Información Importante

Planning and Problem-solving Strategies a Way of Improving Oracy in Young Adult Learners

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Research report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

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October, 2013

Acknowledgments

Thanks God for the strength and perseverance you gave me along this process.

I thank my family, my husband, my children my parents, and my siblings for all the support, comprehension, and patience they had while I was pursuing my goal.

Thanks teachers Luz Dary Arias, Hope Goodwin, and my director Martha Isabel Espitia for helping me with their knowledge, comprehension and wisdom.

And thanks classmates and friends for walking this hard but enriching path beside me.

Abstract

This paper reports on a study of oracy in a group of A1 (CEFR) EFL young adult learners in a private university in Bogotá. This research is relevant at a stage when students' communicative skills in English have not been sufficiently developed to perform successfully in professional fields. Based on specific needs analysis it was considered relevant to implement planning and problem solving strategies intended to foster awareness of their effects on oracy. The data sources for the study included students and teacher's logs, think aloud protocols, and a final questionnaire in which students reflected on the use of the strategies and the effects in their oracy skills. The findings suggest that the implementation of the two strategies helped to improve specific aspects of oracy such as fluency, coherence and audience awareness, as well as students' recognition of the importance of strategy use for the learning process of English as a foreign language.

Key words: Oracy, Planning and Problem-solving Strategies, the CALLA Model, Oracy improvement.

Resumen

Este estudio describe el trabajo de investigación desarrollado con un grupo de estudiantes de nivel A1 (MCRE) de lengua extranjera en una universidad privada en Bogotá. El estudio es relevante en un momento en el cual las habilidades comunicativas en inglés de los estudiantes no han sido suficientemente desarrolladas para desempeñarse satisfactoriamente en el campo profesional. Basados en el análisis de necesidades se hizo relevante la implementación de estrategias de planeación y solución de problemas sugeridas para fomentar la concientización de sus efectos en las habilidades orales de los estudiantes. Las fuentes de información para el

estudio incluyeron bitácoras de estudiantes y profesor, protocolos de pensamiento en voz alta y un cuestionario final en el que los estudiantes reflejaron sus reflexiones en el uso de las estrategias y su efecto en sus habilidades orales. Los resultados encontrados resaltaron que la implementación de las dos estrategias ayudó a mejora habilidades orales tales como fluidez, coherencia y reconocimiento de la audiencia; así mismo los estudiantes fueron conscientes de la importancia del uso de esas estrategias para el proceso de aprendizaje del inglés como lengua extranjera.

Palabras clave: Oralidad, Estrategias de Planeación y Solución de Problemas, el Modelo CALLA, Mejoría en Oralidad.

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Chapter 1: Introduction

Teaching and learning English as a foreign language have become important aspects in the education in Colombia since the government launched the program *Colombia Bilingue* in 2004 (Ministerio de Educación Nacional, 2005). The aforementioned program was created in an effort to improve the knowledge of English as a foreign language of learners all around Colombia and considering the communicative approach was recommended as the methodology to follow. According to the standards the Ministry aimed at achieving, and the results obtained in the national test "Saber-pro", taken in schools around Colombia in the years 2011 and 2012, the learners' knowledge of language was considered low, (Oficina Asesora de Comunicaciones, 2012). Communicative competence in a foreign language increases in importance as students advance in their area of study; therefore, when they enter university they are expected to have at least an A2 level of English (according to the Common European Framework of Reference), this level of English should be improved to at least B1 (CEFR) when they graduate. However, this is not being reflected in the results many learners obtain in test and evaluations such as the Saber 11o or Saber-Pro, which are two exams applied by the government to measure Colombian students' performance in different subjects. In March 2012 report from the Ministry claimed that the majority of graduate students do not reach the B1 level (78%) and cannot communicate effectively (Oficina Asesora de Comunicaciones, 2012)

Communicative skills are necessary to successfully perform in any professional field or to be more competitive and have better opportunities. Thus, this study attempted to explore the impact of applying planning and problem solving strategies to analyse their effect on students' oracy, which is defined as "interactive talk and listening" (Kettle &May, 2012). The population under study was a group of A1 young adult learners at Escuela Colombiana de Ingeniería who, in

spite of being exposed to the English language for more than 3 years and for an average of 3

hours of class per week, continued showing difficulties regarding their listening and speaking

abilities, which were still below the expected average. In five groups of 25 students, more than

half of them failed the listening part of the final tests at the end of the first semester of 2012. In

speaking abilities the level is still lower according to teachers' comments; unfortunately, no

speaking test is applied to provide data and results for this skill.

A questionnaire (Appendix 1) that was applied to 18 students at the beginning of this

study showed that they are interested in learning the language for academic and professional

purposes but they felt that their speaking ability was the lowest of all. Students also argued that

speaking was the most important skill for them to improve, but it was the most difficult. In the

same questionnaire, students stated that, in spite of spending many years of instruction in English

(2-5 years), they graduated from school with a very low level (A1 – A1) and poor communicative

competences, according to their results in the exam saber-11o. Therefore, Oracy represented a

need for these students to improve speaking skills especially those related to oral production,

such as: interaction, message delivery, context, jargon, and other abilities that are related to how

people communicate in specific situations.

Another concern that was stated by students was that having three hours per week during

the semester was not enough for them to practice speaking, and even less to learn strategies to be

more autonomous and self-directed learners. Some teachers from the English program

commented in different department meetings that it was necessary to look for different learning

strategies such as planning, problem-solving, monitoring the learning process to instruct students

and to show them the importance of being more autonomous and able to lead their own learning

process.

Bearing in mind the abovementioned situation, this study aims at implementing two strategies, namely, planning and problem solving. Planning promotes students' prior preparation for tasks and to help them foresee needs and situations they face along the learning process. Problem solving helps students make decisions while they face a difficulty or a communicative flaw. These metacognitive strategies allow students to be more conscious of the learning process they are going through, they become more able to monitor their learning process and to understand what strategies are preferred in terms of learning to participate orally in different contexts. When planning, students need to know what the topic is, what kind of oral intervention they are preparing for, where they need to find the information, and how they organize it to be used later during their participation. Problem-solving, is a skill that learners need to be able to make decisions about at the moment of speaking, they need to learn to overcome difficulties, and to be ready to know what to do when there is a difficulty.

Rationale

Teaching students how to plan and solve-problems may lead them to be more responsible and self-directed learners; such a process might significantly begin to develop a culture of autonomous learners. As claimed by Viafara and Ariza: "Colombians have a culture of dependence" (2008) they need to be in the presence of the teacher to do any task, and they feel it is important to ask the teacher constantly for reaffirmation.

Participants expressed the importance of being able to speak in different contexts, such as trips, studying abroad, communicating with foreigners in students' country, or having interviews in multinational companies; therefore they needed to improve their speaking skills. However a minority argued for the relevance of finding their own methods to learn. They mentioned that

teachers needed to find ways to motivate them and use a fostering methodology but they did not

comment that they should find their own strategies to improve and develop their skills.

Young adult learners who are about to graduate and become part of the working field

need to be aware of what they need, how they satisfy those needs and what they need to do to

keep themselves up to date in a competitive world. Therefore, it was necessary to instruct them

and to help them to be self-directed learners who can embark in a long lasting learning process.

They should be able to engage in complex communicative tasks because they could plan,

organize, face, and solve working difficulties in a coherent and effective manner. Consequently,

this study suggests an analysis and reflection on students' autonomy through metacognitive

strategies. As argued by Chamot & O'Malley, these strategies "are similar to executive processes

that enable one to anticipate or plan for a task, determine how successful the plan is being

executed, and then evaluate the success of the learning and the plan after learning activities have

been completed", (1994, p. 14).

Learners at the university need to improve different language skills, but the priority, as

they also mentioned in the questionnaire, is oral skills which are the focus because they need to

interact in contexts in which communication needs to be clear and assertive. Subsequently, oracy

as previously stated, helps them succeed in leading their own learning process, oracy "is what the

school does to support the development of children's capacity to use speech to express their

thoughts and communicate with others, in education and in life", (Alexander, 2012). Therefore

oracy was what students needed to be able to adequately perform task in their studies and in their

professional fields.

Consequently, to have autonomous learners it is necessary to go through a process of

instruction, preparation, practice and production. This can be made by creating meaningful

situations in the classroom in which they become aware of their own difficulties to overcome them (Knowles, 2001). Such situations should be relevant and engaging so that students feel committed and willing to participate.

In Colombia, there have been several studies related to developing autonomy in university learners through different methodologies and strategies, including those reported by Vallejo & Martinez (2011), Feria, Cabrales & Cáceres (2010), Ariza (2008), and Viafara & Ariza (2008). These studies have provided several insights regarding autonomy and the different methodologies applied for that purpose; however none of them studied the use of metacognitive strategies to improve oracy in young adult learners.

Statement of the Problem

With the previous context in mind, it may be argued that in spite of students being in contact with the target language, they continue to communicate at no more than a limited level of speaking skills. This is clearly in evidence from their performance during their course in English. Currently students pass their tests because of the knowledge of other skills, not for their speaking abilities. The purpose of this study was to apply planning and problem-solving strategies in order to analyse their effect in the improvement of oracy in these young adult learners.

Learning a second language is a matter of commitment and time. Students with an A1 level of proficiency with only three hours of class per week find it difficult to be proficient in L2 as it is demonstrated in the results students have had in the last two years (Appendix 1). Students show interest in acquiring at least a B1 level of English (Level described according to the CEFR), and they must achieve it since this is a graduation requirement. However, it has been witnessed that many of them cannot reach that level. Most of these students are interested in the L2 for

academic and professional purposes because they want to travel to other countries or plan to start

a graduate program but, then again, it is hard for them to find the way to express their ideas

confidently and fluently. This has been evidenced in the interviews some have had in different

companies or in international programs. Therefore, the purpose of this study was to analyse how

metacognitive strategies would impact on students' oracy skills.

A profile questionnaire was applied to a group of 18 students with an A1 level from

Escuela Colombiana de Ingeniería, who were attending different undergraduate programmes.

This aimed to identify the difficulties they faced when speaking English as the target language,

(Appendix 2). In these questionnaires learners demonstrated that the difficulty when speaking in

English was related to causes including poor education in schools, lack of interest, problems with

methodologies, lack of practice, among others.

All this data provided evidenced of how these students have made several attempts to

learn the second language in different learning environments, but they have not been aware of the

importance of finding and using learning strategies to self-direct their language learning process.

Consequently, metacognitive strategies such as planning and problem solving were implemented

to be used by the learners so that they can raise awareness of the learning process and apply them

to improve oracy. Metacognitive learning strategies "are not a single event, but rather a creative

sequence of events that learners actively use" to achieve their learning goals, (Oxford, 1996).

Thus, this study included the following research question and objective:

Research Question	Objective
How might the implementation of planning and	To analyse the possible effects of using

problem-solving metacognitive strategies affect the development of oracy in a class of A1 (CEFR) young adult EFL learners?	planning and problem-solving strategies in the development of oracy skills in A1 young adult EFL learners.

Implementing planning and problem-solving to improve oracy skills could provide students with tools to be more responsible, self-aware, self-directed and autonomous in their language learning process, especially to know what they need to improve their oracy, and how they can learn better and solve their difficulties. Planning and problem-solving are useful tools for students' English learning and for other aspects of their lives; as claimed by Richards & Renandya:

"Language learning strategies – specific actions, behaviours, steps, or techniques that they (often intentionally) use to improve their progress in developing skills. These strategies can hopefully facilitate the internalization, storage, retrieval or use of the new language. Strategies are tools for the self-directed involvement that is needed for developing the communicative ability", (2002. p. 227).

To comprehend better the theory behind the principles of implementing planning and problem-solving strategies in a group of A1 young adult learners, this paper continues with the theoretical framework in which the constructs that were necessary to understand the carry out of this qualitative research study are explained.

Chapter 2: Theoretical Framework

The topic of this study is the implementation of planning and problem solving strategies to analyse how they may influence oracy in a group of A1 (CEFR) young adult learners, it is, therefore, necessary to describe the theoretical support to the following constructs: oracy, metacognitive learning strategies, planning and problem-solving strategies, autonomy, explicit strategy instruction, and the CALLA method (Cognitive Academic Language Learning Approach).

Oracy

Oracy is a term that was coined by Wilkinson (1970) and it addresses the ability to communicate and comprehend; it means that thoughts and ideas are conveyed orally in such a way that others understand and are understood; it involves listening and speaking skills. According to the author, "our communication is most of the time through speaking and listening, and very little of the time through reading and writing" (Wilkinson, 1970). In other words, knowing the rules of listening and speaking allows individuals to interchange ideas, to learn from others, and to have rational discussions. For the purpose of this study the focus was on oracy because of the salience of oral interaction in professional contexts- namely presentations, discussions, conferences, among others, in which students need to be able to recognize the situation and to differentiate between a formal and an informal context to choose the right speech. As averred by Holderness and Lalljee, (1998) learners should be enabled to use spoken language in a variety of contexts to extend their vocabulary and their conceptual understanding of words as well as the means to reason and to present information clearly and effectively, to interact appropriately in formal and informal contexts.

The need for oral skills in English as a foreign language has been highlighted in higher education especially in English speaking countries; as a result there have been several studies focusing on this topic.

"Within Higher Education, an emergent trend is the increasing numbers of vocationally oriented communication skills courses offered as responses to the regimes of talk demanded in workplaces. Oral communication has become one of the main skills along with literacy, numeracy, "teamwork", information technology and problem-solving that a job applicant must have if they want to succeed in today's economy" (Kettle & May, 2012).

This study was conducted in a university in Australia since they noticed the need of non-English speakers to develop speaking skills to successfully enrol in higher education programs. The context of the present study is different from Kettle and May's study but it is important because oracy skills are necessary for professional development in higher education and in the workplace. For the purpose of this study learners needed to successfully perform in the professional field because they should have acceptable communicative competences in the second language. Other studies such as: Brooks, et al, (2001); Bigelowand Tarone, (2004); and Wathman, Schagen, Vaughan and Lander, (2010), also studied the need for improving oracy skills in adult learners to communicate successfully in specific contexts.

To analyse the development of oracy skills in a classroom of young adult learners it was necessary to choose a scheme that not only fostered the practice of oracy, but also the implementation of metacognitive learning strategies to address students' awareness of the process they were going through. Consequently, the next part is the explanation of why it was necessary to apply metacognitive learning strategies.

Metacognitive Language Learning Strategies

Metacognitive strategies have been used to improve communicative skills in English as a foreign language learning due to the fact that being aware of what students require in the process of learning allows the adoption of approaches to succeed when learning the language. The more students know what is needed to speak the target language, the more effective the learning will probably become, because they can reflect and analyse how they learn better.

This study focused on metacognitive strategies because it was felt relevant for students to become more independent and self-aware of how the learning process occurred and the responsibility they needed to assume during this process. According to Oxford (1989, p. 178) metacognitive strategies look "beyond the cognitive", and have "executive control over the learners own learning". Learners should be able to understand what their role is in a process of learning a foreign language, they should make decisions and self-direct their behaviours and actions to reach their learning goals; therefore to organize, evaluate and plan the language learning process. Chamot, and O'Malley, (1994) agree with Oxford (1989) on this concept of the executive control, "Metacognitive strategies are similar to executive processes that enable one to anticipate or plan for a task, determine how successfully the plan is being executed, and then evaluate the success of the learning and the plan after learning activities have been completed", (Oxford, 1989, p. 404). Metacognitive strategies focus on the learners' attention to the learning processes, and students need to be aware of what was happening during their learning to understand, identify and apply strategies which relate to improved performance and command of the language. The processes in which attention to the learning process occurs are planning, monitoring and evaluating learning activities (Chamot & O'Malley, 1994).

For this study it was necessary to take into account the concepts planning and problem-solving since students should be able to learn to be prepared for tasks. If they are prepared their performance improves because they know where they are heading. During their tasks they can make decisions based on what they have prepared and they can justify their decisions while monitoring what occurs in order to be aware of the effects, and then make better decisions based on experience.

Recent research done by Arismendi, Colorado and Grajales, (2011); Khonamri and Kojidi (2011); McCabe, (2011); Ozkose, López and Arciniegas, (2011); and Paredes, (2010), reaffirm the theory that successful learners are those who can be aware of the metacognitive process, "Language learning strategies are the means through which students develop an awareness of their own metacognition and thus control of their own learning" (Paredes, 2010, p. 4).

In this study, to be able to apply metacognitive learning strategies effectively, it was necessary to accompany students during the preparation, presentation, practice, and evaluation process. Thus, at the beginning there was explicit instruction of the strategies, and gradually the instruction started to be reduced to allow learners to apply the strategies on their own.

The metacognitive strategies that were used in this study are planning and problem-solving. Planning was selected because learners needed to prepare their tasks and set goals for their learning process. Planning involved instructing learners to be more organized and to be more aware of the goals they need to set when embarking in a new task. Problem-solving was the second chosen strategy because according to the learners' needs they should become more efficient in the way they make decisions and learn to solve difficult situations, (Oxford, 1996, p. 164)

Each one of these strategies has sub-strategies such as "Advance Organization, Organizational Planning, Make a List, Draw a Picture", (Chamot & O'Malley, 1994, pp. 62, 76), among others, which facilitated learners' possibilities to select the most convenient strategies depending on their learning styles and the way in which they could adopt and apply the strategies better. In planning, there are advanced organization, organizational planning, selective attention and, self-management. In problem-solving: understand the problem, find the needed information, choose a plan, solve the problem and check the answer.

To explain and understand each one of the metacognitive strategies chosen for this study, each one of them and their relevance are described independently in the following sections.

Planning

Planning offered learners the possibility to see what the needs of the learners and the goals were in order to have a successful outcome: as this study implemented metacognitive learning strategies it was necessary to train learners on how to be prepared for their oral tasks.

> "The planning stage consists of establishing a goal for communication and developing plans at discourse, sentence and constituent levels. This stage alternates with the articulatory stage, in which the speaker selects first the content, and then the function word and affixes, and finally identifies the phonetic realization of the constituent to be communicated" (Chamot & O'Malley, 1994, p. 268).

In order to follow the aforementioned steps, learners needed to have a clear objective of what they wanted to achieve, what type of oral participation they were preparing for. The communicative purpose varied according to whether the task was a discussion session, a presentation, or a debate. To accomplish these tasks it was relevant for students to know what the

aim of their participation was, the topic to be developed, and what language aspects they needed to consider communicating accurately.

Planning helps students as well to develop skills they could apply in any other subjects of their studies such as maths, physics, and calculus, among others. Those skills could be searching for information or designing graphs or charts to organize information. To develop those skills, the teacher needs to guide and model every step carefully. These steps according to Chamot and O'Malley (1994, p. 268)are "elaboration, note-taking and resourcing". Elaboration consists on the prior preparation learners need to participate in their oral interventions. Note taking and resourcing refer to how students find information and organize it to facilitate access.

Problem-solving

Learning is a process which involves decision making. As the participants needed to improve their oral skills, and an important part of oracy is being able to communicate appropriately, problem-solving was then a strategy to help them overcome the difficulties they had while speaking in English. Problem-solving requires understanding of the flaws learners face when communicating orally, for example, not being able to deliver a message causing misunderstandings because they use inaccurate vocabulary. Consequently, finding the necessary information to overcome the abovementioned difficulties by developing a plan, making decisions at the moment of speaking, using aids to remember information and checking back to reflect on the strategies used (Chamot & O'Malley, 1994, p. 15) were important approaches that were implemented during this study.

As argued by Qin, Johnson, & Johnson problem solving is a:

"Process that involves (a) forming an initial representation of the problem (i.e., an external presentation of the problem is encoded into an internal representation), (b) planning potential sequences of actions (i.e., strategies, procedures) to solve the problem, and (c) executing the plan and checking the results" (1995, p. 130).

Learners needed to identify the problem, and define its characteristics and implications; then, they created a strategic plan to solve it, and finally they revised the results of the plan proposed, and the actions to improve it for a further situation.

Qin, Johnson & Johnson (1995), as aforementioned, agreed on what the steps for solving problems are; students should follow them to become more aware of what they need in order to overcome their difficulties and to think carefully at the moment of making decisions in other aspects of their academic life.

In addition, planning and problem-solving strategies which were necessary constructs for students to be aware of the English learning process, there is another construct, autonomy, that needed to be consider so students could be more reflective, self-directed, responsible, and autonomous along the process.

Autonomy

For students to be successful learners autonomy is an important element due to the fact that it attains to take control of learning and to assume a responsible role in this process (Ciekanski, 2007, p. 112). One of the main purposes of developing metacognitive learning strategies is to foster autonomy and self-direction in the learners, (Oxford, 1996, p. 170). Consequently, if students gain awareness, responsibility, and take control over their own learning, they could be able to start a long–life learning process (Knowles, 2001, pág. 70). As

adults they needed to know that learning a foreign language is a process that takes a long time

and it does not end in the university, it continues for many years after graduation occurs.

Therefore to make students more aware of that fact it was necessary to foster autonomy.

Autonomy as claimed by Smith (2008, p. 396) that "learners have the power and right to learn for

themselves".

Developing autonomy, control, and a clear role as second language learners were

necessary elements in this study. This is due to the fact that for learners to be successful in the

foreign language learning process they need to become cognisant of the conditions, strategies,

and steps they needed to learn effectively and most importantly to be able to interact assertively

with others in professional fields. By raising awareness on the importance of autonomy, the

participants needed to be trained to reflect about learning. Training in autonomy may allow

learners to become more capable of making positive decisions and thus improve their learning

process.

There have been several studies in Colombia on autonomy in higher education such as

Ariza, (2008), Feria, Cabrales, & Cáceres (2010) that reported that autonomy in higher education

is effectively fostered when the instructions, tasks, and topics are motivating, relevant,

meaningful and challenging. These reports were considered in this study because they describe

research that was carried out locally. This also explained how it was necessary to both give clear

instructions for students in order for them to be motivated and prepared to reach their goals.

To understand the process, learners needed to implement planning and problem-solving

strategies. They also need to be prepared in order to become autonomous learners, therefore, it is

explained how the strategies were instructed and why that kind of instruction was necessary in this study.

Explicit Strategy Instruction

This construct explains the theory, and the process students followed to be trained in the implementation of the strategies. Explicit strategy instruction means preparing students for the use of strategies independently from other subjects. According to Chamot & O'Malley (1994) this involves "the development of students' awareness of the strategic thinking, student practice with new strategies, student self-evaluation of the strategies used, and practice in transferring to new tasks."(66-70)

The use of explicit strategy instruction is useful for the experimental students because it helps them to be aware of what specific strategies they could use depending on the purposes they have. When students are aware of the strategies they could use explicitly, they understand the process more clearly (Chamot & O'Malley, 1994, p. 18) . Authors like Chamot (2004), Pifarre & Cobos (2010), and Oxford (1996) show its effectiveness, "strategy instruction significantly affected the speaking performance of the students in the experimental group regardless of proficiency level; specific differences at different levels were found in fluency, vocabulary, usage and grammar" (Oxford, 1996, p. 60). The authors aforementioned describe how strategy instruction helped to improve speaking skills. Chamot also adheres to the use of this instruction when suggesting that "teachers should certainly opt for explicit instruction and should probably integrate it into their regular course work, rather than providing a separate learning strategies course" (2004, p. 19).

The last construct to be explained is the model that was followed in the present study during the implementation of the strategies, namely, the CALLA model. As it was necessary to prepare students in the use of planning and problem-solving strategies through explicit instruction, the approach that better allows this process is the CALLA; the upcoming section explains the model and the relevance in regards of this study.

The CALLA Model

The CALLA (Cognitive Approach in Language Learning Acquisition) is a model based on the implementation of metacognitive learning strategies for language learning. While it was relevant in this study it had to be adapted in order to help students to properly apply planning and problem-solving strategies. The CALLA model was designed by Chamot in 1990 for ESL students in the USA. The model addresses:

> "The importance of developing students' metacognitive understanding of the value of learning strategies and suggests that this is facilitated through teachers' demonstration and modelling. It emphasizes on the importance of providing multiple practice opportunities with the strategies so that students can use them autonomously. It also suggests that students should evaluate how well a strategy has worked, choose strategies for a task, and actively transfer strategies to new tasks" (Chamot & O'Malley, 1994, p. 9).

As the model was designed originally for ESL classrooms it was adapted to the group of A1 EFL learners because the participants in this study were not studying English in a context where everybody speaks that language, they only had three hours a week of general English classes. The CALLA Method focuses on the following stages: Preparation, in which the teacher identifies learners' current strategy use. Practice: students practice new strategies and teacher

encourages independent use. Self-evaluation: Students evaluate their own strategy use after practice. Expansion: Students transfer strategies to new tasks. And, assessment: Teacher assesses students' use of strategies and impact on performance, (Chamot & O'Malley, 1994, p. 60).

These stages could be applied, instructed and modelled in the EFL classroom and could work independently outside the classroom and after being clearly identified, transferred to other areas. In addition, the stages provide the opportunity to have a regulated process that may help learners to improve their skills in the foreign language and to offer them tools to be more responsible and autonomous in the learning process. Preparing students during the implementation of planning and problem-solving strategies, following the CALLA method, and fostering autonomy to describe the effects of those strategies in oracy, were the constructs underlying this study.

Chapter 3: Research Design

The Study

The purpose of this study is to analyse the possible effects of using planning and problem-solving strategies in oracy skills in A1 young adult EFL learners. So it was necessary to use a qualitative research method that offered realistic data. This qualitative study is based on action research methodology since it focused on a reflective and critical analysis of a problematic situation found in the classroom. As averred by Burns action research "involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts" (2010, p. 2). In this methodology the teacher becomes the researcher who, through questioning, analysis and discovering, describes a situation and proposes a possible alternative to solve that problematic situation. This kind of research allows practitioners to reflect on situations that are happening to learners in the field, because it describes studies conducted by teachers who are interested in trying to improve a real situation in the classroom. According to Ferrance, action research is "a process in which participants examine their own educational practice systematically and carefully, using the techniques of research". (2000, p. 1). Conducting research implies a systematic collection and analysis of data; for action research this data is gathered among the practitioner's own students or institutions to improve some aspects of the professional practice, (Wallace, 1998, pp. 16-17).

Researcher's role

For this study the role of the researcher was the role of the teacher as well. Since this is an active research project that was developed in class the researcher was an observer and a participant as well. The researcher-teacher designed all the implementation process, adapted the

instruments, collected the instruments and analysed the information reported by the participants. Being a participant permitted the researcher to have a clear and vivid look of what happened during the implementation process and use the information reported by herself to complement, confirm and triangulate the information analysed.

In order to explain how the implementation process was developed, the current chapter describes the stages, setting, participants, and instruments for data collection. Thus the process of validity reliability, triangulation is described, as well as the ethical issues that were taken into account.

The research question for this study is:

How might the implementation of planning and problem-solving metacognitive strategies affect the development of oracy in a class of A1 (CEFR) young adult EFL learners?

The objective that this study intends to achieve is:

To analyse the possible effects of using planning and problem-solving strategies in the development of oracy skills in A1 young adult EFL learners.

Setting

Escuela Colombiana de Ingenieria is a private university where this study was conducted. Students in this university attend different science undergraduate programs such as civil, industrial, systems and electronic engineering among others. The English courses that students take are ranged from A1 to B1 of the CEFR (Common European Framework of Reference) in general English. These students attend English classes three hours a week for a total of 42 hours per semester. The English courses at the university have only been taught for three years and the

Humanities and Languages Department is really interested in developing a successful English language program. They are willing to implement any necessary strategies, methodologies or going through research processes that have yet to be developed in order to identify reliable information of how to improve the program.

Students take English lessons at the university as a compulsory requirement in order to graduate. The above-mentioned English courses are extra-curricular and students decide in what part of their studies they take them. The course was designed taking into account the course book: *American Headway;* the curriculum is basically the topics of each unit.

Participants

The present study was implemented with 18 students from the A1 level whose ages vary from 18 to 22 years old. These students voluntarily participated in this study and they were aware that taking part of the project was not going to affect their grades at any level. The project was implemented in the learners' regular lessons; they signed a consent letter in which the procedures of the study, as well as all the ethical considerations, were explained to guarantee confidentiality and clearness during the process.

These participants are taking English classes for graduation purposes because they need to demonstrate a B1 level to obtain the diploma, then they can choose to study in the university or take other kind of training but then take a placement test and obtain the level needed. They are young adults who are already responsible for their learning process but who need more training and preparation for autonomous and long lasting learning.

A questionnaire that was applied with 13 students at the beginning of this study (Appendix 3) was useful to define the profile of the participants and to explore the understanding

and application of learning strategies. In many cases participants claimed that they knew a few strategies. However, they did not apply them to learn English, and, even less, they did not know what strategies they could use to effectively improve their oracy skills. Thus, in many cases they say that, if the grades are low, they did not reflect much on how to change what they were doing, they tried to study more using memorization, but did not implement a different form to learn.

In summary, the questionnaire shed some light on the interest, and willingness of learners to learn and apply new strategies in their learning process. The questionnaire also provided insights specially, reinforcing the students' need to improve oral skills and to learn to use strategies that could also help them to plan and solve problems in the learning of English as well as in other subjects.

Data Collection Instruments

During this study the data collection instruments used were questionnaires (Appendix 1, 3, 7), students' logs (Appendix 4) teacher's log (Appendix 5) and think aloud protocols (Appendix 6). These instruments are considered in the following section.

Questionnaires.

This instrument was applied because it offered the possibility to gather large information without using too much time, anonymity for the respondent and the probability of high return rate. (Munn & Drever, 1990). Due to the fact that the purpose of using this instrument was to ask for students' opinions concerning efficacy of the use of strategies, questionnaires were appropriate to know what students thought and how they perceived the progress along the implementation process. As stated by Hannan "Questionnaires are also employed as devices to gather information about people's opinions, often asking respondents to indicate how strongly

they agree or disagree with a statement given", (2007). A Questionnaire (Appendix 7) was

applied at the end of the implementation to consolidate the information on what students

considered were the results of applying the strategies to foster their oral skills. In this

questionnaire opened questions were asked to identify if students' use the strategies during the

implementation stage, and if they were able to notice any changes in the development of oracy

skills.

Logs.

Another instrument used was logs. This instrument was useful for reflection and for

capturing information of on-going events. This tool, as explained by Wennergren & Rönnerman,

enables participants to have better access to their own thoughts and to return to observe renewed

reflections, (2006, p. 564). When using logs, students and the teacher frequently wrote

observations that were made over the process. Ways to solve problems or forms to improve their

oral participations for further interventions were registered in order to have a conscious source of

reference. These instruments were adapted from Chamot, & O'Malley, (1994) because these

authors suggest using them when implementing metacognitive strategies as a means to foster

reflection in students. The students' logs and the teachers´ log were key instruments for the

participants to recognize the strategies being implemented and to notice how those strategies

were causing any effect on their oracy skills. Hence these instruments allowed students to analyse

what strategies they were using, how they were using them and how they could continue using

them to improve their oracy skills. In the case of the teacher's logs they provided information on

how the participants were using the strategies, and whether it was necessary to continue

explaining, modelling or remembering students or if they were conscious of their use.

Think aloud protocols.

The purpose of implementing planning and problem solving strategies was mainly to analyse the effect of the strategies on EFL students' oracy and to analyse how the implementation of these strategies might raise students' awareness of the process in order to become more autonomous in the learning of English. This instrument was used to foster students' awareness of the strategies that they were using and how they were using them, (Chamot & O'Malley, 1994). This technique involved asking students to express their thoughts about the strategies used when performing language task or as soon as it was finished. This was a very helpful tool that allowed students to be more aware of their learning process because they probably understood some on-going processes and they saw the available options to comprehend the language in order to become better students. Think aloud protocols were relevant for this study because they permitted the participants to freely talk about their experience during the lessons in which the strategies were used and if they noticed if their oral participations had had any effects, changes, or improvements; as they were recorded immediately after the lessons were finished, the information was clear in their minds and they could remember what happened during that lesson accurately.

Timeline

In order to explain the stages that were followed during the process, when the instruments were used, and the activities carried out, a timeline of data collection was designed where the dates and steps for the implementation are shown.

Table 1

Timeline of the stages of the study

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
Pre-stage	September	**September 8** Consent Letters	To get the institutional permission for implementing the research study		The vice-principle signed the consent letter to apply the surveys.
		September 8 – Sept. 10 Design the pre-stage instrument : Initial survey	Asking students about their interest on being part of the research study. To identify students' difficulties and language interests.	Initial survey	18 surveys were applied to students from different majors
		September 10 – Sept. 13 Plan of Intervention	To set the aims of the research study design.	Initial survey	
Pre-stage	September	**Sept 14** Applying diagnostic survey **Sept.15- 30** Analysis	To get information about the students' initial level of oral production in English and identify difficulties. To analyse and to validate collected data with the first instrument and to identify students' needs.	Surveys Researchers' notes.	
	May	**May 4- 11** Analyzing collected data	Analyse students understanding of learning strategies Students' reflections in logs	Questionnaire	

While-stage	**August - September**	**August 6-23** Preparation. **August 27- Sep. 28** Practice Self-evaluation	Teacher's notes Train and prepare the participants Teacher fades explanations, reminders, and modeling to encourage independent strategy use. Students evaluate their own strategy use immediately after practice	Teacher's log. Students' logs Think aloud protocols	
While-stage	**October**	**October 1-12** Expansion **October 22-November 2** Assessment	Students transfer strategies to new tasks by using them in different activities, combine strategies into clusters, develop repertoire of preferred strategies. Teacher assesses students' use of strategies with new tasks and participants' self-assessment, and impact on performance		
Post-stage	**November**	**November 6-23** Reflection	Conclusions and results of the project.		
	February - April	Analyzing and validating data.	To analyze and interpret data collected.		
		Triangulation process Writing and refining the final document. Sharing findings.	To write a formal document with the first Action research cycle.	Triangulation .	Academic document by following APA style

As it is explained in the previous table, the implementation took four months; this means that there were about four initial hours for the preparation on the strategies, 14 hours for the development of the process during the lessons: presentation of the topic, practice and evaluation. And two hours for the expansion of the process in which students only evaluated the relevance and effectiveness of the application of the strategies.

Ethical Considerations

This study followed ethical principles that needed to be taken into account when conducting this action research; firstly, respect and confidentiality were considered by avoiding the use of proper names and signing consent letters. Secondly, participants' willingness to participate was another important issue, thus, students opted for being part of this research project and the institution allowed the researcher to conduct the study; therefore there were consent letters (Appendix 8) for all the stakeholders involved. Thirdly, confidentiality was completely relevant; all the participants had a clear understanding that their identities were protected and proper names were never used. The questionnaires applied were not signed because the purpose was to obtain honest information hence participants had the tranquillity of not being judged by their answers. Regarding the other instruments, participants used their names but the researcher changed them for codes to identify who gave the answers. Finally, it was clear from the beginning that this study was independent from their grades and in class performance so, it was clear that it was not mandatory for them to participate or provide information as well as that the information was not going to be used in any harmful manner.

Triangulation, Validity and Reliability

This study, as previously mentioned, used different instruments; they were teacher and students' logs, think aloud protocols, and questionnaires. These instruments helped to accomplish the goals of this study because the participants described how the strategies implemented affected their oracy skills, what strategies were used, how they were used, and what they could do to improve future oral interventions through the use of planning and problem solving strategies. The information collected was analysed and triangulated in order to explore the results obtained and examine the findings, this triangulation was made through comparing, relating and analysing the results obtained from the data collected. Triangulation provides and balances the information obtained and helps to support data analysis; the purpose of triangulation is to make research stronger and richer, (Burns, 2010, p. 97).

To guarantee viability, which means appropriateness, meaningfulness and usefulness of the study from the beginning, there were different elements taken into account: students' opinions and needs, teachers' experiences, and the objective set. These helped to determine whether the research question was appropriate, the process feasible, the time enough to design, implement, analyse, and report the findings. It was also important to preview whether there were difficulties that needed to be solved and improved during the process (Burns, 2010). In terms of reliability the data collected from the instruments produced consistent and coherent results that showed how the objective of the study was accomplished (chapter five describes in detail the data analysis and the results obtained), especially because the instruments were used and all the stages were applied to the same group to make sure that the population would not change and the data was accurate.

This chapter presented information about the purpose of the study, the participants, the profile of the participants, ethical considerations taken into account, and the instruments that were applied. There was an explanation to each of the elements mentioned and, in addition, it had the necessary appendices to show and comprehend which instruments were used, and how they were applied.

Chapter 4: Pedagogical Intervention

Introduction

This chapter describes the method and stages followed during the pedagogical intervention. During this implementation the study considered the instructional design as a frame in which all the stages of the intervention were organized and elaborated to guide the process, and task based as the approach to follow. First, it focused on the means to achieve the learning goals so it identified clear methods to support and ease learning, and the moments during the lessons in which they need to be applied. Second, the possibilities to break instruction into specific components to guide the teacher-researcher throughout the process: for instance, how the participants were trained to use the strategies, and what moments students have to perform what they had learnt. Finally, it is necessary to clarify that this was a probabilistic study, the purpose was to analyse whether there were any effects on oracy through the use of the strategies, not to guaranteed the effects caused by those strategies use; the focus was on offering diverse possibilities to attain the goals and to analyse the information, rather than ensuring their achievement, (Reigeluth, 1999, p. 389).

Therefore following pre, while and post stages, as stated in the timeline (See Table 1), facilitated the implementation and development of the preparation, practice, self-evaluation, expansion and assessment steps. These steps, according to the CALLLA method (Chamot & O'Malley, 1994) are steps that guide the process of implementing the mentioned strategies. The approach chosen to follow the CALLA method in class was task based approach because this way the teacher-researcher could design the lesson in order that learners could be engaged in activities that fostered participation, interaction, and communication, thus creating a meaningful

environment in which they could express themselves. As averred by Littlewood "task-based learning mirrors natural learning conditions, it has been claimed that it is through engaging in tasks that infants develop their mother tongue" (2004, p. 321). The tasked based approach also offered the possibility of creating structured communication in the classroom. Structured communication refers to communicating meaning in which "the teacher has carefully structured the situation to ensure that learners can cope with it with the existing resources", (Littlewood, 2004, p. 322). Therefore, through planning participation, learners could be involved in discussions, role-plays and other tasks in which they used problem-solving strategies. (Appendix 9 of an example of a lesson plan)

The objectives of the implementation were chosen aimed at helping students with the use of planning and problem solving strategies and to reflect on the effects of their use during their oral tasks.

Objectives

1. To explain, prepare and train students to use planning and problem solving strategies in their oral interventions for their EFL class.

2. To offer students tools to reflect and self-assess the effects of planning and problem solving when communicating orally.

Throughout the implementation participants were given the training for using the strategies and for self-assessing effects, improvements or changes in their oral performance when using the target language after applying the aforementioned strategies.

Methodology

This study was developed in three main stages *pre, while* and *post*; within those stages there were other steps that were followed to work on the implementation of the metacognitive strategies and the CALLA method.

Pre-Stage.

During this stage several relevant elements had to be taken into account. Students' opinions were important to identify their needs and language interest in order to refine the objectives. The population of this project was a group of young adults who were asked whether they wanted to take part in the study by using a consent form. At this stage, the first surveys were applied to define the participants' profile and opinions of the area of the study. Consequently, the data collected was analyzed and the learners' oral difficulties identified. The application of the surveys showed how students were aware of their difficulties and whether they needed and wanted to learn strategies to improve their learning process. Based on the information gathered at this stage a needs analysis was carried out and the while-stage was planned considering the learning strategies chosen based on students' needs.

While-Stage.

The implementation stage to analyse the effects of using planning and problem solving strategies on the development of students' oracy skills took an entire semester. The strategies were presented, students were trained to use them, the sessions in which students used the strategies were carried out, and the students and teachers logs (See appendices 4 and 5), the students' think aloud protocols (Appendix 6), and a questionnaire at the end of the semester (Appendix 7) were used to analyse the effects of the strategies used.

Throughout this stage students were prepared and trained for the implementation of the strategies, in total there were 14 lessons. The first step was preparation; students were guided to raise awareness on how their previous knowledge can be used in each EFL session. During this phase students were encouraged to use metacognitive strategies in the kind of tasks suggested for each lesson.

The second step was presentation; through this stage the teacher used explicit instruction to teach the particular strategies, namely, planning and problem solving. The teacher provided specific guidance on how to use the strategies in the selected tasks, which were based on the text book since it was mandatory at the institution. Thus it was also explained why it was important to use learning strategies in their learning processes.
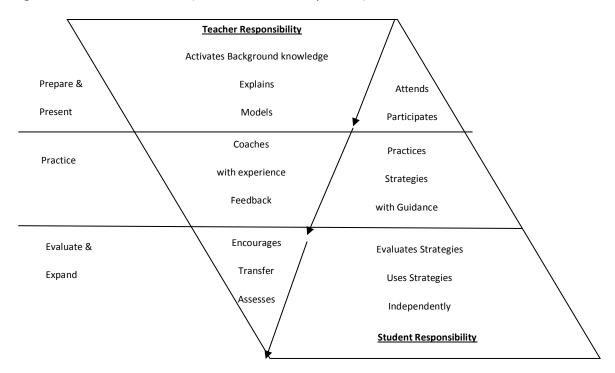
The third was the practice step; in this part scaffolding was essential because as students became more aware and independent they needed less guidance in the process. Students were given the task to be developed individually or in groups; then they were given time to practice. To monitor the use of the strategies the researcher used the teacher's log. The activities used for this purpose were related to topics to discuss in class as suggested in the students' course book; afterwards learners talked about the use of the strategy in their think aloud protocols.

The fourth step was the evaluation stage; during this stage students thought about their experience when using the strategies. Learners used their learning logs to describe and evaluate the strategies implemented.

Finally, there was the expansion phase in which the students applied the strategies to new tasks, which were not included in the original instruction. This was felt necessary in order to transfer the strategies to different assignments such as follow up activities, or topics that were

interesting for them that were not part of their course book. Here the teacher praised certain students who worked for the independent use of the strategies and others for reminders on how the strategies use had diminished along the implementation process. These stages are summarized in the following table:

Table 2
Stages for the CALLA Model, (Chamot & O'Malley, 1994)

	Teacher Responsibility	
Prepare & Present	Activates Background knowledge Explains Models	Attends Participates
Practice	Coaches with experience Feedback	Practices Strategies with Guidance
Evaluate & Expand	Encourages Transfer Assesses	Evaluates Strategies Uses Strategies Independently **Student Responsibility**

The Table 2 illustrates the process developed during the implementation and how the teacher's role was moving from modeling and giving explanations of the strategies in each lesson to encouraging participants to use the strategies learnt. Similarly, the students' roles changed from being only participants to becoming independent users of the strategies.

Post-Stage.

In this stage students and the researcher evaluated the entire process. A questionnaire was used to ask participants to reflect and analyze the experience of using the strategies. Learners

provided data about the effects and possible changes on their oral performance due to the

implementation process.

Similarly, in every lesson the use of the strategies was analyzed and students reported

through think aloud protocols (Appendix 6), their thoughts about the experience of using learning

strategies for the development of oral tasks in each session. Once a week, participants wrote

learning logs (Appendix 4) with their experiences when oral activities took place. In addition, the

teacher-researcher recorded what he/she observed, if there were changes in the students use of the

strategies or oracy skills (See Appendices 12-14).

This chapter explained the implementation process, the stages and goals set to achieve the

objectives of this study. Additionally, it was described how the students' use of the strategies was

experienced and registered along the implementation and the changes in the role of the teacher

and the participants along the process. The following chapter describes the process of collecting

and analyzing the data and the findings obtained from that analysis.

Chapter 5: Collecting and Analysing Data

This chapter describes the framework chosen to analyse the data as well as how the data was collected and analysed. The stages of how students were introduced to the strategies, how they were used, and the results of the analysis of the experience are then explained.

Grounded Theory

To understand the data collected in this action research, grounded theory was used as the framework of analysis. This framework was chosen because it fosters in researchers,

> "the ability to step back and critically analyse situations, the ability to recognize the tendency towards bias, the tendency to think abstractly, the ability to be flexible and open to helpful criticism, sensitivity to the words and actions of respondents and a sense of absorption and devotion to the work process", (Strauss & Corbin, 1998, p. 22).

Grounded theory allows the researcher to look at data with an objective view, to relate, compare and find the relevant information. LaRossa (2005, p. 838) explains that this framework allows researchers to interpret data from the principles in which "words are the indicators upon which GTM (Grounded Theory Method)-derived theories are formed, coding and explanation are built upon a series of empirical and conceptual comparisons". These same authors have offered different possibilities to analyse qualitative data through grounded theory. The following explains the procedure for analysing the data and the stages used in this approach: *open coding, axial coding and selective coding.*

Data Management and Coding

The aforementioned instruments were chosen by taking into account the methodology suggested in the CALLA method to check the use of strategies. In order to have clear and recent evidence of what happened during the lessons, students recorded, every two classes, their experiences during their oral participation. The recordings were focused on what they learnt, what planning and problem strategies were used, if any, and what the consequences of using or not using them were. Every other class, students completed their logs with guiding questions, so that they could explain what strategies were used, how useful they were and what changes students would implement for the following lesson. At the same time, the teacher's logs were done; those logs were designed with questions about the use and application of strategies. A final questionnaire was applied to close the process, to discover the last findings of the implementation stage and to explore if students felt they could transfer the use of the strategies to other tasks.

To analyse all the data collected it was necessary to organize the instruments applied in different folders by type of instrument and date to identify where each instrument was, then analyse the data in strategic order to see how students experienced the use of strategies. The think aloud protocols were transcribed and all the information was then transferred to digital folders and saved to start identifying the most important information. It was also necessary to organize the instruments by type and date. For instance, students' logs were (Ss'-L3, Oct. 10th, 2012), think aloud protocols (T-A-P- Trans. 1, Sep. 19th, 2012), teacher's logs were (T-L-Sep. 26th, 2012), and questionnaires were (FQ, Dec. 12th, 2012).

Data Analysis Procedure

The first stage of analysis was open coding. This "quickly forces the analyst to fracture, break the data apart analytically, and leads directly to excitement and the inevitable payoff of grounded conceptualization", (Strauss A. L., 1987, p. 32). Strauss claims that open coding is the reading and rereading of the information to compare and identify concepts, to look for similarities and differences, or variations, and to divide the data into parts. For the purpose of this study the data collected from the three instruments was analysed: think aloud protocols, teachers and students' logs and questionnaires. By using grounded theory approach, the most important concepts emerged and were analysed by identifying the common and frequent words, repetitive expressions, and the generation of significant insights. During the first stage of analysis different indicators emerged, "an indicator refers to a word, phrase, sentence, or a series of words, phrases, or sentences in the materials being analysed", (LaRossa, 2005, p. 841). Indicators were taken into account for the creation of concepts which are "a label or name associated with an indicator or indicators", (LaRossa, 2005, p. 841) which was the starting point for the definition of the categories. The next session is divided in two parts, in order to explain the coding process and how the data was related.

The coding procedure.

To continue with the process of analysis, colour coding was used to highlight every aspect that was considered relevant for elements related to language students improved and for their attitudes, interaction, the strategies used, as well as for the teacher´s comments and observation. It was necessary to make connections among them; from those connections the most noticeable concepts emerged.

Throughout this stage the information was again analysed, related, discovered, and connected in order to find categories in order to identify similar findings and relevant interrelations in terms of the use of the strategies and their effect in the students' oracy skills. This discovery occurred through a process of finding causes, relations, consequences, contingencies, conditions and interactions among them, (Strauss & Corbin, 1998, p. 127).

Relating the data.

All the data collected and the analysis made of it, enabled the researcher to define one line, a core that was the centre of the project, and it was then necessary to apply the last stage of *Grounded Theory*, selective coding. As Glaser and Strauss (2009, p. 36) argued "it can be described as the explication of the 'storyline', the identification of a core *variable*". This core variable is a category that synthetizes the categories identified in the axial coding stage into one central and relevant idea that completes the whole project. This category interlinks the subcategories previously mentioned and defines one central story that fulfils the objective initially proposed: Strauss and Corbin defined it as "a variable that has analytical power because of its ability to pull the other categories (variables) together to form an explanatory whole", (1998, p. 148). The following section describes the results obtained from the data analysis.

Data Analysis

When analysing the data it was noticed that different aspects of language and students' attitude towards the language emerged; however, participants emphasized the improvement they had when they wanted to express their ideas by using planning and problem solving strategies; Student 10 highlighted "Buscar información, la utilizó en la descripción del tema y para formar frases claves que indicaran de que se trataba la película, le sirve para tener mayor vocabulario y

fluidez", (Ss´-L-2, Sept 26th, 2012). Students identified different strategies that were more

convenient for them, in the previous case the student mentioned searching information, for other

students it was making charts or having pictures that helped them remember what they had

prepared for the lesson , Student 2 expressed: "pues cuando se me olvida o me enredo miro mis

notas y como lo organizó como con prioridades pues me guio por los puntos y si me hace algo

falta, pues ya puedo seguir", (T-A-P- Trans. 2, Oct. 1st, 2012). Other students mentioned that

they could have better mental processes when using their resources to do their oral tasks; for

instance, Student 5 reported: "haciendo que tuviera procesos mentales organizados, y que

encontrara los dibujos, cosas u otras como material alternativo para recordar las palabras que

debía usar o la secuencia que debía llevar el tema expuesto", (FQ, Dec. 12th, 2012)

In the final questionnaire students summarized the experiences they had during the

implementation process and how they observed the planning and problem solving strategies had

an effect on their oracy. The analysis of the questionnaire indicated that participants identified

certain specific strategies that helped them to improve their oral participations, these strategies

included: having organized mental processes, using logical reasoning, prioritizing, using different

resources to support their presentations, having a clear position to face a difficulty, and time

management. Thus, for example, Student 4 said: "Encontrar información, la utilizó para describir

la película y dar una explicación más extensa y le es útil para tener mayor vocabulario y fluidez",

(Ss´-L-2, Sept 26th, 2012); also another student, Students 6 expressed: "Buscar información y

organizar ideas, lo utilizó como fuente de ideas para la discusión y teniendo las ideas claras,

organizó el vocabulario para armar la idea y expresarla de forma oral y le sirve porque al tener

ideas y palabras claras es más fácil expresarlas en forma oral", (Ss´-L-2, Sept 26th, 2012). In the

previous samples from the students' logs participants reported that planning strategies such as

finding information, organizing ideas, having key phrases, writing main ideas, and remembering

key information helped them to have clear ideas, make clear and concrete sentences, express their

ideas more fluently, and narrate short stories during their oral interventions. In the logs, students

also expressed that problem solving strategies were useful to activate previous knowledge,

structure paragraphs, have organized and prioritized information to express themselves more

coherently, and reflective on the importance of topics helped to be more coherent and structured

ideas. To exemplify, Student 8 reported in a think aloud protocol: "pues es que hablar siempre es

más difícil pero pues heeee, si uno sabe, trata de acordarse y de hacer como un enlace de lo que

decía y pues con algo de sentido común también", (T-A-P- Trans. 2, Oct. 1st, 2012) The think

aloud protocols showed that when students planned their tasks in advanced and had some aids

like charts, notes, cards, etc. their oral interventions were more coherent and fluent: "cuando

hablaba, a veces como que se me olvidaba lo que iba a decir, y me quedaba ahí pensando y

entonces pues miraba la fichita y ya me acordaba y pues igual ya lo tenía organizado y repasaba

como los pasos también en mi cabeza". (Student 5, T-A-P- Trans. 2, Oct. 1st, 2012). Thus

students mentioned that it was important to make themselves understood and to respect the

others' turns to talk, in one of the teacher's logs it was reported: "Ss understand the importance

of having an audience, when they talk, they look at their classmates and try to express their ideas

in a clear way. When somebody doesn't understand, or ask for clarification, they try to repeat the

idea using synonyms, or gesturing", (T-L-Oct. 1st, 2012). In the teacher's logs it was reported

how participants used the strategies along the implementation process, what strategies they used

and the type of instruction that was needed. At the beginning the presentation and constant

modelling of the strategies were necessary, some lessons after they were fading and at the end the

instruction was based on reminders from time to time: "Ss' more frequently used strategies are

checking and guessing, finding information, cooperating and working in groups. They look for

their peers' support or their notes to continue with their tasks", (T-L-3, Nov. 7th, 2012).

The previous excerpts, taken from the different instruments show general experiences

participants had during the implementation process. During the analysis the data was examined,

compared, related, to identify the most salient and relevant findings in order to determine what

the main category was and what subcategories emerged.

Categories.

Through the selective coding process to compare and analyse the findings, as well as to

establish relations, comparisons, and connections the main category arose.

Question	Category
How might the implementation of planning and problem-solving metacognitive strategies affect the development of oracy in a class of A1 (CEFR) young adult EFL learners?	Assertive communication

The core category identified from the analysis was *Assertive communication*, it was

identified as the main category because it refers to the development of the ability to efficiently

communicate with others orally as well as to understand others' speech. This means that elements

of functional language were improved through the planning and problem solving strategies used;

functional language is related to the language that is used for specific purposes such as giving

good or bad news, requesting information, having a discussion, presenting a topic, among others.

(Brown & Yule, 1983, p. 2). Learners then could express fluently, coherently, using the right

vocabulary and being able to transmit the right message to an audience that could understand the

participants´ messages. From the analysis of the data emerged that students noticed that using the

strategies their oral expression was more fluent and assertive depending on the context and the

topic that was being presented (Appendix 9); students reported that they learnt to use the

strategies and that facilitated their oral expression: "Aprendi ciertos modos mas eficaces para

aprender a relacionar y conectar las palabras correctamente en ingles ; y así llegar a una mejor

expresión oral", (FQ, Dec. 12th, 2012). Elements of functional language were identified from the

data analysis; this functional language is part of oracy because this involves using the right

speech in the correct context with a specific audience. Since the participants were involved in

different types of oral performances such as presentations, discussions, round tables, oral

descriptions, and others, from the data analysis it was identified that participants were able to

recognize the context and adapt their language to that context and express their ideas with more

eloquently, and consistently (Appendix 11). Thus, a student argued that: "aprendió más

vocabulario, fluidez porque todo lo hablaron en inglés; lo puede aplicar en un campo más abierto,

en conversaciones y con vocabulario más técnico", (Student 4, Ss´-L-3,Nov. 7th, 2012). This

student identified that using the target language at all time during the task would help him to have

more ample conversations in other contexts, even using technical vocabulary. Another student

said: "aprendió que hay que buscar información previa para poder jerarquizar las ideas y

desarrollar una conversación o exposición coherente. Lo puede aplicar a la hora de llevar una

conversación pues es más fácil la comunicación", (Student 6, Ss´-L-3,Nov. 7th, 2012).

In terms of the use of strategies during the practice stage, students demonstrated several

effects of the use of planning and how it shaped their oracy improvement. Students who always

planned and prepared the topics were much more able to express themselves than those who did

not prepare it, "preparar el tema y la utilizó para vocabulario y para mejorar la expresión a la hora

de describir la película", (Student 9, Ss´-L-2, Sept 26th, 2012), another student expressed:

"Teniendo claro con que actividades vamos a llegar a nuestro propósito ; así es mas fácil realizar la actividad a realizar" (Student 13, FQ, Dec. 12th, 2012).

Students were also aware that they had more tools to overcome problematic situations that arose during their oral interventions and how this strategy was useful to improve their oracy skills. Students evidenced the use of problem-solving strategies; if they forgot some part of the information they had different aids such as notes, charts, pictures, and others. that helped them to continue with the tasks. In a teacher's log it was reported: "Finding needed information: when they were discussing, sometimes forgot some piece of information, or a word and they looked up in their notes to remember and to be able to continue with the discussion. Cooperating / working in groups: they talked to each other looking for support, or to clarify ideas, pronunciation, and structure", (T-L-Sep. 26th, 2012). The use of those two strategies helped students to continue with their oral tasks. In addition, in the think aloud protocols students recorded that the use of problem solving strategies allowed them to express their ideas, Student 8 said: "pues es que hablar siempre es más difícil pero pues heeee, si uno sabe, trata de acordarse y de hacer como un enlace de lo que decía y pues con algo de sentido común también", (T-A-P- Trans. 2, Oct. 1st, 2012); another student reported that sometimes he forgot or was confused then he used his resources to continue with his task: "pues cuando se me olvida o me enredo miro mis notas y como lo organizo como con prioridades pues me guio por los puntos y si me hace algo falta, pues ya puedo seguir", (T-A-P- Trans. 2, Oct. 1st, 2012).

The subcategories emerged from the main category identified as *Assertive Communication,* in which elements of the aforementioned functional language were identified. These subcategories are related to the use of strategies and the improvement of communicative skills that fostered the ability to efficiently use the spoken language.
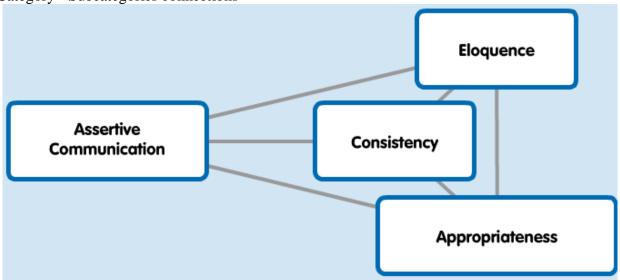
Subcategories.

When analysing the data, comparing and relating the information reported by the participants specific elements of language were identified as improvements. They noticed that by using planning and problem solving strategies while performing their oral tasks some language components were preferable for use.

When students were doing their oral tasks they were more eloquent, their speech was convincing and they were confident with what they were expressing; additionally, students had clear and organized ideas. They were also paying attention to others' participation; they could therefore ask well formulated questions and were able to answer coherently. Their attitude was another important element that was discovered because participants argued that they felt happy and confident while talking because they could achieve their goals for each oral task; for instance in the final questionnaire some students reported: "me siento con mas seguridad al hablar", (Student 5, FQ, Dec. 12th, 2012), Student 13 said she noticed: "mas fluidez y seguridad a la hora de las actividades orales en clase", (FQ, Dec. 12th, 2012); and another participant when she was asked what changes she noticed in her oracy due to the use of strategies she expressed that the most important change was looking for easier words to explain her ideas: "Sí claro , las presentaciones (exposiciones, participaciones, puntos de vista, debates)que realizamos durante el transcurso del semestre me ayudaron para tener mas confianza y mas vocabulario ala hora de expresar mis ideas de forma oral frente a un publico, la búsqueda de palabras fáciles que me ayudaran a explicar lo que quería decir , fue uno de los cambios mas importantes". (FQ, Dec. 12th, 2012).

Students' commented that they were concerned about their peers' understanding and the need to express ideas clearly. That recognition, I.E., of having an audience listening, plays an important role in oracy, since it implies interaction between someone who produces a message and a receiver who interprets it, (Haworth, 2001, p. 13), then having in mind that there was an audience listening students managed their speech in the way they could make themselves understood to transmit a message they had prepared: "el objetivo era describir bien la persona y que ellos entendieran lo que se estaba diciendo", (Student 2, T-A-P- Trans. 1, Sep. 19th, 2012)

Table 3
Category - Subcategories connections

Eloquence.

This subcategory was identified during the analysis of the implementation process. Students needed to prepare the tasks using different resources, and during the lessons they needed to accomplish specific goals and develop their oral tasks The use of planning and problem solving strategies were useful in order to improve eloquence because if students forgot a part of their task, such as vocabulary or structure, they had different ways to overcome it, by using charts, notes, images or cooperative work; when students were asked about the use of strategies

and if strategies were useful they answered: "La estrategia utilizada fue entender las palabras

claves del tema, se podía transmitir la idea a discutir, entonces fue útil para interactuar con más

fluidez", (Student 13, Ss'-L3, Oct. 10th, 2012); "Aprendió a describir y clasificar las ideas que le

gustan, lo puede aplicar hablando con una persona que sepa mucho inglés acerca de películas",

(Student 7, Ss'-L2, Oct. 1th, 2012).

In the logs, students recognized that knowing what the topic was going to be in each lesson,

what strategies they could use to prepare for tasks –namely finding information, making

summaries, charts, mind-maps, and others.- what type of oral task they needed to prepare for, and

how to conduct that preparation helped them to be more fluent during their interventions.

Students were better able to present their ideas without much interference; they could produce

complete sentences by linking them to create oral texts that were clear and accurate; in this

regards students recorded in a think aloud protocol: "de inglés, a mi me costaba decir aunque

fuera tres frases seguidas en inglés y ahora creo que puedo decir más cosas, pues obvio el

vocabulario es súper importante, pero tener la idea clara y ya organizado lo que uno va a decir

ayuda mucho, y pues si claro uno se equivoca pero como que le pierde el miedo a hablar",

(Student 7, T-A-P- Trans. 2, Oct. 1st, 2012). Student 4 also expressed that using problem solving

strategies helped him to "ser como más fluido, tener más práctica para hablar más", (T-A-P-

Trans. 1, Sep. 19th, 2012)

The improvement of eloquence was also registered in the teacher's logs. Students increased

their range of vocabulary, as it was noticed in their performances, and were able to talk

confidently and express themselves with no relevant interruptions. The following section shows a

sample of a teachers' log, where the teacher-researcher noted that through the use of planning and

problem solving strategies students were able to improve their fluency,

"Use of planning strategies:

Finding needed information: most of students looked for the information they needed and prepared some notes as support during their discussion. This preparation helps them to reinforce vocabulary that would be used subsequently during the participation. This information also clarifies ideas and students show more confidence and talk more freely about the topic prepared.

Use of problem-solving strategies:

Finding needed information: when they were discussing, sometimes forgot some piece of information, or a word and they looked at their notes to remember and to be able to continue with the discussion", (T-L-Sep. 26th, 2012)

This element of language was an important finding since students at the beginning of the project said that speaking was the most difficult skill to achieve; hence participants realized that the strategies used helped them to improve how they expressed their ideas. The next subcategory is linked to eloquence in the sense that being fluent but not expressing ideas clearly would not allow a person to have effective communication.

Consistency.

From the data analysis this subcategory was identified as an improvement because participants were able to express their ideas clearly. When students had clear ideas and plans, they could have well organized and structured arguments to present, they could connect ideas precisely without using their notes or other resources. This improvement was possible due to the fact that they had not only prepared the tasks in advanced, but they also learnt to identify the

main points in their tasks and knew what they wanted to present; hence they had become more

able to use problem-solving strategies to face difficulties during their performances without

frequently use of their resources. Thus, Student 6 said: "Organizar y preparar el tema a

comunicar, la utilizó cuando tomo la palabra y la usó para organizar mentalmente las ideas para

desarrollar frases de forma oral coherente y relacionada; le es útil para llevar un hilo coherente en

la conversación. (Ss´-L-2, Sept 26th, 2012). Other students mentioned different problem solving

strategies that allowed them to be coherent during their tasks and to link ideas in a sensitive

manner. They were able to organize their ideas in their minds. In addition, with some aids, they

could produce coherent texts that were understood by most of their classmates, "organizar las

ideas para que se entendiera, la utilizó durante toda la discusión con coherencia y sentido para

que se entendiera y le es útil para dar mayor coherencia a toda a la narración", (Student 11, Ss´-

L-2, Sept 26th, 2012). Even more, they could prioritize ideas to improve their oral performance,

"relevancia del tema, la utilizó para la estructura de su expresión llevando un orden de lo más

trascendente a lo menos importante, le es útil para mejorar sus habilidades de estructura y manejo

del tema", (Ss´-L-2, Sept 26th, 2012).

When participants were able to express their ideas consistently was an achievement because

oracy requires assertive communication and the ability to talk in a consistent manner (Alexander,

2012). Therefore, for students to be coherent when they were talking, demonstrates that the use of

the abovementioned strategies facilitated learners to connect their oral text logically. In a

teacher's log it was recorded the how the use of strategies eased students' consistency:

"Finding needed information: when they were presenting, sometimes they forgot
some information, or vocabulary, they looked at their pictures, charts and maps to continue.
They could connect their ideas with no much difficulty.

<u>Guessing and checking</u>: students used their notes and summaries to confirm the information and to be more confident about what they were presenting***. That helped them to be organized during their presentations. Their presentations were coherent.***

<u>Using logical reasoning</u>: students could organize their ideas in their minds and they remember previous knowledge to talk if they had a difficulty. They thought for a moment and could continue in an organized way", (T-L-3, Nov. 7th, 2012).

The preparation for tasks allowed them to learn vocabulary and structures that enabled the connections of ideas in sensible ways. In the students' logs participants reported that planning strategies were helpful to talk adequately, "cuando transmitía la idea a discutir, respondido de manera consisa para dar una respuesta adecuada". (Student 13, Ss-L-3, Oct. 10th, 2012), another student said: "las estrategias son útiles porque me ayudan a plantear y elaborarlas oraciones en forma adecuada", (Student 8, Ss-L-4, Nov. 7th, 2012).

Students said that through the use of the strategies they were better able to organize their ideas, to give adequate answers, to have correct sentences when doing their oral tasks. This was also expressed in a think aloud protocol in which participants mentioned that using planning strategies helped them to think and to connect ideas, "la preparación sirve pero dan como nervios, y uno se enreda, pero pues, piensa uno un poquito y trata de enlazar las ideas de lo que decía y ya", (Student 7, T-A-P- Trans. 2, Oct. 1st, 2012). Thus remembering what they prepared for the tasks facilitated student´s talks because they could connect previous knowledge with the current tasks to make their presentations clear, "pues es que hablar siempre es más difícil pero pues heeee, si uno sabe, trata de acordarse y de hacer como un enlace de lo que decía y pues con algo de sentido común también", (Student 8, T-A-P- Trans. 2, Oct. 1st, 2012). From the data analysis it was identified that this aspect of language improved oracy skills because participants could communicate effectively, connect their ideas and organize the information that was being presented.

In the final questionnaire students reported their recognition of how they acquired different ways to learn and how the strategies helped them to relate and connect words in English to have a better oral expression, "Aprendi ciertos modos mas eficaces para aprender a relacionar y conectar las palabras correctamente en ingles ; y así llegar a una mejor expresión oral", (Student 13, FQ, Dec. 12th, 2012). Participants also expressed that activating previous knowledge allowed them to express their ideas better, "porque tenia un conocimiento previo como vocabulario lo cual permitía que mis participaciones fueran mas fluidas y acertadas", (Student 5, FQ, Dec. 12th, 2012), student 12 also reported: "este año aprendí estrategias nuevas que no sabia con respecto al idioma y junto con ello su utilidad a la hora de expresarse", (FQ, Dec. 12th, 2012). This finding was relevant for this study because the final questionnaire was the instrument used to close the implementation process and in their questionnaire answers, students wrote the effects they noticed of the use of the planning and problem solving strategies along the semester.

Different students expressed their concern about how difficult it was for them to convey clear ideas when using the target language (Appendix 12), Student 7 reported: "a mi me costaba decir aunque fuera tres frases seguidas en inglés y ahora creo que puedo decir más cosas, pues obvio el vocabulario es súper importante, pero tener la idea clara y ya organizado lo que uno va a decir ayuda mucho, y pues si claro uno se equivoca pero como que le pierde el miedo a hablar", (T-A-P-Tans. 2, Oct. 1st, 2012). This situation limited interaction among them because they needed to express their thoughts in a way that the audience could understand the message and this was a difficult task. Another student also mentioned that it was difficult to talk but if he prepared the task and look for others' support it was easier: "uuuiii siii, es que de los nervios como que uno se queda es pensando y no oye casi, y pues igual preparar bien el tema y de pronto apoyarse uno de lo otros que saben más que uno", (Student 6, T-A-P-Tans. 2, Oct. 1st, 2012).

The emergence of this subcategory was an important finding to accomplish the objective of this study, since it explains what elements of oracy students improved and the role they play in oral communication. If participants were able to have consistent oral tasks that were understood by their classmates, this means that they might be aware of the relevance of using strategies to interact efficiently in specific contexts. Another important element in oracy is being aware that the talk is directed to an audience because the speech has to be tailored to specific contexts and listeners; therefore the next subcategory explains its relevance in this study.

Appropriateness.

Appropriateness means it is clear who the emissary is talking to in order to tailor the speech to be sure the message is being communicated (Barr, Kamil, Mosenthal, & Pearson, 1996, pp. 171-172). It is relevant to have effective oracy skills because it means that the message is clearly delivered to an audience that comprehends it; "appropriateness should be suitable for the complexity of the subject, and it should be adapted to the expertise and attitudes of the audience and to them as members of a linguistic community", (Campbell & Schultz, 2009, p. 168).

Participants in this study developed appropriateness or audience awareness during the implementation of the project and this emerged from data analysis. The participants were concerned that their talk was clear and understood by the audience, in this case their classmates. In the students' logs participants reported that problem solving strategies were used to make herself clear and understood: "utilizó durante toda la discusión con coherencia y sentido para que se entendiera y le es útil para dar mayor coherencia a toda a la narración" (Student 11, Ss´-L-2, Sept 26th, 2012); these logs also reflected the participants' concerns on being understood, and the usefulness of the strategies for their oral tasks, "Importancia del tema, la utilizó para explicar la

idea principal y estructurar los párrafos y le es útil porque al tener la idea principal, la importancia, se es posible darse a entender mejor", (Student 1, Ss´-L-2, Sept 26th, 2012)

The same student was also aware of the importance of talking to someone who is listening and is interested in what is being said, and that she tried to tailor their speech so other could understand, "tratar de hacerme entender, he no se, a tratar de que los otros entiendan cual es la idea que uno quiere decir si, sin que uno suene tan descabellado",(T-A-P- Trans. 1, Sep. 19th, 2012). This excerpt was recorded in a think aloud protocol and it shows that the student wanted to express her ideas in a way that what was being said was not unclear"

The strategies facilitated participants to develop this skill since they were preparing their tasks not only to fullfil and objective but to be able to express their ideas clear to their classmates. The sample shows that the strategies they used helped them to develop this skill and the effort to make their classmates understand the message, Student 2 said: "el objetivo era describir bien la persona y que ellos entendieran lo que se estaba diciendo", (T-A-P- Trans. 1, Sep. 19th, 2012). In this sample it may be observed that his objective for the task was that his peers could understand his description of a person; this shows how aware he was of the audience he was directing his speech to.

Therefore, participants noticed that their tasks were speech acts that needed to be communicated in a comprehensible manner. They planned and prepared their participation in such way that they were concerned about their partners' understanding, the pace, and even the turns, so they respected each other's' moment to speak and prepared their participation accordingly, following the planning strategies, and solving their difficulties while participating; regarding this, Student 5 reported: "yo pienso que si, que mi participación fue oportuna porque

todos debíamos exponer de lo que averiguamos y respetarnos los turnos, no? Y pues… igual fue acertada porque me acordaba de lo que había preparado y de todo eso, lo que averigüé y eso", (T-A-P- Trans. 2, Oct. 1st, 2012)

The teacher also noticed how students developed appropriateness, and how students made an effort to express their ideas clearly. Thus, sometimes they rephrased to clarify their ideas and to make sure others understood what they were explaining, presenting or describing: "Ss understand the importance of having an audience, when they talk, they look at their classmates and try to express their ideas in a clear way. When somebody doesn't understand, or ask for clarification, they try to repeat the idea using synonyms, or gesturing", (T-L-Oct. 1st, 2012). In this teachers' log it is also noticed student's use of problem solving strategies to be able to communicate their ideas is also noted.

The data analysis explains what aspects of language students developed through the implementation process, and which strategies were used to plan oral tasks and to solve their difficulties during their performances.

To answer the question of how the implementation of planning and problem-solving metacognitive strategies might affect the development of oracy in a class of A1 (CEFR) young adult EFL learners, it may be argued that the effects of applying planning and problem solving strategies were evidenced in the analysis of the data collected. Different elements of oracy were identified to have improved such as eloquence, consistency, and appropriateness. All these elements are interconnected and depend upon each other because all of them are necessary to communicate assertively to transmit a message clearly. Therefore, the subcategories were identified but they overlapped each other and there was no clear boundary between them; they

complemented each other and helped students to communicate orally. Since the objective of this

project was to analyse the effects of using planning and problem-solving strategies in the

development of oracy skills in A1 young adult EFL learners, the result shows that through the

implementation of the strategies students noticed some improvements in the development of

oracy skills because they felt able to communicate assertively during their oral tasks using the

target language appropriately and accomplishing the goal proposed.

Chapter 6: Conclusions, Pedagogical Implications, and Further Research

The purpose of this chapter is to present the conclusions that can be highlighted from this study, as well as describing its pedagogical implications. In addition, the limitations faced during this study were explained; and finally to offer other researchers some food for thought in terms of conducting similar studies or either to expand, complement, or consider the conclusions presented to analyse the effects of metacognitive strategies in oracy skills in different contexts or environments.

Conclusions

The main research finding was the effects of using planning and problem-solving strategies in the development of oracy skills in A1 young adult EFL learners. The changes were noticeable in the participants' improvement in terms of oral communication. Similarly, the analysis of the data suggests that the objective of this study was accomplished. The planning and problem solving strategies that were presented, modelled, and practiced in regular face to face English lessons helped students to improve different elements of oral language, namely coherence, fluency and accuracy were some of the elements improved. Appendix 15 shows a table with the grades students obtained in the first presentation they did when the implementation was starting and the grades they obtained in the last presentation they had. This was possible due to the fact that students internalized the strategies and were able to apply them in their oral tasks

Based on previous chapters, the following conclusions have been identified by the researcher. Planning and problem solving strategies, specifically, undoubtedly helped students to improve their oracy skills. By the end of the implementation, students were able to perform their oral tasks correctly; for some students it was more demanding than for others, but most achieved

the goals proposed for every lesson. All students were able to demonstrate improvement in at least one of the elements of oracy previously identified. It was shown in the findings that, in general, participants improved their oracy skills, answering the question: *How does the implementation of planning and problem-solving metacognitive strategies affect oracy in a class of A1 (CEFR) young adult EFL learners?* What has been shown here is that by applying planning and problem solving strategies students noticed improvement in their development of oracy skills.

Oracy was the core aspect in this study and it can also be concluded that the three main elements identified facilitated students better understanding of the language and how the use of the metacognitive strategies can help them to be better students and achieve their academic goals. Another conclusion from this study is that when students notice improvement they are more motivated to do their tasks and to take an active part in the lessons. In the data collected from the instruments different elements were identified, for instance the teacher's log was useful to identify specific uses of the strategies and how the instruction was changing along the process form presentation of the strategies to reminding of their use. The students' logs helped to identify specific strategies students felt more comfortable with and how the effects of the use of those strategies were identified by the participants. The think aloud protocols were useful to let students freely express their opinions about their perceptions of their tasks and how they did during their presentations. They expressed feelings and thoughts spontaneously, from those instruments motivation and commitment was identified; and the final questionnaire helped to conclude the process and to foster students' awareness of the transfer of the strategies to other tasks.

Overall, the main conclusions are: students improved oracy skills through better language use in an eloquent and consistent manner and by being able to identify the audience they talked to. Participants internalized strategies that helped them learn and improve their target language, and the instruments used helped students to be more aware of the effects of the strategies in the improvement of their oracy skills.

Limitations

During the development of this research study different situations occurred that were not predicted at the beginning. For instance, the time was one of the biggest constraints. Thus the 20 hours that were intended for carrying the implementation out took longer because during the semester there were two weeks for a science fair participants needed to attend. During those weeks it was not possible to have the lessons aimed to the study most of the students had to attend conferences and other events; this inconvenience delayed the implementation process and caused difficulty in the preparation of the lessons and the tasks. Although this situation did not cause inconveniences to the validity of the study, it made the process longer. To overcome this situation it was needed to postpone the session and move the schedule forward to have the majority of students in the lessons and be able to develop the lessons completely.

Another limitation was the time during the lessons; they were programmed for one and a half hours. In that time students received the input, and then during the production stage they presented their oral participations; sometimes the interventions took longer than expected to do the think aloud protocols, the lessons finished and students needed to go to other classes and could not record the protocols immediately. This situation meant that some students could not record the protocols. To solve this constraint it was necessary to ask students to meet afterwards,

a couple of hours later to do the protocols. In other cases, some think aloud protocols were recorded and others were not. In addition, students took their students' log home and they forgot to bring it back. In order to have them back, it was necessary to send reminders via e-mail.

One last limitation was students' lack of attendance; as this study was conducted with students' free will, from the 22 students that began in the project, 17 finished. Some of them cancelled the course since they could not cope with other responsibilities, and some of them, although the study was carried out during regular classes, chose not to answer the instruments; this caused some frustration on the part of researcher-teacher. However, with the data collected from those 17 students it was possible to conduct the study. However it is difficult to generalize if these strategies will produce the same results in other contexts or with other students because the number of participants was low to form some theory.

Pedagogical implications

One of the most important contributions of this project was in what oracy skills students improved, namely appropriateness, consistency, and eloquence which helped students to have more consistence speaking abilities. The instruments played an important role because the study required students to self-evaluate the process to know whether there was a change in their oracy skills through the implementation of strategies, and if those strategies helped them to be more self-directed learners. At the end the analysis showed that they were more aware, and that the strategies have significantly helped them to improve their oracy skills. Metacognitive strategies tend to be independent of specific learning tasks and to have broad applications, (Chamot & O'Malley, 1994, p. 61). Therefore, if students could reach this point of autonomy, the university and the learners would have gained an important contribution to improve the learning process and

to help learners to be self-directed and responsible for the outcomes; however it would imply having teachers trained to prepare students in the use of metacognitive strategies.

Another contribution could be to all students in the institution because the learning of languages does not end when students graduate; they can obtain a certificate as B1 learners but that is not enough for today's competent work field. Subsequently, if the university wants to have long life learners it should provide the tools for teachers to educate students in the use of metacognitive learning strategies

Problem-solving strategies are important to be taught because in the process of becoming professionals, learners need to develop skills to solve problems effectively and appropriately. The university ought to offer students this possibility so that they can reflect on different processes and find a solution, for instance as the study showed, if they are ready for a specific situation and they have prepared it and planned it, they would be able to analyse the outcomes and make a decision. To be able to solve a difficult situation students need to be able to identify it, and be aware of it so they can think of a solution; then it is the responsibility of the teachers to educate students in the use of this strategy.

One last implication is the role played by the target language in the use of strategies. Teachers and students need to have a clear understanding that language can be used in active tasks and the use of strategies can be more effective when the practice occurs in situations students can identify as familiar or vivid. "A crucial role in L2 learning appears to be played by strategies involving active use of the target language", (Green & Oxford, 1995). When students are involved in situations that are common for them it is easier to have vivid and real contexts that ease language learning. However it is also important to remind teachers that there is a variety

of activities recommended according to the type of learners and the learner's styles to introduce, train, and practice the activities in the classroom.

Further research

Data analysis and conclusions in this study showed that the project was successful; however it was carried out in face to face classes. In order to see if this proposal could be successful in other contexts it would be interesting to carry it out in virtual environments; as these spaces offer more possibilities of using innovative tools, the fosterage of learning strategies and more possibilities to cover different learning styles. Nowadays, social networks, the Internet, platforms, web 2.0 tools, and others, are being more and more implemented in institutions; then studies on educating young adult learners in the use of metacognitive strategies through the use of ICTs may be a possibility to explore improvement in different language skills as well.

It might also be appealing to develop a research study on the effects of metacognitive strategies in oracy with students who have more hours of instruction to identify if the length of the exposure to the strategies, and more hours of language input may provoke different results related to improvement of language or effects in attitudes of students towards the learning of a foreign language.

Finally, this project helped students understand that they could use these strategies to improve oracy skills; it may have positive results in studies that reproduce and replicate the application of the strategies in other learning areas too. "Transfer can be improved by helping students become more aware of themselves as learners who actively monitor their learning strategies and resources and assess their readiness for particular tests and performances" (Bransford, Brown, & Cocking, 2000). For instance, if students were expected to organize and

plan a task for any other subject they would be more precise and accurate to set goals, plan

strategically, and achieve objectives. However, this transfer seems to be more effective when

there is explicit instruction of strategies, as it is the case of this study, and when metacognitive

leaning strategies are fostered in the classroom, "explicit instruction and the development of

metacognitive awareness promote strategy transfer" (Chamot, 2004). It would be motivating for

the researcher to see if the strategies can be successfully transferred to other subjects different

from English.

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APENDIX 1
General reports of Final grades 2011-2013

2nd Semester 2011

	ENGLISH 2 GROUP 1 24 STUDENTS		ENGLISH 2 GROUP 2 23 STUDENTS		ENGLISH 2 GROUP 3 23 STUDENTS		ENGLISH 2 GROUP 4 25 STUDENTS	
	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE
15-20	2	0	2	0	1	1	2	0
21-25	2	2	3	1	9	1	1	1
26-30	8	6	6	10	5	1	7	5
31-35	8	10	4	6	4	14	6	10
36-40	3	5	6	5	0	3	3	2
41-45	1	1	2	0	2	1	4	5
46-50	0	0	0	1	2	2	0	2

1st semester 2012

	ENGLISH 2 GROUP 3 18 STUDENTS		ENGLISH 2 GROUP 4 23 STUDENTS		ENGLISH 2 GROUP 5 18 STUDENTS		ENGLISH 3 GROUP 8 28 STUDENTS		ENGLISH 4 GROUP 7 25 STUDENTS	
	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE
15-20	2	0	0	0	2	0	0	0	5	1
21-25	4	1	1	0	2	1	4	0	6	1
26-30	1	3	10	4	5	2	7	4	4	5
31-35	3	5	4	6	7	7	12	7	7	9
36-40	6	3	3	7	1	6	3	12	2	8
41-45	1	5	2	5	1	2	1	3	1	1
46-50	0	0	2	0	0	0	1	2	0	0

2nd Semester 2012

	ENGLISH 2 GROUP 7 18 STUDENTS		ENGLISH 2 GROUP 2 23 STUDENTS		ENGLISH 3 GROUP 3 26 STUDENTS		ENGLISH 3 GROUP 4 25 STUDENTS		ENGLISH 3 GROUP 5 25 STUDENTS	
	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE	TEST	FINAL SCORE
15-20	2	0	1	0	0	0	1	0	2	0
21-25	4	0	5	0	3	0	6	1	3	0
26-30	3	3	7	2	8	1	5	2	4	3
31-35	6	8	5	9	7	11	7	10	8	10
36-40	2	4	3	9	1	5	5	4	7	6
41-45	0	2	3	2	7	8	0	6	1	5
46-50	1	1	1	1	0	1	1	2	0	1

APENDIX 2
RESEARCH IN LANGUAGE TEACHING SURVEY
BY: MILENA MOSQUERA M.
NIVEL A1 (CEF)

Estimado estudiante,
El objetivo de esta encuesta es identificar dificultades que los adultos jóvenes enfrentan al momento de querer hablar en inglés.

Parte 1
1. Edad _____
2. Sexo: Femenino: _____   Masculino: _____
3. Ocupación de sus padres:
Madre: _____
Padre: _____
4. En dónde estudio su secundaria? _____
5. De qué tipo de colegio se graduó?   Publico: _____   Privado: _____
6. Carrera que estudia: _____
7. Semestre: _____

Parte 2
1. Le interesa hablar inglés? Si ____   No____
2. Por qué? _____

3. En donde ha tomado clases de inglés?
Colegio ____   Intensidad horas / semana _____
Universidad ____   Intensidad horas / semana _____
Instituto de idiomas ____   Intensidad horas / semana _____
Profesor particular ____   Intensidad horas / semana _____
Otro _____ ¿Cuál?_____   Intensidad horas / semana _____

4. Cuánto tiempo ha estudiado inglés?
0 – 1 año ____   2 – 3 años ____   4 – 5 años ____   Más de 5 años ____

4. Utilizando la siguiente tabla, califique siendo 5 sobresaliente, 4 bueno, 3 aceptable, 2 insuficiente y 1 malo, los aspectos en los tres programas de inglés que más le hayan aportado en su proceso de aprendizaje de esa lengua.

Lugar	Duración en meses	Metodología *	Calidad de los docentes*	Recursos de apoyo *	Compromiso personal *

5. En la enseñanza de qué habilidad se han enfocado principalmente esos programas. Siendo 5 sobresaliente, 4 bueno, 3 aceptable, 2 insuficiente y 1 malo

Lugar	Gramática*	Lectura*	Escritura*	Comprensión auditiva*	Expresión oral*

6. En las siguientes habilidades del manejo del inglés como se califica. Siendo 5 sobresaliente, 4 bueno, 3 aceptable, 2 insuficiente y 1 malo

Gramática ____
Lectura ____
Escritura ____
Comprensión auditiva ____
Expresión oral ____

7. En que contextos se le dificulta más hablar inglés?
Familiar ____
Entre amigos ____
En clase ____
En lugares públicos en países de habla inglesa ____
¿Por qué? _____

8. Cuál considera usted es la causa de la dificultad al hablar inglés?
Metodologías utilizadas ____ Por qué? _____
Tiempo, en horas de clase_____ Por qué? _____
Falta de práctica fuera de clase _____ Por qué? _____
Falta de motivación _____ Por qué? _____
Otro ____ Cual _____ Por qué? _____

9. Cuál de estas habilidades se le dificulta más al hablar inglés?
Fluidez _____
Precisión_____
Coherencia _____
Estructura gramatical_____
Vocabulario _____
Pronunciación _____

10. Qué cree que podría usted hacer para mejorar esas habilidades?
_____
_____
_____

11. Qué aspectos cree usted que se podrían adicionar o reforzar en la enseñanza del inglés para facilitar la comunicación oral?
_____
_____
_____

APPENDIX 3
Research Project Timeline

Activity/Date	Month August, September,				Month March, April, May, June				Month August, September,				Month March, April, May, June			
	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
1: Initiation	X	X														
2: Preliminary Investigation	X	X	X													
3: Literature review	X	X	X	X	X	X	X	X								
4: Action Plan Design					X	X										
5: Instruments Design						X	X	X	X	X						
6: Pedagogical Intervention							X	X			X	X				
7: Implementation							X	X	X	X	X	X				
7.1: Preparation									X	X						
7.2 : Practice									X	X	X					
7.3: Self-evaluation									X	X	X					
7.4: Expansion											X	X				
7.5: Assessment											X					
8: Reflection & decision making												X	X	X		
10: Sharing results													X	X	X	

APPENDIX 4
CUESTIONARIO

Querido estudiante:

El siguiente cuestionario busca identificar que estrategias utiliza para planear y solucionar problemas relacionados con su uso verbal de inglés. Por favor conteste las siguientes preguntas clara y concisamente.

La información recolectada aquí es para un propósito investigativo así que será totalmente confidencial y no tendrá relación alguna con las notas del curso.

1)   Describa la situación más difícil que ha tenido en su uso verbal de la lengua inglesa
_____
_____
_____

2)   ¿Utilizó alguna estrategia de solución de problemas para solucionar esa situación? Si ___
No ___   Cuál?
_____
_____

3)   ¿Utilizaría alguna estrategia diferente la próxima vez que atraviese la misma situación?
Explique su respuesta.
_____
_____

4)   Describa una solución creativa que haya aplicado para solucionar un problema en una de las sesiones de discusión.
_____
_____

5)   ¿Cuándo tiene ideas para exponer en una sesión de discusión, qué ha hecho difícil expresarla?
_____
_____

7)   ¿Qué hace cuando en una de las sesiones de discusión no entiende lo que los demás expresan?
_____
_____

9)   ¿Cómo busca la información que necesita para solucionar un inconveniente?
_____
_____

10) ¿Qué sabe sobre estrategias para solucionar problemas cuando usa la lengua inglesa?
_____
_____

11) ¿Cuál es su propósito para hablar inglés?
_____

12) ¿Cómo planea sus conversaciones o presentaciones?
_____
_____

13) ¿Cómo cree que debe organizar sus conversaciones, discusiones o presentaciones?
_____
_____

14) Planea sus participaciones en clase desde que se están utilizando las estrategias de aprendizaje?

Si _____   No _____

15) ¿Cómo planea esas participaciones desde que se empezaron a utilizar las estrategias?
_____
_____

16) ¿Planea secuencias en sus participaciones desde esa implementación? Describa cómo?
_____
_____

17) ¿Cómo reflexiona sobre su progreso en el estudio desde que se están implementando las estrategias?
_____
_____

18) ¿Practicas alguna otra estrategia distinta a las que has respondido cuando hacemos las discusiones en clase?
_____
_____

APPENDIX 5
LEARNING STRATEGY LOG (Students' version)
(Chamot, A & O'Malley, M. 1994)

Name _____ Date _____

Class _____

1ra. Estrategia utilizada _____

En qué parte de la discusión la utilizó?

_____

Cómo la usó?

_____

¿Piensa que el uso de esta estrategia le fue útil para mejorar sus intervenciones orales en las

sesiones de discusión?   Si _____   No _____

Si le fue útil explique cómo

_____

2da. Estrategia utilizada_____

En qué parte de la discusión la utilizó?

_____

Cómo la usó?

_____

¿Piensa que el uso de esta estrategia le fue útil para mejorar sus intervenciones orales en las

sesiones de discusión?   Si _____   No _____

Si le fue útil explique cómo

_____

Puede explicar qué aprendió Si _____   No _____

Cómo explica lo que aprendió

_____

¿Cómo puede aplicar lo que aprendió?

_____

APPENDIX 6
TEACHER LOG OF LEARNING STRATEGY
(Chamot, A & O'Malley, M. 1994)

Week of_____

Level _____A1_____English 2_____

Content objectives _____

Language objectives_____

_____

Student Activity for planning and problem-solving strategies (check)

Planning	**Problem-solving**
☐ Using strategies	☐ Use of strategy
☐ Finding needed information	☐ Finding needed information
☐ Finding extra information.	☐ Finding extra information.
☐ Reflecting on the relevance of the topic	☐ Guessing and checking
☐ Predicting	☐ Making tables/drawings
☐ Asking questions	☐ Finding patterns
☐ Identifying the purpose of the task	☐ Cooperating/working in groups
☐ Making tables/drawings/maps	☐ Using logical reasoning

Type of instruction (check):

☐ Presentation of strategy (First time)	☐ Reminder to use strategy
☐ Modeling of strategy	☐ Questions answered about strategy
☐ Brief explanation of strategy (strategy named)	use

Opportunity to Apply Strategy(ies):

Never ____   Rarely ____   Sometimes____   Frequently ____   Always ____

Notes/Problems/Suggestions: _____

_____

_____

APPENDIX 7
QUESTIONS FOR THINKING ALOUD
(Chamot, A & O'Malley, M. 1994)

Name: _____

Date: _____

Topic: _____

1. ¿Qué puntos expuse durante la discusión?
_____
_____

Fue mi participación oportuna?   Si ____   No ____
Por qué?

_____
3. ¿Fue mi participación acertada?   Si ____   No ____
Por qué?

_____
4. ¿Que aprendí en esta discusión sobre el tema?
_____
_____
_____

5. ¿Que aprendí en esta discusión sobre la participación oral en inglés?
_____
_____
_____

6. ¿Qué estrategias de planeación utilicé?
_____
_____
_____

7. ¿Qué estrategias de solución de problemas utilicé?
_____
_____

8. ¿Qué puedo mejorar para la próxima sesión de discusión?
_____
_____
_____

APPENDIX 8
FINAL QUESTIONNAIRE

Querido estudiante:
El proceso de investigación en su parte de aplicación ha llegado a su fin, el propósito de este cuestionario es identificar si las estrategias practicadas durante el semestre le representaron algún cambio en sus habilidades de discusión. Estas respuestas son sumamente importantes para sacar conclusiones de este estudio. Sus comentarios solamente son con propósitos investigativos y no serán usados para nada diferente.

1. ¿Puede identificar algún cambio que haya sucedido en su expresión oral en inglés?
_____

2. ¿Cuáles estrategias en general le parecieron más efectivas durante todo el proceso?
_____

3. ¿Cree que el uso de estrategias de planeación le permitieron ser más organizado/a en la preparación de sus sesiones de discusión?   Si ___   No ___   Cómo
_____

4. ¿Considera que se siente mejor preparado para afrontar una discusión en inglés que cuando empezó el semestre?   Si ___ No ___   Cómo

_____

5 .¿Considera que la utilización de estrategias de solución de problemas tuvieron un efecto positivo en su desempeño en las sesiones de discusión? Si ___ No ___ Cómo

_____

6. Por favor escriba cualquier otro comentario que tenga al respecto del uso de estrategias de planeación y solución de problemas.

_____

7. Por favor escriba cualquier otro comentario que tenga al respecto de las sesiones de discusión y si siente que sus habilidades de expresión oral mejoraron.

_____

Gracias por su participación.

APPENDIX 9
EXCERPTS FROM THINK ALOUD PROTOCOLS

September 19/ 2012

Question 5

S1, Laura: Lo que me aprendí de hablar en inglés es como empezar digamos a organizar las ideas, que que va primero que que, como resaltar en la fotografía como los rasgos más importantes

S2, Darío: Me acordé de la descripción de las personas los rasgos físicos y osea, como, como si lo que lleva

S3 Tara: la vestimenta de la gente

S4, Chris: Me sirvió empezar a priorizar como … que cosas ha hecho importantes y que cosas lo han hecho reconocer.

S1, Laura: Yo pienso que fue importante tratar de hacerme entender, he no se, a tratar de que los otros entiendan cual es la idea que uno quiere decir si, sin que uno suene tan descabellado.

S4, Chris: vocabulario

S2Dario: yes

S3 Tara: teniendo el vocabulario fue más fácil organizar las frases y organizar las ideas que teníamos, digamos saber que decir primero para ser coherente si, armar una frase coherente

Octubre 1 / 2012

Question 1

S5, Hasbleidy: Hablé del Carnaval de Barranquilla, de lo que la gente hace, heee…. de lo que comen y ya

S6, Rodrigo: yo del de blancos y negros en Pasto, cuanto dura y que la gente que hace esos días, y de….que como se echan cosas como betún y harina y eso

S7, Jairo: yo también hablé del Carnaval de Barranquilla, de lo de Joselito y de ….jejejeje, he que de que hacen

S8, Camilo: yo del Festival de teatro……que es en Bogotá y que heee….mmm algunas cosa son en la calle y gratis, y….. que viene gente de otros lados

S2, Darío: y yo de…… lo del San Juan, las cabalgatas, y las hhaaaa…hehhee…. presentaciones y todo eso.

Questions 2-3

S5, Hasbleidy: yo pienso que si, que mi participación fue oportuna porque todos debíamos exponer de lo que averiguamos y respetarnos los turnos, no? Y pues… igual fue acertada porque me acordaba de lo que había preparado y de todo eso, lo que averigüé y eso

S6, Rodrigo: pues si, yo creo que sí, igual que ella…. yo hablé de lo mió cuando seguía mi turno y pues si, también expuse lo que averigüé que me acordaba porque lo había preparado y todo.

S7, jairo: eehhh, yo creo que hablé cuando me tocaba y ya, de lo que, como eso, de que averigüé y que preparé, mmmm, si eso

S8, Camilo: yo… cuando me llegó el turno empecé a hablar como lo había preparado, y si igual respetando los turnos y me acordé de que era lo que iba a decir y dije casi todo, si.

S2, Darío: a mi me tocó después y la verdad es que yo como ya había ido pues si, yo me acordaba de eso y leí también y hable de eso, y si yo creo que si, bien.

Question 4-5

S5, Hasbleidy: Yo aprendí que heeee, pues que eso la gente se prepara mucho para esos días, y que viene mucha gente a eso, y las….. heeee esa como cosas que llevan por la calle y hacen fiestas y toman mucho trago, y pues de haaa…hablar en inglés que si uno lo prepara antes es menos difícil porque uno se acuerda, y sobre todo el vocabulario, y si uno sabe pues como que le fluye más, que como que uno así aprende más porque no está uno sólo viendo que la gramática y eso sino que le toca hablar y desenvolverse y si chévere, me gusta.

November 7th, 2012

Question 5

S 13, Isabela: Las discusiones en clase nos ayudan a perder el miedo y a ……. palabras que nos ayudan a entender.

S 14, Danilo: yo diria que tenemos que utilizar todo el vocabulario y conocimientos anteriores que hemos aprendido, no sólo el tema actual sino temas anteriores.

S 13, Isabela: y además porque si no tenemos la palabra así inmediatamente con mímica podemos hacernos entender.

2.Question 7

S 13, Isabela: pues buscar como primera medida sinónimos, como sinónimos o si ni ya la mímica como último recurso.

S 14, Danilo: pues depende, si uno tiene el concepto puede desviarse del tema, desviar el tema hacia donde uno sepa, pero si no tiene dominio del tema se puede quedar ahí estancado porque tiene algo planeado, entonces si se le olvida lo planeado mmmhhhh,

APPENDIX 10
CONSENT LETTERS

Bogotá, D. C. 12 de marzo de 2012

Señor:
Ricardo Salazar Ferro
Vicerrector Académico
ESCUELA COLOMBIANA DE INGENIERÍA JULIO GARAVITO
Bogotá

Respetado Señor:
Actualmente estoy realizando una investigación titulada "Estrategias de Planeación, una manera de mejorar las habilidades de discusión en adultos jóvenes", dirigida a estudiantes de A1 del Programa de inglés de la universidad. Con esta, se intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo ofrecer a los estudiantes estrategias de aprendizaje autónomo.

El objetivo de este estudio es describir y documentar que cambios, si hubiese, surgen en las habilidades de discusión de los estudiantes del programa de inglés del nivel A1 cuando utilizan estrategias de planeación y solución de problemas. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante los dos semestres académico del presente año. Esto implica recolectar datos y analizar los resultados, por lo cual debo tener acceso a los diarios de los alumnos, y filmar algunas clases con el fin de conocer y analizar el proceso de producción oral y los efectos de la aplicación de las estrategias ya mencionadas. Igualmente, a los participantes se les garantizará su completa confidencialidad para mantener su identidad en el anonimato, así como estricta prudencia con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso. Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.
Atentamente,

Milena Mosquera Mejía
Docente de Inglés
Departamento de Humanidades e Idiomas

Bogotá, D. C. 12 de marzo de 2012

Señores:
ESTUDIANTES NIVEL 2
Programa de Inglés
Escuela Colombiana de Ingeniería, Julio Garavito
Bogotá

Apreciados estudiantes:
Actualmente estoy realizando una investigación titulada "Estrategias de Planeación, una manera de mejorar las habilidades de discusión en adultos jóvenes", dirigida a estudiantes de A1 del Programa de inglés de la universidad. Con esta, se intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo ofrecer estrategias de aprendizaje autónomo a los estudiantes.

El objetivo de este estudio es describir y documentar que cambios, si hubiese, surgen en las habilidades de discusión de los estudiantes del programa de inglés del nivel A1 cuando utilizan estrategias de planeación y solución de problemas. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se realizará durante el año en curso. Esto implica recolectar datos y analizar los resultados, por lo cual debo tener acceso a sus diarios, presentaciones orales y filmar algunas clases con el fin de conocer y analizar los efectos de las estrategias anteriormente mencionadas.
Igualmente, a los participantes se les garantizará total confidencialidad para mantener su identidad en el anonimato, así como total prudencia con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.
Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,   Acepto participar

_____   Firma: _____
Milena Mosquera Mejía
Docente de Inglés   Nombre: _____
Departamento de Humanidades e Idiomas

APPENDIX 11
LESSON PLAN (TASK BASED APPROACH)

LESSON PLAN #2
Number of students: ±25
Age: 18-22
Level: A1- English 2.
Book: *American Headway 1*, Oxford. Pages 16-22.
Materials: Course book, blackboard, cards
Duration of the lesson: 90 min
Assumed knowledge: Most common action verbs, vocabulary of professions and occupations, present continuous, tell the time, present simple.
New vocabulary: new professions and occupations, sequencing words (first, after, then, next, finally, etc.)
Aims of the task: the learners will be able to orally describe and present their daily routines.- Topic Aims: identifying daily activities.- Grammar Aims: present simple.- Communication Aims: asking each other about their habits.- Vocabulary Aims: related to time, professions, and daily activities.- Skill Aims: describing and presenting habits orally.

Task description
The students will tell their classmates about the activities they daily do and the time they last, also they need to present the routine of someone on their families, classmates will ask questions based on what their partners present. Students will present in groups of 5, all of them need to describe their own routines.

Pre-task
Introduction
For homework students needed to find information about one person in their families. They needed to have that information in a summary, chart, mind map or any other aid. In class students are shown cards with images of different professions and students tell what they are and what they mostly do).

Task
In the textbook students are asked to read parts of a story about a man who has 13 jobs and when he does each one, then in pairs they need to complement the other's part of the story. After students carry out a listening task from the book about a person's routine and they need to complete a chart with some missing information.
Then students think of a famous person and classmates need to ask close questions about that person (What does she do? where does she come from?, where does she live?, etc.

Planning
The students prepare the presentation of their rutines. They choose what else they want to include in their presentations (accompanying pictures, a title, their charts or mindmaps). The teacher helps them if necessary.
Report

Then in groups of 5 students use their aids to present their routines. Classmates ask questions about other activities like going to the movies, going to eat out, dancing, going to parties, etc- some possible activities are posted on the board). Students are allowed to use their aids during their presentations in case they forget some information, vocabulary, or if they lose the sequence of the idea being described. Students take notes on mistakes they identify. Teacher walks around listening to the presentations.

Language focus
 Analysis
The teacher provides sentences with some of the errors made by the students (without specification of the author). In groups they have to correct them and they also correct the mistakes they identify in their partners' presentations. The teacher monitors and helps with the new language or structures.

Practice
Students change groups and with the corrections provided they present their relative's routines.
N.B.:
At the end some students record their perceptions of the experiences they had in class and hoe they used the strategies and if they were useful for their presentations

APPENDIX 12
FUNCTIONAL LANGUAGE AND ORACY SKILLS
EXTRACTS FROM THE FINAL QUESTIONNAIRE

S5, Hasbleidy: 3. ¿Cree que el uso de estrategias de planeación le permitieron ser más organizado/a en la preparación de sus participaciones orales? Si _*x*__ No ___ Cómo *: porque tenia un conocimiento previo como vocabulario lo cual permitía que mis participaciones fueran mas fluidas y acertadas.*

5 .¿Considera que la utilización de estrategias de solución de problemas tuvieron un efecto positivo en su desempeño en sus participaciones orales? Si _*x*__ No ___ Cómo

RTA/: *haciendo que tuviera procesos mentales organizados, y que encontrara los dibujos, cosas u otras como material alternativo para recordar las palabras que debía usar o la secuencia que debía llevar el tema expuesto*

S1, Laura : 5 ¿Considera que la utilización de estrategias de solución de problemas tuvieron un efecto positivo en su desempeño en sus participaciones orales? Si **(X)** No ___ *Cómo* **a pesar que muchas veces no habla por timidez a equivocarme siento que si tenia mas soporte para organizar mis ideas a la hora de participar .**

APPENDIX 13
FUNCTIONAL LANGUAGE AND CONTEXT
EXTRACTS FROM DIFFERENT INSTRUMENTS

S10, Sofía: Buscar información, la utilizó en ***la descripción del tema y para formar frases claves que indicaran de que se trataba la película, le sirve para tener mayor vocabulario y fluidez***. (Ss´-L-2, Sept 26ᵗʰ, 2012)

S4, Chris: Encontrar información, la utilizó pata ***describir la película y dar una explicación más extensa y le es útil para tener mayor vocabulario y fluidez***. (Ss´-L-2, Sept 26ᵗʰ, 2012)

S6, Rodrigo: Buscar información y organizar ideas, lo utilizó ***como fuente de ideas para la discusión y teniendo las ideas claras, organizó el vocabulario para armar la idea y expresarla de forma oral y le sirve porque al tener ideas y palabras claras es más fácil expresarlas en forma or***al. (Ss´-L-2, Sept 26ᵗʰ, 2012)

S10, Sofía: aprendió una ***forma ordenada para prepara una charla sobre un tema de su interés.*** (Ss´-L-3,Nov. 7ᵗʰ, 2012)

S2, Darío: Aprendió ***vocabulario y estructura del lenguaje; lo puede aplicar interactuando con las personas.*** (Ss´-L-3,Nov. 7ᵗʰ, 2012)

S7, Jairo: yo también hablé del ***Carnaval de Barranquilla***, de lo de Joselito y de ….jejejeje, he que de que hacen...eehhh, yo creo que ***hablé cuando me tocaba*** y ya, de lo que, como eso, ***de que averigüé y que preparé***, mmmm, si eso….eeehhh, de eso yo aprendí sobre lo que se demoran preparando todo, y las carrosas y esos atuendos, y que la reina del Carnaval, y mejor dicho eso hacen de todo, y se para la ciudad y todo el mundo está es en eso, de o de inglés, ***a mi me costaba decir aunque fuera tres frases seguidas en inglés y ahora creo que puedo decir más cosas, pues obvio el vocabulario es súper importante, pero tener la idea clara y ya organizado lo que uno va a decir ayuda mucho, y pues si claro uno se equivoca pero como que le pierde el miedo a hablar.*** (T-A-P- Trans. 2, Oct. 1st, 2012)

APPENDIX 14

SAMPLES OF STUDENTS' CONCERNS ON TALKING IN ENGLISH

S7, Jairo: si como dije, la preparación sirve pero ***dan como nervios, y uno se enreda***, pero pues, piensa uno un poquito y trata de enlazar las ideas de lo que decía y ya. (T-A-P-Tans. 2, Oct. 1st, 2012)

S8, Camilo: ***pues es que hablar siempre es más difícil*** pero pues heeee, si uno sabe, trata de acordarse y de hacer como un enlace de lo que decía y pues con algo de sentido común también. (T-A-P-Tans. 2, Oct. 1st, 2012)

S5, Hasbleidy: Yo aprendí que heeee, pues que eso la gente se prepara mucho para esos días, y que viene mucha gente a eso, y las….. heeee esa como cosas que llevan por la calle y hacen fiestas y toman mucho trago, y pues de haaa…***hablar en inglés que si uno lo prepara antes es menos difícil*** porque uno se acuerda, y sobre todo el vocabulario, y si uno sabe pues como que le fluye más, que como que uno así aprende más porque no está uno sólo viendo que la gramática y eso sino que le toca hablar y desenvolverse y si chévere, me gusta. . (T-A-P-Tans. 2, Oct. 1st, 2012)

APPENDIX 15

Table with grades from oral presentations

			Coherence	fluency	accurracy	1st pres. Average	structure	fluency	accurracy	3rd pres. Average
1	ECON	Normal	35	40	36	37	50	38	42	46
2	IIND	Normal				0				
3	IELE	Normal	32	37	36	35	48	42	45	46
4	ICIV	Normal	40	42	40	41	48	45	45	44
5	IIND	Normal	30	28	30	29	48	44	45	47
6	IMAC	Normal	32	32	40	35	50	45	45	46
7	IIND	Normal	35	40	38	37	45	42	44	46
8	MATE	Normal	37	35	40	37	45	50	40	45
9	IIND	Normal	35	35	38	36	42	35	32	36
10	IELC	Normal	34	38	35	36	45	30	32	41
11	ISIS	Normal	35	38	38	37	48	40	45	47
12	IELC	Normal				0				#¡DIV/0!
13	ICIV	Normal	38	40	38	39	48	50	48	50
14	ECON	Normal	40	42	42	41	50	50	48	50
15	IIND	Normal	42	45	43	43	50	42	45	47
16	IELC	Normal				0				#¡DIV/0!
17	IIND	Normal	32	30	30	31	48	45	45	44
18	ICIV	Normal	37	34	36	36	45	42	42	45
19	IELE	Normal	38	36	35	36	48	50	48	49
20	ISIS	Normal	30	35	35	33	43	50	48	48
21			35	30	32	32	48	38	40	42
22			38	36	37	37	35	20	20	28