

Going English

Teaching compensation strategies to reduce Dutch in EFL conversations

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Preface

This report is about the use of compensation strategies to lessen the amount of Dutch spoken during English speaking activities. The reason I chose this subject is because I have a personal interest in the field of linguistics, especially concerning switching between two or more languages. This is why I wanted to combine my APO with this subject: to grow as a teacher as well as to delve deeper into my own field of interest. This study was conducted at the Bonnefantencollege in Maastricht, in class H3E.

I would like to thank my supervisor at Fontys, Lonneke Notermans, for having taken the time to read through this report and giving feedback on it. Furthermore, I would like Stan Hoofs and Amy Doherty for having provided critical feedback on this report and giving advice. I would also like to thank my supervisor at my internship school, Pia Rouvroye, for all her support and advice. Lastly, I would like to thank the class that took part in the research.

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Abstract

This study was conducted at the secondary school Bonnfentencollege in Maastricht. The participants of the study were twenty-five third-year pupils, and the study was conducted over 2,5 weeks. The goal of the study was to measure the effects teaching of compensation strategies on the amount of Dutch spoken during English speaking activities in the EFL classroom. Thus, the research question is: What are the effects of teaching pupils compensation strategies on the use of Dutch during English speaking activities?

Before the study started, the pupils audio recorded two conversations during a speaking activity and filled in a questionnaire. Then, they were taught two to three compensation strategies each lesson over the course of two weeks, and practised these strategies via problem-solving speaking activities. At the end of the study, the pupils made an audio recording of two conversations again, and filled in the same questionnaire. Furthermore, five pupils were interviewed about the speaking skill and the compensation strategies.

The questionnaires, audio recordings and interviews were analysed and compared. Overall, the pupils do not find the speaking skill difficult, but do find it important. Out of the twenty conversations recorded before the study, the pupils switched from English to Dutch 45 times; an average of 2,25 times per conversation. After having been taught the strategies, the pupils switched from English to Dutch 28 times in twenty conversations, with an average of 1,4 times per conversation.

Chapter one – Introduction

In this chapter the educational context surrounding the study will be illustrated, as well as the cause for setting up the study. Furthermore, the research goal, as well as the main research question and its sub-questions, will be stated. Thirdly, its relevance for the school in general, as well as one's professional development, will be explained.

1.1 Educational context

The study was conducted at the secondary school Bonnefantencollege in Maastricht. The participants of the study were twenty-five third-year higher general secondary education ('havo') pupils, and the study was conducted over two and a half weeks.

1.2 Reason for the study

Many of the English departments at secondary schools in the Netherlands have established independently that only English should be spoken in the "English as a Foreign Language" (EFL) classroom. The Dutch "Onderwijsraad" confirms this with their phrase and goal *doeltaal is voertaal*: the target language (the second language, in this case English), is what should be spoken in the classroom (van Wieringen & van der Rest, 2008). This is to promote the production of English as much as possible, to be immersed in the language, and for pupils to get used to the English language in general. As most pupils only have a limited amount of time per week to spend on the study and acquisition of English, these classroom environments tend to encourage the English language as much as possible within this limited timeframe. (Lightbown & Spada, 2013; van Wieringen & van der Rest, 2008)

However, according to both teachers and researchers (Gardner-Chloros, 2011; Cook, 2001; Özdemir, 2015; Gil & Greggio, 2007), pupils are quick to switch back to their first language, in this case Dutch, whenever in conversation with one another. I have also experienced this problem during my teacher trainee internships. There are several reasons for switching back to the first language, and these reasons will be discussed in chapter two of this paper.

Because pupils still tend to switch back to Dutch during English-speaking exercises, the aim of the study is to teach pupils ten compensation strategies in an attempt to lower the amount of Dutch spoken, especially with regard to English speaking activities, where the main goal is English production. The results of this study will reveal whether teaching compensation strategies affects the amount of Dutch spoken during English speaking activities.

1.3 Research goal and research questions

The research goal is to measure the effects of compensation strategies on the amount of Dutch spoken during English speaking activities in the EFL classroom.

The research question is: What are the effects of teaching pupils compensation strategies on the use of Dutch during English speaking activities?

The sub-questions are:

- a. What are reasons for switching from the target language back to the first language?
- b. What are compensation strategies?
- c. Why are compensation strategies useful?
- d. Which compensation strategies are useful?
- e. Which compensation strategies are used the most during English speaking activities?
- f. Does the amount of Dutch spoken by the pupils diminish after having been taught the compensation strategies?
- g. Do the pupils find the compensation strategies useful?

1.4 Relevance for the school

In the higher general secondary educational section of the Bonnefantencollege, the English as a Foreign Language department has set up a rule that generally, English should be spoken by the teacher at all times, and that the teacher should encourage English production as much as possible in the lessons. This means that the results of my study might influence the amount of English spoken in the EFL classroom. If the results are positive, it might also influence the method of teaching used in the lessons. If compensation strategies are known to have positive consequences for the production of English, other teachers might be inclined to teach them as well.

1.5 Relevance for professional development

The reason this study is relevant to my professional development, is because the outcome of the study might determine a change my teaching methods. If the compensation strategies prove useful, it might be worthwhile to include them in all of my classes. As the pupils' English production is incredibly salient, and essential to the acquisition of more English language, testing of (in this case, compensation) techniques that might be able to lower the amount of Dutch spoken in the higher general secondary education English classroom, is imperative.

Chapter two – Literature survey

2.1 Description of the research method

On the point of communicative language teaching and code-switching, a lot of research has been done because both are relatively new subjects. This means that there are a lot of up-to-date books and articles about both. I wanted to use mainly books, as they provide a lot more context and different studies, often from a period of time rather than one specific moment, as opposed to articles. Well-known scholars on this subject are Jeremy Harmer, Jim Scrivener, and Scott Thornbury. These names have been introduced to us by our English teaching course, and their books are essential to English teachers. The same counts for Lightbown and Spada, with their book *How Languages are Learned*, which gives us valuable information on the acquisition of the first and second language.

On the point of compensation strategies, however, the process was a little more difficult, because of all the different names for compensation strategies. Furthermore, relatively few articles have been brought out on these strategies in comparison to the 1980s-1990s. Any recent research is very often a summary of the literature from the past few decades. This is why I made the decision to find older articles that are more in-depth. However, in recent years, research is being done the subject of compensation strategies, and a few studies have been published, for example by Ghasemi Ardekani and Razmjoo (2011) and Soruç and Griffiths (2018). Some of these have also been included.

The websites used for finding these articles are Google Scholar and ResearchGate.

2.2 What are reasons for switching from the target language back to the first language?

For people who speak two or more languages, and for those who are learning a second language, switching between these languages is very common: “It affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent.” (Gardner-Chloros, 2011, p. 4) This phenomenon is known as *code-switching* (Gardner-Chloros, 2011; Johnson & Johnson, 1999; Lightbown & Spada, 2013; Meyerhoff, 2011; Özdemir, 2015; Downs, 1984, as mentioned by Gil & Gregg, 2007). Although several definitions exist, Gardner-Chloros’ definition of code-switching seems both the most comprehensive and the most concrete: “the use of several languages or dialects in the same conversation or sentence by bilingual people” (2011:4). However, the term *bilingual* should here be seen as a person who knows two languages, rather than a person with “native-like control of two languages” (Johnson & Johnson, 1999, p. 29), as this would otherwise exclude monolinguals who are in the middle of learning a second language.

There are many different reasons as to why people code-switch within a conversation or a sentence in general. Meyerhoff (2011) gives two different reasons: “domain-based or situational” (p.121) code-switching, is switching between two codes (languages or otherwise)

because of which place you are at; and “addressee-based” (p.121) when your languages or dialects are decided by the person you are speaking to (also mentioned by Harmer, 2012). For example, you may speak a different language at work as opposed to at home. A second example is that one would speak differently to his or her boss, in comparison to one’s friends. Thirdly, she also mentions that language has a close connection to one’s identity, and that code-switching is often done to establish and maintain that identity. Gardner-Chloros (2011) adds that this is the case even when this language that is linked to one’s identity is underdeveloped and low-level in comparison to the other language. Lastly, she states that bilinguals are often very aware of the distinctions between the two codes, and will often use one code in certain contexts as that often meets their wishes more accurately. Furthermore, Gardner-Chloros (2011) mentions that code-switching is often used in order to convey something that exceeds words, like meaning or symbolism. It can also be used to raise the concept of a shared cultural background. On the other hand, it can also be used to indicate that there is a barrier between the two people, or two parties involved. Lastly, Lightbown and Spada (2013) also say that it sometimes can be as simple as both interlocutors knowing both languages or dialects.

In the context of teaching English as a Foreign Language (EFL), Özdemir (2015), Gil & Greggio (2007) and Lightbown & Spada (2013) have done or summarised studies on code-switching in the classroom. Lightbown and Spada state that code switching may happen because the learner does not know the right vocabulary. Hancock (1997) agrees with this, as well as adding that learners switch back to their first language in order to talk about grammar and govern the tasks they have to do (as mentioned by Özdemir, 2015). She also states that Nation (2001) suggests several reasons why learners switch back to their first language. Firstly, the pupils are more familiar with their first language, as it is more innate. Secondly, for learners the first language is more accurate in communicative situations; it is more to the point. And thirdly, the first language is easier. All in all, Nation states that pupils code-switch automatically when they have a conversational requirement that needs to be fulfilled, but that they cannot fulfil in the target language. Other reasons Özdemir mentions are that the pupils switch back because they are unable to speak English fluently, as they are worried about the grammar while speaking, and that the other half of the pair does not want to speak in English, and thus switches back to their common first language. Gil and Greggio (2007) lastly mention that code-switching in classrooms is occasionally used to create a comfortable atmosphere through the use of humour. Secondly, they also mention that code-switching in the classroom promotes verbal involvement, with and between both the pupils and the teacher. Pupils also tend to code-switch when “interacting with the teacher and when negotiating form and meaning” (2007). Furthermore, it is a way of trying to understand grammar topics better, as well as trying to keep up a conversation. The pupils would rather switch to another language than stop talking because they do not know a word or a phrase. Thirdly, pupils code-switch to ask the teacher for the meanings of words and phrases in both the first and second language. In conclusion, as already mentioned before, learners generally code-switch because they want to “communicate, interact and participate in class” (Gil and Greggio, 2007).

2.3 What are compensation strategies?

While code-switching is common, it should be avoided during English speaking activities, as the focus is on English, and not one's first language. For this, there are several different types of strategies that will help pupils with dealing with difficulties while in the middle of speaking, so they do not switch back to their first language, and different researchers tend to give them different names. As there are so many different types of strategies, it would be best to use the umbrella term *compensation strategies*. Under this term fall communication strategies (Johnson & Johnson, 1999; Thornbury, 2013), conversational strategies (Harmer, 2012), speaking strategies (Ghasemi Ardekani & Razmjoo, 2011), language learning strategies and subdivisions thereof (Ghasemi Ardekani & Razmjoo, 2011), compensatory strategies (Johnson & Johnson, 1999), and avoidance/reduction strategies and achievement strategies (Johnson & Johnson, 1999). Dörnyei and Thurrell (1991) also distinguish between message adjustment strategies and resource expansion strategies when talking about compensation strategies, which are synonymous with reduction or avoidance strategies, and achievement strategies respectively. These will be explained later.

Johnson and Johnson's (1999, pp. 57/58) definition for communication strategies seems the most appropriate one to use for the term compensation strategies: "techniques of coping with difficulties in communicating in an imperfectly known second language" (Stern, 1983, p. 411, as mentioned by Johnson & Johnson). They also mention that previous researchers have taken a lot of effort to classify communication strategies and approximations thereof, which might indicate that there is a lot of uncertainty in this field of research.

Three characteristics of a compensation strategy are: "problem-based" (Johnson & Johnson, 1999, p. 58), which means that they surface when problems arise in the conversation; they are "conscious" (p. 58), and they are used deliberately. If the speaker does not realise that there is a problem with the conversation he or she is having, he or she will not resort to these strategies. And this means that when people are aware of the problem, they make a conscious choice of which strategy would best suit the situation.

2.4 Why are compensation strategies useful?

Pupils often tend to switch back to their first language in the second or foreign language classroom. Although there are many reasons for using the first language (L1) in the second language classroom (Cook, 2001; Harmer, 2007; Scrivener, 2011), researchers have agreed that the first language should be avoided during tasks where speaking in the second language is the main goal, e.g. communicative speaking tasks (Harmer, 2007; Ghasemi Ardekani & Razmjoo, 2011; Özdemir, 2015), which is the case here. Second language learners have fewer opportunities to speak English than native speakers, who come into contact with their first language daily. If this is the case where only a few hours a week are spent on actively learning and acquiring English, the first language should be avoided as much as possible. (Lightbown & Spada, 2013)

The speaking skill is often one of the most difficult skills to acquire when learning a language (Thornbury, 2013). Because pupils have to think on their feet, and have little preparation time during a real-life conversation, they often have to make a choice between accuracy and fluency (Harmer, 2007; Scrivener, 2011; Lightbown & Spada, 2013; Johnson & Johnson, 1999). On the point of accuracy, grammar rules and error correction are important, whereas fluency has a focus on being able to keep the flow of the conversation going. When interrupting a pupil whose focus is on fluency, these pupils will often lose their train of thought and find it difficult to maintain the conversation (Scrivener, 2011). This is one of the reasons that pupils switch back to their first language. Another is that pupils do not know the right words (Lightbown & Spada, 2011; Hancock 1997, as mentioned by Özdemir, 2015). This is where compensation strategies come in. These strategies will help pupils to continue the conversation when they get stuck, without having to stop their conversation and thus losing their flow. Furthermore, they help pupils buy time to find the right words (Thornbury, 2013; Dörnyei & Thurrell, 1991). Using these strategies is called “strategic competence” (Thornbury, 2013, p. 29; Dörnyei & Thurrell, 1991; Johnson & Johnson, 1999). Many teachers are unaware of this strategic competence (Dörnyei & Thurrell, 1991), and thus take no effort in practising strategies that promote strategic competence. Furthermore, pupils often mention that they have difficulties with speaking in English. This is why compensation strategies should be practised, and pupils’ strategic competence built: so they can “carry out their *communicative intent*” (Dörnyei & Thurrell, 1991).

2.5 Which compensation strategies are useful?

A variety of sources have given a list of different compensation strategies. Several of these seem teachable in the classroom. They have been used in several studies (Dörnyei and Thurrell, 1991) and have been listed below.

Circumlocution

Circumlocution (Thornbury, 2013; Johnson & Johnson, 1999; Dörnyei and Thurrell, 1991) is describing the features of a word instead of the actual word itself. An example of this is ‘Something that cleans my plates and pans with water’ for ‘dishwasher’. A similar term for this is *paraphrasing*.

Word coinage

The meaning of *word coinage* (Thornbury, 2013; Johnson & Johnson, 1999) is that one invents a new word to substitute for the word he or she does not know. Close to this are *borrowed words* and *literal translation*, which will be explained later. An example of word coinage that Thornbury mentions is ‘vegetarianist’ instead of ‘vegetarian’.

Approximation

The term *approximation* (Thornbury, 2013; Littlewood & Yu, 2011; Johnson & Johnson, 1999; Dörnyei and Thurrell, 1991) stands for using words that are as close as possible to the word they cannot remember as possible. Like with circumlocution, *paraphrasing* (Harmer, 2012; Littlewood & Yu, 2011; Johnson & Johnson, 2011, Dörnyei & Thurrell, 1991) is a similar word which can also be used in this context. An example of approximation is using 'bird' instead of 'blackbird'.

Generalisation

Generalisation (Johnson & Johnson, 1999) is the act of using vague words like 'things' or 'stuff' (also known as "all-purpose words", as mentioned by Thornbury, 2013, and Harmer, 2012) to describe words or phrases. This means that you use simpler terms to describe what you mean (Littlewood & Yu, 2011). More examples of these are 'be', 'do', and 'nice'.

Paralinguistics

Paralinguistics (Thornbury, 2013; Littlewood & Yu, 2011; Dörnyei & Thurrell, 1991), also known as *mime* (Johnson & Johnson, 1999), *paralanguage* (Griffiths & Soruç, 2018) or *body language* (Ardekani & Rzamjoo, 2011), means using gestures, body language, movement and facial expressions to explain or support what you are trying to say. An example is curling up one's hands as an alternative to the word 'fist'.

Appealing for help

Appealing for help (Thornbury, 2013; Harmer, 2012; Johnson & Johnson, 1999) stands for requesting the interlocutor's assistance, through asking questions or leaving the sentence unfinished to give the other person the opportunity to finish it (Griffiths & Soruç, 2018; Dörnyei & Thurrell, 1991). Another option is through non-verbal means (e.g. eye-contact). (Dörnyei & Thurrell, 1991) The interlocutor can either help or give clues (Littlewood & Yu, 2011). An example of a question could be "Do you know the word for ...?"

Literal translation

The meaning of *literal translation* (Johnson & Johnson, 1999; Griffiths & Soruç, 2018) is that the speaker "translates word for word from the native language" (p.60). This is not to be confused with *foreignising* (Thornbury, 2013), where speakers make up a word from their first language to fit in the second language, also known as *word borrowing* (Johnson & Johnson, 1999; Dörnyei & Thurrell, 1991)

With literal translation, the speaker will have the tendency to take over grammatical rules from the first language, like word order.

Exemplification

Exemplification (Griffiths & Soruç, 2018; Littlewood & Yu, 2011; Dörnyei & Thurrell, 1991) is the giving of examples about the subject you are talking about, in this case when you have forgotten certain words. An example of this is mentioning different bird types (ostrich, falcon, duck) when you have forgotten the word for 'bird'.

Discourse markers

Harmer (2012) mentions *discourse markers*, words or phrases that are used to indicate different segments during a conversation. These are often used to buy time, which gives the speaker longer to find the words he or she is looking for. Examples of these are 'well', 'ummm', 'I mean', etc. These are also called *fillers* or *hesitation devices* (Dörnyei & Thurrell, 1991).

Discourse strategy

Discourse strategy (Thornbury, 2013) is the "borrowing by the speaker of segments of other speakers' utterances" (p.30). This means that the speaker will exactly copy those words, whether they are grammatically correct in their new context or not.

These are the strategies that will be used during this study.

Chapter three – Framework of the study

In this chapter, the structure of the study will be outlined in a more concrete manner, and thus the exact contents of the study and methods of intervention will be explained. Furthermore, the subjects will be explained in greater detail. Finally, the research instruments will be developed, and the procedure on data collection, data processing and data analysis will be elaborated on.

3.1 Contents and method of the intervention / action

The study will be conducted over a period of three weeks. The research group will be taught English twice a week, on Tuesday and Thursday, and once on a Monday. Before the study is conducted, the pupils will audio-record their conversation during a speaking activity. Then, for four lessons, the pupils will be taught two or three compensation strategies (for a complete list of the compensation strategies, see chapter two), and will practise these strategies in class, through problem-solving communicative activities that practise the speaking skill (see appendix 2.1 for a list of these problem-solving speaking activities). These activities will not take up the whole fifty-minute lessons, but only around fifteen minutes. After all the strategies have been discussed and practised, the pupils will conduct two problem-solving speaking activities with different themes, and they will audio-record their conversations. From these conversations, one will be able to determine whether the pupils speak more English or not, and which compensation strategies they use.

3.2 Research subjects / Research group

The study will be conducted in a class of twenty-five pupils, called H3E. They are on a higher general secondary education level (in Dutch known as *havo*), and in their third year of secondary school at the Bonnefantencollege in Maastricht. Twenty of these are female, and five of these are male. The pupils are all fourteen or fifteen years old. It has to be said that their level of English is lower than it should be, and that this is the case with most of the Havo-3 classes at this school.

3.3 Development of research instruments

Several research instruments will be used during the course of this study. Firstly, the subjects will be observed as to the amount of Dutch they speak during English speaking activities, and this will be tallied. Secondly, the pupils will be given a questionnaire with five statements and four open-ended questions about the English speaking skill and their switching back to Dutch (see appendix 1.1). These were conceptualised through a brainstorm about the subject. Thirdly, the pupils will make an audio recording of their final conversations which will be sent to and analysed by the teacher. Fourthly, the same questionnaire will be given to the pupils again, to see whether their opinions on English speaking activities and code-switching has changed.

Lastly, five pupils will be interviewed to get a more in-depth view on their opinions and their personal progress (see appendix 1.5).

Note should be made that both the questionnaire and the interview questions will be Dutch, as there will be a chance of the pupils misunderstanding and thus giving incorrect or unsuitable answers.

3.4 Data collection

On the sixteenth of April, the subjects will fill in the questionnaire and make two audio recordings of their conversations. Then, after having been taught the compensation strategies, on the ninth of May, the subjects will fill in the same questionnaire and make two other audio recordings of their conversations. Lastly, on the 23rd of May, five subjects will be interviewed.

3.5 Data processing and analysis

The results from the two questionnaires were analysed and compared through the help of figures. The results from the audio recordings were analysed on switches to Dutch and compensation strategies used, and the results were put in tables and compared. The results of the interviews were analysed, and were compared to the results from the interviews.

Chapter four – Results

In this chapter, an overview of the results are given. The answers from both questionnaires, from the audio fragments from the sixteenth of April and the ninth of May, and from the interviews, are shown here. The complete results from the questionnaires, the audio recordings and the interviews can be found at appendix 1.2/1.3, 1.4 and 1.5 respectively.

4.1 Which compensation strategies are used the most during English speaking activities?

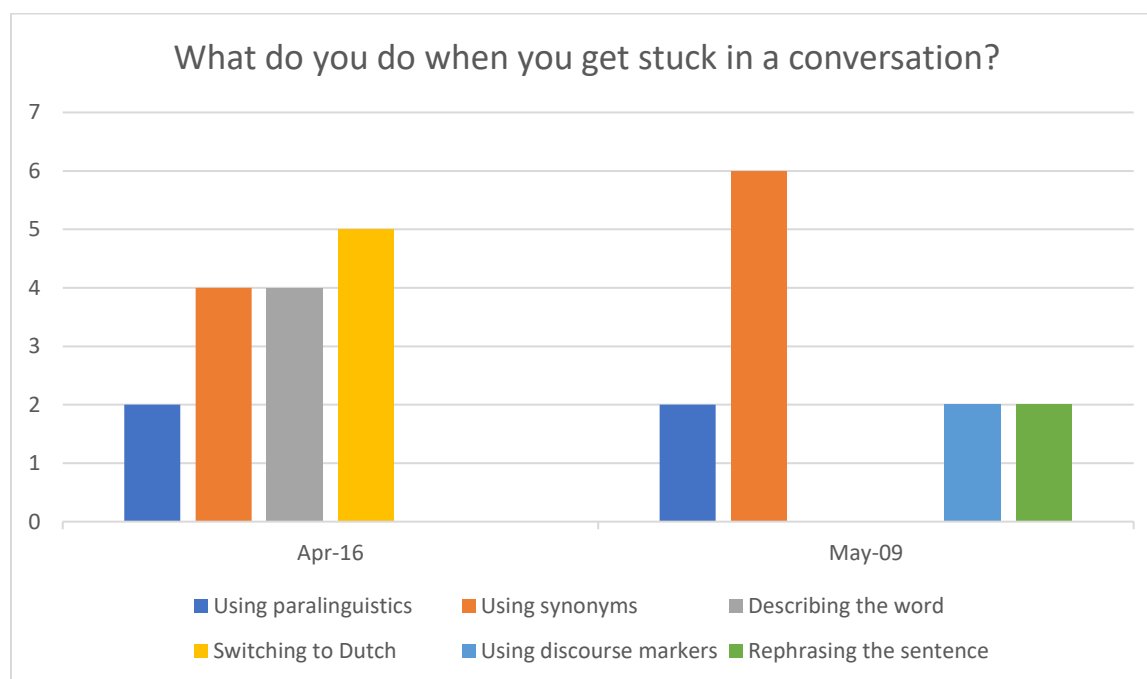


Figure 4.1.1: Results and comparison of question five from the questionnaire

In the figure seen above, the pupils answered the question: “What do you do when you get stuck in a conversation?”. On the sixteenth of April, the answers that were given the most were using hands and feet / gestures to make something clear (2 times); looking for a different word or synonym (4 times); describing the word (4 times); and switching to Dutch (5 times). Twenty-three pupils answered this question. On the ninth of May, the answers that were given the most were using hands and feet / gestures to make something clear (2 times), saying “um” (2 times), rephrasing the sentence (2 times), and looking for a different word or synonym (6 times). Twenty-four pupils answered this question.

The first table from appendix 1.4 provides a summary of the audio recordings that took place on the sixteenth of April. These conversations were held before the compensation strategies were taught. Twenty-three pupils participated, but one pupil lost the recordings before they could send them. Furthermore, one of the subjects from conversations 7A and 7B has a stutter. Overall, there were 45 switches from English to Dutch. The conversation strategies that were

used the most were discourse markers (151 times), literal translation (43 times) and generalisation (13 times). Other strategies that were also used were the appeal for help (five times), word coinage (three times), discourse strategy (used once) and circumlocution (used once).

The second table from appendix 1.4 provides a summary of the audio recordings that took place on the ninth of May. These conversations were held after the conversation strategies were taught. Twenty-two pupils participated, but one pupil lost the recordings before they could send them. Furthermore, one of the subjects from conversations 1A and 1B has a stutter. Overall, there were twenty-eight switches from English to Dutch. The conversation strategies that were used the most were discourse markers (153 times), literal translation (33 times), and generalisation (12 times). Other strategies that were also used, were the appeal for help (ten times), word coinage (used once), circumlocution (used once), paralinguistics (used once) and discourse strategy (used once).

4.2 Does the amount of Dutch spoken by the pupils diminish after having been taught the compensation strategies?

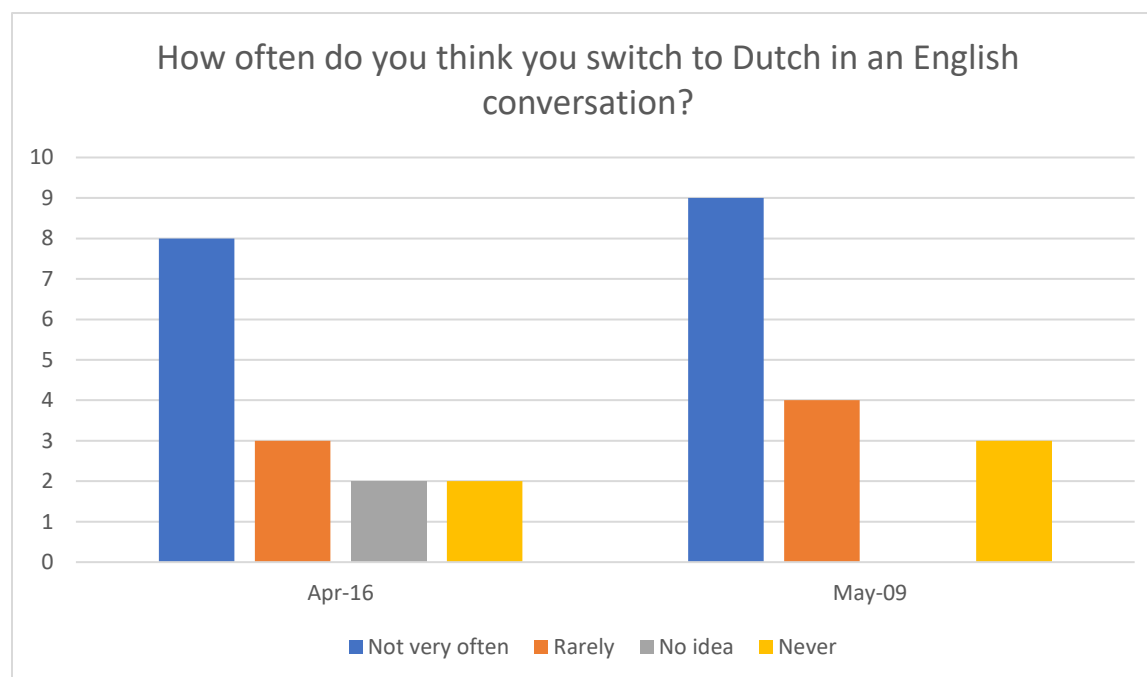


Figure 4.2.1: Results and comparison of question two from the questionnaire

In the figure seen above, the pupils answered the question: “How often do you think you switch to Dutch in an English conversation?”. On the sixteenth of April, the answers that were given the most were ‘not very often’ (8 times), ‘rarely’ (3 times), ‘no idea’ (twice), and ‘never’ (twice). This question was answered by twenty-three pupils. On the ninth of May, the answers that were given the most were ‘not very often’ (9 times), ‘rarely’ (4 times) and ‘never’ (3 times). This question was answered by twenty-four pupils.

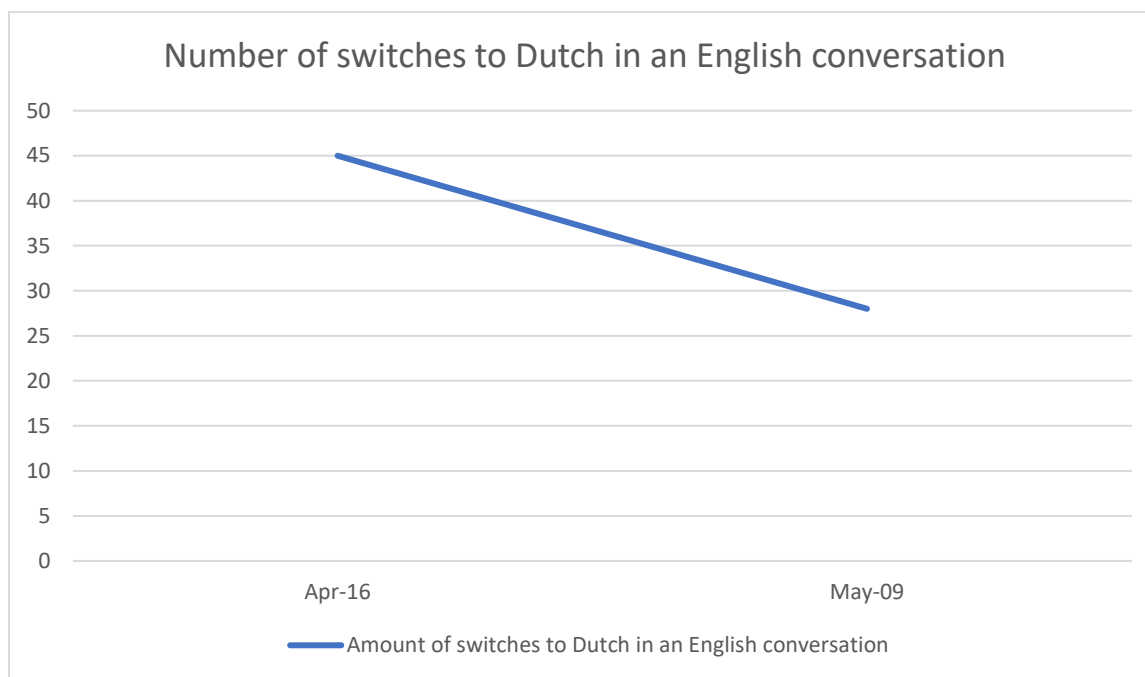


Figure 4.2.2: Comparison switches to Dutch in an English conversation

In the figure seen above, the subject switched from English to Dutch 45 times in the recordings from the sixteenth of April (see appendix 1.4), with an average of 2,25 times per conversation. According to the audio recordings of the ninth of May (see appendix 1.4), the subjects switched from English to Dutch 28 times, with an average of 1,4 times per conversation.

During to the interview from the 23rd of May, the question “Do you think you have been speaking less Dutch?” was asked, and two pupils said yes, one pupil said “I only speak English”, and one pupil said “No, because of my neighbour who speaks Dutch a lot”. Five pupils answered this question.

4.3 Do the pupils find the compensation strategies useful?

i. What do the pupils think of the speaking skill?

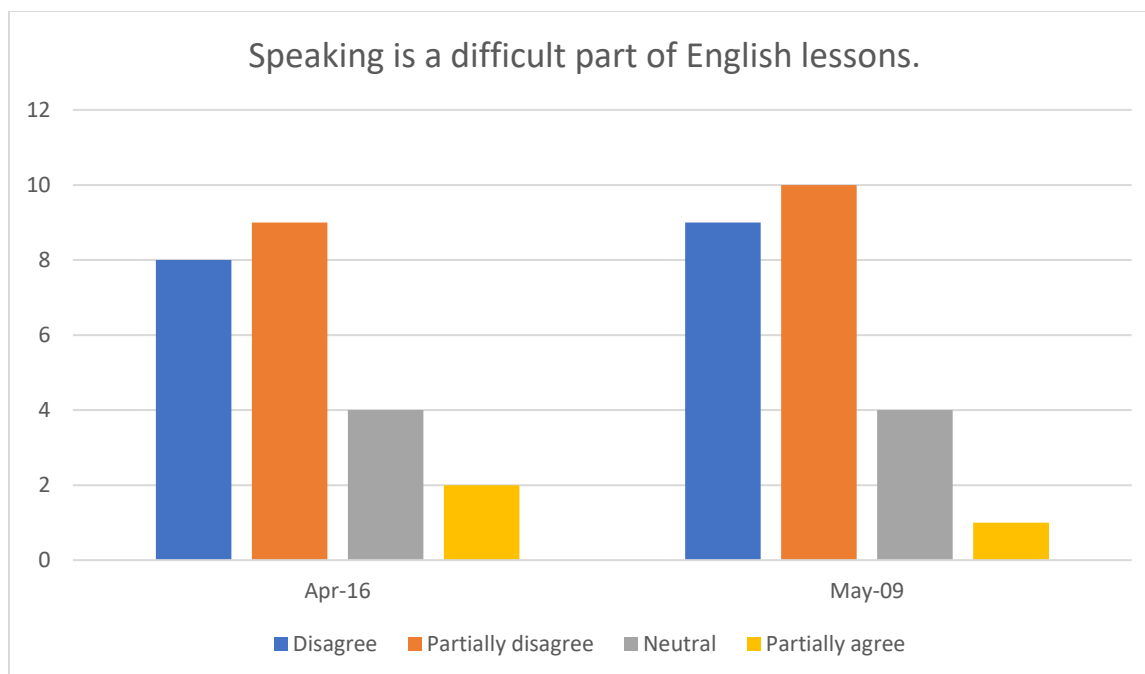


Figure 4.3.1: Results and comparison of statement one from the questionnaire

In the figure above, the pupils answered the statement: “Speaking is a difficult part of English lessons.”. On the sixteenth of April, twenty-three pupils answered this question. Eight pupils disagreed; nine partially disagreed; four were neutral and two pupils partially agreed. On the ninth of May, twenty-four pupils answered this question. Nine pupils disagreed; ten pupils partially disagreed; four pupils were neutral and one pupil partially agreed.

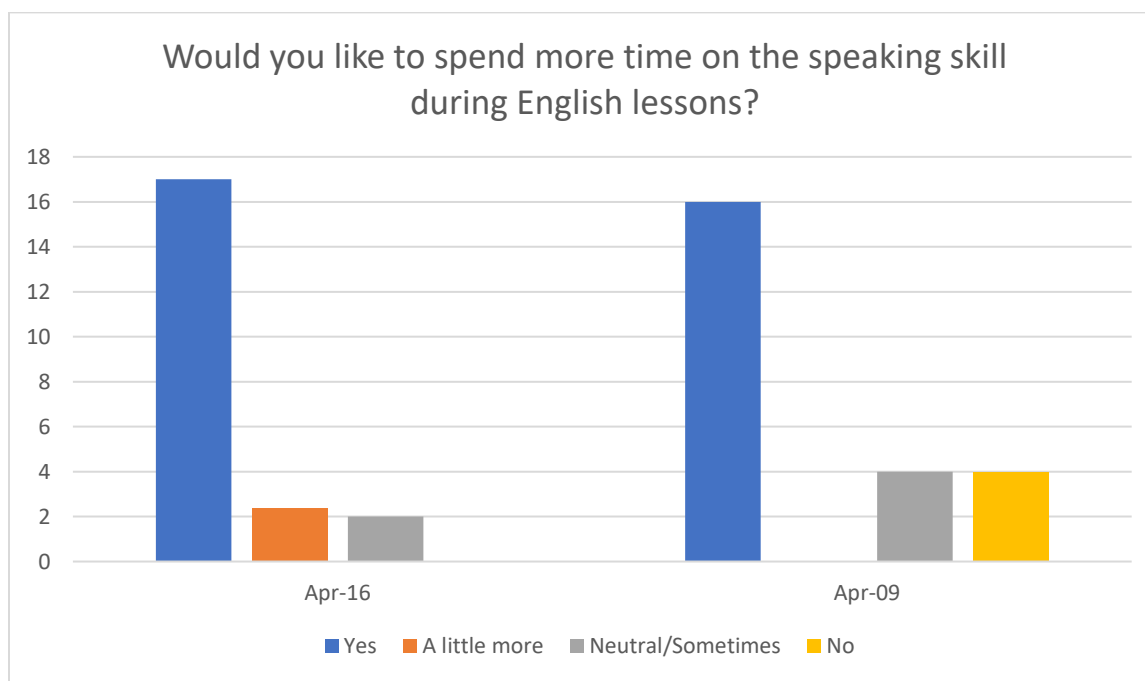


Figure 4.3.2: Results and comparison of question one from the questionnaire

In the figure on the previous page, the pupils answered the question: “Would you like to spend more time on the speaking skill during English lessons?” On the sixteenth of April, 17 pupils said yes, three pupils said ‘a little more’ and three pupils were neutral. Several also mentioned reasons for spending more time on English speaking: to improve their speaking skill, because the speaking skill is important; and because it is more fun. Twenty-three pupils answered this question. On the ninth of May, sixteen pupils said yes, two said ‘sometimes’ or were neutral, and four said no. Several also mentioned reasons for spending more time on English speaking: it is fun; it is educational; and it is very important. Twenty-four pupils answered this question.

During the interviews on the 23rd of May, the question ‘What do you find difficult about speaking?’ was asked. Most pupils answered ‘finding / not knowing the right words’ (three times). Five pupils answered this question. When the question ‘Do you think speaking is important?’ was asked, all five pupils answered with ‘yes’, giving reasons as ‘it’s a very important language’ and ‘you can talk to people all over the world’.

ii. What do the pupils think of switching from English to Dutch?

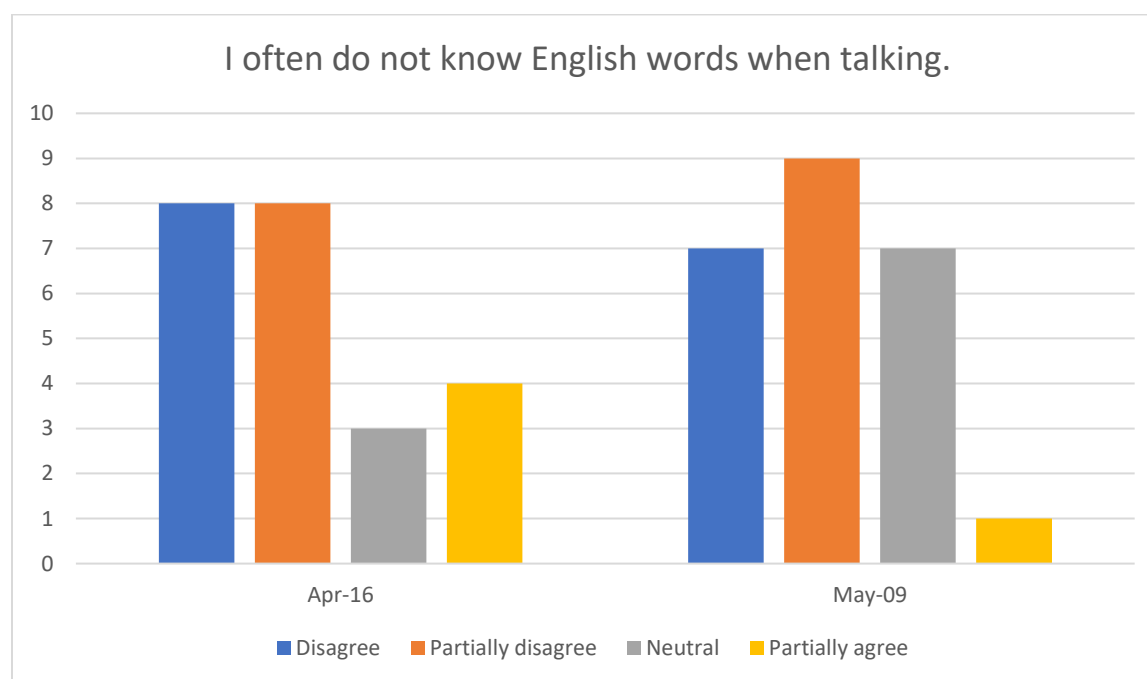


Figure 4.3.3: Results and comparison of statement two from the questionnaire

In the figure seen above, the pupils answered the statement: “I often do not know English words when talking.” On the sixteenth of April, twenty-three pupils answered this question. Eight pupils disagreed; eight partially disagreed; three were neutral and four partially agreed. On the ninth of May, twenty-four pupils answered this question. Seven pupils disagreed; nine pupils partially disagreed; seven pupils were neutral and one pupil partially agreed.

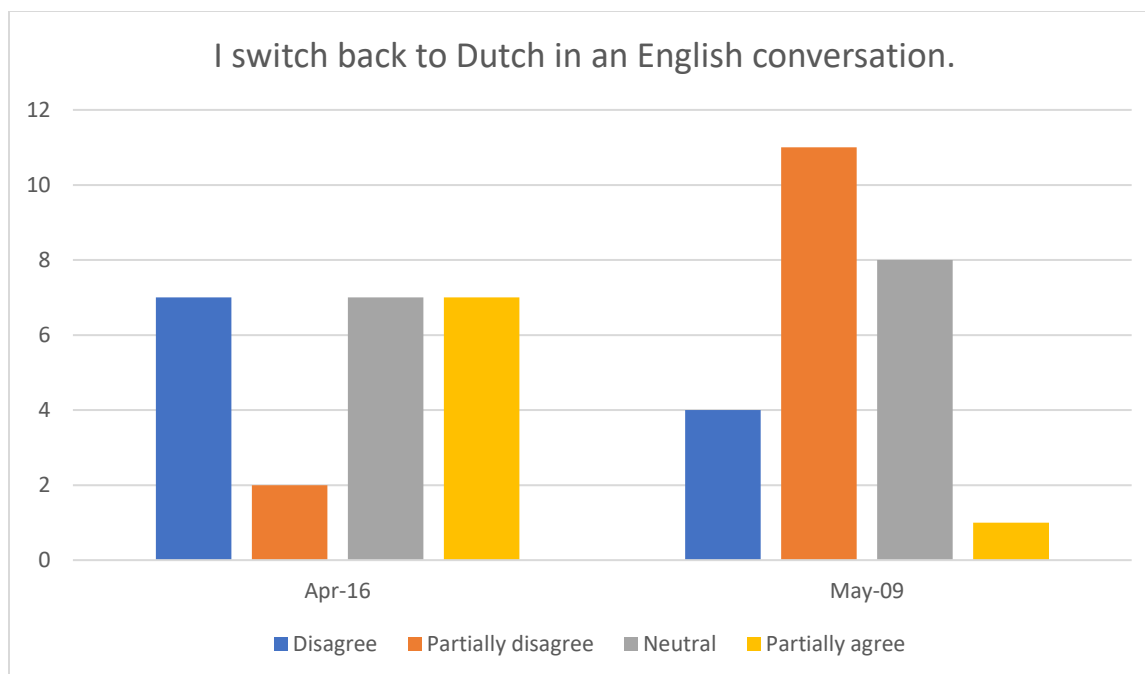


Figure 4.3.4: Results and comparison of statement three from the questionnaire

In the figure seen above, the pupils answered the statement: “I switch back to Dutch in an English conversation.” On the sixteenth of April, twenty-three pupils answered this question. Seven pupils disagreed; two pupils partially disagreed, seven pupils were neutral and seven pupils partially agreed. On the ninth of May, twenty-four pupils answered this question. Four pupils disagreed; eleven pupils partially disagreed; eight pupils were neutral and one pupil partially agreed.

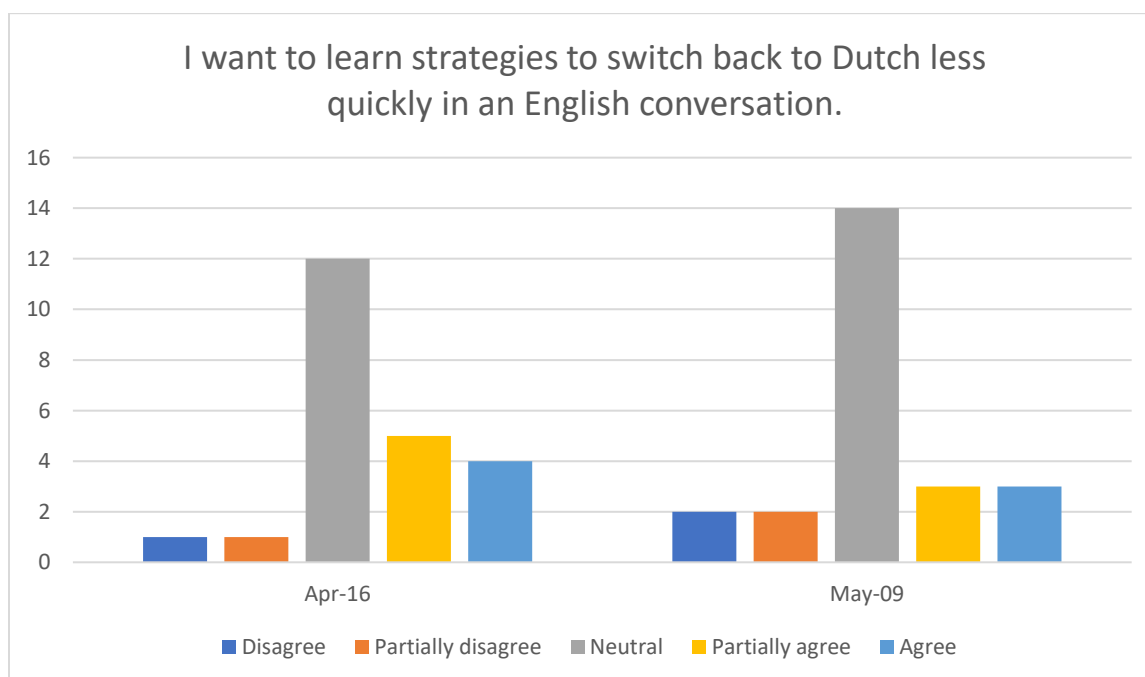


Figure 4.3.5: Results and comparison of statement four from the questionnaire

In the figure on the previous page, the pupils answered the statement: “I want to learn strategies to switch back to Dutch less quickly in an English conversation.” On the sixteenth of April, twenty-three pupils answered this question. One pupil disagreed; one pupil partially disagreed; twelve pupils were neutral; five pupils partially agreed and four pupils agreed. On the ninth of May, twenty-four pupils answered this question. Two pupils disagreed; two pupils partially disagreed; fourteen pupils were neutral; three pupils partially agreed and three pupils agreed.

Table 4.3.1: Results and comparison of question four from the questionnaire

“What do you think [of switching back to Dutch in an English conversation]?”			
Before		After	
Answers	Times mentioned	Answers	Times mentioned
Isn't a problem	7	A shame	5
Strange	3	Irritating	3
		Not good	3
		I don't know	2

In the table above, the pupils answered the question “What do you think [of switching back to Dutch in an English conversation]?”. On the sixteenth of May, the answers that were given the most were ‘it isn’t a problem’ (7 times), and ‘strange’ (3 times). Twenty-three pupils answered this question. On the ninth of May, the answers that were given the most were ‘I don’t know’ (twice), ‘irritating’ (3 times), not good (3 times), and ‘a shame’ (5 times). Twenty-four pupils answered this question.

The following results are from the interview from the 23rd of May.

When asked the question “Did you find the strategies useful, and why (not)?”, all five pupils said yes. Furthermore, four of them also mentioned that a few of them are done automatically.

When asked the question “Which strategy was the best/the most useful?”, two pupils said using synonyms, one said describing what you want to say, one said saying “um” and one did not know. Five pupils answered this question.

When asked the question “Which strategy was the worst / the least useful?”, two pupils said describing the word, as it is an automatic process, one said literally translating from Dutch to English as it is not correct, one said saying “um”, as it is an automatic process, and one said they were all useful. Five pupils answered this question.

iii. Why do the pupils switch from English to Dutch?

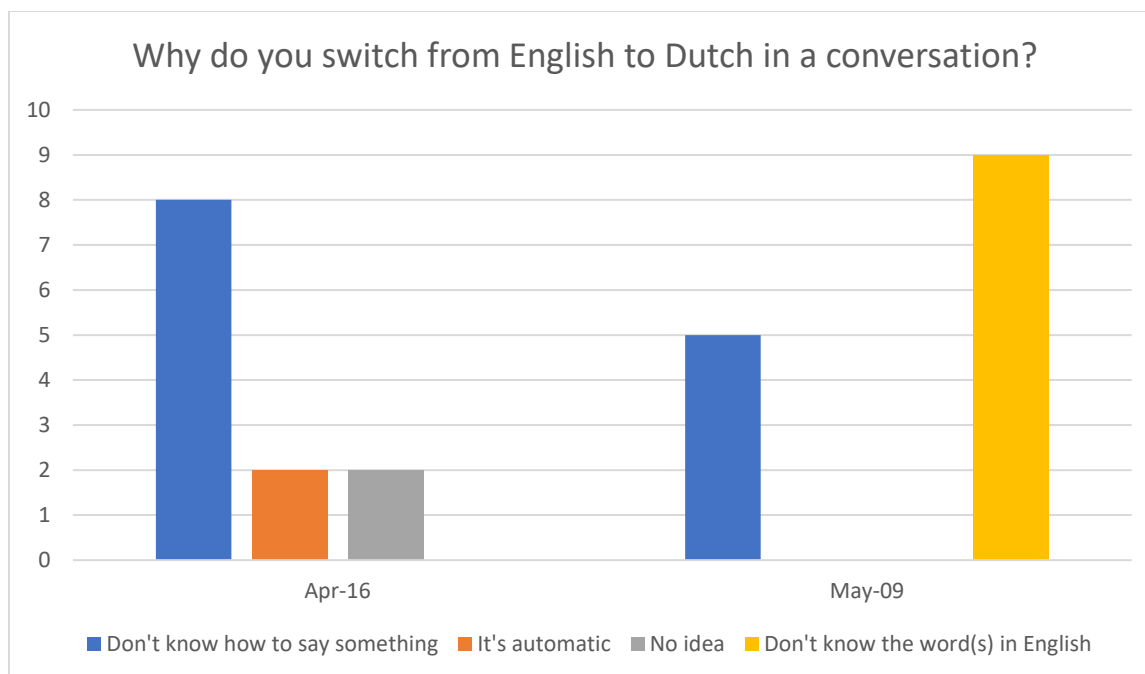


Figure 4.3.6: Results and comparison of question three from the questionnaire

In the figure above, the question “Why do you switch from English to Dutch in a conversation?”, was asked. On the sixteenth of April, the answers that were given the most were ‘because I don’t know the word(s) in English’ (8 times), ‘because I don’t know how to say something’ (4 times), ‘it’s automatic’ (twice) and ‘no idea’ (twice). Twenty-three pupils answered this question. On the ninth of May, the answers that were given the most were ‘because I don’t know the word(s) in English’ (9 times) and ‘because I don’t know how to say something’ (5 times). Twenty-four pupils answered this question.

Chapter 5 – Conclusions and discussion

In this chapter, the research questions will be fully answered. Furthermore, these results will be explained and interpreted, with a link to the literature if possible. After that, benefits and recommendations will be given for secondary schools. Lastly, improvements for the study will be mentioned, and suggestions for further research will also be given.

5.1 Answers to the research questions

5.1.1 Which compensation strategies are used the most during English speaking activities?

Before the pupils were taught the compensation strategies, they mentioned that when they get stuck in a conversation, they generally either use paralinguistics, look for a synonym, or describe the word. Furthermore, the audio recordings made on the sixteenth of April indicate that discourse markers were used the most, with a total of 151 times; literal translation was used 43 times and generalisation was used 13 times.

After having been taught the compensation strategies, the pupils mentioned that when they get stuck in a conversation, they use paralinguistics, look for a different word, or describe the word. Furthermore, the audio recordings made on the ninth of May indicate that discourse markers were used the most, with a total of 153 times; literal translation was used 33 times and generalisation was used 12 times. The appeal for help, lastly, was used almost as much as generalisation, with a total of ten times. This means that these are probably used because they are done automatically, and they might be unaware of the fact that they are using them.

5.1.2 Does the amount of Dutch spoken by the pupils diminish after having been taught the compensation strategies?

Generally, before being taught the compensation strategies, most of the pupils thought that they did not switch to Dutch very often: maybe one to three times in a conversation. After having analysed the audio recordings, the pupils switched to Dutch for a total of 45 times in the twenty conversations, on an average of 2,25 times per conversation.

After having been taught the compensation strategies, their answer stayed much the same as before being taught the compensation strategies. After having analysed the audio recordings, the pupils switched to Dutch for a total of 28 times in the twenty conversations, on an average of 1,4 times per conversation. This means that in this study, the amount of Dutch spoken by pupils does diminish after having been taught the compensation strategies.

5.1.3 Do the pupils find the compensation strategies useful?

i. What do the pupils think of the speaking skill?

The results of the questionnaire of the sixteenth of April state that only two pupils out of twenty-three partially agree with the statement that the speaking skill is a difficult part of English lessons. However, seventeen out of twenty-three pupils stated that they would like to spend more time on the speaking skill during English lessons.

The results of the questionnaire of the ninth of May state that only one pupil out of twenty-four partially agrees with the statement that the speaking skill is a difficult part of English lessons. Like before, however, sixteen out of twenty-three pupils stated that they would like to spend more time on the speaking skill during English lessons.

The results of the interviews on the 23rd of May state that all five pupils thought that the speaking skill was important. Furthermore, three out of five pupils thought that finding or not knowing the right word(s) was the most difficult aspect of the speaking skill. This means that although they do not seem to find the speaking skill difficult, they do find it important, and this is the reason they want to spend more time practising it.

ii. What do the pupils think of switching from English to Dutch?

The results of the questionnaire of the sixteenth of April state that only four pupils out of twenty-three partially agree to the statement that they often do not know English words when speaking. Eight pupils disagreed and eight pupils partially disagreed, while the rest was neutral. On the other hand, seven pupils partially agreed that they switched back to Dutch in an English conversation, while seven pupils were neutral. When asked whether they wanted to learn strategies to switch back to Dutch less quickly in an English conversation, twelve pupils were neutral, whereas five pupils partially agreed and four pupils agreed. Most pupils had a negative connotation with switching back to Dutch in an English conversation.

The results of the questionnaire of the ninth of May state that only one pupil out of twenty-four partially agrees to the statement that they often do not know English words when speaking. Seven pupils disagreed, eleven pupils partially disagreed, and the rest was neutral. When asked whether they switched back to Dutch in an English conversation, fourteen were neutral two disagreed and partially disagreed, and three partially agreed and agreed. When asked whether they wanted to learn more strategies to switch back to Dutch less quickly in an English conversation, fourteen pupils were neutral, whereas three pupils partially agreed or agreed, and two pupils partially disagreed or disagreed. Most pupils, again, had a negative connotation with switching back to Dutch in an English conversation.

The results of the interviews on the 23rd of May state that all five pupils found the strategies useful. The strategy they found the most useful was generally using synonyms (mentioned twice). The strategy they found the least useful was describing the word (mentioned twice), as it was done automatically.

iii. Why do the pupils switch from English to Dutch?

In the questionnaire of the sixteenth of April, most pupils out of twenty-three said that they switched from English to Dutch because they did not know an English word, did not know how to say something, or because it is automatic.

In the questionnaire of the ninth of May, most pupils out of twenty-four said that they switched from English to Dutch because they did not know an English word, did not know how to say something, or because it is automatic / a reflex.

5.2 Interpretation and explanation of the results, linked to the literature

5.2.1 Which compensation strategies are used the most during English speaking activities?

Out of the ten compensation strategies that were taught, all the audio recordings (from both dates) pointed out that discourse markers, literal translation and generalisation were used the most. Interestingly, approximation and exemplification were not used at all. This might indicate that these strategies are quite unnatural and do not fit in normal conversations. On the other hand, the pupils might not have had enough time to integrate the strategies into their conversations.

Discourse markers are generally used the most because they are done automatically, and the pupils are often unaware of the fact that they are using them. This has been the same for the appeal for help, as well as circumlocution.

5.2.2 Does the amount of Dutch spoken by the pupils diminish after having been taught the compensation strategies?

The analysis of the first audio recordings showed that the pupils switched to Dutch a total of 45 times. With the second audio recordings, the pupils switched to Dutch 28 times. There are two possible reasons for this. The first is that the pupils are using the compensation strategies in their conversation, with the result that they speak less Dutch. The second option is that the strategies make the pupils more aware of the fact that they speak Dutch in English conversations, and that they start speaking more English as a result. Either way, the teaching of compensation strategies has a positive effect: namely, the reducing of Dutch during English speaking exercises. This means that these conversations help maintain the flow of the conversation in English and buy time to find the right words (Thornbury, 2013; Dörnyei & Thurrell, 1999).

5.2.3 Do the pupils find the compensation strategies useful?

i. What do the pupils think of the speaking skill?

This question is difficult to link to any literature, as this is a subjective question and may be different for everyone. Before as well as after having been taught the compensation strategies, most pupils gave a clear indication that they did not find speaking a difficult aspect of the lessons, as well as stating that they did not have problems with forgetting English words in conversations. However, when they were asked whether they wanted to spend more time on the speaking skill, most pupils said yes. This indicates that regardless of difficulty, the pupils find the English speaking skill an important one, as well as a skill that needs much practice.

ii. What do the pupils think of switching from English to Dutch?

This question is also difficult to link to any literature, as this is a subjective question and may be different for everyone. An interesting point is that although the pupils indicate that they do not have problems with not knowing the English words in conversations, they later indicate (during the interviews) that finding or not knowing the right words was the biggest problem mentioned. It could be that the pupils who were interviewed were the ones who had difficulties with finding the right words. Another conclusion that can be drawn is that the question from the questionnaire could have been interpreted as not knowing general words, whereas the answers from the interviews could be referring to words specifically linked to that context.

Secondly, the pupils also mention in both questionnaires that the act of switching from English to Dutch is mostly seen as negative. Despite that, after having been taught the compensation strategies, the pupils still switch on, average, 1,4 times. This means that despite their feelings about it, it might be something that they *have* to do, e.g. because they do not know the right English word(s) (Lightbown and Spada, 2013; Özdemir, 2015) or because it might be automatic (Özdemir, 2015). Thus, may not be a choice but a 'must'.

iii. Why do the pupils switch from English to Dutch?

One pupil mentions that the reason she switches to Dutch is because of her interlocutor. This was confirmed earlier by Meyerhoff (2011). Furthermore, a large number of the pupils stated that they switch between Dutch and English because of words or phrases they do not know. This is what Lightbown and Spada (2013) as well as Özdemir (2015) have stated in their research. Thirdly, Özdemir also mentions that pupils switch back to their first language because they are more familiar with it, and it is more innate – this came back in this study as well, as several pupils mentioned that the reason they switched back, was because it was 'automatic' or 'a reflex'. Lastly, one of the pupils also mentioned that they did not want to 'slow down the lesson', and that was why they switched back to Dutch; so they could keep up with the exercise. Gil and Greggio (2007) states that pupils switch because they want to "communicate, interact and participate in class". This means that that pupil wants to keep on participating without missing anything.

5.3 Benefits and recommendations for teaching

Based on the conclusions that were made in the previous paragraph, the pupils find the speaking skill a very important part of English. Some pupils even indicated that it was the most important skill of all. Secondly, the compensation strategies have helped in letting the pupils speak more English. Based on those two conclusions, a recommendation for secondary schools is to practise the speaking skill often, combined with the compensation strategies mentioned in chapter two. These will lower the amount of Dutch spoken during English conversations, and will help practise the speaking skill in general, especially through the use of problem-solving speaking activities.

5.4 Improvements for the study

One thing that could be improved is being able to record the use of paralinguistics in the study. The reason for this is the fact that the recordings that were made were all audio, which means that paralinguistics cannot actually be recorded. There was only one case where it was apparent that paralinguistics had been used, as one pupil responded to something that was never said.

Another improvement that could be made is to practise the compensation strategies over a longer period of time, so the pupils internalise the strategies and do not have to consciously remember or be reminded of the strategies.

Thirdly, it would be a good idea to let the pupils have conversations with different speaking partners for every conversation, as one subject suggested that she spoke more Dutch because of her neighbour. Furthermore, this means that the pupils could rely less on their 'normal' neighbours, who they have conversations with all the time, and they know how that relationship works

Lastly, the study could be improved by teaching the compensation strategies to more pupils, so the results of the study become more trustworthy.

5.5 Suggestions for further research

One suggestion that can be given for further research is that there is a discrepancy on the point of difficulties with finding the right English words. Whereas the pupils mentioned in the questionnaire that they do not have difficulties with it, during the interviews they said that this was the main problem they still had with speaking in English. Another study could be done to figure out what exactly they have difficulties with this point, or which word types are the most difficult.

Another suggestion is that more research could be done into which strategies the pupils find the most useful. Only five pupils out of twenty-five were asked which strategies they found the most

and the least useful. One strategy only came up after having analysed all the audio recordings from both dates, and this strategy was not mentioned in any literature, but would best be called 'repetition': pupils repeat words or phrases often to buy themselves more time. (For example, "What do I think, what do I think... I think that I would...".) More research could be done into that strategy as well.

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Appendix

Appendix 1: Research instruments

1.1 Questionnaire

Vragenlijst Engelse spreekvaardigheid

Naam: Klas:

Hieronder volgen een aantal stellingen en open vragen over spreekvaardigheid en het terugschakelen naar Nederlands. Probeer deze zo goed mogelijk te beantwoorden. **Vul vraag vier alleen in als dit van toepassing is!** Bij de stellingen zet je een kruistje bij het passende nummer:

1: oneens, 2: gedeeltelijk oneens, 3: neutraal 4: gedeeltelijk eens, 5: eens.

STELLINGEN	1	2	3	4	5
1. Ik vind spreekvaardigheid een moeilijk onderdeel van de lessen.					
2. Ik weet vaak woorden niet in het Engels terwijl ik aan het spreken ben.					
3. Ik schakel terug naar het Nederlands in een Engels gesprekje.					
4. Ik wil strategieën leren om minder snel naar het Nederlands terug te schakelen in een Engels gesprekje.					

1. Zou je meer tijd willen besteden aan spreekvaardigheid in de les?

2. Hoe vaak denk je dat je terugwisselt naar Nederlands in een Engels gesprek?

3. Waarom doe je dit?

4. Wat vind je hiervan?

5. Wat doe je als je vastloopt in een gesprek?

1.2 Questionnaire with answers – 16th of April, 2018

1: oneens, 2: gedeeltelijk oneens, 3: neutraal 4: gedeeltelijk eens, 5: eens.

STELLINGEN	1	2	3	4	5
1. Ik vind spreekvaardigheid een moeilijk onderdeel van de lessen.	8	9	4	2	
2. Ik weet vaak woorden niet in het Engels terwijl ik aan het spreken ben.	8	8	3	4	
3. Ik schakel terug naar het Nederlands in een Engels gesprekje.	7	2	7	7	
4. Ik wil strategieën leren om minder snel naar het Nederlands terug te schakelen in een Engels gesprekje.	1	1	12	5	4

1. Zou je meer tijd willen besteden aan spreekvaardigheid in de les?

Ja (17x)

Maakt niet uit / Hoeft niet per sé (3x)

Een beetje (2x)

Soms wel (1x)

Extra informatie die leerlingen hebben opgeschreven:

- Het kan later van pas komen
- Om mijn spreekvaardigheden te verbeteren
- Je moet eerst de basis van de lessen kunnen om dit te kunnen doen
- Als je het maar niet voor de klas hoeft te doen
- Het heeft geen zin om Engelse les te hebben en dan niet toe te passen
- Ik vind dat ook leuker en ik denk dat je spreken sneller nodig hebt dan grammatica
- Ja, je gebruikt Engelse taal voornamelijk door te spreken. Dit gebruik je sneller/vaker.

2. Hoe vaak denk je dat je terugwisselt naar Nederlands in een Engels gesprek?

Niet (heel) vaak / Bijna nooit / Soms / Zelden (12x)

Geen idee / Let ik niet op (3x)

Alleen als ik het woord niet weet / er moeilijke woorden zijn (3x)

Nooit (1x)

4 à 5 keer (1x)

In ieder gesprekje (1x)
De helft van het gesprek (1x)
1 keer in ongeveer 4 zinnen (1x)

3. Waarom doe je dit?

Omdat ik de woorden niet weet (12x)
Omdat ik niet oplet / afgeleid ben / minder focus heb (3x)
Geen idee (2x)
Het gaat automatisch (2x)
Omdat het een moeilijk of saai gesprek is (1x)
Omdat ik het woord niet uit kan spreken (1x)
Omdat ik de les niet wil ophouden (1x)

4. Wat vind je hiervan?

Geen problemen mee / Niet erg / Maakt me niet uit / Neutraal (7x)
Niet fijn / Vervelend / Jammer (7x)
Raar (3x)
Geen antwoord (2x)
Begrijpelijk (1x)
Makkelijk op te lossen (1x)
Goed (1x)
Stom (1x)

5. Wat doe je als je vastloopt in een gesprek?

Overschakelen naar het Nederlands / Een Nederlands woord gebruiken (5x)
Omschrijving (van het woord) geven (4x)
Rustig doen / Blijven ademen / Nadenken (4x)
Zoeken naar andere woorden / synoniemen (3x)
Hulp vragen (3x)
Gebaren / Handen en voeten gebruiken (2x)
Over een ander onderwerp beginnen in het Engels (1x)
Het gesprek afkappen (1x)

1.3 Questionnaire with answers – 9th of May, 2018

1: oneens, 2: gedeeltelijk oneens, 3: neutraal 4: gedeeltelijk eens, 5: eens.

STELLINGEN	1	2	3	4	5
1. Ik vind spreekvaardigheid een moeilijk onderdeel van de lessen.	9	10	4	1	
2. Ik weet vaak woorden niet in het Engels terwijl ik aan het spreken ben.	7	9	7	1	
3. Ik schakel terug naar het Nederlands in een Engels gesprekje.	4	11	8	1	
4. Ik wil strategieën leren om minder snel naar het Nederlands terug te schakelen in een Engels gesprekje.	2	2	14	3	3

1. Zou je meer tijd willen besteden aan spreekvaardigheid in de les?

Ja (16x)

Nee / Niet persé / Niet echt (4x)

Neutraal / Maakt mij niet uit / Het is goed zo (4x)

2. Hoe vaak denk je dat je terugwisselt naar Nederlands in een Engels gesprek?

Niet (heel) vaak / Soms / Bijna nooit / Zelden / Af en toe (13x)

(Maximaal) Eén keer (3x)

Nooit (3x)

Eerst bijna de hele tijd, nu veel minder (1x)

Twee keer (2x)

Een paar keer (1x)

Geen antwoord (1x)

3. Waarom doe je dit?

Ik weet het woord niet / Ik weet niet hoe ik iets moet zeggen (14x)

Ik doe dit niet (2x)

Het is automatisch / Het is een reflex (2x)

Niet van toepassing (2x)

Omdat ik het woord niet kan uitspreken (1x)

Door de gesprekspartner (1x)

Weet ik niet (1x)

Omdat ik afgeleid ben (1x)

4. Wat vind je hiervan?

Jammer / Spijtig / Vervelend (8x)
Niet fijn / Niet leuk / Niet goed / Niet handig (5x)
Weet ik niet (2x)
Ik schakel niet terug (2x)
Niet beantwoord (2x)
Geen probleem (1x)
Goed (1x)
Irritant (1x)
Niet van toepassing (1x)

5. Wat doe je als je vastloopt in een gesprek?

Zoeken naar andere woorden / synoniemen (6x)
Nadenken (3x)
Ik gebruik handen, armen en benen (2x)
Ik reformuleer de zin (2x)
“Um” zeggen (2x)
Overschakelen naar het Nederlands (2x)
Over iets anders beginnen / Verder gaan (2x)
Een beschrijving geven (1x)
Een andere manier zoeken om door te praten (1x)
Niks zeggen (1x)
Niet beantwoord (1x)

1.4 Audio recordings of April 16 and May 9

April 16th

Name	Number of switches to Dutch	Speaking strategies used
Conversation 1A (1:53)	1	Discourse markers (11x), generalisation (2x), literal translation (2x)
Conversation 1B (1:36)	2	Generalisation (3x), discourse markers (4x), literal translation (3x)
Conversation 2A (4:34)	6 (most of the conversation was spoken in Dutch)	Discourse markers (8x), literal translation (2x)
Conversation 2B (3:27)	6 (most of the conversation was spoken in Dutch)	Discourse markers (1x), literal translation (3x)
Conversation 3A (0:37)	1	Discourse markers (2x), literal translation (1x)
Conversation 3B (0:21)	0	Literal translation (1x), discourse markers (2x)
Conversation 4A (2:39)	4	Discourse markers (20x), generalisation (2x), appeal for help (2x)
Conversation 4B (2:18)	3	Discourse markers (9x), literal translation (2x)
Conversation 5A (2:51)	5	Discourse markers (7x), literal translation (4x), generalisation (1x), appeal for help (1x)
Conversation 5B (0:57)	3	Appeal for help (1x), discourse markers (6x), literal translation (3x)
Conversation 6A (0:58)	1	Literal translation (4x), discourse markers (5x), generalisation (2x), discourse strategy (1x)
Conversation 6B (0:51)	4	Discourse markers (4x), literal translation (1x)
Conversation 7A	0	Discourse markers (4x), literal translation (2x)

(1:26)		
Conversation 7B (1:23)	1	Discourse markers (9x), literal translation (2x),
Conversation 8A (7:00)	0	Discourse markers (18x), generalisation (3x), appeal for help (1x), circumlocution (1x)
Conversation 8B (1:53)	0	Discourse markers (4x)
Conversation 9A (3:13)	3	Discourse markers (6x), word coinage (3x), literal translation (2x)
Conversation 9B (2:18)	0	Discourse markers (2x), literal translation (3x)
Conversation 10A (5:10)	3	Literal translation (5x), discourse markers (16x),
Conversation 10B (2:51)	2	Literal translation (3x), discourse markers (13x)

The audio recordings can be found here:

<https://drive.google.com/drive/folders/1zq1CDFRORMFNDXqrCeCB8socxXYWBAn0?usp=sharing>

April 9th

Name	Number of switches to Dutch	Speaking strategies used
Conversation 1A (2:59)	0	Discourse markers (17x), literal translation (3x)
Conversation 1B (4:02)	2	Discourse markers (10x), literal translation (5x), appeal for help (1x), word coinage (1x)
Conversation 2A (2:18)	3 (half of the conversation was spoken in Dutch)	Discourse markers (2x), literal translation (1x)
Conversation 2B	4 (half of the conversation was spoken in Dutch)	Discourse markers (1x), literal translation (1x), appeal for help (1x)

(2:13)		
Conversation 3A (1:20)	0	Discourse markers (14x), literal translation (1x)
Conversation 3B (0:55)	1	Literal translation (2x), discourse markers (3x)
Conversation 4A (1:46)	2	Discourse markers (9x), appeal for help (1x)
Conversation 4B (0:51)	0	Discourse markers (3x), literal translation (3x)
Conversation 5A (1:06)	0	Literal translation (1x), discourse markers (5x), generalisation (1x)
Conversation 5B (0:53)	2	Literal translation (1x), discourse markers (3x), appeal for help (2x), circumlocution (1x)
Conversation 6A (1:17)	1	Literal translation (4x), discourse markers (14x), generalisation (1x), discourse strategy (1x)
Conversation 6B (1:12)	2	Discourse markers (7x), appeal for help (2x), generalisation (1x)
Conversation 7A (2:12)	5	Discourse markers (7x), appeal for help (2x)
Conversation 7B (2:23)	5	Discourse markers (9x), literal translation (2x), generalisation (1x), appeal for help (1x)
Conversation 8A (5:07)	0	Discourse markers (8x), literal translation (1x), generalisation (4x)
Conversation 8B (3:12)	0	Discourse markers (10x), literal translation (1x)
Conversation 9A (3:45)	0	Discourse markers (16x), literal translation (4x), generalisation (2x)
Conversation 9B (2:30)	1	Discourse markers (5x), literal translation (2x), paralinguistics (1x)

Conversation 10A (1:45)	0	Discourse strategy (1x), discourse markers (9x), generalisation (2x), literal translation (1x)
Conversation 10B (0:28)	0	Discourse markers (1x)

The audio recordings can be found here:

<https://drive.google.com/drive/folders/1SRYz2zXUiRbLN4bD7ebl-fOPhKJZTATn?usp=sharing>

1.5 Interview with answers

1. Wat vind je moeilijk aan spreekvaardigheid?
 - Iris: Goed uitdrukken wat ik wil zeggen (heeft ze in NL ook)
 - Jasmine: Naar woorden zoeken, vastlopen en niet weten hoe ze iets moet zeggen
 - Manel: woorden niet weet, dan is het moeilijk om ze te zoeken
 - Leanne: Switchen door mensen waarmee je in een gesprek zit, grammaticale correctheid.
 - Lucas: moeilijk om altijd Engels te blijven spreken onder druk (van mensen die opletten bvb), struikelen over woorden
2. Vind je spreekvaardigheid belangrijk en waarom?
 - Iris: Ja, omdat communicatie over het algemeen belangrijk is
 - Jasmine: Ja, Engels wordt bijna over de hele wereld gesproken en dan is praten makkelijker
 - Manel: Ja, tweede belangrijkste taal vd wereld
 - Leanne: Ja, want dan kan je met mensen over de hele wereld communiceren
 - Lucas: belangrijke taal, groeit steeds meer, ook in NL
 - + leuke taal
3. Vond je de strategieën handig? Waarom wel/niet?
 - Iris: Ja, dingen die ik automatisch al deed maar handig om nog keer te horen zodat ik er nog een keer naar kon kijken als ik vastliep
 - Jasmine: Sommige wel, sommige niet; sommige doe je automatisch, sommigen zijn handig om te weten.
 - Manel: Ja, je kan ze altijd gebruiken in een gesprek
 - Leanne: Ja, is handig. Sommigen gebruik je vanzelf
 - Lucas: meesten gebruik je al automatisch, maar wel redelijk handig.
4. Welke vond je het beste, en waarom?
 - Iris: synonym zoeken voor het woord in het Engels
 - Jasmine: omschrijven van wat je wilt zeggen
 - Manel: Herinner ze niet echt meer; synoniemen gebruiken
 - Leanne: "uuuuh"
 - Lucas: geen idee.
5. Welke vond je het slechtste, en waarom?
 - Iris: letterlijke vertaling naar het Engels, omdat dat niet goed klinkt en dan helemaal fout gaat
 - Jasmine: de uhh, umm, omdat je dat zelf al doet
 - Manel: woord omschrijven, want dat doe je automatisch
 - Leanne: geen

- Lucas: woord omschrijven, doe je al automatisch
6. Wat kon verbeterd worden?
- Iris: geen aanmerkingen
 - Jasmine: geen aanmerkingen
 - Manel: moeilijkere verhaaltjes/stellingen
 - Leanne: geen aanmerkingen
 - Lucas: moeilijkere onderwerpen, spelletjes mee doen
7. Wat ging goed? (wat vond je leuk?)
- Iris: de gesprekjes doen, je krijgt een onderwerp en je moet gaan discussiëren
 - Jasmine: De strategieën en de oefeningen
 - Manel: de gesprekjes opnemen
 - Leanne: de gesprekken voeren
 - Lucas: De gesprekjes (en titels vd audio fragmenten)
8. Denk je dat je minder Nederlands bent gaan praten tijdens de lessen?
- Iris: Ja, nog minder dan ik al deed; meer op aan het letten
 - Jasmine: Ja
 - Manel: Ja
 - Leanne: denk het niet, door buurvrouw
 - Lucas: Nee, spreek sowieso al veel Engels

Appendix 2: Interventions

2.1 PowerPoint with strategies and conversations

Speaking strategies

H3E

What's the plan?

- What's the point of this?
- Questionnaire + record conversation
- Teaching strategies
- Practising strategies
- Record conversation + questionnaire
- Interviews



Speaking time!

- Two speaking exercises (15-20 minutes)
- Don't forget to record your conversation! (audio)
- Upload the recording (with your names, class, and date in the title).
- <https://drive.google.com/drive/folders/1p0P4pdTlaoNJ7mlvjhvUJJJo2mh8aklBA>

Conversation one

- The two of you were out on a boat, when a heavy storm tipped it over. You managed to swim to a deserted island. The climate is not too hot. The island has fresh water, banana trees and coconut trees.
- Which **8 items** do you think you will need the most when stuck on this island, while waiting to be rescued? Why do you think these items are the most important? Are there any items on this list which could help rescue you? **Discuss.**

Conversation two

- You make plans to go out with your girlfriend on Friday night to celebrate her birthday. On Friday afternoon, you suddenly remember that your best friend also has a birthday party on the same night.
- What would you do to solve this problem?

Strategy one

- Kenmerken van het woord (wat je niet weet) beschrijven.
- Voorbeeld: "It has two wheels and you can sit on it and go to places."
(Bicycle)
- "A sport where you shoot a shuttle over a net with a racket."
(Badminton)
- "A big grey animal with a trunk and big ears." (Elephant)



Strategy two

- Een nieuw woord verzinnen om het vergeten woord te vervangen.
- Voorbeeld: “Vegetarianist” in plaats van “vegetarian”
- “Looker” in plaats van “detective”



Strategy three

- Een woord gebruiken wat zo dicht mogelijk zit bij wat je wilt beschrijven.
- Voorbeeld: “bird” in plaats van “duck”;
- “light” in plaats van “glow”;
- “pretty” in plaats van “beautiful”.



Speaking time!

- One speaking exercise (7-10 minutes)
- Practise the strategies you've just learned!

A conversation

- You two are students. The teacher keeps making mean comments about one of the students in your class, who gets low marks. The student comes to class very nervous and, because of that, does even worse in class.
- What can you do?

Strategy four

- Vage woorden gebruiken.
- Voorbeeld: things, stuff, nice.



Strategy five

- Lichaamstaal gebruiken (handgebaren, gezicht, beweging, etc)
- Voorbeeld: Je hand sluiten om het woord "fist" uit te leggen.
- Je wijsvinger op te steken om het nummer 1 uit te beelden.



Speaking time!

- One speaking exercise (7-10 minutes)
- Practise the strategies you've just learned!

A conversation

- You are on the bus with a friend when a group of teenagers start making very rude and mean comments about some of the passengers. They are very loud and disrespectful.
- What would you do?

Strategy six

- Vraag de andere persoon om hulp.
- Voorbeeld:
 - “Do you know the word for something to sit on?”
 - “What are words that are similar to walking?”



Strategy seven

- Letterlijke vertaling vanuit het Nederlands
- Voorbeeld: “Hij houdt van jou.” → “He loves of you.”
- “Hij heeft gelijk.” → “He has right.”



Strategy eight

- Voorbeelden noemen van wat je vergeten bent.
- Voorbeeld: “bicycle”, “car”, “bus”, in plaats van “transport”.
- “rose”, “daisy”, “dandelion”, in plaats van “flower”.

just
another
example

Speaking time!

- One speaking exercise (7-10 minutes)
- Practise the strategies you’ve just learned!

A conversation

- You and your friend are going to bury a time capsule so you can look at it in ten years. You can only put five items in it. Which items would you put in it and why?

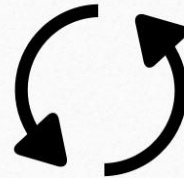
Strategy nine

- Woorden gebruiken die je extra tijd geven om na te denken over wat je vergeten bent.
- Voorbeeld: “ummm”, “well,” “I think...”



Strategy ten

- Woorden of zinsdelen gebruiken die de andere person al eerder heeft gezegd.
- Voorbeeld:
- Persoon 1: “What did he say?”
- Persoon 2: “Did he say that he liked me.”
- P3: “What did you think of when you wrote that?”
- P4: “Did you think of meeting him.”



Speaking time!

- One speaking exercise (7-10 minutes)
- Practise the strategies you’ve just learned!

A conversation

- You two are students. One of your favourite teachers does not follow the coursebook and talks about his family and funny memories during each class. All the students really like the teacher, but you are afraid you aren't learning enough for the upcoming exam.
- What do you do?

Speaking time!

- Two speaking exercises (15-20 minutes)
- Don't forget to record your conversation! (audio)
- Send the recording to me (with your names, class, and date in the title).

Conversation one

- You and your friend are going on a holiday for two weeks. Which place would you like to go to the most, and why? And which items would you take with you on the holiday?

Conversation two

- You and your friend are sitting next to each other during an English exam. Both of you hand in your exam at almost exactly the same time. A few days later the teacher comes over to you and gives you both a 1/10 for the exam, as one person has been copying off the other. You know that your friend was the one who cheated. If you tell your teacher, he might give you a good grade, but your friend won't be happy.
- What will you do?

Interviews

- At least five interviews (10 min long)
- Who wants to volunteer?
- When can you meet up?



Websites used for the problem-solving speaking activities:

- <https://lessonplansdigger.com>
- <https://www.teach-this.com/functional-activities-worksheets/critical-thinking-problem-solving>
- <https://freeenglishlessonplans.com/2013/11/15/desert-island-problem-solving-speaking-activity/>
- <https://teachertrove.wikispaces.com/Speaking+-+Problem+Solving>

Appendix 3: Personal reflection

Personally, I really enjoyed conducting this study. Although we had a subject in the third year of our course (ONK) where we also had to conduct a study, the research question for that study was not as closely linked to my own interests as this one, and thus, this time, it felt a lot more personal and interesting than before.

Furthermore, I feel that the study gave a good insight into how conducting a study in an educational context works. It walks you through all the different steps, and all the different angles that one has to keep in mind. Thus, it was really interesting, for example, to research the available literature to see what other researchers and/or teachers have done in the same situation as yours.

Thirdly, the pupils who took part in the study also thoroughly enjoyed all the speaking activities and the strategies, as most of them had told me that they thought the speaking skill was an important part of the English language and they felt they needed to practise it more. In the end, they even asked whether they could do more problem-solving speaking activities, even after the study had finished.

Some points I had difficulties with were mostly linked to chapter five. In chapter five, one draws conclusions based on the results from chapter four that one has analysed. However, there are so many different conclusions that one can draw from the results, depending on the angle one analyses from, that it was difficult to choose which ones seemed the most appropriate.

Overall, I can say that I am proud of the effort I have put into this (with the help of my supervisor and my colleagues), and am happy with the way it turned out. I hope that I can conduct more studies in the future.