

The Impact of Oral Communicative Strategies through Cooperative Work Activities

The Impact of Oral Communicative Strategies through Cooperative Work
Activities on EFL beginner learners at Universidad de Cordoba

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Declaration

We hereby declare that our research report entitled:

The impact of oral communicative strategies through cooperative work

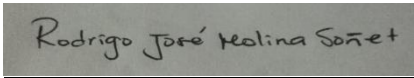
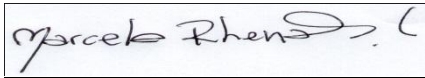
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Abstract

This research study examines the assumptions of implementing communication strategies (communication compensatory strategies) through cooperative work activities in order to improve and enhance language communicative oral skills of a group of 12 learners from the Licenciatura en Educación Básica con Énfasis en Humanidades – Inglés program and 18 learners from the Licenciatura en Matemáticas program from Universidad de Cordoba. An action research project was carried out. The study was conducted by two researchers who gathered the data in two main stages. In the first stage an identification of the problem and the application of some data collection instruments took place in order to make decisions in terms of activities and learners preferences. The second stage dealt with the design and implementation of communication compensatory strategies within a set of activities and different data collection tools. The data collected was analyzed and categorized based on Grounded theory in which a qualitative analysis and triangulation process of the whole instruments were applied. Findings suggest that the implementation of communication compensatory strategies and cooperative work activities had a significant improvement on the learners' oral performance.

Key words: Compensatory Strategies, Group Work, Oral Production.

Resumen

Este estudio de investigación examina la implementación de estrategias comunicativas (estrategias comunicativas compensatorias) a través de actividades de trabajo cooperativo para mejorar y potenciar la comunicación de la lengua extranjera de un grupo de 12 estudiantes de la Licenciatura en Educación Básica con Énfasis en Humanidades – y 18 estudiantes del programa de Licenciatura en Matemáticas de la Universidad de Córdoba. En este estudio, se llevó a cabo una investigación-acción. El estudio fue realizado por dos investigadores que reunieron los datos en dos etapas o fases. En la primera etapa tuvo lugar la identificación del problema y la aplicación de algunos instrumentos de recolección de datos con el fin de tomar decisiones para la aplicación de las actividades y para tener en cuenta las preferencias de los participantes en términos de aprendizaje. La segunda etapa consistió en la aplicación de estrategias de compensación comunicativas dentro de un grupo de actividades y el diseño de diferentes herramientas de recopilación de datos.

Los datos recogidos fueron analizados y categorizados basados en la teoría de Grounded en donde un proceso de triangulación cualitativa de todos los instrumentos aplicados fue llevado a cabo. Al final de este proceso, los hallazgos y resultados sugirieron que la implementación de estrategias de compensación comunicativas y la realización de actividades de trabajo cooperativo y/o en grupo tuvieron una mejoría significativa en el desempeño y producción oral de los estudiantes.

Palabras clave: estrategias compensatorias, trabajo en grupo, producción Oral.

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Introduction

Different studies in language learning have addressed the importance of classroom communication and oral participation within the EFL classroom. A great number of research studies, such as Dörnyei (1995), Bernard & Ducharme (2001), and Rossiter (2003) have focused on diverse factors like language contextualization, language interaction, speech rate and message abandonment that may hinder learners' active oral participation and communication during classes; these have also suggested approaches to challenge positive changes in EFL classrooms.

There is no doubt that such findings can lead to the improvement of everyday teaching practice and the learning process. However, getting foreign language students to use the language orally at an early stage is still one of the biggest issues that English teachers face. In addition to being an important skill in the EFL setting, oral production, can be difficult for learners as well.

The difficulty of learning to speak accurately and fluently can be observed in the different sub skills that are corporate in the oral production. Regarding the aforementioned, Nunan (1998) asserts that the most important aspect when learning a language is the “art of mastering speaking” (p.39). This means that learners should be persistently encouraged to move from the comfort zone of silence and overcome the fear that may be keeping them away from demonstrating what they are capable of, even if they have a basic level of English proficiency.

Nowadays, it is very common to find in the EFL classrooms learners with low level of proficiency who usually are neglected to start using the language because of shortcomings in terms of vocabulary and grammar. The relentless enquiry of how to cope

with this occurrence has pushed the need of provisioning learners with techniques to shorten the gap between what they want to convey and their intent to communicate using the target language. Therefore, using different tactics to communicate and adopting them to one`s needs can help L2 learners to solve communication difficulties; thus, learners allow themselves to use the language in the most effective way to encode a message (Richards & Smith, 2002)

It is also believed that working strategically in groups and working cooperatively, may similarly contribute to creating a stress-free atmosphere as learners use the language to efficiently communicate when using the foreign language. When learners join efforts and cooperate with one another in small groups, a stress-free environment is created (Johnson and Johnson`s, 1999). This stress-free environment could help learners to improve some other language skills as (Hirst & Slavik, 2005) “academic success could be heightened when learners are exposed to a stress -free environment”

1.1 Rationale

A major issue that has challenged English language teachers along the years is the implementation of appropriate strategies that ensure the ongoing and gradual development of both learners` oral fluency and accuracy. However, it is sometimes a difficult task to help learners move from their comfort zone and encourage them to practice and improve through activities when they use the target language, especially in the first stages of the learning process (A1 and A2 levels according the CEFR) .

The practice and improvement of the speaking skills in the EFL classroom is of great relevance in EFL teaching and learning processes. Similarly, encouraging a constant and meaningful use of the language is one of the main concerns for foreign language

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teachers. Unfortunately, most of the learners are often afraid to practice with classmates or even worse, they may experience a constant feeling of dread to speak in front of the class. Students are noticeably reluctant to speak in English and this could be attributed to a variety of reasons such as lack of confidence or peer and group pressure, which generally lead to uneasiness and stress in the class.

The development of the speaking skills appears to be one of the most challenging tasks in EFL classrooms, therefore getting to know the real needs and interests of the learners should lead to more meaningful approaches that will empower students and teachers to use and implement different valuable strategies. Empowering English learners with communicative strategies helps them to cope with communication problems that they may encounter when using the target language while avoiding oral communication breakdowns.

Students need to become actively aware of the use of communication strategies, so as to reduce their reluctance to use the language orally and become more confident and effective speakers. Besides, the development of speaking skills through key strategies contributes to creating a stress-free atmosphere as learners work cooperatively and become more autonomous.

1.2 Research Question

Taking into consideration the aspects discussed above in the introduction and the rationale sections regarding classroom communication and communication strategies, this study is intended to answer the following research question:

How does the implementation of oral communication strategies through cooperative work activities improve the oral competence and performance of EFL A1 students at Universidad de Cordoba?

1.3 Research Objective

Considering what was discussed above, this study has as a main objective:

- To analyze and describe how the implementation of oral communication strategies through cooperative work activities fosters communicative skills of EFL A1 learners at Universidad de Cordoba

1.3.1 Specific Objectives

- To implement communication compensatory strategies such as circumlocution, approximation, use of all purpose words, non linguistic signals, appeal for help and code switching in the EFL classroom
- To use Communication compensatory strategies by using spoken activities in the EFL classroom

Theoretical framework

This section describes key concepts for this study and also provides a framework of previous studies related to this particular research project. Some theoretical underpinnings about the use of communication strategies for improving the oral competence in the EFL classroom, cooperative work, and second language teaching and learning that support the research question and objectives within this study, will be briefly discussed and analyzed.

First of all, general and specific aspects about Communication Strategies will be described in order to define the Communication Strategies implemented in this study. Then some valuable information about Collaborative classroom will be shared in order to consider its importance in language teaching and learning specially in the implementation of oral Communication Strategies. After that, the role of speaking in the EFL settings will be described for showing the importance of this skill within the classrooms as well as the problems that learners face while developing this second language skill. Finally, the concept of Self-Directed Learning and its benefits in language learning will be briefly described as a way of supporting its inclusion in the development and implementation of the Communication Strategies applied in this study due to the fact that Self-direction refers to any form of study in which learners are responsible of doing and evaluating all what is done inside the classroom (Garrison, 1997).

2.1 Communication Strategies

Bialystok (1990) suggests different definitions about communication strategies for ESL learners; he addresses important insights that detail the meaning of communication strategies. Regarding communication strategies, Corder (1977) defines them as “a systematic technique employed by a speaker to express meaning when facing some

difficulty” (quoted in Bialystok, 1990). Similarly, Sterns (1983) describes the use of communication techniques as a way in which ESL learners can tackle communication problems in an imperfectly known second language.

Other important two concepts on communication strategies are the ones brought by Tarone (1983) and Faerch & Kasper (1983). The former sees such strategies as a mutual effort in which interlocutors interact within a social environment and are able to agree on meanings and situations where requisite structures are not the most important to communicate. The second concept by Faerch & Kasper (1983) adopted the perspective from the physiological approach, in which they define communication strategies as “potentially con-scious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (p. 36).

Once considered some definitions of communication strategies, as strategies that help the learners to overcome language difficulties and boundaries at the time of communicating ideas orally, it is also relevant to mention the typification of these strategies. Dörnyei (1995) (cited in Brown 2007, P. 137) labels communication techniques into two different and very opposite groups: avoidance strategies and compensatory strategies. Following both strategies are defined and their role in language communication is discussed.

2.1.1 Avoidance Strategies

The first cluster of strategies are used by learners to avoid or abandon an intended message when there are lexical or phonological difficulties, these are referred as Avoidance Strategies (AS), also called Reduction Strategies (RS), this category includes: message abandonment, topic avoidance, lexical avoidance and phonological avoidance. Message

abandonment consists of avoiding a message when facing difficulties to convey it, similar to topic avoidance, in which the learner avoids a topic that may be difficult to talk about because of the needed language. Bygate (1987), Dörnyei (1995) and Brown (2007) (cited in Brown 2007) expressed that the last two strategies, lexical and phonological avoidance, include the evasion of words that may be difficult to pronounce or may cause trouble when trying to communicate.

Having the aforementioned into consideration, it is clear that several times the EFL speaker, in this case the student, use these strategies while using the target language, causing the misunderstanding of messages and or ideas and building language boundaries that affect language communication. Also, there is a second cluster of Communication Strategies that allow learners to improve their oral production and better perform oral communication. This second cluster of Communication Strategies is named Compensatory Strategies.

2.1.2 Compensatory Strategies

Compensatory strategies (CE), also known as Achievement strategies, accentuate on solving communication problems caused by missing knowledge when communicating in the target language (Brown, 2007) and (Dörnyei, 1995). In other words, when the learner lacks the ability to transmit the message, he or she compensates what is missing so as to succeed in the deliverance of the message, a learner can compensate the missing knowledge with body language or fillers, or at times new words can be invented. That is the reason why, this study focuses in the implementation of these particular strategies due to the fact that it is really common to find in the EFL classroom particular learners that face some

difficulties while communicating a message and try to find the way to transmit it but lack of knowledge, vocabulary or even body language for being understood.

As it was shown, the Compensatory Strategies are a particular group within the communication strategies that allow learners to improve their communication process, for that main reason; the research team has chosen these as the main communication strategies to implement in this study. Besides, the problem described above in this paper, showed that the learners in the first stages of the learning process are afraid of speaking and experience constant feeling of dread to speak in front of others and with the implementation of this particular communication strategies, the learners could be helped to cope with their communication problems and will become more confident speakers.

Regarding Compensatory Strategies, Oxford (1990) also outlines compensation strategies as those that: “enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary”. This means that with this kind of strategies the students would have the opportunity to overcome the possible language boundaries presented while communicating using the target language.

Compensatory Strategies (CE) allow the learner to use them as a repair mechanism to tackle a specific problem; it also may contribute to a better development of the speaking skill. The aforementioned provides reasons for this study to focus on CE since the main purpose in language communication is to get meanings by giving to the learners the opportunity to use the language to communicate reducing the language limitations presented in the first stages of the learning process. However, some specific reasons will be given and detailed below when each Compensatory Strategy is described. Brown (2007),

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Bygate (1987), and Dörnyei (cited in Brown, 2007) have named the following strategies circumlocution, approximation, use of all purpose words, non linguistic signals , appeal for help, word coinage , literal translation, foreignizing, code switching and time gaining strategies.

Taking into consideration the EFL speakers' level in this study, the material and activities designed and the learners' boundaries found in the observation process discussed in the statement of the problem mentioned above, the communicative strategies to be implemented for helping the learners to become more confident speakers are:

- Circumlocution, with this strategy the learners substitute the exact word that describes the object or action and rather use an example to describe the object. This strategy is very significant because it also helps learners to use new words for clarifying ideas.
- Approximation is another strategy that was considered in this study. During approximation the lexical item is replaced by a close word or term and this would help learners to enrich language vocabulary.
- Appeal for help takes place when learners ask the interlocutor for assistance or clarification by using words or body language.
- Use of all-purpose words implies the overuse of a general known word to replace the missing one such as the example with the word “stuff”.
- The use of Non-linguistic signals in which the learners use body gestures or sounds to communicate or complete the message.
- Finally, the code switching has to do with the use of the first language while speaking in the target language.

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As it was previously mentioned and discussed, the communication Compensatory strategies above are the ones which are implemented in this study. Besides, it is important to review very briefly some other studies that have taken place within this field.

There have been some studies on communication Strategies that have implemented Communication Compensatory strategies, still the number remains small and further investigation is desirable. DÖrnyei (1995) experimented with a piloting group of 109 language students living in Hungary at that time; learners were trained during a six-week period on communication strategies. The study focused on three strategies: topic avoidance, circumlocution and fillers. Final results evidenced that after an oral test applied at the end of the implementation students showed improvement of circumlocution quality and frequency of fillers.

Similarly, Bernard & Ducharme (2001) reported an experiment which aimed to explore communication breakdowns on a group of native and non-native speakers of French. Researchers concentrated on direct contextualization of verbal and non-verbal signs that learners used whenever they encounter a communication problem and how they manage to overcome communication breakdowns. Findings of this study revealed that participants profited from contextualization signals and were able to pass beyond communication problems and get meaning across. This previous study concentrated on how learners overcame communication problems using particular strategies such as contextualization and non-verbal language. Two similar strategies would be taken into account in this study, approximation and Non-linguistic signals.

A more recent study conducted in Canada by Rossiter (2003) showed similar results. participants were divided into two language classes of adults immigrants, one

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class received direct instruction on communication strategies and the other functioned as the control group, both classes were exposed to oral tasks during a ten-week period. The results of this study in the post test stage of the research showed that learners who used strategies consciously directly benefited over those who did not, this was more noticeable when learners were required to provide description of objects. These studies provide evidence that learners can be trained in the use of certain achievement strategies and as they become more aware of the tools, improving their production and therefore their level of confidence towards the use of the target language.

A newer and fresher focus on student-centered approach has led to the esteeming of group work within the language classroom. Through this implementation of this approach learners can cooperatively work while implementing techniques and principles to perform more efficiently (Jacobs et al, 2002). Likewise, cooperative base learning groups have been compared to having a stable membership in which all members are responsible of providing, support, and encouragement, able to assist one another, holding each other accountable for striving to learn, so as to make academic progress and develop cognitively and socially in a healthy environment (Johnson et al, 2008).

In the words of Davis (1993), "A good give-and-take discussion can produce unmatched learning experiences as students articulate their ideas, respond to their classmates' points, and develop skills in evaluating the evidence of their own and others' positions." (p.63). This research study also considers group work an essential aspect to promote communication strategies and consider the positive impact that these, group work and communication strategies, can have together in order to benefit the process and enhancement of the speaking skill in the target group.

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Having this previous experience into account, the activities to be applied within this study will be learner-centered, in which the learners will participate, discuss and support themselves by working cooperatively and working in groups. In this section, the concept of Communication Strategies and the Communication Strategies that will be implemented in this study were described. The next construct to define and describe has to do with Collaborative Learning and its importance in language teaching and learning, as well as its importance in the application of the Communication Strategies.

2.2 Cooperative Learning

The proven benefits of cooperative learning appear to be consistent throughout the years, leading learners to retain information for longer periods, perform better during testing phases and provide a feeling of satisfaction towards the course material (Davis, 1993). In this study the idea of working cooperatively, apart from the benefits given above, is focused on allowing learners to support each other while communicating. Besides, in the process of communicating, the learners need to share ideas and agree on meanings with others, and throughout language cooperation the learners may become more confident and effective speakers and it may create a stress-free atmosphere for language practice and autonomous learning.

Different definitions have been formulated to describe cooperative learning in education, but it is perhaps the model by Johnson & Johnson that best describes the term for higher education level. The authors refer to cooperative learning as “the situations where learners working together in teams accomplish a common objective” (Johnson & Jonson 1999).

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It is predominantly interesting how cooperative learning can contribute to attaining better learning results in EFL settings; in foreign language teaching context the purpose of implementing collaborative techniques seem to be unified, all educators expect their learners to maximize their learning experience and gain communicative competence. Stenlev (2003, p. 39) states that “All aspects of at least the oral side of communicative competence are involved when one works via cooperative learning”.

In the view of Johnson, (1999) the primary purposes of cooperative learning groups “is to make each member a stronger individual” (p. 67). A key component for teachers to help creating a better learning environment is ensuring individual accountability in a group setting. Research recommends teachers to select heterogeneous groups of 3-5 learners (Oakley, 2004). Such group ought to be selected by the teacher, with the purpose of determining the best possible team combination considering the students background. Bailey (2005) acknowledges the benefits of designing classroom tasks that include pair work and group, especially when referring to the speaking skill. The aforementioned, helped the research team to make some decisions regarding group organization during the application of the activities within this study as a way to ensure an appropriate environment for the learners and create the best group combination during the application.

Another important component within a cooperative or collaborative learning exercise is the level of motivation; instructors should provide a Cooperative Learning (CL) environment that promotes individual accountability, therefore students’ motivation ought to come from external and internal factors that will encourage them to keep involved and engaged along the activities. Individual and group responsibilities should be combined so

as to compliment individual and group work, so learners put forth their best effort as individuals (Slavin, 1995).

Foreign English language teachers are entitled to provide learners with opportunities to speak and use the language within a safe and comfortable environment that embraces collaborative work, authentic tasks and materials, allowing students to exchange and share knowledge; hence, promoting oral production of the target language in the EFL classroom (Kayi, 2006). All above, describe how this study will be carried out; it is important to create a good atmosphere for our learners to learn and in this case to speak. Besides, the use of appropriate material and group work tasks strengthen our language communication and allow learners to share experiences and language knowledge.

Above some concepts about Collaborative Learning were shared in order to demonstrate its importance in language teaching and learning and how it deals with Communication Strategies. The next concept has to do with the role of speaking in the EFL classroom and how learners deal with the problems while developing this skill.

2.3 The Role of Speaking in EFL Settings

The English language has prominently strengthened as a language for international communication. For instance, there is a growing need to address the different demands and challenges presented in non-English speaking settings, like Colombia. At this point, is it relevant to highlight the policies that the National Ministry of Education (in Spanish MEN: Ministerio de Educación Nacional) of Colombia has adopted towards the second language learning, as quoted in the *Estándares básicos de competencias en lenguas extranjeras: Inglés* booklet (2006) “el gobierno nacional tiene el compromiso fundamental de crear las

condiciones para que los colombianos desarrollen competencias comunicativas en otra lengua. Tener un buen nivel de inglés facilita el acceso a oportunidades laborales y educativas que ayudan a mejorar la calidad de vida” (pp.3). Being a competent speaker of English in the EFL setting in Latin American is not a simple task. Being competent in another language different from the mother tongue seems to be a puzzling and incremental time-consuming process.

Rubin and Thompson (1994) recognized the Language learning as a long process. Similarly, Richards & Renandya (2002) highlight the fact that the nature of speaking, along with a variety of linguistic and non-linguistic factors involved in producing fluent and appropriate language, need to be understood and classroom activities should be carefully selected by considering learners’ experience and the kind of interaction such activities provide.

Richards and Renandya (2002) have assured that the vast majority of language learners study English with the purpose of developing proficiency in speaking (p. 201). Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, 1991). Controversially, the EFL learners’ reluctance to speak in English within the language classroom is a problem commonly seen in EFL contexts. On the other hand, learners who usually maintain a positive attitude towards the language learning process are less likely to experiment from language learning anxiety and encounter more opportunities to participate actively in learning tasks (Tsiplakides & Keramida, 2010).

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For EFL learners, developing the speaking skill in a foreign language can be stressing, thus, the role of the teachers and the implementation of activities is an important influence for student's attitudes. As revealed in Young's (1990) study, students' anxiety 'level was not based on the speaking of the foreign language (a task that is, itself, highly conducive to anxiety) but speaking in front of the class'. Therefore, dealing with speech anxiety has become a major concern of teachers (Ellis 1994; Young 1990; Verderber and Verderber 2003). Different studies in language learning have addressed the necessity of classroom interaction or students' oral participation in class. However, getting students to respond in a language classroom especially a foreign language class-is a problem that most language teachers face. In addition to being an important skill, oral production in EFL settings can be difficult for foreign language learners, the difficulty of learning to speak accurately and fluently can be observed in the different sub skills that are corporate in the oral production.

The development of speaking skills and the role that teachers and learners play during the improvement process of a language in EFL settings takes an important part when analyzing the different factors that influence the promotion of oral skills in those contexts. It is certainly true that the role of teachers in the development of speaking skills is of great relevance in EFL settings since they are the facilitators of the language development process; this happens through the implementation of different strategies where learners play an active role.

According to El Karfa (2007) teachers 'need to create a relaxed and safe atmosphere in the classroom where students share responsibility for conducting classroom interaction and management' (p.40). It means, like in regular classes, the promotion of a safe

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environment is necessary for implementing strategies that help learners to deal with different activities by building self confidence. However it is important to keep in mind that, as Ayala & Buitrago (2008) state in their study, ‘despite students and teachers’ willingness and efforts to build an appropriate learning environment, it is not possible to have perfect classrooms for everybody’ (p.34). This means that it is not enough to have a good classroom atmosphere for our learners to speak but it should be taken into account some other issues such as learners’ needs and topic preferences for enrolling learners in real and free communication.

Likewise, when teachers promote an agreeable classroom environment there is a reduction of learners’ anxiety. Taking into account a study by Tanveer (2007), learners blame a strict and formal classroom environment as a cause of language anxiety. This at the same time increases lack of confidence. Moreover, in his study Tanveer (2007), found that ‘the participants asserted that the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking’ (p.41).

Regarding the role of interaction, Chanthiramathi (2011) emphasizes that ‘the role of interaction in the EFL classroom in enhancing the speaking skill comes from the understanding of its main types: teacher - learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted’ (p.1). The encouragement of activities and classroom practices by EFL teachers should motivate learners to improve their learning practices inside and outside the classroom keeping in mind the different types of interaction as well as promote a constant reflection on the daily teaching practices for enriching EFL contexts.

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Similarly, learners need to be aware of the importance of playing an active role during their learning process. Besides, El Karfa (2007) highlights the fact that students need to be aware of the different problems that affect the process of teaching and learning so they can really appreciate their teachers' intentions to promote efficient classroom practices.

In addition, with the implementation of the Information and Communication Technologies (ICTs) in the EFL setting, teaching and learning practices have changed. Nowadays, technology is very important for learners to keep actively engaged in their language acquisition processes not only inside but also outside the classroom. As Chanthiramathi (2011) points out, "Students are always looking for a better tool to improve their language skills" (p. 5). Furthermore, opportunities given by the use of technology can help increase culture awareness, as stated by Ayala & Buitrago (2008) "cultural activities constitute a valuable option to contribute to free stress environment and encourage English learning in the classroom" (p.40). According to El Kafar (2007), it is important to foster in students a tolerant attitude toward the second language, speakers and culture which will foster at the same time their own culture and identity.

The role of teachers and learners in the development of speaking skills in EFL contexts deals with a number of features. El Karfa (2007), Tanveer (2007), Ayala & Buitrago (2008), and Chanthiramathi (2011) lead to the conclusion that both actors (teachers – students) should work in a collaborative way to continuously foster EFL teaching and learning practices enriching foreign language settings with appropriate learning opportunities. In this study particularly, the teacher's collaboration has to do with

guidance while the learners work on the activities, but collaboration mainly will be presented among the learners.

Above, the role of speaking in the EFL settings was described for showing the importance of this skill within the classroom as well as the problems that learners face while developing this skill. The following construct has to do with Self-Directed Learning and its benefits in language learning and its importance in the implementation of the Communication Strategies.

2.4 Self-Directed Learning

The term self-directed learning (SDL) has been associated with self-instruction and learner independence. Different definitions have been considered, they include authors such as Hiemstra (1994), Gibbons (2008) and Garrison (1997). Even though these authors use different words to define Self-Directed Learning, all of them refer to it as any form of study where learners are the main responsible for planning, doing and in some cases evaluating all what they do in their learning process.

The benefits of SDL are best delineated in terms of the type of learning that is carried out. Garrison (1997) affirms that self-directed learners demonstrate a greater awareness of their own responsibility when learning something. Taking the aforementioned into account, self-direction takes place in this study, because the learners will be able to control some of the actions that will happen in the implementation stage (this will be explained in detail later on in this paper) and at the same time they will be able of evaluating their own process and development in terms of communication (speaking) in this study.

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As stated above, in this chapter some key concepts and theoretical underpinnings about Communication Strategies, Collaborative Learning, the role of speaking in the EFL settings and Self-Directed Learning were discussed and the importance of all of them for this study was stated. In the next chapter, the research design of this study is described. The type of study, the participants and the context, the instruments for gathering the data, the data collection procedures and the validation of the information will be shown.

Research design

This chapter describes the plan or strategy used to investigate the research questions. a variety of major topics are addressed in this chapter: this section starts by describing the type of study and research strategy; followed by the description of the research contexts and participants; then, it focuses on the researchers' roles and ethical considerations and data collection procedures; this chapter concludes with the pedagogical intervention and implementation.

3.1 Type of study

This study emerged from a continuous observational process which was carried out in two different EFL classrooms, the study focused on beginner learners with different language needs and wants. In both classrooms, learners showed different communicative shortcomings and difficulties to basically communicate in the target language, fact that affected their oral performance. Through direct observation it was clearly evidenced the lack of use of appropriate communicative strategies since learners' oral performance mostly ended in abandonment of the message.

Moreover, the lack of implementation of strategically cooperative group work tasks also contributed to different communication breakdowns.

To approach the aforementioned issue, a set of cooperative- group work activities were designed in order to encourage learners to use compensatory strategies to tackle learners' communication problem. The activities considered everyday situations which take place in and outside the classroom.

The communication strategies the study focused on were mainly compensatory to help learners compensate and balance their messages because during the observation

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process mentioned above, it was found that the learners almost always made use of avoidance strategies if they did not feel comfortable speaking in English. Moreover, during the observation it was found that the learners were called to work mostly individually and were trained on grammar, this allowed the researchers to come up with the idea of working with Compensatory Strategies for developing the oral competence but at the same time to incorporate group work as a strategy to engage the learners on the use of the Compensatory Strategies. Among These strategies, researchers raised learners' awareness on the use of circumlocution, code switching, negotiation of meaning, non-linguist and sound signals, making guesses and appealing for assistance.

The nature of this study advocates the use of qualitative research to investigate the phenomenon stated in the research question. Once the researchers compiled classroom experiences and revealed learners' difficulties, it was necessary to begin a reflective process in order to explore, analyze and evaluate different factors linked to the teaching and learning of Compensatory Strategies that could substantially help participants to overcome their shortcomings while attempting orally communicate in English.

This study properly fits within the action research parameters, considering that it is mainly based on classroom research carried out by the researchers-teachers in order to reflect, analyze, improve and evaluate a particular issue (oral communication) that was taking place within their classroom.

Regarding action research, Ferrance (2000, p.1) claims that "action research is a collaborative activity among colleagues searching for solutions to everyday, real problem experienced in schools, or looking for ways to improve instructions and increasing students achievement".

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In addition, Nunan and Bailey (2009, p.227) state: “action research represents a particular stance...in which the practitioner is engaged in critical reflections, on ideas, the informed application and experimentation of ideas in practice, and the critical evaluation of the outcomes” (Cited in Hortua and Pajaro, 2013: 26).

Hence, it is through Qualitative-action research that the researchers addressed the research question. This was made because the central phenomenon under study needs to be described, understood and interpreted so as to analyze to what extent the implementation of communication strategies improve learners’ oral performance and promote cooperative work among students from Universidad de Cordoba. The aforementioned decisions were made with the purpose of fostering positive changes in the educational process and make necessary improvements in the teaching practices and in learners to promote better learning and teaching outcomes.

3.2 Context and participants

3.2.1 Context

This project was conducted in a Public University located in Monteria-Cordoba. Universidad de Cordoba has an enrollment of over 10.000 students; learners registered in this public institution come from different socio-economical strata who strive to obtain graduate and post-graduate education; the vast majority of students come from low income families who struggle to economically and emotionally support for their young members. The English department of this university is the one in charge of promoting the use of the foreign language within the whole university by offering the licenciatura program named Licenciatura en Educacion Basica con Enfasis en Humanidades- Ingles and the English courses for the others teaching degree programs that exist in this university.

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In order to reach the research objective, a specific number of participants provided data for this study. Two different groups were carefully selected considering learners' English level and the imminent need researchers-teachers had perceived in their own teaching practice; besides, in these two groups the researchers found language communication boundaries that affected the learners' communication process and limited their speaking skill. The participants are briefly described as followed:

3.2.2 Participants

The participants consisted in two groups. One of the groups consisted of 12 volunteer language students who were in third semester at Licenciatura en Educación Básica con Énfasis en Humanidades –Inglés, the sample population included 7 women and 5 five men , their ages ranged from 17 to 21, these teens and young adults were exposed to 8 hours of language lessons per week. Most participants are basic users or beginners (A1 and A2 level speakers, according to the competences established in the degree they were taken), some of them with a background knowledge of the English language, mostly acquired from previous extra-curricular English classes. According to the Common European Framework such learners can interact in a simple way, repeat or paraphrase at a lower rate of speech, still their spoken interaction and production was limited.

And the second group consisted of 18 mathematics learners from the Mathematics and Statistics Department from Universidad de Córdoba; they are currently enrolled in the fourth semester of their academic program and are currently taking the English II course of their curriculum program. This corresponds to A1 –basic level in the Common European Framework, which makes them dependent users of the target language.

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The sample population includes 7 women and 11 men, all of them young adults who have been exposed to 3 hours of language lessons per week. The participants' ages range from 17-25 years old. As it was stated above, these learners are exposed 3 hours of second language instruction a week and they were not fully engaged in oral activities.

3.3 Researchers' role

Along the development of this research study, both researchers played different roles. Initially, the researchers were participant-observers who identified communication classroom problems by collecting data in order to formulate possible research questions, once the problem identified, the researchers focused on the design and planning of suitable activities, always considering cooperative work as a vital tool.

During the intervention stage researchers guided learners at all times, especially during the tasks, self-assessments and reflections. Likewise, researchers were facilitators and mediators who provided necessary input and support in order to guarantee the suitable development of the speaking tasks. In the final stage, the researchers compiled all the data previously collected in order to draw conclusions and provide answers by comparing and articulating personal findings with previous studies and the literature available. As it was shown the role of the researchers was similar as the role of a teacher inside the classroom; but with the implementation of the Communication Compensatory Strategies the researcher-teachers allowed the learners to be more autonomous and guided them to be more self-directed speakers.

3.4 Ethical considerations

Protecting participant's identity and safety is a vital ethical aspect in any research study, reason why researchers proceeded to disclose and explain safety aspects to participants who kindly volunteered. At the beginning of the study learners were informed of the intention of conducting the study and invited students to participate, then, a consent letter presenting the purpose of the study was handed in to learners who decided to be part of the project (see Appendix A).

Following this, learners were advised that no grading would take place during the development of the activities or any additional requests in the process; this may have reduced learners' anxiety and is believed not have affected their performance. A final ethical aspect explained was the identity of their names, their names would not be used publicly and all information is to be kept in confidentiality and anonymity.

3.5 Data collection instruments

When conducting an action research project, it is of great importance to choose appropriate data collection techniques to gather vital information that connects to the problem itself. Researchers applied some instruments that allow the analysis and understanding and description of compensatory strategies within group work and how this may foster oral communication in both contexts. During the preliminary stage of the project, two techniques were used to determine a point of departure, first, the observation process was carried out by both researches before the implementation of the tasks and while the process was taking place, also a Learning Style Survey (See appendix B) was primary implemented to carefully analyze how learners learned best, including questionnaires and interviews.

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During the development and after the tasks other instruments were considered significant to triangulate all data and not to skip any significant detail. In the following paragraphs researchers will explain how each instrument was used along the research study.

3.5.1 Observation

According to Nunan and Bailey (2009), observation refers to “a family of related procedures for gathering data during actual language lessons or tutorial session, primarily by watching, listening, recording (rather than by asking)” (pp. 258). The purpose of direct observation in the preliminary stage of this study was to get clear ideas about the behavior of the participants within the classroom, the language boundaries that they had, the reaction of them towards language use when the lack of vocabulary and grammar were present and the final and most important, to get an idea about what kind of activities and strategies could be implemented. It is important to point out here that the observation process was supported by an observation journal (teachers’ log) in which the researchers registered detailed information of the classes.

3.5.2 Learning Style Survey

Another non-observational technique, administered during the preliminary stage of this study was a learning style survey. The role of the survey in this study had to do with gaining a better understanding of the learners under study in terms of evaluation preferences, the development of strategies for enhancing the learning potential of the learners and for considering and designing learning activities for the implementation process. According to Sadler-Smith (2001), acknowledging or being aware of the different learning styles, may allow learners to adapt better to different educational situations.

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To the researchers it was of great importance to discover what the most prominent learning styles among the participants were, with the purpose of assessing student's general approach to learning, likewise, raise awareness among learners, who should be aware of their learning styles and willfully monitor themselves and apply useful strategies that will help them achieve learning goals and avoid frustration.

The survey applied in this study was a Spanish adaptation taken from Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi. (The Learning Style Survey: Assessing Your Own Learning). Relating to the analyzed results, learners turned out to be more visual and auditory when it came to their use of their physical senses. They seemed to think better when provided with colorful and attractive material. These characteristics could be also evidenced during the observation and intervention process, where learners showed contentment for the provided material and were also attentive during the oral exchange interaction; perhaps, the fact that these are young and beginner learners contributes to such results.

Another category from the Learning style survey that was most influential as a group is concerned with how learners exposed themselves to different learning situation, results exposed their interaction preferences, most learners seemed to appreciate social interaction and working in groups. It was surprising to discover the response of some categories and the different characteristics, such as the case of how learners dealt with response time, the analysis disclosed that they are more impulsive, responding faster to acting or speaking, results that were not evidenced during the diagnostic activity, implemented before the survey, where most learners showed themselves shy and expectant. It was also interesting

to identify how learners further process information; half the students appeared to enjoy guessing meanings and predicting outcomes.

The analysis of the previous information was of great importance since it provided the researcher with valuable and useful information that led to the designing and refining of catchy and engaging activities during the intervention process.

3.5.3 Questionnaires

According to Cohen et al (2007), questionnaires are broadly suitable to gather survey information that can be either structured or numerical data. During the project an initial questionnaire was carried out in the preliminary stage, essentially to define how learners perceived their English classes and how important speaking in English was for the students, a fact that could help the researchers make decisions in terms of activity planning and implementation in the second stage of the study.

A final questionnaire was administered after the intervention to address the study as a whole in terms of quality of interventions and the consciousness of compensatory strategies used; this final survey questionnaire also included remarks about the learners' feelings and attitudes toward group work and the use of the target language. The information or data taken from this second questionnaire would provide substantial information in the triangulation process of the categories of this study (See Appendix F).

3.5.4 Interviews

Johnson and Christensen (2008) define interview as “in-depth information about a participant’s thought, beliefs, knowledge, reasoning, motivations and feelings about a topic” (p.207). For the reason mentioned above, two interviews took place during this study and were administered during the pedagogical intervention. The first one was designed to be individually answered at the end of the 4th intervention in order to know about the

learners' perceptions about the process, hence, understand and infer which improvement learners had noticed in their speaking performance.

The second interview, which was a focus group, was done with all participants in each group, simultaneously students answered the questions, and agreed or supported their classmates' comments; during this collective activity, learners clearly expressed how they felt, providing an overview of the general impact of the implementation of the communicative strategies and the possible improvements in the participants' speaking skill.

3.5.5 Teacher's and learner's logs

Regarding the definition of this instrument, Bowman (1983) (quoted in Moon, 2010) expressed that,

One of the most engaging uses of personal student [and teacher] journals is as a mirror of the mind. In this mode, journals invite learners [and teacher] to find language deep within self to array one's hopes, dreams, disappointments, concerns and resolves.The result is that students[and teacher] often express astonishment and delight at the kaleidoscopic self-portraits which emerge from the pages of their notebooks as they journey through a course. (pp. 3)

Learning logs can be also considered helpful techniques that served as tools to collect information related to learners 'development of the implemented tasks, feelings, self-assessment, reactions and reflections upon group work. For the reasons aforementioned, after each lesson learners were asked to work on an online individual learning journal so as to address their feelings and reflections, this activity was guided by the researchers who previously explained learners all the steps to complete each learning

log, also teachers and co-researchers raised awareness on how candid their entries should be, all this allowed researchers to analyze the development of the class and the record of their experiences and tactics used to communicate as they deepen in their own leaning and mirrored their minds, this in order to know how the compensatory communicative strategies were working on within the learning logs, learners also self-assessed by completing the self-assessment chart (see appendix D).

In the case of the teachers' log, this was taken into account in order to evaluate the quality of the communicative strategies and the impact of these at the end of the implementation, after each intervention both researchers jotted down all the important facts and insights they observed and felt, this process was guided by both researchers who supported their reflection candidly and also followed a set of questions to make sure they did not miss any important key elements after each lesson plan.

3.6 Data Collection Procedures

This study prompts to determine if the implementation of communicative compensatory strategies through cooperative group work activities improves the oral production and performance of two different groups of A1-EFL learners (one from the program of Licenciatura en Educación Básica con Énfasis en Humanidades – Ingles and other group from the Licenciatura en Matemáticas program) from Universidad de Cordoba.

Two main steps were developed during the research study. The first step consisted on a direct observation process carried out by the researchers. In this observation process, the researchers had the opportunity to reflect about the difficulties of the groups chosen regarding their oral production. This reflection and observation process was accompanied by some data gathered from a diagnostic activity, a questionnaire and a learning style

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survey. With the data taken from the observation process, the diagnostic activity and the learning style survey, the researchers had the opportunity to reflect about what kinds of compensatory communicative strategies would be implemented in the following step, what kind of activities could enhance the learners' potential in the pedagogical intervention and what learning preferences they had.

In the second step, the researchers implemented six different communicative activities designed for the pedagogical intervention. See sample in (Appendix C). As mentioned before, they were designed and refined considering different aspects resulting from observation and questionnaires, as well as bearing in mind learners' own interests and previous knowledge acquired during normal classes at school. During the design of the lesson plans, both co-researchers based the purpose of the tasks on the communicative approach, which embraces the idea that learning language comes through having to communicate real meaning no matter the level students may be in. For this reason, lesson plans were guided activities intended to be more learner-centered in order to produce more meaningful communication.

During the implementation stage, which took six weeks, all participants in both groups were asked and encouraged to actively participate in the tasks and were also stimulated to make use of compensatory strategies when finding any problems when communicating with their group-mates. Researchers made sure learners understood how each compensatory strategy worked and how useful they could be in case they needed any. At the beginning of each class, learners were conscious of the use of tools they had available, not pushing them to use them, but raising awareness at all times of the benefits of them to better communicate.

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Selected strategies were introduced and implemented little by little and sampled by the teachers. Compensatory strategies were implemented mainly in group work, so students could benefit from the cooperation of their classmates, learn from one another and be able to complete the tasks and most importantly use the target language meaningfully without abandoning the intended message. It is important to highlight, the procedure taken into consideration for the implementation of the strategies. For each class or intervention, the teacher-researchers considered the use of the strategies by planning diverse tasks in which the learners had to use them. Within the topic given in the class, the researchers carefully designed communication activities in which the learners were intentionally called to use one or more specific(s) strategy-(ies) (Compensatory Strategies as specified before) for making their ideas clearer and for avoiding language abandonment. After a brief demonstration of the use of the strategy-(ies) by the teacher, the learners were given the chance of using those strategies by their own by working cooperatively in groups (See Appendix C- sequence the lesson to accomplish your goals table). Once all tasks for the lesson were completed, learners were handed in simple and easy to fill- self-assessment sheet, in which they ticked and checked their understanding, general performance and feelings of the class, for more details please see (Appendix D)

Furthermore, when class was dismissed class participants were asked to kindly and honestly reflect on their performances on their learning logs. Researchers asked to briefly consider the impact of the activity in their learning process, writing this information in their personal log or journals and send them via e-mail the same day. However, it is important to remark that obtaining this data was not quite easy. In some cases, some participants asked for more time for writing their personal logs because of their other academic duties. In

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some other cases some of the them forgot to write their journals of one specific class and jumped to write the journal of the class that followed (for example not to write the personal log of class two but write the ones of classes three and four). The two cases aforementioned showed that not all the participants wrote the personal logs of each class; nevertheless, a high number of them did it and provided enough data for the analysis.

In addition, at the end of the intervention stage, learners were given a final questionnaire, which mainly provided researchers with a wider view of the use of the compensatory strategies, and the attitudes learners had toward working in groups. In the same fashion, a group- interview took place at the end of the intervention, during this activities learners referred to the progress they or their classmates had made and some compared their initial performance to their final one, in addition, they mentioned how much group work had been beneficial for them. Overall, learners were observed and guided throughout the whole intervention process; the implementation of all these instruments provided useful information that was later analyzed and reported in the following chapter.

It is worth-mentioning that learners' product in each intervention was checked in every single class due to the fact that all the production had to with language (speaking) production this means that mainly the study took place inside the classroom. Nevertheless, the learners were given the opportunity to self-direct their production as well, because in one of the activities implemented in the classroom, they were asked to visit a website for extra activities in which they had to follow several language tasks for practicing outside the classroom.

The website was a web tool designed by one of the researchers with the purpose of reinforcing one of the activities carried in the classroom and at the same time show learners

that language production could be self-directed without the teachers' intervention or guidance. Finally, it is relevant to mention that during all the activities the learners were asked and support each other by cooperation and group work another fact that promoted the learners to self-direct their process. All the information collected in each stage had the only purpose to address and accomplish the objectives of the study and could answer the research question

3.7 Design and validation of instruments and procedures

To validate instruments, it is necessary to establish if the tools elicited the information for which they were designed. In order to achieve this, all the instruments applied in this study (questionnaires, interviews, activities and journals or learning logs) were revised in advance and some adjustments were done in order to have more reliable data during their application. The piloting of the instruments was made with a small group of learners with similar characteristics of the real participants, such as approximate age and English level. This with the purpose of finding out if questionnaires or surveys were suitable and were understood in the same way for all volunteers at the same time test if respondents felt comfortable with the type of questions and measure the time the instruments took. Any necessary changes were made after piloting the instruments.

Once all the data were gathered at the end of the intervention process, researchers proceeded to further analyze and obtain all substantial information from the different data resources. A data triangulation process was necessary to corroborate evidence from the different types of data. During the triangulation process researchers allotted data with similar characteristics in order to draw multiple viewpoints and draw out possible categories or themes, this allowed the researchers to feel more confident with the

recurrences that emerged as instruments showed the same or similar results, bringing credibility and validity to the study and reducing biases on the results. Regarding triangulation, Denzin & Lincoln (1994) (in Hortua and Pajaro, 2013) define this process as “a strategy to provide rigor, breadth, and depth to an investigation”

During the pedagogical intervention, the teachers (researchers) played the role of facilitator, supporting the students in their different needs and in the process of becoming self-directed learners. The researchers suggested to the learners different ideas and strategies to work and provide communicative task that the learners needed to follow for performing language production. During the development of the implementation and the intervention process, the students maintained a positive attitude towards the different data collection procedures that were used.

Results and data analysis

This chapter presents the analysis of the data collected in both the preliminary and implementation stages of this study.

McKerman (1996) stated that the data analysis should be outlined in four primary stages, “first, processing the evidence, editing and coding.....second, mapping the data by noting the frequency of recurrence of issues, themes and units.... Third, making the interpretation of data... Fourth, presenting of results, reporting evidence” (pp. 223-226). Taking into account this, all the data collected in both stages of this study, the preliminary process and the implementation process, followed the stages remarked above in order to define la main categories of the analysis.

4.1 Analysis of the preliminary stage

As it was mentioned, in this stage the data gathered allowed the researches to make decisions about the activities designed, the way to approach communication and the communicative strategies to follow. Following a brief detail and analysis of the data gathered in this stage.

In the first part of the observation the researchers could identify some aspects about the learners’ behavior towards language use. The following is an abstract taken from a teacher’s notes log as part of the observation process while applying the diagnostic activity in group 1:

“Students at the beginning were shy and even some complained about the oral activity, but little by little they began to mingle. One of the problems when communicating orally is usually the abandonment of what they want to convey, they look as if they didn’t feel comfortable with the type of activity and tend to avoid or change the topic, usually give signals to the classmate to continue... this may be caused to lack of vocabulary and the level itself..... some use body language and struggle to get their meaning across, they end up using the mother tongue or use Spanglish in most attempts.....They seemed to lower their voices so as not to be heard by the teacher”

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Group 2:

“at the beginning the learners did not know? how to deal with the activity, they mismatched several words and some other times use their mother tongue...in some other moments of the activity they lacked of vocabulary to be understood and use to explain their ideas by movements”

This kind of information was relevant because it allowed the researchers to have an idea about the Communication Compensatory Strategies to be used in the implementation. The use of the mother tongue, the lack of vocabulary and the body language were very common issues that took place inside the classroom by the students. To deal with the aforementioned issues, the implementation of Circumlocution, Approximation, Non-linguistic Signals and Code Switching Strategies within the activities was planned by the research team.

Besides the observation carried out, there were data that emerged from the questionnaires applied in this stage that also helped to direct the researchers towards the Communication Compensatory Strategies to apply. In the following paragraphs, some of the answers taken from the preliminary questionnaire:

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¿Me gusta hablar inglés? Notice the answers taken from both groups:

Figure 1. Results of question 1. Preliminary questionnaire. Group1.

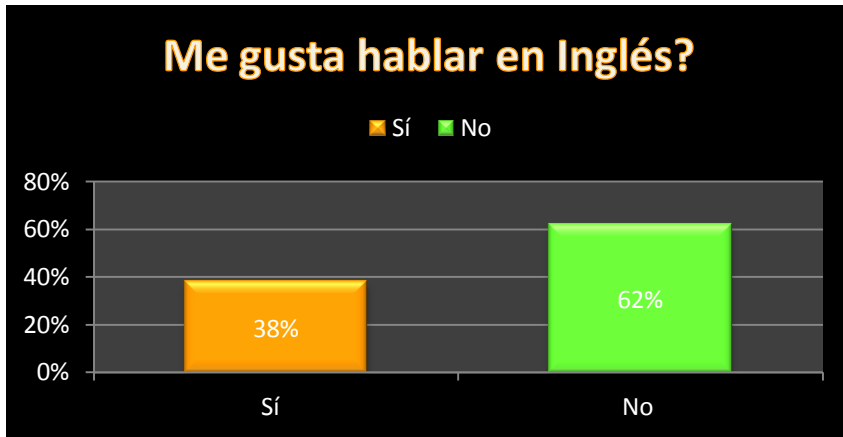
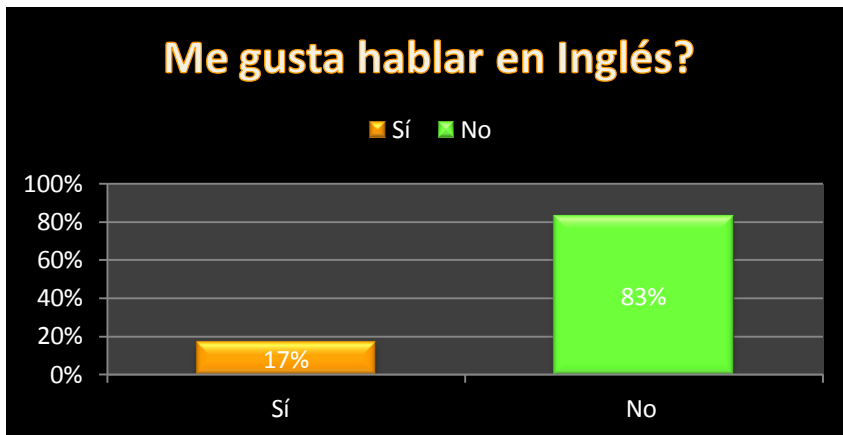


Figure 2. Results of question 1. Preliminary questionnaire. Group2.



Now notice the answer for this question: ¿Cómo me siento cuando debo hablar en inglés en clase?

Figure 3. Results of question 2. Preliminary questionnaire. Group 1

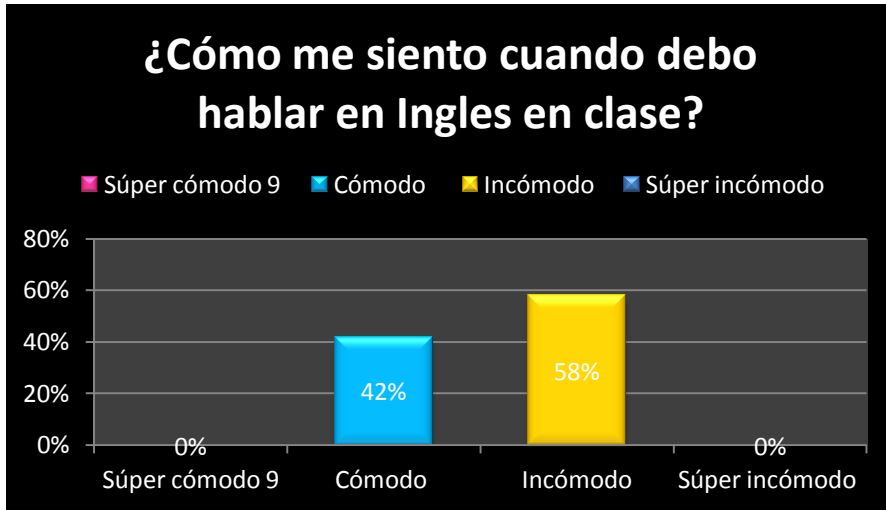
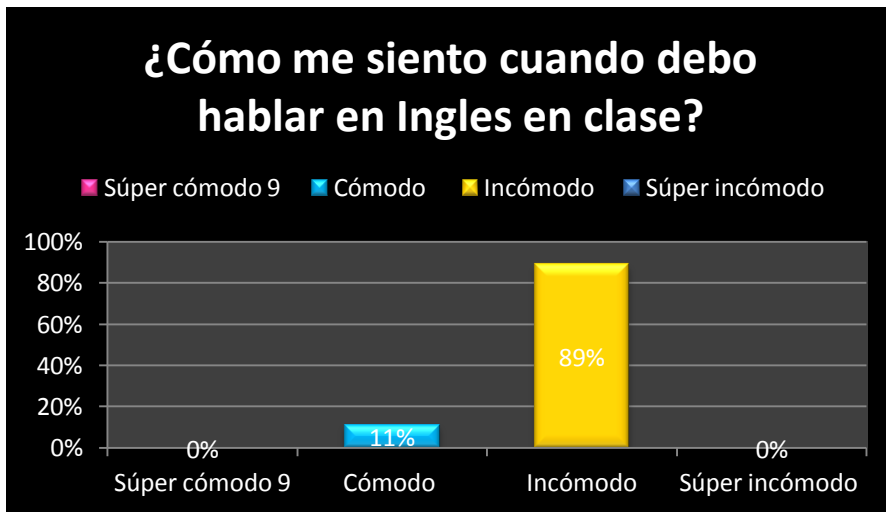


Figure 4. Results of question 2. Preliminary questionnaire. Group 2



These two questions (questions 1 and 2) and answers above shows that a high number of the learners within this study did not like to speak using the target language and felt uncomfortable when they were asked to speak in English. This kind of data showed that

the learners faced problems about language communication and that an appropriate communication strategy for dealing with these problems needs to be applied.

The following is another question with a strong relevance in this stage of the study because it provided significant information about the learners' preferences about language use inside the classroom and allowed the researchers to have an idea about how frequently the learners communicated in the target language as well as the possible amount of vocabulary the learners had to communicate in English.

Cuando participo en mis clases de Inglés lo hago en:

Figure 5. Results of question 3. Preliminary questionnaire. Group1.

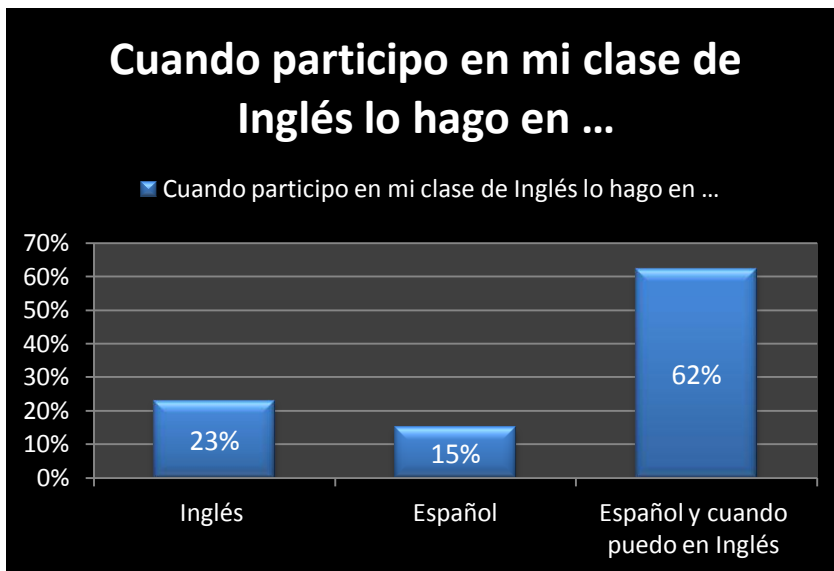
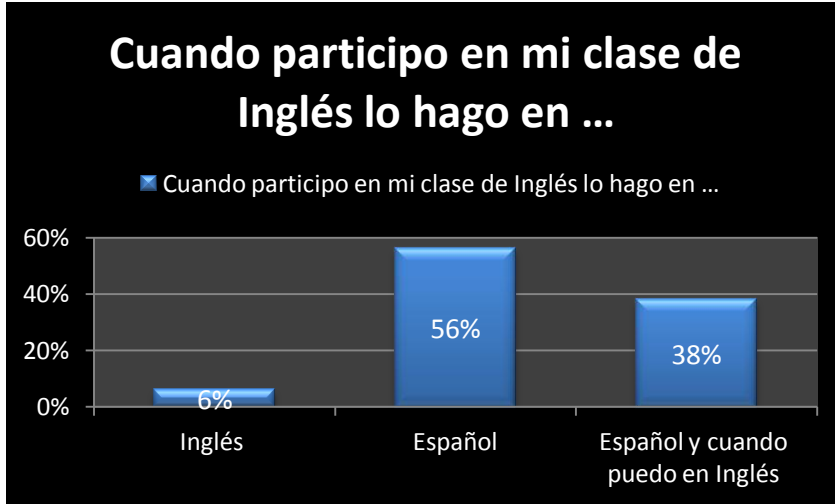


Figure 6. Results of question 3. Preliminary questionnaire. Group 2



The results taken from this question clearly stated that mother tongue (L1) influences in the learners' performance in the target language (L2). The vocabulary, the sentence structures, the grammar and even the context of the L1 are used by the learners as a tool for being understood when they feel to fail in communication using L2.

Finally, regarding group work the following was a valuable question for the researchers because it showed how the learners perceived this kind of activities and assured the researchers to design activities leaded to the cooperative work : Cuando tenemos actividades en grupo en mi clase de ingles pienso que:

Figure 7. Results of question 4. Preliminary questionnaire. Group1.

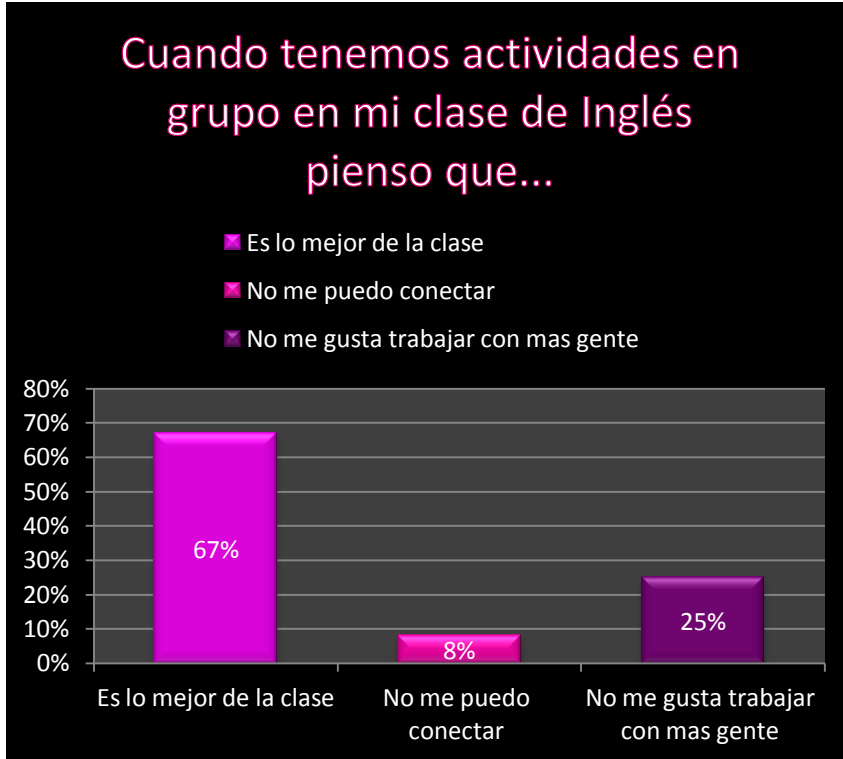
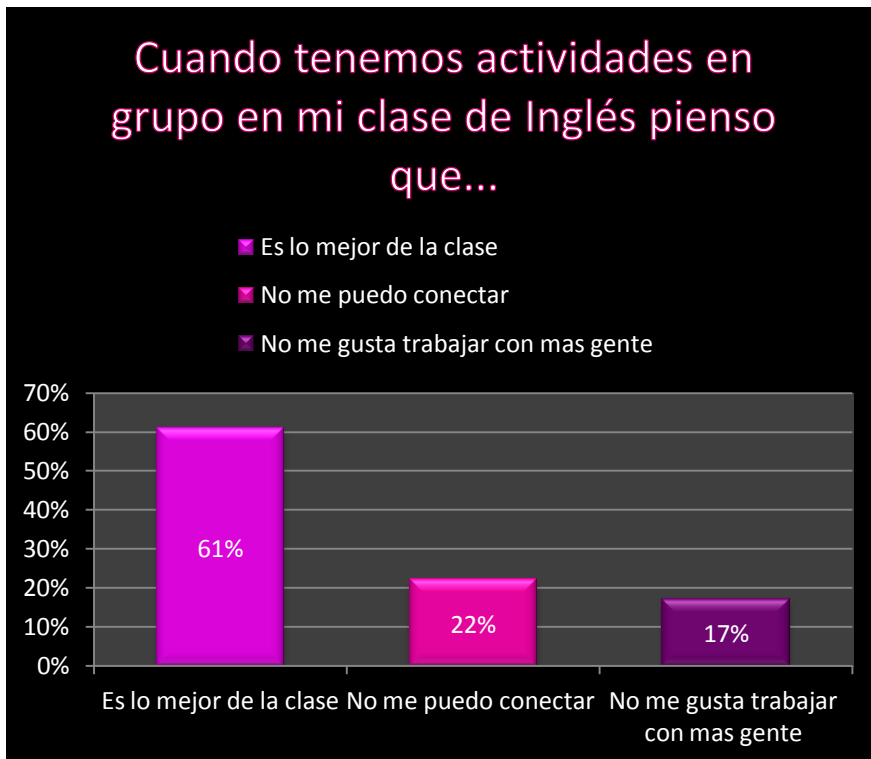


Figure 8 Results of question 4. Preliminary questionnaire. Group2.



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The results of the question above showed the researchers that a high number of the learners agreed the idea of working in groups positively due to they considered that that was a good moment of each class. However, a small group reacted negatively about the idea of working with other people a fact that was not considered as a bound for the researchers because more than a problem, the implementation of group work activities was considered as a chance for showing to those learners the benefits of this strategy of learning (group work) and at the same time to start creating a group work habit on them.

In the diagnostic activity some interesting insights emerged. Each question above provided information about the learners' preferences and their feelings about language learning, language use and group work, and each of those insights gave the researchers relevant information (discussed above) to be analyzed for the implementation stage.

In this part of the study, the researchers' observation process was important as well. While observing the researchers found that learners' participation and language use or production depended on how comfortable the learners felt in the classroom working with others. The following was taken from the notes of the researchers, while applying the diagnostic activity:

“Most students appeared to feel somehow secured and confident in the group of their preference, opposite reaction when assigned to work with a different person; a couple of students seem not to fit in, and make an effort to do so”

The questions above and the data gathered helped the researchers to make decisions for the implementation: the design of the activities, the Communication Compensatory Strategies (Circumlocution, Approximation, Non-linguistic Signals and Code Switching) to apply and the organization and development of the activities taking into account the learners' attitude shown towards working cooperatively. All the data was registered in single tables per group and it was tabulated and classified by percentages.

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Finally, this analysis is focused in the information taken from the Learning Style Survey applied to the learner. To the researchers, it was of great importance to discover what the most prominent learning styles among the participants were, this allowed information to decide what student's general approach to learning, likewise, raise awareness among learners, who should be aware of their learning styles to monitor their learning process and apply useful strategies that help them achieve learning goals and avoid frustration.

The applied survey was a Spanish adaptation taken from Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi. (The Learning Style Survey: Assessing Your Own Learning Styles (see Appendix B). By analyzing the results taken from the aforementioned survey, it was found that the learners turned out to be more auditory and visual when it came to their use of their physical senses. The aforementioned provided the researchers with valuable information about the learners' best way to learn. Auditory learners, according to Cotter (2009) "learn best when participating in speaking activities in pairs/groups. These students more effectively absorb and retain the information with dynamic use of the language". Regarding Visual learners, they prefer the written form of the language, such as a book that explains grammar or vocabulary (Cotter, 2009).

For the research team this meant that group work and the use of appropriate vocabulary needed to be taken into consideration within the design of the activities for the implementation. Besides, the survey helped the researchers to discover that the learners were more capable to learn when they were provided with colorful and attractive material, a fact that was clearly observed and evidenced during the observation process and the diagnostic activity, where learners showed contentment for the provided material and were

also attentive during the oral exchange interaction; perhaps, the fact that these are young and beginner learners contributes to such results.

The preliminary stage was the main step towards the implementation stage. As it was observed in the analysis above, the data provided information about the learner's preferences about language learning and work within the classroom; besides, it was possible to identify the learners' learning styles for approaching to the design of good learning activities and stepped a path for the next stage.

4.2 Analysis of the implementation stage

After a detailed examination of the data gathered to answer the research question proposed in this study:

- How does the implementation of oral communication strategies through cooperative work activities improve the oral competence and performance of EFL A1 students at Universidad de Cordoba?

And the objective:

- To analyze and describe to how the implementation of oral communication strategies through cooperative work activities foster communicative skills of EFL A1 learners at Universidad de Cordoba

And sub-objectives:

- To implement Communication compensatory strategies such as circumlocution, approximation, use of all purpose words, non linguistic signals, appeal for help and code switching in the EFL classroom
- To use Communication compensatory strategies by using spoken activities in the EFL classroom

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Three different categories, stated below, related to the impact of communication strategies through cooperative work emerged and were considered for the analysis. The data analysis in this research study was carried out based on Grounded Theory. This approach to data analysis was developed by Glaser and Strauss (1967). This is a systematic approach for the analysis of qualitative data mostly used to understand and reflect on social phenomena.

According to Scott (1996) this approach suggests to follow three stages for analyzing the data. The first one is *open coding* which consist on selecting and naming categories from the analysis of the data. In this stage, the different variables were labeled, classified and related. The second one is *axial coding* which consist of joining the data in new ways. Here codes are assigned to establish relationships among categories. The third and final stage is *selective coding*. In this stage one core category is selected and then related to all the other categories and subcategories.

Nunan and Bailey (2009) stated that the idea of categorizing the data is for reducing the amount of data gathered to more manageable themes. It is relevant to remark that this categorization process took place taking into consideration a triangulation process of the data collected done through a triangulation data chart. (See appendix H and table 2) As it was mentioned above, the research question of this study focused on finding how the oral competence and performance of EFL A1 students is improved by implementing Communication Compensatory Strategies.

Regarding this study, the analysis started with the identification of the themes that emerged from the raw data, this had to do with the “open coding” process (Scott, 1996). During this process the researchers identified and tentatively name the categories. This

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helped the researchers to have a preliminary framework for the analysis. The researchers highlighted and grouped words, phrases or events that appeared to be similar for creating each category.

In the next stage, the researchers re-examined the categories identified to determine how they were linked. This had to do with the “axial coding” process (Scott, 1996). In this stage, the researchers also decided to combine and compare the categories identified in the “open coding” process. The purpose of combining and comparing the categories was to describe and understand the data; therefore, the information taken from the questionnaires, interviews, logs etc. was carefully analyzed in order to know if the data could be enough for supporting the categories.

Finally, the researchers decided to re-name the categories and link them to the objectives proposed for this study. In this stage the selection of specific data for addressing the objectives and answering the research question of this study was necessary. Here the “selective coding” process (Scott, 1996) took place.

After the data analysis, the three main categories that emerged were related among them. The first main category, *the use of communication compensatory strategies in learners' communication*, helped to know *the role of group work and cooperation for enhancing and developing speaking skill* that was the second category. Finally, using communication compensatory strategies and group work inside the classroom brought the opportunity to know if the learners could self-direct themselves in their communication process, creating our third category: *the use of compensatory strategies for promoting self-*

direction. (See Appendix H -Triangulation of different instruments implemented for analyzing group work and the Compensatory Strategies).

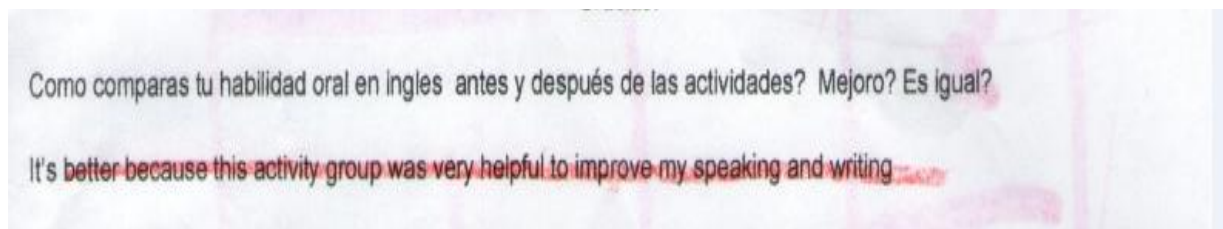
4.2.1 The use of Communication Compensatory Strategies in learners' communication

The most important aspect of using communication compensatory strategies for improving the oral competence (speaking) of these A1 EFL learners was that they created a better atmosphere for the learners to speak in the classroom. The activities designed and the communication compensatory strategies applied (see them above) had the purpose of breaking the learners' language boundaries that affected their speaking performance at the time of speaking. When the learners answered the interviews that they were asked to do, one in the implementation activity number 4 and another at the end of the whole process, it was possible for the researchers to know if the communication compensatory strategies helped the learners to communicate better or on the contrary did not cause any effect on it. This was possible after triangulating the data and checking the learners' answers.

The research team found that the strategies implemented as well as the activities carried out impacted positively the learners' communication and oral (speaking) performance, as the following abstracts taken from different learners interviews show.

When the learners were asked about how they compared their oral skill before and later of the activities, almost all of them answered this:

Sample 1



Sample 2

Como comparas tu habilidad oral en ingles antes y después de las actividades? Mejoro? Es igual?

R/ is absolute better now because before i did not know how to speak in front of the teacher or my classmates without feel to fear, so with the activities i learned a lot of vocabulary and i lost the nerves.

Sample 3

Como comparas tu habilidad oral en ingles antes y después de las actividades? Mejoro? Es igual?

Contrasting my English before helping the teacher and After I Can realize that I Learnt some extra vovabulary, I could feel good expressing my ideas in different ways & paraphrasing all I Could, making my "fears" turning fade.

All the samples above were taken from the first interview after intervention activity number four (4). At this point the learners expressed that during the implementation, the activities carried out had helped them to improve their speaking skill addressing that while speaking they overcame some fears and nerves in front of others, as sample 2 stated, and had learned vocabulary for making their ideas clearer (sample 2 and 3). Sample 1 provided a general insight about the activities, in which he highlighted the benefits that the activities, the Communication compensatory strategies and the methodology (group work) had had in his speaking skill.

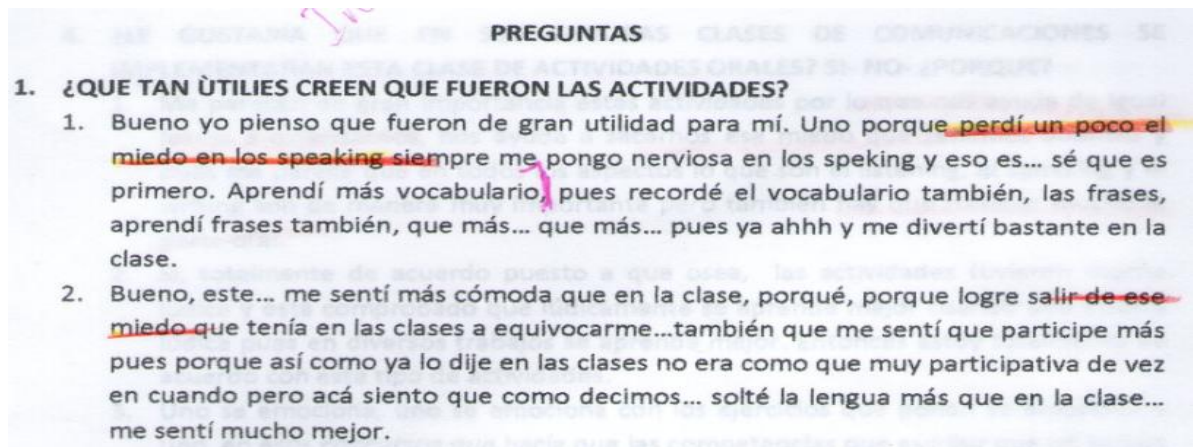
After the analysis of the responses above, it is important to highlight that the learners were asked to answer the questions of the interview in English because the researchers wanted to see the participants' reactions, attitudes and performance after four weeks of implementation. As it was shown some of them were very concise on their

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answers (as sample 1 did) and some others were able to answer the question and go beyond giving explanations no matter if they made grammar mistakes while speaking; this was an evidence that the learners were overcoming their “fears” and gaining self-confidence at the time of speaking.

At the end of the implementation process a final interview was carried out. The purpose of this final interview was to make sure to what extent the Communication Compensatory Strategies, had impacted in the communication process of the learners under study and for having an answer to our main research objective within this research study. The result was the following:

In the last interview, the learners were asked 4 main questions. Because of the length and size of the paper, just 2 questions are shown: One of the questions was: how useful do you think were the activities? Referring to the whole activities carried out in the implementation stage. Here the answers of two learners.

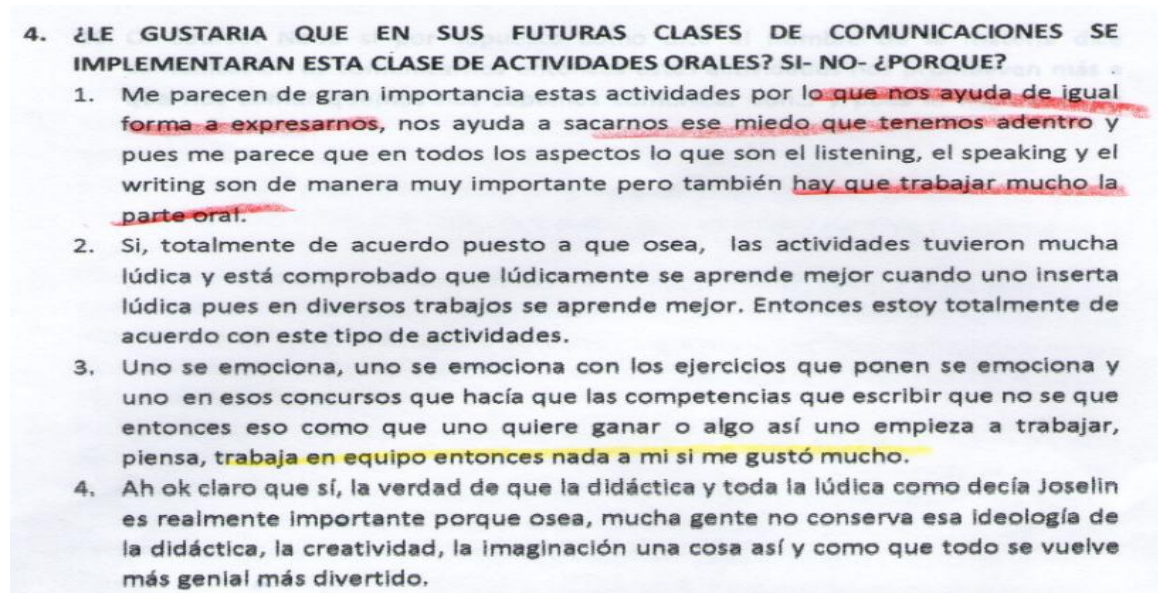


The data above showed that the implementation of the activities and the strategies helped learners to overcome fears while speaking. This fact, demonstrated that apart from language boundaries (vocabulary and grammar) and the L1 influence, one of the most frequent and strong obstacles that the learners had for communicating in L2 was the fears

for communicating using L2. The words “fear” and “nerves” were very recurrent when the learners expressed what had been improved in the implementation stage.

Besides, the answers clearly stated the learners’ attitude and position towards the whole implementation process and it was clearly visible that the learners were enhanced to communicate freely and without any hesitation. Affirmations such as “fueron de gran utilidad”, “me divertí bastante en la clase”, “me sentí más cómoda”, “sentí que participe mas”, “solté la lengua más que en la clase”, “me sentí mucho mejor” demonstrated that the Communication Compensatory Strategies worked favorably in the communication process. The aforementioned help the researchers to fulfill and achieve one of the sub objectives proposed in this study (see sub objective 2 above)

Regarding the second question chosen for this analysis, it asked the learners:



These answers were very significant due to the fact that the learners expressed very pleasantly that the process was helpful for them in several aspects. Aspects such overtaking fears at the time of speaking, the use of innovative and funny activities and the appropriate

use of communicative strategies are clearly remarkable by the learners and these assertions by them helped the researchers to evaluate the impact of the activities and the communicative strategies on the learners.

Within the data also was found that the learners gave importance to the use of Communication Compensatory Strategies to their learning process in terms of language didactics. The learners gave value to the fact of being involved in funny activities that caught their attention and interest. This category showed benefits that the Communication Compensatory Strategies had on the learners. However, it is important to analyze how the learners coped with these strategies in this study. Below a description of the Communication Compensatory Strategies applied in the implementation stage.

4.2.1.1 Communication Compensatory Strategies applied.

This section aims at detailing the most prominent communication compensatory strategies learners used while developing the activities. Table 1 shows the general employment of the communication compensatory strategies by learners in the activities. As previously stated in the theoretical framework the Communication Compensatory Strategies, are strategies applied to avoid abandonment of the messages, and instead, attempt to convey meaning while speaking in the target language. (Bygate, 1987). It is important to remark that Communication Compensatory Strategies place emphasis on solving a communication problem caused by “missing knowledge” of the target language; consequently the missing knowledge can be compensated by the use of these strategies.

After the preliminary stage the researchers took some decisions for the intervention stage, as mentioned above. One of those decisions was to use communication compensatory strategies within the activities designed for the implementation. Following a

summary of the communication compensatory strategies that the learners faced in all the activities applied and how commonly they were used by them. The percentages were taken from the analysis that the researchers did of the strategies presented in all of the activities and which were the ones that the learners adopted more.

Table 1. Compensatory strategies used by learners

during activities

➤ Circumlocution	2%
➤ Approximation	2%
➤ Making guesses	15%
➤ Use of all- purpose words	28%
➤ Body language	12 %
➤ Code switching	10%
➤ Appeal for help	31%

Table 1 demonstrates that a total of seven compensatory strategies were employed in this study, which makes evident that learners were determined to solve the communication breakdowns they may have encountered. It is also clear from the table that some were more frequently adopted by the participants over others; the most predominant strategies were negotiation of meaning (28%), and appealing for help (31%). These two percentages revealed that in most of the cases, for solving their language limitations, the

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learners took advantage by overusing words which had a general meaning for using them instead of those words that they did not know (lack of vocabulary) by replacing them while speaking, in the case of negotiation of meaning; and in some other cases asked for clarification or assistance when they misunderstood the messages that came from their interlocutors (appealing for help). This information showed that the communication compensatory strategies helped learners to communicate better but at the same time showed that not all of them were effectively adopted by the learners.

The use of non-linguistic features was also present in a considerable number (12%), the making of guesses was also present in 15%, in the same fashion only 10% of learners manifested their decision to code switch at times. These three categories, showed that body language and language inference helped the learners to communicate but when they felt that they were not making their ideas clear, they had to turn on to the mother tongue (L1).

Finally, the compensatory strategies that were less frequently used in the group of participants were circumlocution and approximation (in less than 5% each). This showed that the learners rarely provide examples for making their ideas clear and did not substitute words for describing objects or situations.

These percentages represented in the table show that learners were fully engaged in the use of communication compensatory strategies to continue communicating but not all the compensatory strategies were fully assimilated by them.

4.2.2 The role of group work and cooperation for enhancing and developing the speaking skill

Along the triangulation process findings in this category showed that group work in the EFL settings made the activities more interesting and enjoyable for learners, reducing the levels of anxiety and decreasing the fear of speaking regardless of the possible mistakes learners made during the language lessons. A stress –free environment was evidenced in most participants who noticeably laughed and enjoyed the activities, even though when they worked pressed by time to complete the tasks, creating what Nason and Woodruff (2004) referred to as a risk-free friendly environment. During the reflections in the learning logs and the individual interview learners from both contexts reflected on this matter.

Below one student from each context said the following:

“El ejercicio de ABC fue muy divertido porque al principio mi grupo y yo no entendíamos como era el ejercicio después nos reíamos y entre todos lo hicimos bien”

S1 Licenciatura program- Universidad de Cordoba-Journal reflections

“ Las actividades se hacen de forma más relajada y las personas se sienten más seguras de sí mismas. Hubo mucha diversión e interacción entre los estudiantes”

S2 –Mathematics program- Universidad de Cordoba- Journal reflections

Another important aspect worth considering within the benefits of group work, was the level of tolerance among learners, both researchers could observe a good level of tolerance among them during the tasks, when some learners found it difficult and tried to cope with the tasks peers made the effort to patiently explain until they could move on and were respectful to one another. Moreover, in the findings there seems to be no difference

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between who liked the most working in groups boys or girls, they both mingled and showed no signs of discomfort, showing that group worked favored both genders.

Participants themselves expressed how team members encouraged and motivated one another and contributed with their ideas and strategies to overcome obstacles and accomplish the tasks' goals; hence raising their self-esteem and confidence and interests towards the activities. During an interview two of the participants expressed:

"Aprendí hacer paciente gracias al ejercicio del restaurante, El trabajo en equipo hace que uno se integre más y se esfuerce por hablar inglés"

S1 Licenciatura program- Universidad de Cordoba-Journal reflections

"Trabaje con todos mis compañeros, chicos y chicas sin ningún problema, todos nos complementamos muy bien para "hablar más y mejor en ingles"

S2 –Mathematics program- Universidad de Cordoba- Journal reflections

This study also found that group work activities promoted interaction among team-members; as lessons progressed teaming appeared to have brought a sense of security and closeness of group members, participants seemed to get happy as their classmates progressed, they address their peers using their names to encourage their participation in group tasks as they relied on each other to overcome their communication breakdowns to complete and succeed. This can be evidenced in excerpts from the learning logs and interviews:

"Ya en parte del aprendizaje de mis compañeros note ciertos y muy buenos cambios, por ejemplo en la timidez y el hablar más"

S2 –Mathematics program- Universidad de Cordoba- Journal reflections task 4

"el trabajo en equipo siempre fue mucho mejor ... las personas se sienten más seguros de sí mismos a la hora de pronunciar o realizar cualquier actividad"

S2 –Mathematics program- Universidad de Cordoba- Journal reflections

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“En ejercicios grupales pude participar de forma más activa, antes no me gustaba tanto. Pero es como chévere que te ayuden y tu ayudar”

S3 Licenciatura program- Universidad de Cordoba-Journal reflections

“En esta clase me ayudaron más de lo que ayude, a pesar de saber vocabulario, fue muy bueno contar con la ayuda de mis compañeros”

S4-Licenciatura program- Universidad de Cordoba-Journal reflections

“Hay cosas que a uno se les escapan. En cambio cuando uno está el compañero eh siempre se complementan, la confianza hace que uno hable más y trabajar en grupo es bueno porque si el otro sabe ayuda”

S5- Licenciatura program- Universidad de Cordoba-Journal reflections

Most importantly, group work contributed to the learners` speaking performance , cooperation from one another provided students with multiple opportunities to overcome their weaknesses in certain specific aspects for example , facilitating the group to achieve the goals of the tasks, encouraged shy learners to speak more, during the small group tasks participants learners ask and receive help from the members , they valued their own contributions which mainly were linked to the success of the whole group. Participants from both groups manifested the following in their learning logs and individual interviews

“Trabajar en equipo es una forma de aprendizaje excelente, pues compartimos con nuestros compañeros, nuestras ideas y nos ayuda hablar más”

S1 Licenciatura program- Universidad de Cordoba-Journal reflections

“Mejorar mi fluidez oral y pronunciación, que antes no lo había podido hacer”

S2 Licenciatura program- Universidad de Cordoba-Journal reflections

“El trabajo en equipo hace que uno se integre más y se esfuerce por hablar inglés”.

S3 –Mathematics program- Universidad de Cordoba- Journal reflections

“Claro que si todos mejoramos un poco más nuestra habilidad oral ya que estas actividades se prestaban para así poder hablar este idioma”

S4 Licenciatura program- Universidad de Cordoba-Journal reflections

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“timidez, hablar más, charlar más con los demás compañeros y pues contribuyo de igual forma al vocabulario.

S5 –Mathematics program- Universidad de Cordoba- Journal reflections

“tener esa confianza a la hora de hablar en público y en ingles”.

S6 –Mathematics program- Universidad de Cordoba- Journal reflections

These findings reinforces the idea of Harmer (2001) who states that group work is an attractive idea that fosters and increases the amount of students’ talking time; this certainly allows learners to maximize their own and their group- mates learning. Following some other results taken from the self-assessment checklist administrated to the learners. For highlighting this part of group work and cooperation, two relevant statements are showed below:

Figure 9 . Responses obtained from the self-assessment frequency checklist in group 2, which learners answered how they felt working in groups

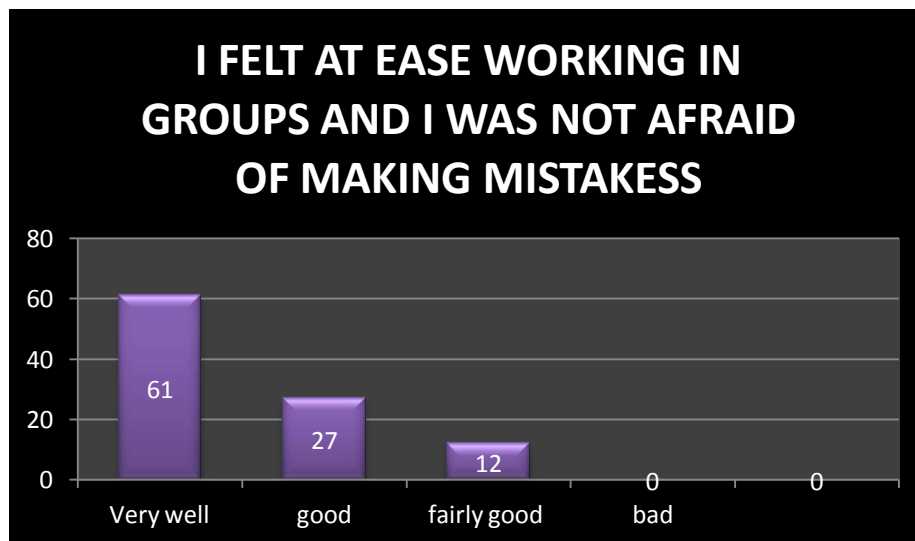
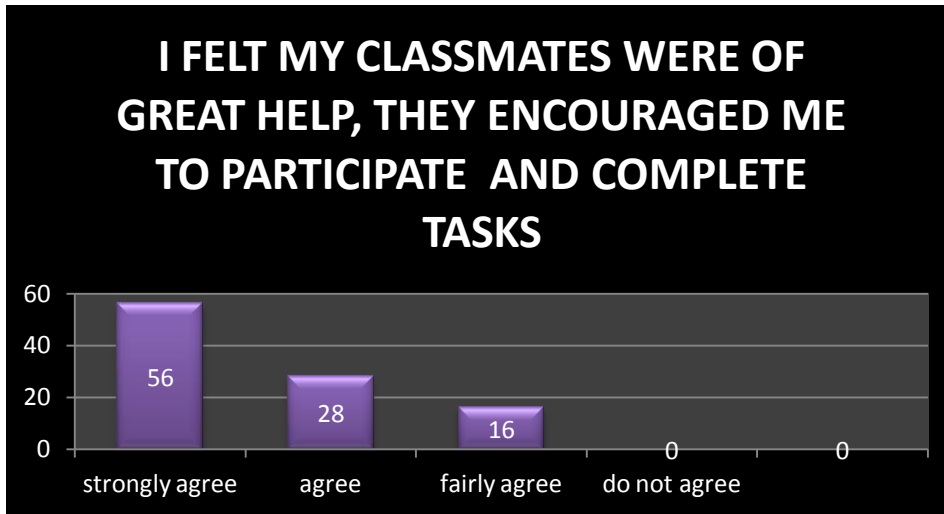


Figure 10 . Responses obtained from the self-assessment frequency answers checklist in group 1 on how they perceived the help from the classmates



Regarding this category, some other relevant information or data was found.

Following the data taken from the final questionnaire applied to the learners at the end of the implementation stage. Figure10 shows the results obtained from both groups when they were asked about group work in the questionnaire:

These results could also be evidenced in the responses in the final questionnaire:

Table 2 final Questionnaire Results. Questions 2, 3 and 5.

Item	Universidad de Córdoba				
	Never	occasionally	somet	Usually	Always
Con mi trabajo y el desempeño de los roles asignados durante las diferentes actividades, contribuí a trabajar en equipo satisfactoriamente.	0%	9%	27%	43%	21%
Considero que el trabajo en parejas y en grupos me ayudaron a disminuir considerablemente el temor a equivocarme en público.	0%	11%	15%	32%	42%

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El trabajo en equipo me ayudo a compartir mis ideas de una mejor manera	0%	11%	17%	19%	53%
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The percentages above in the chart showed that almost all students were aware of the advantage of working in groups. According to the data collected, during the activities learners acknowledged and value the help of their classmates in order to complete the tasks and improve their communication attempts.

As it can be seen in the table, when students were asked about how much they contributed to group work during the activities, 91% of learners admitted that they actively participated in the success of the group work during the different tasks and in different frequencies (sometimes, usually and always)

In regard to the how much pair and group work helped participants to considerably reduce their fear of making mistakes and speak in public, learners responded very positively, 42% percent of the population claimed that group work always supported their courage to lose the fear to speak and make mistakes, while the remaining number also acknowledged this benefit, 32% of students felt that this benefit of cooperation usually worked for them 15% sometimes and 11% occasionally simultaneously.

Finally, it was interesting to see the results when learners were asked their opinion on how group work helped them to share their ideas more effectively. All learners revealed a positive attitude and expressed that working in groups contributed to getting their messages across more efficiently, this happened in different degrees of frequencies and the tasks advanced 53% of participants considered this as an always, followed by 19% as usually, 17% as sometimes and 11% occasionally.

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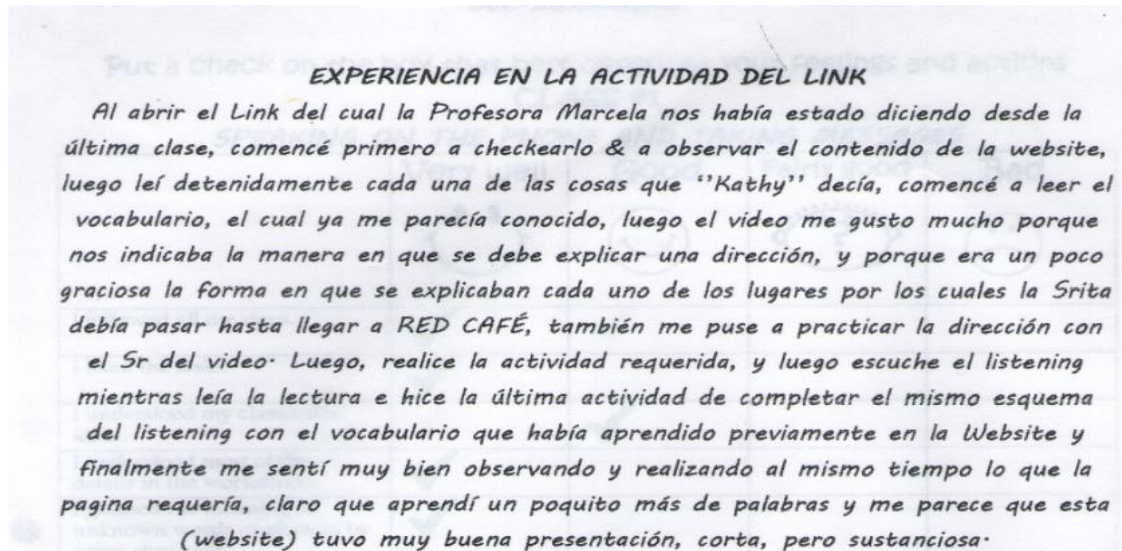
Generally speaking, it is evident that the vast majority of learners felt comfortable and satisfied when working in group as they learned to see it as an important tool in their learning process. Learners worked in mixed ability groups which benefited those lower achieving learners and improved substantially in terms of motivation to speak, allowing participants to increase their fluency level. Tasks provided learners with opportunities to interact and talk freely despite their possible limitations.

4.2.3 The use of compensatory strategies for promoting self-direction

The idea using communication compensatory strategies activities for promoting, enhancing and developing oral production (speaking) had as a main objective to help learners to overcome the language boundaries and difficulties that affected their language performance and promote language cooperation among them. The role of the teacher (the researchers) within this study was of a facilitator of the communicative process and his main role was to support the learners and encourage them to express orally without hesitation.

Within the activities participants from both groups had to follow learning tasks that needed to be followed and developed on their own. The product of each intervention class was assessed by the learners themselves because they reflected upon their advances and placed their classmates as the ones who really supported and helped them to develop and improve their speaking skill. Regarding self-direction and the use of web tools, it is relevant to say that despite the fact that almost the whole intervention and implementation took place inside the classroom, the learners also had the opportunity to use some web tools for guiding and improving their speaking skills as it was mentioned above. Following and

abstract taken from one of the learners journals regarding his experience while using the website:



After analyzing this kind of data, it was found that the learners really enjoyed and remarked the importance of this kind of tools, a fact that shows us that self-direction is fundamental in the development of all the skills of the language and allow the learners to self-assess their own learning process as well.

To sum up, researchers found that during the course of the implementation of the communication compensatory strategies and as evidenced all throughout this study, most learners from both contexts were able to establish a connection with self-reflection and self-assessment, leading to self-improvement of their communicative performance and production, the use of communication compensatory strategies while working in groups did foster learners oral performance, since learners endeavored to gain new strategies, knowledge and attitudes to improve their oral performance by working cooperatively with their group-mates and the resources available; correspondingly, learners were able to consciously select strategies skillfully and with initiative managed to cope the problems

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that hindered their attempts to communicate more efficiently and succeeded when using the strategies.

Conclusions, pedagogical implications, limitations and further research

In this chapter, the conclusions that emerged from the previous sections will be shared as well as the pedagogical implications that this study left for the education context and some advices for further studies within this field of the language teaching education.

5.1. Conclusions

This research study allowed the researchers to reflect on different theoretical considerations related to the development, improvement and the impact that communication compensatory strategies had on the learners. The use of these strategies within dynamic activities also allowed the research team to find how the learners conceived the group work and language cooperation in their communicative process at Universidad de Cordoba.

The research question which guided the development of this study was:

How does the implementation of oral communication strategies through cooperative work activities improve the oral competence and performance of EFL A1 students at Universidad de Cordoba?

The data gathered during this study allowed the identification of three main categories for giving an answer to the aforesaid research question. The main conclusion that was drawn from this study was that meaningful improvement on the oral competence and performance of the A1 learners that took part in this research was noticed. This was found by analyzing the data gathered in the preliminary and the implementation stages of this study.

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All the categories identified provided information that allowed reaching to this conclusion. The strategies applied caused a positive impact in the performance, development and attitude of the learners under study. Before the intervention was visible that several of the learners expressed fears and limitations at the time of speaking but after the implementation they agreed on saying that the activities and the communication compensatory strategies implicit there were very helpful because their fears to speak and their language boundaries were overtaken during the period of the implementation and intervention; this helped them to communicate better.

Regarding group work and cooperation, it was found that the learners felt motivated while sharing and supporting ideas each other. This means that using communication compensatory strategies and working in groups presented a great benefit for the learners.

Finally, self-direction and self- assessment was promoted in this study. Self-direction took place at every moment of the implementation due to the fact that the learners were in an ongoing process of self-learning and self- support among themselves. Regarding self-assessment, it was found that the learners identified their own advances and evaluated their final performance by reflecting about their actions at the end of each intervention activity and the whole process; this was visible on their learning journals.

Having all this information as a whole, this study could be considered helpful and innovative in the development of the oral competence in different contexts because it enhanced learners to communicate freely without hesitation and encouraged them to speak using alternative strategies for communicating.

5.2. Pedagogical Implications

The use and implementation of communication compensatory strategies gives many benefits to the academic field of the second language learning, especially to the oral communication process of two groups of learners from Universidad de Cordoba. Besides that, the implementation of these strategies combined with group work allowed the learners to develop different alternatives to communicate freely and efficiently. At the same time, this kind of strategies generated on the learners the capacity to reflect about their own actions and in part, self-direct their own learning process.

The studies of Dornyei (1995), Bernard & Ducharmer (1996) and Rossiter (2003) support the results obtained in this study, due to the fact that in all of them, similarly to this study, the learners showed a significant advance and improvement in the communicative competence by using this type of communication compensatory strategies. Also it may be said, that working cooperatively, creating a better atmosphere in the classroom and promoting self-confidence on the learners while addressing and facing oral communication practice.

The aforesaid assures that language teachers must be motivated to implement this kind of strategies in their classes, especially when teaching beginners learners (A1 and A2) by providing them with language tools that would be beneficial for them for a lifelong learning experience of the target language learned.

5.3. Limitations

During the time of this study the research team had to deal with two main drawbacks. The first one had to do with time at the moment of the implementation of one of the groups. While group 1 had 8 hours per week of English instruction, group 2 only

had 3 hours. This caused that the implementation process went faster in one of the group, this caused that in group 2 the data collection process was slower and this caused a delay in the triangulation process of the whole data. Having more time for instruction also allowed group 1 to cover a little bit more time for self-reflection within the classroom.

The second drawback had to do with the group organization and distribution. The language level of some learners was a little bit higher than others and this caused that the researchers had to organize the group work for assuring a best and balanced participation of the learners of this study. However, it is important to mention that once the groups were organized the learners started to work on their own and the researchers just observed and supported the learners in the development of the activities during the implementation stage.

5.4. Further Research

For further studies in this field of the learning process of a second language, the research team would like to advise future researchers not only to concentrate on the impact of compensatory strategies in the oral production but in a parallel way to study how this compensatory strategies could motivate learners to write in the second language taking as a main advantage that learners could be asked to reflect about their progress in terms of communication but using the target language and in this way the researchers could have a portfolio of the written reflection of the learners and notice if the learners have any advances in writing since the first reflection journal until the last one.

Finally, the last advice for the upcoming researchers in this field is to provide learners with more reinforcing activities in which the learners could use the media or web tools. These kind of compensatory strategies combined with the multimedia environments

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would encourage the learners to speak more out of the classroom environment and could involve the learners in both language learning and multimedia use.

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APPENDICES

Appendix. A-Letter of Consent



Universidad
de La Sabana

**DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT
CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN**

Junio de 2012

Señores:
Estudiantes
UNIVERSIDAD DE CORDOBA.

Apreciados estudiantes:

Actualmente estoy realizando una *Enhancing speaking skills in EFL learners through the application of language learning strategies in the Colombian context*. Este estudio busca identificar aspectos que pueden dificultar el aprendizaje y desarrollo de las habilidades comunicativas orales en estudiantes de inglés como lengua extranjera. De la misma forma, el estudio busca implementar estrategias de aprendizaje para brindarle a los estudiantes la posibilidad de mejorar sus habilidades comunicativas orales en inglés. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido –Programa Virtual- de la Universidad de La Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se llevará a cabo durante Julio y Agosto del presente año. Esto implica la planeación e implementación de actividades en la clase de inglés y la recolección de datos durante 6 semanas en las cuales ustedes responderán cuestionarios, completarán ejercicios de reflexión en relación con las estrategias utilizadas en las actividades de clase y presentarán dos exámenes que medirán su comunicación oral en inglés, uno al comienzo y otro al final de la investigación, los cuáles no tendrá incidencia en las notas de clase.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación. Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

NOMBRE DEL INVESTIGADOR AQUÍ

Acepto participar

Nombre

Docente investigador

Firma

Appendix B _ Learning Styles Survey

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT

Learning Style Survey*:

Adapted from: Assessing Your Own Learning Styles
Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi

NAME: _____ **DATE:** _____ **INSTITUTION:** _____

Este estudio está diseñado para evaluar su enfoque para el aprendizaje. Éste no predice su comportamiento en cada caso, pero es una indicación clara de sus estilos de aprendizajes en general. Para cada ítem, encierre con un círculo la respuesta que represente su enfoque. Complete todos los ítems. Hay once actividades principales que representan doce aspectos diferentes de su estilo de aprendizaje. Cuando usted lea los enunciados, trate de pensar en lo que usted normalmente hace cuando está aprendiendo. Este estudio toma aproximadamente 30 minutos para ser completado en su totalidad. No invierta mucho tiempo en un sólo ítem - indique su respuesta inmediata y pase al siguiente ítem.

Para cada ítem, encierre con un círculo su respuesta:

- 0 = Nunca
- 1 = Raramente
- 2 = Algunas veces
- 3 = Con frecuencia
- 4 = Siempre

Parte 1: CÓMO USO MIS SENSACIONES FÍSICAS

1. Recuerdo mejor las cosas si las escribo.
2. Tomo apuntes detallados durante las clases.
3. Cuando escucho, visualizo imágenes, números o palabras en mi cabeza.
4. Prefiero aprender a través de la televisión o el video en lugar de otros medios.
5. Uso el código de colores para ayudarme mientras aprendo o trabajo.
6. Necesito instrucciones escritas de las tareas.
7. Tengo que mirar a las personas para entender lo que dicen.
8. Entiendo mejor las clases cuando los profesores escriben en el tablero.
9. Los cuadros, diagramas, y mapas me ayudan a entender lo que alguien dice.
10. Recuerdo las caras de las personas pero no sus nombres.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

total _____

11. Recuerdo mejor las cosas si las discuto con alguien.
12. Prefiero aprender escuchando una clase más que leyendo.
13. Necesito instrucciones orales para desarrollar una tarea.
14. Los sonidos de fondo me ayudan a pensar.
15. Me gusta escuchar música cuando estudio o trabajo.
16. Puedo entender lo que las personas dicen aún cuando no puedo verlas.
17. Recuerdo los nombres de las personas pero no sus caras.
18. Fácilmente recuerdo chistes que escucho.
19. Puedo identificar a las personas por sus voces.
20. Cuando viendo la televisión, escucho el sonido más que las imágenes de la pantalla

Total _____

The Impact of Oral Communicative Strategies through Cooperative Work Activities

21. Prefiero comenzar las cosas, más que poner atención a las instrucciones.	0 1 2 3 4
22. Necesito descansos frecuentes cuando trabajo o estudio.	0 1 2 3 4
23. Necesito comer algo cuando leo o estudio.	0 1 2 3 4
24. Si tengo que escoger entre sentarme o pararme, prefiero pararme.	0 1 2 3 4
25. Me pongo nervioso cuando permanezco sentado por mucho tiempo.	0 1 2 3 4
26. Pienso mejor cuando me muevo (Ej: zapateando).	0 1 2 3 4
27. Juego o muerdo mis lapiceros durante las clases.	0 1 2 3 4
28. Manipular objetos me ayuda a recordar lo que alguien dice.	0 1 2 3 4
29. Muevo mis manos cuando hablo.	0 1 2 3 4
30. Dibujo muchas imágenes (garabatos) en mi cuaderno durante las clases.	0 1 2 3 4
Total _____	0 1 2 3 4

Parte 2: CÓMO ME DISPONGO PARA LAS SITUACIONES DE APRENDIZAJE

1. Aprendo mejor cuando trabajo o estudio con otros que cuando lo hago yo mismo.	0 1 2 3 4
2. Conozco nuevas personas fácilmente involucrándome en su conversación.	
3. Aprendo mejor en el salón de clase que con un tutor privado.	
4. Es fácil para mí acercarme a extraños.	
5. Interactuar con muchas personas me da energía.	
6. Primero experimento las cosas y luego trato de entender.	
total _____	0 1 2 3 4

7. Me siento enérgico con el mundo interior (Con mi pensamiento interior).	0 1 2 3 4
8. Prefiero las actividades y/o juegos individuales.	
9. Tengo pocos intereses, y me concentro mucho en ellos.	
10. Después de trabajar en un grupo grande, me siento exhausto.	
11. Cuando estoy en un grupo grande, tiendo a guardar silencio y escuchar.	
12. Me gusta entender bien algo antes de llevarlo a cabo.	
total _____	0 1 2 3 4

Parte 3: CÓMO MANEJO LAS POSIBILIDADES

1. Tengo una imaginación creativa.	0 1 2 3 4
2. Trato de encontrar muchas opciones y posibilidades del por qué pasa algo.	
3. Planeo cuidadosamente los eventos futuros.	
4. Me gusta descubrir cosas por mí mismo en lugar de que todo se me sea explicado.	
5. Aporto muchas ideas originales durante las discusiones en clase.	
6. Estoy dispuesto a recibir sugerencias de mis compañeros.	
Total _____	0 1 2 3 4

7. Me concentro en una situación más que pensar en cómo podría ser.	0 1 2 3 4
8. Leo los manuales de instrucciones (Ej: Para computadores o DVDs) antes de hacer uso del aparato.	
9. Confío más en hechos concretos que en ideas nuevas o no probadas.	
10. Prefiero las cosas presentadas paso a paso.	
11. No me gusta cuando mis compañeros cambian los planes de un trabajo.	
12. Sigo instrucciones cuidadosamente.	
Total _____	0 1 2 3 4

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Parte 4: CÓMO MANEJO LA AMBIGÜEDAD Y LOS LÍMITES

1. Me gusta planear las lecciones de estudio del idioma cuidadosamente y hacer las lecciones a tiempo y temprano.
2. Mis notas, folletos, y otros materiales de escuela son cuidadosamente organizados.
3. Me gusta estar seguro de los significados en el idioma extranjero.
4. Me gusta saber cómo son aplicadas las reglas y por qué.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

5. Pospongo las fechas límites si tengo otras cosas por hacer.
6. Dejo que las cosas se acumulen en mi escritorio para organizarlas después.
7. No me preocupo por comprender todo.
8. No siento la necesidad de llegar a conclusiones rápidas sobre un tema.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

Parte 5: CÓMO RECIBO INFORMACIÓN

1. Prefiero respuestas cortas y simples más que largas explicaciones.
2. Ignoro detalles que no me parecen relevantes.
3. Es fácil para mí ver la idea general de un plan.
4. Obtengo la idea principal de algo y con eso me basta.
5. Cuando cuento una vieja historia, tiendo a olvidar muchos detalles específicos.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

6. Necesito ejemplos específicos para entender completamente las cosas.
7. Pongo atención a información o hechos específicos.
8. Soy bueno para aprender nuevas palabras o frases que escucho.
9. Disfruto actividades donde completo espacios en blanco con las palabras que escucho.
10. Cuando trato de contar un chiste, recuerdo los detalles pero olvido la frase clave.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

Parte 6: CÓMO PROCESO INFORMACIÓN NUEVA

1. Puedo resumir información fácilmente.
2. Rápidamente puedo parafrasear lo que otras personas dicen.
3. Cuando creo un esquema, primero considero los puntos claves.
4. Disfruto actividades donde tengo que agrupar ideas.
5. Mirando toda la situación, puedo fácilmente entender a alguien.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

6. Me cuesta entender cuando no conozco cada palabra.
7. Cuando cuento una historia o explico algo, me toma mucho tiempo.
8. Me gusta enfocarme en las reglas gramaticales.
9. Soy bueno para resolver misterios o crucigramas.
10. Soy bueno en observar aún los detalles más pequeños en una tarea.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

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Parte 7: CÓMO EJERCITO LA MEMORIA

1. Trato de prestar atención a todas las características de un nuevo material a medida que aprendo.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

2. Cuando memorizo diferentes partes del material del idioma, puedo recuperar estas partes fácilmente-como si las hubiese almacenado en compartimientos separados en mi cerebro.

3. A medida que aprendo nuevo material en el idioma extranjero, hago distinciones entre sonidos, formas gramaticales, palabras y frases.

Total _____

4. Cuando aprendo nueva información, puedo agrupar los datos eliminando o reduciendo las diferencias y enfocándome en las similitudes.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

5. Ignoro distinciones que podrían hacer más exacto lo que digo.

6. Los recuerdos similares se hacen confusos en mi memoria, uno nuevas experiencias con antiguas vivencias.

Total _____

Parte 8: CÓMO MANEJO LAS REGLAS DEL IDIOMA

1. Me gusta ir de lo general a ejemplos específicos.

2. Me gusta comenzar con reglas y teorías más que con ejemplos específicos.

3. Me gusta comenzar con generalizaciones y luego encontrar experiencias que se relacionan con esas generalizaciones.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

Total _____

4. Me gusta aprender reglas del idioma indirectamente trabajando con ejemplos de estructuras gramaticales y otros rasgos del idioma.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

5. No me preocupo si escucho una regla establecida ya que no las recuerdo de todos modos muy bien.

6. Descifro reglas basadas en la manera como veo el comportamiento de las formas del idioma.

B - Total _____

Parte 9: CÓMO MANEJO LOS APORTES MÚLTIPLES

1. Puedo extraer información importante dentro de un contexto aún cuando se encuentren distractores dentro del mismo.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

2. Cuando produzco un mensaje oral o escrito me aseguro que esté correcto gramaticalmente.

3. No sólo presto atención a la gramática, también presto atención al nivel de formalidad y cordialidad.

Total _____

4. Cuando hablo o escribo, un enfoque en la gramática sería en la atención al contenido del mensaje.

0 1 2 3 4
0 1 2 3 4
0 1 2 3 4

5. Es un reto para mí enfocarme en la comunicación o escritura y al mismo tiempo poner atención a la coincidencia gramatical (Ej. persona, número, tiempo, o género).

6. Cuando estoy haciendo oraciones extensas en el idioma extranjero, me distraigo y rechazo aspectos gramaticales.

Total _____

The Impact of Oral Communicative Strategies through Cooperative Work Activities

Parte 10: CÓMO MANEJO EL TIEMPO

1. Reacciono rápidamente en situaciones donde hago uso del idioma extranjero.
2. Juego con mis instintos en el idioma extranjero.
3. Me detengo, veo que pasa, y hago correcciones si es necesario.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

4. Necesito pensar en las cosas antes de hablar o escribir.
5. Me gusta mirar antes de seguir cuando debo decidir qué decir o escribir en el idioma extranjero.
6. Trato de encontrar material de apoyo en mi mente, antes de hacer uso del idioma.

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Total _____

Parte 11: CÓMO TOMO LITERALMENTE LA REALIDAD

1. Me doy cuenta de que construir metáforas en mi mente me ayuda a entender el idioma (Ej. ver el idioma como una máquina con partes que pueden ser desarmadas).
2. Aprendo cosas a través de metáforas y asociaciones con otros elementos. Las historias y los ejemplos me ayudan a aprender.

0	1	2	3	4
0	1	2	3	4

Total _____

3. Tomo el aprendizaje literalmente y no hago uso de metáforas.
4. Tomo las cosas por su valor real, me gusta el lenguaje que dice las cosas directamente.

0	1	2	3	4
0	1	2	3	4

Total _____

Appendix. C-Sample Class plan

**DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING
IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012**

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin’s Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02
Department of Languages and Cultures, Universidad de La Sabana

Institution: UNIVERSIDAD DE CORDOBA			
Date of Class: September 26		Length of class: 3 hours	
		Time Frame: One class period	
Class/grade: Elementary level		Room: classroom	
Number of students: 12		Average age of Students: 17-21	
Number of years of English study: 8 months		Level of students: A1	
Lesson Number		Research Circle Leader: Maria Isabel Espitia	
1	2	3	4
5	6	7	8

The Impact of Oral Communicative Strategies through Cooperative Work Activities

Set Lesson Goals	
<ul style="list-style-type: none">✓ Use collaborative strategic speaking tasks to strengthen already learned vocabulary and acquire new vocabulary, as well as having learner use the target language to interact in a restaurant and food environment by being able to order and offer food service.	
Language Goal	Assessment Criteria
<ul style="list-style-type: none">✓ Students should be able to use collaborative strategic speaking strategies✓ Students should be able to interact in the target language using the assigned roles✓ Students should be able to interact in a restaurant environment and inquire and offer food service by asking and answering questions.	<p>By the end of the speaking activities learners will use their oral ability to order food in a restaurant, offer service and discuss about different kinds of food. Students will interact and describe the implements needed in a restaurant using the suggested vocabulary. A speaking rubric will be used to assess the learner's performance.</p>

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<p style="text-align: center;">Learning to Learn Goal</p> <p>Establish learning to speaking skills.</p> <ul style="list-style-type: none"> ✓ Students will be able to use a set of pre, while and post vocabulary key words to help them, and ensure that those of mixed achievement levels understand and use the language while working in groups. ✓ Students will become aware of self-regulated speaking and language learning through the use of strategies and didactic materials ✓ Students will use important information in a given context to complete tasks successfully. ✓ Students will help their classmates continuously in cooperative work and become aware of whether or not they use the language. 	<p style="text-align: center;">Assessment Criteria</p> <p>Learners will be able to use speaking strategies and at times monitor their own speaking process as they help others. They will also learn, review and practice how to order food in a restaurant and offer the service. Moreover, students will work cooperatively so that they can have the opportunity to discuss and share ideas among the members of the group about the restaurant background, learners will be also encourage using and developing their social skills. At the end of the class they will be asked to self-assess and reflect on the strategies used to complete the tasks. Finally the speaking rubric serves as guidance to assess the student's speaking performances.</p>
<p>Identify a topic for the lesson</p>	<p>Topic: Food and restaurant</p>
<ul style="list-style-type: none"> • Customized material from the Interchange 1 third edition text book. Cambridge University Press. 2005. • Customized speaking activity from available to the public online photocopiable material: busyteacher.org • Customized speaking activity from available to the public online photocopiable material: www.bogglesworldesl.com 	

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Materials and Resources

The materials presented in the following chart are considered significant to encourage learners to speak in English and become more motivated by being able to handle easy and accessible material; moreover, learners will feel more confident to participate in the manageable tasks. Interchange 1 is a proven multi-skill syllabus textbook which has a major focus on fluency and accuracy. All additional material has been chosen and adapted on the basis that they are suitable to fit the learner's need and intrinsic interests.

<p>Material 1 name:</p> <p>ABC Restaurant</p>	<p>Rationale: This warm up activity is a simple task to follow and it is considered relevant to introduce the topic and also works as a schemata activator in which learners use their background to work collaboratively.</p>	<p>Annex 1</p>
<p>Material 2 name:</p> <p>Vocabulary worksheet and</p> <p>Power point presentation</p>	<p>Rationale:</p> <p>These two connected visual activities will enhance and consolidate pronunciation, grammar and vocabulary of most common types of food and the kind of interaction and language exchange there is a restaurant. These two input activities are to be applied to also practice question formation and common formulaic expressions through the implementation of the collaborative group strategies</p>	<p>Annex 2</p>
<p>Material 3 Name:</p> <p>Survey -eating</p>	<p>Rationale:</p> <p>The purpose of this pair and group task is to have learners practice the previous and new learned vocabulary by asking and answering questions about food and habits as well as by asking and giving details about personal experiences, learners should be able to consciously recognize the strategies they use as they work with a partner.</p>	<p>Annex 3</p>
<p>Material 4 Name:</p> <p>At the restaurant</p>	<p>Rationale: : These final tasks are intended to have learners demonstrate their oral capacity to smoothly produce topic related language after practicing with assigned roles and supporting material This activity is more</p>	<p>Annex 4 93</p>

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<p>Assumed knowledge</p> <p>All students are already familiarized with some of the vocabulary presented in the activities, learners are also acquainted with group work activities and already put into practice some of the communication strategies some of these strategies are:</p> <ul style="list-style-type: none"> ✓ Negotiating meaning ✓ Making guesses about unknown words ✓ Approximation ✓ Circumlocution ✓ Body language ✓ Appeal for help 	
<p>Anticipated problems and planned solutions</p> <ul style="list-style-type: none"> • Unknown vocabulary: Students will figure unknown words out with the use of strategies (imagines depicted in visual material are believed to be self-explanatory) • Mispronunciation: Learners will be highly encouraged to drill and self-correct when needed. Also classmates' help is well conceived within respect parameters. • Misunderstanding of learners' roles and worksheets: instructions enforcement and learner's help others understand. Also modeling from the teacher when necessary. 	
<p>Description of language item / skill(s)</p>	
Form	Simple present- modals for requests
Meaning	Know how to ask for and offer food , food habits and general vocabulary
Use	Request and offer food service within restaurants or food locations Ask and give information about eating habits.
Skill(s) and sub skill(s)	Speaking-Listening- Reading
(For CLIL) _____ Content <u>Communication</u> _____ <u>Cognition</u> <u>Culture</u>	

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Sequence the lesson to accomplish your goals

Teacher's role	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Encourager Leader	Lead in/Preparation (+SDL Learning Strategy highlighted)	To encourage students to use collaborative strategies to work as a team and anticipate the topic and activate prior knowledge.	<ul style="list-style-type: none"> • Explain students the importance of Collaborative work in their learning process. Consequently, allow students to group work and start to fill in the ABC with many words related or approximated to the topic • Learners will work in groups of four; all members should contribute to the completion of the ABC At the end of the activity learners share their ABC with the rest of the groups; the idea is for learners to start to work collaboratively and build their own restaurant. 	student-students	20 minutes
Facilitator	Learner self-evaluation (+SDL Learning Strategy highlighted)	To make students self evaluate their own progress and speaking and listening comprehension.	<ul style="list-style-type: none"> • Students rate their own behavior and the behavior of their peers using the learning log. (after class) • Review the students' self and peer assessments and provide your own rating for each group. A whole-class discussion is suggested so that students are aware of their behavior, how well they did, and what they can do to improve future cooperative learning sessions. 	Student-student	10 minutes

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Encourager Facilitator	Problem Identification/ solution (+SDL Learning Strategy highlighted)	To encourage students use the communication strategies for unknown words or terms To help students know what strategies to use when trying to figure out words	Students possibly will need to work on identifying words or word parts that are hard to understand but still learners are able to do if some strategies are used. These strategies are: a. Circumlocution b. Appeal for assistance c. mime d. approximation e. word coinage f. code switching	Teacher-student	
Encourager Facilitator	Wrap up (+SDL Learning Strategy highlighted)	To improve students' knowledge, understanding and memory of what was learned and practiced	<ul style="list-style-type: none"> To inquire and help learners discover their strengths and weaknesses that arise during the activities, help them express how they feel with the self-assessment. 	Teacher-Student	

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Guider Facilitator	Expansion/ Independent Study <small>(+SDL Learning Strategy highlighted)</small>	To provide learners with tools that will help them become self-directed thinkers who are able to actually teamwork and solve problems among the members.	Offer learners constructive and scaffolded feedback. Students are motivated to reflect on their performance and possible ways to improve and work in future English language tasks (learning logs)	Teacher- student	

Teacher's Evaluation of his/her lesson plan

The implementation tasks are expected to be a success. Among the expected outcomes

- *Learners use the target language to effectively communicate and describe people's characters and personality traits.
- *Students speak, listen and participate actively.
- *learners enjoy the activities as they work cooperatively.
- *Students show commitment and willingness to work cooperatively by taking their roles.
- *Students learn new vocabulary and become ready to use expressions

ANNEX 1



Imagine you all are opening your own restaurant. What is going to be there? Think of everything you will need inside and outside your restaurant Write as many words as you can and write them in the alphabet. The more words – the better! 😊

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T

U
V
W
X
Y
Z

ANNEX 2

Power Point presentation sample slides



Arriving at the Restaurant

Waiter

- Good evening, Sir/Madam.
- Table for 2?
- Come this way.
- Here you are.
- Would you like something to drink?



Customers

- Good evening!
- Yes please.
- Can we have a menu please?
- Two glasses of red wine, please.



Menu

- **Main course**
 - Fish
 - Chicken
 - Beef
 - Lamb
 - Lasagne
 - Vegetarian pasta



Menu

- **Side dishes**
 - Vegetables
 - Salad
 - Chips
 - Roast potatoes
 - Garlic bread



What do you say?

- Customers
- Waiter
- Waitress



Ordering the Food

Waiter

- Here are your drinks.
- Are you ready to order?
- Would you like anything else?
- Enjoy your drinks.



Customer 1

- Yes, I'll have tomato soup to start. Then fish and chips and salad.

Customer 2

- And I'd like prawn cocktail to start. Then roast beef and vegetables.
- That's all thank you.



Serving the Meal

Waiter

- Here are your starters. Tomato soup for you, Sir.
- And prawn cocktail for you Madam.
- Enjoy your food.



Customer 1

- Thank you. It looks delicious!

Customer 2

- Thank you!



After the Main Course

Waiter

- How was the food?
- Would you like dessert and coffee?



Customers

- Great, thank you.
- Delicious!
- Yes, we'll both have lemon meringue and coffee please.



After the Coffee

Waiter

- Would you like anything else?
- (He takes away the dirty dishes)
- Here you are.



Customers

- No, just the bill please.
- Thank you. We enjoyed our meal. Keep the change!



Complaints/Problems

Waiter

- Sorry!
- We'll give you another meal.
- The meal will be free of charge.
- You must wash the dishes!
- You can pay later.



Customers

- The food is cold!
- My glass is dirty!
- There's a fly in my soup!
- My meat is raw!
- I have no money!



Vocabulary worksheet



Key words:

raw salty sour spicy succulent tasteless tender
 sweet well-done bitter burnt delicious fattening
 fatty fresh healthy Juicy oily

- This worksheet continues with a pair work activity that could not be paste in this format. If needed please let the teacher know.

ANNEX 3

Surveys on Eating

Survey on Breakfast

- (1) Did you have breakfast this morning?
- (2) What do you usually have for breakfast?
- (3) Who do you eat breakfast with?

Survey on Lunch

- (1) Where do you usually have lunch?
- (2) What do you typically have for lunch?
- (3) Who do you eat lunch with?

Survey on Dinners

- (1) Where do you usually have dinner?
- (2) What time do you usually eat dinner?
- (3) What did you have for dinner yesterday?

Survey on Fast-food

- (1) Do you go to fast-food restaurants often?
- (2) What is your favorite fast-food restaurant?
- (3) Do you prefer fast-food or your mom's cooking?

Survey on Restaurants

- (1) How often do you eat at restaurants?
- (2) What is your favorite restaurant?
- (3) Do you usually leave a tip?

Survey on Ordering Food

- (1) How often do you order food at your home?
- (2) Do you ever order pizza?
- (3) Do you ever order Chinese food?

Survey on Favorite Food

- (1) What is your favorite food?
- (2) How often do you eat it?
- (3) What is your least favorite food?

Survey on Cooking

- (1) Who cooks in your family?
- (2) Who is a better cook your mom or your dad?
- (3) What do you know how to cook well?

Survey on Spicy Food

- (1) Do you enjoy spicy food?
- (2) What is the hottest food you've eaten?
- (3) Have you ever had food that was so hot you couldn't eat it?

ANNEX 4

Menu samples (8 menus total)

Starry Night Cafe
Rich Blends of Coffee

Breads	Drink
Croissants . . . \$1.25	Coffee \$1.25
Bagels \$1.25	Café Au Lait . . \$1.75
Donuts \$0.75	Espresso \$1.75




Cakes

Blueberry Cheesecake . . . \$2.50
Chocolate Cheesecake . . . \$2.50

DARTE'S DELI
Sandwiches from Paradise

Food	Drink
B.L.T \$3.50	Coffee \$1.00
Crispy bacon with lettuce and tomato. With or without cheese.	Milk \$1.25
Ham & Cheese . . \$3.25	Juice \$1.50
Fresh ham with cheddar cheese, onions and pickles.	Cola \$1.00
Vegetarian \$2.75	
Fresh cucumber, avocado, and tomatoes.	



Sample Conversation- Ordering Food at a Restaurant	
<p>Waiter: Welcome to <u>Antico's</u>. Here are your menus. Today's special is <u>grilled salmon</u>. I'll be back to take your order in a minute.</p> <p>Waiter: Are you ready to order?</p> <p>Customer 1: <i>I'd like</i> the seafood spaghetti.</p> <p>Waiter: And you?</p> <p>Customer : <i>I'll have</i> a hamburger and fries.</p> <p>Waiter: Would you like anything to drink?</p> <p>Customer 1: I'll have a coke, please.</p> <p>Waiter: And for you?</p> <p>Customer 2: Just water, please.</p> <p>Waiter: OK. So that's <u>one seafood spaghetti, one hamburger and fries, one coke, and one water</u>. I'll take your menus.</p> <p>Waiter: Here is your food. Enjoy your meal.</p>	<p>Waiter: How was everything?</p> <p>Customers 2: Delicious, thanks.</p> <p>Waiter: Would you like anything for dessert?</p> <p>Customer 1: No, just the bill please.</p>
Group work	

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Name	Food	Drink	Complaints	Comments

- W
a
i
t
e
r
- (1) Welcome.
 - (2) Give Menus.
 - (3) Tell the guests the special of the day.
 - (4) Give them some time to look at the menu.
 - (5) Take their orders.
 - (6) Confirm their orders.
 - (7) Ask how the meal was and if they want dessert.



Customer Sheet

You are customer in a restaurant. You must go from restaurant to restaurant with a partner and order some food in each restaurant:

Restaurant Name	Food Ordered	Drink Ordered	Daily Special	Service Quality

- (1) Sit down.
- (2) Listen to the special.
- (3) Look at the menus.
- (4) Order food
- (5) Eat
- (6) Don't order dessert.
- (7) Ask for the bill.
- (8) Go to a new restaurant.

Complain :

**Role-play Prompts:
Specials of the Day and Customer Complaints**

Specials of the day:

<p><i>Starry Night Cafe</i> Rich Blends of Coffee</p>	<p>Special: Pumpkin pie and whip cream. Price: \$2:00</p>
<p>GENERAL KAO'S Chinese Takeout</p>	<p>Special: Spring rolls</p>
<p>DARTE'S DELI Sandwiches from Paradise</p>	<p>Special: Smoked salmon and cream cheese on a bagel. Price: \$4.50</p>
<p>The Sicilian The Taste of Old Italy</p>	<p>Special: Four cheese ravioli. Price: \$7.50</p>
<p>The Flying Kimono The best Sushi outside of Japan</p>	<p>Special: Eel rolls Price: \$2.50</p>
<p>ABOMINOES PIZZA</p>	<p>Special: Mexican pizza made with chili peppers, avocado, and hot pepperoni. Price: (s) \$11:00 (l) \$16:00</p>
<p>The Bull's Ring Grilled Texan Steaks</p>	<p>Special: Roast chicken with potatoes. Price: \$12.50</p>
<p>FBI Monday Over-priced food mixed with the lousy service.</p>	<p>Special: Hot chicken wings. Price: 12 wings for \$5.00.</p>
<p>When you are eating, complain that your food is cold.</p>	<p>When you are eating, complain that the restaurant is too hot.</p>
<p>When you are eating, complain that the food is burnt.</p>	<p>When you are eating, complain that the restaurant is too noisy.</p>
<p>When you are eating, complain that the food is not cooked.</p>	<p>When you are eating, complain that the restaurant is too smoky.</p>

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Boardgame:

waiter's cards





say the dishes of the day	say if you can take your order	suggest some appetizers	Offer something to drink	offer desserts
explain about a dish/ dessert/ soup	ask costumer if they need anything	suggest some wine with the fish	suggest some vegetarian dishes	A certain dish has finished. Offer a different dish.

customer's cards

ask for the menu	ask for the kids menu	ask for a suggestion of the chef's specials	say what dish you are going to have	say what you would like to drink
ask for more napkins	ask to bring another fork/ knife/ spoon	ask about the dessert and what the waiter recommends	ask about the wine and which one the waiter recommends	ask to bring the bill
ask if tip is included	say that you have finished the meal	comment on the food		

Appendix D. Self-Assessment

Put a check on the box that best describes your feelings and actions

	Very well 	Good 	Fairly good 	Bad 
I followed all the steps.				
I liked the tasks.				
I understood my classmates' ideas.				
I understood most of the details in the worksheets.				
I guessed the meaning of unknown words or phrases by using strategies.				
I could express my ideas about the topic with much difficulty				
I spoke non-stop in English				
I could use the vocabulary without many problems.				
I felt at easy working in groups and I was not afraid of making mistakes				
I felt my classmates were of great help, they encouraged me to speak participate and complete the tasks.				
The use of strategies allowed me to speak more effectively				

My strengths appear to be _____



Areas where I can improve: _____

Appendix E . Learning log



SPEAKING- LEARNING LOG

Name: _____
Independent session: _____

<p>REFLECTING AFTER THE CLASS</p> 	<p>WHAT DID I LEARN TODAY ?</p> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> 	<p>What part did you like the best in the class? Why?</p>	<p>What part you did you enjoy less? Why?</p>

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix F-Final Questionnaire

Apreciado estudiante,

El propósito de este cuestionario es recopilar valiosa información y obtener datos que permitan conocer los resultados del proceso de aplicación de actividades para mejorar su habilidad comunicativa oral en inglés mediante la implementación de estrategias de aprendizaje. El objetivo principal es contar con respuestas sinceras que permitan conocer tu experiencia al participar en las actividades durante tus clases de inglés.

INSTRUCCIONES: En este cuestionario encontrarás varias preguntas que al responderlas sinceramente, me permitirá conocer mejor tu proceso de aprendizaje después de la implementación de las actividades para mejorar tu habilidad comunicativa en inglés

Cada frase es seguida de 5 números (1,2,3,4,5) y cada número significa lo siguiente:

- (1) significa “yo nunca o casi nunca hago esto”**
- (2) significa “yo lo hago ocasionalmente”**
- (3) significa “yo algunas veces hago esto” 50%**
- (4) significa “yo usualmente hago esto”**
- (5) significa “yo siempre o casi siempre hago esto”**

Después de leer detenidamente cada frase, encierra en un círculo el número correspondiente (1,2,3,4,5) en cada casilla con lo que mejor te identifiques.

Part 1

Frase	nunca	ocasionalmente	Algunas veces	usualmente	siempre
1. Participé activamente durante las actividades en grupo.	1	2	3	4	5
2. Con mi trabajo y el desempeño de los roles asignados durante las diferentes actividades, contribuí a trabajar en equipo satisfactoriamente	1	2	3	4	5
3. Las actividades en las que participé me ayudaron a disminuir el temor de hablar en inglés y aumentaron mi confianza al utilizar la segunda lengua.	1	2	3	4	5
4. Las actividades realizadas me ayudaron a mejorar mi habilidad comunicativa en inglés.	1	2	3	4	5
5. Considero que el trabajo en parejas y en grupo me ayudaron a disminuir considerablemente el temor a equivocarme en público.	1	2	3	4	5
6. Al final de las actividades sentí que mi fluidez y pronunciación en inglés mejoró	1	2	3	4	5

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notablemente

7. Tenía conocimiento previo de los diferentes temas que se trabajaron durante las actividades	1	2	3	4	5
8. Aprendí nuevo vocabulario, al igual que su uso y su pronunciación.	1	2	3	4	5
9. Aprendí y recordé nuevo vocabulario mediante el uso de estrategias cuando no entendía una palabra.	1	2	3	4	5
10. El trabajo en equipo me ayudó a compartir mis ideas de una mejor manera.	1	2	3	4	5
11. Usé el contexto (dibujos, títulos) para ayudarme a comprender y expresarme mis ideas en inglés.	1	2	3	4	5
12. Hice uso inmediato del vocabulario adquirido en las actividades orales, especialmente en las tareas y ejercicios al final de cada clase	1	2	3	4	5
13. Describí conceptos y palabras en inglés para que me mis compañeros comprendieran mi punto de vista o adivinaran a que me refería.	1	2	3	4	5
14. Cuando no comprendí algo, pedí en inglés a mis compañeros de grupo que me repitieran o aclararan.	1	2	3	4	5
15. Cuando no tenía las palabras exactas en inglés, use palabras parecidas que se aproximaban a la que estaba buscando, estas ayudaron a expresar mi idea en inglés	1	2	3	4	5
16. Cuando no encontré las palabras adecuadas pedí a mis compañeros de grupo que me ayudaran a encontrar la palabra, apele por su asistencia y continúe usando el inglés.	1	2	3	4	5
17. El uso de las mímicas y gestos me ayudaron a mí y mis compañeros a comprender palabras y expresarlas en inglés	1	2	3	4	5
18. El uso del "Learning log" me ayudó a reflexionar en estrategias para mejorar mi habilidad oral en inglés	1	2	3	4	5
19. Escuché atentamente cuando mis compañeros hablaban y me esforcé por	1	2	3	4	5

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entenderle y ayudarles a comunicarse.					
20. Los temas trabajados en las actividades llenaron mis expectativas para mejorar mi habilidad oral en inglés.	1	2	3	4	5
21. La evaluación de mi desempeño me permitió encontrar falencias y superarlas (self-assesment)	1	2	3	4	5
22. Evité al máximo el uso del español durante las actividades, y preferí usar estrategias para transmitir mi idea en inglés.	1	2	3	4	5
23. El material usado durante las actividades me animo a usar mi habilidad oral	1	2	3	4	5

Appendix G-Semi-structured Interview

Semi -structured interview

Como comparas tu habilidad oral en ingles antes y después de las actividades? Mejoro? Es igual?

Hasta qué punto las actividades implementadas ayudaron a afianzar tu confianza y te motivaron a usar la segunda lengua sin temor a equivocarte?

Consideras que las estrategias utilizadas durante las clases te ayudaron a mejorar tu fluidez oral y tu pronunciación? si-no porque?

Como crees que contribuyó el trabajo en equipo a mejorar tu habilidad oral en inglés?

Crees que tus compañeros mejoraron su habilidad oral una vez implementadas las actividades? Si no-Da un ejemplo.

Appendix H -Triangulation of different instruments implemented for analyzing group work and the Compensatory Strategies

Triangulation

Criteria	Self- assessment	Learning log	Semi-structured-interviews	Final questionnaires
Group work	<p>DESCRIPTORES DEL SELF ASSESSMENT:</p> <p>-I felt at ease working in groups and I was not afraid of making mistakes.</p>	<p>-Las actividades se hacen de forma más relajada y las personas se sienten más seguras de sí mismas.</p> <p>-en ejercicios grupales pude participar de forma más activa, antes no me gustaba tanto. Pero es como chévere que te ayuden y tu ayudar...</p> <p>- trabajamos bien en equipos y nos complementamos unos con otros.</p> <p>-la comunicación en mi grupo cambio mucho</p> <p>-el trabajo en equipo siempre fue mucho mejor ... las personas se sienten más seguros de sí mismos a la hora de pronunciar o realizar cualquier actividad.</p> <p>-me sentí bien trabajando en equipo... trabaje con varios compañeros.</p> <p>-aprendí hacer paciente gracias al ejercicio del restaurante.</p> <p>-... esta vez ellos me animaron a participar en las actividades.</p>	<p>- hay cosas que a uno se les escapan. En cambio cuando uno está el compañero eh siempre se complementan.</p> <p>-...el trabajo en equipo esta vez fue fundamental</p> <p>El trabajo en equipo hace que uno se integre más y se esfuerce por hablar inglés.</p> <p>Ya en parte del aprendizaje de mis compañeros note ciertos y muy buenos cambios, por ejemplo en la timidez hablar mas...</p> <p>-trabajar en equipo es una forma de aprendizaje excelente, pues compartimos con nuestros compañeros, nuestras ideas.</p>	<p>DESCRIPTORES DEL FINAL QUESTIONAIRE:</p> <p>-Con mi trabajo y el desempeño de los roles asignados durante las diferentes actividades, contribuir a trabajar en equipo satisfactoriamente.</p> <p>Considero que el trabajo en parejas y en grupos me ayudaron a disminuir considerablemente el temor a equivocarme en público.</p> <p>(usualmente-6ss : siempre- 3ss)</p> <p>-El trabajo en equipo me ayudo a compartir mis ideas de una mejor manera:</p> <p>(usualmente: 8ss:)</p>
Speaking	<p>CRITERIOS DE AUTO EVALUACION.</p> <p>I spoke non-stop in English: (good : 26ss; very well: 20 ss y</p>	<p>- Sentí que pude comunicar mis ideas con la ayuda de los compañeros y las estrategias para evitar el uso del español.</p>	<p>Bueno yo pienso que fueron de gran utilidad porque perdí un poco el miedo en los speaking</p>	<p>Las actividades en las que participe me ayudaron a disminuir el temor de hablar en inglés y aumentar mi confianza al utilizar</p>

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	<p>regular: 28 ss.)</p> <p>-the use of strategies allowed me to speak more effectively.</p>	<p>-Mayor fluidez para decir las cosas...</p> <p>-Reforcé mi fluidez al hablar y aprendí mucha pronunciación.</p> <p>-aprendí a improvisar un poco más en inglés cuando nos tocó hacer el role-play</p> <p>-Reforcé mucho my speaking too.</p> <p>-mucha diversión e interacción entre los estudiantes.</p>	<p>Logre salir de ese miedo que tenía en las clases a equivocarme. También sentí que participe más.</p> <p>-la confianza hace que uno hable mas y trabajar en grupo es bueno por que si el otro sabe ayuda.</p> <p>-estas actividades ayudan de igual forma a expresarnos , nos ayuda a sacarnos ese miedo que tenemos adentro ...</p> <p>-se tiene más oportunidad de hablar y de soltar la lengüita de sacar ese miedo que uno tiene al hablar en inglés.</p> <p>-desarrolle un poquito más el habla y a veces me confundía un poco las palabras.</p> <p>-...timidez, hablar mas, charlar mas con los demás compañeros y pues contribuyo de igual forma al vocabulario.</p> <p>..tener esa confianza a la hora de hablar en público y en inglés ...</p> <p>-Mejorar mi fluidez oral y pronunciación, que antes no lo había podido hacer.</p> <p>-claro que si todos mejoramos un poco más nuestra habilidad oral ya que estas actividades se</p>	<p>la segunda lengua... (siempre: 6 ss)</p> <p>-las actividades realizadas me ayudaron a mejorar mi habilidad comunicativa en inglés.</p> <p>Al final de las actividades sentí que mi fluidez y pronunciación en inglés mejoro notablemente.</p> <p>-los temas trabajados en las actividades llenaron mis expectativas para mejorar mi habilidad oral en inglés.</p> <p>- evite al máximo el uso del español durante las actividades y preferí utilizar estrategias para transmitir mi idea en español.</p>
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			<p>prestaban para así poder hablar este idioma...</p> <p>-hasta el punto de hablar con más propiedad. Ya que todos estamos en condición de aprendizaje.</p>		
Negotiating meaning	I guess the meaning of unknown word	<p>En algunas actividades se planeaba muy bien lo que iba hacer cada persona al momento de realizar una actividad.</p> <p>-fue un poco mas de negociación mas en la parte donde teníamos que buscar nuestro personaje y teníamos que ir preguntando a cada compañero si su personaje tenia las características que cada uno buscaba.</p> <p>-el abc fue muy divertido porque al principio mi grupo y yo no entendíamos como era el ejercicio después nos reíamos.</p> <p>-fueron preguntándoles a nuestros compañeros para complementarnos unos a otros.</p> <p>-la táctica en la que cuando no sabíamos algo hacíamos un circulo y discutíamos la posible respuesta a la pregunta del otro equipo.</p>	<p>- I think that sharing our vocab with my them can help all of us to improve our english.</p> <p>- compañeros que me acompañaran a un viaje a la playa no fue un trabajo nada fácil puesto que ellos se reusaban a aceptar mi invitación.</p> <p>-</p>		
Making guesses	I guess the meaning of unknown words or phrases by using strategies.	Cuando hicimos los dramatizados que había que adivinar cuál era la		Describí conceptos y palabras en inglés para que mis	

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		<p>enfermedad.</p> <p>-así que fue más la estrategia de dar parte de la oración para que el otro grupo adivinara la palabra</p> <p>- utilizando mas oraciones para poder contextualizar las palabras que no conozcamos.</p> <p>- aprendí nuevo vocabulario, adivinar cosas, con solo señas.</p> <p>-Usando palabrita claves para que adivinaran.</p>		<p>compañeros comprendieran mi punto de vista o adivinaran a que me refería</p>	
Approximation	<p>No sabía el nombre del lugar que quería expresar por tanto tenía que recurrir a otras palabras que se le parecieran.... Pero no me quede callado..</p>	<p>-pude dar la definición a las palabras, como en el caso en el que tenía que hacer que adivinaran la palabra airport por medio de la definición de place where you can find airplanes to travel.</p>		<p>Cuando no tenía las palabras exactas en ingles, use palabras parecidas que se aproximaban a la que estaba buscando, estas ayudaron a expresar mi idea en inglés.</p>	
Circumlucution		<p>jugamos a taboo donde no debía decir 3 palabras... Me encanto toda la clase. Palabras que se encontraban en el papel y utilizar otras donde me hiciera entender fácilmente de mis compañeros.</p> <p>-fue muy chévere toda esta actividad porque teníamos que recurrir a otras fuentes, a otras palabras para tratar de convencer a nuestros amigos, usamos palabras parecidas o cercanas a la que buscábamos...</p>			

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		-Se me hace difícil encontrar la palabra que necesito en el momento...prefiero describirla en lo posible para que los compañeros entendieran lo que quería decir.			
Body language		Las estrategias que utilice personalmente fueron la mímica el parafraseo y la traducción. -aprendí nuevo vocabulario, adivinar cosas con solo señas. -me gusto, cuando empezamos la dinámica de jugar con el lenguaje corporal y adivinar el health problem del compañero. -		El uso de mímicas y gestos me ayudaron a mí y a mis compañeros a comprender las palabras y a expresarlas en inglés. (siempre 7ss usualmente : 3ss)	
Appealing for assistance	I felt my classmates were of great help, they encourage me to speak, participate, and complete the task.	Como era mucho vocabulario sentí más ayuda por parte de la profe que de mis compañeros. -precisamente en el ejercicio del teléfono roto ayude a mis dos últimos compañeros que olvidaron las palabras. -en esta clase me ayudaron mas de lo que ayude, apesar de saber vocabulario, fue muy bueno contar con la ayuda de mis compañeros. Que definitiva recibí más ayuda que de la que sí. -preguntábamos porque era la única forma de saber si estábamos en	-Ayudar a los demás este... como que complementarse uno con el otro. -si mis compañeros me ayudaron mucho a mejorar mi pronunciación cuando no en contaba las palabras adecuadas para expresar mis ideas en inglés. -i could improve my oral and pronunciation using the strategies made by the teacher, because of asking the teacher about how a word is written and how could I say or express something. -	Cuando no comprendí algo, pedí en ingles a mis compañeros de grupo repitieran o aclararan:) -cuando no encontré las palabras adecuadas pedí a mis compañeros de grupo que me ayudaran a encontrar la palabra, apele por su asistencia y continúe usando el inglés.	

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		<p>lo correcto.</p> <p>Si tuve la oportunidad de animar a alguien y alguien me animo también.</p> <p>Preguntando a mis compañeros y tratando de adivinar las palabras en contexto.</p> <p>Nunca quedarse callado ante alguna duda, siempre debemos preguntar.</p> <p>-</p>			
Code –switching		<p>Yo por ejemplo use la traducción, mis compañeros me daban el significado en español y yo lo traducía en inglés.</p> <p>-mostrarle parte de la oración traduciendo palabras que se les hacían difíciles de procesar.</p> <p>-las estrategias que utilice personalmente fueron, la mímica, parafraseo y traducciones.</p>			