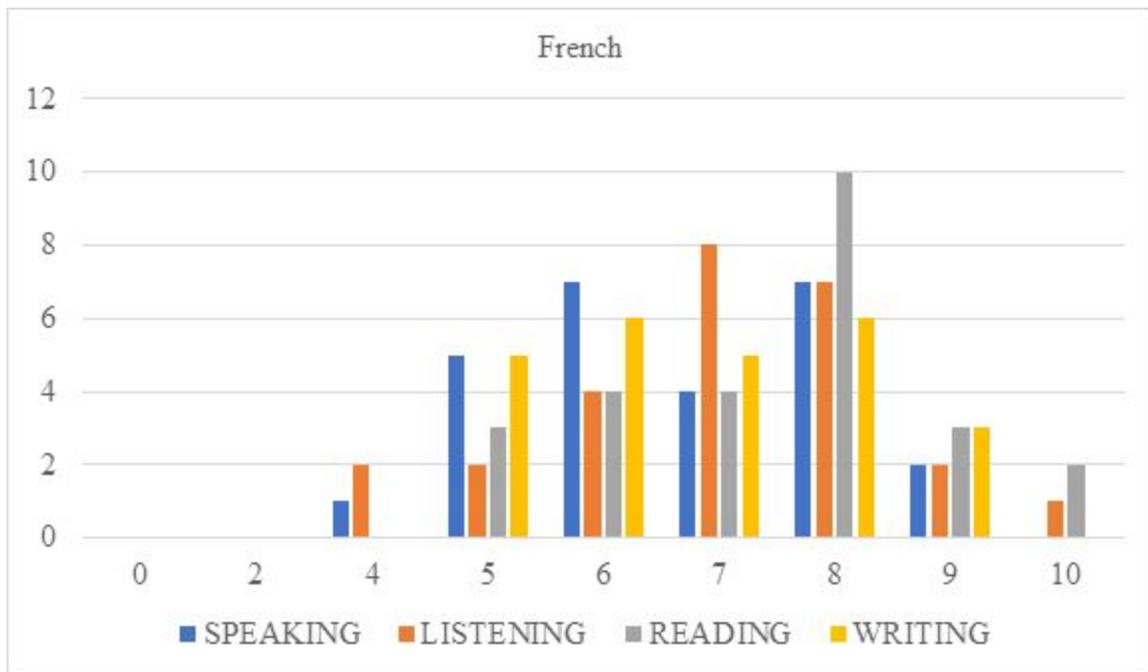prefered language. Because is no longer of their interest..

Figure 3 Questionnaire: Question 3; ¿Cuánto y cómo utiliza estas habilidades en el salón de

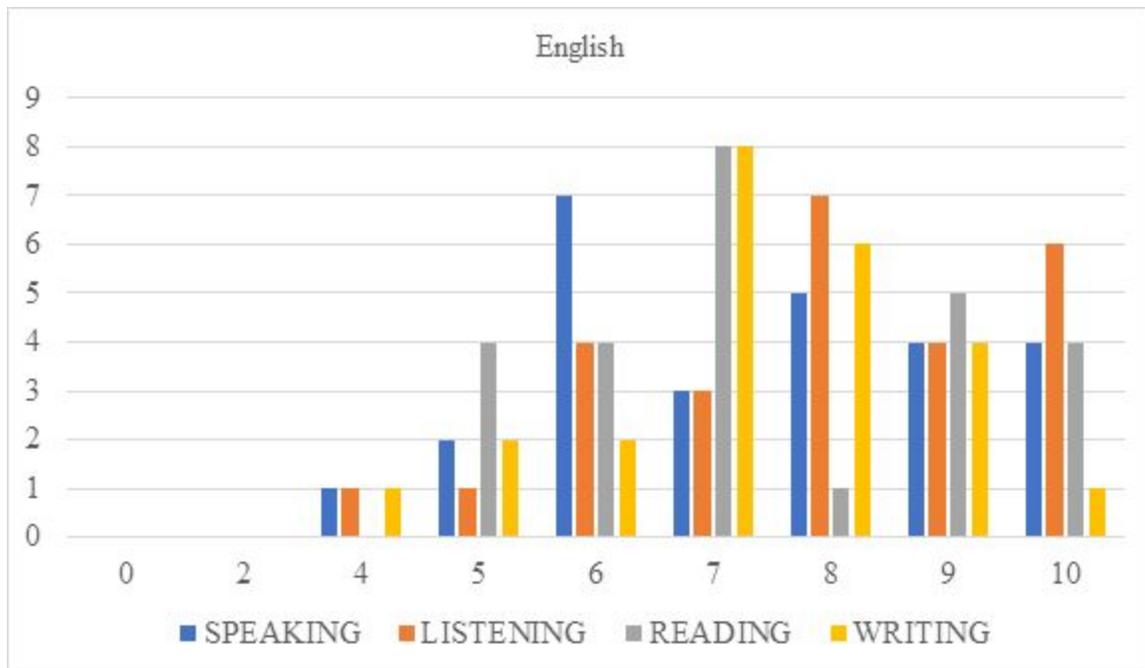clase? en escala de 1 a 10 (Francés).

Figure 4: Questionnaire: Question 3; ¿Cuánto y cómo utiliza estas habilidades en el salón de clase? en escala de 1 a 10 (Inglés).

Category III: Autonomous work

According to the observations, it was noticed that students tend to use a second language only when the teacher asked or when the teacher was nearby. For example, observations in classes of English and French made emerge some patterns:

> Teachers give the instructions. Students listen to the teacher. Teachers say "You can start now" or "Commencez!". **Students near to the board:** They discuss the activity in the L2. **Students on the corner or in the back:** Some of them discuss the activity in L2, meanwhile others discuss the activity in Spanish. Sometimes, teacher ask them to speak in L2; "Guys, please! speak in English". Sometimes they implicitly ask to speak in another language: "Daniela, qu'est-ce que vous avez compris?". However, there were students

speaking or whispering in Spanish most of the time.

It implies that despite the amount of time for students talking time, recommended by

Scrivener (2001); "STT should be longer than TTT", that actually happens in class, otherwise,

the real STT in a L2 is reduced significantly, for the use of Spanish in class. For example, as can

be noticed in the observation above, some students spent valuable class time whispering in

Spanish. Possibly because it was easier to communicate in L1 than in L2. Thus, Scrivener (2001,

p.146) says that "Fluency and confidence are important goals. There is no point of knowing a

language if you can't use it". As a consequence, as long as some students do not practice, it may

turn it into a difficult task to speak with fluency in L2 and suddenly students may give up to try.

It was also noticed that students usually need to be forced to speak in L2 by the teacher.

However, there were also students who were independent (they show to have an accurate L2

speaking and could use it at any moment, not only when teacher asked to). Otherwise, some of

they did not demonstrate their speaking skills in class, only when teacher asked them to speak,

but they were able to do it with fluency, also doing the activities with no problems and in time,

buth with limited speaking interaction.

Furthermore, based on the questionnaires (Figure number 5), it is noticeable that several

students tend to use their own learning tools in different situations, however, among all the tools,

we can highlight three of them as the most common used: music, movies, and texts. It

demonstrates that some of the students could be autonomous, using those tools at home, some

students could get close to L2 without the support of some else lithe the teacher. Thus, we refer to

autonomy as "... the capacity to self-regulate performance as a consequence of gaining control

over skills that were formerly other-regulated**"** Thornbury (2005, p.90). Based on students'

autonomous work, there could be a reinforcement of their speaking skills outside of class (figure

5). For example, in the following transcripts we can notice that they use tools in L2 for personal

reasons. and is not a task for class, or recommended by teachers, this activities, as Thornbury sais

are self-regulated.

Student #3 says *"ee bueno en mi caso yo suelo leer lo que son historias ee novelas*

ahí veces como que me pongo a mirar ee los periódicos de laa, de Francia oo de así

como los estadounidenses y de igual manera también la música influye bastante porque

pues en mi celular ee tengo como del cien por ciento es como un setenta por ciento en

inglés." Meanwhile Student 2 says *"Y, digamos, me gustan mucho las películas*

francesas, me gustan mucho. Entonces, como que veo eso y, trato medio de imitar las

frases, como la dicen y ya."

¿Qué estrategias sigue para mejorar sus habilidades comunicativas en Inglés/Francés y qué tan importantes son para usted? (Agregue como mínimo 3 con escala de 1 a 3)										
	1	2	3	4	5	6	7	8	9	10
Música							3	9	1	4
Hablar con nativos		1							2	2
Películas					1	2	4	2	2	1
Audios						1		1	1	
Textos					1	1	1	5		6
Documentales							1			
Actividades en clase										1
Television								1		
Radio			1							1
Escribir							1		1	5
Hablar con no nativos						1		2		1
Tutoriales en youtube									1	
En clase							1		1	1

Ampliar vocabulario										2

Figure 5: Questionnaire, question 5. 5. ¿Qué estrategias sigue para mejorar sus habilidades

comunicativas en Inglés/Francés y qué tan importantes son para usted? (Agregue como mínimo 3

con escala de 1 a 3)

3. Autonomous work	face-to-face hours for some and for others it is enough.	**S1.** … mi competencia oral ee al menos en la lengua, la lengua inglesa yo la practico todos los días eee en la lengua francesa un por menos, pero intento hacerlo por lo menos una vez a la semana. **S2**… pues del francés si la verdad lo que es solamente lo estricto en la universidad puesto que ya pues por fuera es como hacer ejercicios de gramática y ortografía, pero pues oral solo lo universitario. **S3**… en cuanto a inglés digamos que tengo la facilidad de que en mi casa la mayoría hablamos inglés, en francés la verdad a mi en lo personal se me dificulta un poco más por lo que noo, no lo practico fuera del aula, fuera de lo que me exige el profesor en su momento… **C**… nous comptons uniquement le temps présentiel, le temps n'est pas suffisant **M**… debería haber, es decir, debería haber una mayor intensidad, por lo menos al menos al principio.

Figure 6. Interview's matrix; category 3, Autonomous work.

Nevertheless, the University, recommends two hours of autonomous work for each

face-to-face hour of class. And these results cannot evidence that students fulfil this amount of

time. Nevertheless, we would like to aggregate that, besides "self-regulated", "other-regulated"

activities such as expositions and homeworks might also be important to enhance students'

Learning process and interaction. Also it could help students fulfill the autonomous work

recommended by the University. On the contrary, without this autonomous work, they might be

limited at the time to interact in L2 in class, because of the lack of language acquisition caused by

the lack of this autonomous work. For this reason, their motivation could be affected in a

negative way if they feel they could not be able to have the oral interaction they could have

wanted in class.

Category IV: Students' language Learning strategies

The fourth category emerged from the triangulation of interviews, observations and

questionnaires, as stated by Nunan (1999, p.), "Language learning strategies; the mental and

communicative processes that learners deploy to learn a second language", from the interviews

students agree that they use different tools, for example:

"... bueno yo utilizo mucho lo que es la música, yyyy los videojuegos, eee yo utilizo

programas para comunicarme con las personas que juego entonces generalmente tengo

que estar comunicándome tanto escribiendo o hablando el inglés y con ciertas personas y

conocidos también el francés." (Student 1); "[…] *las estrategias que yo utilizo serían un*

poco más ee hacia las películas… al igual digamos si te pones los retos así y escuchas

una canción en francés y de verdad quieres aprenderte la letra como es con la

pronunciación y demás eso te ayuda muchísimo".

Furthermore, with the questionnaires, (Figure number 5), contrasted with the autonomous work, (Figure number 6) shows that students use some Learning strategies like amplifying vocabulary, listening to music, done with autonomy supports them to reinforce their language skills. Some of them (Music, Textes, Films, To write) , with more importance than others, but they use those tools to improve their language skills. However, in class, strategies are completely different. For example, we noticed that some students tried to use the L2 most of the time in French and English classes as an opportunity to practice that language in a conversation, nevertheless, other students rejected this kind of strategy because it might be very difficult for them to interact in the L2. For example:

> Teacher#2: Says *"Siempre un grupo es muy heterogéneo, es muy heterogéneo los niveles, hay estudiantes que manejan un muy buen nivel de lengua, en determinado curso otros les cuesta mucho trabajo [...]"*

With this difficulties to interact in a L2 some students might consider easier to use L1 and reject the strategy of interacting in L2 with the rest of the class. However teachers can help this students with other strategies, like using advanced students to help lower students to interact in L2 with them to make them feel comfortable using L2.

Conclusions

According to the data gathered and analyzed, we reached the following conclusions:

We identified that students of fourth semester of our B.A program have a notion of the role of the teacher as a facilitator. Thus, the role of the student is considered as autonomous. Nevertheless, autonomous work of many students could be limited to very few strategies, like

listening to music or watching films, or reading texts, but it might not be enough to fulfill the

autonomous work suggested by the university. However, to help the students reach the

autonomous work suggested, teachers might provide them with "other-regulated" activities, that

might be able to help them to enhance their speaking skills and keep them motivated at the same

time. For example, in the following extract, teacher regulates them with an activity, they have to

do it with autonomy, and at the same time, they might be motivated just for being talking with a

native speaker.

Teacher#2 *"bueno, he tenido situación.. o a veces, he hecho actividades con con*

determinados cursos, donde el estudiante tiene que interactuar por skype, con unos estudiantes

de la Universidad de Dayton, pero es una actividad como extra, digamos que únicamente la he

hecho yo, no la hago con otros profesores, ...si... y la he hecho con una profesora asociada con

la Universidad de Dayton [...]"

Furthermore, after analyzing the observations, questionnaires and interviews, it was found

that several students have strategies such as, texts, movies, films, write, speak with native

speakers, etc.This strategies, could be "self-regulated" by the student but they could variate,

depending on the student. However the "self-regulated" activities cannot be measured, because

they are usually made out of class with no control whatsoever from the teacher. But, teachers can

help students with "other-regulated" activities to try to reach the autonomous work recommended

by the University. Therefore, it was concluded that the guidance done by teachers is necessary to

help the students get the confidence and the amount of autonomous work they might need at the

moment to interact in class.

Finally, after we compared students' interaction in class, with both languages, it was

noticed that some of the students at fourth semester tend to have already a preference for one language over the other. The reasons behind a language could differ from one student to another. Figure 3 and Figure 4 showed that some students tend to participate more in one language over the other.in different competences, That language preference could be French over English, or English over French, in both cases it means that they might have already chosen one target language to emphasize with, which motivates them to participate more in one class (could be English or French) over the other one. Nonetheless, they can participate and interact in both languages. However, this interaction could be commonly limited to the moments when teachers ask them to speak in a second language, thus, the spaces proposed for the University to practice a second language, such as tutorials and conversation clubs, may not motivate students for several reasons like schedules that do not fit with the class schedules, personal reasons, preference of one language over the other, not knowing about them.

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