Identifying Language Learning Strategies to Develop Oral Skills

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Abstract

Due to the difficulties EFL students in the third level (pre-intermediate) of Extramural language courses at Universidad del Atlántico presented to produce ideas in oral class activities; this investigation has initially centered the attention on how students learn to speak and what kind of language learning strategies (LLS) they use to overcome their difficulties when developing their oral skills in class. In order to answer the previous questions, a small scale and exploratory research paper has been carried out intending: to identify the LLS used by the students to develop their oral proficiency and to describe how useful are these LLS to overcome difficulties in speaking. After building a theoretical framework based on LLS, clarifying the definitions and categories of LLS and establishing relevant LLS to develop speaking according to Oxford (1990); case study was chosen as a qualitative method in which two data-collection techniques were used: a semi-structured interview and the observation. The data was analyzed in a descriptive way, information obtained from the interview and the transcriptions of oral activities observed in class were used to finally identify a group of LLS that were frequently used by the students to improve their speaking skills and overcome their difficulties in developing oral activities, many of the strategies identified were used by the students unconsciously as they do not know about the existence of LLS; according to that it was finally concluded that students should know how to LLS to improve their abilities in the target language, so they can use them in conscious and more effective ways.

Keywords: Language Learning Strategies (LLS), Language Learning Strategy system (Oxford 1990), LLS to develop speaking, Case Study.

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Introduction

This research consists on the identifying the language learning strategies (LLS) students use to interact orally in class and describing how these LLS are used to overcome difficulties in speaking. This investigation was applied to a group of students from the extramural English courses of Universidad Del Atlántico. This investigation represents a personal challenge because it gives every teacher-researcher the opportunity to grow as a professional, and it is a little contribution to the development of the educational research.

This paper is organized by chapters, and here is a brief description of them:

Justification and research problem: this chapter explains the reasons for doing the research in which the relevance, feasibility and pertinence of the study and its importance in educational research are highlighted. And the research problem explains the reasons the topic was chosen and its relevance for the society and the field of foreign language instruction. And finally it will describe the context in which the research took place.

Objectives: this section presents the general objective of the research which is the main goal to be achieved, and the specific objectives which describe the specific actions needed to get the main goal.

Research Antecedents: this chapter presents previous investigations done by other researchers in local, national and international settings related the research topic.

Theoretical framework: this chapter is the analysis of a set of theories, concepts, approaches and previous investigations which are pertinent to know to carry out the investigation. This research study contains from a general to particular view, the following information: theoretical background, approaches to language learning, concepts of learning and learning strategies, and language learning strategies to develop speaking.

Methodology: this chapter shows the steps to carry out the investigation; they go in the following order: type of methodology to be used to collect information, the description of the data-collection techniques and instruments to be applied, and the procedure and participants chosen to do the research.

Data Analysis: this chapter will describe the results found after the application and analysis of collect-data instruments to finally identify the language learning strategies (LLS) students use to interact orally in class and describe how these LLS are used to overcome difficulties in speaking.

Findings and Conclusion: this is the final dissertation of the paper which contains the relevant and most important results of the research with recommendations to future investigations; and there is a brief reflection about the importance of doing this kind of research for the development of the education.

References and Appendices: These are the last two chapters of the papers. The first contains the references of all the books used to support the ideas. And the appendices contain the instruments and transcriptions which were applied to collect students' information for the research.

1. Justification

This investigation was born four years ago, after a set of reflections resulted from teaching experiences. The reflections came basically from the question, how do the students overcome difficulties when speaking? In order to answer this question, it was necessary to start a long journey throughout different concepts, theories, assumptions and real classroom experiences to successfully finish this investigation.

Now, the question is: why is it important? it is actually very important for three reasons: first it is centred in students learning, in other words it focuses its attention in the students opinions, behaviours and reactions about their own learning process; which has been a prominent topic within the field of language learning and teaching over the last twenty years, with greater emphasis on learners and learning rather than on teachers and teaching.

The second reason is the great relevance this investigation could have in educational research as it is an exploratory study which is focused on students and the language learning strategies they use to overcome difficulties in oral activities. The last reason for doing this investigation is its feasibility, because it is a research which could be applied in particular educational settings in which a foreign language is taught.

1.1 Research Problem

> *Language, in relationship to the social construction of life in classrooms, refers to the oral and written discourse norms, expectations, and strategies that members establish through their daily interactions* (Behnam and Pouriran 2009; P.118)

Nowadays learning other languages has a great importance because of a general idea that "people who can speak languages other than their first language (L1) have access to a greater number of career possibilities and can develop a deeper understanding of their own and other cultures"(Chang, 2003, p. 9). In addition, regarding foreign languages, English is considered the most highly used by people to communicate around the world and more than a half of the world's publications and a significant amount of high technology is developed based on English (Kim, Lee, Jun, & Jin, 1992).

In order to meet the demand for English learning, a great number of English learning institutes have been created, and although, everybody has different reasons to learn the language, most of people go to different language institutes to achieve their main goal "speak English". In Colombia, this is also happening because the society needs people able to communicate in English; many companies require employees who know how to speak the language for specific purposes, and even though almost all the formal schools have the foreign language in their curriculum and are trying to implement *The National Bilingual Program* (Council of Europe, 2001) academic communities have expressed that because of contextual reasons, the Common European Framework (CEF) does not suit the Colombian reality. According to that, Universidad del Atlántico has created The Extramural English Courses to offer people of all ages the opportunity to learn the language, reinforcing the CEF in developing the four communication skills (speaking, listening, reading and writing).

After having the experience of being a student and then a teacher at The Extramural English Courses Universidad Del Atlántico, it has been noticed that the most important skills to develop in language acquisition of this particular context, are the oral skills, as in everyday life we are required to develop more this communicative skills than the others (reading, and writing), they also involve *a* "process of utilizing thinking, knowledge and skills in order to speak and listen effectively. As such, it is central to the lives of all people**"** (Professional Development Service for Teachers, 2012, p. 2)**.** However, there is always a concern in relation with the way to help learners to be able to use the language to interact in social life, and this process starts in the classroom, as it is the first place in which FL students have the opportunity communicate in the target language.

Therefore, considering the focus on oral abilities, and based on everyday classroom observations and the experience acquired learning and teaching in the English courses at

Universidad Del Atlántico, It has been noticed that most of students actually find difficult to express their ideas orally when interacting in class. This research problem has been defined basically because students from the third level of The Extramural English Courses, after being exposed to two semesters of 150 hours of class totally in English, and despite the efforts of the teacher to motivate them providing meaningful practice speaking activities, they do present difficulties communicating orally in class, when they try to answer to the teachers questions, it is evident the ineffective use or lack of basic vocabulary, expressions and grammar functions they should have learned before.

On the other hand it was observed that there is not student- student interaction in the target language in group or pair work activities; In addition, it was noticed most of them do not participate voluntarily and this perhaps occurs because they are afraid of participating and making mistakes and this problem also affects their grades, as they usually score better when they do written than oral quizzes. For this reason, this investigation has been focused on finding what kind of LLS students use when communicating orally in the classroom and how helpful these strategies can be to develop speaking skills.

In order to have a better overview of this research problem, it is necessary to have more information about the context in which the research problem takes place.

1.2 Description of the Context of the Research

Regarding official education, there is big gap between educational policies and everyday life in Colombian classrooms, especially when we talk about English teaching. For example, the standards established by the government for learning English propose, based on European models, to study the language in a communicative way, it means that students must be prepared to use the language in their future jobs or studies. Further, they propose special training for language teachers of public schools. However, the teachers training

process has not covered all teachers who actually need it. Perhaps there is not enough economical support for it, and the real fact is that many teachers continue teaching isolated grammar rules, which hinders the development of the students' proficiency of English in this country (Ministerio de Educación Nacional, MEN, 1995).

According to the last concerns and the evident necessity of learning English, many people go to language institutes to acquire English, and for that reason this research will study in detail the academic situation of this language institute. Firstly, it is important to mention that most of students from this institute come from official high schools, and many have not developed the previous knowledge and abilities they were supposed to according the Foreign Language Standards for high schools *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés,* 2006, in which it has been determined that students who finish high school should be in a pre-intermediate 2 level (B1.2) regarding the knowledge of the foreign language; This fact has become evident after applying diagnostic and placement tests at the beginning of the course, as just 10% of the students who take these tests pass successfully, and these results have a great impact in this investigation because those students who have not had an effective learning experience with the language before, feel in disadvantage and really uncomfortable to communicate their difficulties.

This research is carried out in the third semester of The Extramural English Courses at the Universidad Del Atlántico. This is an official university located in Barranquilla, Colombia; it has its language school which is open not only for students of the institution, but also for the community in general. For that reason, the population of the language courses is varied: some of the learners are studying a career in the university, because one of the requirements for graduating for most of the careers is to have a good English

proficiency; and others are high school students, working people, or students who come from different schools.

The institute offers six levels of English, each level lasts a semester. At the end of these six semesters the institution gives the students a document that certifies they have approved the course and they will be classified as upper-intermediates (B2+) according to the CEF (Common European framework) 2001, after having 900 hours of instruction. Furthermore, there are different schedules. From Monday to Friday, the students have a two-hour class daily; and on Saturdays five hours, having a total of 150 hours of instruction every semester

The following information was taken from the brochures the institution gives the community to promote the courses and it was translated for research purposes, they mention the aims and important features which define the institution:

The aims established for the language institute are:

- To give materials allow the learners to use the language in real situations.
- To teach authentic language that stimulates spontaneous conversations
- To develop students' motivation in their language learning process.

The most important features which define this institute are fundamentally:

- The courses give the community an opportunity to study English with low prices; because the institute works with the support of the government.
- The teachers are professionals in language teaching, all of them graduated from the language teaching college of the university.
- The years of prestige that this public university has gained through time.

Analysing this information, it is important to recognize that the institution makes great efforts to accomplish its aims and a proof of this is the great amount of new students they

receive every semester and the positive opinions of many students who finish the courses successfully. However, they are facing desertion, as not all the students who start the course get to finish it, approximately 30% percent of them decide not to continue when they are in the middle of process, it means third and four semester, this is perhaps because they feel it gets more difficult and demanding for them, and this is the main reason for which it was decided to focus this investigation on the third level students.

As it was mentioned previously, these research is focused on third level students because at that point, they already have learnt basic knowledge of the language and they should be starting to get fluency when speaking, so it is more demanding the use the language to communicate in class, and at that moment, most of them start facing fears, lacks and other difficulties trying to understand and express themselves orally in class. Moreover, the English Courses use, in the third level, the guide book Access *3* edited by Express Publishing, this material is designed for pre-intermediate level students following the guidelines of the council of European framework of reference level B1. According to CEF students at this level are expected to:

- Use their oral abilities to deal with common situations in places where only the English language is spoken.
- Enter unprepared into conversations about topics of personal interests and everyday life.
- Connect simple phrases in order to describe experiences, events, dreams, hopes and ambitions.
- Gives reasons, opinions, explain situations and talk about plans for the future.
- Narrate a story with sequence of events.

This textbook also contains a set of materials with oral activities in which students can practice but they cannot be used completely in class or by students at home, because the resources the institution has for the teaching-learning process are limited; they just have tape recorders and CDs available every day. There is a television, but it is not enough for all the teachers. And In this moment, the institution is waiting for a computer lab the publishing house will provide soon; so the lack of these important technological tools is a big weakness the courses have now.

Regarding the teaching aspect, teachers are free and autonomous to design the set of activities, and strategies appropriated for their students taking into consideration: the English course works based on the four language skills (listening, speaking, reading and writing), there is a different grade for each skill in every level, but making emphasis in the first two skills than in the last two. In other words, the main purpose of the course is to develop conversational skills, and the ability to communicate through the language in any situation.

Having clear the relevant aspects of this context and the research problem, and having in mind that this investigation has intended to analyse how learning strategies can help students overcome their difficulties to interact orally in class. The fundamental question that emerges from this investigation is: what kind of learning strategies do the students use to overcome their difficulties when developing oral skills in class? In order to answer this main question, it is necessary to set these following sub-questions:

- What kind of learning strategies can be identified when students interact in class?
- What kind of difficulties students have when developing oral skills in class?

- How the learning strategies students use are helpful to improve their oral skills in class?

Objectives

- To identify the language learning strategies used by the students in the third level of the extramural English courses at Universidad del Atlántico to develop speaking skills.
- To describe how useful language learning strategies are to overcome difficulties in developing oral skills

2. Research Antecedents

When doing research, it is important to consider the previous investigations which have been carried out on the topic to be studied. These antecedents contribute to the development of the investigation, as they help researcher have a better understanding of the topic. Previous investigations provide different perspectives which let connect ideas in order to create new ones, according to it, for this specific study five dissertations have been selected and will be described because of its relevance and relation to the focus of the research.

The first antecedent found in the research Journal *Gist and Education* is a national thesis presented to Universidad de Caldas for the degree of Magister en Didáctica Del Inglés, called *Identifying Language Learning Strategies: An Exploratory Study*. This research was carried out in 2010 by Jorge E. Pineda and its general objective was: To explore the LLSs which students of the *Multilingua* program use to develop their communicative

competence. The key concepts of the research were communicative competence, ethnography, language learning strategies (LLSs) and language teaching and learning.

The theories the author discussed were all related to the development of LLS throughout history, starting with Wenden (1991) and Rubin (1994), who suggested that LLSs refer to what students do to learn and also to regulate their learning; continuing with Richards and Platt (1992), who established that LLSs are used *consciously*, which means that learners are aware of what works best for them, according to the learning objective or situation, and finishing with Oxford (1990) who broadens the scope by stating that the objective of using LLSs is to make learning faster, easier, more enjoyable, effective, and even adaptable to new situations. And finally, Cohen (1998), establishes that LLSs are consciously selected by the learner. This antecedent also explains how LLs are divided, their main characteristics and how they are important to Language Learning. The researcher concluded defining LLS as conscious and selected behaviors used for overcoming certain educational challenges which depend on the matter to be solved. They are used to memorize information, to synthesize it, or to use that information in speaking or writing.

The context of this research is the *Multilingua* program which is offered to undergraduate students, beginning from the second semester of undergraduate study. The program offers seven languages: French, English, Portuguese, Mandarin Chinese, Japanese, Italian, and German. The author used the ethnographic inductive methodology in which three data-collection instruments were applied: an open-ended questionnaire, a series of lesson observations, and a semi-structured interview, to finally describe how students report the use of several strategies for the learning of grammar, reading, speaking, writing, and listening.

The most important findings were divided into four aspects of the learning process: Grammar, Oral presentations, listening, writing and reading tasks. Regarding grammar, the results show that it is still viewed by students as purely memory-based as opposed to being an organic and progressive discovery. In oral presentations, the students reported the use of *compensation* strategies to overcome difficulties. When doing writing tasks, they also mentioned their cognitive strategies such as the use of resources like the dictionary, textbooks, and notes taken. In listening activities, the students said they often repeat several times what they hear in order to understand the different ideas. And when reading; the students expressed they break the expressions into smaller parts and structures to get to their meaning and use nonlinguistic clues to help themselves understand the text. Finally the author concluded that strategies based on their mother tongue (Spanish), such as translating are really common among the students; furthermore, there is a tendency to deduce word meanings from the context and even to write and speak words in new contexts which denotes high-level thinking processes and it means the students are being creative. And additionally, the study showed that teachers and students need to be trained on the identification and use of the strategies that best suit their learning styles and preferences through *strategy instruction.*

This first antecedent is closely related to my investigation in two aspects, first the context, it is similar as the students belong to a language program and most of them are at a university level and Secondly, both studies focus on how students use language learning strategies to develop communicative skills, even thought, this investigation will make more emphasis in oral activities students develop in class while the antecedent explored the four language skills.

The second national antecedent of this investigation is also a master thesis presented to the Universidad de la Salle and its name is: *Explicit teaching of socio-affective LLS to Beginner EFL students*. This investigation was carried out in 2009 by Yamith José Fandiño Parra and published as an article in 2010 by the magazine: *Ikala, Revista de Language y Cultura*. Its principal objective was to explicitly teach socio-affective language learning strategies (SLLS) to positively impact the beliefs, attitudes, anxieties, and motivations of a group of beginner EFL students at the Centro Colombo Americano in Bogota, Colombia.

The theory used in this investigation addressed to explain the importance socio-affective language learning strategies which, according to Oxford (1990), consist of lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. The author also establishes four Affective factors to consider in language learning: beliefs, attitudes, anxiety, and motivation. And the strategy instruction by Cohen (1998) was also adopted in this study.

In order to carry out this research, the author developed action research using Burns' (1999) model of AR and Whitehead's (1993) set of reflective questions with 17 students from a Basic English course. Two open-ended questionnaires were applied, one at the beginning and the other at the end of the study; they also participated in a set of socio-affective activities designed and implemented by the researcher. The findings suggested that explicit strategy instruction in SLLS is helpful in heightening learner awareness and the importance of paying attention to feelings and social relationships as part of their learning process.

Even though this second antecedent is different in its methodology as the researcher is applying strategy instruction and action research, it is helpful for this investigation because

it makes emphasis on the affective factors in language learning, a very important aspect this research may consider.

The third antecedent called: "*Empleo del las Estrategias De Aprendizaje de Lenguas Extranjeras"* is a research project approved by the Universidad de Antioquia in 2010 and published as an article by the magazine *IKALA, Revista de language y cultura.* The principal objective of this research was to identify conceptions about learning held by students and teachers in the undergraduate Foreign Language Teaching program at the Universidad de Antioquia, School of Languages and the frequency with which students use learning strategies to develop communicative competence in English and French. The authors, Luz Mery Orrego and Ana ELsy Diaz Monsalve, based its methodology on an exploratory and descriptive study using qualitative and quantitative instruments. Students and teachers participated in semi-structured interviews individually and in groups, and the students' self-assessment of their learning process was analyzed. Students' learning strategies were described using the questionnaire "Strategy Inventory for Language Learning" (version 5.1, Oxford, 1990).

The key concepts used were: foreign language learning, foreign language learning strategies and learner autonomy. All these ideas were based on the study of Cohen (2007) in which a questionnaire was created to promote autonomy in language learning, and the theories commented on Posada's (2006) work based on the taxonomy of language learning strategies by Rebecca Oxford.

The results of this research project showed that from the students' perspective, learning is an intellectual development process that requires the use of skills specific to a foreign language. Teachers' conceptions were classified under four theories of learning: behaviorist, psycholinguistic, pragmatic, and socio-cultural. And regarding the use of

learning strategies, affective and memory strategies are the least frequently used, whereas cognitive, social, and compensation strategies are the most frequent. Although, the scope of this antecedent is wide, because it considers conceptions about learning held by students and teachers, it is relevant to this research because it is also focused on the frequency students use learning strategies to develop communicative competence, and this is close related to the objectives of my study, and therefore the theories this antecedent expose will be really helpful on this matter.

The fourth antecedent is an international article called: *The role of interaction in young learner' classrooms*. This study was published by the magazine *Encuentro, Revista de Investigación e Innovación en la Clase de Idiomas* in 2008. In this paper the author, M. Teresa Fleta Guillen, wants to report the teaching techniques and the learning strategies observed in the young learners' classrooms focusing on evidence-based practices.

The following key concepts were developed: second language, young learners, teaching methodologies, learning process, conversational interaction. These ideas were supported by Lightbown & Spada (2006), who indicated that learners who are exposed to second language continuously during early childhood may become successful learners. In addition, Lyster (2007) pointed out that learning languages through interaction has a pedagogical focus because interaction provides teachers and learners with strategies for facilitating comprehension, formal accuracy, academic achievement and literacy development. And it is important to mention the theory of the Multiple Intelligences developed by Gardner (1983), which was explained in this research, as the author considered we are thought to possess at least eight different avenues for learning (Linguistic, Mathematical, Spatial, Musical, Kinesthetic, Interpersonal, Intrapersonal and

Naturalistic) and teachers should encourage each student to possess a combination of these intelligences and to develop all seven intelligences to a certain level.

This study was carried out at the bilingual school The British Council School of Madrid, during one school year Spontaneous speech from teachers and children was collected, it includes students from 3 to 18 years of age and most of them native speakers of Spanish (98%). Data for the observational study was collected from three classrooms in which young learners were taught in English L2. These were the results related to the teaching techniques and learning strategies identified during the interactions teacher- students: recasting or reformulation, questioning, expansion, explicit correction, elicitation, repetition, participation, choral speaking, storytelling, songs chants and rhymes. Furthermore, Findings showed that young learners were more receptive and eager to learn and activities in the classroom should promote the language use in a variety of ways: listening, imitating, singing, speaking, choral speaking, telling, retelling, reading and writing.

Even though this antecedent was carried out in a different context, as it was developed with children in a bilingual school while my research is developed with young adults in a foreign language context; the relevant aspect to consider is the methodology the author used to accomplish the purpose of the study. The way the classroom interactions were observed and studied can be helpful for the methodology of my research.

The fifth antecedent is an investigation published by the journal *TSOL In context* in 2012. Its title is *English language learning beliefs, learning strategies and achievement of Masters students in Thailand.* This investigation was developed *b*y Kasma Suwanarak with the purpose of understanding the perceptions about English language learning of 220 Thai graduate students studying for Masters Degree at a public university in Thailand. The

students were questioned about their beliefs, strategies and achievements as English language learners.

The literature review of this antecedent consisted on defining: Language Learning Strategies, language Learning Achievement, relation of learning strategies, beliefs and achievement. The researcher based his ideas on Rebecca Oxford (1989) about LLS and Dr Elaine Horwitz (1987, 1988, 1999) who was one of pioneering researchers on language learning beliefs, creating the Beliefs Language Learning Inventory (BALLI) to assess students' and teachers' beliefs regarding a variety of issues related to language learning.

Two data collection methods – a questionnaire and an individual interview – were employed. 220 students participated providing demographic information and details of their English language learning backgrounds, beliefs, strategies and achievements. After analyzing the information it was found that a large number of the students considered themselves to be unsuccessful English language learners whereas only a small percentage of the students, with greater use of learning strategies, rated themselves as high achievers. This antecedent is helpful to this investigation because it provides clear concepts, ideas and definitions related to learning strategies and its importance to improve language proficiency, especially in university students.

At this point, five previous research studies have been reported in order to get a general view of what could be done regarding the focus of this investigation, it could be set that LLS are subject to many exploratory, descriptive and analytical research studies, as different language teachers and researchers have tried to see how important are LLS to develop the four language skills in different contexts.

After explaining the antecedents, many aspects were found that will contribute to my investigation: for example, in the first antecedent the context and the focus on how students

use language learning strategies to develop communicative skills were very similar to my study. On the other hand, the second antecedent is relevant for my investigation because it makes emphasis on the affective factors in language learning. In like manner, the third antecedent is important to my research because it is focused on the frequency students use learning strategies to develop communicative competence. Likewise, the fourth antecedent will contribute in terms of methodology as the way the classroom interactions were observed and studied can be helpful for the methodology of this research. And the fifth antecedent will definitely help this investigation because it provides clear concepts, ideas and definitions related to learning strategies and its importance to improve language proficiency, especially in university students. Now, it is time to present the review of literature which has been designed for this research, it means, contributions, concepts, theories, and key ideas regarding to the main topics of the research.

3. Theoretical Framework

As this research is based on the learning strategies used by the students and how useful they are to overcome their difficulties in developing oral skills; first, it is necessary to establish an approach related to the theories of learning; then, the concept of strategy and some considerations in terms of learning strategies for developing speaking. In other words, this theoretical framework will start explaining the different approaches to learning, and after, it will answer the following questions:

How can Learning strategies be defined and identified?

How do LLS work in relation to different aspects in language learning?

Which learning strategies are more closely related to the development of oral skills?

3.1 Approaches to Language Learning

The way you lead a learning process depends on the way you conceive the concept of learning. Due to this, it is important to establish the view of learning of this research. But, what is learning? According to Dennis Child (1986, p. 81) “learning occurs whenever one adopts new, or modifies existing, behaviour patterns in a way which has some influence on future performance or attitudes”. Learning may also be defined as a natural condition of human beings which is not an exclusive academic matter, as people learn in different contexts, with backgrounds, own personality, different ways of processing information, and all those aspects generates diverse behaviours when they learn something. For example, According to Myers (1990), learners can be introverts or extroverts, sensing or intuitive, thinkers or feelers, and judging or perceptive.

There are different approaches, principles and theories of learning: the most prominent theories two have been the behaviourist (or connectionist) and the cognitivist. The first one assumes that humans learn when there is a stimulus; it means that behaviourist theories consists on the relationship between stimuli (input), response (output) and reinforce (evaluation). The second one, on the contrary, concentrates on the humans’ perceptions about learning, in other words, “the emphasis is on adaptability in the use of existing knowledge to form new insights rather than the mechanical repetition of stimulus responses bonds” (p. 91).

Later, the theory of social constructivism emerges to change the view of learning. First, Jean Piaget explained learning as motivation and predisposition of the learner to create new learning as a result of continuous interactions among existing schemes, assimilation and accommodation to real scenarios (Ozer, 2004). Then Lev Vygotsky (1978) defines learning as an active and constructive process in which people first make contact with the social

environment on an interpersonal level and then internalizes this experience to create new ideas. The new experiences influence the learner, who then develops new concepts in the academic and real contexts.

Vygotsky's theory of learning is the approach to be considered for this investigation because of different reasons: first, this model is centered on the learner and promotes the active participation and collaboration of distinctive learners, and this research is on focused and how useful are learning strategies, used by the students, to overcome their difficulties in developing oral skills. There is also an emphasis on the discovery through teacher-student and student-student interaction which is an important aspect of the research. And finally, the significance of using learning strategies in Vygotskian classrooms, like some cognitive strategies that learners bring into the classroom to create new concepts by making knowledge meaningful, such as questioning, predicting, summarizing, and clarifying (Ozer, 2004)

To conclude, for this investigation, learning is viewed from a constructivist perspective as the result of the teacher's input, and the student motivation to learn, considering that humans generate meaning and knowledge from an interaction between their ideas and their experiences. In addition, the teachers present the content and stimulates students' responses is not enough if the students themselves do not find ways to learn easier and effectively; therefore this study is focused on identifying LS students use to develop oral skills, which is a way to find out how active students are in their own language learning process. Now learning strategies in language learning will be defined.

3.2 Learning Strategies in Language Learning

The word strategy comes from the ancient Greek term Strategia and its meaning was the art of war. This term was specifically used in the military world; nowadays it can be used in

different settings defining as planning, or movement to achieve a goal or a specific objective (Oxford, 1990). In the field of education this term has been transformed into learning strategy. So that, it is important to know the different concepts of learning strategy and what kinds of learning strategies might be employed according to each student condition (Wenden, 1987).

According to Cohen and Macaro (2012) research on learning strategies was born in 1975 with the work by Joan Rubin *What the good learner can teach us*, the result of this study identified the first techniques and approaches employed by successful language learners. Rubin followed by Naiman (1978) were the first who identified strategies reported by students or observed that appear to contribute to learning; the primary categories determined by Rubin were the strategies that directly affect learning and they include: Clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning and practice. The second primary categories were the strategies which contribute indirectly to learning and they include: creating practice opportunities and production tricks (O´Malley and Chamot, 1990). Rubin created his theory based on many hours of observing classrooms, small groups work, and analysing self reports and daily journal of the students. Indeed, observation is one of the most common tools to collect information and specially to identify learning strategies.

On the other hand, Naiman, Frohlich, Stern, & Todesco ((1975) determined five different strategies of the good language learners, based on interview of thirty four good language learner and an earlier strategy scheme suggested by Stern (1975), and they are: Active task approach; learners who practice regularly, seek and exploit learning environment and opportunities. Realization of language as a system: learners who make inferences, guesses and respond to clues, having in mind that language is a system.

Realization of language as means of communication: learners who seek communicative situations to practice the language emphasizing on fluency over accuracy. Management of affective demands: learners who involve emotional responses as part of their learning. And Monitoring L2 performance: learners who revise their performance and ask for feedback.

Although Rubin (1975) and Naiman et al (1978) contributed positively with their proposals to the development of learning strategies, they were generalized to any language learner, forgetting the fact that every person has different learning backgrounds and purposes. “Moreover, it is unclear whether there is an implicit assumption that the actual strategic dimension of individual language behaviour varies according to the particular context and actual stage of any one learner´s linguistic competence.” (Cohen and Macaro, p. 13). And in fact, the classification schemes these two authors determined are not based in the theories of second language acquisition and cognition.

Later, O´Malley and Chamot (1990), based on theoretical background derived from John Anderson(1983-1985) whose theory of cognitive psychology distinguishes factual or declarative knowledge (which is knowledge of facts) and procedural skills (which means how to perform actions) has defined language learning strategies (LLS) as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information; And divided them into three main categories: metacognitive, cognitive and social.

O´Malley and Chamot (1990) offered these learning strategies according to the level or type of processing involved: Metacognitive strategies are related to the procedural knowledge in Anderson’s theory because they refer to all kind of procedures such as planning for, monitoring or evaluating the success of a learning activity. For example, planning is an essential metacognitive strategy as it is the way for learners to direct future

thoughts and behaviors or simply to organize future written or spoken discourse. Monitoring and evaluating are also key strategies for learners not only to detect failure to comprehend discourse, but also the ability to find alternative procedures to overcome difficulties.

The cognitive strategies, on the other hand, are the actual ways in which the information is processed in the brain and they include all cognitive processes described by Anderson (1983) like: rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, and elaboration. O´Malley and Chamot defined these cognitive strategies as follows: (see table 1)

Table 1: Cognitive Learning Strategy Definitions

Cognitive learning Strategies	**Description**
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Defining or expanding a definition of a word or concept through use of target language reference material.
Directed physical response	Relating new information to physical actions, as with directives.
Translation	Using the first language as base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labeling the material to be learned based on common attributes.
Note taking	Writing down the main idea, important points, outline or summary of information presented orally or in writing
Deduction	Consciously applying rules to produce or understand the second languages.
Recombination	Constructing a meaningful sentence o target language sequence by combining known elements in a new way.
Imagery	Relating new information t visual concepts in

	memory via familiar easily retrievable visualizations, phrases and locations.
Auditory representation	Retention of the sound or a similar sound for a word phrase or longer language sequence.
Key word	Remembering a new word in the second language by 1) identifying a familiar word in the first language that sound like or otherwise resembles the new word and 2) generating easily recalled images of some relationship between the new words.
Contextualization	Placing a word or phrases in a new meaningful language sequence.

Note: (Chamot 1987; O´Malley & Chamot 1900) (adapted from Wenden 1991 B:21)

And the third category established by O'malley and Chamot (1990) is the social and affective strategies, these are all type of actions that involve interaction with others which means cooperation or how to get help from teachers and peers to do learning tasks; and also mental techniques learners may use to reduce anxiety and feel more competent to meet learning goals.

Furthermore, in the same year Rebecca Oxford (1990) compiled a list of learning strategies, and defined them as techniques, approaches, or actions that students take in order to facilitate the learning; and they were divided into two main categories, direct and indirect: the direct strategies are the ones which involve mental processing of the language and they have been classified into: memory, cognitive and compensation; and the indirect strategies are the ones which manage and support learning but they do not have direct relation to the target language and they are divided into metacognitive, social and affective. The following figure (1) will show the complete diagram of the strategy system created by oxford (1990).

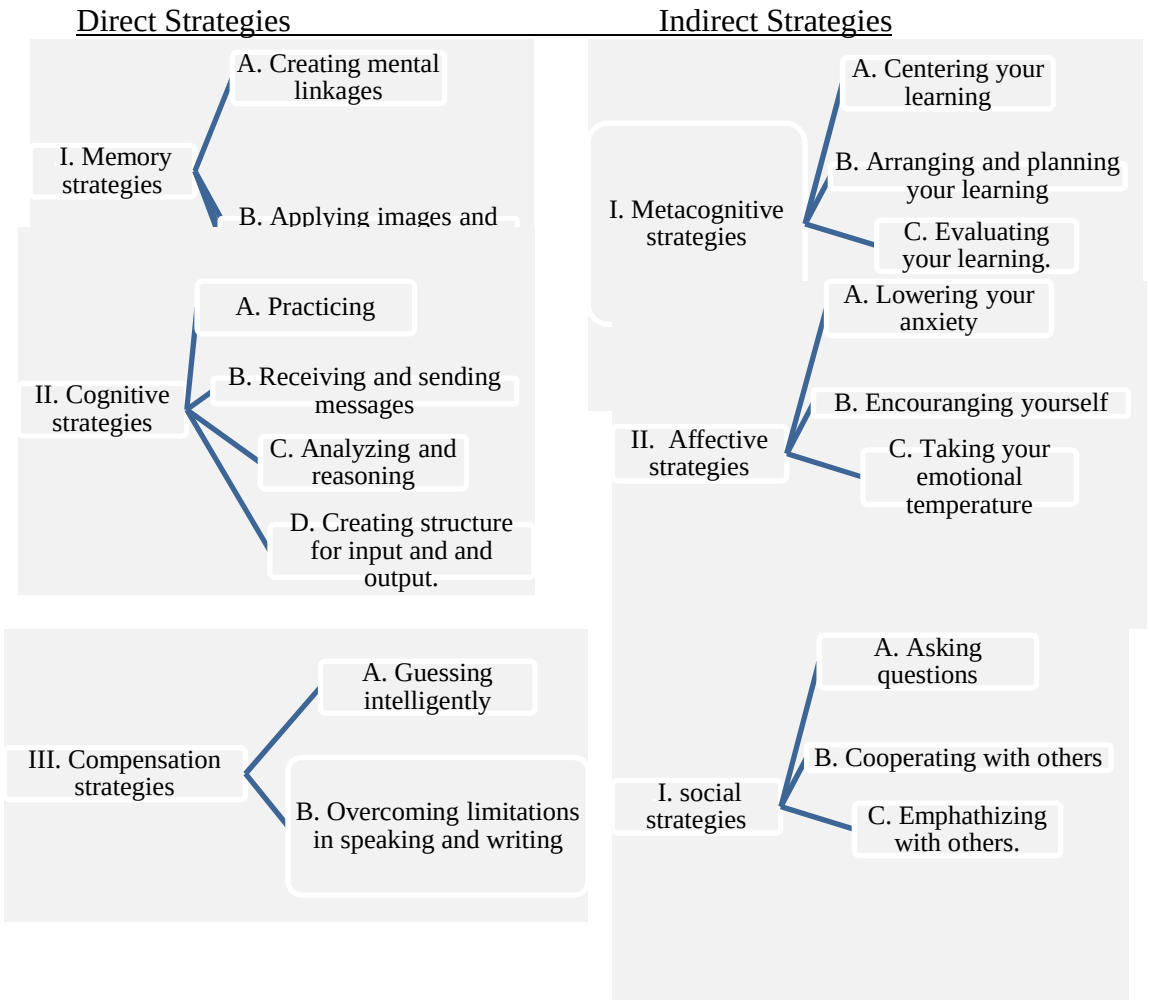

Figure 1: Diagram of the Strategy System Showing two classe, Six Groups, and 19 Sets. (source: Oxford, 1990, p 17)

This investigation will based on the way Rebecca Oxford classified the LLS because this system is more detailed, complete and systematic in linking the strategies to support the development of the four language skills (listening, reading, listening and speaking) and for that reason this classification will be explained in detail by describing how each strategy works and finally identifying the strategies which are more frequently used to improve oral skills.

Regarding the direct strategies proposed by Oxford (1990), the memory strategies are related to the way you acquire information and they might be used in two different settings: the language classroom and a naturalistic language setting outside the classroom. The principal memory strategies are: the creation of mental linkages, the use of images and sounds, reviewing well and the employment of physical actions.

In language learning settings, memory strategies are essential metal tools to store information and follow simple principles which involve *meaning*, like making associations, reviewing and arranging things in order. According to Oxford (1990) memory strategies are subdivided into four categories that were previously mentioned and will be explained as follows:

Creating Mental Linkages: these imply the use of three strategies, the first is *grouping or classifying* information in order to make it easier and meaningful, for example when the vocabulary can be grouped based on topics (words related to weather) or linguistic function (expressions to request something). The second is *associating or elaborating* which is to relate new knowledge to previous knowledge or just to create simple or complex associations based on aspects meaningful for the learner; for example associations can be made throughout semantic maps or simply between two words like “coffee and milk” or school and teacher. And the third is *placing new words into a context* which means to put or use a new word in a meaningful phrase, dialogue or story in order for the learner to remember it easily in any other context.

Applying Images and Sounds: These include the following specific four strategies; the first is *using imagery* which consists on using pictures, drawings or symbols that represent

words or expressions to be learnt or remembered in specific contexts. The second strategies is *semantic mappings* which are words or concepts linked with a key concept or main idea by means of arrows or lines to show specific or particular relations, this strategy may involve association, grouping or imagery. The third strategy is *using keywords* which means the use of auditory or visual links or clues to remember a new word, for example to identify the meaning of a word because it has a similarity in the mother tongue or to remember a word using association with a familiar word or image like remembering Minnesota by the image of a mini soda (Oxford 1990). And the fourth strategy is *representing sounds in memory*, which is how you can remember a word because it sounds similar to a word that you already know.

Reviewing Well: This category contains just one memory strategy called *structured reviewing*, which consists on how the previous concepts or information are reviewed several times in different ways so they becomes natural and automatic; for example, having a review ten minutes after the initial learning, then 20 minutes later and so on.

Employing Action: This category includes two strategies and they are called *using physical response of sensation* and *using mechanical techniques*. The first is related to the use of physically movements or facial expressions to remember the meaning of new words. And the second strategy is the use of special tangible techniques to remember new words like: having cards and moving them from one place to another when the word has been learned, or having separated sections in a notebook with words that need to be learned.

The second group of direct strategies are the cognitive strategies and they are closely related to the construction of mental models by learners, in order to manipulate or

transform the target language. Cognitive strategies are the most useful in language learning, and Oxford (1990) classified them into four categories: Practicing, which involves repetition, recognition, use of formulas and patterns and practice naturalistically; receiving and sending messages, which means the way to get and produce ideas; analyzing and reasoning and finally the creation of structures for input and output, which refer to taking notes, summarizing and highlighting. Now the specific strategies for each category will be explained.

Practicing: These strategies are fundamental when learning a language because the more you practice the more successful is your learning process. Oxford identified five different strategies regarding practicing: the first is *repeating* which implies not only to say something over and over like imitating a native a speaker but also to do and rehearse on something that needs to be learnt. The second is *formally practicing with sounds and writing systems* which is the ways pronunciation, intonation and writing systems can be practiced, but not yet naturalistic communicative practice. The third strategy is *recognizing and using of formulas and patterns* which consist on being aware of using routine formulas and patterns to keep communication in the target language like to say hello or good bye. The fourth strategy is *recombining* which is the way of linking two or more phrases in a whole text. And the fifth strategy is *practicing naturalistically* which is to practice the target language in natural and realistic settings like reading a book, having a conversation, or writing a letter.

Receiving and Sending Messages: For this category, Oxford (1990) has identified two strategies, the first is called *getting the idea quickly*, this strategy implies the use of skimming to help learners understand by determining main ideas in written or oral texts,

and scanning to help them find specific details rapidly when reading or listening in the target language. And the second strategy is called using resources for receiving and sending messages which is the use of printed resources like dictionaries, encyclopedias and grammar books; or nonpoint resources like lectures, videos, and recordings to have better understanding of what they have read or heard and to help them produce new messages in the target language.

Analyzing and Reasoning: This category is divided into five strategies which help learners use logical thinking to understand and use vocabulary and grammar in the target language. The first strategy is called *reasoning deductively* and it can be defined as the use general rules that have been learned to understand and produce new ideas in the target language. For example, a spanish learner hears the teacher say *Hace calor* to express that it is hot, so he deduces that *hace* means it is, so he uses the same word to express that it is cold and then he says *hace frio;* however this strategy results ineffective because in languages rules do not apply to all situations. The second strategy is called analyzing expressions and it is the ability to understand the meaning of new expression by breaking it down into parts. The third strategy is *analyzing contrastively* which is the most commonly used in beginner learners because it involves analyzing elements of the new language by comparing them with the ones in the native language. The four strategy is *translating* which is also a useful tool because it allows learners use their mother tongue to understand what they hear or read in the target language and help them produce new ideas in speech and writing, however, the overuse of translation may slow learners down in the process of understanding the language, and sometimes word by word translation may cause misinterpretation of target language materials. And the last strategy is called *transferring*

which means to apply previous knowledge to facilitate new knowledge in the target language, for example it is for Spanish speaking learners easy to understand the months of the year in English as they are similar in Spanish.

Creating Structure for Input And Output: this category is important to help learners select and organize the target language information they consider necessary to learn, and it was classified into three specific strategies. The first strategy is *taking notes,* which consists on writing down main ideas or specific information to have better understanding of what it has been learned, this strategy is more complex than just copying words and structures, it is the systematic form of visualizing concepts and ideas. The second strategy is *summarizing* which is more complex than taking notes because it implies greater condensation of ideas, this strategy help learners abstract considerable aspects of a passage and structure new input in the target language. And the third strategy is *highlighting* which is the different ways learners have to focus on important information in a text. There is a variety of highlight techniques such as underlining, color- coding, circles, capitalizing, bold writing and many others.

The last group of direct language learning strategies Rebecca Oxford established in 1990 are the compensation strategies, in which the students use clues to understand and produce ideas in the new language without having complete knowledge of it. These strategies help the learners to keep on using the language, getting fluency, and making up possible lexical and grammar limitations (p. 47). The compensation strategies have been classified into two big categories that will be explained next: guessing intelligently and overcoming limitations in speaking and writing.

Guessing Intelligently in Listening and Reading: involves using a variety of clues and they were classified into Linguistic and non-linguistic. The first strategy is called *using linguistic clues* and consists on finding clues for learners to guess the meaning of what is heard or read in the target language; clues may be aspects of the target language the learners already know or similar aspect from their own language. And the second strategy is *using other clues* which means the use of non-linguistic clues to guess meaning like: context, general world knowledge, or topic; for example: a learner of spanish do not know PARE (STOP) means but he can guess because of the red pentagonal symbol he sees.

Overcoming Limitations in Speaking and Writing: This category is focus on the strategies learners use to stay in conversations or keep writing long and they have been classified into eight specific strategies. The first is called *switching to the mother tongue* and it is basically the use of the mother tongue when expressing an idea in the target language. The second strategy is *getting help* which refers to the different ways learners ask someone for help by hesitating or simply asking others or requesting person specific information they need to know. The third strategy is *using mime or gesture* which consists on the use of physical movements to explain something or to indicate meaning. The fourth one is called *avoiding communication partially or totally* and it may explained as the way learners anticipate difficulties by avoiding certain topics or situations that imply communication. The fifth strategy is *selecting a topic*, and it consists on allowing learners choose a topic they feel comfortable with in order to make their communication easier. The sixth one is called *adjusting or approximating the message* which is the way learners alter the message to make it simple by omitting information or replacing complex words with more simple ones. The seventh strategy is *coining* and it means making up new words

when learners are lack of vocabulary when something. And the last compensation strategy is called *using a circumlocution or synonym* which consists on giving the concept, synonym or description of a word when the learner do not know or remember the specific they want to express.

After explaining the direct strategies, it is important to explain the indirect strategies which have also been proposed by Oxford (1990). These strategies are called indirect because they manage or support the language learning process but they are not directly involved in the target language. Indirect strategies are divided into Metacognitive, affective and social. The first group of strategies is metacognitive because they go beyond cognitive processes and allow learners participate and lead their own learning process. Metacognitive strategies are classified into three categories: centering your learning, arranging and planning your learning and evaluating.

Centering Your Learning: this category is divided into three specific strategies that help learners focus on certain languages tasks to make their learning successful. The first strategy is called *overviewing and linking with already known materials* and it consists on associating the new learning with information that is already known. This strategy is useful because students can learn something new easily by making connections with aspects that are familiar for them. The second strategy is *paying attention* and it involves concentration on the task in general way or choosing specific details to focus the attention in the learning process. And the third strategy is called *delaying speech production to focus on listening* and it consists on deciding to postpone totally or partially their speaking in the target language to focus on listening. This is also called the silent period and many learners use this strategy to have better understanding of the language before starting to speak.

Arranging and Planning your Learning: This category is classified into six metacognitive strategies which are all closely related to the organization of learning in order to develop all language skills. The first is called *finding out about language learning* and this strategy consists on making efforts to know about language learning, how this process works by asking questions, reading books or articles about it or just talking about it in class; this strategy help learners face possible language learning problems. The second strategy is *organizing* and it includes three aspects: Arranging the best physical environment for learning because every learning process requires having a comfortable place to be developed; organizing a good schedule for studying and practice the target language; and the third aspect is organizing a notebook to have the relevant information regarding the target language. *Setting goals and objectives* is the third strategy in this category and it is important because learners need to trace aims when learning a language, including short-term objectives like; learning expressions or long-term objectives like; reading books or having conversations in the target language.

Regarding the second category, the fourth metaconitive strategy is *identifying the purpose of a language task* and it consists on defining the objective of a task before doing it in order to have a clear idea of what it has to be done and focus the energy in the right direction, determining the purpose of the task help learners understand what type of language needs to be used and which specific skill they are developing. The fifth strategy is *planning for a language task* which is to plan in advance the language elements and functions necessary for the task or situation, this process involves for steps: describing the task or situation, identifying specific requirements for the task, determining resources available and further needs. And the sixth strategy in this category is *seeking practice*

opportunities and it may explained as all the naturalistic situations in which learner take advantage to practice the new language, such us: joining an international social club or watch movies in the target language.

*Evaluating your Learning**:*** This category is divided into two different metacognitive strategies, the first one is *self- monitoring* and it refers to the way learners decide to monitor their own errors in any language skills. This strategy is very useful for speaking as learners monitor their speech difficulties but it is important not to become obsessed with correcting every word because it might affect their fluency. And the second strategy is *self-evaluating* and it can be described as the way learner evaluate their progress in the target language, for instance, learner can record their speech and assess their proficiency in speaking or listener can check with the speaker if what they understood was accurate.

In conclusion, metacognitive strategies provide a set of tools for learners to focus on their language learning process. This type of strategies can be useful to develop any language skill; therefore, they will play an important role in this investigation as many learners may use them when developing speaking skills and they also help learners be aware of their performance in the new language. Now the second group of indirect strategies will be explained, there are called affective strategies. These types of strategies are closely related to emotions, attitudes, motivations and values which may influence language learning. Rebecca Oxford (1990) classified these affective strategies into three categories: lowering your anxiety, encouraging yourself and taking your emotional temperature. Now, the following paragraphs will define each category:

Lowering your Anxiety: when learning a new language anxiety is usual, especially when learners are frequently forced to speak or answer questions in the target language. Learner can also feel anxious when doing listening or writing tasks and it is consider a natural feeling as certain amount of anxiety sometimes help learners achieve specific learning goals, however, high levels of anxiety can block students performance causing frustration, insecurity and even negative feelings about the language. According to that, three affective strategies were created to help learner reduce high levels of anxiety: the first is called *using progressive relaxation, deep breathing or meditation,* this strategy consist on a set of techniques to relax and get prepared for a learning task, such as: relaxing all the major body muscles one at a time, breathing deeply from the diaphragm or just a few minutes of meditation.

The second affective strategy to reduce anxiety is *using music*, five or ten minutes of relaxing music before any kind of learning task is a strategy to calm learner and creates a positive learning environment. And the third strategy is *using laugher* and it consists on doing something funny before or after a learning task to reduce stress and creates confidence in the process.

Encouraging yourself: this category explains how learners can self-encourage themselves in order to be ready to understand or produce in the target language. This category is divided into three strategies: the first is *making positive statements,* and it can be explained as all positive statements students can say to themselves to feel confident before or after any difficult language task, for example: I'm a good listener, it´s ok if I make mistakes, I'm doing well, I had a very successful conversation today. The second strategy is *taking risks wisely* and it consists on deciding to get involved in any language

task, even though there are possibilities of making mistakes or looking foolish. In other words this strategy helps learners apply their previous knowledge of the language, by assuming possible difficulties or limitations and overcoming fear of failure. And the last strategy is *rewarding yourself* and it can be described as the way learners give themselves a valuable reward as a result of good performance in a particular language task; a good reward can be anything learners like to do, such as: going out for shopping or watching a favorite TV program.

Taking your Emotional Temperature: This category is classified into four affective strategies and they were designed to help learner assess their feelings, motivations and attitudes in the language learning process. The first strategy is called *listening to your body* and it can be explained as how learners understand their body signals and control them, in other words, every learner can express tension or stress before doing a learning task by showing physical symptoms like: headache or strong heart beating; learners need to find their own way to control them, doing specific activities to relax and succeed in every language task. The second strategy is *using a checklist,* and it consists on the use of a checklist in which learners answer specific questions related to their feelings about their language learning process. A checklist can help learners discover how they feel about their progress in developing their language skills. And the last affective strategy of this category is *writing a language learning diary* and it can be described as the use of a diary or journal in which learner can express their feelings, attitudes and perceptions about their language learning process. These diaries can be private, just for learners to express their emotions, or they can be useful to be shown to others for research purposes.

The last indirect strategies proposed by Oxford are the social strategies, they are important as language is a form of social behavior in which communication between people is part of any language learning process. These set of strategies will be explained as they are divided into three categories: asking questions, cooperating with others, and empathizing with others.

Asking Questions: This category is divided into two specific strategies which involve different types of questioning. The first strategy is called *asking for clarification or verification* and it refers to the ways learners have to ask more proficient speakers to slow down, repeat, explain or paraphrase what they have said in order to make sure the message has been understood completely. The second strategy is *asking for correction* and it can be explained as the way learners ask others for correction of possible errors when speaking or writing in the target language; This strategy is mostly used in conversations or writing as it is more evident to find difficulties and specific mistakes in what it is produced by learners.

Cooperating with Others: This category is about interacting with other learners or more proficient speaker to benefit learning and it is classified into two specific strategies: the first is called *cooperating with peers* and involves working with other learners on an specific task to achieve a common goal; for example games or role plays are some activities that could help learners develop their language skills using cooperation and promoting group work abilities. The second strategy is called *cooperating with proficient users of the new language* and it consists on working with native speakers or other proficient users of the language in different settings where the new language is used, in order to obtain learning or complete specific tasks; for example, when learners surf the net with the purpose of getting foreign friends to chat in the target language.

Empathizing with Others: This category is about the level of empathy learners can develop with the new language and its culture, and it has been classified into two specific strategies: the first is called *developing cultural understanding* and it can be described as how learners find ways to get involved in the language throughout its culture; this strategy help learners have better understanding of certain aspects of the language which are determined by cultural facts and could be difficult to understand in their own language; for example, watching Hispanic soap operas can help spanish language learners understand more about the language and its culture. And the second strategy is called *becoming aware of others´ thoughts and feelings* and it refers on how learner identify and understand what people who use the new language feel and think in particular situations; for example by observing facial expressions learners can notice if a user of the target language is joking or being sarcastic.

In brief LLS have remained an active area of research, since the first publications of Rubin (1975) and Naiman et al. (1978) to the classification proposed by Oxford (1990) and they are still subject to many findings and studies in the field of education. In fact, in 2011 Oxford reclassify some indirect strategies considering that language learning and learning use are connected to sociocultural and interactive aspects. Therefore Oxford presents eight meta-strategies: Paying attention, Planning, Obtaining and using resources, Organizing, Implementing Plans, Orchestrating Strategy Use, Monitoring, and ‘Evaluating; and they all can be applied to cognitive, affective or sociocultural-interactive aspects of the target language learning.

There are six new strategies at the actual level of cognition: *Using the Senses to Understand and Remember:* which is related to the way learners use visual, auditory, tactile

or kinesthetic skills to understand in the new language, for instance some learner nowadays find and watch videos in you tube to have a better understanding of a topic. *Activating Knowledge* which implies the use of brainstorming, visual images and internalization of previous knowledge; in order to learn something new. *Conceptualizing with Details*: which consists on the ability learners have to make distinctions (distinguish between formal and informal expressions, identify relevant and irrelevant information in a text) sequencing (order actions chronologically, list info in order of importance) analyzing and decoding (understanding elements of a sentence or analyzing a word by its components). *Conceptualizing Broadly:* which consist on the way learners synthesize or summarize what they have heard or read or how they combine or link ideas in discourse. And *Going beyond the Immediate Data:* which is the way learner predict what the speaker is going to say or what the article is about based on cues and background information and infer the message by using the context.

Oxford also named three sociocultural-interactive strategies which refer to *Interacting to Learn and Communicate, Overcoming Knowledge Gaps in Communication, and Dealing with Sociocultural Contexts and Identities*. The first category refers to the ways learners interact with others on line or in person, or communicate with a mentor or teacher in academic settings. The second one consists on different specific tactics learners use to overcome difficulties in communication like: using synonyms or make up words in order to keep communication, changing the topic they are not familiar with, using gestures or physical movement to indicate confusion or just pretend understanding to keep conversation going. And the third one is about how learners deal with sociocultural aspects that affect the language, for example: when learners imitate cultural behaviors like accents

or gestures, when learners also explore social roles, power and the media to understand real situations, when learners use counter-stories to gain sociocultural acceptance and when they use silent periods just to listen and analyze customs and traditions.

After explaining the different theories regarding LLS, and describing Oxford's classification of language learning strategies. This investigation will identify which LLS from Oxford´s strategy system are more closely related to develop speaking abilities.

3.3 The role of LLS in developing speaking

"The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved" (Shumin, 2002 p 201). In fact, there many factors to be consider when working the ability of speaking in a language course; learners not only need to know grammatical and semantic rules, they also need to know how speakers of the language use it in different contexts and many other external factors that interact in the language learning process, such as gender, aging, learning environment and motivation.

The use of Language learning strategies can facilitate the development of oral skills. However, not all the strategies are effective to develop oral abilities. Oxford (1990) indicated which strategies can be applied for each language skill, considering that some strategies can be used in the four skills or integrated to develop more than one skill. According to that and having in mind the purpose of this investigation a set of LLS have been selected as the most frequently used to develop oral skills.

Based on the Strategy System proposed by Oxford, thirty three (33) LLS were selected for being the most closely related to the development of oral skills. Into the memory

strategies, a memory strategy called *representing sounds in memory* was chosen as important to help learners retain vocabulary and improve pronunciation (essential components in getting the ability to speak). About cognitive strategies: *repeating, recognizing and using formulas and patterns, recombining and practice naturalistically* were highlighted to foster speaking by practicing the combination of previous knowledge and new learning. *Translation* as another cognitive strategy was also selected as a common strategy learners use specially when starting speech production. These strategies are also important to promote the ability to speak as they enhance learners to practice vocabulary and grammatical structures or even expressions in communicative activities.

Regarding compensation strategies, all of them will be useful in this research because each one of them helps learners overcome difficulties in speaking or promote the ability to speak in certain ways. For example, *getting help* which is the way learners ask someone for help when there is lack of vocabulary or expressions. Likewise, *switching to the mother tongue* is a common strategy beginner speakers use to express ideas in the target language when pertinent knowledge in missing. The rest of compensations strategies (*Using mime or gesture, avoiding communication partially or totally, selecting the topic adjusting the message, coining words and using a circumlocution or synonym*) will be also included in this selection as they help overcome limitations in speaking.

On the other hand metacognitive strategies like: *planning for a language task, setting goals and objectives, identifying the purpose of a language task and evaluating learning* can contribute to the development of speaking abilities because they let learners get involved in their language process and in that way they can identify and overcome their difficulties when speaking; for example when learners take their time to prepare oral

presentations or role plays, they can anticipate difficulties and find ways to minimize possible mistakes performing the task.

Affective strategies can also influence learner´s ability to speak, according to Brown (1994) learning a second or a foreign language is a complex process that is susceptible to anxiety and other associated feelings like frustration, and lack of self-confidence; the fear of making mistakes has been in many cases the explanation for inability to speak fluently. For that reason, affective strategies like: *the use of relaxation and music, making positive statements and discussing their feelings with someone else* may promote the improvement of their speaking abilities.

And also four sociocultural – interactive strategies are helpful to deal with gaps in communicating orally, such as: *Pretending to understand*: which is the way learners keep communicating although they do not understand completely the message. Some socio-cultural interactive strategies which involve interacting with others, such as interacting online or in person, or with a mentor motivate learner to speak outside the classrooms.

The following table (2) will illustrate the previous explanation of all the strategies selected for being the most closely related to the development of oral skills, Based on the Strategy System proposed by Oxford. These strategies will be used in the research as they have been codified in the chart.

*Table 2**: Language learning strategies most closely related to develop oral skills.***

STRATEGY TYPE		CATEGORY		NAME OF STRATEGY	
DIRECT STRATEGIES					
I.	Memory strategies	A.	Applying Images and sounds	1.	Representing sounds in memory.
II.	Cognitive	B.	Practicing	2.	Repeating

	strategies		3. Recognizing and using formulas and patterns. 4. Recombining 5. Practicing naturalistically
		C. Analyzing and reasoning	6. Translating
III.	Compensation strategies	D. Overcoming limitations in speaking and writing	7. Switching to the mother tongue 8. Getting help 9. Using mime or gesture 10 Avoiding communication partially or totally. 11. Selecting the topic 12. Adjusting and approximating the message 13. Coining words 14. Using a circumlocution or synonym.
		E. INDIRECT STRATEGIES	
IV.	Metacognitive Strategies	F. Arranging and Planning your learning.	15. Setting goals and objectives 16. Identifying the purpose of a language task. 17. Planning for a language task 18. Seeking practice opportunities
		G. Evaluating your learning	19. Self-monitoring 20. Self-evaluating
V.	Affective Strategies	H. Lowering your anxiety	21. Using progressive relaxation, deep, breathing or meditation 22. Using music and laugher
		I. Encouraging yourself	23. Making positive statements
		J. Taking Your emotional temperature	24. Discussing your feeling with someone else.
VI.	Sociocultural-interactive strategies.	K. Interacting to Learn and communicate	25. Interacting online or in person 26. Interacting with a mentor or tutor 27. Asking for explanation, clarification, verification or repetition, or asking questions.
		L. Overcoming knowledge gaps in communicating	28. Using other words to continue communicating. 29. Using physical cues 30. Changing the topic 31. Pretending to understand
		M. Dealing With sociocultural contexts and identities	32. Imitating cultural behaviors 33. Exploring the meaning of social roles, identity, power and the media.

It is also important to mention that some of the LLS which were presented in the chart n° 4 are closely related to others, and could be used as integrated strategies in the analysis of this research, for example: the compensation strategy *using mime or gesture* is similar to the sociocultural-interactive strategy *using physical cues* because both imply the use of

body language to help learners continue a conversation when there is lack of knowledge of the new language. Another example is the cognitive strategy called *translation* which has a close relation with the compensation strategy *switching to the mother tongue* because both imply the use of the native language and they both are commonly used by beginner learners as they still have limitations to express themselves in the target language.

More relations between different strategies have been identified, for example the compensation strategy *selecting the topic* and the sociocultural- interactive strategy *changing the topic* are related in purpose as both help learners talk about topics that are easier for them or the ones they feel more comfortable with, and in that way speaking is developed. Likewise, the cognitive strategy *practice naturalistically* and the metacognitive strategy *seeking practice opportunities* are connected as they both promote speaking in different contexts.

In addition and according to Tsang and Wong (2002) vocabulary and pronunciation are important components to develop speaking, therefore the following strategies are present in the chart and will be consider in this research as useful for learners to develop speaking skills. The compensation strategies *coining words* and *using circumlocution or synonym* as well as the sociocultural-interactive strategy *using other words to continue communicating* are commonly used to help learners overcome vocabulary limitations when speaking. Moreover, the memory strategy called *representing sounds in memory* could be useful for learners to identify how new words sound and use them in conversations. In summary, this investigation will focus on LLS more commonly used to develop oral skills which have been selected based on the strategy System by Oxford (1990) including the sociocultural-interactive strategies proposed by the same author in 2011.

In addition, all compensation strategies will play an important role in this investigation as they are the most helpful for learner to overcome limitations when developing oral task. Likewise, meta-cognitive strategies and the affective strategies which have been selected also influence the development of speaking skills as it was explained previously. And the sociocultural- interactive strategies will also be considered in this research because when speaking is developed, there is a social and cultural exchange, in which interaction and context is involved, in other words, ”shared values and beliefs create traditions and social structures that bind a community together and are expressed in their language” (Carrasquillo, 1994, p. 55).

Finally and having all the theoretical fundamentals presented from the perspective of this specific research; and after having answered the three questions which were established at the beginning of the chapter (How can Learning Strategies be defined? How do LLS work in relation to different aspects in language learning? Which learning strategies are more closely related to the development of oral skills?). It is time to explain how this research will be carried by defining how strategies will be observed and identified.

4. Methodology

This chapter will describe the different procedures to carry out the research. Firstly, it is important to mention the two significant approaches regarding research methodologies, quantitative and qualitative. The quantitative method, which involves analysis of numerical data, has the purpose of classifying features, count them, and construct statistical models in an attempt to explain what is observed. The qualitative method, instead, involves analysis of data such as words (e.g., from interviews), pictures (e.g., video), or objects (e.g., an

artifact) and its principal objective is to interpret the information gathered in a more subjective way.

Throughout the time, these two research methods have created a lot of discussion among researchers community, in terms of defining which is more effective. In the 70s the quantitative methods were superior, due to the use of statistical techniques, which made them more reliable and precise. However, by the 90s, in some western countries, the reliability of this method started to decrease because some researchers realized it did not show the real situation of the communities, in other words ¨quantitative research ignores the differences between the natural and social world by failing to understand the meanings that are brought to social life¨ (Silverman 1993, p. 28)

On the other hand, ¨while qualitative analysis allow us to study individual performance closely, it may or may not represent the behavior of other learners¨ (Herbert, Seliger and Elana, 2001, p.115). It means that, if the objective of the investigation is to study a population in a generalized way, quantitative procedures may be appropriated. Therefore, the best method depends on the focus of the research, the kind of information you are looking for in order to achieve the objectives to be proposed.

For this particular research, which attempts to identify LLS students use and how useful they are to overcome difficulties in developing oral skills, it is necessary establish a method that contributes to carry out the investigation effectively and accomplishing the objectives proposed. After having taken a brief view of the two most important research methods, it was decided to focus on the qualitative approach as it is centered on understanding human behavior, assumes dynamic reality and it is more descriptive, exploratory and subjective (Reichardt and Cook 1979).

This investigation has been considered as an exploratory study in which students´ opinions and their actual behaviors in class will be reported to be analyzed, following the Exploratory-interpretative qualitative paradigm “which utilises a non-experimental method, yields qualitative data, and provides an interpretive analysis of that data” (Nunan 1992, p. 4). There are many types of studies based of qualitative methods for language investigations, including: action research, case studies, ethnographic studies and the grounded theory; as well as data collection techniques like: surveys, observation, fieldwork, focus groups and experimental approaches. There are also many strategies to analyze qualitative data such as: text and discourse markup, analysis and interpretation, all with special reference to language learning and use. Now, case study will be explained as it has been selected as the appropriate type of research to conduct this investigation.

4.1 Case Study

Case study can be defined as a type of research aimed at understanding a delimited phenomenon by examining in depth, one or more particular characteristics of the phenomenon. Case study research has its origins in psychology and linguistics by focusing on the development of L2 syntax, morphology, phonology, and so on. Then it had more emphasis on issues like; learners’ and teachers' identities, skill development and its consequences for learners, teachers' professional development experiences, and the implementation of language policies in programs and countries; in this specific research for instance the focus is the use LLS for oral skill development.

According to Nunan (1992) some researchers may see Case Study as a type of Ethnography because they both can use different kinds of qualitative methods and even in some cases quantitative statistical methods. They also coincide on studying a phenomenon in context but the basic difference between these two methods is that case study is more

limited in scope, in other words this type of research is a bounded system. For example this investigation is considered a case study because it will identify the LLS a small group of learners use by observing limited and specific class periods and interviewing a representative sample of students, which is a reduced scope.

In order to develop a case study research, it is important for the researcher to identify his or her case; by selecting possible candidates for the research and determining either the case itself or an issue, is worthy of study.· The researcher must also consider whether to study a single case or multiple cases. The study of more than one case dilutes the overall analysis; for this research we have selected a representative group of students in third level of the extramural English courses at Universidad Del Atlántico and we have chosen specific aspects to be analyzed in the study.

Case studies may be conducted in larger quantitative or qualitative studies to provide a concrete illustration of findings, acknowledging multiple realities or involve discerning the various perspectives of the researcher, the case/participant, and others, which may or may not converge (Yin, 1994). Case study is an interpretive and inductive form of research which explore the details and meanings of experience highlighting the researcher's ability to provide a compelling and engaging profile of the case, with suitable examples and linkages to broader issues, and usually attempts to identify important patterns and themes in the data. The importance of case studies is related to the amount of detail and contextualization that is possible when only one or a small number of focal cases and issues are analyzed.

The four most important features of case study are: context which may include all relevant descriptive information pertaining to the case and situation. Sampling which involve case selection and defining characteristics of the participants. Sampling is

crucial, especially when multiple cases are used, researchers often need to describe in detail each of them and then do some form of cross-case comparative study, either in prose or in a tabular summary (Creswell, 1998). The third important feature when applying case study is data and it can be collected either from one primary source (e.g., oral interviews, journals, or essays) or from multiple sources. Triangulation, as in ethnographic studies, bring together multiple perspectives, methods, and sources of information such as: interviews, observations, field notes, self-reports or think-aloud protocols, tests, transcripts, and other documents; adding multiple insights to the analysis can enhance the validity or credibility of the results. Observations and other data collection instruments can be designed, depending on the purpose of the study and the disciplinary traditions associated with it (Cohen & Manion, 1994).

And the fourth most important feature in case study is Analysis and Interpretation, this process can be iterative, spiraling, or cyclical that proceeds from more general to more specific observations (Creswell, 1998; Palys, 1997; Silverman, 2000). Data analysis often begins with informal interviews or observations and continues with transcription, when recurring themes, patterns, and categories become evident. Once written records are available, analysis involves coding and identification of relevant information or salient points or structures. Data analysis may also include quantification or the use of data matrices, tables, and figures (Miles & Huberman, 1994). Then interpretation should establish the significance of themes or findings and link these themes explicitly to larger theoretical and practical issues. But it is important to be cautious about drawing unsupported inferences because of the small sample size, generalization to populations is not appropriate in most case studies.

The methodology of this research will be based on the principles and relevant features regarding case study, and according to that, the steps to be followed are: decisions made in terms of techniques and actions to collect data, participant and sampling, and finally a detailed presentation of the data analysis and findings.

4.2 Data-Collection Techniques

4.2.1 Interview This technique consists on producing a set of questions, in order to get specific information. Cohen (1976) says that's "like fishing, interviewing is an activity requiring careful preparation, much patience, and considerable practice if the eventual reward is to be worthwhile catch" (p. 81). They can be applied face to face in an individual or in a collective way. The interviews can be classified into structured, semi-structured and unstructured; the structured interviews are similar to questionnaires, but with a little more flexibility. They are often short, direct, and capable of immediate simple answers which make easy its data analysis. In contrast, the semi-structured interview provides more opportunities to expand the interviewee's responses, letting them express feelings and opinions in a more spontaneous way, which requires a more complex data analysis. On the other hand, the unstructured interview presupposes nothing because it does not follow any direction and just let the interviewees develop their ideas which is perfect to generate discussion, but not very helpful for research.

As the semi-structured interview "is a procedure often used by educational researchers" (Opie, 2004; p. 118), because of the flexibility of its application without losing its focus, it was chosen for this research. This kind of interview is very helpful for the study, because the flexibility of its application allows changing the wording of questions which, in some cases, can make them more understandable, and it also promotes confidence because the students feel they are having a conversation. For this investigation, an

interview was applied with seven open questions, they are open because they let students describe the strategies they use to overcome difficulties in communicating orally in the English classes, and it was applied individually to five students during break times while observations were carried out; because with small groups the information will be better analyzed. The interviews applied in this investigation were recorded, in order to preserve natural language, and then transcribed for the analysis.

In order to carry out the interview an instrument (See appendix) was designed to obtain information from the students about the learning strategies they use to overcome their difficulties in developing oral skills in class. The instrument contains seven questions, each question was created to encourage students to say their opinions, ideas and different perceptions regarding their oral performance in class, and they also were focus on the objectives of this research.

Considering that the first specific objective of this study is to identify LLS students use to communicate orally in class. And the second is to describe how useful are LLS for students to overcome difficulties in developing oral skills; it was necessary to structure questions in which students could express the difficulties they face when speaking and participating in class and how they overcome those difficulties.

The first question of the interview is related to the pronunciation. This question is important to identify which strategies students use to learn pronunciation, which is an important element for communication, as an appropriated pronunciation makes communication effective in all settings (Miller, 2010). The second question about vocabulary has the purpose of identifying the strategies students tend to use to learn new words, as vocabulary is another important element for communication, and because students usually use different strategies to overcome lexical difficulties when speaking.

The rest of questions of the interview were designed focusing on the performance of the students in oral activities, it means how they handle situations in which they have to express themselves orally in class. For example, the third question is very specific because it is focused directly on the difficulties students consider they have when communicating their ideas orally in class, which is the second specific objective of this research. On the other hand; the fourth question was designed to check if the students participate in class and to know the reasons they do it or not, this kind of question is very helpful, not only to know if they participate but also to notice their feelings and the perceptions they have when they do it and the reasons they have when they do not do it.

The fifth question intends to identify the strategies students use to prepare, organize and perform oral presentations. This question was designed taking into account that oral presentations are very common activities assigned by English teachers to know how students can organize and express their ideas, and to see specific aspects like: clarity, coherence and cohesion. Oral presentation is considered: "an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency" (Shumin 2002 p: 209)

The purpose of the sixth question is to establish the existence of difficulties when students socialize each other, since interaction is not just a matter of teacher actions and students' reactions, it goes beyond, it is also the opportunities they students have to communicate between them in different situations during class (Malamah, 1987). And the last question of this interview was designed to know the strategies students use in class when they face three specific situations; The first is: *you don't know how to express an idea orally,* the second is: *you don´t understand something it was said in an oral discussio*n and the third is: *you have been corrected by the teacher several times.* These three

situations were chosen because they are common difficulties students face in class when they are learning a language and they want to participate orally.

While observing the class selected, five students were chosen to be interviewed; it was decided to interview only (5) five students, from a class of (25) twenty five, following the principle of case study research in which sampling may be reduced by choosing the representative members of the group of study, this method was selected to facilitate the generalization of the findings. The selection was made, with the help of the teacher, according to the performance of the learners in the development of the four language skills, specially the oral ones. There were chosen two students with high scores in general (very good performance), two students with low scores, it means with difficulties to express themselves orally, and one student with an average performance, in other words a student with fair abilities to interact. This interview was also applied using a professional digital recorder, and finally all the interviews were transcribed to be analyzed (see appendix).

Moreover, it is necessary to mention pertinent information concerning the sample chosen for this investigation: they are three men and two women and they are around the same age, because the students of the institution are usually placed in the classes according to their ages. So, they are all around 18-23 years old. Age is an outstanding factor that affects language learning, as Oyama´s (1976) study shows, young adult learners have more difficulties with prosodic features such as intonation, stress other phonological aspects that cause misunderstandings when interaction occurs, than for example children which have the propensity to acquire more fluency and naturalness in spoken language.

4.2.2 Observation This is one of the most useful techniques to get information in a classroom. As it was defined by Marshall and Rossman (1990) “observation is a fundamental and highly important method in all qualitative inquiry. It is used to discover

complex interactions in natural settings" (p. 99). The effectiveness of this technique depends on many aspects, first it is necessary to determine what details need to be observed, and how are they going to be observed; and for this reason it is important to know observations can be structured or unstructured, participant or nonparticipant.

The structured observation is applied following some patterns which were already established because the study has already defined its hypothesis and objectives; on the contrary, the unstructured observation is applied with the main purpose of generating the hypothesis and help researchers focus the study. On the other hand, the participant observation consists on getting involved into the life of the individuals who are participating in the research. The investigators have to be part of the environment and experience all situations happened in the community, this kind of observation is valid in many investigations because it can yield valuable data especially when understanding different cultures around the world. But it may also have disadvantages, for example, the observer can adopt a subjective role when he or she start feeling involved affectively after interacting with the individuals who have been observed. In contrast, the non-participant observer just sees what is happening without being part of any situation in the community (Wallace, 1998).

Taking into account the different kinds of observation, it is assumed that the appropriated kind of observation depends on the type of research and the information that is needed. This specific research used a structured observation because, even though there was not any specific instrument to apply, several classes were observed to notice the way students behave and react in class with an specific focus on identifying the LLS they use to improve their oral proficiency. Furthermore the observation was nonparticipant because the

information gathered was observed and recorded by the researcher who did not take part of any classroom actions.

There is also some information to consider when using observation as a research technique; it is important to choose appropriated technological equipment to observe like: tape recorder, or video camera; also the design of a checklist with the criteria to be observed or charts in which you can take notes can be applied. As it was mentioned before, in this research it was not necessary to use any instrument like checklist or reports, as the observations were recorded using an audio- tape recorder because this technological device helps the observer listen afterwards and select relevant information to analyze.

For this investigation it was necessary to observe several classes of one group of twenty six students, three sessions of five hours with a total of fifteen hours were observed. Each observation was audio-taped and then transcribed on a selective basis, in other words, due to the fact the transcriptions involve a lot of time consumption (Ibid, 1998) it was decided to transcribe only the parts of the class in which oral communication activities were carried out, such as: discussions, oral presentations, group activities, fixed dialogues and all the activities in which students participate actively. In conclusion the most useful parts of the recording were transcribed in order to determine what kinds of LLS strategies were evident to improve oral communication in class.

The transcriptions will be used in this research not only to identify the learning strategies used by students in speaking activities, but also to describe how useful they are to overcome difficulties in oral production. For this reason, a transcription format was designed to gather teacher and student's actions, reactions in the sections observed (see appendix). This format was organized through charts; the first chart is to write down general information, such as: name of the institution, observation number, date, class

duration, class level, class large, topic, class objective and teacher's name. The second chart is a small table created to show three symbols, They will help to understand some repeated behaviours and reactions of the students during the observation, the chart contains two columns, the first shows the symbol and the second column shows its definition, and these are: (...) it means students talking or everybody at the same time. (-) it means silence, nobody talks. (~) it means not clear recorded.

The third chart shows the transcripts of what has been selected in the observations, and it is divided in four columns: TURN, it indicates the number of talking turns; ACTOR, it means the participant in the interaction; DISCOURSE which is the transcript of what the participant say and the STRATEGY USE AND GENERAL COMMENTS that is the space where it is identified the LLS found and general comments, it means particularities or assumption that the observer considers important for the research.

Observation is definitely an essential tool for this research. However, some students used to change their normal behaviors when they feel observed by a different teacher and this aspect can affect the authenticity of the information, and this is of course a disadvantage of this technique; for this reason the interview was also used in this investigation, they both help obtain more reliable information to analyze.

After collecting all the information, next step is to analyze this information in order to accomplish the objectives of the study. First, the interview analysis will be carried out by identifying the LLS the students use through the information provided in their answers. Then the observations will be analyzed describing in first place general aspects of the three sections observed like: environment, teacher-student student-student interaction, type of activity and resources; as well as many things that could be repetitive behaviors and situations that happened and could affect students' oral performance in class. Then, the

transcriptions taken from the observations will be used to identify which LLS are more frequently used in oral activities and how useful they are to improve oral proficiency. And finally, findings will be presented considering the relation between results obtained and the theoretical framework chosen.

5. Data Analysis

5.1 Interview Analysis

The opinions of the students are meaningful to develop this research. Due to that, it was designed an oral semi-structured interview with seven questions. All of them are open questions, as it was mentioned in the previous chapter, because this instrument intends to obtain information from students about the strategies they use to communicate orally in class. The interview, which was created for being recorded, collects the opinions of five students; these learners were chosen according to their academic performance in class, especially in oral activities. Students 1 and 2 have high scores in quizzes and oral activities, students 3 and 4 have low scores in quizzes and oral activities and student 5 has fairly good scores and sometimes fails. In the following paragraphs there will be analyzed all these student's answers gathered from every question applied in the interview.

In order to analyze the information gathered from this interview, the following paragraphs are going to show their answers using three categories: **consensus** which means the agreements and parallel opinions in the answers of the five students, **dissension** which means the differences in opinions and disagreements, and **particularities** which is referred to the characteristics, peculiarities in the answers of the students, and moreover, not expected comments and opinions.

The seven questions were all developed orally and recorded but we are going to show and analyze only the answers of the questions we consider are appropriated for the research. This interview was applied in Spanish as it is the students´ native language so they could express their ideas more spontaneously but they are going to appear translated into English for research purposes. The tabulation is presented through charts, each one of them contains the question and columns; the first one says students and we identify them as students S1, S2, S3, S4, S5; the second column has opinions and/or answers of the interviewees; and they are classified into consensus, dissension and particularities.

The first question analysed of the interview was designed with the purpose of knowing the way students learn the pronunciation of new words in class, as it is shown in the following table (3), four students coincide listening to the CD guidebook and the way the teacher pronounce the new words is a good strategy to learn them, which is a cognitive strategy called *using resources for receiving and sending messages.* There is also a consensus between two students when both say that practicing with classmates and using the dictionary is another good way to learn the pronunciation of new vocabulary; evident cognitive strategies too. On the other hand there were found two particularities in the answers; one student say that reading aloud and repeating is a good way to learn pronunciation, while the other mentions listening English songs and watching movies as a good strategy to learn the pronunciation of new words in class.

It was also noticed that four of the five students interviewed coincide that listening is an important element when learning pronunciation “while listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of

incoming information" (Mendelsohn & Rubin, 1995, p. 35). Definitely during communication the speaker also needs to listen and likewise through listening, pronunciation can be improved. In addition the cognitive strategies related like *practicing* and *the use of resources* are commonly used by the students to improve pronunciation (see table 3).

Table 3: **1. About pronunciation, what special ways do you have to learn the pronunciation of new words in class?**

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S1- S 2- S3- S5	Listening to the CD guidebook and the teacher		
S1– S 5	Practicing with classmates		
S 1- S 3 – S 4	Using the dictionary		
S 3			Reading aloud and repeating Particularity
S 4			Listening English song and watching movies Particularity

In the second question: About vocabulary, do you have special tricks to help you learn and remember new words, mention them? There is consensus between S 1 and S 2 in the fact that they both use list of words to learn new vocabulary. There is also a consensus between S1 and S3 when saying that writing and repeating is a good way to learn new words. S 5 and S 2, on the other hand, coincide in the use of dictionary to learn new words, while S 2 and S 5 say that they memorize new vocabulary by associating the words with the context and previous knowledge. But most of students, four of them agree with the idea of practicing with others as a useful strategy to learn new vocabulary. According to that, it might be concluded that students are using the memory strategy *association* which is

evident they say they associate and make list of words. And cognitive strategies like practicing and using resources like the dictionary to learn vocabulary.

When students 1 and 2 mentioned they used list of words and, as it was said, they have gotten good scores in the classes, this memory strategy could also be useful. According to Nation (1990) vocabulary lists can be an effective way to learn pair-word translations (see table 3).

Table 4: **2. About vocabulary, do you have special tricks to help you learn and remember new words, Mention them?**

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S 1- S 2	Making word list.		
S 1– S 3	Writing and repeating		
S 1- S J 3- S 4 - S 5	Practicing with others		
S 5 –S 2	Using dictionary		
S 2- S 5	By association		

When the students were asked the third question about the difficulties they have expressing their ideas in class discussions, all of them, except St 3, said their major difficulty is the lack of vocabulary to express their ideas in the way they really want to do it. Moreover, students 3, 4 and 5 said that the other difficulty to express themselves orally is their fear to make mistakes; St 3, for example said she feels nervous when speaking but she really likes because she considers is good to receive feedback from the teacher, while St 5 said he really feels fear to be misunderstood when trying to express his opinions.

There are also two particularities regarding this third question, the first is related to listening skills, S 1 said her major difficulty is the fear to not understand clearly what it is

said in discussions. This is a particularity because only one student said it, but according to what it was observed, this could be a constant difficulty students present and obviously it affects oral communication. On the other hand, student 3 said his major difficulty when participating in discussions is the fact that he thinks in his mother language what is going to say, and this process of translating, stops his fluency and makes him have a lot of mistakes which also affects oral production (See table 5).

Table: 5

3. In discussions, when the teacher asks for your opinion, what are your main difficulties in communicating your ideas?

Students	Sts. Opinions/ answers		
	Consensus	Dissension	Particularities
S 3- s 4- s 5	Fear to make mistakes		
St 1- S 2- S 4- S 5	Lack of vocabulary to express the ideas		
S 1			Fear to not understand clearly.
S 3			Thinking in the mother language.

About the fourth question, *Do you participate often in class? Why? Why not?* , there is consensus between all the interviewees; all of them said they participate in class; however, they have different reasons to do it. For example students 1, 2, 5 said they participate because it is important for their learning process while the students 3 and 4 affirm it is something he has to do in order to get good marks.

On the contrary, for students 4 and 5, confidence is a very important factor because they need to be sure of what they are going to say and feel confident to make mistakes in front of their partners. As Brown (1994) mentions, L2 or foreign language learning is a complex

task that is susceptible to human anxiety, because it is difficult for students to make mistakes in public; that is way affective factors like: emotions, self-esteem, empathy, anxiety and motivation affect learning, and specifically participation (see table 6).

Table: 6 **4. Do you participate often in class? Why? Why not?**

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S 1- S 2 – S3 – S 4 –S 5	Yes		
S 1- S 2 –S 5	Yes, it is important for learning.		
S 3- S 4	Yes. Because it is mandatory		
St 4			Yes. But when I am sure I will do it well.
St 5			Yes, because I feel confident of making mistakes in front of my partners.

In the fifth question: About oral presentations, what helps you to prepare and present the activity? How do retain the information and make yourself understand? Most of students do agree that use of info-cards helps them a lot in oral presentations to have their ideas organized, and especially to remember the words they possibly could forget while speaking in public. Students 3, 4 and 5 do also agree with the idea that the use of posters is a traditional and useful tool when presenting a speech because it helps public understand easily; these are evidences to proof the use of the meta-cognitive strategy *planning for a language task* and the use of info-cards and posters are also of a memory strategy called *using mechanical techniques*.

Moreover, students 1 and 2 include the use of team work as a very useful strategy to have successful presentations because they say that practicing with their partners before the presentation helps them to make fewer mistakes, this could be reported as a social strategy called *cooperating with peers*. About the way students prepare the oral discourse they will present, students 3, 4 and 5 admit they first produce the ideas in the mother tongue and then translate them into English, which is a very common cognitive strategy for beginner learners. And in particular student 2 mentions the cognitive strategies, the use of previous knowledge and the dictionary as essential tools to prepare oral discourse.

Undoubtedly, the use of info-cards and practicing before the presentation have had good results in students 1 and 2 as they have good marks in the teacher's grades record. And about the strategy of translating the discourse from the L1 to L2, Prince (1996) claims that weaker learners require more time to learn when they are used to transferring the information from the first language to the second (See table 7).

Table: 7 **5. About oral presentations, what helps you to prepare and present the activity? How do retain the information and make yourself understand?**

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S 1- S 2- S 3- S 5	The use info-cards		
S 3- S 4- ST 5	The use of posters		
S 1 – S 2	The use of team work, practicing before the presentation		
S 3- S 4- S 5	Translating from Spanish to English		
S 2			Using previous knowledge and the dictionary

In the sixth question, four of the five students which were interviewed, say they feel good expressing their ideas in a team work activity, only the student 1 expresses its difficulties when trying to express his ideas in groups. It is important to mention that even though most of them say they feel good, students 3 and 4 just feel good when they know and feel sure of what they are going to say.

These answers were to be expected as socio-cultural factors are always involved when learning, because "shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language" (Carrasquillo, 1994, p 55) in other words, these groups of learners, except S 1, really like to work in teams, due to their personalities as people from the Caribbean coast who like to be extrovert and friendly, they feel more comfortable talking and organizing ideas with partners than alone or with the teacher (see table 8).

Table: 8 **6. How do you feel expressing your ideas in a team work activity?**

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S 1			It is difficult
S 2 - S 5	Good, because I learn more.		
S 3- S 4	Good, when I am sure that I know.		

The seventh question of the interview, which is: *How do you overcome the following situations in a speaking class?*, Is related to three specific aspects which usually occur in speaking activities, so students are asked to say the strategies they use when the following situations happen, and they are: don't know how to express an idea, don't understand

something said in a discussion and to have been corrected by the teacher several times. The following charts will discuss students' responses.

When asking students what they do when they do not know how to express an idea orally, it was noticed that four of them immediately said they ask for the teacher's help, three of them also ask their classmates. It is also important to say the student 4 not only asks the teacher, she also uses the dictionary to find the way to express what she really wants. Student 2, on the other hand, instead of asking for help, uses his previous knowledge to find other way to say he wants.

These answers have showed something different from what it was expected, the majority prefer to have ask for the teacher's help which indicates that the teacher make them feel confident and this is social strategy called *asking for clarification and correction* (useful to promote effective classroom interaction) (See table 9).

Table: 9 **7. How do you overcome the following situations in a speaking class?**

You don`t know how to express an idea

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
S 1- ST 3- S 4	Ask classmates		
S 1- S-3 - S 4- S 5	Ask for help to the teacher		
S 2			Look for other ways to say it
S 4			The use of the dictionary

It was also noticed that the five interviewees ask for help when they do not understand something in a discussion; It indicates they do not fear of saying their doubts, and this is something positive for their learning process. However, students 1 and 3 just ask their classmates while student 2 only the help of the teacher. In sum, it is evident the use of an

important compensation strategy called *getting help* that useful to overcome limitations in speaking and writing (see table 10).

Table: 10 **7. How do you overcome the following situations in a speaking class?**

b). You don`t understand something said in a discussion

STUDENTS	STS. OPINIONS/ ANSWERS		
	Consensus	Dissension	Particularities
St 1- St 3	Ask for help to the classmates		
St 2			Ask for help to the teacher
S 1- S 2– S 3 – S 4- S 5	Ask for help		

This last aspect has to do with the way students feel when they have been corrected and what they do when making mistakes. Most of them admit they do not feel good when the teacher corrects their mistakes but they know it is necessary to improve in the language. Some of them use specific strategies to deal with mistakes and learn from them, for example, student 1 and 2 take notes, which is a valid cognitive strategy to help learner *create structures for input and output*. Students 1 and 5 also try to use the word or structure correctly in next practice opportunities; this is clearly a metacognitive strategy in which students use the new learning by planning future practice opportunities. And as it was expected, students 3 and 4, which have low marks, do not usually use any strategy when facing this situation. Indeed, although most of students are aware of making mistakes as a part of any language learning process, only the ones who really use specific strategies to deal with mistakes can get good results (see table 11).

Table: 11 **7. How do you overcome the following situations in a speaking class?**

c). You have been corrected by the teacher several times

STUDENTS	STS. OPINIONS/ ANSWERS

	Consensus	Dissension	Particularities
S 1- S 2	Take notes		
S 1– S 5	Practice more		
S 2- S 3 – S 4- S 5	I don't feel good but it is necessary		

5.2 Observation Analysis

In order to carry out this research, three classes of five hours were observed with the purpose of first identifying the LLS students use by the students and then determining the most useful to overcome difficulties when speaking. Now the three classes will be analyzed separately as follows: session 1, session 2 and session 3. Each session will be analyzed describing in first place general aspects like: environment, teacher-student student-student interaction, type of activities and resources; as well as many things that could be repetitive behaviors and situations that happened and could affect students' oral performance in class. Then, the transcriptions taken from the observations will be analyzed to specifically identify which LLS are more frequently used in oral activities and how useful they are to improve oral proficiency.

5.2.1 Session 1 This session was observed by the researcher on a Saturday morning class. It started at 7:00 am with the teacher greeting the students as they were entering the classroom. The class environment was positive, the relationship teacher–student was kind and respectful and the student-student relationship was friendly as they were most of the time talking and laughing to each other; however, talking a lot affected in many ways their concentration in class and classroom management needs to be reinforced more. There were twenty five students and the teacher started the class evaluating the topics given in the previous class through a quiz and it lasted about 40 minutes.

After the quiz, the teacher introduced the class presenting the objectives which were: student will get familiar with natural disasters and relate past events. The first activity was reading about natural disaster: first students did a pre-reading activity in which they had to read in pairs and highlight new words, and then students read aloud and did some written exercises about the reading. About this activity, it is important to highlight that the students were following instructions in the target language but most of them were using their mother tongue when communicating in pairs.

After the reading activity, the teacher explained the differences between present perfect and simple past, providing formulas and examples. Students were taking notes and just a few asked for clarification at the end of the explanation. The teacher clarified doubts and ask them to do some grammar exercises. Even though most of the students were focused on doing the exercises, some of them were just talking; after 20 minutes, the teacher started checking students´ work calling them out. Some students participate voluntarily and others only when the teacher requires it.

When the grammar activity was over students had a break time of 20 minutes, and coming back from break the teacher continued the class with a writing activity, they had to write sentences describing some pictures from the textbook, in which natural disasters happened. While giving the instructions some students were not paying attention, then those students started to ask for clarification and the teacher had to repeat. During this activity I noticed how important is for students to use the dictionary to translate words and how comfortable is for them to work in pairs.

In general the class was centered on the contents and activities of the textbook except for the last activity of the day. As soon as the students finish the writing exercise the teacher

picked them up and started the last activity, it was a speaking activity in which students had to choose a topic they wanted to talk about, the topics were: the person I love, the person I hate, transportation in Barranquilla, carnivals, my family and abortion. The objective of this activity was to see how students were able to express their opinions about a variety of topics.

The transcription of this part of the class (see appendix) consists of 53 talking turns, it means students and the teacher´s interventions. It is important to mention that sometimes it was difficult to categorize some strategies because learners try to use several strategies at one time; on the other hand there were strategies that could be put in more than one category. After analyzing each student´s turn, from the 33 strategies chosen as the most useful to develop oral skills 13 strategies were found.

For this analysis, the thirteen (13) learning strategies found were divided into Direct Strategies and Indirect Strategies. Direct Strategies were found 17 times broken down into cognitive and compensation strategies, no memory strategies were observed in this activity. Among cognitive strategies students used *repeating* (5.8%) and *practicing naturalistically* (29.4%), being the second one the most frequently used in the activity. From the compensation strategies, the students use 5 of the selected strategies: *switching to the mother tongue* (5.8%), *avoiding communication partially or totally* (11.17%), *selecting the topic* (23.5%), *adjusting and approximating the message* (11.17%), *coining words* (11.17%); being *selecting the topic* the most useful strategy.

As the following table (12) could illustrate, the most frequent direct strategies students use were practicing naturalistically and selected the topic. These two strategies help students develop their speaking, because they communicate better when a variety of topics

are given, so there is flexibility of choosing the topic they feel more comfortable to talk about, and the fact they can express their opinions about real situations make communication more meaningful.

Table: 12 (**Session 1) Direct learning strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	II- Cognitive Strategies.(2)		
A. Practicing	Repeating: (II.A.2)	1	5.8%
	Practicing Naturalistically: (II-A-5)	5	29.4%
	III. Compensation strategies (3)		
A. Overcoming limitations in speaking and writing	Switching to the mother tongue. (III-A-.7))	1	5.8 %
	Avoiding communication partially or totally (III-A-10)	2	11.7%
	Selecting the topic (III-A-11)	4	23.5%
	Adjusting and approximating the message (III-A-12)	2	11.7%
	Coining words (III-A-13)	2	11.7%

Indirect strategies were identified 8 times in this first session (see table 13), two metacognitive strategies were observed: *seeking practice opportunities* (25%) and *self-evaluating* (12.5%), being the first one the most frequent as students were participating voluntarily in order to have the chance to practice, and in that way, develop their speaking abilities. *Using laugher (*12.5%) was the only affective strategy identified in this activity. And additionally, three sociocultural-interactive strategies were found: *interacting with a person or tutor (2*5%), *asking for explanation, clarification, repetition and questions* (12.5%) and *changing the topic* (25%), being the first one the most frequently used by the students as they were not only participating giving their opinions, but also listening actively and generating class discussions about the topics provided.

Table: 13 (**Session 1) Indirect Strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	IV. Metacognitive Strategies (4)		
A. Arranging planning your learning (4.B)	Seeking practice opportunities (IV-A-18)	2	25%
B. Evaluating your learning.	Self-evaluating (IV-B-20)	1	12.5%
	V. Affective Strategies		
A. Lowering your anxiety (5.A)	Using laughter (V-A-22)	1	12.5%
	VI. Socio-cultural- interactive Strategies		
A. Interacting to learn and communicate	Interacting with a person or tutor (VI-A-26)	2	25%
	Asking for explanation, clarification, repetition and questions (VI-A-27)	1	12.5%
B. Overcoming knowledge gaps in communication	Changing the topic (VI-B-30)	1	25%

5.2.3 Session 2 The second session was also observed by the researcher on next Saturday morning class with the same group. The class objectives were not clearly established however, after observing the whole class and the textbook, it could be deducted that the main class objectives were to facilitate Students´ practice of yes-no questions in present perfect and help them listen and read to get specific details.

At 7:00 am the teacher started the class greeting the students and giving them the results of the last quiz. The class environment was also positive, the relationship teacher–student was kind and respectful and the student-student relationship was friendly but in this occasion they were quieter, and some looked worried about their grades in the quiz. There were twenty students that day and the teacher started with a review of present perfect rules. Then they were asked to open the workbook and the teacher began to check some grammar

activities they were supposed to do as homework. Some students didn't have the homework but they were trying to participate using the classmate´s worksheet.

After checking the homework, the teacher presented a song in the target language, in which students had to listen and complete the lyrics. They were enthusiastic about the activity and although they had difficulties completing the missing words, with the help of the teacher giving them clues they could complete the task effectively. After this listening activity they had a break time of 20 minutes.

Coming back from break, the teacher continued reinforcing present perfect by asking them short yes/ no questions for example: have you ever eaten Sushi? This activity was a transitional oral exercise the teacher used to start a new topic (tourist attraction around the world). The questions started to be more focused on the new topic and then they were asked to open the textbook and based on different activities the textbook presented the teacher developed the rest of the class. It is important to highlight that all the activities since the teacher started questioning were transcribed (see appendix) in order to identify LLS the students used when participating, and responding to specific questions based on reading and listening activities from the textbook which is an essential resource in this class.

The transcription contains 165 turns in which 16 from the 33 strategies chosen as the most useful to develop oral skills were identified. It is important to mention that some of the 16 strategies found were used many times by the students having a total 66 times strategies were used. The 16 strategies will be also analyzed divided into Direct Strategies and Indirect Strategies; 52 times indirect strategies were identified, into memory strategies, *representing sounds in memory (5.7%)* was observed three times during the whole session.

On the other hand 4 cognitive strategies were identified: *repeating (3.8%), recognizing and using formulas and patterns (26.9%), recombining (1.9%) and translating (3.8%),* being the second one the most frequently used.

Regarding compensation strategies, it has been identified six specific strategies: *switching to the mother tongue (11.5%), getting help (3.8%), Avoiding communication partially and totally (11.5%), adjusting and approximating the message (23%), coining words (1.9%)* and *using circumlocution or synonym (5.7%).* As it could be observed (see table 14) the most frequent compensation strategy students used was adjusting and approximating the message because students tend to keep communication going by making ideas simpler and according to their level of knowledge.

*Table: 14 (***Session 2) Direct learning strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	I. 1.Memory Strategies		
A. Applying images and sounds	Representing sounds in memory (I-A-1)	3	5.7%
	II. Cognitive strategies		
A. Practicing	Repeating: (II-A-2)	2	3.8%
	Recognizing and using formulas and patterns (II-A-3)	14	26.9%
	Recombining (II-A-4)	1	1.9%
B. Analyzing and Reasoning	Translating (II-B-6)	2	3.8%
	III. Compensation strategies		
A. Overcoming limitations speaking and writing	Switching to the mother tongue. (III-A-.7))	6	11.5%
	Getting help (III-A-8)	2	3.8%
	Avoiding communication partially or totally (III-A-10)	6	11.5%
	Adjusting and approximating the message (III-A-12)	12	23%
	Coining words (III-A-13)	1	1.9%
	Using a circumlocution or synonym ((III-A-14)	3	5.7%

In this second session indirect strategies were also identified 14 times (see table 15)*; self-evaluating* (7.1%) was the only meta-cognitive strategy observed, *using laugher (50%)* was also the only affective strategy identified, and four socio-cultural interactive strategies were observed: *interacting with a person or tutor (7.1%), asking for explanation, clarification and question (14.2%), using other words to continue communicating (7.1%)* and *pretending to understand* (14.2%). As it could be observed in the following table *using laugher* was the most frequent indirect strategy students used; as laughs were present many times during the class, especially in moments where they had difficulty expressing their ideas orally.

*Table: 15 (***Session 2) Indirect Learning Strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	V. Metacognitive Strategies (4)		
B. Evaluating your learning.	Self-evaluating (IV-B-20)	1	7.1%
	V. Affective Strategies		
A. Lowering your anxiety	Using laughter (V-A-22)	7	50%
	VI. Socio-cultural- interactive Strategies		
A. Interacting to learn and communicate	Interacting with a person or tutor (VI-A-26)	1	7.1%
	Asking for explanation, clarification, repetition and questions (VI-A-27)	2	14.2%
B- Overcoming knowledge gaps in communication	Using other words to continue communicating. (VI-B-28)	1	7.1%
	Pretending to understand (VI-B-31)	2	14.2%

5.2.4 Session 3 The third session was also observed by the researcher on a Saturday morning class with the same group of third level students. The class objectives were not clearly established either, however, after observing the whole class and the textbook, it could be inferred that the main class objectives were: to present role plays about past events, and to facilitate Students´ practice of different expressions to make, accept and

refuse invitations. On the other hand, the class environment was also positive because the relationship teacher–student was kind and respectful and the student-student relationship was friendly too. However, in this occasion the classrooms were not comfortable enough because there was not electricity and the temperature was higher, so that, students were talkative and complaining at the beginning of the class.

When the electricity went on, the teacher started the class taking attendance. Then, they were reviewing the difference between past tense, present perfect and past continues, anybody asked questions or express doubts, so it was inferred that the grammar was clear for them. After, the teacher gave them instructions about next activity which consisted on preparing role plays about past events like presenting news. Students started preparing their role plays, some of them were working in pairs and others in groups of three. While preparing the role plays it is important to mention that all the groups were using their mother tongue as the only mean of communication, the use of the dictionary was very frequent as the main resource to translate along with the textbook. And most of the groups were asking the teacher for help with pronunciation and sentence formation.

Some of the groups did not really take their time to practice the role play and after 30 minutes for preparing and practice, they started presenting the role plays. Part of this activity was transcribed to analysis the use of LLS used by the students (see appendix). After presented the role plays the teacher introduced the topic of the day (invitations) by asking questions in order to activate previous knowledge. Student´s participation in this introductory activity was also transcribed. Later students were ask to do a reading activity from textbook and when it was completed and checked by the teacher, they had a break time of 20 minutes.

After break time, students did a written activity from the textbook with the teacher´s help and the teacher continued explaining expressions they can use to accept and refuse invitations. Participation was very active, even though, only the same group of students was participating. At the end, the teacher asked them to rehearse the new topic by having short dialogues with a partner in which they had to accept or refuse invitations. Some students improvised the short dialogues successfully, others tried and with the teacher´s help could make it and in that way the session ended.

It is necessary to mention that the parts where students were participating actively, and especially the last activity of the class in which they improvised short dialogues, were all transcribed to be analyzed. A total of 371 turns were transcribed in this session in which 20 from the 33 strategies chosen as the most useful to develop oral skills were identified. It is important to highlight that most of the 20 strategies found were used many times by the students having a total of 141 times strategies were used. The 20 strategies will be also analyzed divided into Direct Strategies and Indirect Strategies.

In this third session direct strategies were also identified 105 times (see table 16), the memory strategy *representing sounds in memory (6.7%)* was observed six times during the whole session. On the other hand 5 cognitive strategies were identified: *repeating (10.4%), recognizing and using formulas and patterns (16.1%), recombining (2.8%), practicing naturalistically (0.95%) and translating (9.5%),* being the second one the most frequently used as the students were activating previous and new knowledge to produce ideas.

From the compensation strategies, the students used six of the selected strategies: *switching to the mother tongue* (13.3%), *using mime or gesture (0.95%) avoiding*

communication partially or totally (20.09%), *adjusting and approximating the message* (16.1%), *coining words* (0.95%), *using a circumlocution or synonym (1.9%)*; being the third one the most frequent strategy, as it was common to observe how student use this strategy keep communication and participate more in class.

*Table: 16 (***Session 3) Direct learning strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	I. Memory Strategies		
A. Applying images and sounds	Representing sounds in memory (I-A-1)	6	6.7%
	II. Cognitive strategies		
A. Practicing	Repeating: (II-A-2)	11	10.4%
	Recognizing and using formulas and patterns (II-A-3)	17	16.1%
	Recombining (II-A-4)	3	2.8%
	Practicing naturalistically (II-A-5)	1	0.95%
B. Analyzing and Reasoning	Translating (II-B-6)	10	9.5%
	III. Compensation strategies		
A. Overcoming limitations speaking and writing	Switching to the mother tongue. (III-A-.7))	14	13.3%
	Using mime or gesture (III-A-9)	1	0.95%
	Avoiding communication partially or totally (III-A-10)	22	20.9%
	Adjusting and approximating the message (III-A-12)	17	16.1%
	Coining words (III-A-13)	1	0.95%
	Using a circumlocution or synonym ((III-A-14)	2	1.9%

Indirect strategies were identified 36 times(see table 17)*; planning for language task* (5.5%), *seeking practice opportunities (16.6%)* were the only meta-cognitive strategy observed; *using laugher (38.8%)* was the only affective strategy identified, and four socio-cultural interactive strategies were observed: *interacting with a person or tutor (11.1%), asking for explanation, clarification and question (19.4%), using other words to continue communicating (5.5%)* and *pretending to understand* (2.7%). As it could be observed in the following table *using laugher* was, as in the second session, the most frequent indirect strategy used by the students; therefore, it could be infer that laughs can lower anxiety when students are expressing their ideas orally.

Table: 17 *(***Session 3) Indirect Learning Strategies**

TYPE OF LEARNING STRATEGIES	TYPE OF TACTICS	NUMBER OF MENTIONS	% OF TOTAL
	IV. Metacognitive Strategies		
A. Arranging and planning your learning.	Planning for a language task (IV-A-17)	2	5.5%
	Seeking practice opportunities (IV-A-18)	6	16.6%
	V. Affective Strategies		
B. Lowering your anxiety	Using laughter (V-A-22)	14	38.8%
	VI. Socio-cultural- interactive Strategies		
A. Interacting to learn and communicate	Interacting with a person or tutor (VI-A-26)	4	11.1%
	Asking for explanation, clarification, repetition and questions (VI-A-27)	7	19.4%
B. Overcoming C. knowledge gaps in communication	Using other words to continue communicating. (VI-B-28)	2	5.5%
	Pretending to understand (VI-B-31)	1	2.77%

It is also important to mention some additional LLS identified during the second and third sessions that were not chosen in the group of the 33 most useful to improve oral

proficiency. In the second session for instance, students used three times the cognitive strategy *using resources for receiving and sending messages* as it was evident the use of dictionary and the textbook to help them organize their speech production. *Delaying speech production to focus on listening* was also a useful metacognitive strategy, because it was identified 4 times in the second session and 5 times in the third one and it demonstrate how important is for students to develop listening skills in order to improve speaking.

Likewise, the cognitive strategy *reasoning deductively* was found 4 times in the second session and 6 times in the third one, as students were frequently applying general rules to new target language situations. In addition one memory strategy call *reviewing well* was used twice in the third session and it also helped students produce new ideas orally in the target language. And finally one compensation strategy called *using linguistic clues* was identified 7 times in the third session and it helped students understand new ideas and socialize them orally.

After presenting the results of the observation analysis, it could be summarized that in the three sessions some LLS were more frequently used by students in oral interaction, for example it was evident the use of the following cognitive strategies: *recognizing and using formulas and patterns, repeating, translating, and practicing naturalistically;* they were helpful for the students in different situations in which they had to express opinions, answer questions or maintain conversations in class. Among compensation strategies*: adjusting and approximating the message, switching to the mother tongue* and *avoiding communication partially or totally* were the most frequent and they help students overcome difficulties in speaking.

Into the indirect strategies, *seeking practice opportunities and self-evaluating* were the metacognitive strategies most frequently used in the three sessions and both helped students

be more conscious about the importance of practicing and identify difficulties to improve oral proficiency. *Using laugher*, on the other hand, was the most frequent affective strategy used in the three sessions and it was helpful to lower anxiety and promotes a good atmosphere to speak in the target language. Finally, *interacting with a person or tutor* and *asking for explanation, clarification, repetition or questions* were the most frequently socio-cultural interactive strategies students used in the three session and they were really helpful to foster real communication in class.

Finally, after describing the results of the interview and the observations, general findings will be presented, first relations between results obtained and the theoretical framework chosen will be established. And then a description of how the results obtained address to accomplish the research objectives will be presented.

6. FINDINGS

After analyzing the results of the both instruments, the interview and the observation, it is necessary to establish connections in terms of which LLS they reported to use and which ones were observed in class. These connections will be presented from the perspective of the specific language learning strategies chosen from the theory, as the most frequently used to improve oral proficiency; these findings will be presented divided into direct and indirect.

Regarding direct strategies, the memory strategy, *representing sounds in memory* was proposed for this research as most used to develop speaking. After analyzing the results it was found that this strategy was identified nine times in the observation which means that it is used by the students specially to learn new expressions. For example in session 3 (turns 88 and 89) a student tried to memorize the expression *I´d love to* by saying *I love you.* In

the interview the students 2 and 5 said they also used similar associations to memorize new expressions.

The second group of direct strategies was the cognitive, from the ones proposed in the theory, the LLS more frequently used by student in the observations were: *recognizing and using formulas and patterns, repeating, translating, and practicing naturalistically*. However, in the interview just the strategies *repeating, translating* were the only ones students reported; Therefore, it can be assumed that students use many LLS unconsciously and they do not really notice how helpful they can be to improve their language abilities.

Translating for instance, is an evident cognitive strategy supported by Robinson (1997) who suggests that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social and cultural conditions." He further suggests that translation involves "complex processes of conscious and unconscious learning (p. 51)."

Here it is an example of the second session, in which translation is used to communicate in class: the teacher asked in turn 80 - *People, please, tell me something, have you ever listened about (~) theme parks, theme parks ok? A park! A theme park?*, and students requested in turn 90 - *In Spanish?* And finally a student and the teacher translated (turn 91) - *Ok, in Spanish. ! Aja*! *– parque temático.* This example shows how learners use translation consciously to acquire knowledge or clarify information.

Regarding indirect strategies, according to what it was observed, from the compensation strategies proposed in the theory, the most frequently used by students to communicate orally in class were*: adjusting and approximating the message, switching to the mother tongue* and *avoiding communication partially or totally.* This strategies helped students overcome difficulties in speaking, but the only one of these strategies that was

reported in the interview was switching to *mother tongue). D*efinitely students tend to use mother language (Spanish) when they try to express themselves orally and they do not know how to do it in the target language. Here is a sample of this frequent category: In session one, student 2 in turn 37, uses Spanish when says: *And always everyday my dog eats food, normal food, meat, fish and..... (concentrado). Its big, its color is black and white and his eyes are blue, because is fat.* This is a clear example of a compensation strategy, in which the student switches languages in order to keep communication, because he does not know how to say it in English.

It is important two mention that even though no other compensation strategies were reported by the students in the interview. *Avoiding communication partially or totally* was a frequent strategy found in the observation. The compensatory strategy is present when everybody answers in chorus but nobody really participates giving a specific answer, supported by Oxford classification, "This strategy normally involves a total or partial avoidance of certain topics, concepts, or expressions for which the learner does not have needed L2 words/grammatical structures" (Hong- Ying Hsu, 2009, p. 03). for example in session 3, turn 256, when the teacher is asking for a reason why a student refuses the invitation of another one, after presenting role plays: teacher *–you are refusing an invitation, all right.* And then nobody answers, so the teacher insists asking -*why not?* And finally, after a couple of minutes everybody tries to answer in chorus, but nobody says anything *in* specific, this is very common strategy students use to interact without taking any responsibility of what is said.

Among meta-cognitive strategies proposed for this investigation *seeking practice opportunities and self-evaluating* were the most frequently used in the three sessions observed. About the first one, it was evident in the observation and the interview that

students highlight the importance of participating as a good opportunity to practice. It is also important to mention two kinds of evaluation which were discovered in the observations and could be considered metacognitive, these are: *self-correction*, it means the way students reflect about what they communicate and correct themselves, and the second category is *peer-correction*, which refers to the way students correct each other their mistakes when speaking. Here is an example of self-correction in session 1, student 4, in turn 23, is talking about transportation in Barranquilla, and she corrects herself a grammar mistake when expressing her ideas: student 4- *and people here they doesn`t know... they don´t know how to .... drive.* And here is also an example of peer-correction, when student 5 corrects student 4 the pronunciation of the word *brick*: Turn 100: student 2 - *How do you say fichas? Brisss?* Turn 101: student 1 – *Brick.*

In the interview students were asked to mention strategies they used to plan for a language task. Most of them said they used the dictionary, info cards and practice with partners; these strategies, which were also evident in the observations, could be considered metacognitive as they help students be more conscious about the importance of practicing and planning for language task. On the other hand, the use of mechanical techniques, as a memory strategy, like info cards; and the use of resources, as a cognitive strategy, like the dictionary are other types of strategies which could be helpful to perform oral class activities.

Regarding affective strategies, *Using laugher* was the most frequent strategy in the three sessions observed and it was helpful to lower anxiety and promotes a good atmosphere to speak in the target language. However, students of this class also tend to laugh when a classmate makes mistakes and this might affect some student's confidence to

talk; and an evidence of this assumption is the answers of three students in the interview when they were asked which difficulties they present communicating orally in class and they responded they were fear of making mistakes.

The last group of indirect strategies was socio-cultural interactive. the most frequently used by students in the observations were: *interacting with a person or tutor* and *asking for explanation, clarification, repetition or questions* and these were also reported by the students in the interview. For example when were asked what they do when they do not know how to express an idea orally, most of them immediately said they ask for the teacher's help, and also ask their classmates. The majority prefer to ask for the teacher's help which indicates that the teacher make them feel confident and this is social strategy called *asking for clarification and correction* (useful to promote effective oral communication).

Asking for clarification- getting information was a frequent social and affective strategy, because "Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety" (O'Malley & Chamot, 1990, Vandergrift, 1997) and in this research, it is the way students socialize expressing their doubts, and cooperate in the language learning process.

Students apply this strategy when they ask questions in class for example in observation 1: turn 4; when the teacher gives the instruction for the activity saying: - *Well, please, pay attention please. This is a speaking activity; you have two minutes to talk about one of these topics. Who wants to start?* Then, one of the students asks in order to clarify the information just given by the teacher: turn 5 -*Teacher, we take one topic, whatever?* In this way they interact clarifying and getting information to solve possible misunderstandings.

Furthermore, it was noticed in the observations, how students empathize with others, becoming aware of others thoughts and feelings, which is also a socio-affective strategy. For example, in turn 50, student C is talking about his neighbor, he is telling his problems with the terrible noise his neighbor's music produce everyday when saying: - *Ok, first I can say, he is... it´s my neighbor, he lives in front of my house. Why I hate, because every day, every month, every afternoon –students laugh- the problem is... I can´t do anything. Ok I have a problem, I can´t do homeworks, I can`t consultate, because everyday the music, and it is horrible because I can´t do anything, I go to to the university, and then I get down of the bus to my home, it´s difficult, when I´m to the corner, the music is pa pa pa, oh my god! It´s a pick up every day.* Here student C is expressing his feelings and he is receiving good responses from his classmates, a good example is when one of them says: *Teacher he can call the police*. The student is giving a possible solution to the problem of his partner, which is a good demonstration of how students communicate using socio-affective strategies.

Finally this investigation has identified the LLS a third level group of students used to communicate orally in at Universidad del Atlántico and after a detailed description of how useful these strategies were to overcome speaking difficulties, next chapter will present general conclusions which involve general assertions and recommendation for future investigation in the education field.

7. CONCLUSIONS

After a detailed explanation of the findings resulted from the analysis of the data collection instruments, here I present a conclusion showing general results and some recommendations which may be helpful to future investigations. This research finally

managed to identify the LLS used by the students to communicate orally in class, and how useful these LLS were to overcome speaking difficulties in class, because it led to the following assertions:

- ✓ Memory strategies which imply the use of images and sounds, association, and the use of mechanical techniques like: info-cards or posters could be really useful to learn new expressions and apply them in oral activities.
- ✓ *Recognizing and using formulas and patterns* is a useful cognitive strategy to keep conversations and answer questions in the target language.
- ✓ Repeating is a helpful strategy to improve pronunciation as an important element when communicating in class. For that reason it is the first element questioned in the interview. As it was mentioned, most of the students from the interview said that listening to the CD guidebook and the teacher is the strategy they use to learn pronunciation, and in both instruments listening is highlighted as an essential part of oral communication.
- ✓ Translation and the use of mother tongue are useful strategies to help students clarify doubts and keep communication going, but the excessive use of them also affect the development of oral proficiency in more advanced levels.
- ✓ When learner seek practice opportunities in class and have the capacity to notice and correct their mistakes are using meta-cognitive strategies to develop their oral skills.
- ✓ As some students feel ashamed to make mistakes, because the other classmates tend to laugh at them; it is essential to create a confident environment, in which they

respect each other and know that mistakes are part of learning process and laughs just become an affective strategy to lower anxiety.

- ✓ Socio-cultural interactive strategies are also important to develop oral skills in class, and it was evident in this research, for example: They know participation is important for learning, for this reason, most of them try to participate voluntarily and they ask for help to the teacher and the classmates to respond affectively.
- ✓ Communication in class usually broke when students were talking at the same time and when the teacher interrupted their role plays to make corrections, for that reason, teachers should work on the respect of talking turns and handle different classroom management tools.
- ✓ It is also important to mention that when the teacher gives clear and precise instructions and help students to understand the recordings giving keywords, students can improve their abilities to communicate orally in class.

Definitely, solving this research problem was a hard and long process, as it started in 2009 and was interrupted by many external and personal factors. Fortunately the collaboration of the students, the teacher who was observed and the institution were determinant to make this project comes true. Everything has been positive because everybody has participated despite the time which was the main constrain during the whole process. Here it has been accomplished, pretending to have a positive impact in teachers and researcher because it provides the current teaching-learning theories and methodologies regarding LLS that contribute to the improvement of our current practice and educational process; and give teachers tools to do a better job with the students in the classroom. .

Now, that this investigation is over, it can be concluded that language learning depends on many factors; context, age, resources, methodologies, contents and others. But the attitude learners have and the way to learn are essential and it is important to make students be aware of the existence and application of learning strategies to communicate effectively in class, because they use a variety of learning strategies, which are evident in the observations but they use them unconsciously, as they are never mentioned them during the interview. So it is recommended to make them know they can use different strategies to learn effectively and this is a task for teachers. If teachers foster and facilitate the use of learning strategies in class, learning could be a conscious process in which students could participate actively, overcoming the common difficulties and developing their abilities to communicate effectively.

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9 Appendixes

9.1 Interview Format

ENTREVISTA A ESTUDIANTES

¿CÓMO TE COMMUNICAS EN CLASE?

- Este instrumento pretende obtener de los estudiantes, información sobre los tipos de estrategias de aprendizaje que éstos utilizan al interactuar oralmente en clase.

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

   _____

   _____

2. . Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son?__

3. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?_____

   _____

4. ¿Participas a menudo en clase? Justifica tu respuesta

   _____

   _____

5. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

   _____

6. ¿Cómo te sientes al expresarte oralmente en actividades grupales?_____

_____

_____

7. ¿Cómo te desenvuelves en las siguientes situaciones?

a. No sabes cómo expresar oralmente una idea

b. No comprendes algo que sea dicho en una discusión oral

_____

_____

c. Has sido corregido por el profesor en varias ocasiones

_____

_____

9.2 Interview Samples

ENTREVISTA A ESTUDIANTES

¿COMO TE COMUNICAS ORALMENTE EN CLASE?

- Este instrumento pretende obtener de los estudiantes, información sobre los tipos de estrategias de aprendizaje que éstos utilizan al interactuar oralmente en clase.

Student 1

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

   Este por lo menos, el uso del CD ya que quiero conocer como pronunciar tanto el británico como el americano la palabra y eso es fácil así y también el escuchar detenidamente al profesor cuando esta en su clase o expresando las oraciones y los dictados .También, hablar con los compañeros y también me interesa mucho buscar

las palabras del diccionario donde aparecen las consonantes y el uso de cada palabra.

2. Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son: el cuaderno que lo he marcado en ingles

   En mi casa por lo menos en mi cuarto, las partes que yo he aprendido como lo son los electrodomésticos, el cuaderno lo he marcado en ingles y siempre puedo ver lo que son los saludos y en el cuaderno también llevo una lista de palabras .también en la parte por ejemplo en la parte de la nevera están en ingles esta el televisor, también los electrodomésticos. Otras cosas para vocabulario es cuando yo no entiendo algo en la televisión yo lo busco la palabra o sino le pregunto al alguien su se sabe ¿que significa? y lo anoto en el cuaderno o sino me lo trato de aprender. Un día una primita mía que tengo esta viendo HANNA MONTANA , ellos llegaron a una cafetería algo así parecía "spot" y en ese momento yo no sabia que era "spot" pero ya se que es "spot" significa sitio , lugar donde uno puede ir y lo busque en el diccionario y todavía me acuerdo y así han pasado varios veces con la televisión .

3. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?

   Como organizar el orden de las ideas se me dificulta mucho organizar las palabras y a veces que no la entiendo mucho .como le decía la busco en el diccionario o sino le pido la colaboración a alguien o lo relaciono con otras cosas que sean sinónimos de esas palabras

4. ¿Participas a menudo en clase? Justifica tu respuesta

Siempre trato de decir cualquier cosa pero que tenga coherencia con los que están hablando para estas atenta a lo que están diciendo .también me pareces que cuando uno se equivoca en algo el profesor tienes la oportunidad de corregirlo.

5. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

   Siempre uso fichitas y si es una presentación utilizo la ficha y si no me acuerdo la trato de leer aunque el teacher dice que no debemos aprendernos las cosas de memoria sino que tratemos de utilizar nuestro vocabulario por ejemplo: si lo hacemos en grupo o sino en parejas, siempre ensayamos y utilizamos situaciones que son reales para que sean mas difíciles.

6. ¿Cómo te sientes al expresarte oralmente en actividades grupales?

   Creo que tengo ese, ese es mi talón de Aquiles por que siempre trato de dar mi mejor opinión de los demás pero no se como, me intimida mucho la opinión de los demás y hay entonces hay como que me quedo en shock, me bloqueo así.

7. ¿Cómo te desenvuelves en las siguientes situaciones?
   a. No sabes cómo expresar oralmente una idea

      Lo primero que si se da es que le pregunto al teacher o sin con el libro y organizo la idea la noto y la pienso y me gusta repasar las estructuras.

   b. No comprendes algo que sea dicho en una discusión oral

      Le pregunto al que esta al lado.

   c. Has sido corregido por el profesor en varias ocasiones

Notar en que me equivoque y trato de que otro momento la uso , retengo la información porque siempre como que a uno no le gusta andar escribiendo por que se queda en el cuaderno y como que uno se la aprende .

Student 2

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

Pues bueno este, principalmente escuchando bastantes listen que nos mandan a estudiar acá y luego lo repaso en la casa en el computador y así uno se puede aprender la pronunciación. La pronunciación es muy difícil porque el inglés que nosotros estamos manejando acá es británico y es muy diferente al americano, hay algunas palabras que no son iguales pero principalmente escuchando y preguntándole al profesor como se dicen estas cosas, corrigiéndola, escuchando el CD y también cuando el profesor me corrige tú sabes que de los errores uno aprende.

8. Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son?

Me gusta mucho cuando no hay clase los fines de semana por que me pongo a oír las lecciones que vienen me gusta. El vocabulario que no sepa escribirlo detrás de mi cuaderno y buscar el significado en el diccionario, claro en el diccionario avanzado y así puedo repasar el vocabulario o aprendiéndolo por que a uno le pueden mandar un vocabulario y uno se lo puede prender. El Inglés es difícil,

aprendiéndoselo pero leyéndolo constantemente, repasándolo todos los días por que el inglés, aprender inglés es difícil más que todo hago una lista de los verbos o de las palabras que no se, las busco en el diccionario y luego uno las va memorizando.

9. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?

   Es difícil porque hay veces que tú no puedes de pronto por que no tienes el vocabulario todavía bien aprendido en si entonces no puedes expresar todo lo que estas pensando, el vocabulario me frena.

10. ¿Participas a menudo en clase? Justifica tu respuesta

    Participo bastante la clase y me gusta participar mucho porque así prendo y aprendo las estructuras todo lo que estemos dando y así aprendo

11. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

    Siempre que hacemos los role-plays siempre bueno, casi siempre lo hacemos en grupo nosotros hablamos el vocabulario por que el profesor siempre nos dice que empleemos el vocabulario que sabemos entonces ya empleando el vocabulario que yo se y hay veces hay que buscar otras cosas porque no hay que estancarse en una sola cosa.

    Primero hago fichas y uno trata de aprendérselas pero a veces la memoria faya pero si siempre me las aprendo no me gusta pasar con fichitas, no me las aprendo de memoria por que se te olvida una palabra y tienes que recurrir a otra pero si repasándola bastante, practicamos dos veces antes de pasar

12. ¿Cómo te sientes al expresarte oralmente en actividades grupales?

Me siento bien me siento muy bien por cierto que cada día siento que estoy aprendiendo mas y mas.

7 ¿Cómo te desenvuelves en las siguientes situaciones?

a. No sabes cómo expresar oralmente una idea

Difícil, pues yo creo que trato de buscar como la forma de decirla no exactamente pero por ejemplo cuando tú quieres decir algo el profesor te ayuda a tratarlo de decir o si no trata de decir lo que estoy pensando.

b. No comprendes algo que sea dicho en una discusión oral

Le pregunto al profesor siempre y no importa cuantas veces sea pero siempre le pregunto al profesor.

c. Has sido corregido por el profesor en varias ocasiones

Hay veces que a uno no le gusta que lo corrijan pero aprendiendo un nuevo idioma uno tiene que atenerse a esas cosas siempre que el profesor me corrige trato de no volver a cometerlo, lo anoto y en el caso de las pronunciaciones trato de anotarlas para no volver a cometerlas .

Student 3

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

Me ayudo bastante con el diccionario, con la señalización por que nos han dado pasos de cómo pronuncian (x) palabras y los símbolos otras que por la practica uno va descifrando como se pronuncian pero la herramienta básica es el diccionario.

2. Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son?

   He venido practicando ya desde mitad de semestre, estoy aprendiendo entre cinco o diez palabras diarias antes era muy limitado por que el tiempo no me daba por que trabajaba pero he buscando palabras que son de mucha utilización no muy rebuscadas si no que le faciliten a uno para poder expresarse sean nombres sean adjetivos pero si entre cinco y diez palabras.

3. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?
   En mi caso particular el problema es pensar en el español ese de pronto era la mayor debilidad pero considero que he mejorado mucho esa era mi expectativa este semestre el semestre pasado no le di bastante prioridad a la parte oral y este semestre si, entonces con ejercicios y con practica se ha mejorado mucho mas. Como todo viene en conjunto de pronto teniendo unas buenas bases gramaticales en cuanto más que todo los tiempos y se ha mejorado con práctica
4. ¿Participas a menudo en clase? Justifica tu respuesta

   Bueno acá toca diario, la participación es diaria .Igual tenemos una clase los viernes que solo es "speaking" todo el mundo habla generalmente no traemos libros los viernes y trabajamos pues en un tema en cuestión y todos lo vamos debatiendo y todos aportamos nuestra opinión.

5. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

En cuanto a estos cursos tenemos limitaciones en cuanto al aspecto locativo. Y también, en cuanto a las ayudas que no tenemos en estas instituciones como el video beam o un retroproyector si acaso. Ayer tuve una presentación y me ayude de carteleras como un método viejo, también llevo mis notas y mis memo fichas.

6. ¿Cómo te sientes al expresarte oralmente en actividades grupales?

   Me siento bien a la hora de expresarme con mis compañeros y bueno en español siempre me fue bien tengo facilidad de expresarme tengo facilidad de compartir de interactuar con otras personas .Pero en ingles siempre me limito con el pensamiento en español pero con la practica lo he mejorado bastante.

7. ¿Cómo te desenvuelves en las siguientes situaciones?
   a. No sabes cómo expresar oralmente una idea

      Siempre pregunto y digo " how do you say? "tal cosa" le pregunto a (~) como digo tal cosa la solución no es quedarse cayado es simplemente indagar por algo que no sabes aunque de pronto otras personas lo manejen aunque otras personas lo manejen igual las lagunas las tienes que ir superándolas tu mismo. Yo pregunto a mi no me da pena, hay muchos momentos en que de pronto si y recurro de pronto al diccionario o voy estructurando lo que tengo que decir pero cuando no se algo que es clave entonces le pregunto a la profesora

   b. No comprendes algo que sea dicho en una discusión oral

      Eso si es complicado por que cuando se te estando dirigiendo y no entiendes algo solicito que me repitiendo porque si no entiendo que puedo contestar

definitivamente le solicito que me repita lo que me está diciendo para ver si le cojo la idea porque si no hay si.

c. Has sido corregido por el profesor en varias ocasiones

De sentirme mal de pronto puede suceder pero se que las correcciones son para mejorar. Nos paso con los verbos en pasado con la pronunciación siempre nos han hecho varios observaciones en un lapso de cinco minutos por que son para mejorar son para aprender si definitivamente eso.

Student 4

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

   La profesora nos ponen a escuchar o nos corrige cuando decimos algo malo y aparte ella nos mando a que quemáramos en CD y cada uno practica y te llevas tu CD para tu casa y escucho . También leo, leo en voz alta y si hay palabras que no sé cómo se pronuncian pero leyendo y repitiendo con eso se adquiere la práctica.

2. Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son?

   Yo antes escribía en el cuaderno lo escribía, como hacia uno en el colegio y repetía a veces como mi hermana hablábamos en ingles o si no con mi papa hablando por teléfono me repetía y entonces uno se lo va aprendiendo , practicando con las personas que uno conoce aprendiendo escribimos lo repito varias veces

3. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?

El vocabulario por que muchas veces uno quiere hacer las cosas bien obviamente uno no sabe todo pero siempre me equivoco y la profesora me corrige y me dice esto, yo soy un poquito nerviosa yo me siento bien en la hora de estar hay.

4. ¿Participas a menudo en clase? Justifica tu respuesta

   Cuando sea y estoy segura de lo que participo pero cuando no estoy segura no participo.

5. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

   A los memos y cuando leo y lo grabo en español me lo grabo y me doy cuanta y lo digo en español entonces lo voy organizando, porque en español las organizo y se me hace más fácil y si se me olvida algo usando los memos y uso las carteleras y esos son los que más utilizo

6. ¿Cómo te sientes al expresarte oralmente en actividades grupales?

   Yo creo que bien de pronto hablar con personas (~) pero cuando estoy segura de lo que se me siento bien pero cuando no se nada si me siento mal.

7. ¿Cómo te desenvuelves en las siguientes situaciones?
   a. No sabes cómo expresar oralmente una idea

      Le pregunto a un compañero y si el me dice ya! y si le pregunto a el y nadie sabe hay (~) si

   b. No comprendes algo que sea dicho en una discusión oral

Le pregunto a mi compañero del al lado y cuando no se le pregunto a mi profesora hay si

c. Has sido corregido por el profesor en varias ocasiones

Le pongo sabor y no me pongo triste pero si me da pena pero hay que aprender.

Student 5

1. Referente a la pronunciación, ¿qué maneras especiales tienes de aprender la pronunciación de palabras nuevas en clase?

   Pues en clase tratamos de utilizar primero que todo acentuar las terminaciones de las palabras en una agenda como aquellas que tienen como un acento especial. De pronto la k y la z, cada vez que tengo la oportunidad estudio en mi casa o en la universidad yo trato de afinar un poquito más lo que aprendo, yo escucho canciones, veo películas sin subtítulos, sin traducción. Trato de mantener una conversación con alguien que sepa Inglés o con un amigo que es muy bueno en eso sepa o yo mismo hablo en el espejo e imagino que estoy aplicando a un casting.

2. Acerca del vocabulario, ¿tienes trucos o claves que te ayuden a aprender y recordar nuevas palabras, cuáles son?

   yo por lo menos uno de los trucos que yo hago siempre es que trato o yo paso en una circunstancia y me imagino entrando a un lugar pidiendo algo y no lo hago lo pienso como haría en ingles en cualquier circunstancias .para recordar las palabras nuevas ,si hay demasiadas palabras para mi busco un diccionario y que no sea de traducción Inglés –Español , me gusta el diccionario Inglés – Inglés e

interpretar que significan y me gusta sacarles el significado en la universidad me enseñaron a recordar las palabras asociándolas o familiarizarlas con algo que te impacte o algo gracioso o algo que te cause curiosidad por lo menos si necesito recordar una palabra como "play" entonces cuando mi me gusta mucho o pongo los video juegos , pero siempre la relaciono con algo que me interese mucho que capte mi atención de tal manera que recuerde la palabra .

3. En discusiones o charlas, cuando la profesora pide tu opinión, ¿cuáles son las principales dificultades que presentas al comunicar tus ideas?

   Pues las ideas fluyen pero el problema es buscar la palabra adecuada en el momento porque hay palabras que son de iniciación y hay palabras que modismos es difícil trato de no dejarme confundir en ingles porque hay palabras modismos que tienen un significado pero cuando se unen con otra adquieren otro significado ese aspecto me frena mucho .Al principio no tenia compañeros con quien sostener una charla en segundo lugar no estaba seguro de mi Inglés me ponía muy nervioso por que pensaba que había gente que sabia mas que yo entonces me daba un poquito de miedo.

4. ¿Participas a menudo en clase? Justifica tu respuesta

   Participo en clase siempre que puedo en las actividades y primero que todos los compañeros que tengo en clase son muy tolerantes, respetuosos cuando uno se equivoca y de pronto cuando alguien y de pronto cuando hacen eso uno ya tiene la confianza como para tolerar eso.

5. En presentaciones orales, ¿qué te ayuda a preparar la actividad y, cómo retienes y organizas la información para que sea presentada de manera clara y completa?

   Primero si tengo un tema o alguna otra cosa trato de no bajarlo de Internet o estar pegando porque nunca voy a aprender por eso lo busco en Español y lo acomodo a mi lenguaje y lo traduzco a mi manera, corregir los aspectos que quiero y como ya está a mi manera después trato de recordar un poco y acomodarlo a mi lenguaje pues yo por lo general me gusta resumir y me sigan la idea de lo que estoy hablando también carteleras y mapas conceptuales.

6. ¿Cómo te sientes al expresarte oralmente en actividades grupales?

   Si claro me siento muy bien.

7. ¿Cómo te desenvuelves en las siguientes situaciones?

   a. No sabes cómo expresar oralmente una idea

      Si en el momento no me acuerdo lo que quiero expresar en clase yo le digo a la profesora que hay algo que quiero decir y acudo a la profesora o le pregunto a alguien que me pueda ayudar.

   b. No comprendes algo que sea dicho en una discusión oral

      Igual yo hago las paces yo digo que no comprendo que me traten de explicar para ver si comprendo.

   c. Has sido corregido por el profesor en varias ocasiones

      Si el profesor lo corrige a uno, uno tiene que asimilar la idea porque si el profesor lo corrige a uno y uno l o tiene que tomar de buena manera y para que uno aprenda de sus errores lo tienes que corregir y para eso está el profesor.

9.3Transcription Format

- To observe the way students communicate in class in order to analyze the strategies they use to improve their oral communication

- **General Information**

Institution	
Observation Number	
Date	
Time (Length Of The Class)	
Class Level Or Grade	
Class Large	
Topic - Kind Of Activity	
Teacher's Name	
Observer's Name	
Class Objective	

- **Script**

SYMBOL	DEFINITION
(...)	Students talking, everybody at the same time
(---)	Silence, nobody talks
(~)	Not clear recorded

TURN	ACTOR	DESCRIPTION	ANALYSIS

9.4 Transcription Samples

9.4.1 Session 1

1. GENERAL INFORMATION

Institution	Cursos Libres Universidad Del Atlántico
Observation Number	1
Date	September 12th 2009
Time (Length Of The Class)	7:00 – 12:00
Class Level Or Grade	English-Third Level
Class Large	25 Students
Topic - Kind Of Activity	Speaking Activity
Teacher's Name	Guillermo Arguello

Observer's Name	Adriana Alvarez
Activity OBJECTIVE	Students Will Be Able To Express Their Opinion About Variety Of Topics.

2. SCRIPT

SYMBOL	DEFINITION
(...)	Students talking, everybody at the same time
(---)	Silence, nobody talks
(~)	Not clear recorded

Turn	ACTOR	DISCOURSE	STRATEGY USE GENERAL COMMENTS
1	Teacher	We're going to choose a topic from this list on the board	The teacher is Giving instructions about the activity.
2	Students	(...)	Students seem not to pay attention, as they are all talking at the same time.
3	Teacher	Well, please, pay attention please. This is a speaking activity; you have two minutes to talk about one of these topics. Who wants to start?	The teacher explains again and tries to catch everybody´s attention
4	A student	Teacher, we take one topic, whatever?	LLS (VI- A -27) The student ask for clarification
5	Teacher	Yes, but they cannot be repeated more than twice. Is it clear?	The teacher is Explaining and making sure everybody understood.
6	Some students	Yes... ok	
7	Teacher	So, if you participate first, you will have more chance to choose the easier topics for you, anyone here wants to participate first?	She is Motivating and encouraging students to participate
8	Student 2	Me teacher	LLS (IV-A-18) Voluntarily participation
9	Teacher	What do you want? What do you to talk about?	
10	Student 2	About carnival	LLS (III-A-11)
11	Teacher	About carnivals in Barranquilla or around the world?	Asking
12	Student 2	Around the world	LLS (II-A-2)
13	Teacher	Ok, everybody listen ..... ready? Go!	Catching everybody´s attention
14	Student 2	Barranquilla´s carnival is the most important celebration in our country. In these day the people are dancing in the street. The people love dancing, they like mask in your face, they like to see people dancing in the street, people are wearing elegant customs. Ah... for me, this is the most important carnival in the world, and	LLS (II-A-5) Grammar mistakes Use of tags

		second because the most important is in brazil, people are..... mmm happy.	
15	Teacher	Ok, applauses	The teacher is encouraging students to motivate their classmate, but actually some of them were not listening at all.
16	Students	(everybody applauses)	Motivation
17	Teacher	any particular correction?	Nobody answer s the teacher´s question, or maybe any student was paying attention to the partners' mistakes.
18	Students	(...)	LLS (III-A-12)
19	Teacher	For example, people were *costumes* and like to use masks in *their faces* Ok, good job. Now, who`s next?	The teacher corrects the pronunciation of the word *costumes*
20	Class	(---)	LLS (III-A-10) The students are quiet, maybe some of them are feared to participate.
21	Student 5	Me, teacher I wanna speak about transportation in Barranquilla	LLS (III-A- 11) Voluntarily participation
22	Teacher	Ok, go	
23	Student 5	You know that transportation in Barranquilla is the worst of the ....of the.... of Colombia. Oh you can find a lot of moto cars, and it´s dangerous –She laughs- and people here they doesn`t know... they don´t know how to .... drive. There are a lot of people crazy in the traffic.	LLS(IV-B 20) LLS (III-A-13) LLS (II-A-5) Self-correction is a learning strategy used when the student is aware of his mistakes while saying a discourse
24	Teacher	Good... *dangerous*... ok That was good, 1 minute and 30 seconds Ok next one here	The teacher corrects the pronunciation of the word *dangerous*
25	Students	(...)	LLS (II-A-10) Students start taking but nobody said they want to participate.
26	Teacher	Ok, we have left all these topics, so you ready? Go!	The teacher tries to motivate them to participate
27	Teacher and students	(~)	–the teacher said something and students were laughing
28	Student	My family are.... ah... My family live in Barranquilla, I live with my family and three brothers. My mother is housewife, she is excellent mother and... and, she very *pretty*, pretty. My father is not working, he is excellent father too. My brother Cesar is ah... engineer, my other brother is... *account* they are work....	LLS-(III-A-10) LLS (III-A-12) The Use of tags is a common compensation strategy students use to communicate. There are some grammar mistakes,
29	Teacher	Finish! Good	
30	Students	Applauses	Motivation
31	Teacher	I have a question ah... one of your brothers is an engineer and the other is?	The teacher is asking Albert for clarification but others answer
32	Students	-some students says- accountant	LLS (VI-A 26)

			Other students correct the mistakes
33	Teacher	Yes, your brother is an accountant Ok. Now is your turn –	The teacher is clarifying then she looks at other student.
34	Student 1	I´m going to talk about the person I really love	LLS(III-A-11)
35	Students	Huuuuuuuiiiii (...)	Real communication
36	Teacher	-ask for silence-	
37	Student 1	The person I I really love is my dog, his name is rocket. you know! It´s a wolf, a wolf dog, it´s a good dog –students laugh- he´s three years old, he´s beautiful my dog. When I walk my dog on the street, it´s ... I know many *girls* and *girls* say oh no! your dog is cute, they say and I say yes yes. And always everyday my dog eats food, normal food, *meat*, fish and..... (concentrado). Its big, its color is black and white and his eyes are blue, because is fat. My family take care so much, like me. And my dog , he have a place in my *heart* and always I *ser* the bathroom	LLS(II-A-5) LLS (III-A-7) Hesitation informal language real communication the words in italics are not well-pronounced use of mother language the last sentence is not clear
38	Teacher	Wait wait a minute, you take your dog to the bathroom, right?	The teacher clarifies
39	Student	Right	
40	Teacher	Ok! You´re talking about your dog. Remember it´s a about a person, a person Jason	The teacher clarifies
41	Students	-everybody laughed-	LLS (V-A-22) Teacher- students interaction
42	Teacher	But, that´s ok. Some people love their pets so much, even more than any person	The teacher clarifies
43	Student 3	(Raising the hand) teacher me	LLS(IV-A-18) Voluntarily participation
44	Teacher	Sure, silence please	The teacher is controlling the class
45	Student 3	I talk about my family, my family is *small*, I have a brother and I have a sister. I live with brother and sister, because my mother isn't live with me, is in another house and my father is dead, my sister`s name is Cindy, she is, she is very pretty and is not too patient. She has a son, his name`s Camilo, is very pretty. My brother is Orlando, he has a daughter, he`s very cute and aaand *unquiet*	LLS(II-A-5) Grammar mistake Pronunciation mistake Hesitation
46	Teacher	Well, your mother doesn´t live with you, doesn´t live with you. Well done, pretty nice. And you Joseph? Do you wanna talk about abortion?	Motivation Correction of mistake
47	Student	No... well I wanna talk about a person I hate	LLS (VI-B-30) Students interaction

48	Students	Huuiiii	
49	Teacher	A person you hate?	
50	Student	Ok, first I can say, he is... it´s my neighbor, he lives in front of my house. Why I hate, because everyday, every month, every afternoon –students laugh- the problem is... I can´t do anything. Ok I have a problem, I can´t do homeworks, I can`t *consultate*, because everyday the music, and it is horrible because I can´t do anything, I go to to the university, and then I get down of the bus to my home, it´s difficult, when I´m to the corner, the music is *pa pa pa*, oh my god! It´s a pick up everyday....	LLS (II-A-5) LLS(III-A-13) Pronunciation and grammar mistake
51	Teacher	Hey, I have a question, why don´t you talk to your neighbor and solve the problem? Why don´t you ask him to turn the volume for a couple of hours? Just try and won´t hate anybody? Any other option?	
52	One of the students says	Teacher he can call the police	LLS (VI-A-26) Students interaction
53	Teacher	Yes, this could a second option if the one propose doesn´t work. Very good guys Next class the rest of students will have their turns to talk, ok? Let´s continue working on the book, page 45..	

9.4.2 Session 2

To observe the way students communicate in class in order to analyze the strategies they use to improve their oral skills

General Information

Institution	Cursos Libres Universidad Del Atlántico
Observation Number	2
Date	September 2009
Time (Lenth Of The Class)	4 Hours
Class Level Or Grade	Third Level
Class Large	20 Students
Topic - Kind Of Activity	Speaking Activity
TEACHER'S NAME	GUILLERMO
OBSERVER'S NAME	ADRIANA ALVAREZ
ACTIVITIES OBJECTIVES	✓ Students will practice yes-no questions in present perfect.

	✓ Students will listen to get specific details.

Script

SYMBOL	DEFINITION
(...)	Students talking, everybody at the same time
(---)	Silence, nobody talks
(~)	Not clear recorded

TURN	ACTOR	DESCRIPTION	ANALYSIS
1	Teacher	I'm gonna ask yes no questions , all right! .you are gonna give the correct short answer negative or affirmative (~) so ahhhh the one who makes a mistake (puuuu! Gesture) so good grammar and good pronunciation. It is clear?	Giving instruction
2	Students	Yesss!!!	Student –teacher interaction seems to be effective because they say "YES" but most of them are actually uncertain of what the activity is about
3	Teacher	All right. Listen! Pay attention! cuz I don't repeat .	The teacher tries to call students attention
4	Students	(…) hummmm!	Students are not sure to understand the activity
5	Teacher	Have you ever been to Paris?	The teacher asks
6	Student 1	No , I haven't	LLS (II-A-3) Use previous knowledge
7	Other student	Yes, I have	Using grammar structures
8	Teacher	Have you ever eaten sushi?	Use previous knowledge
9	Student 2	Yes, I have	LLS (II-A-3) Using grammar structures
10	Teacher	Have you ever eaten sushi?	Use previous knowledge
11	Student 4	No! (…)	LLS (III-A-10) The student didn't answer immediately
12	Other Student	No ¿ que?	LLS (III-A-7) Students interaction he used Spanish
13	Student 4	Oh no!!	the student didn't answer immediately
14	Teacher	I'm sorry! Has she ever eaten sushi?	The teacher asks
15	Other Student	No, she hasn't	LLS (II-A-7) The student answers correctly
16	Student 3	(~) no escucho!	LLS (II-A-7) Use of mother language
17	Teacher	(~) tell us the answer!	

18	Student 3	I don't listen!	LLS (III-A-8) The student is confused
19	Teacher	Hurry up!! Hurry up please! (~) not tomorrow hurry up!	The teacher is trying to make the students answer fast
20	Other Student	Hey lo encontraron?	LLS (II-A-7) Use of mother language, Some students interrupt the class.
21	Everybody	(…)(~) noises	
22	Teacher	Ok so… has she ever eaten sushi?	The teacher continues the activity
23	Student	Yes, she hasn't, no! She has!	LLS (III-A-12) The student is confused
24	Everybody	(laughs) (…)	LLS (V-A-22)
25	Teacher	Ah…, will ah…. Have you ever driven a car?	Effective interaction
26	Student 5	Yes, I have	LLS (II-A-3) He answers correctly
27	Teacher	Has she ever driven a car?	
28	Student	Yes, she hasn't. No. she has!	LLS (III-A-12) Confusion
29	Everybody	(laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
30	Teacher	Yes! Ah… has she ever driven a car?	
31	Other Student	Yes, she has	LLS (II-A-3) The answers correctly
32	Teacher	Ok! Ah…. Eh……	
33	Teacher	Rosenberg! Have you ever studied French?	The teacher asks
34	Student 2	Eh…. No, I haven't	LLS (II-A-3) Hesitation
35	Teacher	Ok, has she ever studied French?	
36	Other Student	uff (out of the game) pass.	LLS(III-A-10) The student didn´t answer
37	Teacher	Did you study?	
38	Other Student	Yes, I did	LLS (II-A-3) The answer is correct
39	Teacher	Did he study?	
40	Other Student	Yes, he did	LLS (II-A-3) The answer is correct
41	Teacher	Ahhh, ok ahhh ehhh the next one. Have you ever talked to an American person? Have you ever talked to an American person?	Repetition
42	Student 1	No , I haven't	LLS (II-A-3) The answer is correct
43	Teacher	All right, ehhhh. Has he ever talked to an American person, Karen?	
44	Student (Karen)	No, he hasn't.	LLS (II-A-3) The answer is correct
45	Teacher	Ok! Adriana, have you ever lived abroad?	

46	Student (Adriana)	No, I haven't	LLS (II-A-3) The answer is correct
47	Teacher	Ok, now! Quickly please! Quickly! Has your mother lived in Rome?	The teacher tries the students do the activity faster
48	Other Student	*I haven't!*	LLS (VI-B-31) *Hesitation* the student doesn´t understand
49	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
50	Teacher	Have your mother lived abroad?	Notice the teacher's mistake *have* instead of *has*
51	Student	No!	LLS (III –A-10) The student is not sure
52	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
53	Teacher	Has your mother lived abroad?	He corrects the mistake unconsciously
54	Student 2	No, she hasn't.	LLS (II-A-3) Finally, student 4 answers correctly
55	Teacher	No, she hasn't. Ok! Ahhh, does your mother study English?	Teacher asking
56	Other Student	Yes, she has.	LLS (III-A-12) Grammar mistakes.
57	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
58	Teacher	Does your mother study English?	Teacher asking
59	Student (Adriana)	*No, she has.*	LLS (III-A-12) Grammar mistakes
60	Everybody	(…) ja-ja! (laughs)	
61	Teacher	Does your mother study English?	Teacher asking
62	Student (Karen)	No, she doesn't.	LLS (II-A-3) The student answers correctly
63	Teacher	No, she doesn't. Did you study French?	
64	Student 5	*No, I did.*	LLS (III-A-12) Grammar mistakes
65	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect

			some students confidence to talk or in others may lower anxiety.
66	Teacher	Did you study English?	
67	Other Student	*Yes, I didn't.*	LLS (III-A-12) Grammar mistakes
68	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
69	Teacher	I'm sorry, ok! Ladies (noises) have you ever played soccer?	The teacher asks
70	Other Student	(laughs) yes , I have	LLS (II-A-3) The student answers correctly
71	Teacher	Well, quickly, ahhhhh have you ever played soccer?	The teacher asks
72	Student 1	No, I haven't.	LLS (II-A-3) The student answers correctly
73	Teacher	Good , Has she ever played soccer?	The teacher asks
74	Student (Karen)	Yes, she has.	LLS (II-A-3) The student answers correctly
75	Teacher	Ok, ahhh (~) has your mother ever studied English?	The teacher asks
76	Student 1	*No, she doesn't*, she hasn't!!!!!!	LLS (IV-B-19) Auto correction
77	Teacher	No, she doesn't, she hasn't?	Correction
78	Everybody	(…) ja-ja! (laughs)	LLS (V-A-22)
79	Teacher	(~) ok, secretary tick point for for Vanessa , Karen and Rosember . Ok, one point for the rest.	Motivation
80	Teacher	People, please, tell me something, have you ever listened about (~) theme parks, theme parks ok? A park! A theme park?	the teacher starts a different activity, by asking questions as a warm up
81	Everybody	Ahhhhh!!! , siiii!!! (---) it's a little park , a park	LLS (III-A-7) Use of mother language
82	Teacher	Ahhhh, ahhhh!!	The teacher tries to avoid the use of Spanish
83	Everybody	In Spanish?	LLS (VI-A-27) Students use the mother language to feel sure they understand
84	Teacher	Ok, in Spanish. ! Aja!	LLS (II-B-6) The teacher finally accepted to use Spanish
85	One Student	Parque temático	LLS (II-B-6) Translating
86	Teacher	Humm , (~) ok , parque temático . Now in English, please?	Use of gestures
87	Everybody	(…) (Laughs)!	LLS (V-A-22) Students of this class tend to

			laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety.
88	Teacher	Have you ever heard about ahhh(---) ahh " Lego Land " have you ever heard about this idea ?	Teacher asking
89	Teacher	: now, I am not member ok! next to "sala de profesores ", the next room is is the … the … the room history is sala de profesores .so next to this room .	Someone interrupt the class ask some information and the teacher answers
90	Teacher	Have you ever heard about …..	The class continues
91	Everybody	(the students interrupt the teacher) Toys park!!!	(III-A-13) Teacher student interaction
92	Teacher	Toys park (---) well, what is "Lego"? " Lego " you know what is "Lego"? Lego is …????	
93	Everybody	Yes!!!	Everybody answers
94	Teacher	What is it?	Teacher asking
95	Student L	A toy , is a toy	LLS (III-A-14) Students use previous knowledge
96	Teacher	A toy, ok, how do you say "ladrillo "?	LLS(III-A-7) LLS (III-A-8)
97	Everybody	Ahhh???	LLS (VI-B-31) They didn´t understand
98	Teacher	How do you say "ladrillo "?	Teacher asking
99	Student 3	Hummmm???	LLS (III-A-10) The student is not sure
100	Student 5	How do you say fichas? Brisss?	LLS(III-A-12) (I-A-1) The students is not sure
101	Student	brick !	LLS (VI-A-26) *peer-correction*
102	Teacher	Brick, ok. It's a kind of flat brick that is made of plastic.	The teacher is explaining
103	Student	How do you say "fichas"?	LLS (VI-A-27) A student is asking
104	Everybody	(…)	LLS (III-A-10) Everybody is waiting for the teachers answer.
105	Teacher	Brick, ehhh, counters (~) counters (---) counters ok!	The teacher clarifies
106	Everybody	(…)(~) (talking in Spanish)	Students are not paying attention
107	Teacher	Yes they are ahhh, special counter may be. All right?	Teacher clarifying
108	Everybody	Right	Students said right but they were not paying to much attention
109	Teacher	So, what so hear on (~) we had parts (~)	Giving instruction

		"Lego land "(~) page 45.	
110	Everybody	(---)	Students are looking for the page on the book Using resources for receiving and sending messagesy
111	Teacher	Now, what do you think"Lego land Is? Humm?	Teacher asking
111	Everybody	(---)	Students are reading Using resources for receiving and sending messages
113	Teacher	Think about!	
114	Everybody	(---)	
115	Student (Will)	Its a park full of figures, ehhh *building* with Lego	LLS (II-A-4) Real communication
116	Teacher	Build in" Lego "that's one point for Will please.	Motivation
117	Everybody	(…) (Laughs)!	LLS (V-A-22) LLS (III-A-10) Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety. They don´t know what to say.
118	Teacher	Ok , (~) Theme park ok build with" Lego" , lego bricks , that's easy please !	The teacher is answering its own question as nobody has done it
119	Everybody	(…) (---)	There is no interaction
120	CD	Exercise 1 page 25.	Giving instruction
121	Teacher	People, please! Listen! Listen and then read	Giving commands Using resources for receiving and sending messages
122	Teacher	You got?	
123	Student 1	You can be anything he wants	LLS (III-A-12)
124	Teacher	Ok! that's it .one point for you	Motivation
125	Everybody	(…) laughs	LLS (V-A-22) Delaying speech production to focus on listening. Students of this class tend to laugh when a classmate make mistake, this might affect some students confidence to talk or in others may lower anxiety. The students start listening
126	CD	(Everybody listening)	Delaying speech production to focus on listening
127	Teacher	What kind of build?	Teacher
128	Student 1	Castles	LLS (III-A-14) Voluntarily participation

129	Everybody	(…) castles house	LLS (II-A-2)
130	Teacher	Houses, ok!	
131	Everybody	(…) spaceships	LLS (II-A-2) The student are trying to understand, but they just say the word they can listen
132	CD	(Everybody listening)	
133	Teacher	Well, it is great guys a lot of...	Active listening
134	Everybody	(…) attractions!	Reasoning deductively Voluntarily participation
135	Teacher	Attractions this places (~) a lot of attractions for example?	Teacher asking
136	Student	Roader coaster without an a .	LLS (III-A-12) Guessing
137	Teacher	One point for Laura. It has a lot of attractions you can see.	The teacher tries to motivate the students giving participation points, he has a participation score format in which he has registered every point the students have
138	CD	(Everybody listening)	Delaying speech production to focus on listening
139	Everybody	(~)	All of them are trying to say what they understood
140	Teacher	So you can also get that" Lego "	The teacher is not controlling the speaking turn
141	Everybody	(~)	There is not effective interaction
142	CD	(Everybody listening)	Students listening
143	Teacher	So they can drive people (~) rider. Through and…	The teacher is asking
144	Everybody	(…) plane!!	Reasoning deductively Guessing meaning
145	CD	(Everybody listening)	
146	Teacher	Fire truck is a truck ok, is a big truck that are use to drive by who?? By teachers?	Teacher asking
147	Everybody	No, firemen	Reasoning deductively Teacher –students Interaction
148	Teacher	Ehhhh , so what's that?	Teacher asking
149	Student C	"Lego"	Reasoning deductively
150	CD	(Everybody listening)	Delaying speech production to focus on listening
151	Everybody	(…) official (~)license	LLS (III-A-12) Guessing
152	CD	(Everybody listening)	
153	Teacher	You can also do something what you can…	Getting information
154	Student 2	Safari	Finally a student could listen correctly
155	Teacher	You can go on a safari ok , you can see .(---)Lions .	Getting information
156	Everybody	Lion, zebra, animals	LLS (I-A-1) They listen correctly
157	CD	(Everybody listening)	

158	Teacher	Oh what else can you see? What else? what can you see	
159	Everybody	(…) important places of USA.	LLS (VI-B-28)
160	Teacher	Ok , important places of USA .for example	
161	Everybody	(…) the white house	
162	Teacher	White house!	LLS (I-A-1) Using previous knowledge
163	Everybody	(~) State	LLS(III-A-12)
164	Teacher	(~) ok! One point for Cristian and one point for (~)	Motivation
165	Everybody	The class is over, bye	Closing remark

9.4.3 Session 3

- To observe the way students interact in class in order to analyze the strategies they use to improve their oral communication

General Information

Institution	Cursos Libres Universidad Del Atlántico
Observation Number	3
Date	October 2009
Time (Length Of The Class)	4 Hours
Class Level Or Grade	Third Level
Class Large	25 Students
Topic - Kind Of Activity	Speaking Activity
Teacher's Name	Guillermo
Observer's Name	Adriana Alvarez
Class Objective	Students will present role plays about past events. Students will be able to use different expressions to make, accept and refuse invitations.

Script

SYMBOL	DEFINITION
(...)	Students talking, everybody at the same time
(---)	Silence, nobody talks
(~)	Not clear recorded

TURN	ACTOR	DESCRIPTION	ANALYTICAL COMMENT AND CONTEXT
1	Student 5	She is the person who saw the accident .Gloria how is *yu*?	The students are presenting role plays grammar mistakes
2	Student 4	I'm, I'm I am.	LLS (II-A-5) Hesitation
3	Everybody	(…) laughs	LLS (V-A-22) Students of this class tend to laugh when a classmate makes mistakes, this might affect some students' confidence to talk or in others laugh may lower their anxiety.
4	Student 4	I'm *very* bad	LLS (IV-A-17) LLS(II-A-3) LLS (II-A-2) Role play starts after planning and practicing the language task.
5	Student 5	How do yu feel?	Pronunciation mistakes
6	Student 4	I feel *terrifain*	Pronunciation mistakes
7	Student 5	Tell me! What *happens*?	Grammar mistake
8	Student 4	I *was talking in* the street that (~) saw girl crash in the land(~) box.	Pronunciation mistake
9	Student 5	Oh my god!	
10	Student 4	*Yes* , I saw that she *was diet*	This grammar and pronunciation mistake can affect the interaction
11	Student 5	Ok Gloria did *yu* help her?	Pronunciation mistake
12	Student 4	*Yes, I cuz* run and *go* the hospital	Grammar mistake
13	Student 5	Ok, Gloria thanks .ok ! *is all for now*. Let come back to the studio quickly	Pronunciation mistake
14	One Student	We will *give*, give you ma more *information*. See you soon *in* the noon *edition* . see you soon	Hesitation and grammar mistake
15	Everybody	(Noises)	Some student probably didn´t understand
16	Teacher	All right	(Noises)
		Other group of students continue presenting roles plays	
17	Everybody	(…) hello ! este! (…) español . (noises) (…) laugh	LLS (III-A-7) Use of mother language
18	Teacher	Its´s a modern reporter ok! A modern reporter!	The teacher tries to make them feel confident because they look nervous
19	Student 3	Hello Linda!	
20	Student (Linda)	Oh, let's see	

21	Student 3	Aquí yo juego ajedrez	LLS (III-A-7) Use of mother language
22	Everybody	(…) laughs psssssssssssss!	Interaction broken
23	One Student	Mexicano (---)	
24	Student (Linda)	And now the news with *awar* interviewer Jairo Casting	Pronunciation mistake
25	Everybody	(…) laughs psssss!	LLS (V-A-22) Students of this class tend to laugh when a classmate makes mistakes, this might affect some students' confidence to talk or in others laugh may lower their anxiety.
26	Student 3	Well ehhh, the most important and *notif* for today isss ehhh (…) the women , *the women* Colombia team lost with Brazilian ehhh team ehhhh ehhh ehh *bot ehhh* (---)	LLS (III-A-13) Hesitation Use of tags
27	Everybody	(…) (Speaking in Spanish)	LLS (III-A-7) Use of mother language
28	Student 5	Bot ! ehhh ehhh their their team ! deee deee deee ehhh ehhh ehhh ahhh. Como es ?	LLS (III-A-7) Use of mother language
29	Everybody	(…) laughs	LLS (V-A-22) Students of this class tend to laugh when a classmate makes mistakes, this might affect some students' confidence to talk or in others laugh may lower their anxiety.
30	Student 3	I have a question teacher!	LLS (VI-A-27) Asking for clarification
31	Student 3	(---) ehhh!	LLS (III-A-10) He forgot part of his discourse
32	Student (Linda)	Oh, bueno, that one of the Colombia team! ehhh (---)	LLS (III-A-7) Use of mother language
33	Everybody	(…) laughs je je	LLS (V-A-22) Students of this class tend to laugh when a classmate makes mistakes, this might affect some students' confidence to talk or in others laugh may lower their anxiety.
34	Student 3	I see	The student is confused
35	Everybody	(…) laughs	LLS (V-A-22) Students of this class tend to laugh when a classmate makes mistakes, this might affect some students' confidence to talk or in others laugh may lower their anxiety.
36	Everybody	(---) (Spanish) que cosa?	LLS (III-A-7) Use of mother language
37	Teacher	Hummm, I mean well! depends (~)	The teacher is trying to help

38	Everybody	(…) party family	LLS (VI-A-26) The class is trying to help
39	Student (Linda)	Hey get (~) help	Student 1 is trying to fix it
40	Teacher	Ok can you let him the idea ok! Go (~) with a (~) place	The teacher is giving some clues to help the students organize the idea
41	Student 3	Depends	LLS (VI-A-28) he is completely lost
42	Teacher	Well, ehhh hemm (---) (~) no no write it , Steven a marker a marker? (Noises) ehhh people! (~) so! People! What?! for example imagine that you want to invite a person to go to the cinema a restaurant; I don't know what expression would you use?	The teacher just interrupt the dialogue to continue the class
43	Student 1	Would you like?	LLS (II-A-3) Voluntarily participation Using previous knowledge
44	Teacher	Aja!	Clarifying information
45	Another Student	*Wul yu* like to go with me toooo?	LLS (II-A-3) Voluntarily participation Using previous knowledge Pronunciation mistake
46	Everybody	*(…) a party!*	LLS(I-A-1) Guessing
47	Another Student	(~)	
48	Everybody	(Noises)	They are all talking at the same time
49	Teacher	What you would like? Aja!	
50	Everybody	(…) Would you like (…) laughs (Speaking in Spanish)	LLS (III-A-7) Use of mother language
51	Teacher	Would you like to go with me! I don't know any other possibility?	Teacher asking
52	Student 2	Hummm, (clicking fingers) lets go!	LLS (III-A-9) Voluntarily participation Using previous knowledge
53	Teacher	Let´s go to the cinema	
54	Everybody	(Noises)(…)	
55	Student	Do you like to come with me?	LLS(IV-A-18) Voluntarily participation Using previous knowledge
56	Teacher	I would like	
57	Everybody	(…) laughs	Student tend to laugh when the teacher exaggerates gestures to express some ideas
58	Teacher	Pssssss, listen , please ! would you like to go to the cinema, could you like to go to a restaurant , lets go to ahhh… what about ?... how about? Its impossible, how about?	Giving information
59	Everybody	(---) (…) Que tal? Que tal? How about *to go* the cinema?	LLS (II-B-6) Translating
60	Teacher	How about going to the cinema? ok , well , how about (~)	He wants students use previous knowledge
62	Everybody	(…) laughs	

63	Teacher	Expressions …	
65	Everybody	(…)	LLS (III-A-10) They probably don´t remember
66	Teacher	Expressions to accept an invitation. So would like to go to the cinema?	
67	Student 1	I would like	
68	Everybody	(…) I like , I would like	LLS (II-A-2)
69	Teacher	Ok!	
70	Everybody	(Noises)	Students use Spanish
71	Teacher	Sounds great!	Motivation
72	Student	(…) is *gu idea*!(---)	LLS (I-A-1) Pronunciation problems
73	Teacher		The recording is confused
74	Everybody	(…)	
75	Student 3	If *yu pai* depends of money if *yu pai*	
76	Everybody	(…) ahhh laughs!	As they talking and laughing is not clear the interaction
77	A Student	Tenia que salir Jairo!	LLS (III-A-7) Use of mother language
78	Everybody	(…) laugh	
79	Teacher	Sounds great! Sounds!	The teacher is correcting pronunciation
80	Everybody	(…)	They are not paying much attention
81	Teacher	Me encantaria , me encantaria , me encantaria 1	He uses spanish to catch everybody's attention
82	Student 5	I would	LLS (III-B-6) Translating
83	Everybody	(…) I would like, I like	LLS (II-A-3) Use of previous knowledge
84	Teacher	I´d like	
85	Student	I like, I would like!	LLS (III-B-6) The student is repeating
86	Everybody	(…)	LLS (III-B-6) They are repeating
87	Student	I like!	LLS(III-B-6)
88	Student 2	I love to!	LLS(III-A-14)
89	Student 5	I love *yu*!	Student 4 change the expression by a similar one
90	Everybody	(…) laughs!	LLS(V-A-22) They start having fun with the situation
91	Student 2	I love to	LLS(III-A-12)
92	Everybody	(…) laughs!	LLS (V-A-22)
93	Student 2	I love to	LLS(II-A-2)
94	Everybody	(…) laughs!	LLS (V-A-22)
95	One Student	I *love* you	LLS(I-A-1)
96	Student 5	I *love* you	LLS(II-A-2)
97	Teacher	Well, and to refuse? Ok! To refuse? What do you say to….	Teacher control the situation by asking something
98	Everybody	(…) nooooo(…)	LLS(II-A-3) Voluntarily participation Using previous knowledge

99	Teacher	I mean, what expressions do you say to refuse?	The teacher repeats
100	Everybody	(…)	LLS(III-A-10) They are trying to say the answer
101	Student 1	I can´t	LLS(II-A-3) One finally answers
102	Everybody	(…)	LLS(III-A-10)
103	Student 4	I would like	This student is confused
104	Teacher	I can!	LLS(II-A-3) Getting Information
105	Everybody	(…)	LLS(III-A-10)
106	Student	Sorry	LLS(II-A-3)
107	Teacher	Sorry… right!	
108	Everybody	(…) (Speaking in Spanish)	LLS(III-A-7) Use of mother language
109	Student	I wouldn't like!	LLS (III-A-12)Using previous knowledge
110	Another Student	I *woudn't* like	LLS (II-A-2) One student repeats
111	Student	*Rifiuse* o refuse?	LLS(VI-A-27)
112	Teacher	*Refused! (---)*	The teacher Corrects pronunciation
113	Student	With a d*?*	LLS(VI-A-27)
114	Everybody	(…)	
115	Teacher	Sorry! Sorry! Refuse!	The teacher corrects himself
116	Everybody	(…) (Speaking in Spanish) (…) (---)	Use of mother language
117	Teacher	So … we only have, how about? Ok! How about...an expression (~) is too….	Not clear recorded
118	Everybody	(…) invite , invite a person	Reasoning deductively. Voluntarily participation Using previous knowledge
119	Teacher	Invite a person, right? ahhh so you can also say ….would like to go ? Let´s go to a restaurant and expressions to accept.. Sounds great! I love to ,all right or expressions to refuse …	The teacher is explaining
120	Student 2	I can´t!	Reviewing well
121	Everybody	(…) I can´t!	LLS(II-A-2)
122	Teacher	I can't, I mean, I'm sorry… (~) let´s listen please! Repeat these expressions.	Giving instructions
123	CD	(Everybody listening)	Delaying speech production to focus on listening.
124	Teacher	Questions about…	Getting information
125	Everybody	(…) Invitations	Using linguistic clues LLS (III-A-12)
126	Teacher	Invitations where?	Getting information
127	Everybody	(…) a restaurant (~)	Using linguistic clues LLS (III-A-12)
128	Teacher	So, ehhh there is a problem. What's the problem?	Getting information
129	Everybody	(…) the ….	LLS (III-A-10) Hesitation

130	Student	The father *don't let to… life(leave).*	Using linguistic clues Only one student understood fairly good
131	Teacher	Only the father?	Getting information
132	Everybody	(…) (~)	They look confused
133	Teacher	Their parents ok!	The teacher clarifies
134	Everybody	Ya… (…)	
135	Teacher	Remember, remember, what, what her parents? In English what is parent?	Activating previous knowledge
136	Everybody	(…) The father (~)	Using linguistic clues Guessing
137	Student 1	The mother!	Using linguistic clues LLS (III-A-12)
138	Teacher	Mother ok, well…. Ehhh, its saysssssssss!	
139	Someone	(clapping hands)	
140	Teacher	Have you… have you planned your summer holidays (~) yet? So this is like a… do you arrange a plan ok! It´s something like that! Ehhh I´m leaving ok! I´m leaving next Monday … I´m leaving…	The teacher is explaining
141	Everybody	(---) (noises)	Some student are paying attention
142	Teacher	I´m …?	Getting information
143	Student 3	Estoy …(---)	LLS (II-A-7) Use of mother language
144	Student 2	Go go !	LLS(VI-A-26) One student is motivating the other to talk
145	Teacher	Going and …	Hesitation
146	Student 3	I´m going to (~) this Monday.	LLS(II-A-4)
147	Teacher	People! People… so, where are you going? What´s? You're … yes …?	Getting information
148	One Student	Destination!	Reasoning deductively The student is following the teacher
149	Teacher	Destination ok! My parents has moved, I´m sorry! My parents have put me a (~) candles, adventure ca…. (~) so my parents have put (~)… ?	The teacher is reading from the book.
150	Everybody	Ehmm hum (…) yes…	They are reading and listening to the teacher
151	Teacher	So I ´ve already have (~)…	Student have to complete what the teacher reads
152	One Student	(~)	Nobody answers
153	Everybody	Huy! (…) oh … (…)	Hesitation
154	Student	Teacher, what of (~) the things …Naidy esta perdida tambien !	LLS (III-A-7) LLS(VI-A-26) Student –student interaction Use of mother language
155	Teacher	(~)	
156	Everybody	(…) laughs	LLS(III-A-10)
157	Teacher	(…) Clothes …	The teacher says the answer
158	Everybody	(~)(…)	LLS(III-A-10)
159	Teacher	Well, eh… so, I… listen guys ! My parents have with me a weekend ok! … So I have	The teacher tries to get students attention

		reserve , reserve …	
160	Everybody	*Receive*? (reserve)	LLS(VI-B-27) Asking for clarification
161	Teacher	Reserve … reservation ok! For week (~) adventure camp… adventure camp (~) what is that? Ok! Psssssssssss!	Getting information
162	Student 4	In (~) ate.	Hesitation
163	Teacher	It is a teen camp in the (~) National Park .A teen camp?	
164	Everybody	(…)	LLS(III-A-10) There is not interaction as the teacher is not receive a correct answer
165	Teacher	A camp for …?	Getting information
166	Student 1	Teenagers!	Reasoning deductively Voluntarily participation
167	Teacher	For teenagers, young people ok! …. Well, ehhh…	The teacher is motivating
168	Everybody	(…) Laughs ja ja yeah, yeah ja ja!	LLS(III-A-10) LLS(V-A-22) I perceive they laugh because most of them didn´t understand the listening
169	Teacher	Well, thanks but I'm afraid, I can't ok, so anticipation the person is …?	The teacher continues reading
170	Student 5	*Defusing*!	LLS (I-A-1) Pronunciation mistake
171	Teacher	Hey! , Refusing, I cant ok, I'm afraid, I can…t have you ever been for plans.	Corrects pronunciation
172	A Student	No...	LLS (IV-A-18) This students tries to answer but incomplete
173	Teacher	No haven't. I just (~) my parents (~) let me, let me try to talk to them. Thanks and you are total friend questions?	The teacher continues saying the answer, there is not interaction
174	Student	No!	LLS (IV-A-18) Only this student tries to answer
175	Teacher	Please! Listen and repeat. Have you planned your summer holiday yet?	The teacher ask them to repeat without making sure they even know what they are saying
176	Everybody	(…)	LLS (II-A-2) Everybody repeats
177	Teacher	Now, lets go to break	
178	Everybody	(…)(~)(…)	
		AFTER BREAK	
179	Teacher	Spaceships. What is a spaceship in English? Aja?	Getting information
180	Student 2	It's a *chips*…	LLS(I-A-1) Pronunciation mistake
181	One Student	It's a ship	LLS(VI-A-26) Peer-correction
182	Student 2	It's a ship in the space.	LLS (III-A-14)

			Guessing meaning
183	Teacher	There is a synonym … space…? C… cra…ft,	Teacher asking
184	Everybody	Laughs!	LLS(III-A-10) LLS(V-A-22) They laugh because they do not have any idea what is the synonym of this word
185	Teacher	Spacecraft (~) there …	The teacher finally answers
186	Everybody	(~)(---)	LLS(III-A-10)
187	Teacher	In Spanish spaceship?	
188	Student 1	Nave especial.	LLS(II-B-6) Translating
189	Teacher	Ok , something like that …	Clarifying
190	Everybody	(…) yes!	
191	CD	(Everybody listening)	Delaying speech production to focus on listening
192	Teacher	Well, ah… there are a lot of attractions there visiting (~) and (~) for dinosaur (~) that is an …	Getting information
193	Everybody	Animal!	Using linguistic cues. LLS(III-A-12) Guessing meaning
194	Teacher	Animal ok! You get, you get (~) for bones all right (~). Do you know what bones are?	Teacher asking
195	Everybody	(Noises)	
196	Teacher	In English?	
197	Everybody	(Laughs)	LLS (III-A-10) Hesitation
198	Teacher	Is a …?	
199	Student 1	Part of the *body.*	LLS(III-A-14) Voluntarily participation Using previous knowledge.
200	Teacher	A part of the body ok!	
201	One Student	Teacher (~)	
202	Teacher	Yeah , in Spanish (~) Ok dig cavar … you can dig , excavar or something like that (---)	LLS(II-B-6) Translating
203	CD	(Everybody listening)	Delaying speech production to focus on listening
204	Teacher	You can also take a ride, take a ride on the … (~) roller coaster, ok! Do you know what a roller coaster is? in Spanish …	Getting information
205	Everybody	Teacher (noises)	
206	Teacher	Something like that, ok! This is a roller coaster…	The shows with a gesture what it is but he didn´t realize they understood
207	CD	(Everybody listening)	Delaying speech production to focus on listening
208	Teacher	Well… that… not easy for (~) not easy for (~)not easy for (~)direct ok 1 direct ahhh can go (~) and drive a fire truck is a …? In English fire truck?	The teacher is repeating some word from the listening
209	Everybody	(…)(~)	Everybody is confused
210	Teacher	How do you (~) a truck is a truck that is used by	The teacher is explaining
211	Student	(…) firemen	LLS(III-A-12)

			Answering
212	Teacher	By firemen ok! One point for Dayana please! Ahhh in Spanish …	Motivation
213	Everybody	(…) Bombero	LLS (II-B-6) Translating
214	Teacher	Ok, so can you drive a fire truck , fly a plane and (~) Robin?	The teacher ask a student
215	Student (Robin)	(~) ehhh (~)	LLS(III-A-10) Hesitation
216	Teacher	Psssssssssss!	
217	Another Student	(~)	
218	Teacher	Silence!	The teacher is asking for silence
219	Student	Ah ya! No es que la he visto con "s"	LLS(III-A-7) LLS(VI-A-27) The student is confused and ask for clarification Using mother language
220	Teacher	Ah … this is a British English (~) the other North American English (~) listen yours	Clarifying information
221	CD	(Everybody listening)	Delaying speech production to focus on listening.
222	Teacher	Well, a … at (~) sport you can go (~) a party trip! You know what a trip is?	Getting information
223	A Student	A trip …	LLS(II-A-2)
224	Teacher	A trip … ok! a trip (~) please! A trip pl a trip is like a trip … in Spanish …	The teacher finally uses Spanish to define the word
225	Student 5	Viaje !	LLS(II-B-6) Translating
226	Teacher	Viaje and see (~) this zebras o lions or another animal make out of the (~)	
227	CD	(Everybody listening)	
228	Teacher	Well, a before you visited California because not to miss ok ! not to miss ok! see that you go to Mini land USA OK! So be sure that you see that. You go to this place 20 million expose for the amazing models of American landmarks , you know landmarks ?	The teacher is repeating some expressions from the listening to make students understand it better
229	Everybody	(~)no	
230	Teacher	Landmarks in Spanish …(---) ah… for example eh… the statue of liberty eh… the white house . they are landmarks in Spanish …	The teacher explains the definition of the word using examples
231	Everybody	(~) Spanish en Estados unidos …	LLS (III-A-7) They are trying to guess
232	Teacher	They are like a important place to see to visit	
233	Student	Sitios de interes …	LLS (II-B-6) Translating
234	Teacher	Something like that " sitios de interes " something like that …those are landmarks ok such as the statue of liberty , the white house and the kennedy space center .	The teacher continues giving examples
235	Everybody	(…)talking	They seem to understand and then they start talking and losing attention

236	Teacher	Pssssssss listen! Please!	Giving instructions
237	CD	(Everybody listening)	
238	Teacher	Wao ! no problem …	There a problem with the CD
239	Everybody	(…) no …	
240	Teacher	Ok people pleassseeee ! ah…. We have exercise # 2 read the game and exercise 3. Use them to make sentences.	Giving instruction
		AFTER THE WRITING EXERCISE	
241	Student 5	In English the *person you buy* for …	The teacher start asking questions about the text
242	Teacher	No !	LLS (VI-A-26)
243	Everybody	(…) no … pro…	LLS(VI-A-26) They haven´t finished
244	Teacher	When you want to know a destinantion ok ! that's it . well whats that ?	Asking for information
245	Student 5	When?	LLS(VI-A-27)
246	Everybody	(…)	They are lost
247	A Student	Proposition	Guessing
248	Teacher	Ah… if you don't know and you want another person to explain right! Aja! You are lucky, your lucky!	Asking for information
249	Everybody	(…)	LLS(III-A-10) They don't say anything
250	Teacher	Hum… you are lucky ok ! well , in this situation you are expressing satisfaction or you are congratulating.	
251	One Student	(~)	
252	Teacher	Would you like to come with me what´s that ?	Asking for information
253	Student 2	Invitation	Structured reviewing
254	Teacher	Invitation .Ok , you are inviting a person , would you like to come with me ? thanks but I'm afraid I can't …	The teacher is reviewing
255	Everybody	Refusing!!	Reasoning deductively
256	Teacher	You are refusing an invitation .all right! Not …	Getting information
257	Everybody	(…)(~)	LLS(III-A-10)
258	Teacher	Why not?	
259	Everybody	(…)	Everybody is trying to answer
260	A Student	We want to know a…. we want to know … about… reason that ..	LLS(III-A-12) They understand but probably they don´t know how to say it
261	Teacher	Leo ! that , lets go to the movie ? ah!	
262	Everybody	(---)(…) ah!	
263	Teacher	Accept or accepting ok!	Clarifying
264	Everybody	(---)(…) ah!	LLS(III-A-10)
265	Teacher	Ok let me try to talk to them.	
266	Everybody	(…) ahh	
267	Student D	It´s expression like eh…	LLS(VI-B-31) They understand but probably they don´t know how to say it

268	Everybody	(…) Spanish psssssssss	They request to use Spanish
269	Another Student	The person who say that want to get a … a… (~)	LLS(III-A-12)
270	Everybody	(~)	LLS(III-A-10)
271	Teacher	Ok, all right! Ehh	
272	Everybody	(everybody silence)	
273	Teacher	(~) information . well here we have a conversation about a … inviting , accepting , refusing invitations ok ! so look at the picture you only have a (~). We have two people Jhon and Sam , please lets listen to the conversation .	The teacher go back to the conversation as they haven´t understood
274	Teacher	Psssssss, people ! lets listen for Diana please ! psssssss lets listen!!!	The teacher is encouraging a student to participate
275	Student	Laura no Laura!	
276	Teacher	Laura ok laura lets listen to Laura	
277	Student	Can I (~)	
278	Teacher	Aja !	
279	Student	Yes, you can see(~)	
280	Teacher	Oh.. what place! Where is Ladson, California ? can you see what (~) where ? what place?	Teacher asking
281	Student	(~)Safari …	LLS(III-A-12) Guessing information
282	Student 1	Safari in *African , in African* (---)	LLS (VI-A-26) Student-student interaction
283	Teacher	Eh … yeah , there is a special name of the place …	
284	Student 3	(~) que ?	LLS (III-A-7) Use of mother language
285	Everybody	(…) in Orlando !	Reasoning Deductively Guessing
286	One Student	No but they …	LLS(II-A-12) Guessing
287	Teacher	It´s it´s what?	
288	Student (Lina)	(~)*British*	Using linguistic cues
289	Teacher	Yeah? Lina explore British	
290	Student (lina)	(~)	
291	Teacher	British please ! everybody British !	Correcting pronunciation
292	Everybody	British!	LLS (II-A-2)
293	Teacher	Ok , explore British , wao … eh… eh… letter b please. Jairo lets listen to jairo please !psssssssss, psssssssssss, psssssssss!	Giving instruction
294	Student 5	Can *yu* go on a roader coaster eh.. on the *coast , coaster* sauce .	Student reading
295	Teacher	Yes or …	Getting information
296	Student 1	Or? (~) *play trip* (~)	
297	Teacher	Play a trip Que ? place , specific place .	Asking
298	Everybody	(…) coast to coast	LLS(III-A-12) Guessing
299	Student	*Dinosland* !	LLS(I-A-1) Pronunciation mistakes
300	Everybody	Dino island !Dino island	LLS(II-A-12) Answering
301	Teacher	Dino island, ok, Dino island .well one point for Jairo , one point for will eh… sí Laura?	Motivation

302	Student 4	Can you (~) for Bogota?	LLS(IV-A-18) Asking
303	Teacher	Can you (~) for Bogota?	The teacher tries to understand
304	Student 4	Can you (~) for Bogota?	LLS(II-A-2) LLS(IV-A18) The student repeat but the question is still not clear
305	Everybody	(…) laughs	LLS(V-A-22) They laugh because they don´t understand either
306	Teacher	All right , one pople … people! People listen !	The teacher just ignore the student´s question and continues the activity
307	Everybody	(…) (noises)(---)	
308	Teacher	People , pssss listen d, d, d ,d	
309	Student Margarita	I can see models of Mini land , in Mini land USA.	Using resources for receiving and sending messages. This student makes an appropriated comment
310	Teacher	One point for Margarita , please! (---) eh… letter e eh… eh… Daniela please.	Motivation
311	Student 5	You can (~) like (~)a fount town	LLS (III-A-12) Voluntarily participation
312	Teacher	Fount own ok fountain ok one point for Daniella please . All right guys ! well please its says : Jake is used to make sentences about “Lego land” will…	Clarifying
313	Student 1	Lego land is a *theme* park with a lot, with a lot of attractions made in plastic bricks.	LLS(II-A-4) Guessing meaning
314	Teacher	Made with plastic (~) ok, one point for the student. any other?	Motivation
315	Everybody	(---)	
316	Teacher	Danis , plastic bricks , another material?	
317	Student (Danis)	Eh… hummm	LLS (III-A-10) The student starts thinking
318	Everybody	(…)	
319	Student	(~)	Finally the student answers correctly but the recording is not clear
320	Teacher	Ok, one point for Laura please! Any other?	Motivation
321	Student 1	Roller coaster (~)	Reasoning deductively Answering correctly
322	Teacher	Roller coaster is one of the most important attractions, one point for the secretary please , no more?	Motivation
323	Student	No more	LLS(III-A-10)
324	Teacher	Eh… Jairo please !	Asking for a student to participate but other student did it
325	Student 3	Eh.. *yu* can l*if* (leave) for you know *dinosaurs bones on the*, you know in the Dino *island*	LLS(IV-A-18) Voluntarily participation
326	Teacher	Ah.. Dino island , island ! ok, one point for Jairo please… well… ah… hum (noises)	The teacher corrects the pronunciation

327	Teacher	Well… now	Transition expression
328	Teacher	(~)	The teacher gives an instruction but the recording is not clear
329	Everybody	(…)	the students do not pay attention
330	Teacher	Everyday English, find the correct answer number one	The teacher repeats
331	Everybody	(…)	Some students are reading to find the answer
332	Student	Oh my god!	LLS(II-A-3) The student is answering
333	Everybody	(…)	
334	Teacher	Ok , write the answers , who has a problem ?	Giving instruction and asking if somebody doesn´t understand
335	Student D	Have you write…?	LLS(III-A-12) The student is not sure it is correct
336	Teacher	Have you made…	The teacher corrects
337	Everybody	(…) other plans	LLS(II-A-4) The others continue the sentence
338	Teacher	Have you made other plans ? have you made other plants? Let me (~) work with them .	The teacher goes to the students desk and help them
339	Everybody	(noises)	LLS(III-A-10)
340	Teacher	Well (---) two voluntiers, short conversation invite a person , answer or refuse . Rosember , Albert, lets listen the boys please .	Giving instructions
341	Everybody	(…) here aja! Don't forget .	
342	Teacher	Psssss, speak up already , at least stand up	Giving instruction
343	Everybody	(…) jaja	They talk at the same time
344	Teacher	Listen the boys!	Catching the attention
345	Everybody	(…)	LLS(IV-A-17)
346	Student 1	Muy bien uh…	LLS (III-A-7) Use of mother language
347	Student 2	Ja!	LLS(V-A-22) They are preparing to improvise
348	Student 5	Ja ja	Nervous
349	Student 2	Hi Albert!	LLS(II-A-3) Student- student interaction
350	Student (Albert)	Hi , Rosember	LLS(II-A-3) Using previous knowledge
351	Student 2	*Hey whats* up men?	LLS(II-A-3)
352	Student (Albert)	Whats up?	LLS(II-A-3)
353	Everybody	(…)(jaja)	LLS(V-A-22)
354	Student 2	Would you like to go with me *you* the gym?	LLS(II-A-3) Grammar and pronunciation mistakes
355	Student (Albert)	I wouldn't *but* I can't , I can´t , I can´t do exe… exe… exercise.	LLS(II-A-3) Hesitation
356	Student 2	Exercise!	LLS(II-A-2) This student is not understanding well

357	Everybody	(Laughs) huy! Jaja.	Real communication
358	Student 2	Hey, *men* , why? *I want to go wit yu?*	LLS(II-A-3)
359	Student (Albert)	I´m going to (~) .Have you seen for your …	LLS(VI-B-28) Confusing intervention
360	Student 2	(---) (~) How do you say? (~)	LLS(VI-A-27) The conversation is broken
361	Teacher	Ok two more volunteers	The teacher didn´t help the students and continued assigning a different couple,
362	Student	Hey, would you like to go with me to a party to night?	Other two students start a small dialogue
363	Student	I *would* like …	LLS(II-A-3)
364	Student	Ok , see you later.	LLS(II-A-3)
365	Student	See you later.	LLS(II-A-3)
366	Teacher	Ok girls , points for you.	Motivation
367	Everybody	(…) jaja.	
368	Teacher	You would like to go to the gym? Or you are forbidden, yes! You would like to go to the gym or you are forbidden. You can´t?	The teachers corrects and clarifies
369	Student	Ok	
370	Teacher	Ok, that's it.	The teacher finishes the class
371	Everybody	Bye , teach	Students leave the class