



UNIVERSIDAD CATOLICA DE LA SANTISIMA CONCEPCION

ANALYSIS OF 5TH GRADE STUDENTS' REACTIONS AND OPINIONS REGARDING LANGUAGE LEARNING STRATEGIES FROM A PRIVATE SCHOOL IN CONCEPCIÓN, CHILE

Research Seminar Document, English Pedagogy Program.

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Abstract

Listening has a fundamental role in many aspects involving relations amongst people (Iwankovitsch, 2001); however, it is a known factor among teachers that listening is the skill with the lowest focus in an EFL context. In order to help solving this problem, the development of learning strategies has taken place in English teaching not only for improving the listening skill, but also to strengthen the learning of English as a foreign language. The idea of learning strategies is to promote the autonomy of students aiming to give them the tools necessary for their cognitive development. For a proper learning of these strategies, it is necessary to teach them explicitly (Oxford, 1990); notwithstanding, in a Chilean scholar context it has been proved that learning strategies are not usually implemented by teachers in an explicit mode. This research aims to observe students' reactions and opinions regarding the explicit teaching of Language learning strategies for listening and analyze the retrieved data. It was conducted in a private school, specifically in 5th grade. The information was collected from 32 students whose age varied from 10 to 11 years old and the teacher of the English language. The following study corresponds to a descriptive research study. It was determined that 4 interventions were to be applied to explicitly teach Language Learning Strategies (henceforth LLS) after a structured observation checklist and an interview with the teacher. To gather data regarding the students a questionnaire was applied to the students regarding the frequency in which they used LLS. The researchers also had an anecdotal record in which they kept note of different aspects of the students during the interventions. It was observed that teaching LLS explicitly gives students the chance to understand the purpose of the strategy and how to use it properly in the tasks given or in other educational situations.

Resumen

Listening tiene un rol fundamental en diversos aspectos respecto a la relación entre las personas (Iwankovitsch, 2001). No obstante, es un hecho conocido entre educadores que listening es la habilidad con menos atención en un contexto EFL. Con el objeto de ayudar a resolver este problema, se ha desarrollado la enseñanza de estrategias de aprendizaje en la enseñanza del Inglés; no sólo para mejorar las habilidades de listening, sino que también para fortalecer el aprendizaje del Inglés como lengua extranjera. La idea de las estrategias de aprendizaje es promover la autonomía de los estudiantes intentando darles las herramientas necesarias para su desarrollo cognitivo. Para un aprendizaje apropiado de las estrategias es necesario enseñarlas explícitamente (Oxford, 1990), no obstante en el contexto educativo chileno ha sido demostrado que las estrategias de aprendizaje no son usualmente implementadas de manera explícita por los profesores. Esta investigación tiene como objetivo observar las reacciones y opiniones de los estudiantes en respuesta a la enseñanza explícita de las estrategias de aprendizaje del lenguaje para listening y analizar la información obtenida. Se realizó en un colegio privado en donde el Inglés es la segunda lengua, específicamente en un 5to básico. La información fue recogida de 32 estudiantes, de entre los 10 a 11 años de edad y de su profesora de Inglés. La siguiente investigación corresponde a un estudio investigativo con características descriptivas basadas en información cualitativa y cuantitativa. Se determinó que 4 intervenciones serían aplicadas para enseñar las estrategias de aprendizaje explícitamente, tras una observación a través de una lista de cotejo y una entrevista a la profesora. Para recolectar información sobre los estudiantes, un cuestionario les fue aplicado respecto a la frecuencia en la que usan estrategias de aprendizaje. También se utilizó un registro anecdótico sobre diversos aspectos de los estudiantes durante las intervenciones. Se observó que al enseñar las estrategias del aprendizaje del lenguaje de forma explícita se les da a los estudiantes la oportunidad de entender el propósito de la estrategia y cómo usarla adecuadamente en las actividades dadas o en otras situaciones educacionales.

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Chapter 1

Theoretical Framework

In language learning contexts, the four skills (speaking, writing, reading and listening) are divided in two categories according to their function: productive and receptive skills. Regarding receptive skills, it is certain that listening encompasses essential and meaningful functions, for instance: everyday communication and language learning. According to Tyagi (2013) this receptive skill encompasses attending the utterances of the interlocutor and the cognitive effort used to connect with the speaker. Hence, this skill entails essential actions in order to listen effectively, for example: the identification of phonetic/phonological features, the activation of the mental lexicon, recognition of grammatical features, discourse analysis, and the understanding of the message aim (Tyagi, 2013).

On the other hand, regarding the English as a foreign language (EFL henceforth) context, the language skill previously mentioned has been declared as quite difficult by learners, “It was their worst skill among the other language skills” (Ulum, 2015, p. 75); in fact, the researcher conducted a study exploring multiple difficulties encountered by language learners, providing insight into this problematic. Furthermore, amidst multiple difficulties to put this skill into proficient practice, Tyagi (2013) mentioned that listening “is developed through practice and training” (p. 7). As a result, techniques and procedures, such as autonomous work are required to enhance this language skill; additionally, Oxford (1990) made special emphasis in encouraging students to be more responsible towards learning, and in order to fulfill this purpose, the author presented a series of language learning strategies that “encourage greater overall self-direction for learners” (p. 10).

Thus, it is expected that presenting and explicitly teaching language learning strategies to students may guide and teach them not only how to improve their listening skills, but also to self-regulate their learning process.

1.1 The impact of the listening skill

The connection between locutor and interlocutor happens to have such importance, and as a matter of fact, Iwankovitsch (2001) explained that listening has a fundamental role in many aspects involving relations amongst people, that is to say, determining the quality of a marriage, or serving as an important component regarding a toddler's contented state. As an example: if an adult had paid enough attention to a child message, the infant would have obtained an appropriate response from the older person; consequently, the satisfactory feeling that comes with a positive acknowledgement from the interlocutor could have taken place in that situation. Indeed, perceptions of people are highly appreciated in listening-related studies, and they have mentioned positive comments on the strategies used by students to improve not only the skill in the English language specifically, but also for other skills and subjects as well (Bidabadi & Yamat, 2013; Hasan & Hoon, 2012; Selamat & Sidhu, 2011).

On the other hand, listening not only entails casual everyday communication, according to Zimmerman, Gilkerson, Richards, Christakis, Xu, Gray & Yapanel, the listening input is also essential for a toddler's language development "The amount of language input a child receives before age 3 is significantly and strongly associated with subsequent language acquisition and cognitive development." (2016, p. 343). This finding can be endorsed by the well-known Critical Period Hypothesis supported by numerous researchers; Singleton (2005) mentioned several of them, for example: Lenneberg in 1967, Krashen in 1985 and Long in 1990. Having explained that, it is possible to grasp the valuable effects of this receptive input in human development through interaction; hence, the beneficial impact of enhancing this particular skill is to be briefly explained.

1.2 Reasons for improving the listening skill

Listening encompasses assorted procedures; in fact, Nemtchinova (2013) explained that listening intrinsically implies complex processes, such as "interpretation, meaning, ... comprehension" (p. 3). Additionally, the author described that meaning not only has its inception through the assimilation of certain words and suprasegmental

features (what is considered bottom-up processing), but also the listener must anticipate the meaning or objective of the interaction through the received input, plus the activation of the person's own background knowledge (what is considered top-down processing).

Improving listening has proven to be a timeless challenge. Indeed, this receptive skill has been regarded as a subject of study for virtually a century, with the intention of casting light upon its significance on education "Listening, or the ability to understand spoken language, is used in life three times as much as reading, but receives less than one-sixth as much emphasis in the school" (Rankin, 1928, p. 628). As a result, it has been acknowledged that an appropriate understanding of an utterance and its meaning conveyed is compulsory in order to create a clear and meaningful communication between its participants, most importantly, in language learner students.

Currently, the state-of-the-art approach dealing with meaningful communication in a language learning environment is the communicative competence model (Tarvin, 2015); similarly, in terms of the national language learning context, it is stated that students must learn to use the language in a particular context, to use linguistic resources for negotiating for meaning, and to take into consideration the multi cultural contexts (MINEDUC, 2013); in other words, national students are expected to be taught within a communicative competence learning environment. Ergo, it has been recognized the influence of this language learning approach in the national curriculum, and thus will be briefly introduced.

1.3 The relationship between Communicative Competence approach and Language Learning Strategies

This quite prominent language learning approach was first proposed by Dell Hymes in 1967 as a response to Chomsky's Linguistic Competence (Celce-Murcia, 2008), and it is still recommended nowadays as a consequence of its effectiveness (Tarvin, 2015). Furthermore, Oxford (1990) indicated communicative competence as the language learning strategies' ultimate goal, mentioning as well the pragmatic traits

granted by experimenting this approach, and confirmed her recommendations in 2018 acknowledging the importance of culture and language in LLS. Alas, there is evidence proving that Chilean educators have been deficient in this matter since studies reflect that different approaches, but the communicative competence one, have been applied in schools (Yilorm, 2016), and that this picture seems far from heralding an improvement (Rojas, Zapata & Herrada, 2013).

Despite the current condition, there are recommendations in function of enhancing the English language learning process; in fact, Ulum (2015) reached the conclusion that for the sake of language learning, the development of learning strategies must take place; likewise Oxford (1990) claimed “It is easy to see how language learning strategies stimulate the growth of communicative competence” (p. 8). Hence, strategies in order to facilitate the complicated process are required by the students in order to improve the receptive skill. It has also been pointed out the importance of a trained and prepared educator in this subject, mentioned as “fully informed, overt strategy instruction” (Vandergrift & Goh, 2012; Oxford & Gkonou, 2018). In other words, it has been acknowledged that the deliberate teaching of language learning strategies (henceforth LLS) is a necessity for language learners.

1.4 Language learning strategies

Oxford (1990) defined learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8). Additionally, Oxford (2001) mentioned that every LLS is related to the concepts of “control, goal-directedness, autonomy and self-efficacy” (p. 166). In this sense, goals are referred as functional use of language, for example “to order meals, to ask directions” (p. 166); yet, it is similarly explained that LLS are not a panacea for immediate language learning improvement, as it may be misinterpreted, for the process must be fueled by self-regulated and periodically performed tasks. In other words, LLS “help learners become more autonomous” (Oxford, 2001, p. 166).

Regarding the autonomous and self-regulating traits of the learning strategies, Oxford (2017) shed light upon a singular concept, the Strategic Self-Regulation (henceforth S²R) whose components are “self-regulation, agency and autonomy, growth mindsets, self-efficacy, resilience, hope and attributions for success” (p. 82). The writer explained this formula as the “soul of the learning strategies” (p. 2) whose foundation took roots from Vygotsky’s zone of proximal development “Vygotsky depicted the mediated learner as one who develops self-regulation through mediation (assistance) in a sociocultural context” (p. 83). That is to say, Oxford’s LLS, besides the self-regulation need, require the contextualized guidance in order to be effective.

Somehow, another important detail to be mentioned could be considered as a LLS drawback. In 1990, Oxford explained that the understanding of LLS is likely to either change, or evolve because there is always room for discrepancy in concepts amongst language researchers. Indeed, the author (2017) undertook a study with the objective of clarifying LLS conceptions amongst several and providing insight for the S²R model. One example provided by Oxford is “a given strategy, such as using synonyms if the exact word is not known to the learner, is classed by some experts as learning strategy ... but is unceremoniously thrown out of the learning strategy arena by other experts” (1990, p. 22). Another example shedding light upon the early stage of LLS development is the fact that one strategy can be categorized differently after a period of time, even by the same author. Regardless, concerning the LLS study, the evidence has revealed that by applying strategies, students become more self-directed and more skilled as a result.

By way of illustration, features of LLS depicted by Oxford (1990) are to be presented first, and afterwards described.

Table 1.1 Features of Language Learning Strategies (Oxford, 1990, p. 9).

- | |
|---|
| 1. Contribute to the main goal, communicative competence. |
| 2. Allow learners to become more self-directed. |
| 3. Expand the role of teachers. |
| 4. Are problem-oriented. |
| 5. Are specific actions taken by the learner. |
| 6. Involve many aspects of the learner, not just the cognitive. |
| 7. Support learning both directly and indirectly. |
| 8. Are not always observable. |
| 9. Are often conscious. |
| 10. Can be taught. |
| 11. Are flexible. |
| 12. Are influenced by a variety of factors. |

Regarding the self-direction feature, Oxford (1990) explained that even though the teacher plays an essential role in the students' learning, the educator is not to be along with them all day long, and the target language produced during off school-time may well not receive feedback; therefore, the autonomous LLS feature turns to be quite important in these cases. Nonetheless, as the name of the feature explicitly states and

was previously mentioned, "teaching new strategies will accomplish very little unless students begin to want greater responsibility for their own learning" (p. 10).

The aforementioned idea relates directly to other LLS features named by Oxford, namely, the expanded role of teachers; for encouraging students to be more self-directed translates into more proficient educators and learners (1990). Likewise the author states that, as steps to be followed, LLS seek to narrow the gap between achievable and not-yet-achievable tasks; that is to say, their mission is to help solving a problem (1990). In the same line, being steps for learning improvement, these actions could be flexibly determined by the learner's personal attributes (depending on what the student prefers) and interpreted as: writing down valuable pieces of information, working with a partner to achieve a common goal, or inferring from a determined context instead of understanding every single word.

In addition, LLS are not just cognitive-bound, but in fact Oxford (1990) stated that they cover a whole bunch of different exercises, such as "planning, evaluating, and arranging one's own learning" (p. 11); namely, students are encouraged to take the actions conducted not only in the cognitive dimension, but also to the metacognitive likewise. Furthermore, by practicing and learning how to regulate one's own emotions, the strategies present a social and affective aspect at the same time. On the other hand, and regardless of their multiple functions, the writer (1990) mentioned that "Language learning strategies are not always readily observable to the human eye", making connection with the essential metacognitive aspect of the strategies and the natural application that has been "employed instinctively" (p. 12).

While the idea that some personal traits suggest the application of different strategies is a different kettle of fish, the LLS use can in fact be taught and trained (Oxford, 1990); indeed, the author mentioned that the practice of these steps is enhanced by the achievable outcome awareness, guided by principles such as "how to use these strategies, and how to transfer them to new situations" (p. 12). Furthermore, the awareness degree enhanced by the teaching-guide training provides the learner new insight into the steps required for every specific task, for example, the very same

strategies to prepare a speaking activity may derive from the procedure of writing an academic journal (Oxford, 1990). One interesting fact shared by the writer is that the use of LLS vary depending on a spectrum of factors, for example “studies indicate that females may use a much wider, or at least a very different, range of strategies than males for language learning” (1990, p. 13); similarly, “Hispanics seem to use social strategies more than do some other ethnic groups” (Oxford, 1990, p. 13). Motivation is another factor which determines the preference of certain LLS rather than others; that motivation may have its inception on different reasons, i.e. “individuals who want to learn a new language mainly for interpersonal communication will use different strategies than learners who want to learn a new language merely to fulfill a graduation requirement” (Oxford, 1990, p. 13).

A very important aspect to be onwards described is the particularity of some strategies in terms of their application. Some of them are classified as direct; whereas others are classified as indirect. Oxford (1990) made quite an analogy to explain both of them, firstly “direct strategies for dealing with the new language, is like the Performer in a stage play, working with the language itself in a variety of specific tasks and situations” (p. 14). Indeed, the author mentioned that direct strategies require the use of memory, mental processing disposition, and language production/reception regardless of missing information. Secondly, the author (1990) stated that “indirect strategies ... can be likened to the Director of the play. ... The Director serves a host of functions, like focusing, organizing, guiding” (p. 15). In other words, these strategies serve a regulating purpose, in terms of cooperation, emotions and coordination.

Oxford’s claims were refined in time; she (2018) provided similar insight into the same field. Although the definitions may be shorter, the gist, the LLS essence remains virtually the same; in fact, the self-regulated LLS trait prevails as one important pillar, being this aspect key for the Strategic Self-Regulation (S²R). Another important aspect integrated, due to how the world works, is the consideration of people whom learning a language could be a life-determining issue, for mass migrations have people moving from one place to another, perhaps completely unknown; in this sense, the assorted features of language, culture and LLS are intimately bound (Oxford & Gkonou, 2018).

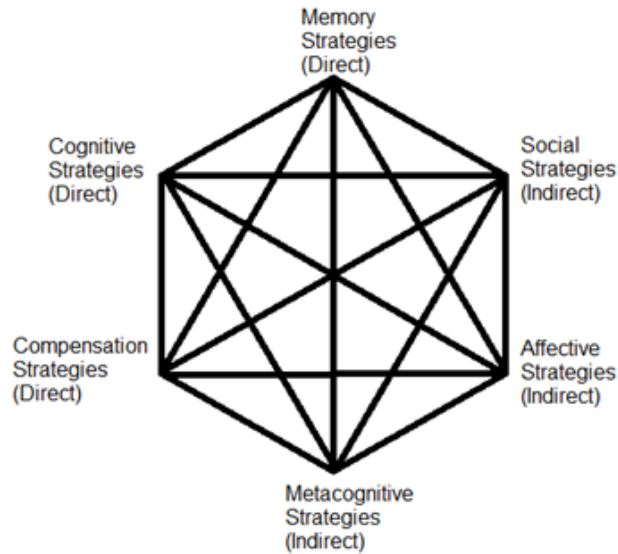
Figure 2. (Oxford & Gkonou, 2018, p. 407).

Learning strategies...

- a) Are conscious, teachable, intentional, self-chosen, and self-regulated thoughts and actions for learning the target culture and language;
- b) Have several interlocking purposes: improving performance on several tasks, developing specific skills, and improving autonomy and long-term proficiency;
- c) Support cognitive, emotional (affective), social, motivational, and metastrategic regulation (e.g., planning, organizing, monitoring, and evaluating) of learning (Oxford, 2017b); and
- d) Are flexibly and creatively combined into strategy clusters (strategies used simultaneously) and strategy chains (strategies used in sequence) to meet the learner's needs and fit the context and the task.

1.4.1 Types of language learning strategies

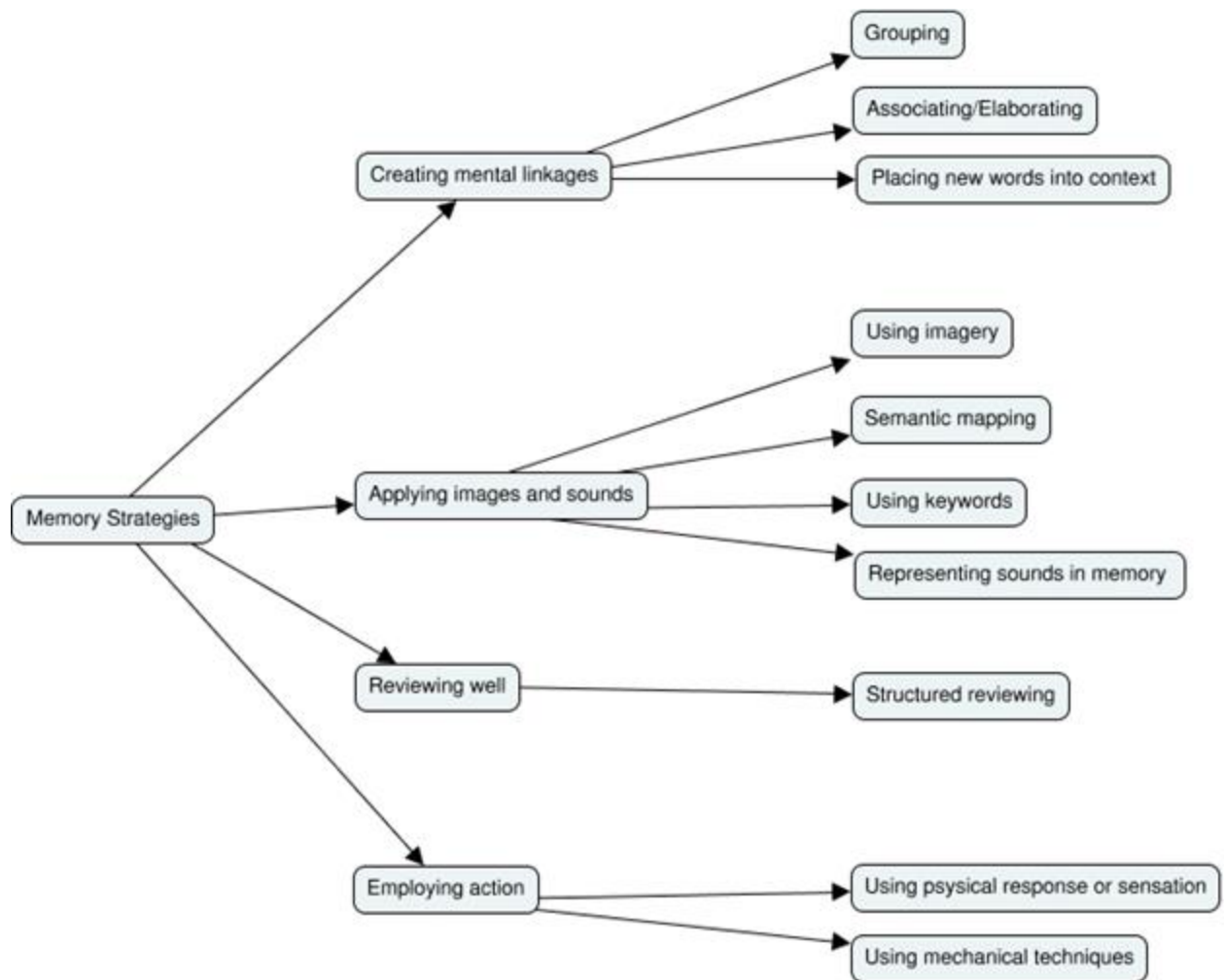
Oxford in “Language Learning Strategies, What Every Teacher Should Know” (1990, p. 15) presented 6 different types of strategies, mainly divided in direct and indirect; however, the author (2001) also explained “the boundaries are fuzzy” (p. 167):



1.5.1 Direct strategies

Direct strategies: Oxford (1990) defined this type as “strategies that directly involve the target language” (p. 37); in addition, she added that cognitive effort is necessary for a strategy to be considered direct (1990). Specifically, the author mentioned three different categories: memory strategies, cognitive strategies and compensation strategies.

Firstly, memory strategies (often referred as mnemonic as well), according to Oxford (1990) are to aid in the learning process by assisting in the saving and recalling of fresh knowledge. The author also explained that these strategies have been used for a very long period of time, associating for example stages of a text to be spoken with the architecture of a particular building, or to remind the appropriate moment of the year for a very important activity. Examples of memory strategies’ categories are creating mental linkages, applying images and sounds, reviewing well and employing action. Similarly, these 4 categories divide into several strategies.

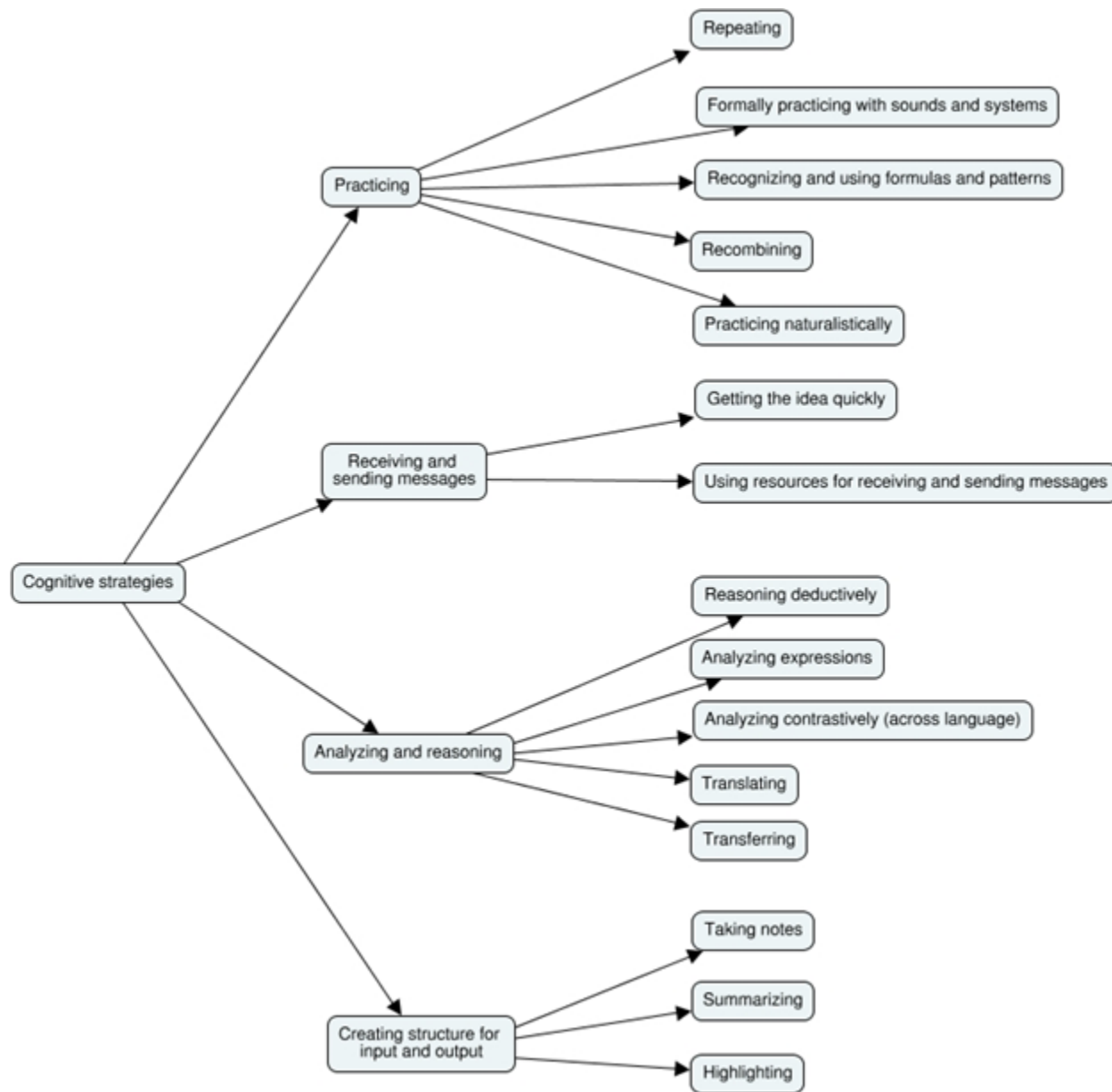


(Oxford, 1990, p. 39)

To assist in the storage and retrieval of target language is the main function of memory strategies, and in theory, they provide great assistance for those who apply them. However, reports revealed that learners do not use these LLS as expected, especially in higher courses. It is believed that this pattern is presented due to an unconscious application, and in fact, they do use mnemonic strategies (Oxford, 1990).

Secondly, Oxford (1990) presented cognitive strategies, which are very important when it comes to the deliberate acquisition of a language; indeed, they are the most frequent ones used by students. The author also explained that these strategies answer to a common purpose “manipulation of the target language by the learner” (Oxford, 1990, p. 43). Within cognitive strategies, there are four main categories: Practicing,

receiving and sending messages, analyzing and reasoning, and creating structure for input and output; likewise, these four categories divide into multiple strategies.



(Oxford, 1990, p. 44)

Due to the importance of cognitive strategies in language learning, three will be selected and explained for the purpose of this study. The cognitive LLS category “creating structure for input and output” help learners by having them take specific samples of the target language and rendering them easier to work with; namely, the

strategies to be described are “taking notes” and “summarizing”. Although the cognitive LLS category “practicing” has been looked down upon by learners, this type of strategy has been categorically proved by evidence as important (Oxford, 1990). Specifically, the strategy to be described is “practicing naturalistically”.

Not only taking notes (also referred as note taking) and summarizing can be used to arrange the grasped chunks of language, but also these LLS have the learners show what they have comprehended, and furthermore, to combine the LLS product with other language skills (Oxford, 1990). According to the author (1990) taking notes is a useful strategy to be applied in receptive skills (i.e. reading and listening); notwithstanding, “learners are not taught to use it well” (p. 86). It is believed that note taking is an advanced strategy applied by skilled learners; nevertheless, this LLS can be also implemented in early levels of language learning, combining first and second language likewise, for the primal objective of taking notes is to provide comprehension (Oxford, 1990).

Note taking can be applied in multiple techniques. The first one is known as “raw notes”, an unorganized procedure that involves writing down what has been acknowledged sequentially (Oxford, 1990), for example:

- *Covid-19 measures: Stay home, limit contact with other people, wash hands.*

The next taking notes technique is known as “shopping list”, it requires a specific but simple format, allowing the listener to organize what has been heard on specific charts (which can be interpreted as main and supporting ideas respectively):

<i>Banana Ingredients</i>	<i>Cake</i>	<i>Lemon juice</i>	<i>Baking powder</i>	<i>Milk</i>
		<i>Walnuts</i>	<i>Sugar</i>	<i>Butter</i>
		<i>Bananas</i>	<i>Cream cheese</i>	<i>Vanilla</i>
		<i>Eggs</i>	<i>Confectioner's sugar</i>	
<i>Equipment Needed</i>		<i>Large bowl</i>	<i>Measuring cup</i>	<i>Fork</i>
		<i>Greased pan</i>	<i>Spoon</i>	

(Hamp-Lyons, 1983 as quoted in Oxford, 1990, p. 87)

The “T-formation” technique is quite similar to the “shopping list” in both design and function, but allows the listener to save material and time simultaneously:

Banana Cake

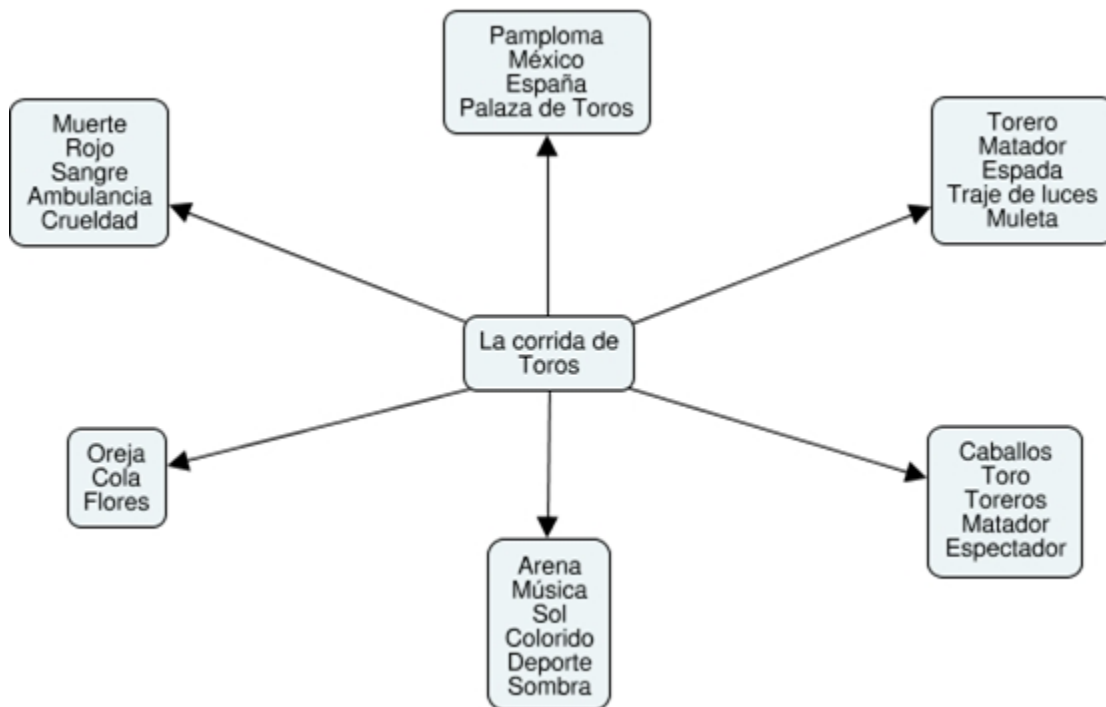
Ingredients needed	Lemon juice Milk Sugar Bananas Vanilla Eggs (etc.)
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Equipment needed

Large bowl
Measuring cup
Fork
Greased pan
Spoon

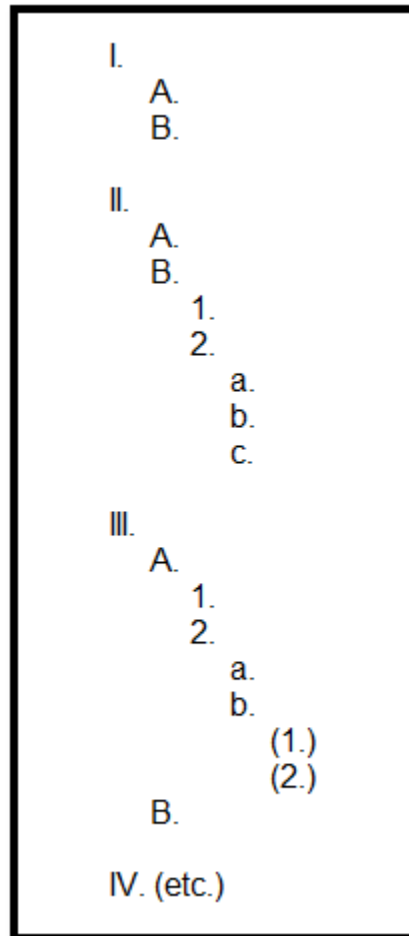
(Hamp-Lyons, 1983 as quoted in Oxford, 1990, p. 88)

Another technique for taking notes suggested by Oxford (1990) is semantic maps. Semantic maps are very similar to a conceptual map; it ought to depict the main and supporting ideas connected by different representations:



(Hague, 1987 as quoted in Oxford, 1990, p. 63)

The last technique for taking notes provided is the standard outline form. It is simple in design and only requires the information to be written sequentially determined by the symbols chosen by the listener, for example:



(Oxford, 1990, p. 89)

Oxford not only provided a selection of taking notes strategies to be implemented whilst listening, she also recommended that whether students take notes on first or second language is not determinant as long as they put the strategy in use; however, the process must have the student write gradually in the target language. Moreover, as it was explained before, it is possible to combine note taking, which is considered a direct strategy, with LLS to be described afterwards: the indirect ones; for example, “A metacognitive strategy closely associated with note-taking is organizing, which includes

keeping a notebook for gathering new language information and for tracking progress” (Oxford, 1990, p. 88).

Additionally, Oxford (1990) recommended another LLS in function of creating a brief product from the information received, showing that the information was positively acknowledged: summarizing. This LLS can be understood as writing a sentence from what the student could receive or organizing images according to a chronological order. Eventually, students are required to produce summaries in the language to be learned; at the same time, tasks may be more difficult, challenging the students by making them write larger chunks of language.

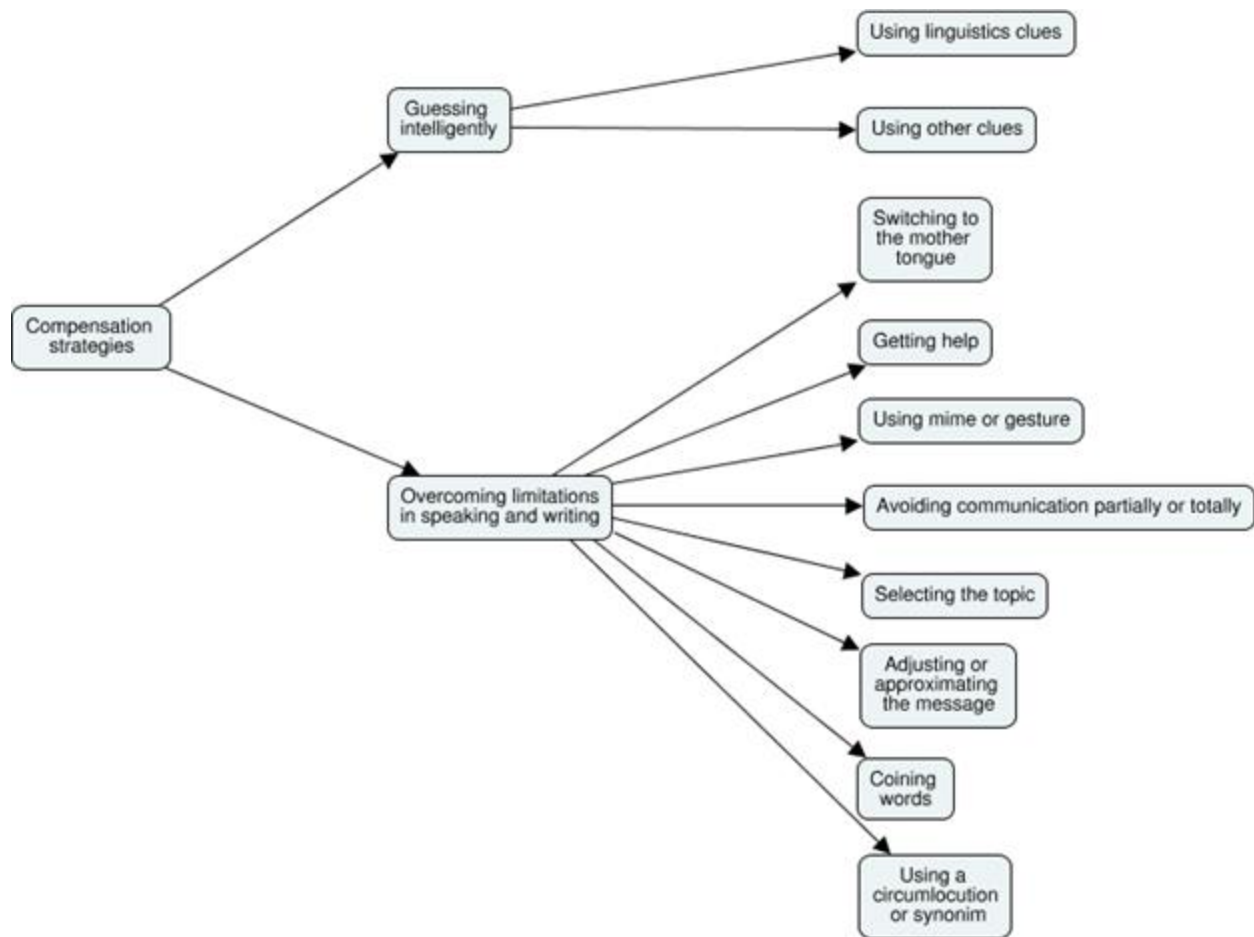
Furthermore, Oxford (1990) also mentioned that these LLS can be combined by asking students to apply the first and second LLS previously mentioned whilst other students share somehow their productive skills, the only requirement is the strategies must be already taught and reviewed. The writer (1990) mentioned advantages of this technique, “it allows learners to know what it is like to have a real audience trying to get the gist of their message” (p. 90), in addition, “the notes, summaries, and highlightings will tell learners whether or not they have succeeded in getting their main points across clearly” (p. 90).

According to Oxford (1990) practicing naturalistically is “practicing the new language in natural, realistic settings, as participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language” (p. 45); in other words, to use the language in a meaningful and contextualized situation. The author also mentioned that no other practice of LLS is as significant as this one.

The correct application of practicing naturalistically requires organization and preparation from the teacher. The educator is compelled to have students realize the functions, and the rewards of a proper language use in a context as natural as possible. In listening tasks, the resources and materials to be used must comply with the learners’ level of proficiency, and regarding the objectives of the activity, the students must do “something in response to what they hear” (Oxford, 1990, p. 75). For instance, it is

asked to the students to react, or to write down important information. The important detail of this strategy is that the students “respond throughout the task, not just at the very end” (p. 75). In speaking tasks, “practicing naturalistically involves practice in speaking the language for realistic communication” (p. 76). That means, the context in which the students are to be involved ought to be as authentic as possible, even if it is possible by “making friends with native speakers of the target language” and “Bring in native speakers whenever possible” (p. 77).

Finally, compensation strategies allow the students to overcome their skill gaps when using a language, for example, when students face difficulties with their use of English. Within this type of direct LLS, there are two main categories: Guessing intelligently and overcoming limitations in speaking and writing; similarly, these two categories are divided into others: On the one hand, guessing intelligently consist in: using linguistic clues and using other clues; on the other hand, overcoming limitations in speaking and writing consist in: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym.



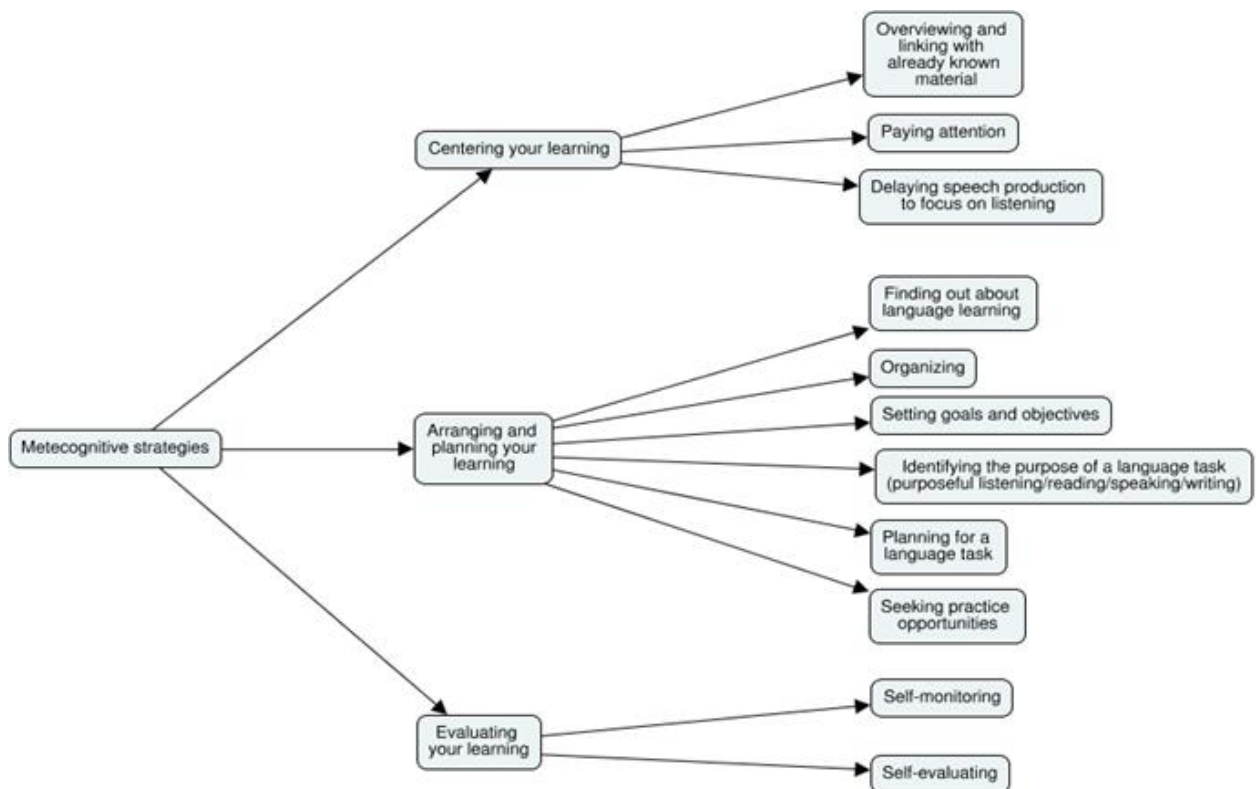
(Oxford, 1990, p. 48)

According to Oxford (1990) “Beginners are not the only ones who employ guessing. Advanced learners and even native speakers use guessing when ... they don’t know a new word, or when the meaning is hidden between the lines” (p. 48). Although it appears that this LLS may apply primarily on receptive skills, it is explained by Oxford (1990) how wide are compensation strategies in terms of application, for “certain compensation strategies, like using mime or gestures, are used in speaking” (p. 48).

1.4.3 Indirect strategies

Indirect strategies: Oxford (1990) explained this type of LLS as “strategies that underpin the business of language learning” (p. 135). Ergo, indirect strategies are useful for the four language skills and can be combined in application with other direct LLS as well (Oxford, 1990). The author mentioned three categories for indirect language learning strategies: Metacognitive strategies, affective strategies and social strategies.

Metacognitive strategies are divided into three categories: Centering your learning, arranging and planning your learning and evaluating your learning.

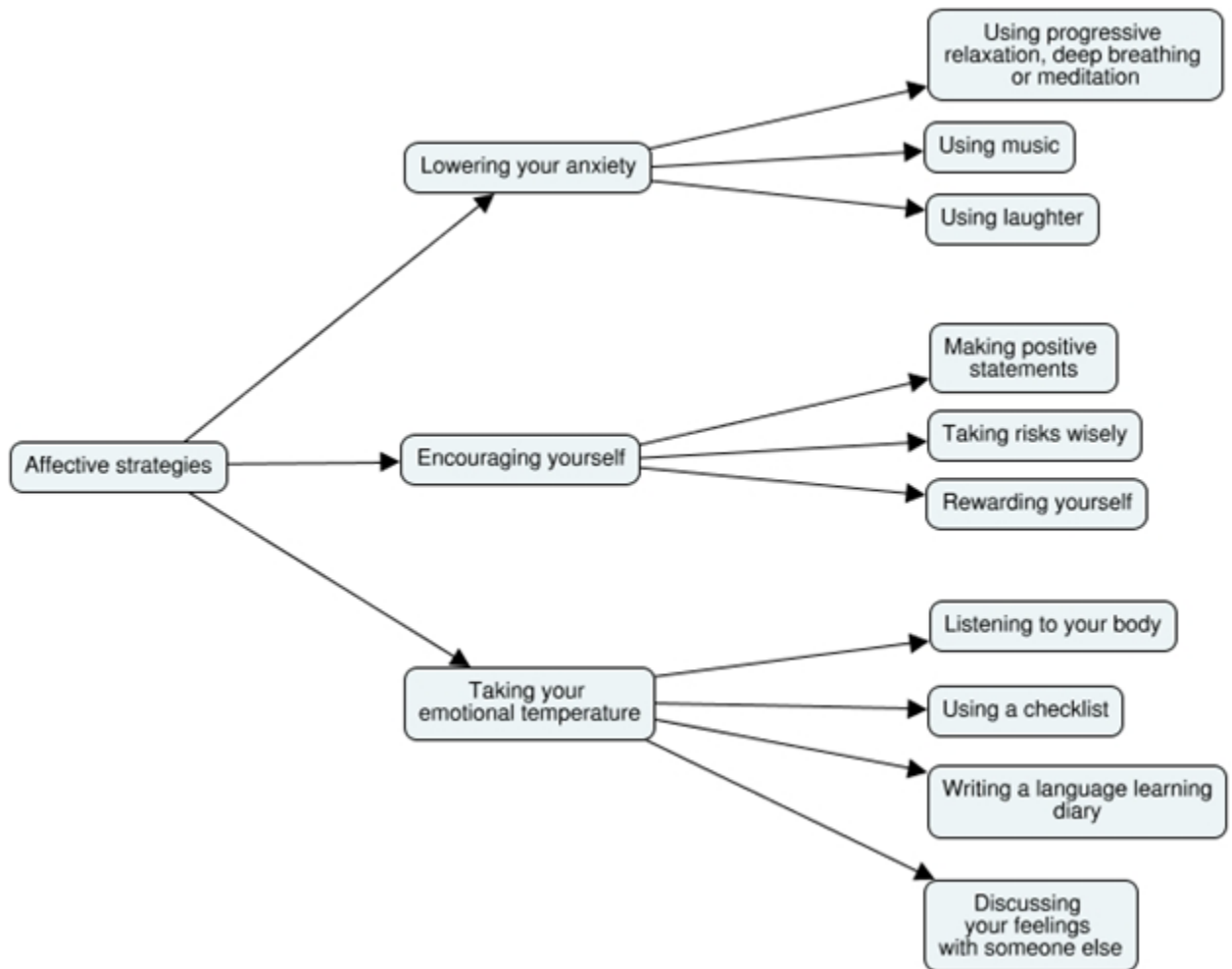


(Oxford, 1990, p. 136)

Oxford (1990) explained that, for language students, the mental concentration in class is prone to be lost due to countless factors; moreover, time management is another problem which students actually cope with. According to the author (1990), that is when metacognitive LLS play an important role, through “paying

attention and overviewing/linking with already familiar material” (p. 136), and furthermore, “strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in a efficient, effective way” (Oxford, 1990, p. 136).

Secondly, Oxford (1990) stated that affective LLS are essential and possess quite an influence in either thriving or failing when assessing language acquisition. The author described three categories of this type of language learning strategies: lowering your anxiety, encouraging yourself, and taking your emotional temperature.

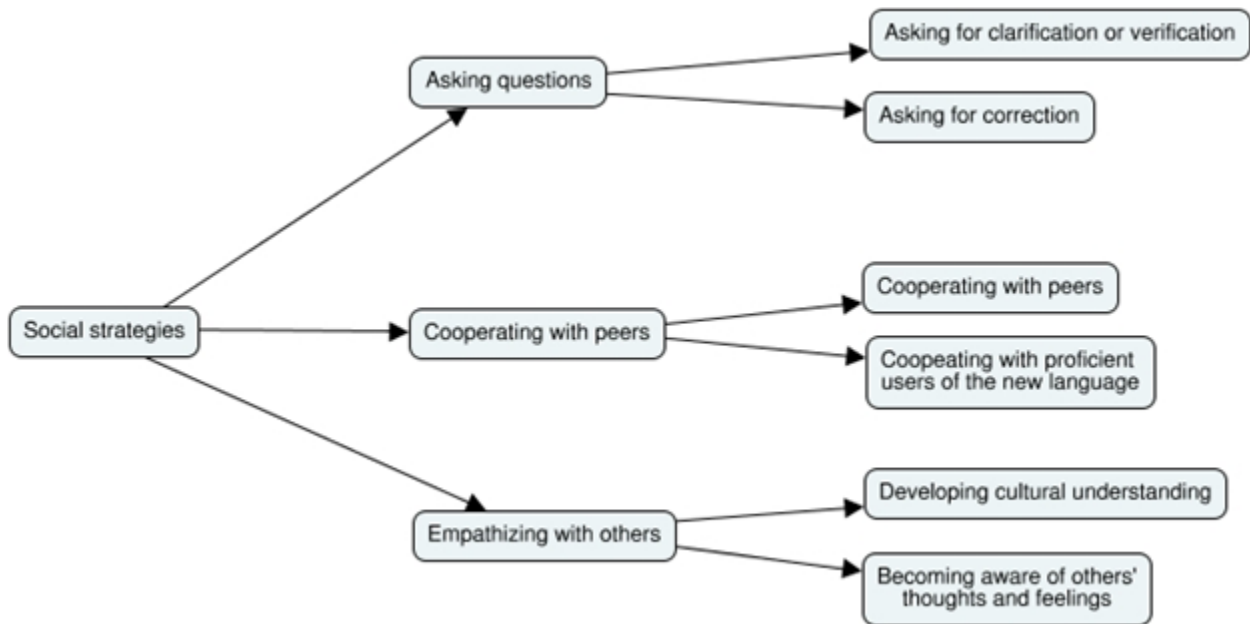


(Oxford, 1990, p. 141)

Oxford (1990) stated that students’ emotions may impact on either blocking learning (even on skilled ones), or rendering the lesson far more amusing. These

aspects may be highly influenced by the teacher, for instance: “by changing the social structure of the classroom to give students more responsibility” (p. 140); that is, assigning important roles to the students in order to make them feel reliable. Also, “by providing increased amounts of naturalistic communication” (p. 140); in other words, to create an authentic language learning environment in function of making students feel more comfortable and less anxious. Finally, “by teaching learners to use affective strategies” (p. 141); this final approach mentioned is highly regarded by researchers, whereas it has been dreadfully looked down upon by students (Oxford, 1990). Even though the implementation of affective language learning strategies does not attempt to serve as a mental health therapy, it is a tool at the service of the students; it helps them to “known how to control their emotions and attitudes about learning” (p. 140).

Finally, Oxford (1990) explained social strategies as techniques held in high regard, since the very core of communication encompasses interaction; three categories of this type of LLS were mentioned: Asking questions, cooperating with others, and empathizing with others.



(Oxford, 1990, p. 145)

Again, due to the importance of social LLS in this study, two are to be selected and explained. Namely, the “asking questions” category may be considered the feedback cornerstone; for, while the received input grants reinforcement, improvement takes place; nonetheless, it is not enough asking questions at random. That is why “asking for clarification or verification” is to be described. In addition, working with partners for a common goal is another well known approach used in classes; it is even supported by evidence the perks granted by this practice. On the other hand, it has been reported that in this area of learning, students prefer to work on their own (Reid, 1987 as quoted in Oxford, 1990). As a result, and for the purpose of this study, the “cooperating with peers” LLS is to be explained as well.

Language learning students are bound to interact amongst each other. They not only need to ask the teacher for information, but also they can support themselves likewise; if a partner possesses a higher level of skill, that student is able to cooperate. One possible way to do that is by asking for clarification or verification, a quite simple but very important LLS. Oxford (1990) suggested the following examples “Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case” (p. 146). Moreover, the author (1990) also suggested a group of questions in order to fulfill this purpose.

Would you repeat that, please?
Please speak more slowly.
I'm sorry, I don't understand.
Pardon me.
What was that again?
Did you say _____?
What does _____ mean?

(Oxford, 1990, p. 169)

As it was previously mentioned, interaction amongst people, specifically language learners is compulsory; and one approach for doing so is to cooperate with peers. Although students may have been already trained to work amongst them, the

focus of this LLS implies working with a peer whilst using as much language skills they can, and attempting to leave aside “impulses toward competitiveness and rivalry” (Oxford, 1990, p. 147).

1.5 Oxford’s Language Learning Strategies through time

The fact that Oxford’s work has not been outdated, but improved through the decades, renders her contributions to the language-learning discipline timeless. Indeed, the author’s recommendations remain practically similar, except for the special socio-cultural emphasis, a consequence caused by the massive migrations around the world (Oxford, 2017). The fully integration of the socio-cultural element can be immediately acknowledged analyzing recent LLS examples (Oxford & Gkonou, 2018):

“(a) using background knowledge about culture and language to predict what will come next in a story or a news program; (b) collaborating with someone else to learn culture and language; (c) combining intuition, logic, and facts with cultural experience to communicate more effectively in the language; and (d) asking a native speaker questions to understand the target culture.” (p. 406)

As a result, it is noticeable how LLS pointed by the author in 1990 have evolved taking into consideration this element, for example: cognitive strategies such as analyzing and reasoning, social strategies like cooperating with peers, compensation strategies to overcome limitations in the language, and last but not least, to practice the language with a native speaker naturalistically.

In terms of LLS instruction, Oxford & Gkonou (2018) mentioned a recommendation regarding language educators. So far, the advice for teachers was to be aware and skilled of the LLS benefits and contributions to the learner (Oxford, 1990), since these techniques expand the teacher’s role and aim to make the student autonomous and self-regulated. However, even if the educator is not fully prepared to conduct LLS instruction, it is advised that by “creating an atmosphere of support, kindness, and understanding and by helping students develop confidence and cultural competence” (p. 407) the odds of succeeding in this purpose are likely to be improved.

Oxford & Gkonou (2018) deepened into creating three heterodox conditions for LLS not-explicit instruction. They mentioned several considerations for fostering “learner’s cognitive flexibility” (p. 409), such as empathy amongst learners, introspective, encouraging leadership amongst students in teamwork, and to set the conditions for creativity. Regarding the second and complementary condition “ethnocultural empathy”, it is advised the following: to share stories and provide chances for students to get familiar with words they feel comfortable with, to incorporate the literature reading in classrooms. Finally, in terms of the third complementary condition “intercultural understanding”, it is important to create mental linkages between pragmatics aspects of the language and their importance, to provide opportunities for students to appreciate and value diversity not only in classrooms, but also in life. It is suggested also for educators to be aware when uncomfortable situations arise “bullying, rudeness, sarcasms” (p. 410), to either control the event and to guide students how to deal and manage the situation.

Finally, it is noticeable that Oxford’s contributions, from 1990 until recently, aiming at improving communication amongst people regardless of their context not only enhance relation between the participants, but also attempt to endorse “inner peace and interpersonal peace all the way to global peace” (Oxford & Gkonou, 2018, p. 421).

Chapter 2

Problem Statement

If somehow the need to explain why to learn English as a Foreign Language arises, the common answer addresses the process known as Globalization. The process of Globalization is explained as being involved in a universal entity where political, cultural and economic boundaries are fading away (Hirst, Thompson & Bromley, 2009). In the light of gathering around common traits, it was necessary to abolish an important barrier within countries: The language. In this sense, the countries needed to share and use a common language to facilitate communications and traits. Notwithstanding, that international convention was not absent of challenges, as an example, Mansfield and Poppi (2012) explained that English being used as a foreign/second language throughout the planet must comprise the augmented realization of a diverse community; hence, English language learners need to acquire and master language competences in the function of understanding those diverse language features amongst EFL speakers.

Nonetheless, As Lee (2016) mentioned, even though the interest in assimilating the language has been vastly adopted by the international EFL community, it has also created a gap amongst those EFL learners who have received the appropriate language input and those who have not. Indeed, a feeling of obsolescence is shared mutually by those who have not been able to have access to appropriate language input.

In order to assimilate a new language, it is important to comprehend the basic skills to master and practice towards its acquisition, which are reading, writing, listening and speaking; Furthermore, it is really important to be exposed to the language that is intended to learn. For EFL learners in Chile, it is difficult to receive an appropriate input on the language from their context since the official language in Chile is Spanish. Nevertheless, some schools intend to teach English as a second language in ESL programs, which provide students with an education that is majorly in the second language. However, students may struggle at the beginning of their learning process in ESL Programs, especially with the listening component of the language.

Inside Listening lies the Listening comprehension skill, which not only entails the understanding of the message conveyed by the interlocutor, but it also implies the awareness of a few important spoken language features e.g. “speech is encoded in the form of sound; secondly, it is linear and takes place in real-time, with no chance of review; and thirdly, it is linguistically different from written language” (Buck, 2001, p.4). Indeed, Buck stated that this receptive skill involves different functions at the same time and the hearer must grasp on any data at disposal to communicate and elicit content. Hence, listening comprehension appears as an essential skill to master if the language communication development is the main purpose to achieve (Gamboa & Sevilla, 2014). As a result, as the act of listening considers multiple and complex tasks, it requires to be thoroughly taught and monitored by teachers through regular practice and the deliberate instruction of LLS.

Oxford (1990) presented her LLS strategy proposal and stated that the purpose of the LLS is to help the learner to solve a skill gap in their knowledge. The LLS proposed by her are polyvalent and versatile, being used to support different skills, contents, and situations accordingly. As it was mentioned before, Listening comprehension compels different aspects of the language which may be very difficult to learn and master in the early stages of learning a new language; hence, LLS strategies for listening may be of great help for learners to identify, control and overcome the skill gaps in Listening comprehension, and it may help them become more effective listeners.

In this sense, the instruction of LLS for listening arises as a fundamental element of English teaching. Thus, Pourhosein & Banou (2016) indicated that despite the perfect English language teaching-method not being discovered yet, educators are compelled to promote the use and practice of listening comprehension strategies. Accordingly, teachers must teach and promote the use of LLS for listening comprehension; Nevertheless, the development of LLS for Listening in ESL Programs is not considered by the educators of these programs, despite listening being one, if not the most practiced English language component in these contexts. Carrier (2003) found out that the development of LLS specifically for listening was not often taken into consideration

since the ability for listening effectively was naturally developed by the constant exposure of the students to the language, which was not completely true.

2.1 Research Purpose

In 1928, it was found by Rankin that this receptive language skill had been scarcely trained in educational contexts; in other words, the necessity for enhancing listening comprehension has prevailed for a long time. Furthermore, Baskin (2004) stated that the Listening skill is one of the most important ones in the learning of English since it is the main input that students have. Additionally, Baskin (2004) mentioned that the different researches that she reviewed showed that listening performance does not only depend on how exposed are the students to the language, it also depends a lot on the number of listening LLS that every student has in their repertoire. For this purpose, explicit instruction of LLS for listening is highly necessary and should be a point to take into consideration for the majority of teachers.

Accordingly, it is necessary to take a look at another important factor in explicit instruction of LLS, which is the reactions of the students. Selamat and Sidhu (2011), found out that the students who were exposed to an explicit metacognitive strategies instruction reacted positively to them, being recognized as useful and helpful to solve different gaps in the language that the students may have; nonetheless, the instruction of LLS for listening is not usually covered in ESL programs. As it was mentioned before, Carrier (2003) found out that explicit teaching of LLS for listening was not often taken into consideration since it was believed that the constant exposure to the language was more than enough to transform students into effective listeners.

Consequently, as there is little to none explicit teaching of LLS for listening in ESL contexts, the purpose of this study will be to analyze students' reactions and opinions regarding the explicit teaching of LLS for listening with a group of 5th grade ESL students from Concepción.

The information to be gathered in this study could provide enough information to show that explicit teaching is a factor to be taken into consideration at the moment of planning the lessons. In addition, the results may provide an introspective view of the students, to describe what they think of LLS. Lastly, it may help teachers to get aware of the theory that is behind the LLS instruction, and how they can implement it in their lessons

2.2 Assumptions, Research Questions

The literature review revealed data concerning the LLS instruction, specifically listening. In addition, although students may apply steps to facilitate their learning, LLS focused lessons are not being implemented. Hence, this study considers the following assumptions.

- In language learning contexts, Listening is the most overlooked skill.
- Students are not acquainted with LLS focused lessons.
- Students do not use LLS consciously due to the lack of its explicit teaching

In order to help solving the problem previously presented, the research aims to find an answer for different questions, such as:

- Is LLS awareness present in the classroom?
- What is the reaction of the students on LLS implementation?
- Is there an evident usage of the strategies?

2.3 Objectives

2.3.1 General Objective

- To analyze students' reactions and opinions regarding the explicit teaching of LLS for listening with a group of 5th grade ESL students from Concepción.

2.3.2 Specific Objectives

- To diagnose the situation of the LLS in the classroom.
- To design different explicit LLS for listening lessons to be implemented.
- To describe the reactions and opinions of the students through while-implementation observations.

Chapter 3

Methodological Framework

3.1 Type of study

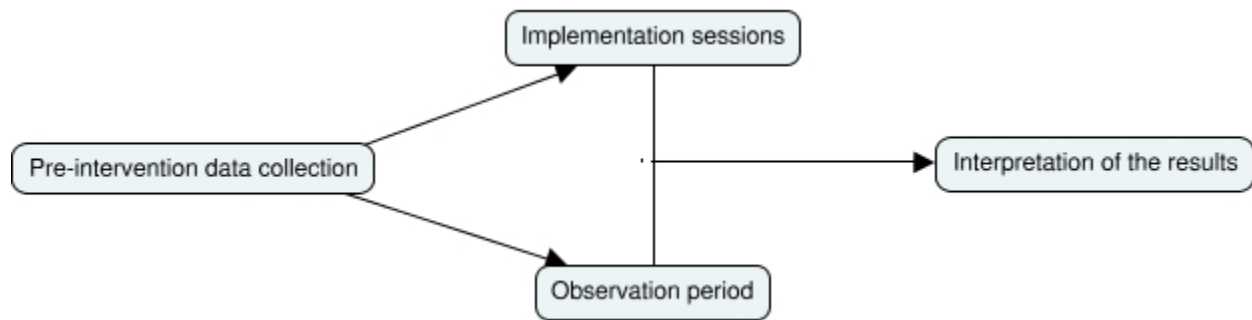
The purpose of this study is to describe the reactions and opinions that students had when exposed to an explicit and specific implementation of LLS. Hence, this study was mainly focused on the description of a phenomena, in this case, reactions and opinions of the students. It is also important to mention that this study could be considered as an action research study of descriptive characteristics based on qualitative and quantitative data. Its function is to observe a pedagogical exercise that may require an improvement. To do so, this exercise had to be previously designed and implemented in order to be finally reported.

The research was carried out through a descriptive study divided in four phases.

- A preliminary data collection of the class.
- Four implementation sessions
- The observation period
- The interpretation of the results.

During the first part, a preliminary monitoring of the class was conducted in order to collect information regarding the teacher's LLS instruction, how acquainted the students were in the knowledge and application of the strategies previously mentioned (cooperating with peers, taking notes, asking for clarification, summarizing & practicing

naturalistically) , and the general context. During the second phase, the researchers carried out four lessons teaching explicitly the LLS and using activities that allowed students to use them such as taking notes of different spoken texts and asking questions. During the observation period the researchers observed the different reactions that students had during the implemented lessons by the use of an anecdotal register. Finally, the results were interpreted in order to bring a conclusion regarding the objective of the study.



3.2 Approach

The approach applied in the current study was preferably qualitative. It is a research that takes into account a problem and intends to gather information from it. That is to say, Magilvy (2003) describes a qualitative approach as a way of producing a substantial report and detailed insight of an event. A few aspects of a quantitative approach are included; however, it does not modify the nature of the study since it is used only as a way to complement it. In this case, the quantified data collected is presented in statistics/percentages.

Therefore, since this research aims to analyze students' reactions and opinions regarding the explicit teaching of LLS for listening, the majority of the data collected will be qualitative.

3.3 Research Design

As it was stated before, this research has been qualified as descriptive, specifically a case study that aims to observe the perceptions of several individuals in a classroom. The design of a qualitative type of research implies the collection of mostly

non numeric data. In this case, the objective is to describe different situations regarding the use of LLS for listening in an ESL classroom.

In this study, one course was observed regarding the use of LLS for listening and how they are taught. For the data collection period, a questionnaire was handed to the students to check their knowledge and comprehension about LLS. Then, explicit teaching of the LLS was applied during 4 interventions made by the researchers. During the intervention period, students had to apply the strategies they were taught in different tasks which were given to them during the explicit lessons. Finally, the data obtained from the observation made throughout the interventions were interpreted with the purpose of knowing the reactions and opinions of the students regarding what they were taught.

3.4 Participants

For the development of this research, a class from an EFL private school was chosen. Due to external reasons, a maximum of 32 out of 35 students from a 5th grade class participated, their ages ranged from 10 to 11 years old. The students have 8 hours of English every week and they have also been exposed to English based lessons in different subjects such as Mathematics and History. Consequently, they are expected to understand the information given and to express themselves in an elementary level of English. In addition, the English language teacher also became participant for the development of this study, she is a full-time teacher with 10 years of teaching experience.

3.5 Instruments

In order to gather information, four different instruments were implemented throughout the research: a structured-observation checklist (check Appendix 1), a 7 question-interview (check Appendix 2 and 9), a two-sections questionnaire (check Appendix 3) and an anecdotal record (check Appendix 10). The main objective of these instruments was to collect reliable data about the reality of the classroom regarding

LLS. In addition, the instruments used were reviewed, modified and finally validated by a committee of the Universidad Católica de la Santísima Concepción.

The first instrument consisted in a structured-observation checklist, and its primary objective was to determine whether the teacher raised awareness regarding Oxford's LLS or not (and which ones in positive case). Namely, the observation aimed to explore how LLS were taught in the classroom, to determine if these are direct or indirect, and if students apply any observable strategy in their performance. For this purpose, an observation-checklist was designed, considering also a comment section that attempted to explain or exemplify profitable data that could be missed otherwise. Also, to reduce the subjectivity in the application of the instrument, the structured-observation was carried out by two researchers.

The second instrument was a 7 question-interview whose interviewee was the teacher. The questions sought to reveal the teacher's awareness about LLS, if the strategies were implemented during her classes and how, and to understand the listening skill importance for her classes. At the same time, the intention of this instrument was the collection of data concerning the implementation and level of knowledge of the LLS in the classroom, especially listening related LLS. Further, the questions were systematically distributed from general to specific order and designed to discover what the teacher knew about LLS and the considerations taken by her to plan the lessons.

The third instrument consisted of a two part questionnaire in which every student had to answer individually different statements regarding the frequency in which they use LLS. The first part of this instrument included statements taken from Oxford's book "Strategy inventory for language teachers, version 7.0 (ESL/EFL)" and made students rate from 1 to 5 the frequency in which they use the LLS "note taking" and "asking for clarification" taught during the interventions. It is important to note that at this point, at least two interventions had taken place before applying the instrument. Regarding the second part of the questionnaire, students were asked to write their experience with these LLS and give a brief description of why these strategies may or not be useful for them in their listening performances.

The fourth instrument used for the purpose of the research was an anecdotal record, in which the researchers took different notes on the behavior, reactions, attitude, and involvement of the students with the different Listening LLS focused lessons. In every implementation, at least one researcher was in charge of taking different notes on those aspects, in order to be able to describe what the students' behavior was during these classes. Consequently, the researchers were able to describe how the students reacted towards the explicit teaching of listening LLS.

3.6 Task(s):

The following paragraphs describe the tasks designed and applied as intervention. For the first implementation (check appendix 4) the aim of the lesson was that students could exercise the LLS "taking notes" and "asking for clarification". The aforementioned was applied presenting different audios that illustrated the strategies. As the learners were taking notes they were asked to report, show and compare what they had listened. Once students had heard the recordings, they were encouraged to ask for clarification or verification regarding their report.

Moving on to the second implementation (check appendix 5), a similar methodology was used since the audios played described the LLS already presented. The purpose of the class was that students could exercise and strengthen those strategies. During regular classes, students were learning "reporting verbs", a topic that is part of the course program and it was requested by the teacher to include it in the intervention. Consequently, that was the topic of the video for exercising "taking notes". It is worth mentioning that this represented ecological validity, in view of the fact that it did not modify the content of the class. On the other hand, it rendered the materials to be used limited.

During the third implementation (check appendix 6) a recorded short story was played to the students in order to answer a questionnaire at the end of the class. The LLS "summarizing" and "cooperating with peers" were introduced and explained to the students to be put in practice; it is important to mention that the strategies chosen complement each other with the previously ones already taught, for it was already

described the interwoven trait of LLS (Oxford, 1990). As it was mentioned before, the final result was that they had to answer a questionnaire, in which the first part was related to the story and in the second part students had to reflect upon the strategies.

Finally, during the fourth implementation (check appendix 7) a short story was read aloud to the students by English native speakers invited to this instance, as a result, the strategy “practicing naturalistically” was presented and trained. The English native speakers involved in this study were two members of the UCSC 2019 International Exchange Program who accepted the opportunity. As the short story was being read, short questions related to events in the story and key vocabulary were asked to the students. Moreover, students had to take notes to answer the questions after the reading out loud activity. Once the activity was over, students were encouraged to interact with the native speakers in order to combine the strategy “practicing naturalistically” with the already learned LLS; additionally, as a way for them to experience the language in a contextualized reality.

3.7 Procedures

Before beginning with the description of the procedures, it is important to mention that previous to the implementation of this research, an appointment with the institution’ educational chief was made; in that meeting, the research project was presented, as well the procedures and instruments to be used. The proposal was positively received and the verbal informed consent to start working on the project was granted immediately by the institution’ educational chief.

Firstly, the annual lesson plan of the grade selected was reviewed by the researchers, in order to determine the relevance and explicitness regarding the listening skill/strategies teaching. It was found that the annual lesson plan referred and aimed to the development of the language skills; however, this document did not contemplate any explicit LLS lesson. As a result, a structured-observation checklist and an interview with the teacher were carried out by the researchers with the intention of verifying the teacher’s expertise , and the school position regarding this topic.

Due to the results of the structured class-observation and interview findings it was then determined by the researchers that 4 LLS focused lessons were to be implemented and taught to the students. This decision was taken in function of presenting them useful steps to improve and self-regulate their language learning process (*listening focused due to our theoretical framework data: “listening as a skill has been locked down upon” and “listening has been declared as the weakest language skill in L2 learners”*).

The LLS chosen to be implemented adhere to the principles given by Rebecca Oxford (1990) in her book: “LLS, what every teacher should know” considering the listening skill development, specifically: Taking notes, Asking for clarification, Summarizing, Working with peers and Practicing naturalistically.

3.8 Results

In order to arrive at different conclusions, the obtained data was analyzed as it follows. Once the first instrument was applied and processed (see appendix 8), it was evident that the teacher neither raised awareness regarding LLS, nor used strategies explicitly. However, during the first observation class it was noticed that some strategies were unconsciously used by the teacher, for example, creating mental linkages and reviewing well (by activating and checking background knowledge which has been covered during the unit’s period). In this sense, it is possible to observe that regardless of the absence of explicit LLS teaching, the strategies are somehow still present and manifest themselves unconsciously. This could be an indicator that LLS indeed require to be taught and activated in order to take full advantage of its benefits.

Regarding the second instrument (see appendix 9), the teacher declared that neither of the Language skills (listening, reading, writing, speaking) is more important than the other; instead, as it is a Bilingual school, the four language skills receive similar application and attention on a daily basis. As for listening, she stated that the skill is practiced and reviewed constantly due to the language approach that the school has adopted. She also declared that the students are exposed to the language everyday and listening has a major importance in the learning process. Additionally, it was noticed

that the methodology of the teacher was that listening is being trained naturally for the students as the skill is involved in every stage of their learning, which could produce a lack of specific listening lessons to teach the students how to listen effectively.

When asked about LLS lesson planning, she declared that LLS are used in her lessons, to help most of the learning techniques that the students may apply. Moreover, she did not declare to think about a specific strategy to prepare her lessons; instead, she stated that the strategy used in a specific lesson varies depending on different factors such as the content, the context, the understanding of the students and the stage of the current unit of learning.

As for the benefits of the LLS, the teacher remarked the importance of LLS as tools to facilitate the listening process of the students. Moreover, she stated that it is important to change LLS constantly but did not provide further explanation for that answer. In this sense, it can be grasped that the teacher may not be completely aware of the explicit application and benefits of the different LLS for listening, since her answers did not match the theoretical LLS recommendations.

In general, the teacher demonstrated a certain level of knowledge regarding LLS, being able to recognize that they are useful, and should be implemented in every lesson. However, in practice, the comments do not reflect what was theoretically reviewed, which demonstrates the knowledge gap regarding the theory behind LLS, which at the same time prevents her from recognizing the strategies that are being used in her lessons.

As for the third instrument (see appendix 3), the data obtained from the first part of the questionnaire provides different insight on the different LLS that students use and how frequently they use them. It is possible to state that item N°7 (see figure 1) "*I think the steps to follow facilitate my learning*" was the one with the most positive reactions (37,5% always or almost always, and 40,6% usually yes), as a result, the mere perception of LLS by students could be interpreted as positive and that the language learning strategies are actually useful for them.

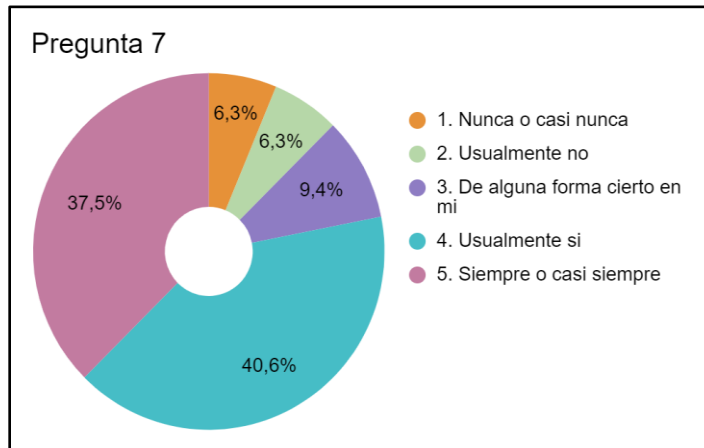


Figure 1

On the other hand, item N° 2 “*I write notes, messages, letters or reports about what I heard in English*” (see figure 2) was the most poorly received (25% never or almost never, 21,9% usually no, and 34,4% somehow true on me). This fact may suggest that the lack of LLS explicit instruction renders the steps and techniques that students may apply in their learning quite limited.

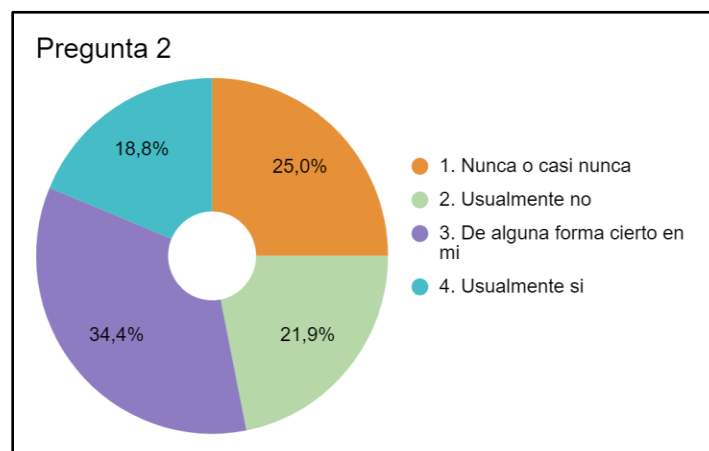


Figure 2

Moreover, the ones with a fairly positive reaction between the students were Item N°3 “*If I don’t understand something said in English, I ask the other person to speak slowly or to repeat what he said*” (see figure 3), Item N°5 “*I ask for help to English*

speakers)” (see figure 4), and Item N°6 “I ask questions in English” (see figure 5), (Item N°3 25% always, 34,4% usually; Item N°5 31,3% always; Item N°6 18,8% always, 43,8% usually). It is then estimated that when students need to ask a question in English, they prefer to interact directly with the teacher instead amongst themselves. It is then acknowledged that the implementation of social strategies is essential if communicative competence is the ultimate goal for English classes.

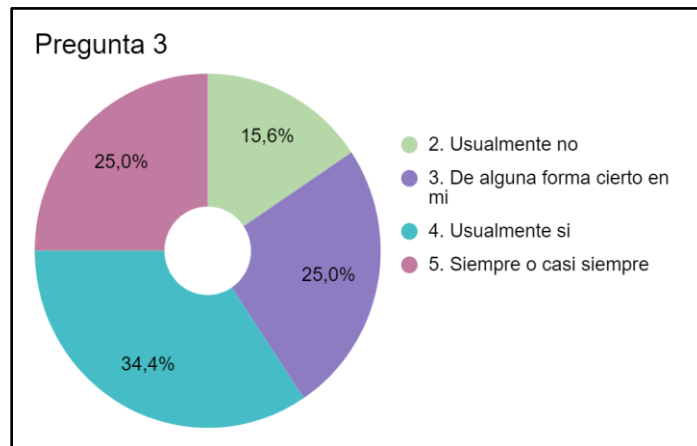


Figure 3

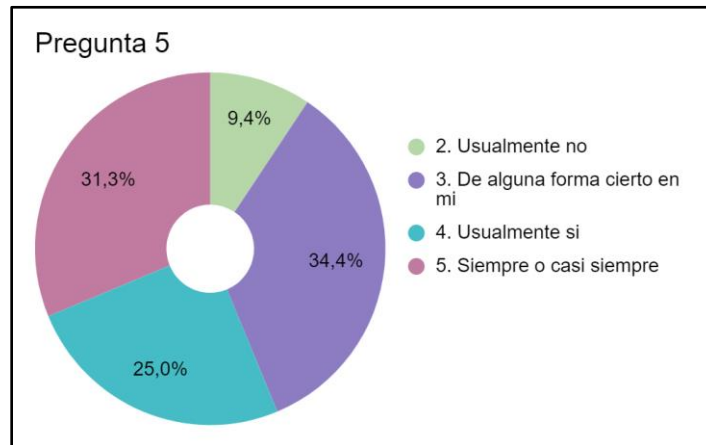


Figure 4

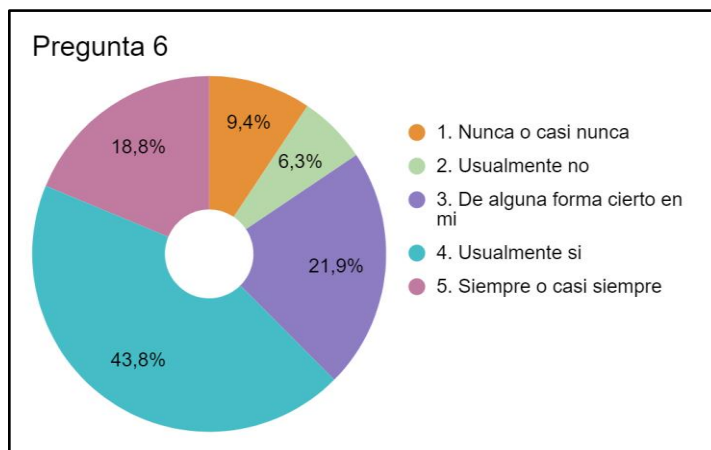


Figure 5

The ones with fairly negative responses were item N°1 *“I repeat or write multiple times the new words that I listen in English”* (see figure 6) and item N°4 *“I speak with others about what I heard in the audio of the activity”* (see figure 7). Item N°1 (6,3% never, 15,6% usually no, and 31,3% somehow true) did relatively better than Item N°4 (25% never, 12,5% usually no, 15,6% somehow true). Once again, the importance of teaching and applying social LLS arises. The fact that students do not choose to use the language amongst them suggests a modification in the approach in which the language is being taught.

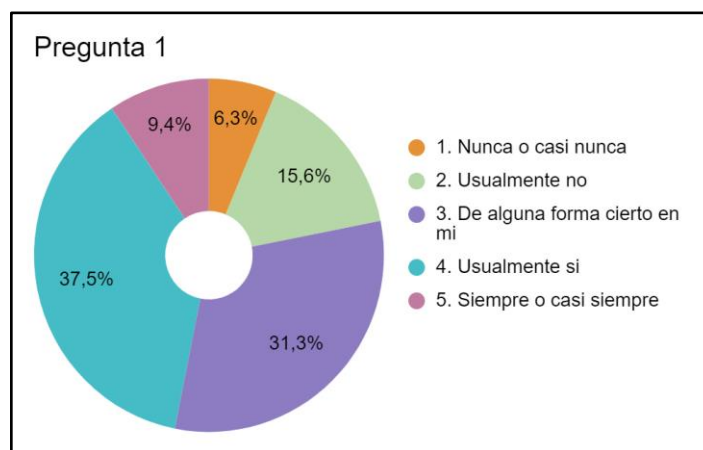


Figure 6

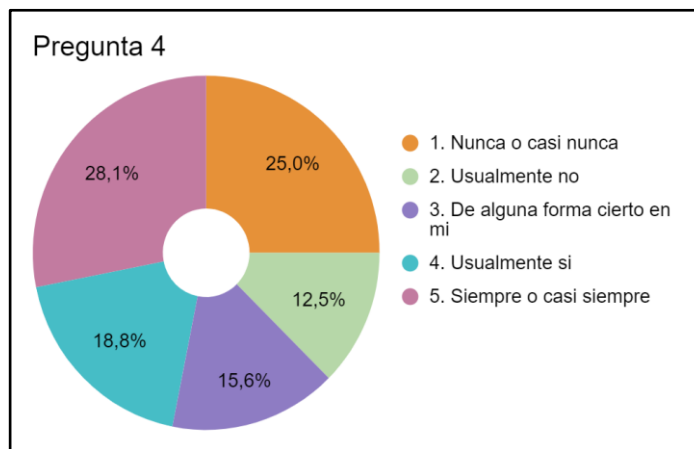


Figure 7

Finally, the fourth instrument (see appendix 10), which corresponds to the anecdotal record, registered that students had applied the strategy “note taking” even when it was not taught explicitly before, in fact, a student mentioned that the LLS note taking was helpful to her in a different subject. Hence, it can be inferred that students in a certain degree internalized and applied the LLS, even when there was not a direct input, and therefore, a certain consideration of the techniques may be considered as useful. At the same time, it was observed that part of the class did not apply the LLS taught in the interventions, which could be possibly linked to the level of English of the students that made them feel confident, and consequently, they preferred to not take notes. Regarding the LLS “asking for clarification”, researchers noticed that it was not used naturally since the researcher teacher needed to mention it for learners to use it. Students' perception could be interpreted either as not useful, or the other possible options are that students do not feel confident enough to use language amongst them, they may feel embarrassed to use the language if it is not with the teacher directly, for most of them were able to speak in English. These situations are likely to be related to the students' level of English making them feel confident about their listening performance.

For the last lesson, the LLS to be applied was “practising naturalistically”. For this strategy, two native speakers were invited to the lesson. Since the very beginning of the class, it was observed that the students were eager to know about the people invited and ask them different questions related to their culture. It was on this occasion that the

vast majority of students paid attention to what was said in the course of the class, students quietly attended the instructions of the activities and whilst the native speakers were reading, one student applied the asking for clarification strategy. The rest of the students remained focused and some of them took notes on the activity as it was being implemented. In this sense, it may be interpreted that students feel that LLS are more significant and useful when applied in real contexts rather than in regular classes, which is why it is highly recommended to have native speakers come to the English lessons.

Chapter 4

Discussion, Conclusions, Limitations

4.1 Discussion

The current study attempted to observe and analyze how students from a primary ESL context reacted to the explicit LLS for listening instruction. The idea was to provide knowledge and understanding students' thoughts of the LLS instruction.

In line with the first objective, to diagnose the situation of the LLS in the classroom, the situation was similar to what was exposed by Carrier (2003). There was slight to none explicit LLS instruction for listening in the context chosen for the research, which was demonstrated by the results of the pre-intervention data collection. First of all, the annual lesson plan provided by the teacher did not contemplate any explicit LLS lesson at all in any of the components of English. In addition, the pre-intervention structured observation of the class showed that explicit explanation of the very few LLS that were used in that specific lesson was not provided, they were only implemented implicitly. Accordingly, the interview with the teacher demonstrated that she had minimal knowledge of the theory that is behind LLS, despite the fact that she unconsciously implemented some of the LLS in her classes. In this sense, the lack of LLS explicit instruction was evident not only for listening, but in skills in general. In addition, the pre-intervention questionnaire demonstrated that students were using some of the strategies, but they were not aware of the LLS framework existence.

Based on the previous information, five LLS for listening were selected to be taught in explicit focused lessons, in line with the second objective which is to design different explicit LLS for listening lessons to be implemented. Hence, four lessons were designed to teach one or two LLS for listening at the time, attempting to create a smooth and logical transition between one and the other. In general, we can state that the flow of the lessons worked well; however, the time constraints for the development of the lessons was a significant limitation in terms of the practice that was able to take place on the lessons.

Finally, the third specific objective: to detect and describe the reactions and opinions of the students through while-implementation observations. Its results showed that students did understand what the implementer was explaining, but they were not completely involved in using the LLS taught during the lesson. In this sense, the strategy “taking notes” was familiar to the students; however, since they were over confident regarding their knowledge of English, some students barely used the strategy during the implementations. Accordingly, the LLS “asking for clarification/repetition” was the one in which the students involved the most; they were really trying to understand and acquire the chunks of language taught in order to fulfill the strategy’s purpose, but only used it when they were encouraged to do so.

During the implementation of the strategy “working with peers” it was observed that students understood the advantages of this LLS. Despite the fact that opinions were divided when learners were asked if they enjoyed this strategy overall, they did comprehend the benefits of it. In the course of the activities, researchers noted that students’ focus was low at the beginning, but it increased as the activity continued and the audios played were repeated for better understanding. Regarding the LLS “summarizing”, students took notes, had a good response and were aware of the uses that can be given to this strategy; however, aid to join their ideas was needed.

It was during the application of the strategy “practicing naturalistically” that the students showed the highest will to participate; they were indeed very motivated in this opportunity. For this instance, two native speakers were invited to the class and

students were eager to work, ask questions and interact with them. Since this situation was not commonly presented in their scholar context, students took this opportunity to prepare questions and interact with the native speakers, and thus it is highly recommended to implement further lessons with foreign people not only for LLS instruction but other types of lessons as well.

4.2 Conclusions

First, teaching LLS explicitly gives students the chance to understand the purpose of the strategy and how to use it properly in the tasks given or in other educational situations. As a consequence of explicit teaching, it is expected that students understand the LLS use in context and apply them in future tasks. A particular case noted by the researchers is the fact that one student declared that not only a particular strategy was already being used for another language skill, but also it was implemented in another subject confirming the LLS interdisciplinarity.

Second, the LLS can be used in different contexts such as daily routines since they are tools that help students to develop not only educational skills but also the language itself. As an example of this, we have the answers given by the teacher who declared that due to the nature of the school, students are going to use the language inside and outside the classroom. At the same time, the LLS received a positive reception among students who demonstrated to be interested in them and even declared that they had used the LLS in other subjects. Also, few students declared to be excited about the LLS because it was something new and useful in real life. Finally, it is highly recommended inviting native speakers of the language to the class as frequent as possible to give students that sense of authentic dailyness.

Third, the interventions were planned to teach LLS explicitly during lessons that lasted 45 minutes. This was thought taking into consideration that students had not had lessons that are specifically focused on these strategies. The purpose was to teach some strategies properly in these lessons; however, LLS can be taught in a shorter time after being presented. That is to say, it is suggested that a fully dedicated LLS class

might not be necessarily needed to present new strategies for students with a notion of LLS, some activities that aim to support the main content of the unit may be enough to put strategies into practice, even though the lesson comply with the unit/class content granting ecological validity to the study.

Finally, it can be concluded that a longer implementation-observation period is required in order to collect more useful data to make more specific conclusions regarding the reactions. Due to different social reasons, which will be further explained in the limitations section, the number of implementations had to be trimmed, which clearly rendered the amount of useful data gathered limited. In this sense, the explicit teaching of LLS requires a longer period of time in order to be more effective and useful for the students, as they require constant exposure and usage of the LLS.

4.3 Limitations

In this study some limitations were present because of the social outburst. One of them was a shorter number of interventions because of a slight decrease in the percentage of attendance at schools that generated a reduction in the amount of data expected at the beginning. However, the study could still be conducted with the data collected and observations were made based on the materials provided by the interventions. Nonetheless, the number of implementations was reduced to only 4, which limited the number of details that the researchers were able to notice during the lessons about the different LLS explicitly taught.

Similarly, the amount of time available for the implementations to take place was not ideal to proceed with the implementation-observation process in the most effective way. The explicit LLS lessons carried out by the researchers were only 45 minutes long, in which at least 5 to 10 minutes were wasted in different interventions by the guide teacher, and distractions of the students.

Moreover, there was an issue with the questionnaire for the students, which constrained the information gathering process. The second part of the questionnaire, involving the thoughts and opinions of the students regarding “note taking” and “asking for clarification” strategies had to be omitted from the results since the answers were not determinant enough and did not fully answer the questions made. In this sense, only a few answers (around 4) out of the 32 students that answered it were suitable to provide more information on the real usage of the strategies. Consequently, only the first part of the questionnaire was included.

There were also some audiovisual complications; one of them was the length of the audios, which was shorter than the ideal since the limited time assigned for the implementations. It can be interpreted that the short audio length could have caused at least half of the students not taking notes, for they may have felt they understood everything, and as result, taking notes LLS was not required. Nonetheless, this lack of usage of the “note taking” strategy contributed to a more massive usage of the strategy “asking for clarification”.

Additionally, the classroom audio devices made the listening process more difficult due to the low level of volume that they produced in a couple of implementations. On some occasions, the audios were really difficult to hear, which again prevented students from using note taking, but favored the use of “asking for clarification” strategy.

4.4 Further Research

As a recommendation, it is important to mention that the level of deepness of this research may not be enough to conclude that every student will have a consistent reaction to the explicit teaching of LLS; instead, it provides a limited point of view upon a specific class in a specific context (ESL classroom). Hence, the application of similar studies with a longer implementation-observation period is highly recommended in order to get different opinions and situations to take further pedagogical actions. Additionally, a broader analysis of English as a foreign language programs is needed, since it is one

of the most common way in which English is taught around the world, and is the reality of many students that are not able to experience an early bilingual education.

It is also suggested to further explore the periodical interventions of native speakers in the classroom, as the reception was well perceived for both learners and the people invited. The estimated positive effects of this practice are well worth investigating and it might produce an enhancement beyond the linguistic realm, socio-cultural for example.

In addition, the students' improvement in the use of the language after being exposed to an explicit LLS instruction is an area worth exploring. Accordingly, both the reactions and improvement of the students may be considered together instead of separately, which may help to demonstrate how this system of explicit teaching work, and how effective it could be if it was to be applied and promoted in the National Curricula, as well as the private curricula that some private schools use.

Lastly, the explicit instruction of LLS for students with special needs may be another topic which requires further research, for it is very likely to find at least one student with a special condition/need in a class. Studying these LLS approaches may demonstrate if it is useful for them and what kind of impact it has in their performance and overall feeling in the classroom.

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Appendixes

Appendix 1.

Researchers' diagnostic observation instrument to detect the implementation and use of LLS in the classroom mainly from the point of view of the teachers.

1.- The teacher raises awareness regarding LLS.

- Yes.
- No.

2.- If yes, what type of LLS?

- Direct.
- Indirect.

3.- If direct, teacher uses:

<input type="checkbox"/> Memory Strategies	<input type="checkbox"/> Cognitive Strategies	<input type="checkbox"/> Compensation Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Creating mental linkages. <input type="checkbox"/> Applying images and sounds. <input type="checkbox"/> Reviewing well. <input type="checkbox"/> Employing action. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practicing. <input type="checkbox"/> Receiving and sending messages. <input type="checkbox"/> Analyzing and reasoning. <input type="checkbox"/> Creating structure for input and output. 	<ul style="list-style-type: none"> <input type="checkbox"/> Guessing intelligently. <input type="checkbox"/> Overcoming limitations in speaking and writing.

Profitable/other information:

4.- If Indirect, teacher uses:

<input type="checkbox"/> Metacognitive Strategies	<input type="checkbox"/> Affective Strategies	<input type="checkbox"/> Social Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Centering your learning. <input type="checkbox"/> Arranging and planning your learning. <input type="checkbox"/> Evaluating your learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lowering your anxiety. <input type="checkbox"/> Encouraging yourself. <input type="checkbox"/> Taking your emotional temperature. 	<ul style="list-style-type: none"> <input type="checkbox"/> Asking questions. <input type="checkbox"/> Cooperating with others. <input type="checkbox"/> Empathizing with others.

Profitable/other information:

5.- Are LLS taught explicitly?

Yes.

No.

6.- If so, what specific actions does the teacher conduct?

7.- Do students use any LLS in classroom?

Yes.

No.

8.- If so, what specific actions do the students perform?

9.- Are there LLS oriented lessons in the course(s) syllabus?

Yes.

No.

8.- If so, what is their total frequency in the program?

Appendix 2.

Entrevista Pre-intervención

1. ¿Considera que alguna de las 4 habilidades es más importante que otra? ¿Por qué?

2. ¿Qué tan seguido implementa "listenings" en sus clases? ¿Cómo los implementa?

3. ¿Está usted familiarizada con alguna estrategia de aprendizaje? ¿Ha usted enseñado alguna? ¿Cómo?

4. ¿Cree que existe algún beneficio para los estudiantes la implementación de estrategias de aprendizaje? ¿Ha sido capaz de notar algún cambio en el desempeño de los alumnos?

5. ¿Piensa en alguna estrategia en particular para hacer sus planificaciones? ¿Cuál o cuáles son las estrategias que más usa en sus clases?

6. ¿Toma en consideración las estrategias de aprendizaje cuando enseña listening? ¿Por qué?

7. ¿Qué aspectos cree usted que son importantes para elegir una estrategia de aprendizaje para listening?

Appendix 3.

Cuestionario "Estrategias de aprendizaje".

Curso:	Sexo:	Edad:
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Instrucciones:

- Lee cada **ítem**, elige una respuesta (**de 1 a 5**) y escríbela en el espacio dado después de cada **ítem** considerando el siguiente enunciado:

- 1.- Nunca o casi nunca.
- 2.- Usualmente no.
- 3.- De alguna forma cierto en mí.
- 4.- Usualmente sí.
- 5.- Siempre o casi siempre.

Item	Respuesta
Digo o escribo varias veces palabras nuevas que escucho en Inglés.	
Escribo notas, mensajes, cartas o reportes de lo que escuché en Inglés.	
Si no entiendo algo que dicen en Inglés, le pido a la otra persona que vaya más lento o que lo repita.	
Converso con otros estudiantes sobre lo que escuché en el audio de la actividad.	
Pido ayuda a hablantes de Inglés, ya sea el profesor, ayudantes, estudiantes en práctica, etc.	
Hago preguntas en Inglés.	
Considero que los pasos a seguir aprendidos me facilitan el aprendizaje .	

- 1) A continuación, **describa** su experiencia con la estrategia "**Note taking**". ¿Consideras esta una estrategia que ayuda a tu aprendizaje y a tu desempeño en listening? **Justifique su respuesta.**

- 2) A continuación, **describa** su experiencia con la estrategia “**Asking for clarification or verification**”. ¿Consideras esta una estrategia que ayuda a tu aprendizaje y a tu desempeño en listening? **Justifique su respuesta.**

Appendix 4.

Lesson plan - <i>Implementation of Language Learning Strategies (LLS)</i> .		Observer(s): <i>Jhon Rivas, Richard Urrea.</i>
School: Instituto de Humanidades Concepción.		
<ul style="list-style-type: none"> Class: First Language Learning Strategies Implementation. 	<ul style="list-style-type: none"> Date: November 13th, 2019. 	<ul style="list-style-type: none"> Time & length: 45 minutes / 1 module.
<ul style="list-style-type: none"> Lesson Aim: Students will be able to use the “<i>taking notes</i>” and “<i>asking for clarification or verification</i>” language learning strategies in order to produce reported speech. Learning Outcome: Students are going to listen to a recorded conversation (practicing the language learning strategies previously mentioned) in function of producing reported speech. Ref. Planes y Programas: Unrelated to Ref. Planes y Programas. 		
<ul style="list-style-type: none"> Unit Name: “Speak Out”. 	<ul style="list-style-type: none"> Unit Aim: To learn and apply the use of reporting verbs. 	<ul style="list-style-type: none"> Implementation: 01
<ul style="list-style-type: none"> Assumed Knowledge: Different grammatical tenses: simple past, past continuous. Reported speech. 	<ul style="list-style-type: none"> Material & Resources: Computer, data projector, speakers, whiteboard, markers. 	
<ul style="list-style-type: none"> Anticipated Problems & Solutions: Material and resources difficulties... ...researcher is to double check materials and resources before the class begins. 		

Stage of the lesson	Procedure <i>What am I going to do?</i> <i>What are students going to do?</i>	Explanations, instructions <i>What am I going to say?</i>	Learning Strategy	Assessment	Time
Lead in	<p>Questions regarding the students' preparation for different activities will be asked.</p> <p>As a group, a personal strategies "mind map" will be made on the whiteboard.</p>	<p><i>"What do you do when facing a listening activity?"</i></p> <p><i>"Please, come and write on the whiteboard what actions you do to be prepared for an English activity."</i></p>	Group discussion.	Informal CCQs, ICQs.	5

Pre	<p>The strategies “taking notes” and “asking for clarification or verification” will be explicitly presented and explained to the class.</p> <p>Video depicting a note taking situation: https://www.youtube.com/watch?v=Ni34Am19XFA</p> <p>https://www.youtube.com/watch?v=3kxF1-jkz-U</p> <p>Video teaching how to ask for clarification or verification: https://www.youtube.com/watch?v=CPOECEAXnjA</p>	<p><i>“When listening, take a moment, and be prepared to write. There are many way in which you can organize your ideas. A good technique is to use a semantic map (mind map.)”</i></p> <p><i>“During our observation, we have detected a very important weakness. That is why I will present you a group of sentences to be used depending on what you might need.”</i></p>	<p>Direct instruction, modeling.</p> <p>Problem Solving.</p>	<p>Informal CCQs, ICQs.</p>	<p>10</p>
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<p>While</p>	<p>Different audios will be played, their purpose is that students can exercise the LLS already presented. As they take notes, they will be asked to report/show/compare what they have listened.</p> <p>Furthermore, students will be requested to ask for clarification or verification regarding their report.</p> <p><i>Video for exercising "taking notes" whilst they practice reported speech:</i></p> <p>https://www.youtube.com/watch?v=vZr_CMGedvo</p> <p><i>Audio for exercising "taking notes":</i></p> <p>https://www.esl-lab.com/easy/family-activities/</p>	<p><i>"You will now listen to a person speaking. Remember how to take notes on what is being said".</i></p> <p><i>"Be prepared to report what you have written and to ask for clarification or verification to your classmates".</i></p>	<p>Performance activities.</p> <p>Cooperative learning.</p>	<p>Informal</p> <p>CCQs, ICQs.</p> <p>T monitors and gives comments on the process.</p>	<p>15</p>
<p>Post/Closing</p>	<p>Teacher gives feedback/comments on the students performance during the LLS' implementation class, and students are encouraged to reflect and give comments about the experience of working with explicitly taught LLS</p>		<p>Group discussion.</p>	<p>Informal</p> <p>T makes comments upon the students performance. Feedback.</p>	<p>5</p>

Appendix 5.

Lesson plan - Implementation of Language Learning Strategies (LLS).		Observer(s): <i>Jhon Rivas, Richard Urra.</i>
School: Instituto de Humanidades Concepción.		
<ul style="list-style-type: none"> Class: Second Language Learning Strategies Implementation. 	<ul style="list-style-type: none"> Date: November 20th, 2019. 	<ul style="list-style-type: none"> Time & length: 45 minutes / 1 module.
<ul style="list-style-type: none"> Lesson Aim: Students will be able to reuse and practice the “<i>taking notes</i>” and “<i>asking for clarification or verification</i>” language learning strategies in order to use reporting verbs. Learning Outcome: Students are going to listen to recorded conversations and explanations in function of deciding when to use reporting verbs. Ref. Planes y Programas: Unrelated to Ref. Planes y Programas. 		
<ul style="list-style-type: none"> Unit Name: “Speak Out”. 	<ul style="list-style-type: none"> Unit Aim: To learn and apply the use of reporting verbs. 	<ul style="list-style-type: none"> Implementation: 02
<ul style="list-style-type: none"> Assumed Knowledge: Different grammatical tenses: simple past, past continuous. Reported speech. 	<ul style="list-style-type: none"> Material & Resources: Computer, data projector, speakers, whiteboard, markers. 	
<ul style="list-style-type: none"> Anticipated Problems & Solutions: Material and resources difficulties... ..researcher is to double check materials and resources before the class begins. 		

Stage of the lesson	Procedure <i>What am I going to do?</i> <i>What are students going to do?</i>	Explanations, instructions <i>What am I going to say?</i>	Learning Strategy	Assessment	Time
Lead in	<p>A brief conversation of the previously taught LLS will be performed as a group.</p> <p>Students will be encouraged to share their experience throughout the week in relation to the LLS seen.</p>	<p><i>"Do you remember what we practiced last week? What was that about?"</i></p> <p><i>"Have you had the chance to use the strategies in classes?"</i></p>	Group discussion	Informal CCQs, ICQs	5

<p>Pre</p>	<p>The strategies "taking notes" and "asking for clarification or verification" will be briefly presented and explained to the class once again.</p> <p>Video depicting a note taking situation:</p> <p>https://www.youtube.com/watch?v=3kxF1-jkz-U</p> <p>Video teaching how to ask for clarification or verification:</p> <p>https://www.youtube.com/watch?v=CPOECEAXniA</p> <p>https://www.youtube.com/watch?v=28KTEQ7velc</p> <p>https://www.youtube.com/watch?v=TrCsLOqOuSg</p>	<p><i>"When listening, take a moment, and be prepared to write. There are many ways in which you can organize your ideas. A good technique is to use a semantic map (mind map.)"</i></p> <p><i>"During our observation, we have detected a very important weakness. That is why I will present you a group of sentences to be used depending on what you might need."</i></p>	<p>Direct instruction, modeling</p> <p>Problem Solving</p>	<p>Informal</p> <p>CCQs, ICQs</p>	<p>10</p>
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<p>While</p>	<p>Different audios will be played, their purpose is that students can exercise the LLS already presented.</p> <p>Video for exercising "taking notes" whilst they are getting involved with "reporting verbs":</p> <p>https://www.youtube.com/watch?v=o339vdnGj3g</p> <p>Reporting verbs video activity:</p> <p>https://www.youtube.com/watch?v=KLwHycuewhY</p>	<p>"You will now listen to a person speaking. Remember how to take notes on what is being said"</p> <p>"If you do not understand something, remember what you should do".</p> <p>"What specific actions did the girl do? for example: She apologized..."</p>	<p>Performance activities</p> <p>Cooperative learning</p>	<p>Informal</p> <p>CCQs, ICQs.</p> <p>T monitors and gives comments on the process</p>	<p>15</p>
<p>Post/Closing</p>	<p>Students are asked to complete a brief questionnaire with important information.</p> <p>As a group, a brief reflection upon the strategies will be carried out.</p>		<p>Group discussion</p>	<p>Informal</p> <p>Feedback</p>	<p>5</p>

Appendix 6.

<p>Lesson plan - Implementation of Language Learning Strategies (LLS).</p>	<p>Observer(s): Victoria Burboa</p>
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School: Instituto de Humanidades Concepción.		
<ul style="list-style-type: none"> • Class: Third Language Learning Strategies Implementation. 	<ul style="list-style-type: none"> • Date: November 27th, 2019. 	<ul style="list-style-type: none"> • Time & length: 45 minutes / 1 module.
<ul style="list-style-type: none"> • Lesson Aim: Students will be able to use “<i>summarizing</i>” and “<i>cooperating with peers</i>” language learning strategies in order to answer a questionnaire. • Learning Outcome: Students are going to listen to a recorded story in function of answering a written questionnaire regarding the use of “<i>summarizing</i>” and “<i>cooperating with peers</i>” language learning strategies. • Ref. Planes y Programas: Unrelated to Ref. Planes y Programas. 		
<ul style="list-style-type: none"> • Unit Name: Unrelated to the unit. 	<ul style="list-style-type: none"> • Unit Aim: Unrelated to the unit. 	<ul style="list-style-type: none"> • Implementation: 03
<ul style="list-style-type: none"> • Assumed Knowledge: • “Taking notes” language learning strategy. • “Asking for clarification or verification” language learning strategy. 		<ul style="list-style-type: none"> • Material & Resources: • Computer, data projector, speakers, whiteboard, markers.
<ul style="list-style-type: none"> • Anticipated Problems & Solutions: • Material and resources difficulties... ..researcher is to double check materials and resources before the class begins. 		

Stage of the lesson	Procedure <i>What am I going to do?</i> <i>What are students going to do?</i>	Explanations, instructions <i>What am I going to say?</i>	Learning Strategy	Assessment	Time
Lead in	<p>A brief conversation of the previously taught LLS will be performed as a group.</p> <p>Students will be encouraged to share their experience throughout the week in relation to the LLS seen.</p>	<p><i>"Do you remember what we have practiced so far? What was that about?"</i></p> <p><i>"Have you had the chance to use the strategies in classes this time?"</i></p>	Group discussion	Informal CCQs, ICQs	5

<p>Pre</p>	<p>The strategies “summarizing” and “cooperating with peers” will be presented and explained to the class.</p>	<p><i>“When summarizing a story, try to identify the different stages of the story itself and take notes to help you summarize.”</i></p> <p><i>“I know you have done this before, but it is very important to indicate the benefits of working with your classmates, for example: 1 person takes notes on very important details of a task, and the other person may look up new vocabulary on the dictionary ”</i></p>	<p>Direct instruction, modeling</p> <p>Problem Solving</p>	<p>Informal</p> <p>CCQs, ICQs</p>	<p>10</p>
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<p>While</p>	<p>A recorded short story will be played to the students, so that they practice “summarizing” and “practising naturalistically” language learning strategies.</p> <p>Link of the story:</p> <p>https://www.rongchang.com/qa2/stories/story011.htm</p>	<p><i>“Okay, get in pairs! You will work cooperatively now!”</i></p> <p><i>“You have to listen carefully, taking notes is very important in this activity, it will help you to create a summary of the story... and remember, what do you have to do if you do not understand something?”</i></p> <p><i>“After the recordings are played you will have to work together and answer a short questionnaire”</i></p>	<p>Performance activities</p> <p>Cooperative learning</p>	<p>Informal</p> <p>CCQs, ICQs.</p> <p>T monitors and gives comments on the process</p>	<p>15</p>
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Post/Closing	As a group, a brief reflection upon the strategies will be carried out.	<p><i>"What did we learn today?"</i></p> <p><i>"Did you find the strategies useful ? Did they complement themselves?"</i></p> <p><i>"Do you think these strategies will help you in the future ? How?"</i></p>	Group discussion	<p>Informal</p> <p>Feedback</p>	5
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Appendix 7.

Lesson plan - Implementation of Language Learning Strategies (LLS).		Observer(s): To be determined.	
School: Instituto de Humanidades Concepción.			
<ul style="list-style-type: none"> Class: Fourth Language Learning Strategies Implementation. 	<ul style="list-style-type: none"> Date: November 28th, 2019. 	<ul style="list-style-type: none"> Time & length: 45 minutes / 1 module. 	

- **Lesson Aim:** Students will be able to use the language learning strategies already taught (*Taking notes, Asking for clarification or verification, Summarizing and Cooperating with peers*) whilst they listen to a short story narrated by native speakers with the purpose of exercising the “*practising naturalistically*” language learning strategy.
- **Learning Outcome:** Students are required to use the language learning strategies learnt so far, in native speaking context.
- **Ref. Planes y Programas:** Unrelated to Ref. Planes y Programas.

- **Unit Name:** Unrelated to the unit.

- **Unit Aim:** Unrelated to the unit.

- **Implementation:** 04

- **Assumed Knowledge:**
- “Taking notes” language learning strategy.
- “Asking for clarification or verification” language learning strategy.
- “Summarizing” language learning strategy
- “Cooperating with peers” language learning strategy

- **Material & Resources:**
- Computer, data projector, speakers, whiteboard, markers.

- **Anticipated Problems & Solutions:**
- Material and resources difficulties... ..researcher is to double check materials and resources before the class begins.

Stage of the lesson	Procedure	Explanations, instructions	Learning Strategy	Assessment	Time
Lead in/Pre	<p><i>What am I going to do?</i></p> <p><i>What are students going to do?</i></p> <p>The strategy “<i>practising naturalistically</i>” will be presented and explained to the class.</p> <p>The two native speakers participants will be presented, the students are encouraged to interact with them.</p>	<p><i>What am I going to say?</i></p> <p>“<i>Today I am going to present you a new strategy and to do so I brought two friends that will help me. These are Kris and Charlie</i>”</p> <p>“<i>Would you like to ask them something?</i>”</p> <p>“<i>Practising naturalistically means to understand the meaning of a message in a “natural” context.</i>”</p>	Direct instruction	Informal CCQs, ICQs	10

<p>While</p>	<p>A short story will be read aloud to the students by the native speakers</p> <p>As the short story is being read, questions will be asked to the students.</p>	<p><i>"Now, you will work with our native speakers!"</i></p> <p><i>"Take this opportunity and use the strategies that you already know"</i></p> <p><i>"You have to listen carefully to the story they will read to you.</i></p> <p><i>I will be asking questions about that"</i></p>	<p>Performance activities</p> <p>Cooperative learning</p>	<p>Informal</p> <p>CCQs, ICQs.</p> <p>T monitors and gives comments on the process</p>	<p>15</p>
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Post/Closing	<p>A brief recommendation regarding the use of these strategies will be carried out.</p> <p>Ss will tell their opinion about the Language Learning Strategies' classes</p> <p>The students are again invited to interact with the native speakers.</p>	<p><i>"Do not forget that these tools can help you to improve your language learning, and of course, they not only can be used in English, but also in other subjects as well"</i></p> <p><i>"If you want to talk to our guests, now it's the time!"</i></p>	Group discussion	<p>Informal</p> <p>Feedback</p>	10
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Appendix 8.

Researchers' diagnostic observation instrument to detect the implementation and use of LLS in the classroom mainly from the point of view of the teachers.

1.- The teacher raises awareness regarding LLS.

Yes.

No.

2.- If yes, what type of LLS?

Direct.

Indirect.

3.- If direct, teacher uses:

<input type="checkbox"/> Memory Strategies	<input type="checkbox"/> Cognitive Strategies	<input type="checkbox"/> Compensation Strategies
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<input type="checkbox"/> Creating mental linkages. <input type="checkbox"/> Applying images and sounds. <input type="checkbox"/> Reviewing well. <input type="checkbox"/> Employing action.	<input type="checkbox"/> Practicing. <input type="checkbox"/> Receiving and sending messages. <input type="checkbox"/> Analyzing and reasoning. <input type="checkbox"/> Creating structure for input and output.	<input type="checkbox"/> Guessing intelligently. <input type="checkbox"/> Overcoming limitations in speaking and writing.
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Profitable/other information:
According to the observation, even though the use of language learning strategies in the classroom is completely tacit, during a considerable period of time (about 10 minutes) T uses the memory strategy: "Reviewing well" by activating and checking background knowledge which has been covered during the unit's period (Chapter 7: "Let's cook", Story Central Macmillan Education).

4.- If Indirect, teacher uses:

<input type="checkbox"/> Metacognitive Strategies	<input type="checkbox"/> Affective Strategies	<input type="checkbox"/> Social Strategies
<input type="checkbox"/> Centering your learning. <input type="checkbox"/> Arranging and planning your learning. <input type="checkbox"/> Evaluating your learning.	<input type="checkbox"/> Lowering your anxiety. <input type="checkbox"/> Encouraging yourself. <input type="checkbox"/> Taking your emotional temperature.	<input type="checkbox"/> Asking questions. <input type="checkbox"/> Cooperating with others. <input type="checkbox"/> Empathizing with others.

Profitable/other information:

5.- Are LLS taught explicitly?

- Yes.
- No.

6.- If so, what specific actions does the teacher conduct?

7.- Do students use any LLS in classroom?

- Yes.
- No.

8.- If so, what specific actions do the students perform?

During a "reading aloud" activity, a Ss used the compensation strategy "guessing intelligently". Obviously, this was performed in order to grasp the general idea of the text, and at the same time avoiding the confusion produced by trying to guess the meaning of a particular unknown word. As a result, the indirect/social strategy "Asking for clarification or verification" it is highly recommended to be taught and implemented in this classroom, in function of helping students to regulate their own language learning process, plus encouraging students to ask the meaning of a particular word or request an specific action.

9.- Are there LLS oriented lessons in the course(s) syllabus?

- Yes.

~~✓~~ No.

8.- If so, what is their total frequency in the program?

Appendix 9.

Entrevista Pre-intervención

1. **¿Considera que alguna de las 4 habilidades es más importante que otra? ¿Por qué?**

"Ehh no, para mí son todas importantes. Como colegio bilingüe, acá se utilizan todas las habilidades diariamente".

2. **¿Qué tan seguido implementa "listenings" en sus clases? ¿Cómo los implementa?**

"Mmmmmm, eh como se habla inglés eh todos los días po' como nosotros hablamos en inglés todos los días, entonces ehh ellos están constantemente expuestos y escuchando. Siguen las instrucciones en inglés entonces, todos los días."

3. **¿Está usted familiarizada con alguna estrategia de aprendizaje? ¿ha usted enseñado alguna? ¿Cómo?**

¿En listening? Solamente en laa

"sí, casi todas, las utilizamos casi todas las estrategias de aprendizaje para llegar a todos los métodos de aprendizaje."

4. **¿Cree que existe algún beneficio para los estudiantes la implementación de estrategias de aprendizaje? ¿Ha sido capaz de notar algún cambio en el desempeño de los alumnos?**

"Si claro que si po'. Sí, es súper beneficioso ir cambiando las estrategias constantemente."

5. **¿Piensa en alguna estrategia en particular para hacer sus planificaciones? ¿Cuál o cuáles son las estrategias que más usa en sus clases?**

"Ninguna en particular pero siempre es que nosotros siempre variamos y vamos variando todas las estrategias, de evaluación, estrategias deee deee metodología para enseñar los contenidos. Siempre vamos eh constantemente se van cambiando, porque hay diferentes ritmos de aprendizaje, diferentes niños entonces se trata de siempre variar."

6. **¿Toma en consideración las estrategias de aprendizaje cuando enseña listening? Específicamente en esa habilidad, en listening.**

"Si po, si le dan las herramientas de las que tienen por ejemplo ehh poner atención en el vocabulario que ellos conocen, primero por ejemplo anotan eh palabras (se confunde por un segundo) que son conocidas y ahí de a poco van ahí trabajando el listening siempre trabajando el listening dependiendo de la actividad."

7. **¿Qué aspectos cree usted que son importantes para elegir una estrategia de aprendizaje para listening? (Richard explica la pregunta)**

"Ehh, el contenido, ehh no se po' de repente puede ser una canción, ehh puede ser ehh nosotros mismos po, por ejemplo como te digo acá como es bilingüe es distinto po' uno no elige de repente o sea videos ponte tú, para todos los días por ejemplo cuando ehh uno parte una unidad o yo cuando parto una unidad siempre la refuerzo po entonces ahí ya están ejercitando listening entonces aquí el listening es como todos los días po, uno habla inglés eh en la clase tú te das cuenta po' la clase es en inglés completamente, entonces eso ya es listening po."

Eso da por concluida la entrevista miss, muchas gracias.

Appendix 10.

Anecdotal record summary

- El profesor comienza preguntando a los alumnos si es que estos saben algo sobre las LLS para activar background knowledge.
- El profesor pregunta a los alumnos que es lo que hacen ellos cuando se enfrentan a una situación de listening.
- El profesor activa background knowledge al comienzo de cada clase.
- La profesora guía interviene la clase cuando los alumnos conversan mucho entre ellos o están muy ruidosos.
- En todas las clases observadas había un porcentaje de estudiantes que no tomaban atención al profesor.
- Los estudiantes no usan las estrategias activamente, esperan a la recomendación del profesor (para asking for clarification principalmente)
- Siempre hay un porcentaje de estudiantes que es capaz de explicar lo que se le es pedido (ventajas de trabajar en pares, que es un mind map, etc.)
- Un grupo de estudiantes conversa mientras el profesor explica las instrucciones.
- Al final de las clases se hace un sum-up y varios estudiantes responden que son estrategias que les pueden servir, no solo en esa clase.
- A mitad de los audios, los alumnos comenzaban a hablar entre ellos.* También ocurría que a medida que se repetían los audios, más alumnos empezaban a tomar atención.
- Algunos estudiantes usaban las estrategias inconscientemente.

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Belén C. Muñoz M.
TÍTULO DEL SEMINARIO EVALUADO:	ANALYSIS OF LANGUAGE LEARNING STRATEGIES PERCEPTIONS OF 5TH GRADE STUDENTS FROM A PRIVATE SCHOOL IN CONCEPCIÓN, CHILE
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Nayadeth Becerra C. - Victoria Burboa V - Jhon Rivas C. - Pedro Rivera C. - Richard Urrea R.
CARRERA	PEMI
PROFESOR GUÍA	Dr. Jorge Lillo.

Nota: Evalúe de 1.0 a7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7,0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6,5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7,0
Promedio	6,9

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,5
2. Uso del lenguaje técnico coherente con la temática estudiada.	7,0
3. Calidad y precisión del marco teórico/ Conceptual.	7,0
Promedio	6,8

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6,0
2. Presentación del método de investigación y su diseño.	6,5
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,5
5. Precisión de las estrategias y técnicas de recogida de datos.	6,5
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	4,0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,0
Promedio	6,1

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7,0
3. Discusión de los resultados de la investigación.	5,5
4. Conclusiones sustentadas en los resultados o hallazgos.	6,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6,5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6,5
Promedio	6,3

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	6,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	6,5
4. Coherencia en la redacción.	7,0
5. Sistematización en la formulación de citas y referencias bibliográficas.	5,5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	4,5
Promedio	6,1

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,9	1,72
B. Del Marco Teórico referencial	20%	6,8	1,36
C. Del Diseño Metodológico de la investigación	20%	6,1	1,22
D. Del Contenido Temático y los Resultados	25%	6,3	1,58
E. De los aspectos formales	10%	6,1	0,61
Nota promedio final			6,49

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

A very good work. Some details need to be specified; however, it fulfils most of the requirements.
It would be recommended to adjust the title of the investigation as it is too general, it may misinform.
Congratulations!

Aprobada en Consejo de Facultad / abril de 2011

Belén C. Muñoz Muñoz
FIRMA PROF. EVALUADOR

Fecha: 04 de noviembre de 2020



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Maria Gabriela Sanhueza Jara
TÍTULO DEL SEMINARIO EVALUADO:	ANALYSIS OF LANGUAGE LEARNING STRATEGIES PERCEPTIONS OF 5TH GRADE STUDENTS FROM A PRIVATE SCHOOL IN CONCEPCIÓN, CHILE
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Nayadeth Becerra C. Victoria Burboa V. Jhon Rivas C. Pedro Rivera C. Richard Urra R.
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Jorge Lillo Durán

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
Promedio	6,91

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	7
Promedio	7

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6
5. Precisión de las estrategias y técnicas de recogida de datos.	6.7
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7



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8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7
Promedio	6,77

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6
3. Discusión de los resultados de la investigación.	6,8
4. Conclusiones sustentadas en los resultados o hallazgos.	7
5. Explícitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7
Promedio	6,71

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	6,8
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	6
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	5,5
Promedio	6,55

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,9	1,72
B. Del Marco Teórico referencial	20%	7	1,40
C. Del Diseño Metodológico de la investigación	20%	6,8	1,36
D. Del Contenido Temático y los Resultados	25%	6,7	1,67
E. De los aspectos formales	10%	6,6	0,66
Nota promedio final			6,81

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resume su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Estudio de una problemática bien acotada y significativa, con solido respaldado teórico sobre la base de bibliografía pertinente y actualizada. ¡Buen trabajo!

Como parte de la evaluación y con el fin de mejorar el informe de la investigación realizada, sugiero:

- velar por la consistencia al referirse al objetivo de la investigación; en ocasiones se hace mención a la descripción de reacciones, descripción de reacciones y percepciones, en otras a detección y descripción de percepciones y reacciones, a la observación las reacciones y percepciones, al análisis de las percepciones de los estudiantes, análisis de las percepciones y opiniones. Sugiero explicitar en el informe (tal vez a pie de página)



Educación

la definición de los conceptos *opiniones, reacciones, percepciones*, según se explicita en el objetivo de esta investigación.

- explicitar la consideración del profesor/a como informante en la etapa de diagnóstico
- incorporar evidencia de la información recabada a través del registro anecdótico de observación de clases.
- incorporar como apéndice el consentimiento informado firmado por las autoridades del colegio
- revisar formatos de referencias bibliográficas en el texto para ajustarlas a modelo de citación APA.
- revisar aspectos lingüísticos señalados en el texto.

Aprobada en Consejo de Facultad / abril de 2011



María Gabriela Sanhueza Jara
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FIRMA PROF. EVALUADOR

Fecha: 23 de noviembre de 2020