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SI STRATEGIES AND NEGOTIATION OF MEANING

Implementing Sociocultural Interactive Strategies to Foster Negotiation of Meaning in
Oral Tasks

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January 2017

SI STRATEGIES AND NEGOTIATION OF MEANING

Declaration

We hereby the declare that

This research entitled: *Implementing Sociocultural Interactive Strategies to Foster Negotiation of Meaning in Oral Tasks*

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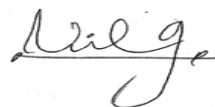
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Victor Manuel Gallego Espinosa

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Abstract

This paper reports on an action research that aims at analyzing the effects of Sociocultural Interactive strategies on students' negotiation of meaning and at examining students' tactics to negotiate meaning when implementing such strategies. Participants consisted of twelve female and six male ninth graders at a public school located at the South Bogotá, Colombia. The proposed pedagogical implementation adapted Task-Based Learning approach (TBL) and integrated Sociocultural Interactive strategies (Oxford, 2011), in the development of oral interaction. Data collection instruments included field notes, a semi-structured questionnaire, and a retrospective think aloud recording. Open, Axial, and Descriptive Coding procedures were used to analyze the data collected. The results revealed that the use of Sociocultural Interactive strategies in oral interaction tasks fostered negotiation of meaning. Learners gained confidence to interact orally in the foreign language and tactics served as a stimulus for learners to negotiate meaning. Finally, as learners involve in using varied strategy tactics to negotiate meaning, the use of Spanish, as one of them, diminished.

Key words: interaction, negotiation of meaning, oral interaction, oral tasks, Task Based Learning Approach.

Resumen

Este documento presenta una investigación-acción cuyo objetivo fue analizar los efectos de las estrategias socioculturales e interactivas (Oxford, 2011), en la negociación de significado y a examinar las tácticas para negociar significado al implementar dichas estrategias. Los participantes fueron un grupo de 18 jóvenes de noveno grado de un colegio público ubicado al sur de Bogotá, Colombia.

La implementación pedagógica propuesta adaptó el enfoque Basado en Tareas e integró las estrategias socioculturales e interactivas en el desarrollo de interacción oral. Los instrumentos de recolección de datos incluyeron notas de campo, un cuestionario semiestructurado y un registro de pensamiento en voz alta. Se usaron procedimientos de codificación abierta, axial y descriptivos para analizar los datos. Los resultados revelaron que el uso de estrategias socioculturales e interactivas en tareas de interacción oral fomentaron la negociación de significado. Los aprendices ganaron confianza para interactuar de manera oral en el idioma extranjero y las tácticas sirvieron como estímulo para que los estudiantes negociaran significado. Finalmente, mientras los estudiantes usaban diversas tácticas para negociar significado, el uso del español, como una de ellas, disminuyó.

Palabras clave: interacción, negociación de significado, interacción oral, tareas orales, enfoque de aprendizaje basada en tareas.

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Chapter 1: Introduction

Learning a foreign language entails the ability to interact with others. The Council of Europe (2001) states that interaction in language use and learning is highly important in order to activate the communicative competence, which refers to the combination of an individual's linguistic, sociolinguistic and pragmatic competence to communicate effectively in the target language. Similarly, the standards for teaching and learning English at the school level (Colombian Ministry of Education, 1999) highlight the importance of interaction by considering the incorporation of strategies for students to interact genuinely in the target language.

Tuan and Nhu (2010) define interaction as “collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other” (p. 29). Such mutual effect might be represented by a variety of functions such as persuading, informing, coming to an agreement, etc., and, in order to address that effect, speakers and their interlocutors usually need to resort to diverse strategies as restating, repeating, exemplifying, clarifying or asking for clarification, among others. Gass, Mackey & Ross-Feldman (2005) refer to those actions as the process through which the speakers go to clearly comprehend one another, what negotiation of meaning means. In turn, Pica (1994) refers to negotiation of meaning as the actions taken by the speakers during the interaction, as “modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility” (p. 494).

Researchers evidenced through a needs analysis that participants in this study did not resort to effective or varied strategies when interacting orally. Therefore, they did not communicate effectively since negotiation of meaning was lacking. To improve interaction, researchers implemented Sociocultural Interactive (henceforth SI) strategies Oxford (2011),

which relate to communication and have functions such as asking for clarification and continuing to communicate despite the gap in knowledge, among others. Moreover, researchers chose Task Based Learning (henceforth TBL) as the approach to incorporate the strategies (Willis, 1996) during oral tasks.

1.1 Rationale of the study

1.1.1 Needs analysis and problem statement

National policies such as the National Standards for Learning (Colombian Ministry of Education, 2006) and more recently the Basic Learning Rights (Colombian Ministry of Education, 2016) describe the expected English language level and performance indicators that high schoolers should attain, being B1 (see Common European Framework of Reference, 2001) the required level for ninth-graders. At this level, learners are expected to interact on familiar matters and take part in improvised or pre-established conversations. However, throughout the academic year, one of the researchers observed that most students seemed confident only when they memorized scripts for speaking activities, but they looked overwhelmed and could not make themselves understood when asked to communicate spontaneously in small group discussions. Because of poor interactional skills and inexistent negotiation of meaning, learners failed to succeed in the oral tasks they were assigned.

Based on these initial observations, the teacher researchers carried out a needs analysis in order to confirm the aforementioned hypothesis. The needs analysis consisted of a students' survey and field notes. The survey was intended to identify students' perceptions in relation to oral interaction activities and how students thought their performances in such activities were. The field notes, taken during an oral interaction task, described the students' performance emphasizing how the negotiation of meaning took place. Students were expected to comprehend

instructions, their colleagues' interventions, and to speak their minds in order to achieve a communicative goal (Council of Europe, 2001).

Survey results collected during the need analysis showed that 74% of the participants did not feel confident in spontaneous or pre-established conversations and role-plays in class. It was also evidenced that 75% of the students resorted to L1 in order to clarify meaning. Moreover, students expressed that they did not feel comfortable and able to perform spontaneous oral interactions. Besides, the field notes showed that learners did not seem to have enough knowledge which to negotiate meaning with. They faced communication difficulties and to overcome them they generally used their L1, avoided the conversations or pretended that they had understood. The last two actions resulted in disrupted interactions since students did not make an effort to solve communication breakdowns and, therefore, most of them did not achieve the tasks outcomes.

In conclusion, the needs analysis showed a necessity for students to improve or acquire strategies to negotiate meaning and be successful when performing spontaneous oral tasks.

1.1.2 Justification of problem's significance

According to the Colombian Ministry of Education (2006), students at the B1 level are able to participate in conversations in which they express opinions and exchange information about personal topics or daily life. However, the participants in this study did not seem to be able to express their opinions or participate spontaneously in conversations since they did not possessed the strategies to overcome the difficulties that arose during the interactions. Such difficulties are, for example, lack of vocabulary, grammar structures or expressions to transmit messages or ideas and, therefore, learners are not able to make themselves understood. In addition, when the received message is not clear and the participants in the conversation do not

have strategies to make interlocutors know that they do not understand the interaction is disrupted. All this means that there is no negotiation of meaning. This problem is significant since the participants in this study are taking their last 3 years of secondary school and it is probable that they intent to enroll into college degree programs when they finish high school and, then, they will be required to have at least the B1 level of command of English in written and oral forms. Besides, work opportunities for them might be ampler when they leave school if they are able to communicate in English, which demands the ability to negotiate meaning.

Additionally, learners must be engaged in identity construction and negotiation. Norton (1997) claimed that identity refered to how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. Every time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. In other words, they are involved in identity construction and negotiation.

In this regard, teacher researchers in this study strove to empower students with SI strategies to negotiate meaning in oral interaction and reach the outcomes of the in class oral tasks as a manner to instruct them on the use of strategies whenever they face communication difficulties.

1.1.3 Strategy proposed to address the problem

To address the lack of negotiation of meaning during interaction, researchers implemented SI strategies in oral interaction tasks framed in a model of the TBL approach (Willis, 1996). The implementation of the SI strategies was divided into Meta SI strategy and SI strategies. The metaSI strategy was intended for learners to plan the actions before they were

exposed to the oral interaction, as it is suggested by Oxford (2011) that planning is part of the way in which learners control their use of strategies, which help them choose the tactics that best fit their necessities to perform the task. In addition, the SI strategies aimed at offering learners options to overcome communication breakdowns either when they wanted to be understood or when they wanted to understand their interlocutors' messages. Both, the metaSI strategy and the SI strategies contained a wide range of tactics or specific actions taken by the learners to be implemented. The strategies are shown in Figure 1.

Teacher researchers proposed the implementation of SI strategies in oral interaction tasks considering that tasks involve students in comprehending, manipulating, producing and interacting in the target language (Nunan, 1993). The fact that tasks require interaction as well as have specific outcomes to be reached through collaborative work, implied interaction and negotiation of meaning. In this sense, Willis (1996) states that tasks with specific goals are excellent for motivating interaction with the target language. The oral tasks were presented and developed by learners with the approach of TBL (Willis, 1996) including, as the pre-task, a warm up activity, strategic planning (language focus), task cycle (task, planning and report) and post-task with a self-assessment (see Figure 1).

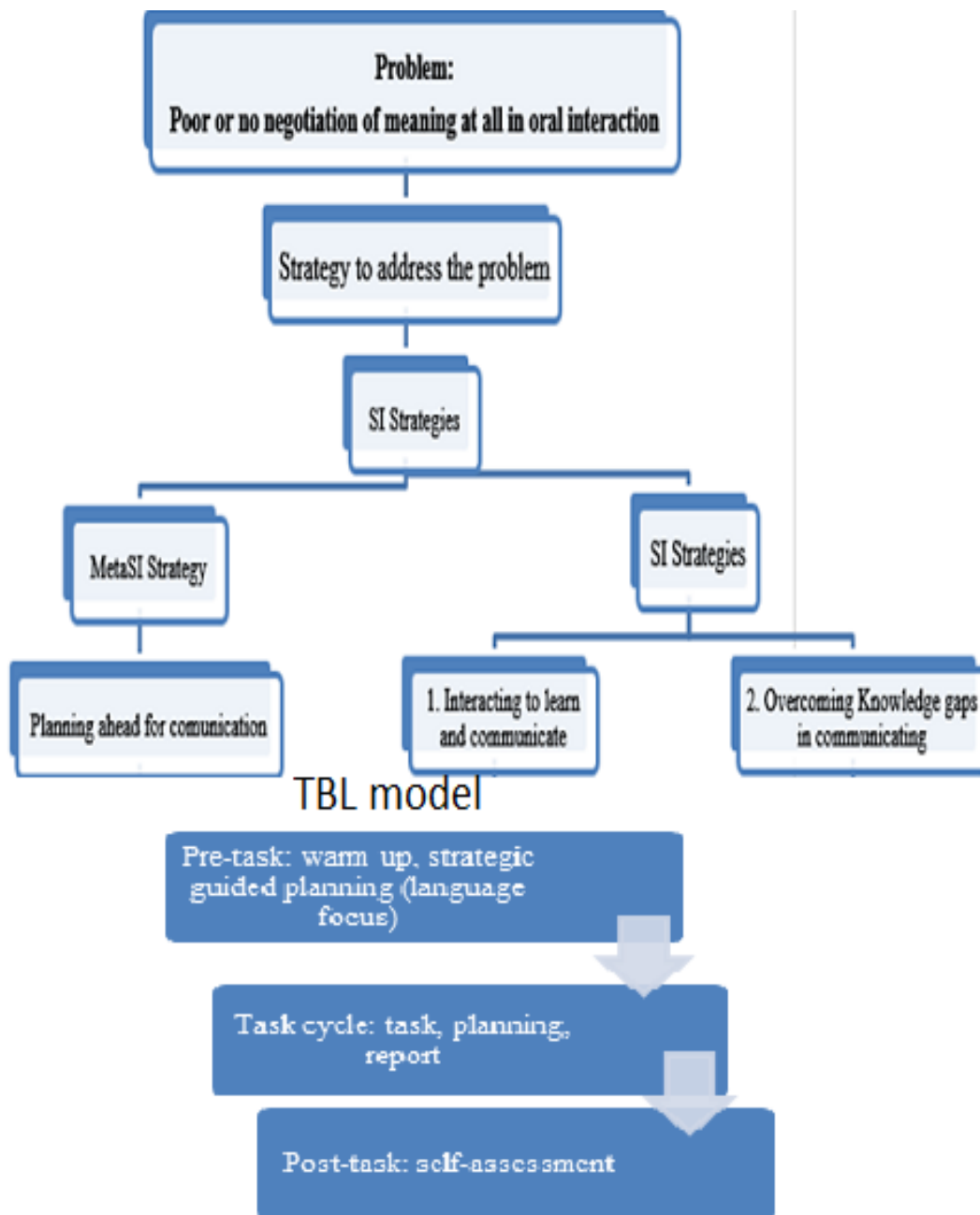


Figure 1. Strategy to address the problem

1.2 Research question and objective

Research question

How influential are Sociocultural Interactive (SI) strategies in the negotiation of meaning when implemented in tandem within the TBL framework in a group of ninth graders?

Research objectives

- To analyze the effects of Sociocultural Interactive strategies on students' negotiation of meaning when conducting oral tasks.
- To examine students' tactics to negotiate meaning when implementing Sociocultural Interactive strategies in oral interaction tasks.

Chapter 2: Theoretical Framework

This section is divided in two parts. First, the four main theoretical constructs are presented and discussed. Negotiation of meaning, oral interaction, oral tasks, TBL approach, and Sociocultural Interactive (SI) strategies. Second, in the State of the Art section, previous international and local research related to the topic under scrutiny are summarized.

2.1.1 Negotiation of meaning

The term negotiation of meaning is based on Krashen's (1981) notion that L2 is acquired through exposure to comprehensible input. Comprehensible input encompasses new items that are just a little beyond the learner's current L2 knowledge. Long (1996) added that input needs to be made comprehensible through interactional adjustments made by the participants in the conversation, in order to overcome comprehension difficulties. The purpose of adopting interactional adjustments is to prevent communication breakdowns (Tuan and Nhu, 2010). The adjustments include utterances that are checked, repeated, clarified or modified by the participants, when they receive negative feedback (gestures indicating misunderstanding, asking for help, repetition or clarification) about their output. The negative feedback pushes the participants in the conversation, to modify their output so that it is more comprehensible and more target-like (Swain 1985).

When the participants receive negative feedback from their interlocutors, they notice a gap in their own output. Tuan and Nhu (2010) state that, thanks to negative feedback, the participants make an effort to fill that gap and, therefore, to make their output more comprehensible since it is reformulated.

The modifications made to the output, are defined by Pica (1992) as negotiation of meaning, which takes place when "...a listener signals to the speaker that the speaker's message is not

clear and the speaker and the listener work linguistically to resolve this impasse.” (p. 200).

Similarly, in Ellis, Basturkmen, and Loewen (2001) negotiation occurs when there is a signal of a linguistic problem that needs explicit resolution. Besides, as well as, Pica (1994) states that negotiation of meaning arises when “communication is interrupted” or there is “difficulty in message comprehensibility” (p. 494), for Ellis (1999) it is a “communicative impasse” (p. 3) what leads to negotiation of meaning. Elsewhere, Ellis (2012 p. 204) added that negotiation of meaning sequence “consists of a ‘trigger’ followed by an ‘indicator’ (where a speaker indicates a problem has arisen) and a ‘response’ (where an attempt is made by the first speaker to resolve the problem)

For Gass and Selinker (1994) negotiation of meaning refers to “instances in conversation when participants need to interrupt the flow of the conversation in order for both parties to understand what the conversation is about” (p. 209). In this sense, negotiation of meaning represents the process through which the speakers clearly comprehend one another (Gass, Mackey & Ross-Feldman, 2005).

It is important to highlight, that negotiation of meaning is different from communication where there is just exchange of information. In negotiation of meaning, there is not only exchange of information, but also, participants try to solve a communication problem (Gass, 1997) what results in meanings that are not simply transferred from one person to another but 'negotiated' (Ellis, 1988).

SLA is facilitated through negotiation of meaning now that, participants of the interaction encounter the necessity to modify interaction patterns, resort to more vocabulary, ask for help, explain what they mean, which help them participate in a conversation (Lightbown and Spada, 2006) and, according to Schmidt (1990) with this actions, learners contrast linguistic forms and

understand differences. Likewise, Lyster & Ranta (1997) maintain that negotiation enhances self-repair, involving accuracy and precision and not merely comprehensibility what facilitates learning the language through conversation and interaction, and then, the structures are developed (Ellis, 2003)

In reference to the present study, teacher researchers aimed at fostering negotiation of meaning among learners while they worked on oral interaction tasks.

The interactions and collaborative work that take place during oral interaction tasks in the classroom, provided learners with opportunities to communicate orally using the target language, what turned into an opportunity for learners to negotiate meaning. In this regard, Vygotsky (1978) referred to learning and development as activities that take place in collaboration with others. At this point, the TBL approach (Willis, 1996) along the oral interaction tasks, became in opportunities for learners to collaborate and interact with their peers, and the negotiation of meaning was enhanced through the implementation of SI strategies for learners to produce a more comprehensible output and to be able to understand what others meant as comprehensible input, with the objective of achieving the specific outcomes of the class oral tasks.

2.1.2 Oral interaction

Interaction is understood as the social behavior that occurs when one person communicates with another (Ellis, 2003; Fernández-García & Martínez-Arbeláiz, 2002).

Communication becomes real interaction when there is not only transmission of information, but also “collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other” (Tuan and Nhu, 2010 p. 29).

Two types of oral interaction are identified (Robinson, 1994). First, non-verbal interaction refers to behaviors that students use to communicate such as gestures, hand raising,

body language, etc. Second, verbal interaction encompasses written and oral communication. Written is about all the documents and written texts that learners use to communicate their thoughts. Oral interaction covers situations in which learners communicate with their peers and teachers by speaking.

There are two forms of oral interaction that can take place in the classroom, namely, teacher-learner and learner-learner (Angelo, 1993). Interaction among learners can be either in groups or in pairs (Tuan and Nhu, 2010). Learner-learner interaction is broadly recognized for the development of L2. Students can learn from and among themselves. In this sense, Bandura's (1977) Social Learning Theory (SLT) stated that behavior is learned from the environment through the process of observational learning. Consequently, learning occurs, as there are opportunities to observe others' performance (stimulus) and imitate it or not (response).

Learning from observing an imitating others can take place during pair or group work, when students are more relaxed interacting with their peers and, also their talking time increases because, as the teacher works with a group or peer, other students continue by themselves to have more practice and improve their oral skills (Harmer, 2001). In this regard, the present study, intended to increase the learners' talking time, which, similarly to Chaudron's findings, (as cited in Ellis, 2012), represents, in the context where the study took place, only a third part of the total time of the class, what for O'Neill (as cited in Ellis, 2012) is not positive, this author states that teachers "should aim to talk 'less' so the students can talk 'more'" (p. 119)

Having learners work in small groups not only gives them the opportunity to talk more but, according to Long (as cited in Ellis, 2012), they produce a greater quantity and better quality of language in that it is more varied, for example, learners ask for clarification, interrupt, compete for the floor, etc.

Long and Porter (as cited in Ellis, 2012) described different reasons for recommending small group work, such as the increase of language production opportunities, improvement of quality of student talk, promotion of a positive affective climate and learners' motivation.

Besides, Ellis (2012) remarked that group work promoted negotiation of meaning when students are engaged in communicative tasks.

In the present study, teacher researchers implemented learner-learner interaction either peer or in groups and had learners work on oral interaction tasks in order to increase students' talking time and foster negotiation of meaning with the help of SI strategies.

The type of interaction considered during the implementation was the oral verbal and non-verbal interaction.

2.1.3 Oral tasks and TBL approach.

Nunan (1989) defined a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form" (p.10) Similarly, Skehan, Willis and Willis (1996) remarked the primary focus on meaning that tasks have, and added that "success in the task is evaluated in terms of achievement of an outcome" (p. 20). Learners working on tasks direct their efforts towards achieving the specific task outcomes, which, as mentioned before, can be evaluated for factual correctness and not for linguistic accuracy (Ellis, 2012).

Additionally to the definitions given to task, Ellis (2009) presented a differentiation of task and activity. The author described an activity as 'a situational grammar exercise' (p. 223) in which the main purpose is to practice the accurate forms of the language rather than focusing on meanings while during the task "language serves as the means for achieving the outcome, not as an end in its own right" (Ellis, 2009 p. 223)

Another important characteristic of tasks is the opportunity for peer work. Tasks need oral interaction by means of collaboration between the interlocutors in order to produce the outcome (Gass, 1997; Tuan and Nhu, 2010). Students interact with others by speaking, answering and asking questions, commenting, and discussing. Members working on tasks are interdependent; hence, comprehension is crucial for successfully reaching the outcome (Ellis, 2003; Skehan and Foster, 2001).

In relation to the types of tasks that can be developed in the class, Willis (2007) presents: listing, ordering and sorting, comparing, problem solving, surveys, sharing personal experiences, projects and creative tasks and matching. Such tasks, maybe focused or unfocused. The focused tasks provide opportunities for learners to communicate using specific linguistic features, and the unfocused permit learners to communicate sing language in general (Ellis, 2012)

For the present study, teacher researchers, decided to work on focused tasks, due to the necessity for learners to reinforce some specific linguistic features. Moreover, all the types of tasks enlisted by Willis (2007) were worked during the lessons.

Recalling that the aim of the present study was to foster negotiation of meaning, teacher researchers adopted tasks because they promote interaction-aiming learners and their focus, even when they are focused, is on meaning rather than form, engaging learners to perform as language users with the necessity to negotiate for meaning.

Having said that, we continue to define the Task Based Language Learning (TBL) approach, which was the frame to design the lessons in the present study.

Ellis (2012) maintains, “TBL is an approach that emphasizes holistic learning, it is learner-driven and it entails communication-based instruction” (p. 196)

TBL favors learners' mental processing that is useful for acquisition as it promotes the use of language for a communicative purpose (Ellis, 2000; Nunan, 2005), what is more TBL, fosters students' oral discourse in terms of utterance length or complexity, fluency, and accuracy (Skehan & Foster, 1997).

The TBL approach was chosen by teacher researchers in this study, since it is more effective than a form-based approach in that the former permits those learners express their thoughts even when they make language mistakes (Rodriguez-Bonces, 2010)

In reference to the design of a task-based lesson, there are different stages that, according to Ellis (2006) are directed towards a task as its principal component. Different designs have been proposed but they have in common three main stages: pre-task, during task and post-task. Each stage has different options for teachers to be developed with different activities depending on the needs of the learners.

The pre-task stage is composed of activities that prepare learners for the task, these activities might be strategic planning to plan how they will perform the task or other types of activities such as brainstorming and mind-maps (Willis, 1996) to have learners become familiar with, for example, the vocabulary of the task.

The strategic planning can be guided planning (Foster and Skehan, as cited in Ellis 2006) which refers to language focus to prepare learners with linguistic aspects necessary to perform the task.

After the pre-tasks, learners work on the during task which represents the options about how the task is developed. The teacher can plan these tasks.

Finally, in the post-task activities there also different options. Ellis (2006) presents three options: to repeat the performance of the task, to reflect upon how the task was performed, and to

encourage attention to form (language focus). Willis (1996) presented a model for TBL lessons in which the post-task activity was the language focus.

For the interest of the present study, teacher researchers adopted the model (Figure 1) proposed by Willis (1996) having in the pre-task activities non-task preparation activities in order to activate learners' content schemata using mind maps, brainstorming ideas or vocabulary, etc. These activities were resented and planned as the warm up. In addition, during this stage, teacher researchers proposed strategic planning activates (language focus) so that learners felt more confident better prepared to perform the task. This decision was taken considering the low English proficiency of the participants. The strategic planning was related not only to the linguistic features but also on the use of SI strategies which learners to time to plan before the task.

Teacher researchers decided to work with the TBL considering that this approach is centered on learners and favors their group work to inverse their talking time. In addition, because this approach facilitates situations in which learners need to negotiate meaning. Besides, this approach is suitable for teenagers, since it increases their motivation and satisfaction, helps increase proficiency results, promotes risk taking (Leaver and Willis, 2004)

2.1.4 Sociocultural interactive (SI) strategies

Language Learning Strategies (LLS) have been a topic of interest for many researchers. O'Malley & Chamot (1990) concentrated on identifying the strategies that successful language learners used for the not very successful one to imitate. For example, the memory strategies for learning vocabulary, such as making lists and repeating those lists or creating stories with given words. Cohen (2003) refers to LLS as conscious and semi-conscious thoughts and behaviors that learners use to improve their proficiency in the target language. In this sense, LLS are the

specific mental and communicative actions that learners take in order to learn and use language (Chamot, 2005; O'Malley & Chamot, 1990).

Oxford (1990) defined LLS as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). The author proposed a language learning taxonomy in which there was a differentiation between direct and indirect strategies. Direct strategies referred to specific actions that learners take to improve their language skills. Memory, cognitive, and compensation strategies were included in this category. Indirect strategies comprised metacognitive, affective and social.

Later, Oxford (2011b) presented the Strategic Self-Regulated (S²R) model for LLS based on the Self-regulation theory proposed by Vygotsky (1978) who discussed the self-regulated higher psychological process that included analyzing, synthesizing, planning, monitoring, and evaluating. Such actions are what we now call metacognitive strategies. The S²R condensates the compensation and social strategies, which were separated strategies, and present them under the category of Sociocultural Interactive (SI) strategies.

SI strategies have to do with communication, as stated by Oxford (2011b), they “...directly facilitate communication...” (p. 88). Similarly, the researchers regarding Oxford's (2011b) study chose two specific SI strategies that are directed to help learners interact effectively by overcoming difficulties in communication or negotiating meaning. Then, teacher researchers chose two specific SI strategies, because they are intended to negotiate meaning in oral interaction. One of them by providing learners with tactics to be understood and the other by providing learners with tactics to understand others.

The two strategies chosen in this research are named by Oxford as *overcoming knowledge gaps in communicating* and *interacting to learn and communicate*. The former has as basic function to continue communication despite the gap in knowledge; e.g. not having enough vocabulary to express an idea. The latter allows asking for clarification, verification/repetition when listening to others. Both strategies are represented by different strategy tactics, which are defined as the specific actions carried out by the learners when making use of a strategy. Such tactics include making up words, talking around the term (circumlocution), resorting to mother tongue, asking for explanation, asking for repetition. These strategies and tactics were explicitly presented to students and spontaneously applied by them. The tactic of resorting to mother tongue was not initially included in the tactics due to researchers wanted to decrease its use. Additionally, the S²R presents the use of meta-strategies for each dimension of strategies and not just for the cognitive. In the case of this proposal, the selected was one meta-SI strategy since it enhances negotiation of meaning. Researchers prepared learners on the use of the meta-SI strategy *planning for communication*. This meta-SI strategy was chosen because learners benefit from planning before approaching the task, since they could predict what they might need to communicate effectively. This means that learners could identify in advance what SI strategy tactics they might need, as Oxford (2011) states in relation to meta strategies, that these “help the learner know whether and how to deploy a given strategy and aid in determining whether the strategy is working or has worked as intended” (p.18).

2.2 State of the art

2.2.1 Previous research on SI Strategies

Different studies refer to communication or conversation strategies, which are similar to the SI strategies suggested by Oxford (2011). Jamshidnejad (2011) carried out a study to

describe the performance of Persian learners of English in problematic moments of L2 oral communication in an EFL context. The main conclusion was that “the use of specific communication strategies enables language learners to compensate for their target language deficiencies and improve their communicative proficiency” (p.530). The author remarked that communicative strategies usage in L2 interpersonal communication promotes negotiation of meaning and implies communication strategies. Participants of the study were organized in three groups. One group promoted meaning transfer to solve problems in self-expressions by using L1, confirmation checks. The second group worked on accuracy by repairing, checking own accuracy and the third group maintained the flow of conversation by collaborating with peers, completing and repairing utterances. This research is excellent to understand the impact of different tactics on conversations.

Pallawa (2014) examined the conversation strategies to overcome insufficient linguistic knowledge of the target language. The main purpose of this study was to describe and identify conversation strategies employed by fourth semester English students at Tadulako University. The author found that students used strategies such as asking for clarification, circumlocution, comprehension check, and self-correcting when interacting.

In a local study that aimed at improving speaking by implementing social strategies, Diaz (2014) concluded that asking questions for clarification and verification was helpful to clear up unintelligible information and maintaining conversations. The study was developed with a group of thirteen students enrolled in different undergraduate programs at a private university located in Chía, Colombia. It explored the possible effects of three social strategies in participants’ oral interaction while they were communicating between peers in class tasks. Results showed that

learners were able to interact, use the language to communicate and convey messages along with their self-confidence when speaking.

The adoption of strategies to solve communication breakdowns are interactional modifications that speakers make in order to negotiate meaning. Researchers decided to train learners in the use of SI strategies to help them negotiate meaning and, as a result, achieve the outcomes of the oral tasks. The previous studies supported the selection of Interacting to learn and communicate strategy and, specifically its functions of asking for clarification, verification and repetition, as part of the tool to enhance negotiation of meaning in the present proposal. Moreover, the strategy Overcoming Knowledge Gaps in Communicating was chosen based on different studies in which strategies with similar functions were implemented and the improvement in oral interaction, negotiation of meaning and communication was observed.

2.2.2 Previous research on negotiation of meaning and oral interaction

Different local and international studies highlight the importance of interaction and negotiation of meaning in Second Language Acquisition (SLA).

Masrizal (2014) described the role of negotiation of meaning in L2 interactions. Based on the interaction hypothesis proposed by Long (1996), Masrizal found that interaction is highly important to accelerate positive development of the target language. Such development encouraged negotiation of meaning. Long proposed environmental contributions to acquisition were mediated by selective attention and the learner is processing capacity during negotiation of meaning. Clarification requests, confirmation checks, and comprehension checks were the chosen strategies in the study. Masrizal also proved that learner's L2 acquisition took advantage of environmental contributions mediated by selective attention and the learner is developing L2 processing capacity brought together during negotiation of meaning.

Samani, Nordin, Mukundan, and Samad (2015) selected fourteen ESL who evidenced the use of 10 types of negotiation of meaning. Clarification request, confirmation, confirmation check, correction or self-correction, elaboration, elaboration request, reply clarification or definition, reply confirmation, reply elaboration, and vocabulary check were implemented. The objective of this study was to determine the types and frequencies of negotiation of meaning in the interaction of ESL Malaysian learners. The most commonly used functions were confirmation, elaboration, and elaboration request; the least used functions were vocabulary check, reply confirmation, and reply clarification. Results also revealed that the proficiency of the participants influenced the amount of negotiation for meaning strategies that occur.

Yufrizal (2015) reflected on negotiation of meaning among forty Indonesian EFL learners. The type of tasks that stimulated the learners to negotiate meaning were presented. The outcomes revealed that information gap tasks promoted more interaction and negotiation of meaning. In the same line of thought, Foster and Ohta (2005) investigated the value of language classroom negotiation of meaning from cognitive and sociocultural views. They proposed to divide signals of communication problems from signals of interest and encouragement. The quantitative outcomes revealed that the incidence of negotiating meaning was very low. The qualitative analysis of data showed lack of any signs of meaning negotiation. Learners expressed interest and encouragement while seeking and providing assistance and initiating self-repair of their own utterances, all in the absence of communication breakdowns. Obtaining completely comprehensible input appeared to be of lower priority than maintaining a supportive and friendly discourse. Negotiation was one of a range of conversational processes that facilitated SLA as learners worked to understand and express meaning in the L2.

In a local study, Gómez (2011) conducted a research at a private university in Bogotá. She carried out a study on interaction with a population of 18 students, whose ages ranged between 18 and 23 years old. These students taking a basic level English course at a private university in Bogotá. The study considered the importance of oral interaction among learners as the product of a process of meaning negotiation. It aimed at discovering new paths of interaction. Students involved in the process were no longer afraid of expressing their ideas. They talked about familiar issues, which triggered a process of meaning negotiation in which they used Spanish and English to communicate their ideas successfully. The desire to talk about topics they knew made them construct sentences and ideas, using some grammar forms that were supposed to be explained later on. The author found that peer interaction is an opportunity to listen to what interlocutors say and permits comparing and contrasting ideas.

The aforementioned studies evidenced how important it is to incorporate strategy training in the classroom as a tool to negotiate meaning and improve oral communication. Different tactics were used in each study, which demonstrates such tactics may be adopted and adapted in different teaching contexts. In fact, these studies led to recognize the significance TBL has to encourage, enrich and improve students' learning.

2.2.3 Previous research on benefits of oral tasks and TBL in language learning

Tulung (2013) in a study on oral discourse generated in communicative tasks in an Indonesian university with 27 EFL learners belonging to the faculty of medicine examined the oral discourse generated through peer interaction while completing two types of communicative tasks: *jigsaw* and *decision-making*. The author concentrated on observing the amount of language generated and the use of L1 during interaction. It was concluded that the decision of making were more useful for generating spontaneous talk and increase foreign language use.

Learners mostly used L1 when they lack of vocabulary, translated ideas or expressions and negotiated meaning. The author indicated that communicative tasks provided students with opportunities to produce spontaneously ideas in L2. They also demonstrated the use of tasks diminished the L1 in class. Such conclusions motivated to use oral interaction tasks to increase the spontaneous oral interaction among learners but also diminish the use of the L1 to negotiate meaning.

Hosni (2014) carried out a study with a group of thirty 10th graders in a school from Oman. . The author found that the frequency of negotiation of meaning did not present important variation as learners worked on the two task types. In both task types, learners produced general samples of language, which lead them to, necessarily and negotiate meaning. Therefore, the researcher suggests developing learners questioning skill is an asset for clarification. In the present proposal, researchers guided learners to question as they adopted the SI strategies. Hosni also observed that either focused or unfocused communication tasks should be meaning-focus and, then, encourage learners to perform as language users. The type of tasks chosen for the present study, were focused, since they elicit specific language features, and as suggested by Hosni, they were meaning-focus for learners to concentrate on the content of what they were saying rather than on the forms.

A similar study Rocha (2006) carried out a research that aimed at improving oral interaction of 50 students through the implementation of Task Based Approach. Rocha concluded that learners worked better when they were in groups or pairs, besides, that they felt more confident and helped each other.

In a local study, Gutiérrez (2005) examined ninth graders' oral skills and how the TBL helped improving them. The researcher found that the approach was effective and that the

through the tasks students were able to express their feelings and opinions by using the target language effectively.

The implementation of task-based activities also helped to improve the spontaneous and meaningful oral interaction among a group of eighth-graders who showed to be able to comprehend and manipulate information. (González Humanéz & Arias, 2009)

Additionally, Cardenas and Robayo (2011) developed a study in San Luis S.O. in Bogotá, with third graders. They concentrated in role-plays and dramatizations to determine their impact on students' oral production and learning processes. Role-plays and dramatizations can be considered as part of good oral tasks for promoting interaction in a funny and interesting way since they allow students to use the language in communicative situations related to their lives. Rocha (2006) As well as Cardenas and Robayo (2011) reaffirmed the importance of students working in small groups or pairs. Group work lowers anxiety.

Onatra and Peña (2009) carried out a study with students belonging to four groups of seventh graders. The study aimed at promoting oral production through TBL. The authors concluded that as learners worked on the tasks they made mistakes, which represented a good opportunity to learn. It lead learners to become aware, monitor their learning process, and take actions to improve individual weaknesses. Learners learnt how to cope with mistakes in the development of a task. In the present study, researchers consider the possibility of mistakes that learners make during tasks, therefore, in order for them to cope with those mistakes and keep on task, the SI strategies are offered as tools to repair or clarify meaning. Onatra and Peña's (2009) study results showed that some strategies used by learners in order to keep on task are word invention, combination of English and Spanish, transparent words, transfer of pronunciation and grammar. Teacher researchers in this study suggested word invention as one strategy tactic to

negotiate meaning, but the use of Spanish was not included into the strategy tactics suggested by teachers because it is the most common and in cases only used tactic to negotiate meaning in oral interaction by learners in the context of the present study.

This chapter focused on local and international studies related to the field of oral interaction, negotiation of meaning, oral tasks and Sociocultural Interactive Strategies. Those studies supported the importance and focus of the present research regarding the implementation of sociocultural interactive strategies to foster negotiation of meaning in oral tasks. Most of the studies related to Sociocultural Interactive Strategies are based on the work done by Oxford (1999) and (2011)

Chapter 3: Research Design

This chapter provides a detailed description of the type of study, the educational context, the participants' profile, the roles of the teacher-researchers and the data collection instruments as used in the present study.

3.1 Type of study

The present study is classified as an Action Research (AR) since it corresponds to a reflective practice made inside a particular class. Action researchers reflect on the situation or context, read in the professional literature, and formulate strategies to implement according to the needs in the specific context. It also applies a small-scale intervention that aims at analyzing the effects SI strategies might have on negotiation of meaning in oral interaction tasks, as well as the positive and negative outcomes that this implementation might have on the population (Burns, 2010).

Dick (2002) suggests that AR assesses needs for a change of action. Considering this purpose, AR refers to a self-reflective, critical, and systematic approach to exploring one's own teaching contexts and finding solutions to problems. Teachers are seen as researchers because they take the role of self-reflective teacher who aim at solving problems, improving practice, or enhancing understanding (Nunan, 1992). For the present study, a needs analysis showed that learners in this context did not implement enough strategies to negotiate when interacting orally, which resulted in communication breakdowns.

According to Cohen, Manion and Morrison (2007) AR is systematic. It includes a diagnosis, action and reflection with the purpose of finding possible solutions. In this specific paper, the AR cycle proposed by Riel (as cited in Mertler, 2009) was adapted as the model to define and carry out the actions during the study. Figure 2 shows the stages being study and plan

the actions necessary that researchers diagnosed through a needs analysis. A students' survey and teacher researchers' field notes were used to collect data. Based on the diagnosis results, the researchers continued to the second stage (take action) which consisted of determining the plan to overcome the detected problem in this case, the lack of negotiation of meaning in oral tasks. The action comprised a series of lessons in which learners were trained to use SI strategies in oral tasks to foster negotiation of meaning. During the implementation, researchers used questionnaires and surveys to collect evidence. The evidence was analyzed and interpreted. Finally, researchers moved to a stage of reflection in which they determined the influence and impact of the proposed actions.

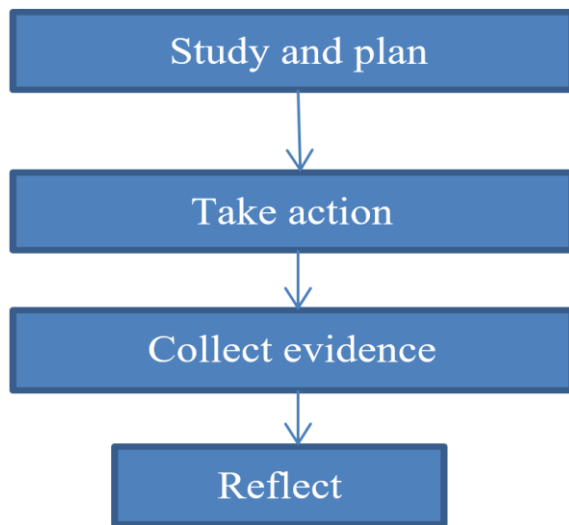


Figure 2. AR model based on Riel (as cited in Mertler, 2009)

3.2 Context

This study took place at Colegio Reino de Holanda, a public school located in Bogota, the capital city of Colombia. This school offers elementary, middle and secondary education.

English teachers construct together their syllabi. At the end of the school year, they do a syllabus evaluation and adjust it according to their class experiences, students' challenges, and

Colombian policies and guidelines for language teaching. The syllabus of the school is mainly grammar-based and focused on structures rather than functional and meaningful communicative tasks. There are a few objectives directed towards oral communication, but there are no objectives directed towards the use of any type of learning strategies. It is expected with this study results to affect the language department to adjust the school syllabus in order to promote oral interaction in the English classes.

3.2.1 Participants

A group of eighteen ninth graders, 12 females and 6 males from 13 to 16 years old, participated in this study. The main criteria to select this group was time availability since one of the teacher researchers was the English teacher of this group. Researchers had contact with this group four hours a week. In other groups, contact was limited to two or three hours due to class meetings or school activities.

In terms of the participants' linguistic needs, students' challenges that are more significant were related to oral interaction. Although students had an L2 background and were able to express basic ideas in the target language, they failed when joining discussions, producing spontaneous talk, finding the appropriate vocabulary to speak their minds, or designing a plan for establishing a conversation.

3.2.2 Researchers' role

The researchers' participation during this study included different roles through the different steps of the Action Research (AR) cycle. Teacher-researchers behaved as observers of their own context and practice, trying to understand the causes and the problematic situation in order to find tools to improve them. Then, during the first step, the researchers started reflecting

on the context, planning, acting and observing to determine students' challenges and take actions as possible solutions.

Likewise, the teachers were also researchers as they were familiar with the language learning theories related to the problematic situation, and had collected and analyzed data. Stringer (2007) suggests that the role for the researcher is not that of an expert who does research, but that of a resource person. Teacher researchers were facilitators who acted as a catalyst to assist stakeholders in defining their problems clearly and to support them toward effective solutions for the issues that concern them. Finally, titles such as facilitator, reflective educator, observer and planner are appropriate to clarify the role of researchers in this study.

3.2.3 Ethical considerations

In this study, researchers took into account that the participants were under 18 years old in the context of a public school in Colombia. For this reason, consent forms were signed by the school's principal (Appendix A) and parents (Appendix B) authorizing researchers to conduct the project. The participants were informed of the right to voluntarily accept or refuse to be in the process and that the information gathered would not affect their grades and would be confidential. To maintain anonymity codes were used to refer to participants.

3.3 Data collection instruments

The instruments selected to collect the data were field notes, a semi-structured questionnaire and retrospective think aloud record.

Field notes

Field notes are the written observations of what is seen in the classroom. For researchers, field notes comprised a practical instrument to describe what happened before and during the oral interaction as students worked on oral tasks. Special attention was paid to the use of SI

strategies and negotiation of meaning. According to Bogdan and Biklen (1982), field notes consist of descriptive or reflective writing. Researchers used descriptive field notes. They only described what was going on while the implementation took place and did not include reflections upon the situations. Notes provided accurate descriptions of what was seen, heard, and experienced.

In terms of procedures, one researcher was taking notes while the other one was teaching. Notes were organized according to lesson plan stages. Notes described and provided examples of what tactics students chose to prepare the oral interaction, the difficulties faced and whether the goals of the task were achieved or were not included.

Finally, this instrument was valuable for two reasons. First, researchers noticed if there was progress in the way learners negotiated meaning to achieve the goals of the tasks. Second, there was evidence of how learners dealt with strategies and tactics as they became more familiar with them.

Retrospective think aloud record

According to Someren (1994) the think aloud method consists of asking people to think aloud while solving a problem and analyzing the resulting verbal protocols. Although this instrument is proposed to be completed now of solving problems, researchers in this study asked learners to think retrospectively since it was not convenient to interrupt learners' interaction with their peers. When finishing the oral task, students answered nine questions (Appendix C) built to help learners think of the procedures they had carried out as they interacted and how they had solved the communication difficulties. The think aloud tool aimed at identifying learners' perceptions about the use of SI strategies and the tactics as well as their progress with the use of the strategies.

Semi structured questionnaire

The questionnaire was used to allow each student to provide anonymous feedback on his or her experience after the whole implementation be finished. The questionnaire (Appendix D) was electronic and sent to students' e-mails after the last implementation session.

Students were asked about the use of SI strategies and how they perceived their learning process, especially about oral interaction. Students had to evaluate the effectiveness of different tactics when trying to negotiate meaning and how frequently they resorted to them. Finally, students had to answer open questions to express their opinions about the use of strategies.

Researchers intended to identify the tactics that learners mostly used and considered useful at the end of the implementation, and their perceptions regarding their effectiveness to negotiate meaning and achieve the outcomes of the tasks.

3.3.1 Data collection procedures

The procedures for collecting data were developed in three stages (Table 1)

Table 1.
Data collection procedures

Stage	Instrument	Aims	Date
1 Before implementation or Needs analysis	Field notes Taken during diagnosis of oral task	To gather data about how learners negotiated meaning or if they did not do so.	February 2016
	Survey Applied to all the participants	To gather data in relation to students' perceptions related to their oral interaction performance in the target language.	March 2016
2 During implementation	Field notes Taken during all the implementation sessions	To gather data in relation to how learners negotiated meaning with the aid of SI strategies.	From October to December 2016
	Retrospective think aloud record (Appendix C) Answered by learners as each session finished	To gather data in relation to learners' perceptions on the use of SI strategies and negotiation of meaning.	From October to December 2016
3 Post implemetation	Semi-structured questionnaire (Appendix D) Answered by learners once when all the implementation sessions had finished	To gather data in relation to learners' perceptions on their evolution in oral interaction and the influence that they felt the SI strategies had on it.	December 2016

3.3.2 Piloting

The instruments used to collect data in this study were analyzed and revised before these were implemented. Both teacher researchers and their co-workers participated in validation, adjustment.

Piloting was also important and necessary. The two questionnaires were piloted with another group of ninth graders before they were given to the participants of the study. All the necessary adjustments were made after the piloting stage. The questions in the think aloud record

were revised by two English teachers who suggested changes or clarifications for learners to have clear what they were asked.

Action research design guided researchers to elaborate the present study. This design facilitated the intentions of the researchers since it permitted working on the specific needs of the population based on both-teachers' and students' perceptions.

Chapter 4: Pedagogical Intervention and Implementation

Implementing Sociocultural-Interactive (SI) strategies to foster negotiation of meaning in oral interaction tasks requires explicit strategy instruction (Oxford, 2011) and an approach that permits learners to put into practice such strategies. The implementation proposed in this study integrated strategy instruction sessions and Task Based Learning (TBL) approach (Willis, 1996). For the former, researchers followed Oxford's (2011) strategic self-regulated model and implemented a metaSI-strategy, *planning for communication*, and two SI strategies, *Overcoming knowledge gaps in communicating* and *interacting to learn and communicate*. For the latter, TBL provides ample spaces for learners to interact with their peers while working on meaningful oral tasks. This chapter includes a description of the steps followed during the strategy instruction and the TBL sessions.

4.1 Visions of language, learning, and curriculum

4.1.1 Vision of language

Researchers subscribed to functional and interactional views of language. In this sense, Language is a vehicle to communicate functional meaning and for the interaction and social transactions among individuals (Richards, 2001). Communicative functions directed the objectives of the lessons rather than the elements of structure and grammar. Nevertheless, structure and grammar elements were also incorporated but based on the proposed functions per tasks such as talk about likes, give opinions and much more. Communicative functions were taken into consideration. Language develops the communicative competence as the ability to use and understand language meaningfully in specific real-life situations (Hymes, 1972). The different tasks proposed in this study connected to the learners' reality and interests. They discussed topics of their daily life. Learners were also encouraged to achieve specific functional

outcomes such as finding out what the most common kind of music was among their peers, or persuading peers to buy a product that they would find useful

The interactional view of language played an important role in the present study. In this view, language is seen as a tool for the creation and maintenance of social relations (Richards, 2001). Social relations were a constant during this implementation because the aim was to enhance negotiation of meaning during oral interaction. Social relations were enhanced as tasks were assigned that required learners to continually interact. The type of interaction mainly observed during the development was learner-learner interaction that was present during the whole cycle of the lessons. Learners were asked to work with one or more peers and then compare information with others so that they had the chance to work with as many different classmates as possible.

4.1.2 Vision of learning

Learning is a process immersed in interaction in which collaboration and socialization as stated by Vygotsky (1978) takes place. Consequently, researchers proposed activities that lead to constant socialization for example, finding out information or asking personal data. Socialization was facilitated through pair or group work.

Learning is also constructed actively by the learners when they self-regulate their own learning process. Self-regulation can be achieved through learning strategies and their related tactics. For example, the strategy overcoming knowledge gaps in communicating would serve the needs of learners who do not know a word; they could resort to tactics such as using gestures to signify the word.

4.1.3 Vision of curriculum

Researchers understand curriculum as a plan to conduct effective teaching and learning. It goes beyond content but conceives how to achieve the desired outcomes with appropriate learning activities (Wiggins & McTighe, as cited in Richards, 2013). In this sense, for the pedagogical intervention, the lessons were designed following the TBL approach favoring tasks that required oral interaction in order to foster negotiation of meaning with the use of Oxford's (2011) Socio-cultural interactive strategies. The roles of the teachers and learners were clearly defined. The teacher was a facilitator of communicative situations. Learners were active participants of their learning process. Active means they self-regulated their learning process and managed the use of the strategies.

The curriculum of a language program should also consider learners' needs and context apart from actions to determine it (Richards, 2001) in order to offer a program that complies with the particular learners' needs. To address this purpose, researchers carried out a needs analysis to determine students' needs. Curriculum should also set aims and objectives to address the learners' needs and context, therefore, the aims of the program were directed towards achieving the levels proposed for ninth graders in Colombia, placing especial emphasis on oral interaction as stated by The Colombian Ministry of Education (2016).

4.2 Instructional design

4.2.1 Lesson planning

One of these strategies to foster negotiation meaning chosen in this study was overcoming knowledge gaps in communicating, which is represented in different tactics such as using synonyms for unknown words, using non-verbal language to be well understood or to express something when speakers do not know the exact word or expression e.g. exemplifying,

describing. In addition, the strategy Interacting to learn and communicate permits learners to clarify meaning when interacting orally, now that this strategy is composed of tactics such as asking for repetition, clarification, confirming, etc.

Additionally, researchers in this study proposed that learners use the metaSI-strategy (Oxford, 2011), planning for communication, in order to plan the use of the SI strategies. With this metastrategy, learners had the opportunity to prepare tactics for each of the two strategies; it means that they rehearsed expressions to ask for clarification, for repetition, planned vocabulary or expressions that they thought they could need in each task.

Teacher researchers in this study, asked learners to incorporate the metaSI strategy and the two SI strategies in all the tasks and suggested related tactics (see Table 3) for each, depending on the characteristics of the tasks; for example, tasks that required a significant amount of new vocabulary incorporated tactics to describe, exemplify or express unknown words with gestures. It is important to highlight that tactics were suggested but learners were not asked to, necessarily, use all of them or be limited to those.

One important issue regarding the implementation of SI strategies in this proposal was the necessity of counting on instruction sessions (Table 2) for learners to become familiar with its use because. Teacher researchers decided to have instruction sessions before the actual implementation sessions because doing so permits learners to identify when a strategy might be useful with a specific task, and they would have more time to practice it (Oxford, 2011)

The steps followed during the strategy instruction sessions are the following, as suggested by Oxford (2011 p. 185):

1. Prepare
2. Raise awareness

3. Model and name strategies
4. Practice
5. Monitor strategies
6. Evaluate strategies

In order to incorporate the SI strategies to enhance negotiation of meaning in oral interaction, it became necessary to resort to an approach that facilitated and favored student-student interaction while engaging on tasks; therefore, TBL approach was chosen for the pedagogical implementation of this study. TBL was an appropriate approach because it promotes learners to interact constantly, it privileges working in pairs or in small groups, it results in student-student interaction, what was the type of interaction chosen for this implementation in order to maximize students' interaction time and to help them feel more relaxed (Harmer, 2001).

Teacher researchers worked on the TBL approach based on the model proposed by Willis (1996) and consisted of pre-task: warm up activity, and strategic guided planning (language focus), to continue with the task cycle: task, planning and report, and finally, as the post-task: self-assessment (Figure 3). For this implementation, one adjustment to Willis' model was made. The language focus was presented in the pre-task stage, before the task rather than after as Willis (1996) suggests. This adjustment was made, based on Ellis (2006) who proposes the possibility to have in the pre-task stage, activities related to planning before the performance of the task. Part of the planning can be guided planning or language focus. The planning is not necessarily guided through form but it can be made over content of the task as well so that it does not lose its focus. To support the presentation of language focus before the task, Skehan (1996) sustains that learners need to be made explicitly aware of where they are focusing their attention – whether on fluency, complexity or accuracy. In this regard, Ellis maintains that “strategic planning involves

the students considering the forms they will need to execute the task work plan they have been given” (p. 24) Moreover, the present study incorporated SI strategies and one metaSI strategy, that is precisely “planning ahead for communication” (Oxford, 2011) and therefore, learners were given time to plan vocabulary, expressions, predict possible communication difficulties and think of possible solutions, etc. In this sense, having the language focus before the task suited this objective. Finally, as the participants of this study seemed reluctant to speak in the target language, the idea of providing them with time to plan before the task represented a more comfortable proposal for them.

In the post-task, teacher researchers had learners work on a self-assessment component. In this part, learners answered some questions about the use of the strategies and their performance in the oral interaction during the task. In addition, the self-assessment was part of the data collection because it was the retrospective think aloud record where learners self-evaluated their performance.

After the pre-task, learners worked on the task cycle, starting with the task. The tasks types were listing, ordering and sorting, comparing, problem solving, sharing personal experiences, projects and creative tasks (Willis, 2007). Each task had a specific outcome, which implied creating a final motivating product to be appreciated by classmates. In many cases, the outcome consisted of voting and choosing the best product, for example, the best school design, the best story.

Once learners finished the task, they continued with the planning stage. Here, they prepared to report to the whole class their results of the task. Depending on the task, learners could report their decisions, their lists, etc. (Willis, 1996). Learners were given a few minutes to prepare with their classmates what to report.

In the last part of the task cycle, the reporting stage, learners told the whole class what they had prepared. It referred to the outcome of the task; for example, if they had to find a commonality among classmates they should report what that commonality was according to their findings.

Finally, as part of the assessment, learners answered in written form some questions that reflected upon their performance during the oral interaction in tasks.

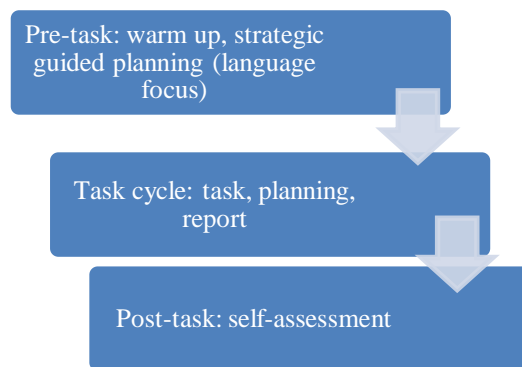


Figure 3. TBL model adapted from Willis (1996)

4.2.2 Implementation

The implementation took place during twelve sessions of one hour and a half each.

The first two sessions were the Language Learning Strategies use sessions (Table 2), and from the third to the twelfth session, the sessions with the TBL approach (Table 3) were implemented.

Table 2.

Language Learning Strategies use sessions

Session	Steps	Aims
1	-Preparation (raise awareness) -Continue to raise awareness (task cold)	-Become aware of the strategies and tactics already used.

	<ul style="list-style-type: none"> -Model and name strategies and tactics -Practice, use, combine and monitor strategies and tactics -Evaluate strategies and tactics 	<ul style="list-style-type: none"> -Become aware of the importance and necessity of using SI strategies in oral interaction. -Identify SI strategies and tactics that may fit different necessities. -Practice SI strategies.
2	<ul style="list-style-type: none"> -Present a task. -Propose useful strategies. -Model tactics -Practice, use, combine and monitor strategies and tactics -Evaluate strategies and tactics. 	<ul style="list-style-type: none"> -Choose SI strategies and tactics depending on the tasks. -Monitor and evaluate strategies and tactics.

Sessions with TBL and SI strategies

MetaSI-strategy: Planning ahead for communication

Related tactics:

- a. Planning pronunciation to be understood
- b. Planning vocabulary that I might need to answer
- c. Planning expressions to ask for repetition
- d. Planning expressions to ask for clarification
- e. Planning synonyms or antonyms of difficult words
- f. Planning how to define or describe difficult words
- g. Planning how to ask for verification

SI strategy 1: Interacting to learn and communicate

Related tactics:

- a. Asking for clarification
- b. Asking for repetition
- c. Asking for verification
- d. Asking a question nonverbally- use gestures-pictures-mimics

SI strategy 2: Overcoming knowledge gaps in communicating

Related tactics:

- a. Using gestures, mimics or pictures to be understood
- b. Defining or describing a word or expression
- c. Using synonyms or antonyms of a word
- d. Making up a word

Table 3
Sessions with TBL and SI strategies

Session	Task type	Communicative function	Task and Outcome	MetasI-Strategy	Related Tactics	SI Strategy	Related Tactics
3	Comparing (see Appendix F)	Talk about likes (music, food, TV)	Design a survey and find classmates who share likes	Planning ahead for communication	a, b, c	1	b, d
						2	A
4	Ordering and sorting	Talk about free time activities	Interview classmates and establish their favorite free time activities		a, b, c, d	11	b, c, d
						22	Aa, b, c
5	Listing	Talk about Social networks	Discuss and make a list with positive and negative aspects of social networks		c, d, e, f	1	a, b, c, d
						2	Aa, b, c, d
6	Creative task	Tell a horror story	Invent and choose the best horror story among classmates		a, b, c, d, g	1	a, b, c, d
						2	a, b

							c
7	Comparing	Talk about lifestyles	Define three lifestyles and compare with others to find the most similar		a, b, c, d, f,	1	a, b, c, d
						2	a, b, c, d
8	Creative task	Give suggestions to have a healthier lifestyle	Create a proposal to have a healthier lifestyle and choose the best.		b, c, d, f, g	1	a, b, c, d
						2	a, b, c, d
9	Ordering and sorting	Talk about friendship and love	Interview classmates and define the most important characteristic of a friend and a couple.		b, c, d, g, e, f	1	a, b, c, d
						2	a, b, c, d
10	Comparing	Places to know	Present and promote a tourist site and persuade as many classmates as possible to visit it.		b, c, d, g, e, f	1	a, b, c, d
						2	a, b, c, d
11	Creative task	School environment	Design the ideal school and vote to choose the best option.		b, c, f, g	1	a, b, c, d
						2	a, b, c, d
12	Listing	Future plans	Prepare a survey to find the most interesting future plans among classmates.		a, b, c, d, g	1	a, b, c, d
						2	a, b, c, d

The steps followed during the strategy instruction and the TBL sessions were described throughout this chapter.

Chapter 5: Results and Data Analysis

This chapter presents the procedures followed to manage and analyze the data collected during the implementation stage of the study. The steps taken to analyze data adhered to the principles stated by Strauss and Corbin (2008) to build theory drawn from the data. Strauss and Corbin proposed different coding. Open coding refers to initial categories, axial coding relates to their subcategories and, finally, there is selective coding, which is the integration of concepts around a core category to answer a research question; in this case how influential are Sociocultural Interactive SI strategies in the negotiation of meaning when implemented in tandem within the TBL framework in a group of 9th graders?

In order to corroborate, validate and show the findings, clear steps and procedures for the analysis are discussed in the present chapter.

5.1 Data management procedures

Following Strauss and Corbain (2008), the data collected through the field notes, the think aloud record and the questionnaire were summarized and assembled in charts. Information related to the strategies and tactics used by learners in each task, as well as the effectiveness of negotiation of meaning and other salient behaviors were evidenced. For example, table 5 shows information extracted from the field notes and related to outcome achievement, and figures 5, 6, 7 represent the information gathered from a questionnaire. Information visualizes the strategies, tactics and frequency of use.

5.1.1 Validation

The data were validated through the data driven approach. Data are flexible and open and refer to the discovery of themes or ideas that result in theory that is “grounded” (Sitko, 2013). Therefore, validation was provided by triangulation, which refers to gathering “information from

multiple perspectives on the same situation studied” (Burns, 2003, p. 163). The data in this study were collected from a diverse range of participants and with the use of a variety of methods (Sitko, 2013).

5.1.2 Data analysis methodology

Information from the different instruments was coded and organized according to similar patterns, for example, strategy tactics preference or positive aspects of SI strategies. The resulting groups of data addressing common points made in the instruments later became categories and, finally, resulted in a core category that let researchers ground a theory.

Grounded theory fits the needs of the present proposal in that it is a “systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic” (Creswell, 2013 p. 423). The substantive topic that researchers in this study aimed at explaining through grounded theory was the influence of SI strategies on negotiation of meaning in oral interaction tasks.

The process was carried out through the coding of the data to facilitate its understanding. Cohen et al. (2007) define coding as the deconstruction of the “data into manageable chunks in order to facilitate an understanding of the phenomenon in question” (p. 493).

5.2 Categories

A triangulation matrix was designed to analyze and triangulate the data obtained from the three instruments (Appendix E). The matrix of triangulation aimed at establishing similarities between the data collected from different instruments and the coherence of subcategories and categories that emerged after grouping codes from the different instruments.

5.2.1 Category mapping

In order to analyze the collected data from the three instruments, it was necessary to develop an open, axial and selective way of coding as suggested by Strauss and Corbain (2008) when building grounded theory.

During the open coding stage, researchers identified and classified information into initial categories from all instruments. It was designed to “break open the data to consider all possible meanings” (Corbin & Strauss, 2008, p. 59). In this stage data were reduced from the field notes, think aloud record and questionnaire. The reduction was applied by reading segments from the students’ responses taken from the questionnaire, think aloud and field notes. Researchers also considered the frequency of use of different strategy tactics employed by learners during the oral interaction tasks, represented in figures six and seven, and the perception of the usefulness of planning tactics, as shown in Figure 5.

At the axial coding stage, the collected data were simplified. Based on the summaries made in the first stage, researchers used a color coding technique to group similar issues under study in order to answer the research question how influential are Sociocultural Interactive (SI) strategies in the negotiation of meaning when implemented in tandem within the TBL framework in a group of ninth graders.

Samples of the initial categories that emerged from the three instruments are presented in Table 4

Table 4

Open and axial coding

<p>Research question:</p> <p>How influential are Sociocultural Interactive (SI) strategies in the negotiation of meaning when implemented in tandem within the TBL framework in a group of 9th graders?</p>	<ul style="list-style-type: none"> -More confidence with more options to solve difficulties -I can be understood even if I don't know much English -I can understand even if I don't know much English -More confidence when interacting if there was planning ahead -Planning makes oral interaction easier -I can keep the conversation going -I can keep the conversation fluent -I am able to overcome knowledge gaps with SI strategies - I find ways to interact different from the use of Spanish -I use gestures to be understood -I use mimics to be understood -I use examples to be understood I use expressions in English to be understood - I find ways to interact different from the use of Spanish -I use gestures to understand -I use mimics to understand -I use examples to understand -I use expressions in English to be understood -SI-Strategies help me decrease the use of Spanish -Need to be understood -Need to understand -Effort -Demand to achieve the outcomes -Need to negotiate meaning to achieve the outcomes of the tasks
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After this process, a set of subcategories emerged. In line with the goal of describing the influence of SI strategies in negotiation of meaning in oral interaction tasks, the most common patterns from the three instruments were organized and classified by color coding technique, as mentioned above.

Finally, selective coding staging was employed to group the subcategories and categories that emerged from the axial coding stage as one general concept or core category (Figure 4) with the purpose of explaining and answering the phenomenon under study throughout this research.

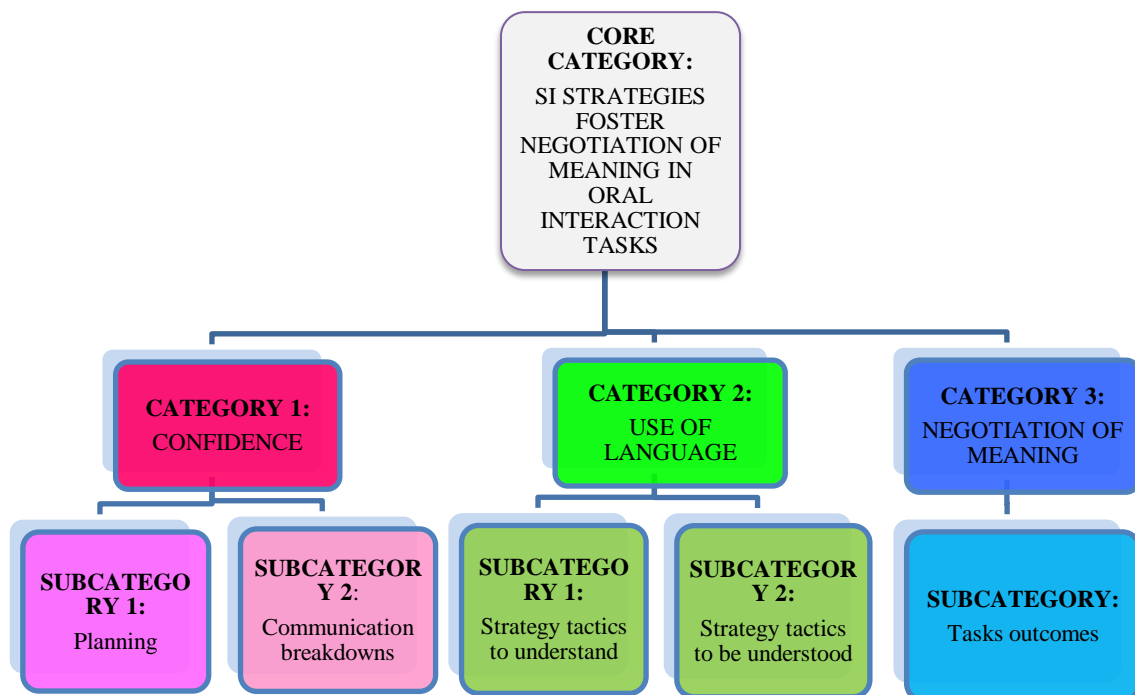


Figure 4. Selective coding: core categories and subcategories

5.2.2 Analysis of categories

The coding process allowed the information to be categorized into three categories:

Confidence, Use of language and Negotiation of meaning; and their corresponding subcategories shown in Figure 4, which built a core category: *SI Strategies foster negotiation of meaning in oral interaction tasks*, as an answer to the research question in this study.

5.2.2.1 *Category 1: Confidence*

The category *Confidence* emerged from the sense of reliability that learners perceived to perform the oral tasks after having time to plan actions and employ a range of tactics to negotiate meaning. This tactic was divided into two subcategories. The subcategory *planning* which relates to the use of the metaSI: *Planning for communication*, and the subcategory *Communication difficulties*, which relates to the tactics that learners resorted to when they faced communication problems as they worked on the oral tasks.

5.2.2.1.1 *Subcategory 1: Planning*

Oxford (2011b) identified specific meta strategies which “help the learner know whether and how to deploy a given strategy...” (p.18). Considering that in the present study learners were encouraged to use SI strategies, then, researchers proposed the use of one metaSI strategy: *Planning ahead for communication* in order to control the use of SI strategies. The objective was to let learners identify and prepare, in advance, the SI strategy tactics that they predicted they might need to negotiate meaning during oral interaction. The strategy tactics that learners prepared were, for example, expressions in English to ask for clarification, ways to define a word, and necessary vocabulary to refer to a specific topic.

Data related to the use of the metaSI strategy revealed that the participants of the study had increased their confidence when they were exposed to the oral interaction tasks thanks to the metastrategy *planning for communication*.

There was growth of confidence although during the first session learners still seemed very anxious when they were exposed to the oral interaction, as shown in Excerpts 1 and 2, from the second session; learners started to feel more comfortable as they worked on the oral tasks, as

shown in Excerpt 3, and that part of the gained confidence was due to planning before the interaction, as shown in Excerpt

“...during the interaction most of the students seemed shy and anxious. They neither used oral verbal language (apart from Spanish in a few cases) nor used much other nonverbal language to help their peers guess the words they were describing. They expressed many times, in Spanish, that they didn't know how to say some words...”(Teacher researchers)

Excerpt 1. Field notes. Session 1

“muchas veces solo nos reíamos mucho porque uno no sabe cómo decir muchas cosas y eso lo bloquea lo pone nervioso porque la otra persona espera que uno le diga y uno no sabe cómo, al final o se dice en español o uno se queda callado” (participant G)
“very often we just laughed a lot because we didn't know how to say many things and that freezes you and gets you nervous because the other person is waiting for you to say what you are supposed to but you don't know how, at the end you just say it in Spanish or keep quiet”(Participant G)

Excerpt 2. Think aloud record. Session 1

“...con el paso de las actividades, fui adquiriendo confianza y tuve en cuenta las recomendaciones dadas por los profes y pude expresarme mejor” (Anonymous participant)
“...as we worked on the activities, I started to gain confidence and took into account the teachers' pieces of advice and I was able to better express myself” (Anonymous participant)

Excerpt 3. Questionnaire.

Increasing confidence was associated with planning ahead for communication. In this regard, the same participant that in Excerpt. 2 above had noted feeling nervous, during the second session commented that the he found this metaSI strategy helpful to feel calm when speaking, as shown in the following excerpt.

“sirve porque uno está más tranquilo para hablar ya que se tenía ya preparado lo que se necesitaba hablar para que la otra persona pudiera entender lo que yo quería decir” (Participant G)
“it (the use of the metaSI strategy) is helpful because you feel calmer to speak because you have already planned what you need to say so that the other person can understand what you mean” (Participant G)

Excerpt 4 Think aloud record. Session 2

Other participants also remarked that planning had made oral interaction easier for them and therefore, they felt more confident. Teacher researchers were able to infer that learners were increasing confidence when interacting, based on statements as the ones shown in Excerpts 5 and 6 in which participants declared not feeling much confusion.

“se hace una preparación de diferentes maneras para que sea más fácil hablar y transmitir a la otra persona claramente, así uno no se siente tan perdido a la hora de hablar porque cuando uno llega sin saber nada se deja ganar de los nervios y ahí se queda” (Participant C)

“You plan different ways so that speaking and transmitting clearly to the other person is easier and then you don't feel you are lost because when you start knowing nothing you get nervous and get stuck” (Participant C)

Excerpt 5. Think aloud record. Session 4

“estaba pensando ideas, ejemplos para que me pudieran entender a la hora de hablar así al momento que no me entendieran sabía qué hacer, que es lo que más a uno le preocupa cuando le toca hablar que se quede sin saber qué hacer” (Participant J)

“I thought of ideas, examples so that I could be understood when speaking and, then, when I wasn't understood I knew what to do, which is what concerns me the most when I have to speak, not knowing what to do” (Participant J)

Excerpt 6. Think aloud record. Session 6

On the other hand, after the first implementation session, teacher researchers also identified salient behaviors that demonstrated that learners' confidence to interact orally was benefited from planning. Teacher researchers pointed out, for example, that participants seemed more active and made an effort to communicate despite their limitations with the target language. Participants put into practice the tactics they had prepared before the oral interaction. They were able to communicate their ideas and to understand others by means of different tactics as shown in Excerpt 7

“...students seem to be struggling with the vocabulary to tell their stories but they continued and made a lot of effort to have their peers understand. They used the vocabulary they had prepared but also used other tactics such as mimics in the cases in

which their peers didn't understand, for example Participant B sed mimics and sounds to have her peer understand the word "witch". Participants made great efforts during the interaction, they didn't stop the activity, they finished and achieved the outcomes..."
(Teacher researchers)

Excerpt 7. Field notes. Session 6

Besides showing, that confidence to interact orally had increased due to planning ahead, the data allowed researchers to identify how useful they had been for the participants planning different tactics in order to negotiate meaning. Figure 5 presents the results obtained from the closed questions in the questionnaire (Appendix D). Learners were asked to mark from 1 to 4 each tactic, depending on how useful they found it to be 1 meaning not useful at all, 2 meaning had been a little useful, 3 meaning it had been very useful and finally a 4 meaning that had been extremely useful.

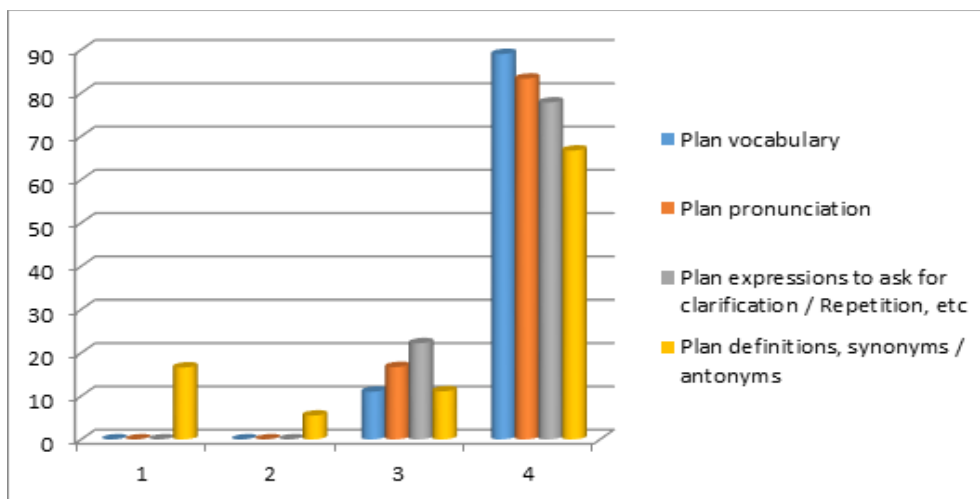


Figure 5. Usefulness of planning tactics

Figure 5 shows the percentage of students who marked 1, 2, 3 or 4 per each tactic according to the perception that they had of the tactics' usefulness.

From these results, it is possible to conclude that most of the participants considered useful all the proposed tactics for planning but that for them the most useful was planning

vocabulary with about 90% of the participants who marked it with 4. The tactic plan definitions and synonyms/antonyms was considered very useful by 65% of the participants.

The results obtained from the questionnaire are related to comments in the think aloud and the field notes as shown in Excerpts 8 and 9.

“planeaba sobretodo vocabulario y pronunciación que es lo más difícil para que uno pueda expresarse” (Participant E)
“I planned mostly vocabulary and pronunciation which is the most difficult so that you can express yourself” (Participant E)

Excerpt 8. Think aloud record. Session 7

“practicaba las frases para preguntar y aclarar porque siempre era necesario para poderse entender con los compañeros” (Participant H)
“definir o explicar lo lo usaba si era sencilla la definición mucho porque era más difícil si era largo memorizar y después se me podía olvidar” (Participant H)

Excerpt 9. Think aloud record. Session 10

“...many of the groups prepared vocabulary that they needed to refer to the “ideal friend” and some people in each group asked for the correct pronunciation of the new vocabulary...in a different group the two students were interested in recalling the expressions to ask for clarification...” (Teacher researchers)

Excerpt 10. Field notes. Session 9

The data revealed that the participants had increased their confidence to interact in the target language. Planning vocabulary and pronunciation were the preferred tactics. These results guided researchers in this proposal to conclude that all the strategy tactics to plan (vocabulary, pronunciation, and expressions to ask for clarification/repetition, definitions and antonyms/synonyms) were useful for learners.

5.2.2.1.2 Subcategory 2: Communication breakdowns

Communication breakdowns appear when there are difficulties in message comprehensibility inside interaction. Negotiation of meaning is crucial because participants try to solve communication problem (Gass, 1997).

SI strategy tactics led participants to negotiate meaning and solve communication difficulties. Participants gained confidence to interact orally because they realized that they were able to overcome difficulties such as not having enough vocabulary, not knowing how to express an idea in English or not understanding what others meant. Participants could resort to nonverbal language or ask for clarification by means of exercised expressions in English. The practice and use of SI strategy tactics were of great importance for learners in the present proposal to feel more comfortable at the moment of interacting, which aligns with Oxford (2011) when she claimed that L2 learning strategies make learning more efficient, more effective, and easier, and it was evidenced with the data collected from the three instruments when learners revealed that oral interaction was easier thanks to the use of SI strategies.

Completing the oral interaction tasks was easier, now that learners counted on different SI strategy tactics that helped them feel more confident as shown in Excerpt 11, where the participant expressed that if the only means to interact were the use of English he would be nervous. On the contrary, he expressed being more relaxed with other “things”, which are the SI strategy tactics.

“... era más tranquilo hacerme entender no solo con inglés sino con otras cosas si solo fuera inglés me pondría nerviosa porque casi no se.” (Anonymous participant)
“it was more relaxed to make myself understood not just with English but with other things, if it were only English I would get nervous because I don't know much English”
(Anonymous participant)

Excerpt 11. Questionnaire

The effectiveness, as shown in Excerpt 12, and efficiency, as shown in Excerpt 13, to achieve the outcomes of the tasks by means of implementing SI strategies helped the participants increase their confidence. Participants observed that finding more ways to overcome communication difficulties helped them finish the activities, hence achieving that they were able to achieve the outcomes.

“cuando uno no sabe cómo decir lo que quiere entonces se bloquea y no termina la actividad o la hace mal, pero si encontramos otras formas de comunicarnos podemos terminarlo de otra manera” (Anonymous participant)

“when you don’t know how to say what you want then you get blocked and you can’t finish the activity or finish it in the wrong way, but if you find other ways to communicate you can finish it in a different way” (Anonymous participant)

Excerpt 12 Questionnaire

“facilitó las cosas pues si tenía dudas podía recurrir a otros medios para terminar la actividad” (Participant B)

“it (the use of SI strategies) made things easier because if I had doubts I could resort to other ways to finish the activity” (Participant B)

Excerpt 13 Think aloud record. Session 8

Based on the data, it was possible for researchers to determine that the participants had increased their confidence in the oral interaction tasks thanks to the wide variety of options that they had during the interactions. They condensed the findings in the subcategory *communication difficulties*.

5.2.2.2 Category 2: Use of language

One of the objectives of the present proposal was to examine students’ negotiation of meaning when implementing SI strategies in interaction oral tasks. Negotiation of meaning represents the process through which the speakers clearly comprehend one another (Gass, Mackey & Ross-Feldman, 2005). In this research, such process was mediated by the implementation of SI strategies, which were adopted by learners according to their needs either to clearly comprehend what others said or to be clearly comprehended. In this process, learners used a variety of strategy tactics from the use of their mother tongue to nonverbal language such as gestures or mimics.

The category Use of language frames the events in relation to the strategy tactics that were verbal and nonverbal when being understood and understanding others in the case when

they wanted to understand. Data analysis demonstrated that the use of the mother tongue, in this case Spanish, gained importance as a tactic.

5.2.2.2.1 Subcategory 1: Strategy tactics to understand

Learning strategies are the specific mental and communicative actions that learners take in order to learn and use language (Chamot, 2005; O'Malley & Chamot, 1990). Learners in this proposal took advantage of learning strategies to use the target language in oral interaction to negotiate meaning. SI strategies were chosen to comply with this purpose since they have to do with communication because they directly facilitate communication (Oxford, 2011)

One of the SI strategies implemented in the present proposal to facilitate communication was interacting to learn and communicate, which has functions to clearly understand others such as asking for clarification

The most used tactics related to the strategy interacting to learn and communicate (to understand others) and they are represented in Figure 6. Figure 6 represents the percentage of students who chose each tactic. It is important to clarify that students needed to select not only one tactic but also all the ones they considered they had used the most.

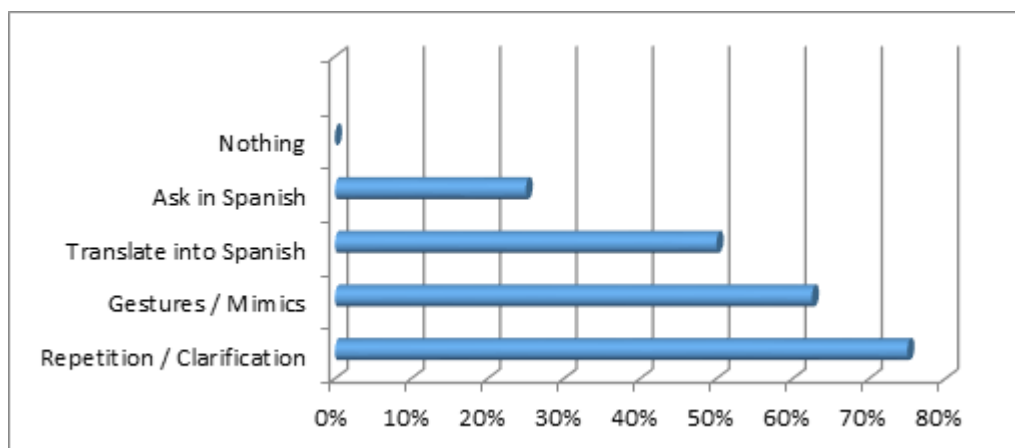


Figure 6. Mostly used tactics to understand what others say

Figure 6 shows that the tactic of using expressions in English to ask for clarification or repetition was the most selected (75% of the students). Using gestures or mimics to express misunderstanding was selected by about 62% of the students. Another tactic, used especially to confirm or verify what students had been told, was translating into Spanish, which was selected by 49% of the students. Finally, asking for clarification, verification, and repetitions in Spanish was selected by about 25% of the students.

It is important to recall that neither asking in Spanish nor translating into Spanish to verify were presented by teacher researchers for learners to use as tactics. These two tactics were used spontaneously by them and, therefore, included in the final questionnaire to recognize the frequency of their use by the participants.

Along the implementation sessions, just as in the final questionnaire in Figure 6, many participants declared that they had used the expressions in English to ask for clarification or repetition in order to clearly comprehend their peers as shown in Excerpt 14. Furthermore, teacher researchers repeated several times in their field notes, when describing the events of the sessions, that learners not only planned the expressions to ask for clarification, repetition and verification with the metaSI *Planning for communication*, but also put them into practice frequently while interacting in the tasks as shown in 15.

“utilizaba “can you repeat please?” “say that again” y así para comprender mejor” (Participant A)
“I used “can you repeat please?, “say that again? and so on to better comprehend” (Participant A)

Excerpt 14. Think aloud record. Session 4

“students were using very often the expressions in English to clarify meaning, they especially said “can you repeat please?” but used the other expressions as well” (Teacher researchers)

Excerpt 15. Field notes. Session 5

The use of gestures/mimics, translation and asking in Spanish, as tactics to negotiate meaning now that they helped comprehend others during oral interaction tasks, was also revealed in the teacher researchers' field notes, as shown in Excerpts 16.

"...student B didn't answer the question about what the number 1 characteristic of a friend should be, she kept quiet and laughed, then she shook her head "no" and made signs with her hands so that Student H knew she didn't understand... student F replied by translating into Spanish the question as a manner to confirm if she had understood well..."
(Teacher researchers)

Excerpt 16. Field notes. Session 9

Otherwise, findings related to strategy tactics to understand demonstrated that the use of the mother tongue continued to be a tactic to negotiate meaning, but its use decreased as learners were aware of the implementation of other SI strategy tactics that helped them keep the conversation going and communicate effectively. In Figure 6, it is clear that the two least chosen strategy tactics were the ones related to the use of Spanish. It is important to recall that these results correspond to the closed questions in the questionnaire, which was applied at the end of the whole implementation to identify students' perceptions once they have had several sessions implementing the SI strategy tactics. Researchers in the present proposal identified salient behaviors in the think aloud record, the researchers' field notes and the open questions in the questionnaire that confirmed the assumption that the use of Spanish had decreased. This is something that comes as innovative given the fact that Willis' claim that the use of L2 is allowed in TBL.

During session 6, teacher researchers noted, as shown in Excerpt 17, that learners were making a big effort not to use Spanish to clarify meaning as their peers told their horror stories. They made sure to clearly understand, but with little or no Spanish. They used different expressions in English that teachers had presented to ask for repetition, clarification or verification.

“... students seemed concentrated and interested in understanding the stories, they asked in English tellers to repeat or to explain saying “what is...” “repeat please” or “I don’t understand” among others, they were making an effort to understand without translating to confirm and asking in English...” (Teacher researchers)

Excerpt 17. Field notes. Session 6

Similarly, participants expressed in the think aloud record and in the open questions in the final questionnaire, that they were using less Spanish as they incremented the use of other strategy tactics to comprehend others, as shown in Excerpts 18 and 19

“con frases como repeat please, say that again, pude comprender y no perderme en la conversación sin necesidad de recurrir al español” (Participant B)
“using expressions such as “repeat please”, “say that again”, I was able to understand and I didn’t get lost in the conversation without having the necessity to use Spanish” (Participant B)

Excerpt 18. Think aloud record. Session 7

“antes no tenía los elementos y no sabía cómo preguntar o pedir que me repitieran a menos que usara el español; pero con la ayuda de las estrategias propuestas pude entender y hacerme entender mejor”. (Anonymous participant)
“I didn’t have the elements and didn’t know how to ask questions or ask for repetition unless I used Spanish; but with the proposed strategies I was able to better understand and made myself understood” (Anonymous participant)

Excerpt 19. Questionnaire.

The data from where the category “Strategy tactics to understand” emerged, demonstrating what tactics the participants preferred and how the use of Spanish was one tactic that decreased with the implementation of others such as using rehearsed expressions in English or using gestures and mimics.

5.2.2.2.2 Subcategory 2: Strategy tactics to be understood

Subcategory 2 explores the ways in which participants faced communication breakdowns as they intended to communicate their ideas or be clearly understood. The SI strategy implemented in the present study and that has the function of continuing to communicate despite

the gap in knowledge, as proposed by Oxford (2011b), is Overcoming knowledge gaps in communicating, which includes a wide variety of tactics such as using synonyms or using gestures to be clearly understood.

The tactics related to the strategy Overcoming knowledge gaps in communicating (to be understood) that learners mostly used are represented in figure 7 and emerged from the final questionnaire when learners were asked to select the tactics that they had used the most to be understood by others during the oral interaction tasks.

Figure 7 represents the percentage of students who chose each tactic. It is important to clarify that students needed to select not only one tactic but also all the ones they considered they had used the most.

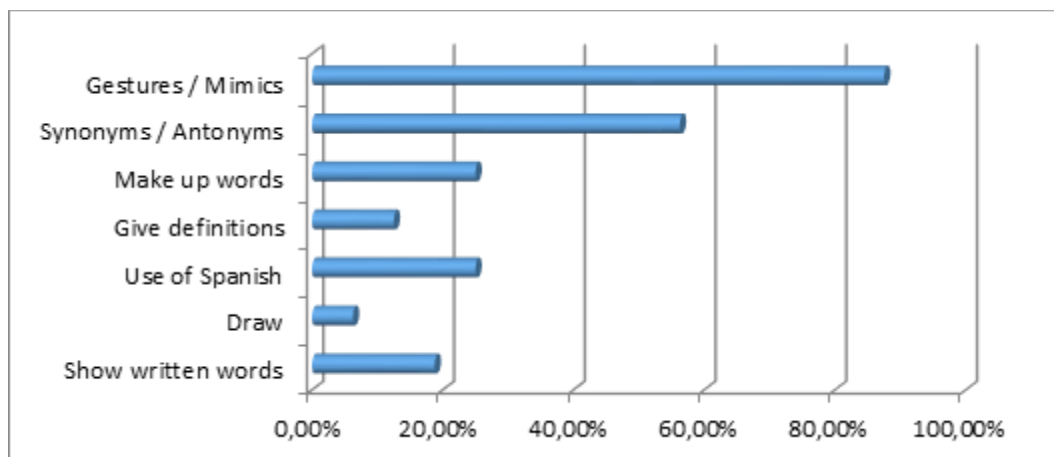


Figure 7. Mostly used tactics to be understood

Figure 7 shows that the tactic of using gestures and mimics was the most selected to be understood (by almost 90% of the students). Then, using synonyms and or antonyms was selected by about 55% of the students. Making up words and using Spanish were selected by 25%. 18% of the student used written words. In a lower percentage, 15% and 10%, respectively, gave definitions and drew.

Along the implementation sessions, just like in the final questionnaire and as shown in Figure 7, participants reported that they had used different tactics to make themselves understood, as shown in Excerpt 20; in turn, teacher researchers also noted the tactics that the participants were mostly using to be understood as shown in Excerpt 21.

“si no sabía cómo decir algo en inglés o si lo decía y no me entendían utilizaba gestos, mímica y dibujos” (Participant C)
“If I didn’t know how to say something in English or if I said it and I wasn’t understood I used gestures, mimics and drawings.” (Participant C)

Excerpt 20. Think aloud record. Session 9

“...as they were discussing about who had the most interesting future plans, they used several times mimics to explain something that the others didn’t understand, for example, to have Student D understand the verb “travel” his peer represented the movement and wings of an airplane...” in order to explain the word vegetables participant K describe it and gave examples “carrot, spinach...” (Teacher researchers)

Excerpt 21. Field notes. Session 12

Among the strategy tactics that learners used to be understood, it is possible to identify that their use of the mother tongue was one of them. Teacher researchers presented the other strategies, but not the use of Spanish. The participants used it spontaneously in some cases to overcome knowledge gaps. However, this tactic was not used the most. As shown in Figure 7, only about 25% said it was one of the tactics that they used the most. Learners who before and in the first part of the implementation used mostly Spanish as a tactic started to replace it with others such as using mimics, presenting synonyms, giving definitions or even writing words as evidenced in Figure 7.

Furthermore, teacher researchers repeated several times in their field notes when describing the events of the sessions that learners had decreased the use of the mother tongue, but that they still were able to negotiate meaning through other strategy tactics, as shown in Excerpt 22.

“lack of vocabulary was a problem for students to communicate what had them used Spanish many times, but use of Spanish was diminished as they increased the use of mimics, or planned definitions, examples or synonyms, and, even with more effort, they were able to communicate” (Teacher researchers)

Excerpt 22. Field notes. Session 5

Participants also perceived that they had decreased the use of the mother tongue by means of resorting to other strategy tactics, as shown in Excerpts 23.

“...en la primera sesión usábamos en su mayoría español, mientras que en las siguientes sesiones se sentía mucho más el uso del inglés, señas, entre otros.” (Anonymous participant)
“...in the first session we used mostly Spanish, but in the next sessions we felt the use of English, gestures, among others.” (Anonymous participant)

Excerpt 23. Questionnaire

The subcategory *Strategy tactics to be understood* presented the most used tactics that the participants used when they tried to be clearly understood by their peers. It also highlighted how the use of Spanish decreased along the implementation.

5.2.2.3 Category 3: Negotiation of meaning

Bearing in mind that the problem addressed in the present study refers to the lack of negotiation of meaning in oral interaction, teacher researchers proposed working with oral interaction tasks, immersed in the TBL approach and with the support of SI strategies to be implemented while learners interacted. Teacher researchers decided to work with tasks because they involve learners in comprehending and interacting in the target language (Nunan, 1989), which implies negotiating meaning.

Besides, researchers considered tasks to have specific outcomes that learners need to achieve. For achieving those outcomes, learners worked collaboratively; this is followed by comprehension, which means negotiation of meaning for successfully reaching the outcome (Ellis, 2003; Skehan and Foster, 2001).

Data revealing the fact that learners needed to achieve specific outcomes were crucial to foster negotiation of meaning.

5.2.2.3.1 Subcategory: Tasks outcomes

Communicative tasks represented appropriate situations for achieving a functional outcome. Learners evidenced the necessity to negotiate meaning for them to achieve outcomes. Excerpt 24 exemplifies how negotiation occurred. This participant also remarked on the outcome of the task.

“entendimos bien porque casi todos tenemos planes parecidos y si no entendíamos entonces preguntamos para poder saber quién tenía los mejores planes” (Participant B)
“we understood well because most of us have similar plans and in the case we didn’t understand we asked in order to know who had the best plans” (Participant B)

Excerpt 24. Think aloud record. Session 12

In excerpt 25 the participant referred to the “obligation to speak and understand” in order to learn and finish the activity. Researchers in this study interpreted finishing the activity as achieving the outcome.

“Nos obligamos a comunicarnos entonces así uno si aprende porque la obligación de hablar y entender hacía que se aprendiera si no no podríamos terminar la actividad” (Anonymous participant)
“we forced ourselves to communicate and then, we learn because the obligation to speak and understand had us learn, otherwise we wouldn’t have been able to finish the activity” (Anonymous participant)

Excerpt 25. Questionnaire

Teacher researchers also illustrated that the necessity to achieve the outcomes of the tasks motivated learners to negotiate meaning. As the development of the tasks was done in pairs or small groups, the necessity to negotiate meaning and how this negotiation took place was evident in how peers pushed and supported each other to use strategy tactics to clarify meaning to reach the outcomes, as shown in Excerpt 26.

“... when his peer didn’t know how to say something in English Student F helped telling him (in Spanish) “give me an example..., show me with mimics...” They wanted to clearly understand to present the best proposal of a school...” (Teacher researchers)

Excerpt 26. Field notes. Session 11

Researchers in Excerpt 26 described how the participants made an effort to understand in order to achieve the outcome of the task, which was designing and choosing the ideal school.

Collaboration between the interlocutors in order to produce the outcome (Gass, 1997; Tuan and Nhu, 2010) is clearly present in the necessity and efforts to negotiate meaning shown in Excerpt 26.

Another example of the Fostering of negotiation of meaning (because of the necessity to achieve an outcome) is the comment given by a student, shown in Excerpt 27, when she admitted that she wanted desperately to be understood in order to achieve the outcome of the task.

“deseaba ansiosamente que me entendieran con mis gritos, saltos y demás movimientos para que entendieran nuestra historia y la escogieran porque era muy buena” (Participant N)
“I wanted desperately to be understood by shouting, jumping and other movements so that they understood our story and it was chosen because it was a good one” (Participant N)

Excerpt 27. Think aloud record. Session 6

Apart from identifying the need to achieve the tasks outcomes as an incentive for learners to negotiate meaning, teacher researchers confirmed that such negotiation, in which the participants made use of SI strategies, had been effective in the aim of achieving the outcomes of the tasks. This confirmation was based on the teacher researchers’ field notes, which indicated if learners had achieved the outcome in each session.

Achieving the outcomes of the tasks was important since Skehan, Willis and Willis (1996) declared, “Success in the task is evaluated in terms of achievement of an outcome use” (p.

20); moreover, for researcher in this study, the success in achieving the outcomes represented a measure of how well learners had negotiated meaning.

Table 5 shows whether learners in general had achieved the outcome in each session or not. In some sessions, it was marked “partially” because teacher researchers considered the outcome had not been fully achieved.

Table 5.

Task outcome achievement per session

Task outcome Achievement	Sess. 1	Sess. 2	Sess. 3	Sess. 4	Sess. 5	Sess. 6	Sess. 7	Sess. 8	Sess. 9	Sess. 10
Yes		X	X	X		X	X		X	X
Partially	X				X			X		
No										

Table 5 shows that in seven of the sessions learners fully achieved the task outcome. Nevertheless, in three sessions, they achieved it partially and there were no sessions in which the task outcome was not achieved at all.

Teacher researchers observed in their field notes why in some sessions the participants had not fully achieved the outcome of the tasks, as shown in Excerpt 28.

“The outcome of this session was to make a list of pros and cons of social networks based on a discussion with different classmates. At the end, pairs finished the activity with a list of pros and cons but it was the same they had prepared before the discussion. The outcome was partially achieved because they made the list but did not come to an agreement to make a new one based on their classmates ideas...” (Teacher researchers)

Excerpt 28. Field notes. Session 5

Although there were three sessions (out of the ten of the implementation) where the task outcomes were not fully achieved, teacher researchers consider that these results in outcome achievement represent significant progress. The problem that researchers addressed in this study

was the lack of negotiation of meaning and, as a consequence, the low or absence of outcome achievement at all in oral tasks. Hence, the fact that the participants had achieved most of the task outcomes during the implementation and that negotiation of meaning by means of the SI interaction strategies permitted the achievement, SI strategies led students to successful language use.

5.2.2.4 Core category: *SI strategies foster negotiation of meaning in oral interaction tasks.*

Teacher researchers could establish a core category after going through the process derived from the open and axial coding stages. It was possible for the researchers to establish the relation between SI strategies in oral interaction tasks and enhancing of negotiation of meaning.

Teacher researchers concluded that such relation is based on three main aspects. First, negotiation of meaning is fostered with the implementation of SI strategies given that they increase learners' sense of confidence to interact orally in two ways: (1) allowing learners to plan before the oral interaction, by means of the metaSI strategy *Planning ahead for communication*, which includes a wide range of tactics such as planning vocabulary, pronunciation. and, (2) offering learners' multiple options to overcome communication problems while interacting, which facilitates the interaction, for example, the use of nonverbal language to express ideas for which learners do not have enough vocabulary in the target language.

Second, the SI strategies *Interacting to learn and communicate* and *Overcoming knowledge gaps in communicating* foster negotiation of meaning by means of strategy tactics to understand what others say but also to be clearly understood respectively. Here, it is necessary to highlight that the use of the mother tongue as a tactic to negotiate meaning decreased as learners used other tactics proposed by the teacher researchers.

Third, as tasks require that learners work collaboratively to achieve a goal, this purpose becomes an incentive for learners to negotiate meaning considering that negotiation is crucial to achieving such goals. As part of the results, researchers noted that learners fully achieved seven of the goals and partially achieved three of them.

The three aforementioned aspects related to negotiation of meaning built the core category *SI strategies foster negotiation of meaning in oral interaction tasks*.

5.2.3 Other findings

The data analysis revealed certain results that do not directly answer the research question for the present study but seemed significant. These findings were derived mainly from the participants' perceptions.

5.2.3.1 Vocabulary

One aspect that participants considered positive when implementing SI strategies was the acquisition of new vocabulary in the target language. Vocabulary gains were reported by the participants but they were not evidenced. Nevertheless, teacher researchers consider relevant presenting some samples of learners' ideas in this regard.

“como uno se preocupa por preparar el vocabulario antes de ir a hablar entonces se aprenden muchas nuevas palabras en inglés”(Participant C)

“now that you are concerned about planning vocabulary before you go and speak then you learn many new words in English” (Participant C)

Excerpt 29. Think aloud record. Session 6

Moreover, many learners agreed with the idea of increasing vocabulary by means of the implementation of SI strategies and revealed it in the questionnaire, as shown in Excerpt. 30.

“...el progreso se ve tambien en que aprendimos mucho vocabulario porque nos obligábamos a prepararlo y usarlo y además nos esforzábamos por entender palabras nuevas que decían los compañeros.”(Anonymous participant)

“...progress is also evident in all the vocabulary that we learnt because we made ourselves plan it and use it, besides we made an effort to understand the new words that our peers said” (Anonymous participant)

Excerpt 30. Questionnaire

The data management and analysis procedures presented in this chapter allowed researchers to establish three categories and their respective subcategories within a core category to give an answer to the research question: *How does using sociocultural interactive strategies in oral interaction tasks influence negotiation of meaning in a group of ninth graders?* Teacher researchers concluded that SI strategies foster negotiation of meaning in oral interaction tasks given that they increase confidence and offer multiple options to negotiate meaning; also, the necessity to achieve a functional outcome stimulates learners to negotiate meaning.

Furthermore, some ideas about vocabulary gains expressed by the participants were presented although no evidence was collected.

Chapter 6: Conclusions and Pedagogical Implications

This chapter draws conclusions from classroom research study conducted at Colegio Reino de Holanda, highlights its pedagogical value to the educational community, as well as the comparisons done with previous research related to Negotiation of meaning, Oral interaction, Oral tasks and Sociocultural interactive strategies in the locally and internationally . Besides, the research limitations and further research are defined.

6.1 Comparison of results with previous studies' results

Gutiérrez Gutiérrez (2005) concluded that ninth graders' oral skills improved with the implementation of the TBL that learners were able to express themselves using the target language effectively, as well as it occurred with the participants of the present study who were able to interact effectively in the target language as they worked on interaction tasks. The participants of the present study were also encouraged to participate actively, in that the tasks were related to topics of their interest and likes.

In the present study, the evolution of the oral skills of the participants was evident. Before the implementation, they referred that they only communicated orally in rehearsed or memorized conversations, but after the during the implementation, they perform oral interactions in which they had to be spontaneous and find the ways to keep the conversations going. Similarly, the implementation of task-based activities helped a group of eighth graders to improve the spontaneous and meaningful oral interaction (González Humanez & Arias, 2009).

Tulung (2013) also concluded that oral tasks provided students with opportunities to produce spontaneously the L2. As mentioned before, in the present study, the proposed tasks represented opportunities for learners to communicate spontaneously although there was always a pre-established outcome per task and time to plan before the actual interaction with peers.

Planning did not make the interaction a memorized conversation but served as a tool to be able to face, with multiple options, the communication breakdowns in order to keep the message comprehensibility and successfully achieve the tasks outcomes. Besides, as well as occurring with the present study, Tulung (2013) asserted that tasks helped to diminish the L1 in class oral discourse among EFL learners. In the present study, which was carried out with EFL learners, the use of the L1 was significantly diminished, as evidenced in the data analysis chapter, due to the adoption of SI strategies which served to offer more options rather than the mere use of the L1. Additionally, the characteristics of the tasks focused learners' attention on meaning, which increased confidence to use the foreign language although there might be linguistics mistakes.

Additionally, Al Hosni (2014) highlighted the positive aspects of tasks, either focused or unfocused, concluding that both provide learners with almost the same opportunities to negotiate meaning since they require learners to make use of general samples of language. Accordingly, in the present study the interaction tasks, which were designed as focused (those that elicit specific linguistic forms), required that learners constantly negotiated meaning because, even when there was a specific linguistic form to be used in each task, they posed the necessity to resort to a wider range of forms and vocabulary repertoire. On the other hand, Al Hosni (2014) remarked that the tasks should be meaning-focused in order to encourage learners to perform as language users, and in the present study it was clear that presenting meaning-focused tasks directed towards achieving specific outcomes permitted learners to perform as language users who interacted with their peers more than just putting into practice specific language features to communicate meaningfully on topics of their interest.

In relation to TBL approach, Rocha (2006) observed that one benefit of it was that learners had the opportunity to work in pairs or groups and concluded that therefore they felt

more confident and helped each other. In the present study, all the tasks were developed in either pairs or small groups and, similarly, learners clearly supported each other since they were interdependent to successfully achieve the tasks aims. Researchers in the present study found that the support given among learners was by providing ideas on how to negotiate meaning, vocabulary, giving examples, and reminding others about the expressions to ask for help. In addition, Cardenas and Robayo (2011) reaffirmed the importance of pair and group work so that learners were willing and interested in participating in the oral tasks with little or no anxiety. In the present proposal, the incentive of achieving the tasks goals had learners supporting peers during the development of the tasks. The fact that learners worked in pairs or small groups and the support given by partners seemed to help increase the participant's confidence and motivation to speak in the target language.

Additionally, Onatra & Peña (2009) found in their study based on TBL approach to promote oral production, that making mistakes while developing the tasks was positive for the learning process because learners took actions to improve their performance. In the present study, learners also seemed to take advantage of mistakes by taking actions to repair and clarify meaning in order to achieve the tasks outcomes. Learners were aware of communication breakdowns as their interlocutors did not clearly understand and resorted to different strategies to overcome difficulties. Onatra & Peña (2009) noted that the strategies that learners mostly used were combining Spanish and English, using transparent words, and transferring pronunciation and grammar from their L1. In the present study, learners also resorted to L1 although its use decreased along the implementation.

According to the findings of the present study in relation to the use of strategies in oral interaction, there are common conclusions with Jamshidnejad's (2011) study. This author

advocated that the use of communicative strategies that are an equivalent to SI strategies enable learners to compensate for their deficiencies while interacting in the target language and improving their interaction skills. Similarly, in the present study, it was demonstrated that even when learners had gaps in their knowledge of the target language, they were able to overcome such difficulties using different strategy tactics in order to compensate for that gap. Pallawa (2014) also remarked that conversation strategies help students overcome the problems of insufficient linguistic knowledge of the target language.

Another conclusion of Jamshidnejad's (2011) was that learners enhanced their communicative competence as they were putting into practice communicative strategies and in the present study, learners were able to communicate effectively to achieve specific outcomes; hence, teacher researchers inferred that they have improved their communicative competence as well.

Jamshidnejad (2011) also showed the function that learners mainly resorted to when making use of communication strategies, and among those functions was *solving problems in self-expression*, which can be compared to the category tactics derived from this study to be understood and that represented the efforts that learners made in order to be clearly understood by their peers as they interacted. This finding demonstrates that learners were negotiating meaning in that they made adjustments to modify their speech so that their output and the input they received were more comprehensible (Long, 1996) what facilitates SLA.

One function that Jamshidnejad (2011) found as frequently resorted to by the participants when interacting orally was *maintaining the flow of the conversation by collaborating with peers*. Related to the present study, it is possible to think of the same function that took place during the development of the tasks, possibly because of the motivation that learners had in order

to achieve the outcomes of the tasks, which lead them to collaborate with their peers as well either to be understood or to understand. The collaboration with peers to maintain the conversations, but overall to negotiate meaning in the present study, was seen in the aid that peers gave each other to remember expressions, vocabulary and much more.

Another aspect from Pallawa's study results, the frequency of the use of specific strategy tactics was similar to the ones presented by this author. Pallawa argued that among the strategies learners tended to use more frequently was asking for clarification, which was the one most used for learners in the present study to clearly comprehend others.

Another strategy that the participants of Pallawa's study frequently used was circumlocution, which was not very frequently used in the present study probably because it requires a certain command of English and the participants in this proposal do not have a high command of the language.

Samani, Nordin, Mukundan and Samad (2015) found that the most required function when learners' negotiated meaning was confirmation. Compared to the present study, there is also a common required function, which represented the high use of Spanish in the first sessions because learners wanted to confirm that what they had understood was what their interlocutors meant. They translated into Spanish what they had understood as a way to confirm.

Similarly, In Diaz' (2014) study, asking questions for verification and clarification were helpful strategies to clear up unintelligible information and maintain conversations.

Masrizal (2014) concluded that negotiation of meaning is highly important for language development; hence, learners should be encouraged to interact and negotiate meaning. The author presented three negotiation for meaning strategies as the ones mainly used by language learners: clarification requests, confirmation checks and comprehension checks. In the present

study, clarification requests were frequently used by means of rehearsed expressions in English for this purpose, and confirmation checks, on the other hand, although frequently used also, were performed many times in Spanish when learners translated into Spanish what their interlocutors said to them in order to confirm understanding.

Yufrizal (2015) aimed at determining the type of tasks that most stimulated learners to negotiate meaning and the results demonstrated that information gap tasks were the most productive for this objective. In the present study, the tasks were not properly information gap but they did require that learners interact constantly with their peers to gain information to be able to achieve the goals. All the tasks required exchanges of information and that is probably why they all stimulated negotiation of meaning as in Yufrizal's (2015) study.

Gómez (2011), in relation to negotiation of meaning, indicated the importance of having learners work with their peers and talk about topics of their interest in order to decrease the fear to interact in the target language. Similarly, in the present study, learners decreased their fear to interact orally in the target language. Before the implementation, they were reluctant to speak but after it, they were highly motivated. Learners in the present study worked on the tasks and seemed motivated towards the tasks since they were aimed at discussing topics that were meaningful for them such as friendship, social networks, etc.

The interest that learners had to work on the tasks and hence to achieve their goals led them to make an effort to negotiate meaning.

6.2 Significance of the results

The results obtained in the present study demonstrate that the adoption of SI strategies impact positively the oral interaction in the target language among learners. Important findings demonstrate that by enhancing the use of SI strategies, and the work on TBL fosters confidence

to speak in the target language. It is important because learners at the age of the participants of this study (adolescents) are not always willing to speak, neither in their mother tongue nor in a foreign language, but the results of this study, show that learners can be highly motivated and confident when they are supported and have the opportunity to plan for the oral interaction in advance. The results demonstrated that SI strategies in the development of oral tasks and in a TBL approach foster negotiation of meaning and, therefore, enhance the achievement of the in-class oral interaction tasks. It is important because, as evidenced in the needs analysis, learners in their context did not count on the necessary tools to face spontaneous oral interaction, which impedes their successful achievement of the tasks outcomes. Differently, through the implementation of the present study, the tasks outcomes were achieved, or at least partially achieved.

It is also important to highlight that by providing learners with SI strategies to develop oral tasks, the use of the mother tongue in the foreign language class decreases. Although learners at the end of the implementation still resorted to their L1, this strategy was less used as learners became familiar with expressions and ideas to negotiate meaning different from translating.

Besides, the fact that learners achieved the goals of the tasks indicates that, despite the limited knowledge of the target language, learners, with the aid of SI strategies, are capable of sustaining spontaneous and communicative oral interaction activities and, what is more, increasing their level of proficiency in the target language. This was evident in the learners' salient comments regarding how the use of the SI strategies had helped them broaden their vocabulary, and in their efforts when planning accurate pronunciation before their interactions. Two specific aspects of the implementation were vital:

The first aspect was the use of the metaSI planning for communication, where learners generally planned vocabulary and frequently planned the correct pronunciation of new words or expressions. After planning, learners put into practice the new vocabulary and pronunciation. The second aspect was the use of the TBL approach, which permitted teacher researchers to devote a certain time of the lessons (language focus), which was developed before the task, to work on the language; here, specific language features and vocabulary related to the lessons' tasks were approached. As language focus was developed before the task cycle, learners had the opportunity to put into practice the new forms while developing the tasks.

On the other hand, a lack of tools and strategies to negotiate meaning in oral interaction also represented a demotivating factor for learners to engage in oral interaction activities, hence, the results of the present study serve as a basis to include learning strategies, but particularly, SI strategies in the school syllabi in order to tackle the difficulties that learners, in this context, present in relation to oral interaction.

The positive influence of SI on learners' negotiation of meaning in oral interaction tasks was evident in the increase of confidence to participate in oral interaction activities due to the opportunity that the use of the metaSI gives learners to plan beforehand. Learners anticipated communication breakdowns and knew what to do when they appeared; moreover, the fact that learners counted on different strategy tactics to face such communication breakdowns became a factor that helped increase learners' confidence. It all means that the combination of SI strategies and metaSI strategies strengthens the interaction process and makes it more effective, which is one of the purposes of learning strategies according to Oxford (2011).

Concerning the tactics that learners preferred, the results revealed that learners mostly used formulaic language to ask for clarification/repetition, gestures/mimics and synonyms.

The use of Spanish was also present but less frequently. These results show that in order to decrease the use of Spanish in oral interaction, the use of SI strategies is adequate. The participants in this study, before the implementation took place, tended to use only Spanish as a tactic to negotiate meaning in oral interaction; therefore, teacher researchers intended to decrease its use by means of the use of other tactics. That was why the use of Spanish was not included in the tactics suggested by teacher researcher in any of the tasks.

Fostering negotiation of meaning in oral interaction as a result of the present proposal represents an important achievement from this the present proposal since learners at Reino de Holanda started to use strategies that helped them participate in spontaneous assignments about familiar matters, which is a requirement of the Colombian Ministry of Education for learners in ninth grade of high school (2016).

The results are important to consider the implementation of SI strategies at Reino de Holanda School syllabi as well as providing learners with opportunities to use the language in meaningful communicative situations such as oral tasks. These results are not limited only to this school, but to others, either public or private, in the country where there is a need or interest to foster negotiation of meaning and to enhance oral communication in the target language.

6.3 Pedagogical challenges and recommendations

The results of the present study demonstrate that SI strategies have a positive influence on negotiation of meaning in interaction oral tasks, but teacher researchers consider it necessary to recall some important pedagogical aspects that were necessary to obtain such results.

To start, the use of strategies, especially with learners who have never worked with them, requires instruction. In addition, as suggested by Oxford (2011), the instruction should be as explicit as possible; the more explicit the instruction is, the more effective the use of strategies

will be. In this regard, researchers in the present study worked with what Oxford names level four of explicitness, which is the highest level of explicitness and includes steps as preparation, awareness-raising, practice, and modeling, among others (see Table 2). The objective of instruction is to have learners gain awareness of the use of strategies, how and when to use them, and evaluate this use to adapt it to their needs. The strategy instruction took place during all the implementation sessions. There were two initial sessions dedicated only to strategy instruction, but during the other sessions, there was also a part of the time when learners worked on the instruction steps.

After a couple of sessions, learners identified varied strategy tactics and evaluated the ones they found to be more useful. This means that instruction should be constantly developed to help learners become better users of strategies.

Apart from that, the combination of SI strategies with the metaSI planning for communication was clearly beneficial for learners to actively participate in the process of implementing SI strategies. Learners conscientiously chose the strategy tactics that they anticipated they could need to successfully interact with their peers and plan. Besides, the increase in learners' confidence to interact orally, thanks to planning, makes it important for teachers to consider the implementation of this metaSI to control the use of the SI strategies.

Otherwise, as SI strategies help learners to overcome communication breakdowns by negotiating meaning, they should be involved in class activities that favor interaction so that their use becomes necessary and substantial. In the present study the use of oral tasks involved in the TBL approach highly encouraged oral interaction and negotiation of meaning because learners needed to work together to achieve the tasks. This is what led learners to frequently use the SI strategies and become familiar with them.

6.4 Research limitations of the present study

The participants of this study were not accustomed to participating in oral interaction activities. They referred that most of the times they worked on written or memorized oral activities then, it demanded effort for them to start participating actively in the tasks.

Besides, learners were not very motivated to participate because most of them expresses that they “did not like English”, and as it was worked with volunteers who wanted to attend the sessions we did not count on a complete course. Finally, we had mostly women (12) and 8 men.

Apart from that, the school where the present study took place organizes the curriculum with all teachers but it is each teacher, who individually decides what approach or methodology to follow in the class. According to what learners expresses they generally worked individually the activities in the English class, what represented a challenge for teacher researchers who had to devote some time to encourage the participants to work collaboratively during the first sessions.

Some other unpredicted situations generated specific limitations throughout the implementation of the present study.

To start, time management became an issue. During the school year, there were changes inside the school regarding the teachers who were in charge of different subjects. It all happened because of a new school schedule for students; then, the time that had been planned to implement the proposal needed to be adjusted. Teacher researchers had to organize a new schedule with the participants and even take time after their classes at school. This limitation forced researchers to diminish the amount of lessons from fourteen to twelve.

Furthermore, as it was necessary to set new schedules after classes with learners to implement the project, the space that the school provided was not the most adequate: It was a

small classroom where many times learners could not move easily from one place to another in order to interact with different peers as they were asked. There were different activities in which female preferred to work with the same peers in order not to struggle with moving chairs.

Time management during the development of the lessons was another limitation. Since learners needed lots of help and time to plan before the interactions, the stage of report of the task cycle had to be reduced in time, and all the learners could not always report on their results.

6.5 Further research

The reported gain of vocabulary by the participants is an issue that could be confirmed through a future quantitative study of the use of SI strategies in TBL.

Besides, how the L1 decreases with the implementation of SI strategies could also be studied more in depth in the future, probably with a quantitative study that reveal the percentage of that decreased.

Also. Future studies could emphasize on learners perceptions and increase of confidence and motivation to interact in the target language, and to what extent they feel, the approach (TBL) helped more than the SI strategies and vice versa.

Researchers in the present study implemented two specific SI strategies (Oxford, 2011) to foment negotiation of meaning in oral interaction tasks: One of them was overcoming knowledge gaps in communicating and the other was interacting to learn and communicate. Together they demonstrate having a positive effect on the negotiation of meaning in oral tasks. The recommendation for those interested in this topic is to explore with other SI strategies or to complement the ones used in this study to identify more or new effects.

Furthermore, Oxford (2011), in her strategic self-regulated model, offers different metaSI strategies to control the use of SI strategies. Researchers in the present study implemented only

one of them, which was planning for communication. The suggestion for further research is to implement others such as evaluate or monitor strategies, among others, in order to describe their influence in negotiation of meaning or oral interaction.

Finally, teacher researchers in this study suggest emphasizing the use of strategy tactics to negotiate meaning in specific types of tasks. In the recent study, six different types of tasks were implemented as ordering and sorting, creative tasks, and listing, among others, categorized by Willis (1996). The suggestion is to evaluate the effectiveness of certain strategy tactics depending on the task.

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Appendix A: Principal consent letter**CONSENTIMIENTO INFORMADO PARA APROBACIÓN POR PARTE DE LAS
DIRECTIVAS DEL COLEGIO REINO DE HOLANDA**

Octubre de 2016

Señora:
FLOR NELLY PAEZ
Rectora
COLEGIO REINO DE HOLANDA
Bogotá D.C.
Apreciada Señora:

Actualmente estamos realizando una investigación titulada **“Implementación de estrategias socioculturales e interactivas para mejorar la negociación de significado en tareas Orales”**. Dicho estudio está dirigido a estudiantes de noveno grado del Colegio Reino de Holanda I.E.D.; el cual busca contribuir y enriquecer los procesos de aprendizaje de lengua extranjera y al mismo tiempo reorientar las prácticas docentes en estrategias de aprendizaje en el área de la enseñanza del idioma Inglés.

Este estudio busca determinar los posibles efectos generados al implementar estrategias socioculturales e interactivas, para mejorar la negociación de significado en tareas orales en el idioma Inglés. Dicha investigación hace parte de nuestro trabajo de grado en la Maestría en Didáctica del Inglés para un Aprendizaje Autodirigido de la Universidad de la Sabana. Por lo anterior, comedidamente solicitamos su consentimiento y colaboración para realizar dicho proyecto de investigación. Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato.

Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas bimestrales y/o finales, por tal razón el estudiante deberá firmar una carta de consentimiento donde acepte voluntariamente participar del proyecto de investigación.

Agradecemos de antemano su valioso aporte para llevar a buen término esta investigación.

Cordialmente,

XXX

Estudiantes de la Maestría en Didáctica del inglés, Universidad de la Sabana.

Appendix B: Parents' consent letter**CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE
INVESTIGACIÓN**

Octubre de 2016

Estudiantes y Acudientes de Noveno**COLEGIO REINO DE HOLANDA****Bogotá D.C.**

Apreciados Estudiantes y Acudientes:

Actualmente estamos realizando una investigación titulada **“Implementación de estrategias socioculturales e interactivas para mejorar la negociación de significado en tareas Orales”**. Este estudio busca determinar los posibles efectos al implementar estrategias Socioculturales e interactivas, para mejorar la negociación de significado en tareas orales en el idioma Inglés.

Dicha investigación hace parte de nuestro trabajo de grado en la Maestría en Didáctica del Inglés para un Aprendizaje Autodirigido de la Universidad de la Sabana. Por lo anterior, comedidamente solicitamos su consentimiento y colaboración como participantes de esta propuesta de investigación, que se llevará a cabo durante el segundo semestre académico del año 2016. Es así como cabe recordar que;

- Los resultados de esta investigación serán utilizados únicamente con propósitos académicos. Estos no afectarán los resultados académicos de la materia.
- La identidad de los participantes será protegida en todo momento a menos que nos den permiso específico de nombrarlos en el documento final.
- Están en la libertad de retirarse de la investigación en cualquier momento, en tal caso, la información adquirida no será usada en este estudio.
- Revisaremos todos los datos que se recojan sobre cada participante antes de publicarlos.
- Solo se darán a conocer los resultados en el reporte final del proyecto.

Agradecemos de antemano su valioso aporte para llevar a buen término dicha investigación.

Atentamente,
Docentes investigadores

Firma _____

Firma _____

Acepto participar

Nombres y Apellidos: _____

Appendix C: Retrospective think aloud record

Fecha: _____

Estimado estudiante, el objetivo del presente cuestionario es recolectar información sobre el uso de estrategias socioculturales e interactivas en el desarrollo de las actividades orales. Es importante recordar, que **no** hay respuestas correctas o incorrectas y que estas son completamente anónimas.

Antes de empezar a responder, los docentes le ayudarán a recordar los momentos en los que le fue necesario interactuar de manera oral con sus compañeros, relatándole dichos momentos y mostrándole materiales que fueron usados durante dichas actividades. Muchas gracias por su colaboración.

INSTRUCCIONES:

Lea cada una de las afirmaciones, responda SÍ o NO y justifique su respuesta tratando de describir tan detalladamente como pueda lo sucedido durante la interacción oral en el desarrollo de la tarea de clase. Por favor, explique su respuesta sea esta afirmativa o negativa. Si necesita espacio adicional puede continuar al respaldo de la hoja escribiendo el número de la pregunta que continúa respondiendo.

Gracias

1. Antes de iniciar la interacción oral para el desarrollo de la actividad de clase pensé y planeé el vocabulario y/o algunas estrategias o tácticas que pudiera necesitar:

Si ____ ¿cuáles? Explique. No ____ Explique:

2. Si su respuesta a la anterior fue afirmativa responda: ¿siento que me fue útil haber planeado, anticipando dificultades que se podrían presentar, antes de la interacción?

Si _____ ¿por qué le fue útil? No _____ ¿Por qué no le fue útil? Explique:

3. Si su respuesta a la pregunta 1 fue negativa responda: ¿cree que le hizo falta haber planeado y anticipado las dificultades que se le podrían presentar?

Si _____ ¿por qué? No _____ ¿por qué?

4. Durante la interacción oral me esforcé por pedir aclaración, explicación, reformulación, ejemplos u otras tácticas para comprender lo que me decían cuando lo necesité:

Si _____ ¿cuáles? Explique. No _____ Explique:

5. Si su respuesta a la anterior fue afirmativa responda: ¿Considera que le fue útil el uso de dichas tácticas durante la interacción oral?

Si _____ ¿por qué? No _____ ¿por qué?

6. Si su respuesta a la pregunta 4 fue negativa responda: ¿Considera que le hizo falta usar diferentes tácticas para pedir aclaración sobre lo que le decían durante la interacción oral?

Si _____ ¿por qué? No _____ ¿por qué?

7. Durante la interacción oral me esforcé por hacerme entender dando ejemplos, describiendo, con gestos, y /o con otras tácticas:

Si _____ ¿cuáles? Explique. No _____ Explique:

8. Si su respuesta a la anterior fue afirmativa, responda: ¿considera que le fue útil hacer uso de tácticas para hacerse entender?

Si _____ No _____ Explique:

9. Si su respuesta a la pregunta 7 fue negativa, responda: ¿considera que le hizo falta hacer uso de estrategias y tácticas para hacerse entender durante la interacción oral?

Si _____ No _____ Explique:

Appendix D: Questionnaire

Cuestionario de estrategias sociales e interactivas

A continuación encontrará preguntas relacionadas al trabajo que se realizó con estrategias sociales e interactivas al hablar en inglés con sus compañeros.

En la primera parte, seleccione una opción del 1 al 4 dependiendo qué tanto considera le fueron útiles las estrategias para entender a sus compañeros y para hacerse entender. Puntúe así:

1. No me fue útil en nada
2. Me fue un poco útil
3. Me fue útil en varios momentos
4. Me fue útil casi todo el tiempo

Cuestionario de estrategias sociales e interactivas

A continuación encontrará preguntas relacionadas al trabajo que se realizó con estrategias sociales e interactivas al hablar en inglés con sus compañeros.

En la primera parte, seleccione una opción del 1 al 5 dependiendo qué tanto considera le fueron útiles las estrategias para entender a sus compañeros y para hacerse entender. Puntúe así:

1. No me fue útil en nada
2. Me fue un poco útil
3. Me fue útil en varios momentos
4. Me fue útil casi todo el tiempo

***Obligatorio**

¿Qué tan útil me fue planear vocabulario, antes de interactuar de manera oral con mis compañeros? *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué tan útil me fue planear pronunciación, antes de interactuar de manera oral con mis compañeros?

1	2	3	4
---	---	---	---

¿Qué tan útil me fue planear expresiones para pedir que me repitieran, me aclararan, etc., antes de interactuar de manera oral con mis compañeros?

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué tan útil me fue planear otras tácticas como por ejemplo, definiciones, sinónimos/antónimos, antes de interactuar de manera oral con mis compañeros?

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué tan útil me fue hacer uso de tácticas no verbales, como por ejemplo, hacer gestos, dibujar, etc, para hacerme entender o entender lo que me decían mis compañeros al momento de interactuar de manera oral? *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué tan útil me fue hacer uso de las expresiones en inglés que nos presentaban los profesores para pedir repetición, aclaración, expresar que no entendía, etc, por ejemplo: "say that again, please" para hacerme entender o entender lo que me decían mis compañeros al momento de interactuar de manera oral? *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complete las siguientes afirmaciones seleccionando LAS opciones que correspondan (puede seleccionar varias)

Para entender lo que me decían mis compañeros al hablar, las tácticas que MÁS usaba eran: *

- Pedir repetición/aclaración en inglés con las expresiones que nos mostraban los profesores
- Hacer gestos para que notaran que no entendía y me repitieran
- Traducir a español lo que me decían para confirmar que sí estaba entendiendo
- Usar español para preguntar, confirmar o pedir aclaración
- No hacía nada aunque no entendiera para que la conversación no se cortara
- Otra

Para entender lo que me decían mis compañeros al hablar, las tácticas que MENOS usaba eran: *

- Pedir repetición/aclaración en inglés con las expresiones que nos mostraban los profesores
- Hacerles gestos para que notaran que no entendía y me repitieran
- Traducir a español lo que me decían para confirmar que sí estaba entendiendo
- Usar español para preguntar, confirmar o pedir aclaración
- No hacía nada aunque no entendiera para que la conversación no se cortara
- Otra

Las tácticas que MÁS usé cuando quería que mis compañeros entendieran lo que yo quería decir eran: *

- Gestos/mímica
- Sinónimos/antónimos
- Inventar palabras
- Definir palabras
- Uso de español
- Dibujar

-
- Escribir palabras y mostrarlas
- Otra

Las tácticas que MENOS usé cuando quería que mis compañeros entendieran lo que yo quería decir eran: *

- Sinónimos/antónimos
- inventar palabras
- Definir palabras
- Uso de español
- Dibujar
- Escribir palabras y mostrarlas
- Otra
- Otro: _____

Si hizo uso de alguna o algunas otras tácticas para entender o hacerse entender al momento de hablar explique en qué

Responda las siguientes preguntas siendo tan descriptivo como sea posible, incluya ejemplos o describa situaciones que considere necesarias. Aquí contará con suficiente espacio para escribir su respuesta. Al terminar cada renglón se abre más espacio.

¿El uso de estrategias sociales e interactivas para comunicarse oralmente en inglés le aportó algo a su proceso de aprendizaje de este idioma? Responda Si o No y explique

Tu respuesta

¿Considera que hubo cambios, avances, mejoras, o, por el contrario, que su desempeño al hablar en inglés con sus compañeros se mantuvo igual desde la primera hasta la última sesión? Explique los cambios, si los hubo, o por qué siente que se mantuvo igual. *

Tu respuesta

¿Cree que habría podido lograr, exitosamente, los objetivos de las actividades orales haciendo uso del inglés, SIN NECESIDAD de usar las estrategias? Explique. (Recuerde que los objetivos de las actividades se refiere a, por ejemplo, escoger la mejor historia de terror, encontrar parejas de compañeros con gustos similares, etc) *

¿Qué era lo más difícil al momento de interactuar oralmente con sus compañeros? ¿Cómo lo sobrepasó? *

Tu respuesta

ATRÁS

ENVIAR

 Página 3 de 3

Appendix E: Matrix of triangulation

Instruments	Axial coding		Selective coding	
	Codes	Subcategories	Categories	Core category
Field notes	Anxiety (first sessions) Shyness (first sessions) More confidence (after first sessions) Planning (vocabulary, pronunciation, expressions, etc.) Easier, more comfortable Less difficult	Planning	CONFIDENCE	SI STRATEGIES FOSTER NEGOTIATION OF MEANING IN ORAL INTERACTION TASKS
	Different ways to communicate Using gestures Using examples Using mimic Drawing Etc.	Communication breakdowns		
	Less translation Use of mimics Use of gestures Use of expressions to ask (clarification, verification, repetition, etc.) Use of expressions to answer Decreased use of Spanish More than asking the teachers	Strategy tactics to understand	USE OF LANGUAGE	
		Strategy tactics to be understood		
	Effort to communicate Need to be understood and understand Peers push each other Motivation to achieve the outcomes	Tasks outcomes	NEGOTIATION OF MEANING	
	Easy thanks to planning More confidence Anticipate Prepare More ways to communicate	Planning		

Think aloud record	More fluent conversation More comfortable after planning Expressions to communicate		CONFIDENCE
	Solutions when I don't understand Solutions when I am not understood Being able to finish the activity Develop well the activity	Communication breakdowns	
	Ways to answer Ways to ask Creative ways to communicate Open mind to use more than Spanish Less Spanish Find the way to continue despite difficulties	Strategy tactics to understand	USE OF LANGUAGE
		Strategy tactics to be understood	
Demand to use English Demand to accomplish the objectives of the activities Peers push each other Peers help each other to achieve the outcomes	Tasks outcomes	NEGOTIATION OF MEANING	
Questionnaire	Planning ahead makes it easier Oral interaction more relaxed More confidence Better comprehension	Planning	CONFIDENCE
	More fluent conversation thanks to tactics Conversations keep going Find ways to clarify Find ways to help my peers to understand Find more solutions Less use of Spanish	Communication breakdowns	

	Conocer y usar otras formas de comunicación Use of gestures Use of mimics Less use of Spanish Less translation Use of expressions to ask for repetition, clarification, verification. Use of expressions to explain Use of gestures to be understood Use of mimics to be understood Use of pictures Use of examples	Strategy tactics to understand	USE OF LANGUAGE	
		Strategy tactics to be understood		
	Obligation to understand Obligation to be understood More effort to communicate More effort to complete the tasks Demand to use English Demand to learn new expressions to be understood Demand to learn expressions to ask for help	Tasks outcomes	NEGOTIATION OF MEANING	

Appendix F: Lesson plan

Title of the lesson: likes	
Objectives	
<p>Communication: talk about likes Language: Simple present. Questions and answers Task: ask questions about likes and find peers who like the same</p>	
Language: “what ____ do you like?”, “what kind of ____ do you like?” “I like ____”	
Task: find similar and different people in the class according to their likes.	
Strategy/ies: asking for clarification/repetition, using mime	
<p>Warm up</p> <p>Teachers have students listen to different songs and they have to write the type of music they think those songs belong to. In pairs compare their answers to find differences and similarities.</p>	<p>Strategy:</p> <p>Asking for clarification</p>
<p>Pre-task 1</p> <p>Sts read a text where a person talks about his likes. Then, they work in pairs to answer some comprehension questions. Sts work with a different partner to compare their answers. As a whole class some students read aloud their answers.</p>	<p>Strategy</p> <p>Asking for repetition, clarification.</p>
<p>Pre-task 2</p> <p>Sts work individually to classify vocabulary related to likes (music, food, clothes, colors, etc.). With a partner they compare their answers. Volunteers read aloud to the whole class their answers.</p>	<p>Strategy</p> <p>1. Overcoming knowledge gaps in communicating. 2. Interacting to learn and communicate</p>
<p>Pre-task 3</p> <p>Sts listen to a record where a person is asked questions about her likes. Sts need to complete a chart with the questions and answers they hear. After they have</p>	<p>Strategy</p> <p>1. Overcoming knowledge gaps in communicating.</p>

<p>completed it individually they work with a partner to compare answers. Sts work with a different partner to see if they have the same. Volunteers read In the pre-task, students are asked to “plan for communication”. They need to think of the possible difficulties they might encounter during the task and plan what tactics they could use to overcome the situations. In this stage sts recall the two SI strategies and name them along with the tactics for each, anticipating what might happen during the task.</p>	<p>2. Interacting to learn and communicate 3. Meta-SI strategy (as part of pre-task). Planning ahead for communication in specific cultures and contexts.</p>
<p style="text-align: center;">Task</p> <p>Sts need to complete a chart making questions about likes to interview their partners. Then, they go around the classroom asking different partners the questions and writing their answers. During these interactions learners should use the two strategies with the tactics they prefer.(During this stage, researchers collect data with the field notes instrument</p>	<p style="text-align: center;">Strategy</p> <p>1. Overcoming knowledge gaps in communicating. 2. Interacting to learn and communicate</p>
<p style="text-align: center;">Planning</p> <p>Then, after all of the students have asked the questions to different classmates they work in pairs to compare the answers they received and conclude who are very different and who are very similar in the class.</p>	<p style="text-align: center;">Strategy</p> <p>1. Overcoming knowledge gaps in communicating. 2. Interacting to learn and communicate</p>
<p style="text-align: center;">Report</p> <p>Couples present their conclusions to the whole class justifying their answers. Right after sts finish reporting they are asked to recall how they did it in the oral interactions and answer some written questions (stimulated recall) answering some questions about how they did during the task in reference to the use of strategies and negotiation of meaning)</p>	<p style="text-align: center;">Strategy</p> <p>1. Overcoming knowledge gaps in communicating. 2. Interacting to learn and communicate</p>
<p style="text-align: center;">Language focus</p> <p>Sts are asked to work in pairs and discuss how they think the questions are made to ask about likes and how to answer those questions. As a whole class sts socialize their answers and teachers give some general feedback.</p>	<p style="text-align: center;">Strategy</p> <p>1. Overcoming knowledge gaps in communicating. 2. Interacting to learn and communicate</p>