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**“Identifying Language Learning Strategies promoted by English as a Foreign Language teachers from Municipal, Subsidized and Private Secondary schools for speaking skills during virtuality, in the Province of Concepción”**

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## ABSTRACT

This research focuses on the promotion of Oxford's Language Learning Strategies (LLS) reported by English as a Foreign Language (EFL) teachers during virtuality in different types of secondary schools in the province of Concepción in order to promote speaking skills.

Quantitative and qualitative data were gathered through a survey adapted from the Strategy Inventory for Language Learning (SILL) by Oxford (1990) in which EFL teachers working in Municipal, Subsidized and Private Secondary Schools reported the use of Oxford's Direct LLS promoted to develop speaking skills; as well as the adaptation and teachers' perception about the most useful ones to develop the foreign language in a virtual context. Therefore, data revealed that LLS remained similar regarding the types of strategies used before virtuality; nevertheless, LLS were less promoted in general by EFL teachers during virtual learning. Additionally, the switch in learning-teaching modality attained an adaptation in some LLS in order to favor the context and content where they were promoted. Thus, Video Conferencing Platforms (VCP) were necessary for this adaptation stage. According to EFL teachers, LLS promotion decreased during virtuality, although it remained their use is directly encouraged by VCP in virtual settings.

*Keywords:* LLS, VCP, teachers, virtuality, speaking, strategies.

## RESUMEN

Este trabajo se centra en la promoción de las Estrategias de Aprendizaje de Lenguas (LLS, por sus siglas en inglés) de Oxford reportadas por profesores de Inglés como lengua extranjera (EFL) durante la virtualidad en diferentes tipos de colegios de enseñanza media o secundaria de la provincia de Concepción.

Se recopilaron datos cuantitativos y cualitativos a través de una encuesta adaptada del Strategy Inventory for Language Learning (SILL) de Oxford (1990) en la que los profesores de EFL que trabajan en colegios municipales, subvencionados y privados reportaron las LLS directas de Oxford promovidas para desarrollar la competencia oral; así como, la adaptación de estrategias y percepción de los profesores sobre las más útiles para desarrollar la lengua extranjera en un contexto virtual. Por consiguiente, los datos revelaron que las LLS se mantuvieron similares en cuanto a los tipos de estrategias utilizadas antes de la virtualidad; sin embargo, las LLS fueron menos promovidas en general por los profesores de EFL durante el aprendizaje virtual. Además, el cambio en la modalidad de aprendizaje-enseñanza logró una adaptación en algunas LLS para favorecer el contexto y el contenido en el que se promueven. Por lo tanto, las plataformas de videoconferencia (VCP) fueron necesarias para esta etapa de adaptación. Según los profesores de EFL, la promoción de las LLS disminuyó durante la virtualidad, aunque siguió siendo fomentado su uso directamente por las VCP en entornos virtuales.

Palabras clave: LLS, VCP, profesores, virtualidad, hablar, estrategias.

## TABLE OF CONTENTS

Acknowledgements	2
Abstract	4
Introduction	9
Chapter I: Theoretical Framework.	11
I.    Information and Communication Technologies in Education.	11
1. Learning with ICT classrooms.	14
a. Electronic learning.	15
b. Distance learning.	15
c. Blended learning.	15
i.    Face to face.	15
ii.   Self-spaced learning.	15
iii.  Online collaborative learning.	15
1. Synchronous collaborative.	16
2. Asynchronous collaborative learning.	16
2. Video Conferencing platforms in education.	16
II.   Educational changes to the pandemic context.	19
1. Students in a pandemic context.	20
2. Educators' adaptation to the pandemic context.	20
3. Teaching and videoconferencing during pandemic virtuality.	22
III. Teaching English as a Foreign Language.	23
1. Language Learning Strategies (LLS).	24

1.1 Types of Language Learning Strategies.	26
1.2 Learning Language Strategies for Improving Skills In L2.	31
1.3 Teaching Language Learning Strategies.	33
1.4 The use of LLS in Speaking.	37
Chapter II: Methodological Framework.	40
I. Problem Statement.	40
II. The purpose of this research.	41
III. Research Questions.	41
IV. Objectives.	42
1. General Objective.	42
2. Specific Objectives.	42
V. Methodology.	42
VI. Participants.	44
VII. Instrument.	44
VIII. Procedure.	45
IX. Data Analysis.	46
Chapter III: Results.	47
I. Quantitative Analysis.	47
II. Qualitative Analysis.	60
1. Modification of Language Learning Strategies during virtuality.	61
2. Effectiveness.	64
Chapter IV: Discussions.	68
Chapter V: Conclusion.	73

Chapter VI: Limitations and Projections.	75
I.    Limitations.	75
II.   Projections.	75
Chapter VII: References.	77
Chapter VIII: Appendixes.	89
I.    Survey.	89
II.   Validation guidelines.	99
III.  Chapter III chart.	102
IV.  Demographic information graphs.	105
V.   Evaluation Guidelines	111

## INTRODUCTION

Language Learning Strategies are defined by Oxford (2003) as actions, techniques or tools commonly utilized to improve language learning in non-native speakers when dealing with certain tasks that involve a foreign language. Oxford divided Language Learning Strategies into two categories, Direct and Indirect Strategies, which were then subdivided into six groups. For the purposes of this research, it was decided to analyze only Direct Language Learning Strategies, which is divided into three categories: Memory-related, Cognitive, and Compensatory Strategies.

Regarding EFL, the Chilean curriculum focuses on the Communicative approach, promoting interactional and real-world learning. In the framework of the current pandemic context, the Chilean educational system switched to e-learning supported by ICT (Information and Communication Technologies). Different researchers (Gladovic, et al., 2019 and British Educational Communications and Technology Agency, 2003) agree that a considerable part of the success of VCP in educational settings is attributed to the attitude of teachers and students toward the use of ICT.

Teachers' promotion of strategies could have been impacted since they were forced to implement the strategies they used to employ in face-to-face lessons in virtual classrooms. However, since pandemic and virtual contexts are recently developed in all countries, studies or literature that have proven and supported the LLS use in virtual classrooms are almost void. Inspired by the literature provided by Oxford (2003) on the matter of LLS, this study seeks to identify the promotion of direct strategies when developing speaking skills and to provide EFL teachers with updated data

about the use of strategies in a virtual setting. Therefore, a survey was conducted, adapted from Oxford's SILL, where fifty EFL secondary teachers participated by reporting their early experiences when promoting LLS to develop speaking skills in virtual classrooms and the possible adaptations that strategies experienced. The information obtained throughout this process can be important in the development of speaking skills in Chilean classrooms with the support of Oxford's Language Learning Strategies in further contexts.

## **Chapter I: Theoretical Framework**

### **I. Information and Communication Technologies in Education**

According to UNESCO (2009) Information and Communication Technologies (ICT) can be defined as:

A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, vision/videoconferencing, etc.) (p.120)

ICT resources refer to any technological device, application or computer programming system that allows users to connect with technology itself and other users. In the case of computers in education, it was the 1980s when the first ones were used for such purposes (Ghavifekr et al., 2016). In Chile, according to the Comisión Nacional de Investigación Científica y Tecnológica (2008) “between 1989 and 2004, the number of computers grew 27 times; and in the case of the Internet, which did not exist in the country in 1989, the number of users went from 250 thousand in 1997 to almost 4.8 million in 2004” (p.2). This means that the use of technology and information grew over the years. In agreement with Gilakjani & Lai-Mei (2012) “the vast resources and opportunities that computers and the Internet provide have brought about new tools, approaches,

and strategies in language teaching and learning” (p.1). Nowadays, since current generations are digital natives, technology is present inside the classroom aiding teachers and students. ICT have become essential tools to improve the learning and teaching of a second language.

One of the advantages provided by the implementation of technology in the acquisition of a second language is that it will help motivate the student and increase participation and autonomous work. Gilakjani (2017) mentions that “when the lessons are fun for the learners, they will be more excited to take part” (p.2)—allowing to make the teaching-learning process more didactic and entertaining. Rodinadze & Zarbazoia (2012) add that “information technology provides teachers with an endless choice of multimedia, software, applications and devices with which to create more exciting, interactive lessons.” (p.3). They help to keep students engaged with learning and motivated with the language.

For teachers, ICT are also instruments that allow the break of temporary and geographical barriers when teaching, as well as encouraging the student to learn more than what is requested by the curriculum and, more importantly, learning in their own way. According to Ying et al., (2021), educators and learners should utilize technology in teaching and learning process, since these processes must not be restricted to a physical classroom. Moreover, Gilakjani (2017) adds that “technology integration helps learners learn what they want to learn and learn more than what teachers ask them to learn.” (p. 102). Self-Regulated Learning (SRL) allows students to analyze how they learn, and actively and consciously learn how to regulate their cognitive, metacognitive, behavioral and emotional process to foster their own learning (Vera, 2021). ICT provide an opportunity for students to approach learning consciously of their process. Technology helps to

streamline the teaching-learning process since students, by learning on their own, arrive prepared and motivated for classes.

ICT have the advantage of providing educators with the opportunity to promote listening and speaking skills in students, since they are motivated to learn a new language through apps, multimedia and entertainment platforms. Teachers can create an energetic and engaging English class by adding modern devices to their activities such as laptops or tablets, which can be used for interactive audio and videos (Rodinadze & Zarbazoia, 2012). The intention is to keep students motivated with learning the language. As Frydrychova et al., (2014) report on the survey about the purposes a teacher uses ICT in lessons, “they particularly used multimedia aimed at the development of listening (nine teachers/ 82%) and speaking skills (eight people/ 73%) in order to have up-to-date authentic material for their English lessons” (p.55). This specifies that technology is mostly used by teachers as a strategy to achieve and improve speaking and listening skills and keep the students engaged in learning by using material of their interest. In addition, Ying et al. (2021) remarks that “creating and sustaining supportive learning surroundings, developing learning communities, providing consistent input on time and using the best technologies to produce the right content are all examples of how e-learning can provide interesting learning opportunities for learners via online” (p.1508). This ratifies that even though technology is used in a vast way by teachers, the resources are directly addressed to students' advantage.

The application of technology in teaching has made an important advance for both the teacher and the student. ICT offer a variety of teaching methods, offering teachers a whole range of tools to teach more interactive and dynamic lessons, generating new spaces of communication between the

teacher and his students, and overcoming obstacles such as distance and time. As Rodinadze & Zarbazoia (2012) state, many universities incorporated remote teaching by the 1990s, meaning classrooms have been presenting a flexible alternative to approach teaching and learning in the modern world.

### ***1. Learning with ICT classrooms***

As stated by Fernández-Gutierrez et al., (2020) tools such as computers, websites and emails have been immersed and spread quickly inside the educational field, due to their many benefits such as providing wider access to information, more opportunities to promote autonomy and flexibility in students and, for educators. As mentioned before, ICT provide the chance to improve class material and make it more attractive and interactive which ultimately contributes to improving learning outcomes. ICT present an opportunity for students and teachers to help the learning process to be more effective as technologies become more accessible and newer generations view its use as part of education.

The Internet facilitates the use of popular communication technologies and social networks to be considered inside the classroom by stating that they foster collaborative and social learning (García, B., & Augusto, C 2016). Many other communication technologies allow instant social interaction, eliminating space and distance limitations within a virtual space. According to Kumar (2008), ICT provide the opportunity to enhance education making it interesting, more effective and allowing connectivity. Furthermore, he states they allow education in three forms:

- a. **Electronic Learning.** Also called e-learning or online learning strongly associated with advanced learning technology and distance learning. The available network or multimedia technology allows the user to access learning by different methodologies without time constraints, attendance, or travel difficulties.
  
- b. **Distance learning.** Also called open learning or remote learning. Students work on their own and they communicate with faculty members through chat rooms, via email, instant messages, etc.
  
- c. **Blended learning.** Also called the mixed model. The mixture of three methods works together to suffice learning.
  - i. **Face-to-Face Learning.** It refers to traditional learning occurring inside the classroom. Common for lectures, regular lessons, tutoring, etc.
  
  - ii. **Self-Paced Learning.** It refers to the autonomous work on behalf of the learners who make use of the time and resources they have available. For example, study class material, web-based or cd-based courses, reviewing pre-recorded classes or sessions, internet browsing, etc.
  
  - iii. **Online Collaborative Learning.** It involves the active use of virtual classrooms through web platforms that allow synchronous or asynchronous connectivity.

1. **Synchronous collaborative learning:** Learners and faculty members are connected at the same time.
  
2. **Asynchronous collaborative learning:** Learners and faculty members use virtual tools to communicate at their own convenience.

E-learning, distance learning and blended models provide an educational opportunity mediated by technology, allowing learners to access education and connectivity regardless of time, place and method. Tools such as instant messages apps, email accounts and chat rooms provide learners with the necessary resources to teach, as well as freedom to choose their own process.

## ***2. Video Conferencing Platforms in Education***

The concept of “classroom” does not only refer to a physical and tangible space where students and educators are in proximity and the lesson is taking place at a specific time and place. Classrooms have become more flexible to favor different contexts and globalization, even branching to different online categories. In the categories mentioned by Kumar (2008) E-learning, the blended method, and distance learning are possible because of the many tools provided by video conferencing platforms. The largest online tech marketplace and software purchase webpage, known as G2, provides the rating and reviewing of video conferencing platforms (VCP). These platforms are referred to as applications that enable users to maintain long-distance communication with audio meetings and video meetings, replacing in-presence attendance for a

virtual form of communication and presence. In accordance with the “platform ratings” provided by the data presented by the webpage, the most used VCP are:

- Zoom: With a rating of 4,5 stars out of 5, the zoom platform grants video meetings, voice, webinars, and chat for the host and participants.
- Microsoft Teams: two tenths down, Microsoft teams is granted 4.3 stars out of 5 and defined as a chat-based space present in the Office 365 version.
- Skype: In a tied vote with Microsoft teams, skype offers uncharged internet calls to connect with others.

After Zoom, Teams and Skype, a long list of other video conferencing software follows, such as Webex meetings, BlueJeans meetings, GoToMeeting, etc. Apart from the length of the list evidencing that various options are available for video conferencing, all softwares must have the following tools and features at the users’ disposition to be considered a good software: video calling, audio calling, recording, screen sharing, document sharing, scheduling, text chat, presentations, subtitles and closed captions. All these tools presented by G2 show that these types of software fulfill specific requirements and necessities within the user interest. The biggest users of video conferencing software are businesses, freelancers and schools. In educational terms, video conferencing software can be turned into Online Learning Platforms and Learning Management Systems (LMS) to maintain communication between teachers and students. Ying et al., (2021), mentions that LMS such as Canvas, Moodle, Google Classroom, Schoology and social media

(Whatsapp, Facebook and Youtube) are heavily used as e-learning applications during e-learning. They allow students to hold information and to upload assignments and material being engaging for students. Moreover, VCP and LMS make sure that the learning process is not interrupted even though the process is not being executed face-to-face.

Among the benefits of video conferencing in learning and teaching, it has been found that students participate more and are motivated to speak up. Teachers experience an increase of participants since video conferences overcome the space barrier. Different researchers (Gladovic et al., 2019 & British educational communications and technology agency, 2003) agree that a considerable part of the success of VCP in educational settings is attributed to the attitude of teachers and students towards the use of ICT. Gladovic et al., (2019) reports that 80% of the participants have a positive response to videoconferencing, but the results also stated that 80% of the participants prefer classic classrooms. The above implies that interesting factors existing in virtuality do not replace the comfort of face-to-face education.

Video conferencing makes long-distance education possible. With the tools available within the software itself, the education process can be implemented, motivating students to participate and teachers to modify the material for the lesson plans. Education through technology facilitates communication and collaboration. However, when a disruptive context as the one the educational community experiences today takes place, long-distance education can be a challenge for students and teachers.

## **II. Educational Changes to the Pandemic Context**

For more than two years, the world has been facing the most concerning sanitary emergency of the last decade. In December 2019 a virus was reported to be affecting the Chinese population. In January 2020, The World Health Organization (WHO) took notice of the matter and published several reports to help the concerned authorities to maintain the virus under control- which at that point had been classified as a severe case of pneumonia. The virus escaped Chinese borders and rapidly spread across the European, Asian, African and American Continent (WHO, 2020). Most of the countries started taking measures to minimize human contact and decrease the spread of the disease.

On March 3<sup>rd</sup>, Chile reported the first case of COVID-19 and authorities began discussing protection and sanitary measures. On March 15<sup>th</sup>, President Sebastián Piñera announced the suspension of schools for two weeks (Silva & Soto, 2020). However, due to the increase in cases, the situation maintained through the entire year 2020. Face-to-face education became scarce not just in Chile, but around the world, which forcibly led to adaptability in many areas. As a result, the conventional educational system switched to e-learning, where video conferencing platforms became one of the best solutions to continue learning from home due to lockdowns in the country and around the world.

In November, 2021, the Chilean Ministerio de Educación (Mineduc), proclaimed face-to-face classes were going to be resumed as of March 2022. Mineduc noted that 98% of the educational institutions had returned to face-to-face classes under a blended or mixed modality. Mineduc also estimated that, if remote learning was still a reality by 2022, students could lose 88% of the expected learning of a school year. The threat to the latest educational plans for 2022 was the

variant of the virus, Ómicron. However, MINEDUC and UNICEF agreed that students couldn't take another year of online modality, therefore face-to-face lessons must be restored.

### ***1. Students in a Pandemic Context***

Due to the pandemic, 94% of the learners worldwide were affected during the year 2020, whether because of the direct impact of the new modality or because of other reasons such as essential meals were no longer under the responsibility of the educational institutions (De Giusti, 2020). According to the first survey about at-home educational experiences written by Ponce et al., (2020) other services, such as after class activities, remedial classes, professional assistance of students with learning disabilities and even lunch and recess snacks were no longer available because of school closures. The results of the survey showed a noticeable gap between the realities of students from private schools and Municipal institutions. Although 90% of the students reported having an electronic device, only one out of three had this resource for schoolwork only, meanwhile, in private schools, two out of three reported they had a laptop or computer or tablet specifically for schoolwork (Ponce et al., 2020, p.4). This research showed that the pandemic has widened the gap between social classes and the effect on learning opportunities.

### ***2. Educator's Adaptation to the Pandemic Context***

The change in modalities has not only affected students, but also disrupted educators' reality since they have had to innovate in new ways to deliver the content and assure the availability of education, as well as finding ways of being in touch with their students (Ponce et al., 2020).

According to a survey led by two analytics networks - The Dialogue and Teach for all – 57% of the participant teachers stated that the lack of readiness on communicational technologies hindered teacher’s professional development. Having knowledge regarding the ICT tools and materials used for teaching helps educators to be and feel more prepared for the current circumstances. Herrero et al., (2020, p.4) stated that 56% of the educators who have completed a training course on ICT, claimed to be ready for online modality. It is important for teachers to have training to feel ready and equipped to immerse themselves in the teaching role.

Because of the abrupt changes of circumstances, emergency remote teaching (ERT) took place and transformed the teaching methods to cope with the situation (Erarslan, 2021). During the first year of ERT, educators had to reinvent their teaching: some used radio or television programs, and some had material and assignments delivered (De Giusti, 2020, p. 3). Other teachers have used various other means, such as social media, emailing the material, offline homework to be done with the family and watching videos selected by the teacher to then complete a task (Ponce et al., 2020). Teachers are using different means to continue teaching during the pandemic trying to communicate with their students. The Dialogue and Teach for all reported that 83% of all teachers agreed that WhatsApp is a reliable channel of communication for an instant reach. A report called “Docencia durante la crisis sanitaria” (2020) stated that the internet is one the most used means for communication; 62% of the teachers have been in communication with 50% of their students and that 65% use chat platforms (whatsapp, google chat, etc). High school teachers who have one or more classes, lead in these behaviors. Because of context, adaptation was a must.

### ***3. Teaching and Videoconferencing During Pandemic Virtuality***

Teachers all around the world tried to find the best way to stay in touch with their students and VC platforms are the ICT resources in demand that can help transitioning from temporary ERT, to permanent online teaching with synchronous and asynchronous lessons. According to Herrero et al., (2020) Zoom and Microsoft Teams are two of the most used platforms for synchronic classes. However, they make direct communication difficult. Another aspect is that, enabling LMS provides the necessary opportunity for interaction with the creation of different virtual platforms where students and teachers can interact using forums or chat rooms (Vera, 2021). Synchronous and asynchronous can complement each other and VC and LMS can create an adequate space for interaction and learning. Despite the existing autonomy and freedom, universities must select a certain system, and the data obtained highlights the use of Zoom as said system, because of its flexibility, available tools and easy to use interface (Vera, 2021). Universities such as University of San Francisco, University of Washington, University of Florida, Berkeley University of California use Zoom, joining the 700 other universities and institutes that use it too. In Chile, universities part of the “Consejo Nacional de Rectores” and affiliated to “Red universitaria Nacional” use zoom (Vera, 2021). Universidad de Chile, Universidad de las Américas, Universidad Alberto Hurtado and Universidad Austral de Chile are some of the universities that use Zoom in complement with other online platforms to help them sustain education (Douglas, 2020). Universidad de Chile also uses U-cursos and Universidad Austral uses moodle. Universidad de Concepción uses Campus virtual, Canvas and Microsoft Teams. (Douglas, 2020) The latter is also one of the most used platforms. However, according to Vera (2021), the VC MS Teams -

alongside Skype and Webex - is one of the less preferable for educational purposes within the top three most used VC platforms which are: Zoom, Google Meet and MS Teams.

### **III. Teaching English as a Foreign Language**

Teaching and learning a second language such as English means managing the skills involved in this learning process, with these skills being: listening, writing, reading, and speaking. To succeed in learning this language, it is necessary to develop the skills or the abilities which could be difficult sometimes. Thus, teachers' role is to support students and help them to develop each of them. Even though education has changed from teacher-centered to learner-centered, with different approaches that put the main responsibility on students, teachers must be the main subject involved in the learning process, shaping, and promoting the use of different methods in teaching a foreign language.

Early researchers proposed some tools that work as strategies to achieve a successful acquisition of a foreign language. They are not only useful for learning a foreign language but also for teaching it, enduring the process to be successful in learning a second language. They are called Language Learning Strategies (LLS) which, according to different authors, create a more autonomous learning environment.

## **1. Language Learning Strategies (LLS)**

Learning Language Strategies (LLS) have been the object of research by different authors, such as Anna Chamot, Rebecca Oxford, J. Michael O'Malley, among others.

According to Chamot (2004), “learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal” (p.14), meaning that during the learning process learners are conscious of the use of different strategies. Chamot (2004) focuses on observable actions to identify the use of Language Learning Strategies by students. While the mental process is unobservable, the action that results from the mental process is observable. For example, a student selecting just important parts of a listening task will take notes in their copybook, which is the observable action that suggests they are using strategies during the task. Moreover, the author states that “in almost all learning contexts, the only way to find out whether students are using learning strategies while engaged in a language task is to ask them.” (Chamot, 2004, p.15)

Likewise, Oxford (2003) defines learning strategies as certain actions, techniques, tools or behavior used to enhance language learning in non-native learners. These techniques are useful when developing tasks that deal with the second/foreign language. Moreover, Language Learning Strategies “are among the main factors that help determine how – and how well – our students learn a second or foreign language” (Oxford, 2003, p.1). Some others, such as Rubin (2013), state that “learning strategies, considered inherent to the act of learning, are what students do when trying to learn and address their learning problems” (p.1). Moreover, she proposed that learners plan different actions to achieve a determined goal. The authors agree that strategies are actions or tools that learners use to accomplish an objective related to language learning.

Specifically, Oxford agrees with Chamot in that consciousness needs to be part of the strategy usage process when learning a foreign language. She mentioned that “when the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning” (Oxford, 2003, p.2).

Language Learning Strategies also require certain conditions to be successful during the language learner process. According to Oxford (2003):

A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. (p.9)

Thus, strategies need to accomplish some conditions to be useful when a learner tries to use them to resolve a certain task.

Furthermore, the use of strategies is an exercise done by students, so strategies need to be reported for teachers to evaluate their usage. Following this point, to know what strategies are more employed, and reinforce the ones that are less employed by learners, they report strategies just after completing a task, so they do not forget about what strategies they used (Chamot, 2004).

In order to identify students' Language Learning Strategies, different methods were used, such as questionnaires, diaries, and interviews (Chamot, 2004). However, the most applied by different authors is the instrument proposed by Oxford called *Strategy Inventory for Language Learning (SILL)*. "The SILL is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners" (Chamot, 2004, p.16). This instrument presents a variety of statements where learners have to mark the option that best describes the process applied during the task. It is divided into different categories that represent the way that Oxford divided the different types of strategies.

Regarding the objectives of this research, the most accurate and complete definition of Language Learning Strategies is presented by Oxford. Thus, this research is focused on Oxford's model, since she defines and presents in a very descriptive way each category and type of strategy.

***1.1. Types of Language Learning Strategies.*** During the learning process, learning strategies help students become better language learners when acquiring a second language or a foreign language (Hashim et al., 2018). As already mentioned, Oxford Taxonomy is going to be used to deal with the main objective of this research.

The main reason to use Oxford's proposal is because she presents learning strategies more detailed and organized than others proposed by different researchers such as O'Malley and Chamot (1990). Oxford (2003) identifies six main groups of Language Learning Strategies, at the same time she grouped them into two different categories.

First, Oxford mentions the direct Language Learning Strategies which involve the mental procedure in a language learning process (Madej, 2012). This group contains a subgroup that includes three Language Learning Strategies: *cognitive strategies* related to learner's ability to manipulate language material in direct-ways; *memory-related strategies* which help learners link one L2 item or concept to another; *compensatory strategies* which help learners make up for missing information. Second, Oxford proposes another category called indirect language learning strategies which contains strategies that help learners to organize, plan, evaluate and control the acquisition of a second language (Madej, 2012). The LLS that fit into this category are *metacognitive strategies*, employed for managing the learning process overall; *affective strategies* which are related to the regulation of emotions, motivation and attitudes; and *social strategies*, involving learning through social interaction.

In accordance with Oxford (1994):

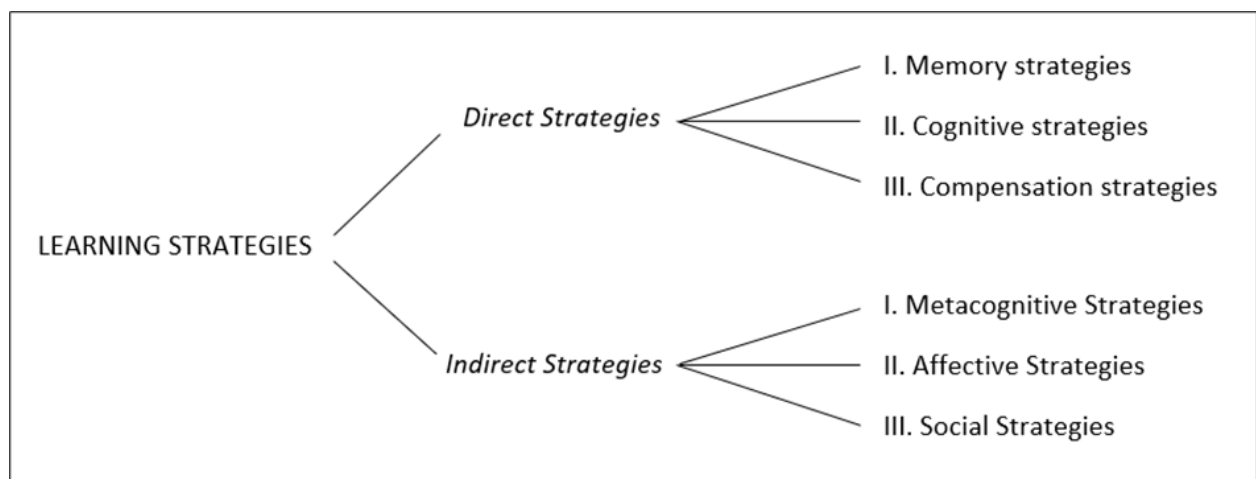
The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because these behaviors are not studied frequently by L2 researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process. (p.2)

Oxford (1990) explains how all these categories work together and complement each other. However, based on later research, she states that learners are not used to paying attention to their feelings while learning, in that sense, teachers cannot know explicitly about learners' feelings or

emotions since it is not an observable feature at all. Consequently, for this study, it was decided to work only with direct Language Learning Strategies.

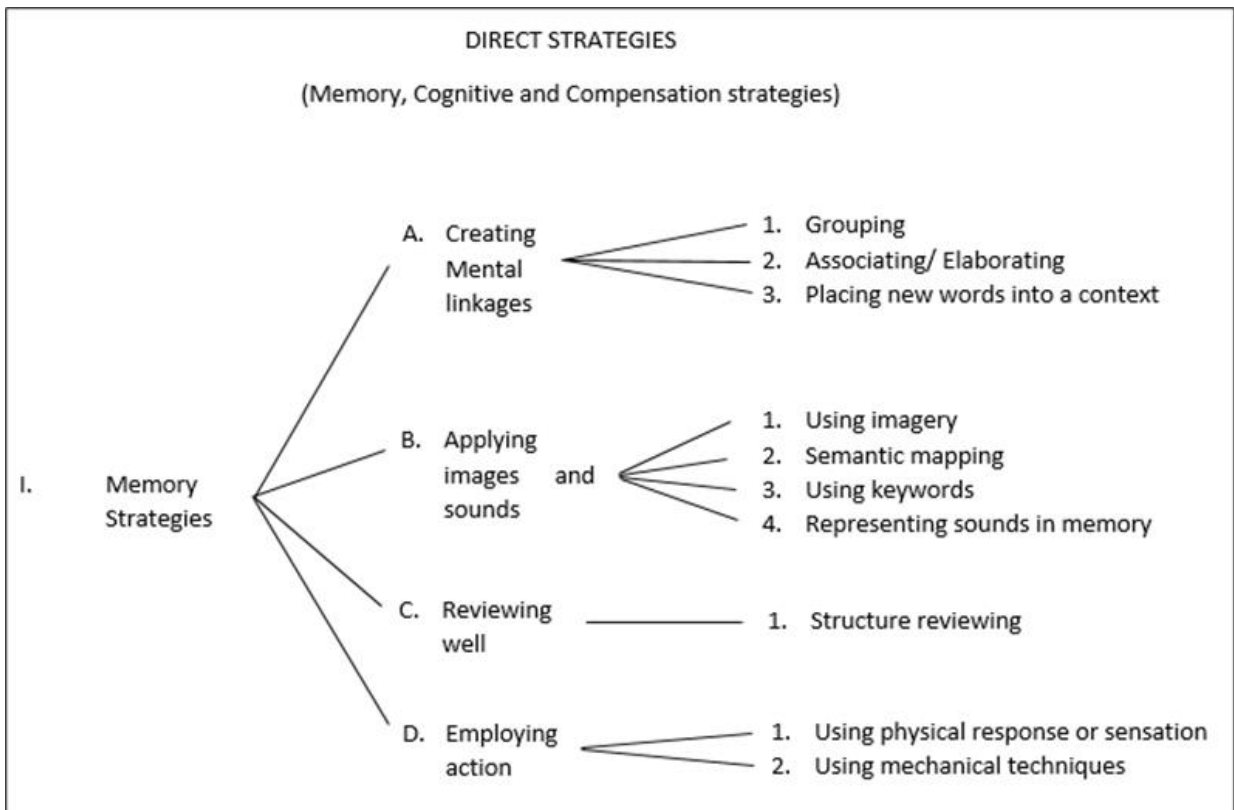
The Oxford diagram is presented below in *figure 1.1, figure 1.2, figure 1.3 and figure 1.4* shows all the strategies that contained the direct language Learning Strategies identified by Oxford.

**Figure 1.1** *Oxford strategies diagram overview (1990)*



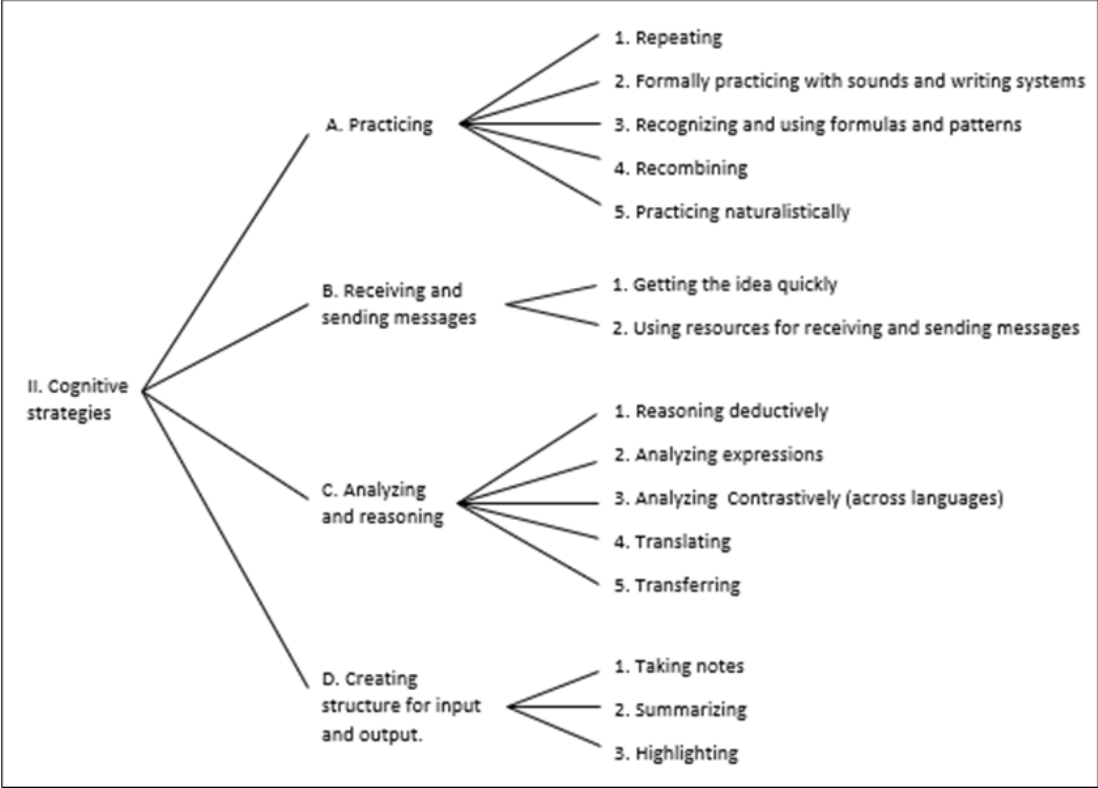
*Note:* Oxford strategies diagram showing the two main categories of Language Learning Strategies. Adapted by authors. Taken from *Language learning strategies: What every teacher should know* (p.16), by Rebecca Oxford (1993), Heinle & Heinle Publishers.

**Figure 1.2** Diagram of the Direct Strategy System: Memory Strategies



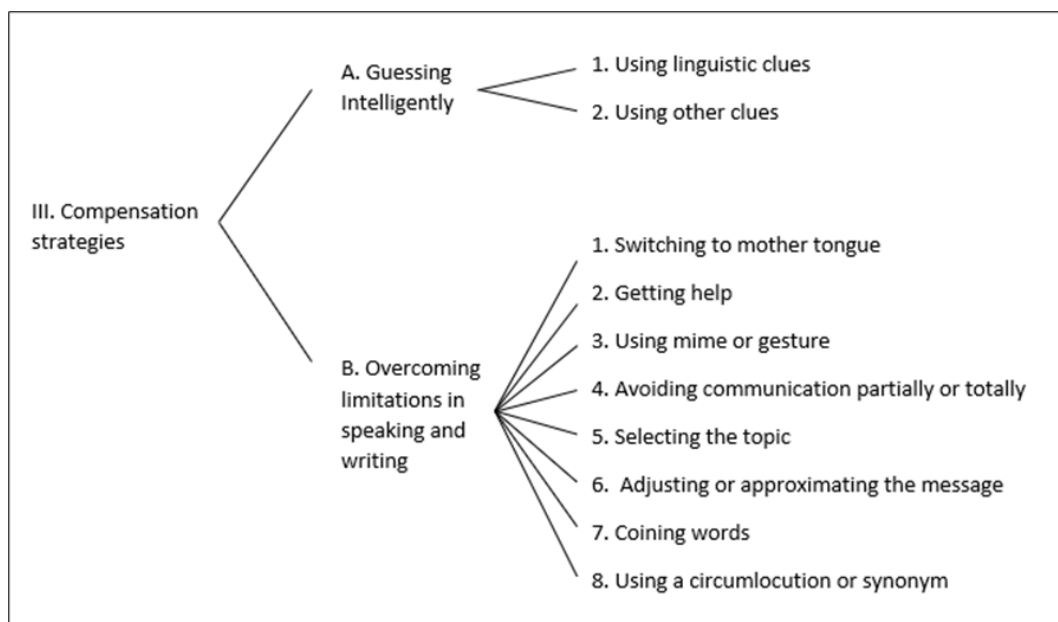
*Note:* Diagram of the Direct Strategy System showing all the strategies by each category. Adapted by authors. Taken from *Language learning strategies: What every teacher should know* (p.18), by Rebecca Oxford (1990), Heinle & Heinle Publishers.

**Figure 1.3** Diagram of the Direct Strategy System: Cognitive Strategies



*Note:* Diagram of the Direct Strategy System showing all the strategies by each category. Adapted by authors. Taken from *Language learning strategies: What every teacher should know* (p.19), by Rebecca Oxford (1990), Heinle & Heinle Publishers.

**Figure 1.4** *Diagram of the Direct Strategy System: Compensation Strategies*



*Note:* Diagram of the Direct Strategy System showing all the strategies by each category. Adapted by authors. Taken from *Language learning strategies: What every teacher should know* (p.19), by Rebecca Oxford (1990), Heinle & Heinle Publishers.

**1.2. Learning Language Strategies for Improving Skills in L2.** As claimed by Oxford, students who use Language Learning Strategies are more likely to be successful in the language learning process, and numerous studies conducted in different countries support this idea. First, a study conducted in Indonesia by Zuhairi, & Umamah (2016) points out that junior high school students are willing to use learning strategies when writing. During the research, students demonstrated that the relationship between being successful in writing skills and using learning strategies is concomitant. At the same time, it illustrates that junior high school students use learning strategies when writing a piece of text. Second, a more recent study conducted by Hashim. et al., (2018) states an overall view of the usage of learning strategies for improving different skills. In order to reveal which strategies are more utilized for improving skills, Hashim et al., (2018) conducted a quantitative study

based on strategies used by ten students with a TESL degree in the University of Malaya. The researchers adopted a questionnaire that listed a wide range of strategies, and respondents had to choose the strategies used. The results for writing skills were that 70% of the students preferred to use the strategy of *using synonyms and proverbs to express their ideas* in a piece of writing, and the way they achieved that knowledge was from reading a lot (*cognitive strategy*). Regarding reading skills results, 90% of the students use the learning strategies of *guessing the meaning of some words that they do not understand*. They used clues from the context as a helpful tool for improving their reading skills (*compensatory strategy*). The results on strategies for improving listening convey that 100% of the students preferred the strategy of “*listen to talk shows on the radio, watch TV shows or see movies in English language*” (Hashim et al., 2018). Finally, for speaking skills, 100% of them used the strategy of *planning out in advance what they want to say (cognitive and metacognitive strategy)* to be more organized when delivering the message. Thus, it could be concluded that university students use learning strategies when dealing with resolving a task related to a second language skill, either receptive or productive.

These studies show that learners are almost conscious when using these tools to complete tasks in every skill, whether they use indirect or direct strategies. However, as Oxford (1994) mentioned, indirect strategies produce less awareness than direct strategies, and the study conducted by Hashim et al., (2018) supports Oxford’s idea, since results show that university students are more likely to report more direct strategies than indirect ones when developing the different strategies. It is possible that teachers observe the use of direct strategies rather than indirect ones, so in that sense, they would promote more direct strategies. Therefore, the teacher's role in LLS goes further

than just observing. It is their responsibility to promote and introduce these techniques during their language classes in order to achieve a good command of the foreign language and create learning awareness in students.

**1.3. Teaching Language Learning Strategies.** In terms of teaching practices, strategies can be promoted by presenting the opportunity to the learners. Although strategies are meant to be used by students, it does not mean the educators are completely passive. On the contrary, according to Lessard- Clouston (1997), it is possible to manage the circumstances in which students use the strategies, and a teacher can rely on three steps to success. *1) Study your teaching context:* keeping an eye on both internal and external elements that motivate learners (likes, interests, motivations, etc.) to use the strategies. Students are likely to use the strategies instinctively; therefore, the educator must be attentive to their use in different contexts. *2) Focus teaching on LLS:* Planning strategically the different activities that students can perform where they must actively use the strategies they know. More importantly, there needs to be a space for students to learn about the strategies available in the world of language and about the language itself. *3) Reflect and encourage learners' reflection:* Not only for the students to complete a reflexive activity or even metacognition, but for the teacher to also thoroughly think about the personal experiences using LLS and move the knowledge to the students for them to reflect on their effectiveness within different tasks. Clearly, the use of strategies comes naturally whenever students face certain challenges; however, by following the 3 steps proposed, teachers can be prepared to offer students multiple opportunities for LLS.

Similarly, Oxford (2003) points out that skilled teachers help their students develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies (p.9). To achieve this goal, teachers can promote the use of Language Learning Strategies through strategy instruction. Some researchers show that when teachers provide instruction helping students learn how to use more relevant and more powerful learning strategies, it results in L2 proficiency in skills such as speaking and listening, but not in reading skills (Oxford, 2003). After over thirty years of research Rubin (2013) agrees that helping language students with learning language strategies will increase their language proficiency.

Additionally, Bueno-Alastuey & Agulló (2015) state that “teaching L2 learning strategies explicitly seems to contribute to an increase in strategy use” (p.18). Meaning that if teachers teach language learning strategies, students will be aware of learning and using them effectively. However, in some cases, students use strategies unconsciously without knowing that these methods can contribute to their learning process.

Teachers who promote the collaborative use of strategies by teaching them seem to accomplish more autonomous and self-confident students in general, not only in language classes, but classes in general. According to Chamot (2005), strategy instruction whether “explicit or intentional learning-teacher, textbook or learner-directed- works better than implicit or incidental learning, as this does not involve conscious reflection” (Bueno-Alastuey & Agulló, 2015, p. 20). It means that an explicit instruction to use certain LLS results in successful students since it involves more awareness of the use of LLS and increases the reflection on the learning process.

According to Rubin (2013), “those interested in promoting strategy instruction should not expect a quick fix, but rather an organized, well-informed endeavor to help learners move toward the goal of self-management” (p.12). It means that teachers who are interested in promoting the use of strategies need to be patient since meaningful learning will not be improved immediately. However, teachers are the essential part of this process of turning common students into self-managed learners, who will be autonomous, and conscious of their learning process.

Regarding Language Learning Strategies instruction, Rubin (2013) identified its main successful features. The process should be contextualized, scaffolded, explicit, with choice, with control, and relevant. In terms of *contextualization*, “strategies are taught as part of a language lesson since the purpose of teaching-learning strategies is to enable learners to more easily attain a specific learning goal and accomplish a task” (Rubin, 2013, p.2). In addition, the author suggests that there is no point in working without a defined goal. Another feature is *scaffolding* which “involves the teacher providing just the right amount of support to enable learners to progress” (Rubin, 2013, p.2) This technique will improve the autonomy of the student gaining control of the use of LLS. Teachers also need to be *explicit* when giving instruction. Rubin (2013) indicates that controlled learners who do receive explicit instruction do better than learners who do not receive any, evidencing the importance of explicit strategy instruction. The author also highlights the importance of giving students the opportunity of choosing their own activities to increase their motivation in learning. Rubin(2013) points out that:

An important factor in motivating learners and developing their ability to self-manage is giving learners choices about the materials they use to practice, the goals they set for

themselves (i.e., what to focus on), their purpose in doing a task (i.e., why they want to focus on a goal), and how they want to go about working on a task (Rubin, 2013, p.3)

Motivation is an important factor in the process of learning; consequently, if students increase their motivation by choosing their goals or by deciding how they want to work on a task, the teacher should allow them to do it without restricting the learner when making their own decisions. As Rubin (2013) states, “strengthening learners’ control over their learning is the goal of strategy instruction. Such instruction includes the development of procedures along with enhancing knowledge and clarification of beliefs” (p.3). Finally, Language Learning Strategies instruction should be relevant as it is “directly related to the problems that learners are seeking to solve. Unless strategy instruction is used to solve specific learning problems, learners will regard it as an additional burden and simply superfluous” (Rubin, 2013, p.3).

Earlier studies mention that language strategies instruction has proved to be successful for students. Bueno-Alastuey & Agulló (2015) carried out a study to investigate whether the Language Learning Strategies are explicitly or implicitly given in five of the most common textbooks used in Secondary Higher Education for oral productive and receptive skills in Spain. Also, the study focused on what type of strategies are more promoted in a real classroom. Authors argue that “to help students become more effective language learners, it seems worth exploring whether, where and how regular textbooks used in mainstream secondary classrooms deal with L2 learning strategy instruction” (Bueno-Alastuey & Agulló, 2015, p.19).

Results of the research conducted by Bueno-Alastuey & Agulló have shown that most of the books used in teaching an L2 had no explicit strategy instruction for speaking and listening skills. On the contrary, books showed implicit instruction of learning strategies for both listening and speaking skills. In Spain, textbooks for teaching listening and speaking skills are more focused on an implicit instructional strategy, so students are more likely to use strategies for developing speaking and listening skills unconsciously. Bueno-Alastuey & Agulló (2015) remark, at the end of their study, the importance of giving explicit instructions during a class and how it is related to the use of a certain type of strategy since it makes the student aware of their progress and works when resolving a task or simply studying.

Regarding the results obtained by Bueno-Alastuey & Agulló (2015), it could be concluded that in Spain, some strategies and factors are ignored at the moment of teaching a second language, such as affective factors mostly. Based on the results, teachers should be more aware of teaching new strategies that help learners acquire a language and master the skills involved in it.

**1.4. The Use of LLS in Speaking.** Regarding skills, Speaking is one of the most difficult and complex skills to master (Tarone, 2005), and over the years, English has been taught from grammatical and communicative approaches. Celce-Murcia (2001, p.3) claims that “prior to this century, language teaching methodology vacillated between two types of approaches: one type of approach which focused on using a language (i.e., speaking and understanding), the other type which focused on analyzing a language (i.e., learning the grammatical rules)”. This means that teachers emphasize their classes on speaking and grammar skills, instead of reading or listening. Although speaking has been taught by the

audio-lingual method, repeating structural patterns in conversation (Nunan, 2003); particularly in Chile, as declared by the “Curriculum Nacional,” the aim is to improve the communicative skill of each student to develop themselves in simple communicative situations. In order to achieve the main goal, helpful strategies have been presented by different authors, making oral communication easier, such as, Harmer, an award-winning ELT author and teacher trainer, in *The Practice of English* (2007 p.344) identifies three main strategies for conversation: conversational rules and structure, survival and repair structures and real talk. Additionally, he reveals four helpful strategies for reluctant learners: preparation, repetition, group division (big or small) and mandatory participation. Similarly, Hamidova & G’aniyeva (2020) suggest three other methods that teachers could use, such as minimal responses (I agree, yes, really? cool, etc.), scripts (transactional/interactional) and language to talk about language (synonyms to refer to unknowing terms).

As already mentioned, the direct LLS by Oxford are going to be used for this research, in her book, she states that compensatory strategies are specific activities for improving only speaking skills, for instance, switching to mother tongue, getting help, using mime or gesture and avoiding communication, as well as, choosing the topic, the use of synonyms and adjusting the message that involves other skills apart from speaking (2003, p.91). However, in a recent study by Martha del Ángel Castillo (2013) which sought to explore the strategies used by successful students in a particular university, she revealed that Compensatory strategies were mostly used by less successful English learners; meanwhile, cognitive strategies were used by successful students.

As previously mentioned, nowadays the aim of teaching English as a second language is to encourage communicative skills from each student, being constant exposure to English one of the most important sources of success, (Huda 1999, p.158); however, the use of the target language is limited within classrooms. Currently, with the pandemic context, the lack of communication in online sessions has been frequent, with unwilling students to speak, offline works and very low participation in online classes. Nonetheless, speaking is still being evaluated and for this teaching this skill is paramount. That is why strategies have been promoted by teachers and it is what will be seen in this research.

## **Chapter II: Methodological Framework**

### **I. Problem Statement**

During the process of teaching and learning a language, it is often necessary to resort to strategies that effectively support the process. The professionals in charge to promote these strategies are teachers, who are able to provide their students with the tools to facilitate learning through many activities. There are many authors who propose different strategies, this study specifically takes on the direct LLS by Rebecca Oxford. There are many studies that discuss the use of strategies by teachers; however, there is a new aspect that brings a different nuance to what is known regarding the promotion of strategies.

Currently, the world has been affected by a pandemic that has limited social interactions. Lockdowns were applied worldwide and all basic needs were affected, one of them being Education. As a consequence of the health emergency, the Chilean government implemented synchronous and asynchronous virtual environments for students to continue learning. Teachers were forced to turn to VCP and ICT but in a new and challenging context. Although it is understood that teachers must have a certain level of technological knowledge to apply their pedagogical and didactic training (Amaya et al, 2020), the new circumstances pushed them to place technology as an imperative rather than an option. What was once assumed to be done effectively, it was then unknown. Are students learning? Are teachers teaching?

The new context revealed that there is a void of knowledge regarding the promotion process of LLS during virtuality. Nonetheless, this virtual method is relatively new; therefore, it is still unknown whether these strategies have helped students to develop communicative skills during virtuality. Moreover, the effectiveness of the promotion of strategies regarding teachers' perception is also unknown.

## **II. The Purpose of this Research**

The purpose of this study is to analyze whether Language Learning Strategies have been promoted by teachers in order to promote the development of speaking skills in English as a Foreign Language, through video conferencing platforms, in different types of educational institutions in the Province of Concepción.

## **III. Research Questions**

1. What strategies have been used by teachers to promote speaking skills in a foreign language, in the classroom?
2. How have teachers had to adapt strategies to develop Speaking skills through the use of tools of the video conferencing platforms due to the virtual-pandemic context?
3. What strategies have been identified as the most efficient ones to develop Speaking skills with the use of videoconferencing platforms tools?

## **IV. Objectives**

### **1. General Objective**

To analyze the use of Language Learning Strategies (LLS) promoted by English as a Foreign Language (EFL) teachers through the use of videoconferencing platforms to develop Speaking skills in a virtuality context in Municipal, Subsidized and Private Secondary Schools from the Province of Concepción.

### **2. Specific Objectives**

- a. To identify frequent strategies used by teachers to promote EFL in Speaking skills.
- b. To identify whether the strategies have been adapted by teachers to fit the virtual context and their implementation in video conferencing platforms tools.
- c. To identify the strategies that have worked efficiently in the development of Speaking skills, during the virtual context as declared by EFL teachers.

## **V. Methodology**

This research was conducted using a Quantitative Research Design. According to Apuke (2017) “a quantitative research method deals with quantifying and analysis of variables in order to get

results” (p.41). Therefore, it is intended to generate numerical data using graphs, pie charts, or figures in order to collect quantifiable measurements. This type of research presents concrete data from the reality of a group of teachers to create specific generalizations regarding their promotion of strategies during virtuality. Apart from quantitative analysis, this research also contains an approach to qualitative analysis; as Schonfeld & Ferrell (2010) state “the qualitative part can be useful to quantitative researchers in instrument development”. To complement this study, both designs were presented, and the quantitative data recollection instrument was supported with 3 voluntary open questions of qualitative nature.

In terms of data recollection, a Survey Research Method was applied. This method, used in quantitative research, is understood as the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160). The process includes a data analysis that should reveal the trends among the respondents, being one of the reasons for its use in this study. This study also meant to gather information specifically for the unprecedented circumstances. The last reason to implement Survey Research Method was to avoid any bias regarding the population of interest. Since this method could help achieve the research aim, a group of informants that complied with context requirements were randomly selected to complete the survey following through a stratified random sampling process.

Stratified random sampling was selected to carry out the process of the data analysis. This type of probability sampling is defined as the process of dividing the population into subgroups or strata in order to ensure representation (Taherdoost, 2016). For this study, the sampling selected was secondary school teachers that had been teaching before and during virtuality, subgrouping them

into the type of school in which they were teaching (Municipal, Subsidized, and Private). This type of sampling method can provide statistical accuracy for all types of samples, due to the well-differentiated subgroups; therefore, from the heterogeneity of the sample that is teachers teaching before and during virtuality, the division of them into Municipal, Subsidized and Private provided a better scope of the strategies promotion within those distinctive conditions and realities.

## **VI. Participants**

The participants in this survey were 50 EFL teachers, 72% (36) female and 28% (14) male. The participants reside in the Province of Concepción and teach at the Secondary level of Municipal, Private and Subsidized educational institutions. In reference to the sample, 22% of them teach in municipal schools, 68% of answers represent the teachers who work in subsidized schools and 10% of teachers correspond to private schools. Participants had to meet the requirement of having taught English in these types of schools before and during the pandemic.

## **VII. Instrument**

The instrument used was adapted from *Strategy Inventory for Language Learning* (SILL) designed by Oxford (1990). To validate this instrument, guidelines were sent to different professionals from Universidad Católica de la Santísima Concepción who approved this survey after providing minor recommendations. Both instructors belong to the Department of Language and Literature; additionally, one of them has a Master's Degree in Education and the other one has a PhD in

Linguistics. Once the feedback was received, the suggestions given were implemented (Appendix II).

The questionnaire was carried out in Spanish to ensure transparency and avoid misunderstandings among participants. In addition to that, an informed consent was added prior to the survey. However, by means of the study, the results and analysis were translated into English. The instrument was divided into four parts: *Demography questions*, *Learning Strategies*, *Effectiveness of Strategies in online context*, and *Participants' perceptions* being a quantitative instrument with a total of 17 compulsory questions, and 3 optional qualitative questions. The first part consisted of 10 multiple choice questions related to the teacher's background and demographic information, such as their age, gender, and years of teaching experience, among others. The second part contained 4 questions related to the types of strategies promoted in class which had checkbox type of questions and a Likert scale (*never, almost never, sometimes, almost always, always*). The third part included 1 multiple choice question and 2 checkbox questions related to the effectiveness of LLS. The fourth part involved 3 open-ended questions related to the perception of the participants regarding the use of strategies.

### **VIII. Procedure**

The survey was created with a Google Form. A link to the survey was sent to EFL teachers from the Province of Concepción, who were contacted through social media, (such as WhatsApp, Facebook, Instagram, and emails), as well as being referred to by other teachers. The questionnaire was open from November 24th, 2021 until January 4th, 2022 giving participants exactly 41 days

to post their answers. Respondents could enter the survey after being informed about the topic. Before the completion of the survey, the applicants were asked to agree with the informed consent; if they disagreed, the form redirected the participants to the end.

## **IX. Data Analysis**

The results received from the survey in Google Form were exported to an Excel sheet. After filtering the data, the analysis focused on the type of educational institutions (Municipal, Subsidized and Private schools). First, the quantitative results of the survey were transferred to percentages and converted into bar graphs. Then, the results of the qualitative questions were analyzed discursively by using keywords (*Modification and Effectiveness*) to expose the information gathered on the perception of the participants.

### Chapter III: Results

In the following pages, an analysis of survey results will be presented. The survey was an adaptation of *Strategy Inventory for Language Learning* (SILL) designed by Oxford (1990). Each of the analyses responds specifically to the research questions presented in *Chapter II: Methodological Framework*. In order to classify the answers, the analysis was divided into two parts.

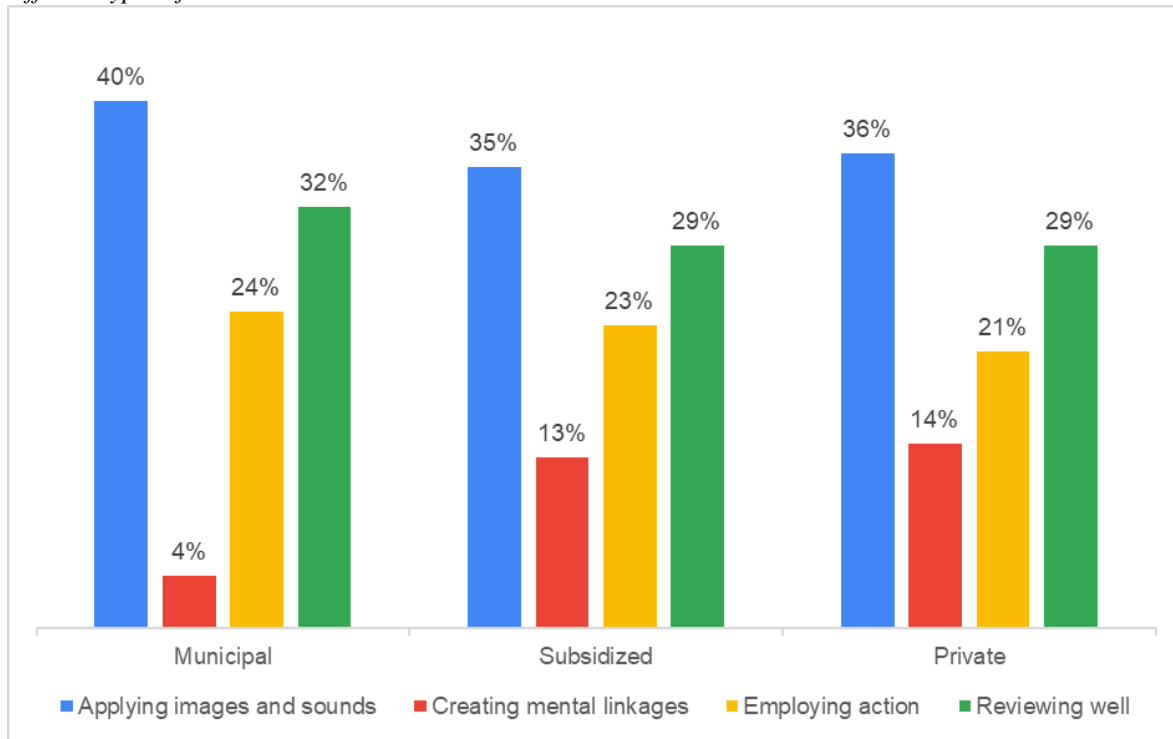
The first part corresponds to quantitative information extracted from the survey, which was presented through percentage bar graphs. The perspective used for this analysis was based on the types of schools mentioned in *Chapter I: Theoretical Framework* (Municipal, Subsidized and Private). In addition, for the purposes of this research, three graphs were added comparing the strategies used before and during the virtuality.

The second part corresponds to a qualitative analysis, which was carried out according to keywords (*Modification* and *Effectiveness*). The qualitative section, which was written as a discursive analysis, was divided into two parts: *Modification of Language Learning Strategies* and *Effectiveness of the strategies in the online context*.

#### I. Quantitative Analysis

Figure 1 shows the contrast among Oxford's memory strategies used by EFL teachers in Public, Subsidized and Private schools in the Province of Concepción to develop speaking skills before virtuality.

**Figure 1:** Oxford's Memory Strategies used by EFL teachers to develop speaking skills before virtuality in three different types of educational institutions.

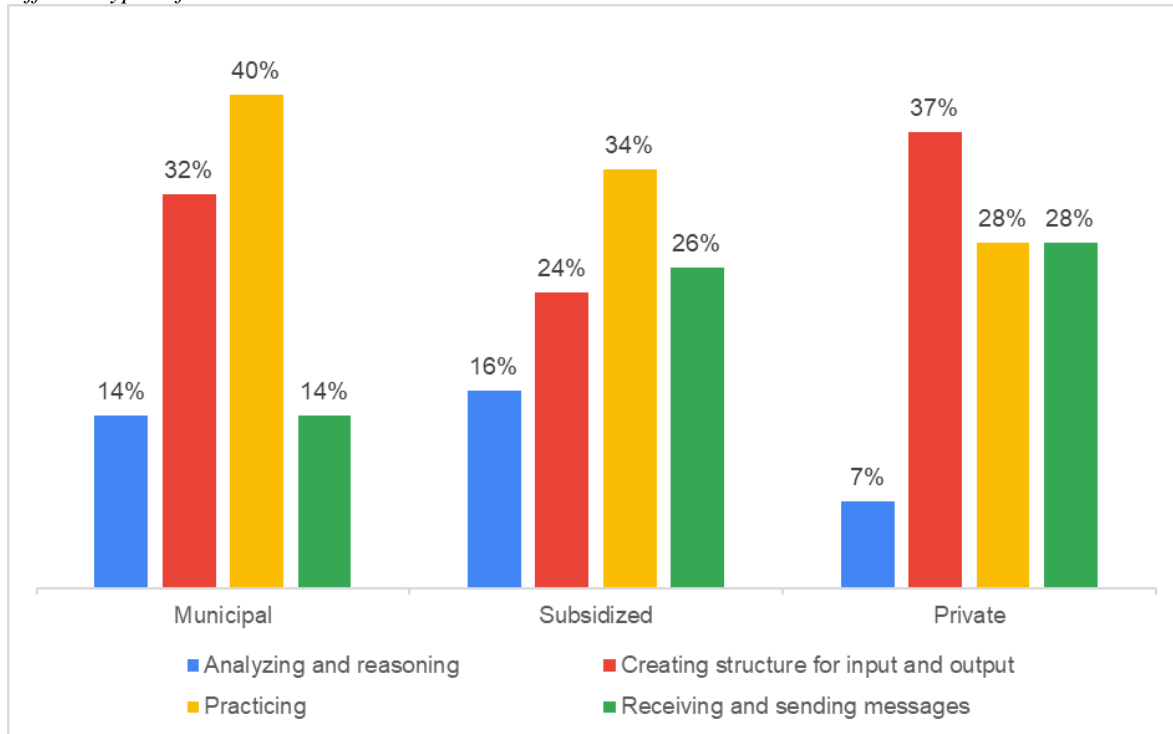


Source: Prepared by the authors.

The Memory Strategy most used among teachers to promote speaking skills in the three types of educational institutions was *Applying images and sounds* with an average of 37%. On the other hand, the Memory Strategy least used was *Creating mental linkages* with an average of 10.3%. *Applying images and sounds* strategy with 40% was more utilized by EFL teachers working in Municipal schools; whereas, *Creating mental linkages* was less utilized with 4% by EFL teachers working in Municipal schools than those who work in Subsidized and Private schools to develop speaking skills in English classes.

Figure 2 illustrates Oxford's Cognitive Strategies used by EFL teachers among Municipal, Subsidized and Private schools to develop students' speaking skills before virtuality.

**Figure 2:** Oxford's Cognitive Strategies used by EFL teachers to develop speaking skills before virtuality in three different types of educational institutions.



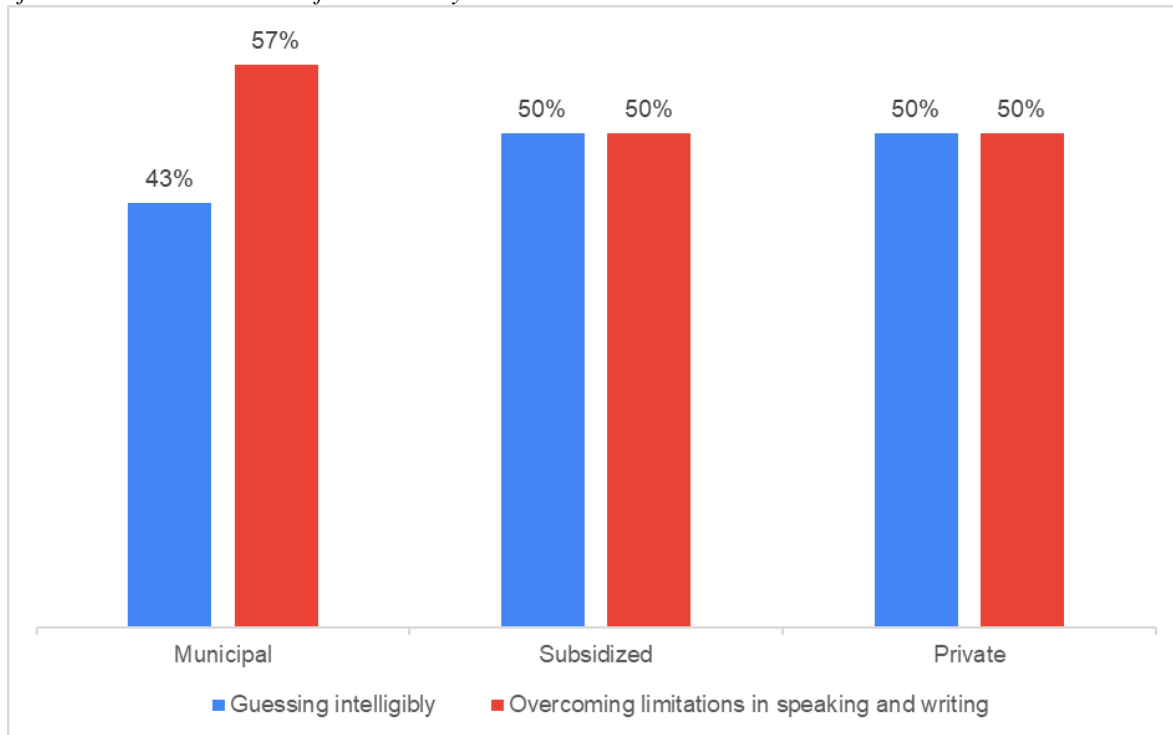
Source: Prepared by the authors.

The Cognitive Strategy most used was *Practicing* Cognitive Strategy, in Municipal and Subsidized schools with an average of 37%; whereas in Private schools *Creating structure for input and output* was the Cognitive Strategy most used by EFL teachers with 37% in order to develop speaking skills before virtuality. On the contrary, the strategy least applied to develop speaking skills among the different types of educational institutions was *Analyzing and Reasoning* Cognitive Strategy with an average of 12.3%. However, in Municipal schools, EFL teachers reported *Receiving and sending messages* and *Analyzing and Reasoning* as the Cognitive Strategy least used with 14%

developing speaking skills before virtuality. In particular, *Practicing Cognitive Strategy* was most used by EFL teachers working in Municipal schools with 40%; meanwhile *Analyzing and Reasoning* reached only 7% in Private schools.

Figure 3 represents the use of Oxford's Compensatory Strategies utilized by EFL teachers in developing speaking skills in Municipal, Subsidized and Private schools before virtuality.

**Figure 3:** Oxford's Compensatory Strategies used by EFL teachers to develop speaking skills in three different types of educational institutions before virtuality.



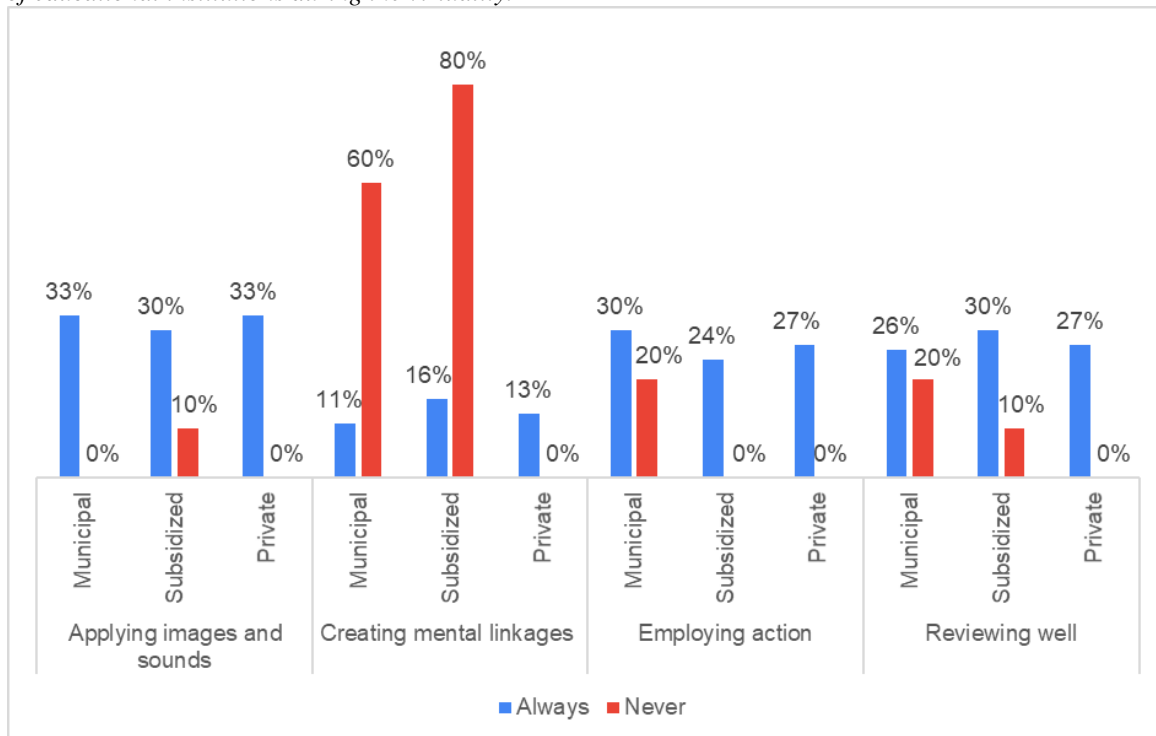
Source: Prepared by the authors.

The Compensatory Strategy most used in Municipal, Subsidized and Private schools was *Overcoming limitations in speaking and writing* with an average of 52.3% of use reported by EFL teachers to develop speaking skills before virtuality. On the other hand, *Guessing intelligibly* was the Compensatory Strategy least used in the different types of educational institutions with an

average of 47.6%. However, the Municipal school was the only type of educational institution that shows variation percentage-wise in Compensatory strategies use. Thus, EFL teachers least used *Guessing intelligibly* to develop speaking skills during virtuality with 43%; meanwhile *Overcoming limitations in speaking and writing* was the one most used in Municipal schools. Overall, figure 3 shows identical results in Subsidized and Private schools, for the use of the Compensatory Strategies *Overcoming limitations in speaking and writing* and *Guessing intelligibly*.

Figure 4 represents the frequency with which Oxford’s Memory Strategies were promoted by EFL teachers in Municipal, Subsidized and Private schools, to develop speaking skills during the virtuality, in the Province of Concepción.

**Figure 4:** Oxford’s Memory Strategies frequently promoted by EFL teachers to develop speaking skills in three types of educational institutions during the virtuality.



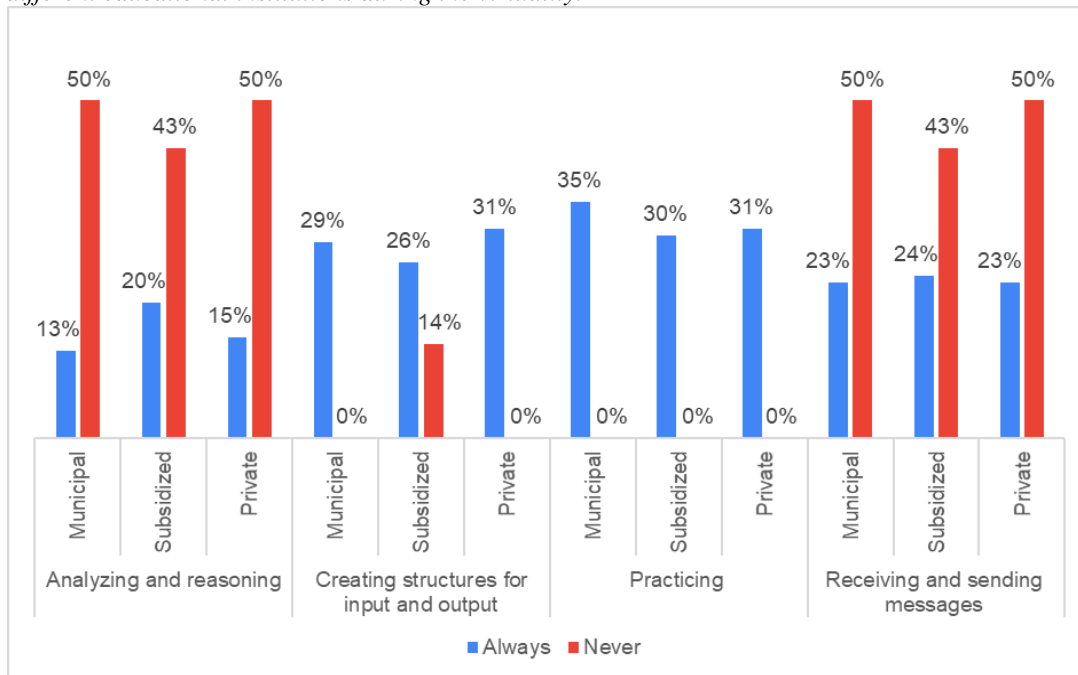
Source:

Prepared for the authors.

According to Figure 4, the Memory Strategy most frequently promoted by EFL teachers in Municipal, Subsidized and Private schools was *Applying images and sounds*, with an average of 32% of teachers declaring that they *always* encouraged the use of it in developing speaking skills during virtuality; whereas the strategy least frequently promoted was *Create mental linkages*, with an average of 46% of teachers declaring that they have *never* promoted its the use during virtuality to develop speaking skills. In particular, the Memory Strategy declared as the most encouraged with 33% of teachers' preference during virtuality, was *Applying images and sounds*, in Municipal and Private schools.

Figure 5 indicates the frequency with which Oxford's Cognitive Strategies was promoted by EFL teachers in Municipal, Subsidized and Private schools, to develop speaking skills during the virtuality, in the Province of Concepción.

**Figure 5:** Oxford's Cognitive Strategies frequently promoted by EFL teachers to develop speaking skills in three different educational institutions during the virtuality.



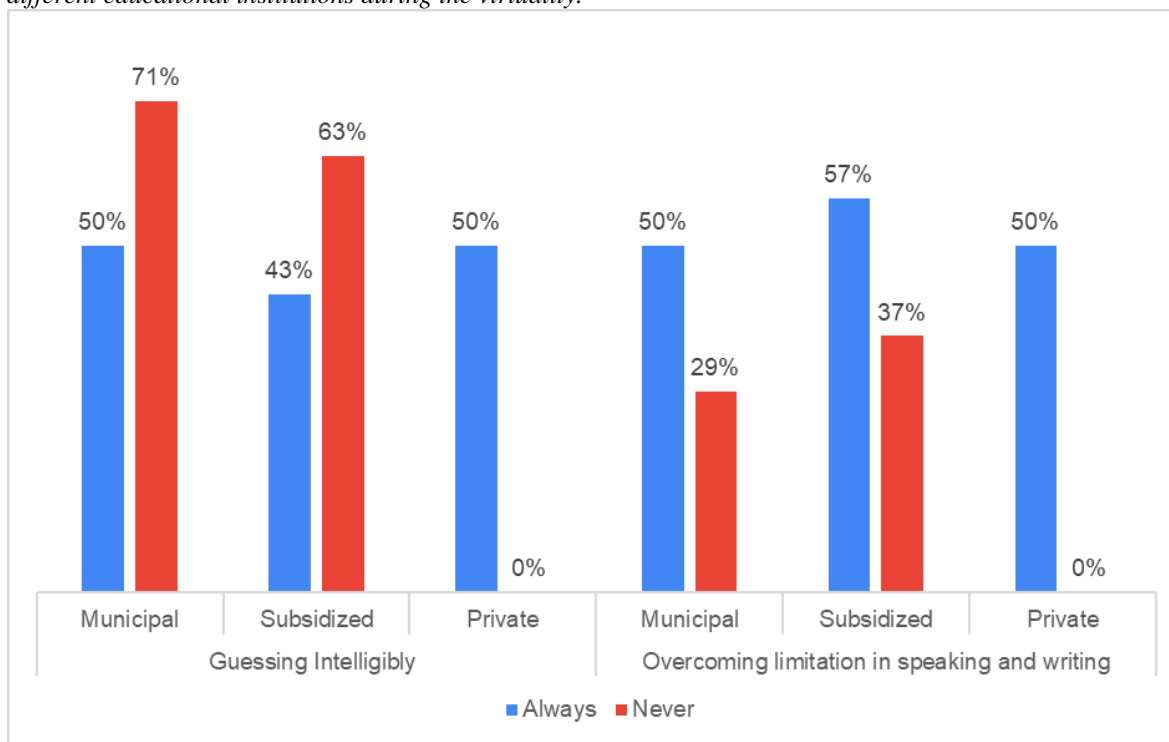
Source: Prepared by the authors.

The Cognitive Strategy most promoted by EFL teachers in Municipal, Subsidized and Private schools was *Practicing*, with an average of 32% of teachers' declaring as *always* promoting it to develop speaking skills during the virtuality. In contrast, the strategies least promoted by EFL teachers in those three different educational institutions were *Receiving and sending messages* and *Analyzing and Reasoning* with an average of 47.6% of teachers declaring that they have *never* encouraged their use.

In particular, the Cognitive Strategy most promoted by EFL teachers was *Practicing* with 35% of teachers *always* encouraging it in Municipal schools. However, the strategies least promoted by EFL teachers were *Receiving and sending messages* and *Analyzing and Reasoning*, in Municipal and Private schools with 50% of teachers declaring to have *never* encouraged this strategy in order to develop speaking skills during the virtuality.

Figure 6 shows the frequency with which Oxford's Compensatory Strategies were promoted by EFL teachers in Municipal, Subsidized and Private schools, to develop speaking skills during the virtuality, in the Province of Concepción.

**Figure 6:** Oxford's Compensatory Strategies frequently promoted by EFL teachers to develop speaking skills in three different educational institutions during the virtuality.



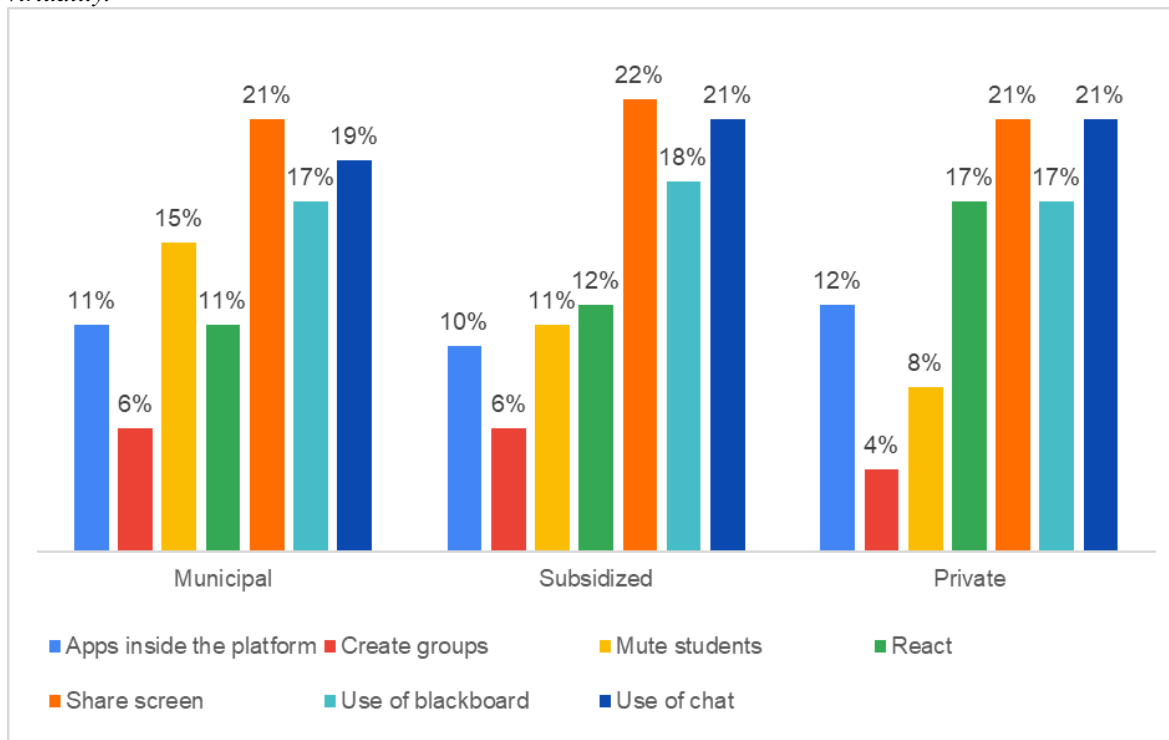
Source: Prepared by the authors.

The Compensatory Strategy most promoted by EFL teachers in Municipal, Subsidized and Private schools was *Overcoming limitations in speaking* with an average of 52.3% of teachers declaring to have *always* promoted it during the virtuality; whereas the least promoted was *Guessing intelligibly* with an average of 44.6% of teachers declaring to have *never* promoted it to develop speaking skills.

The Compensatory Strategy most promoted by EFL teachers was *Overcoming limitations in speaking* in Subsidized schools with 57% of teachers' preference. On the contrary, the least promoted by EFL teachers was *Guessing intelligibly* in Municipal schools with 71%.

Figure 7 represents the video conferencing tools used in Municipal, Subsidized and Private schools by EFL teachers during the virtuality in the Province of Concepción.

**Figure 7:** Video conferencing tools used in three different educational institutions used by EFL teachers during the virtuality.

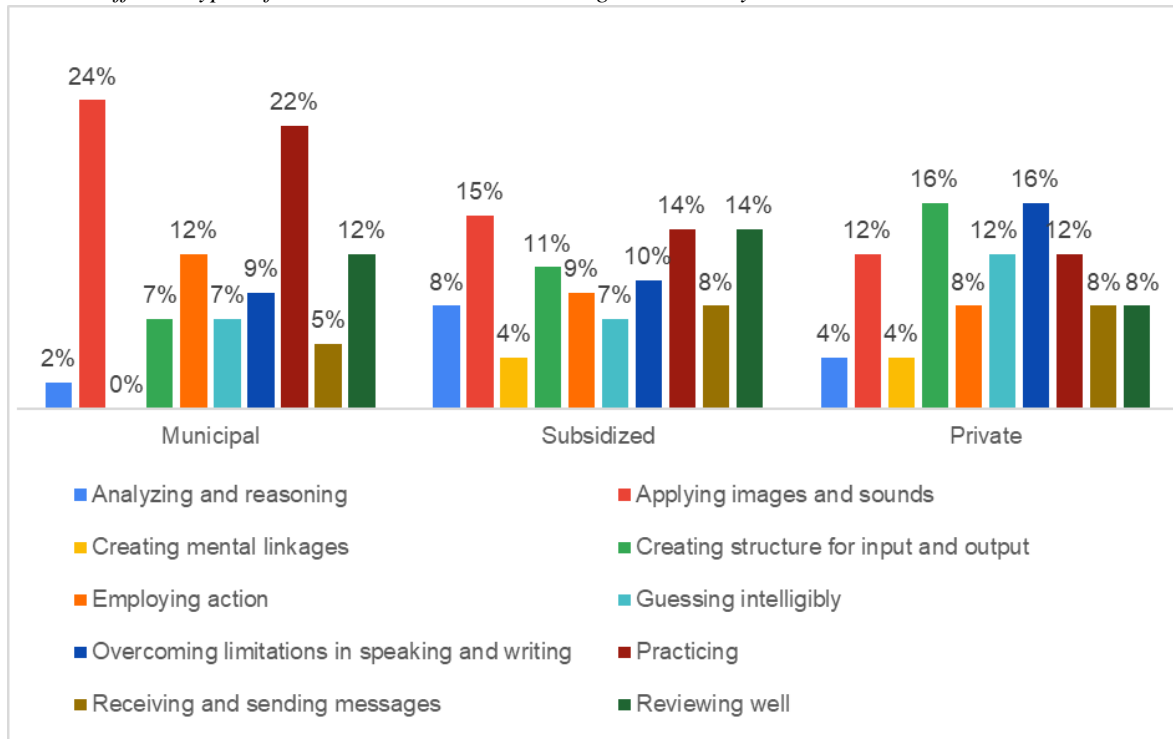


Source: Prepared by the authors.

The preferred tools in video conferencing platforms were *Share screen* and *Use of chat* with an average of 22% and 20.3% of teachers' preference, respectively. On the contrary, the least used tool was *Create groups* with an average of 5.3%. Particularly, the tool *Share screen* was most used in Subsidized schools than in other types of educational institutions with a 22% of preference. Meanwhile, the tool least used by EFL teachers was *Create groups* with 4% in Private schools during the virtuality.

Figure 8 indicates Oxford’s Language Learning Strategies reported as the most efficient by EFL teachers to develop speaking skills in Municipal, Subsidized and Private schools during the virtuality.

**Figure 8:** Most efficient Oxford’s Language Learning Strategies reported by EFL teachers to develop speaking skills in three different types of educational institutions during the virtuality.



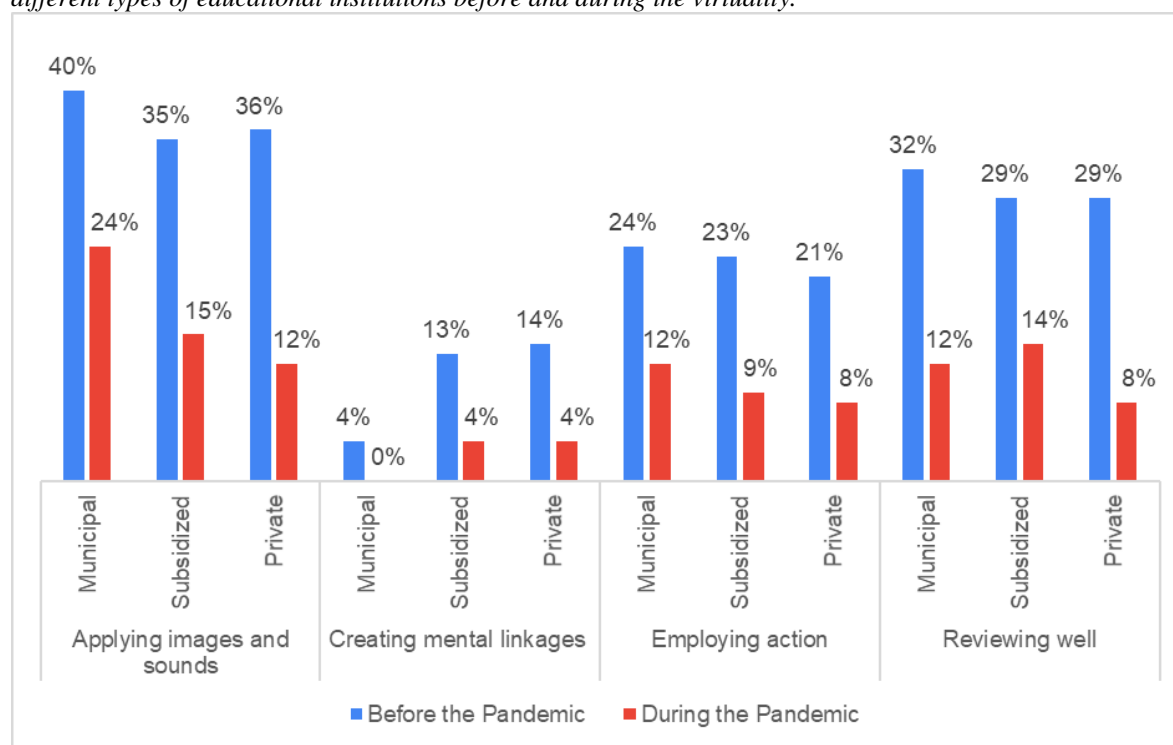
Source: Prepared by the authors.

Oxford’s Language Learning Strategies reported as the most efficient to develop speaking skills were *Applying images and sounds* (Memory Strategy) and *Practicing* (Cognitive Strategy) with an average of 17% and 16% of teachers’ preference respectively, in Municipal, Subsidized and Private schools. On the other hand, the strategies reported as the least efficient in Municipal, Subsidized and Private schools were *Creating mental linkages* and *Analyzing and reasoning* with an average of 2.6% and 4.6% of preference by EFL teachers. Particularly, the strategies reported as the most efficient were *Applying images and sound* with 24% of preference in Municipal

schools. In contrast, the least efficient was *Analyzing and reasoning* with 2% in Municipal schools developing speaking skills during the virtuality.

Figure 9 reveals the comparison in the use of Oxford’s Memory Strategies by EFL teachers in Municipal, Subsidized and Private schools to develop speaking skills before and during the virtuality in the Province of Concepción.

**Figure 9:** Comparison of the use of Oxford’s Memory Strategies by EFL teachers to develop speaking skills in three different types of educational institutions before and during the virtuality.



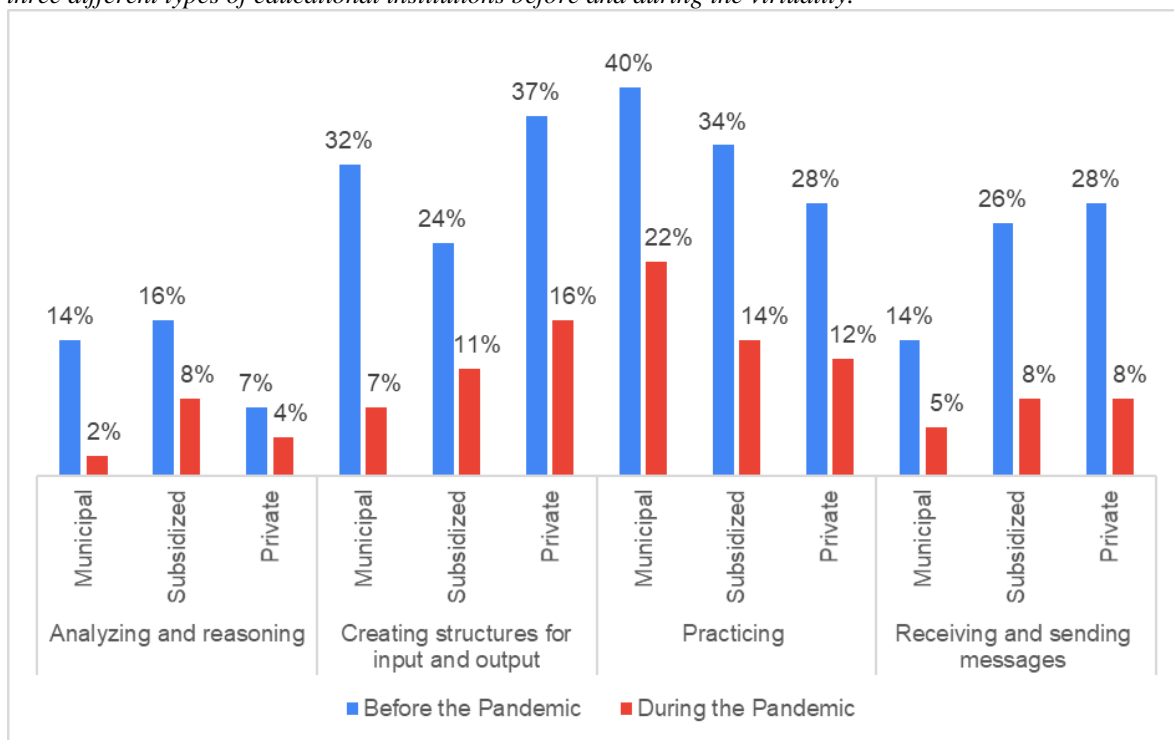
Source: Prepared by the authors.

Oxford’s Memory Strategy most used before the virtuality reported by EFL teachers was *Applying images and sounds* with an average of 37%. Meanwhile, the least used was *Creating mental linkages* with an average of 10.3%. Similarly, the Memory Strategy most used during the virtuality was *Applying images and sounds* with an average of 17%, showing a decrease of 20% in the use

of it. Meanwhile, the least used was *Creating mental linkages* with an average of 2.6% which demonstrated a variation of 7.7% in the use of Memory Strategies during the virtuality. Regarding the type of educational institutions, Municipal schools were the ones that most used the Cognitive strategies during the virtuality to develop speaking skills with 12% of use reported by the 50 EFL teachers in the Province of Concepción.

Figure 10 reveals the comparison in the use of Oxford’s Cognitive Strategies by EFL teachers among Municipal, Subsidized and Private schools to develop speaking skills before and during the virtuality in the Province of Concepción.

**Figure 10:** Comparison of the use of Oxford’s Cognitive Strategies by EFL teachers to develop speaking skills in three different types of educational institutions before and during the virtuality.

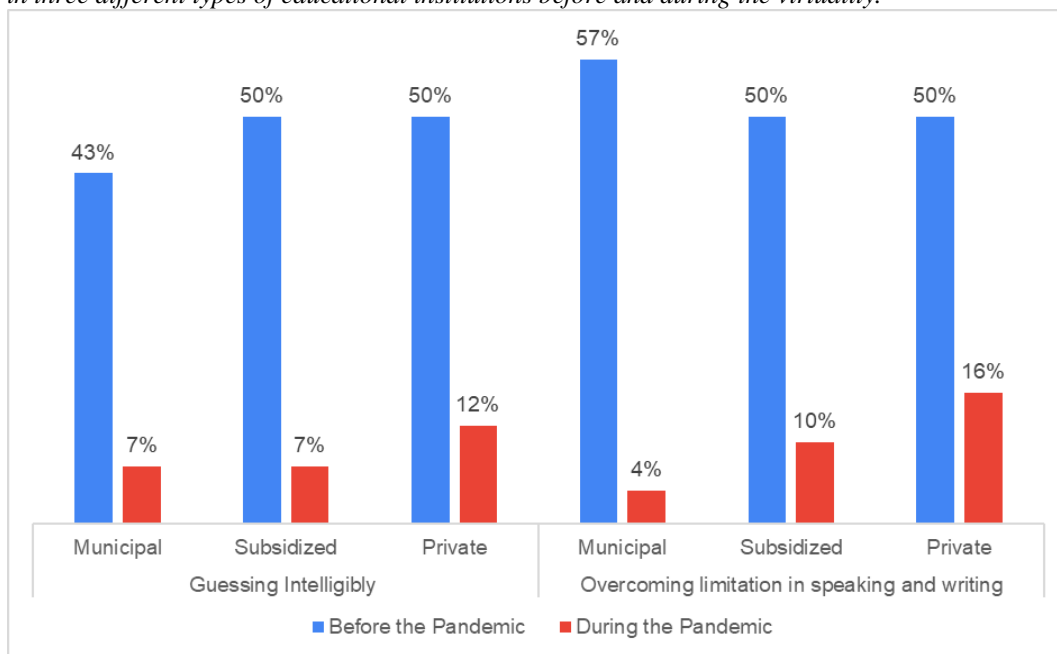


Source: Prepared by the authors.

Oxford's Cognitive Strategies most used before the virtuality was *Practicing* with an average of 34%. Meanwhile, the least used was *Analyzing and reasoning* with an average of 12.3%. Likewise, the most used during virtuality was *Practicing* with an average of 16%, showing a decrease of 18% with respect to before virtuality. On the contrary, the least used was *Analyzing and reasoning* with an average of 4.6%, varying to 7.7% regarding the use of Cognitive Strategies before virtuality. Regarding the type of educational institutions, Subsidized schools were the ones that most used Oxford's Cognitive Strategies during the virtuality to develop speaking skills with 10.25% reported by EFL teachers in the Province of Concepción.

Figure 11 reveals the comparison in the use of Oxford's Compensatory Strategies by EFL teachers among Municipal, Subsidized and Private schools to develop speaking skills before and during the virtuality in the Province of Concepción.

**Figure 11:** Comparison of the use of Oxford's Compensatory Strategies by EFL teachers to develop speaking skills in three different types of educational institutions before and during the virtuality.



Source: Prepared by the authors.

Oxford's Compensatory Strategy most used before the virtuality reported by EFL teachers was *Overcoming limitations in speaking and writing* with an average of 52.2%. Meanwhile, the least used was *Guessing intelligibly* with an average of 47.6%. Likewise, the Compensatory Strategy most used was *Overcoming limitations in speaking and writing* with an average of 10%, showing a decrease of 42.2%. However, the least used was *Guessing intelligibly* with an average of 8.6% which demonstrated a variation of 39% in the use of it to develop speaking skills during the virtuality. Regarding the type of educational institutions, Private schools were the ones that most used Oxford's Compensatory Strategies during the virtuality to develop speaking skills with 14% reported by EFL teachers in the Province of Concepción.

## **II. Qualitative Analysis**

In the qualitative category, 56% of the surveyed participants answered this section. The instrument presented three open non-compulsory questions. Two of them referred to modifications and adaptations made to the LLS, and the last one referred to the effectiveness of the adapted strategies. Data gathered here is presented in two groups: *Modification of strategies during virtuality* and *Effectiveness of LLS*. The first subcategory collects information regarding the frequency of strategy use, and why the strategies were modified. The second subcategory collects information regarding the effectiveness of the modified strategies. This final section responds to the research question "*What strategies have been identified as the most efficient ones to develop Speaking skills with the use of videoconferencing platforms tools?*".

### ***1. Modification of Language Learning Strategies during virtuality***

Three main reasons were identified regarding why the strategies had been modified. These are the following:

1) Context and Content: Adaptations were made in order to adapt the content to the students' context during virtuality. Meanwhile, applying the national curriculum adapted plannings. Some participants stated:

- *“The strategies were modified to adapt them to students’ context.”* (Informant 27)
- *“They were modified according to the students’ levels and abilities they are expected to acquire within their level to fit the ministry plannings.”* (Informant 23)

2) Meaningful Learning: Adaptations were introduced to make the students more interested in learning during the class, making a connection with previous knowledge. Some participants stated:

- *“To make them more attractive for today’s students.”* (Informant 46)
- *“Instead of creating empty repetitions, students are encouraged to be creative and create their own story [...]”* (Informant 28)

3) Interaction and Participation: Adaptations were made in order to promote students' participation and interaction with their classmates and teacher during the virtual environment within the class.

Some participants stated:

- *“Because of a lack of interaction with the students.”* (Informant 2)
- *“Because of the great number of students, it was hard to make everyone participate, thus, it was decided to choose students who were not afraid to turn on their microphones and practice with them, making them practice between them or repeating.”* (Informant 44)

Testimonies also referred to another aspect that impacted context and content, interaction and participation and meaningful learning: *Technology*. As the context demanded, technology had to be implemented, yet teachers noticed reluctance from the students to participate; therefore, teachers created strategies to improve interaction. Some testimonies indicated technology could help to enhance the learning process since students are generationally closer to technological tools. As stated in the following testimonies, technology is regarded as another reason to modify strategies.

- *“[...] Students are very technological, and thinking about taking a traditional class to a virtual setting does not apply.”* (Informant 8)
- *“I used free web platforms where students could save and check their progress during and outside the class.”* (Informant 14)

Regarding strategies that were used the most, respondents agreed on the use of methods such as *Repeating* and *Practicing*, concluding that Memory Strategies and Cognitive Strategies were two of the most used during virtuality; Compensatory Strategies have a lower presence in the testimonies. In the following paragraphs, the use of strategies will be explained within two groups, Memory and Cognitive Strategies and Cognitive Strategies.

1) Memory & Cognitive Strategies: Answers were not explicit in terms of strategy; however, the naming of *Memorizing chunks* or *Repetition* appears on behalf of memorizing strategies. Moreover, *Creating sentences out loud* and *Creating dialogues and practice* were used by the participant and can be classified into *Practicing* and *Creating structure for input and output*. Both are Cognitive strategies. Some of the testimonies are the following:

- “*Reading, memorizing chunks, completing sentences out loud, creating sentences by using flashcards.*” (Informant 21)
  
- “*Repetition, creating dialogues and practice during virtual class time, reviewing videos and completing questions related to what they saw, then, reading the questions and answers.*” (Informant 44)

2) Compensatory Strategies: Testimonies also explain situations that can be categorized as overcoming limitations in speaking from compensatory strategies with switching to the mother tongue as a subcategory. In some cases, students were allowed to use “Spanglish”.

The surveyed stated:

- “*Another strategy that I used was to speak about students’ context and encourage them to speak Spanglish.*” (Informant 9)
  
- “[...] *Definitely, the strategies that I used the most during this year were creating structures for input and output and overcoming limitations in speaking.*” (Informant 29)

To conclude, the strategies were modified in favor of context, learning, class interaction and due to technology affecting all factors of modification. From the strategies adapted, Cognitive and Memory Strategies excelled, unlike Compensatory Strategies, which were not highly promoted during virtuality.

## ***2. Effectiveness***

Regarding the effectiveness of the strategies, the results presented a dichotomy among the participants. Some of the participants showed a positive attitude regarding the effectiveness of the strategies for speaking development during virtuality, whereas others implied that strategies had little effectiveness throughout the online modality. Some participants stated:

- *“They were not one hundred percent effective, but due to the circumstances they were helpful.”* (Informant 2)
  
- *[Strategies were not effective] “In vulnerable schools, it is harder to do “speaking” because of the class period reduction.”* (Informant 34)

On the other hand, from the positive testimonies, four factors were constantly repeated concerning why the strategies were effective. These factors relate to what the teachers were able to perceive in students: participation, self-confidence, motivation, and goal.

1. The strategies encouraged confidence and autonomy in students: The participants were able to detect trust and communicative independence when the students interacted in the class.
  - *“Mainly because by combining the different formats, you offer students more than one way to develop their confidence and security when speaking and/or interacting.”* (Informant 19)
  - *“Because the students were their own monitors and the strategies allowed them to practice in their free time which gives more opportunities to develop the skill for those who are more advanced and for those who feel insecure with their speaking.”* (Informant 14)
2. The strategies encouraged participation and communication: The participants were able to observe more involvement from the students during class.
  - *“Because they were able to communicate and express brief and clear ideas in relation to a specific context seen in class.”* (Informant 44)
  - *“Because the students had the opportunity to develop thinking and be exposed to wanting to participate by opening their microphones.”* (Informant 8)

3. The strategies enhanced motivation and meaningful learning: The respondents were able to link the strategies with topics of the students' interest, which motivated them and created meaningful learning experiences.

- “[...] Therefore, motivating the student from topics that invite discussion and opinion encourages the student to think and develop ideas based on what is being presented.”  
(Informant 12)

- “Strategies were effective since they create meaningful learning, in contrast to using repetition and translation methods which were more conventional. Besides, they had a good time, and we were not without laughter.” (Informant 28)

4. The strategies helped the students achieve the class objective: The data providers observed how the class objective was achieved using strategies on behalf of the students.

- “I feel that the strategies chosen were applied from less to more; therefore, through the class-by-class development, the objective was achieved to some extent.” (Informant 9)

- “The strategies were effective given the results of the assignments and works done during the year. So were participation in class and English language use in the classroom.”  
(Informant 23)

Finally, according to the testimonies, the effectiveness of promoting the strategies is based on the teachers' perception of their student's performance. In that sense, teachers may be able to meet what is required by the class, school, or curricula.

## Chapter IV: Discussions

As previously stated, the objective of this research has been to analyze the promotion of LLS by teachers in the development of speaking skills during virtuality by means of videoconferencing platforms. This research intended to answer the following research questions: *What strategies have been used by teachers to promote speaking skills in a foreign language, in the classroom? How have teachers had to adapt strategies to develop Speaking skills through the use of tools of the video conferencing platforms due to the virtual-pandemic context? What strategies have been identified as the most efficient ones to develop Speaking skills with the use of videoconferencing platforms tools?* These questions intended to shed light on the teachers' situation during the pandemic and how they were able to implement the promotion of strategies in a new modality.

According to the results, there were no changes in the types of strategies used before and during virtuality; however, teachers decreased the promotion of strategies in general, due to the rapid changes in modality from ERT to synchronous and asynchronous (Erarslan, 2021). The sudden integration of new modalities and the little experience with videoconferencing technologies could have affected teachers' ability to promote the strategies effectively. As stated by Herrero et al., (2020) and The Dialogue and Teach for all (2019), it was important for teachers to have had enough training to be ready for online modality since the lack of readiness on communication technologies would have impacted directly on teacher's professional development. It is possible to state that the decline in strategy use is related to the teachers not having enough preparation in the use of ICT and VC. Moreover, apart from the lack of preparation, there was a decrease in the

use of a variety of LLS which was mostly observed in private schools. This could have happened because of the difficulties that teachers encounter when working in uneven conditions. As reported by Ponce et al., (2020) “the resources available at home are very unequal and these are associated with unequal opportunities to access online learning” (p.4). In addition, he stated the gap between private and municipal schools, since while some had devices exclusively for homework, as in the case of private students, others from municipal schools do not have such access. Therefore, it can be assumed that students’ context at home is directly influencing teachers' promotion of strategies.

One of the research questions of this study aimed to identify the strategies promoted by teachers to develop speaking skills in the classroom. As stated before, there were no major differences in the use of types of strategies before and during virtuality; however, there was a decrease in how frequent these strategies were promoted. With respect to the use of strategies in the three types of schools, the promotion behavior was similar; however, what spiked discrepancies is the information reported from the quantitative and qualitative data. From the numerical data, Compensatory strategies were the most promoted with more than a third of teachers reporting to have used them before virtuality in order to develop speaking skills. According to Oxford (2003), this type of strategies are mainly reserved for the improvement of speaking skills since compensatory strategies aid and enhance communicative competence. On the contrary, testimonies regarding how the strategies were promoted revealed that teachers encouraged memory and cognitive strategies over compensatory. This might have been because teachers could have attempted to resemble the memory and cognitive activities in the speaking skills, due to the lack of participation and interaction from students. Another plausible reason might be that strategies are promoted conjointly and not individually. As stated by Oxford (2003) one feature of Language

Learning Strategies is that they are flexible, which implies that strategies can be chosen and combined in a non-specific order, without necessarily using them individually. In Oxford's words, the discrepancy was justified.

Responding to the research question related to the adaptation of strategies to develop speaking skills through the use of video conferencing tools in the virtual context, with over a fifth of the preferences *Share screen* function was the most used; meanwhile, the *Use of the chat* was chosen as the second most voted tool with exactly a fifth of teachers having stated to prefer it. Regarding strategy adaptation, which was done through VCP, teachers declared that some factors contributing to the modification of their strategies involved *content and context* as well as *participation and interaction*. First, testimonies referred to the adaptation of strategies in terms of content in order to fit the current context during virtuality. Second, it was reported that there also exists an adaptation of strategies to promote students' participation and interaction between teachers and students. According to Lessard-Clouston (1997), teachers are capable of managing the circumstances where students use strategies by studying the teaching context and being attentive to their use in different situations. The author suggested being aware of external and internal factors that can motivate learners to use the strategies, such as interests and motivations. Considering that teachers were immersed in virtuality due to the context, it is necessary to mention that respondents identified technology as one of the students' interests, providing also for teachers with a helpful tool to enhance the learning process. It could be possible to state as a result of the availability of VCPs, Language Learning Strategies did not present a major shift when applying them in a virtual classroom; however, this does not mean that teachers had no difficulties in adapting and promoting these strategies through VCPs.

Regarding the strategies identified as the most efficient ones to develop speaking skills through VCPs, the participants' quantitative results can be represented through the categories of *Cognitive strategies* and *Memory strategies*. Within the *Compensatory strategies*, there were no significant findings regarding the efficiency as it has only two subgroups. For *Cognitive strategies*, teachers of municipal and subsidized schools considered *Applying images and sounds* to be the most effective, while private school educators posed *Creating structure for input and output* as one of the most effectual; their second excelling strategy is part of the *Compensatory strategies* category: *Overcoming limitations in speaking and writing*. As the most effective *Memory strategies*, teachers of municipal, subsidized and private selected *practicing* and teachers of subsidized alone paired it with *Reviewing well*. Moreover, based on qualitative data, teachers' testimonies revealed that the effectiveness of strategies was measurable in terms of certain characteristics that enhanced the learning process. Meanwhile, many studies measure the effectiveness of the strategies based on the outcomes and success of the students' performance in the language. An example of this is the experimental study called "Effective strategies to develop speaking skills" carried out by Shanthi et al (1990) where after the testing process the findings were reported as follows "From the observations (...) they lacked the ability to find context-specific words, linking ideas, organization of ideas and lack of confidence." (p.390) As shown in the example, effectiveness and success were directly related to the students' performance in the testing process, whereas the qualitative results highlight the attitudinal aspects as much as achieving an objective. These attitudinal characteristics consist of students' motivation, autonomy and the accomplishment of goals. Presumably, teachers inferred the direct strategies' effectiveness through the students' process towards learning, instead

of the students' outcome due to the limited interaction. Teachers had no other ways of identifying students' strategy use since they were not in direct contact with students.

## Chapter V: Conclusion

This quantitative study aimed to analyze the use of LLS promoted by EFL teachers through the use of videoconferencing platforms to develop speaking skills in the virtual context in Municipal, Subsidized and Private Secondary Schools in the Province of Concepcion.

In order to achieve this purpose, the study collected the information through the application of a survey which contained the adapted *Strategy Inventory for Language Learning* (SILL) designed by Oxford (1990) and some open questions answered by EFL teachers from Secondary schools.

Regarding the results of this study, it can be concluded that:

- Due to the rapid change in modalities and external factors that directly affected the students and teachers, there was a decrease in the promotion of Language Learning Strategies as a whole in online classes compared to their use before virtuality.
- Compensatory strategies were promoted the most by teachers during virtuality, while the most efficient strategies were the memory strategy of *Applying images and sounds* and the cognitive strategy of *Practicing*.
- It was not observed that any type of school performed better or worse on the promotion of strategies during virtuality.
- Teachers from Municipal schools did not promote a variety of strategies since they decided to focus on a few. Unlike Private schools, teachers were more dynamic in their promotion of strategies during virtuality.

- Regarding VCPs, it can be observed that they were useful for the virtual setting; nevertheless, it is not possible to determine their impact on students' learning since this study is focused on the teachers' perspective.
- This study could be a starting point for other researchers on the theme of strategy promotion through video conferencing platforms.

It can be stated that this study managed to identify which strategies were used by EFL teachers for the promotion of strategies for speaking. The study also showcased that strategies had to be modified by teachers to fit in a virtual-pandemic context as well as their implementation through video conferencing platforms. Finally, this research identifies which strategies were able to be efficiently promoted for the development of speaking skills during the virtual-pandemic context according to EFL teachers.

## **Chapter VI: Limitations and Projections**

### **I. Limitations**

First, the reduced number of participants hindered representative statistical measurements since the sample size does not represent most schools and teachers from the Province of Concepción. Only 50 people answered the survey; consequently, the data gathered represents a group of teachers working in different types of institutions, but in no case does it represent general teachers' behavior in all Municipal, Subsidized or Private Schools.

Similarly, the sample focused on teachers' perspectives without considering the students' points of view. Since, the participants answered according to their teaching experience, the students' results were inferred, regarding the effectiveness of strategies promoted throughout the virtuality.

Finally, another necessary restraint to consider is the lack of previous literature regarding the objective of this study. As this research discussed a current issue conducted in the context of a health emergency, little recent literature on LLS and ICT in a pandemic context could be found. Nonetheless, it could be a strength for future studies since it provides new information that may be useful as a basis for further inquiry.

### **II. Projections**

This present study has focused on analyzing strategies promoted by teachers to develop Speaking skills through ICT in a virtual context. Moreover, since this study covered the teachers' views, it would be more enriching to apply a direct observation and follow-up of students. Thus, another

projection for future researchers could be analyzing the results by comparing the teachers' perceptions and students' performance to widen the field of this study.

Finally, for further research, it might be advisable to cover all the strategies proposed by Oxford. In this sense, analyzing the promotion of both direct and indirect strategies could help gather more detailed information on the development of Speaking skills. Moreover, it is important to mention that other authors have studied strategies to promote the development of oral production; hence, future researchers might consider other theories and methods that could also promote English oral development.

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## Chapter VIII: Appendixes

### Appendix I

#### Survey

Sección 1 de 5

## Encuesta: Uso de Estrategias de Aprendizaje en Plataformas Virtuales.

Estimado(a) Docente, somos un grupo de estudiantes de Pedagogía en Educación Media en Inglés de la Universidad Católica de la Santísima Concepción y actualmente nos encontramos realizando nuestro Seminario de Investigación. Agradeceríamos que nos pudiera colaborar en nuestro trabajo, respondiendo una encuesta que le tomará aproximadamente 10 minutos.

Esta investigación está enfocada en identificar la estrategias promovidas por los docentes para el desarrollo de la habilidad de "Speaking" por medio del uso de plataformas de videoconferencia dentro del contexto online.

Le solicitamos leer cuidadosamente los siguientes enunciados y entregar la respuesta que más se acerca a su situación.

Muchas gracias de antemano.

Confirmo que he leído la información del estudio, acepto participar voluntariamente en la investigación y entiendo que los datos serán mantenidos bajo estricta reserva. \*

Sí

No

PARTE I: Información del participante



A continuación, le solicitamos responder las siguientes preguntas de selección múltiple, escogiendo la alternativa que mejor represente su situación. Por favor, prestar especial atención a las condiciones de las preguntas 4, 5, 6.

1.- ¿Cuál es su rango etario? \*

- Menos de 30 años.
- Entre 31 y 40 años.
- Entre 41 y 50 años.
- Más de 50 años



2.- ¿Cuál es su género? \*

- Femenino
- Masculino
- Prefiero no decirlo

3.- ¿Cuál es su título profesional? \*

- Profesor de Inglés (Enseñanza Media)
- Profesor de Educación Básica con Mención en Inglés
- Otra...



4.- ¿En qué comuna de la Provincia de Concepción trabaja? (SI TRABAJA EN ESTABLECIMIENTOS EDUCACIONALES EN MÁS DE UNA COMUNA, INDIQUE AQUELLA EN LA QUE TRABAJA LA MAYOR CANTIDAD DE HORAS) \*

- Concepción
- Coronel
- Chiguayante
- Florida
- Hualpén
- Hualqui
- Lota
- Penco
- San Pedro de la Paz
- Santa Juana
- Talcahuano
- Tomé

5.- ¿En qué tipo de establecimiento educacional trabaja? (SI TRABAJA EN ESTABLECIMIENTOS EDUCACIONALES EN MÁS DE UNA COMUNA, INDIQUE AQUELLA EN LA QUE TRABAJA LA MAYOR CANTIDAD DE HORAS) \*

- Municipal
- Subvencionado
- Privado
- Otra...

6.- ¿En qué nivel(es) trabaja? \*

- Enseñanza Básica (1ro a 6to básico)
- Enseñanza Media (7mo a 4to medio)

7.- En promedio, ¿Cuántos estudiantes conforman cada curso? \*

- Menos de 20 estudiantes
- De 20 a 30 estudiantes
- De 30 a 40 estudiantes
- Más de 40 estudiantes

...

8.- Generalmente, ¿Qué porcentaje de su curso se conecta a clases? \*

- Menos del 25% de mis estudiantes
- Del 26% al 50% de mis estudiantes
- Del 51% al 75% de mis estudiantes
- Del 76% al 100% de mis estudiantes

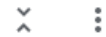
9.- Incluyendo este año escolar, ¿Cuántos años lleva ejerciendo su profesión? \*

- Menos de 5 años
- Entre 6 y 15 años
- Entre 16 y 25 años
- Más de 25 años

10.- Según su apreciación en 2 horas pedagógicas, ¿Qué porcentaje de la clase realiza en Inglés? \*

- Menos del 25% de la clase
- Del 26% al 50% de la clase
- Del 51% al 75% de la clase
- Del 76% al 100% de la clase

PARTE II: Estrategias de Aprendizaje



Descripción (opcional)

11.- ¿Cuál(es) de las siguientes estrategias de memorización utilizaba para el desarrollo de la habilidad de Speaking, antes de la virtualidad? (SELECCIONE TODAS LAS QUE APLIQUEN) \*

- Crear vínculos mentales. (p. ej. Crear acrónimos)
- Uso de imágenes y sonidos. (p. ej. Asociar imágenes a palabras)
- Revisar bien. (p. ej. Repasar clase anterior al inicio)
- Emplear acción. (p. ej. Jugar "Simón dice")

12.- ¿Cuál(es) de las siguientes estrategias cognitivas utilizaba para el desarrollo de la habilidad de Speaking, antes de la virtualidad? (SELECCIONE TODAS LAS QUE APLIQUEN) \*

- Practicar. (p. ej. Guías de ejercicios, repetir fórmula gramatical, repetir diálogos)
- Recibir y enviar mensajes. (p. ej. Skimming and scanning)
- Analizar y razonar. (p. ej. Traducir oraciones)
- Crear estructuras para recibir y producir información. (p. ej. Destacar, resumir, tomar notas)

13.- ¿Cuál(es) de las siguientes estrategias compensatorias utilizaba para el desarrollo de la habilidad de Speaking, antes de la virtualidad? (SELECCIONE TODAS LAS QUE APLIQUEN) \*

- Adivinanzas inteligentes. (p. ej. Deducir a partir del contexto)
- Superar límites al hablar. (p. ej. Usar gestos y lenguaje no verbal)

14.- ¿Con qué grado de frecuencia fomenta la utilización de estas estrategias en su proceso de enseñanza para desarrollar la habilidad de Speaking?

Descripción (opcional)

#### Estrategias de Memorización \*

	Nunca	Casi nunca	A veces	Casi siempre	Siempre
Crear vínculos ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso de imagen...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revisar bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emplear acción.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Estrategias Cognitivas \*

	Nunca	Casi nunca	A veces	Casi siempre	Siempre
Practicar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recibir y enviar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analizar y razo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crear estructur...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Estrategias Compensatorias \*

	Nunca	Casi nunca	A veces	Casi siempre	Siempre
Adivinanzas int...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Superar límites...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Sección 4 de 5

### PARTE III: Efectividad de las Estrategias en el Contexto Online



Descripción (opcional)

15.- ¿Qué plataforma de videoconferencia utiliza para realizar sus clases? \*

- Zoom Meetings
- Google Meet
- Microsoft Teams
- Otra...

16.- ¿Cuál de las herramientas de la plataforma de videoconferencia seleccionada le permite <sup>\*</sup> promover el uso de estrategias en el contexto virtual? (SELECCIONE TODAS LAS QUE APLIQUEN)

- Compartir mi pantalla
- Utilizar la pizarra
- Crear grupos (al azar o a elección)
- Silenciar a estudiantes
- Reaccionar y/o levantar la mano
- Utilizar el chat
- Tener aplicaciones dentro de la plataforma
- Otra...

17.- ¿Cuál(es) de las siguientes estrategias le ha(n) resultado más eficiente(s) en el desarrollo \* de Speaking, durante la virtualidad? (INDIQUE 4)

- Adivinanzas inteligentes. (p. ej. Deducir a partir del contexto)
- Analizar y razonar. (p.ej. Traducir oraciones)
- Crear estructuras para recibir y producir información. (p.ej. Destacar, resumir, tomar notas)
- Crear vínculos mentales. (p.ej. Crear acrónimos)
- Emplear acción. (p.ej. Jugar "Simón dice")
- Practicar. (p.ej. Guías de ejercicios, repetir fórmulas gramaticales, repetir diálogos)
- Recibir y enviar mensajes. (p.ej. Skimming y Scanning)
- Revisar bien. (p.ej. Repasar la clase anterior al inicio)
- Superar límites al hablar. (p.ej. Usar gestos y lenguaje no verbal)
- Uso de imágenes y sonidos. (p.ej. Asociar imágenes a palabras)

18.- Si usted adaptó alguna estrategia de aprendizaje directa, mencione cuál(es) de ellas utilizó con mayor frecuencia para el desarrollo de Speaking, durante la virtualidad:

Texto de respuesta larga

.....

19.- Si es que aplica, ¿Por qué modificó las estrategias y de qué manera?

Texto de respuesta larga

.....

20.- En su opinión, ¿Por qué cree usted que la(s) estrategia(s) escogida(s) fue(ron) efectiva(s) en el desarrollo de la habilidad de Speaking, como lengua extranjera?

Texto de respuesta larga

.....

Título de la sección (opcional)



Muchas gracias por su participación. Sus respuestas serán registradas al presionar "enviar".

## Appendix II

### Validation Guidelines

#### PAUTA DE VALIDACIÓN

Marque con una **X** en la casilla que corresponda el valor que desea asignar a cada criterio:

1. Las instrucciones del instrumento son claras y precisas.

De acuerdo	
Medianamente de acuerdo	
En desacuerdo	

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

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2. Las partes del instrumento están en coherencia con los objetivos del trabajo de investigación.

De acuerdo	
Medianamente de acuerdo	
En desacuerdo	

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

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3. La estructura del instrumento responde al tipo de información que se busca recoger.

De acuerdo	
Medianamente de acuerdo	
En desacuerdo	

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

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4. En general, el instrumento responde al objetivo general de investigación.

De acuerdo	
Medianamente de acuerdo	
En desacuerdo	

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

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Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

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Nombre	
Grado académico	
Departamento	
Firma	

### Appendix III

#### Chart

<b>Figure 1</b>	Oxford's Memory Strategies used by EFL teachers to develop Speaking skills during the virtuality.	<b>Question 11</b>	Which of the following Memory Strategies did you use to develop Speaking skills, before virtuality?
<b>Figure 2</b>	Oxford's Cognitive Strategies used by EFL teachers to develop Speaking skills during the virtuality in different types of educational institutions.	<b>Question 12</b>	Which of the following Cognitive Strategies did you use to develop Speaking skills, before virtuality?
<b>Figure 3</b>	Oxford's Compensatory Strategies used by EFL teachers to develop Speaking skills during the virtuality in different types of educational institutions.	<b>Question 13</b>	Which of the following Compensatory Strategies did you use to develop Speaking skills before virtuality?
<b>Figure 4</b>	Memory Strategies used during virtuality.	<b>Question 14</b>	With which frequency are these Memory Strategies promoted in the learning process to develop Speaking

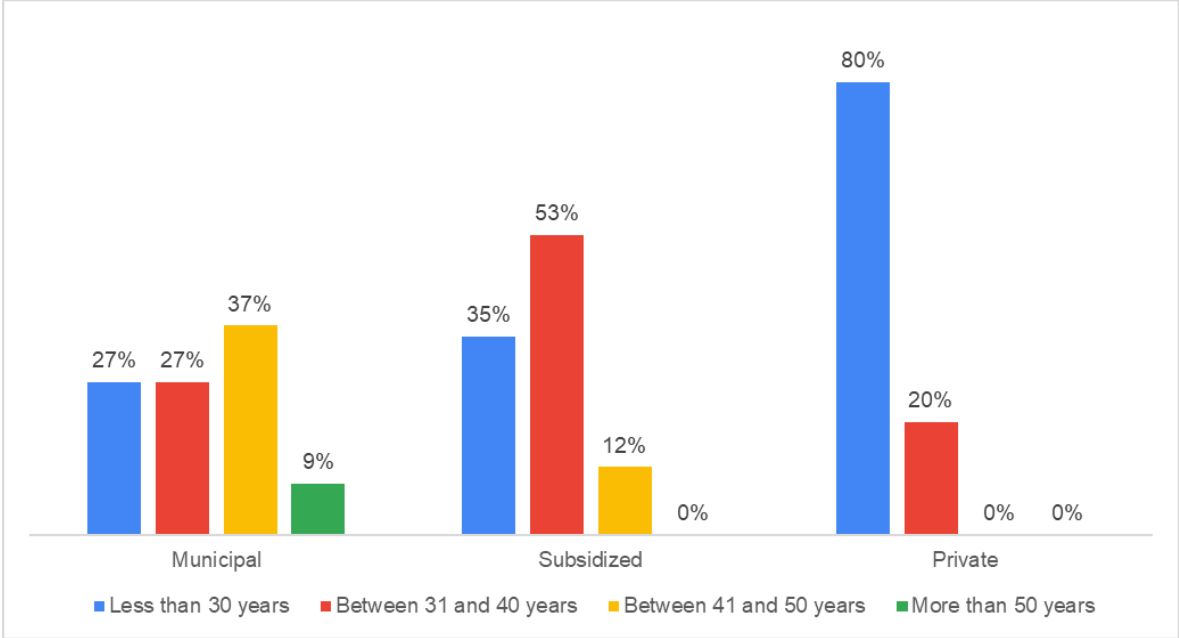
			skills?
<b>Figure 5</b>	Cognitive Strategies used during virtuality.	<b>Question 14</b>	With which frequency are these Cognitive Strategies promoted in the learning process to develop Speaking skills?
<b>Figure 6</b>	Compensatory Strategies used during virtuality.	<b>Question 14</b>	With which frequency are these Compensatory Strategies promoted in the learning process to develop Speaking skills?
<b>Figure 7</b>	Videoconferencing platform tools used in Municipal, Subsidized and Private schools.	<b>Question 16</b>	Which of the tools of the selected Video Conferencing Platforms allows you to promote the use of strategies in the virtual context?
<b>Figure 8</b>	Most efficient strategies used by teachers for Speaking during virtuality according to the type of school.	<b>Question 17</b>	Which of the following strategies have been more efficient for the development of Speaking skills, during

			virtuality?
<b>Figures 9, 10 &amp; 11</b>	Comparison of the use of Memory Strategies before and during the virtuality.	<b>Questions 11, 12, 13 &amp; 17</b>	Previously mentioned.

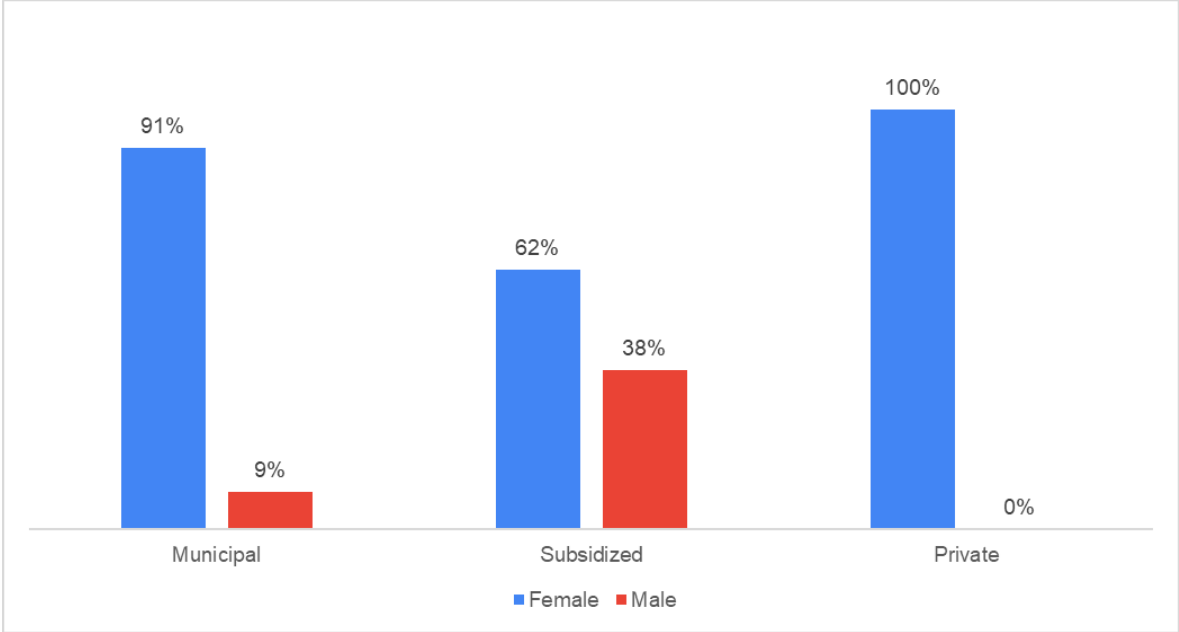
**Appendix IV**

**Demographic information graphs**

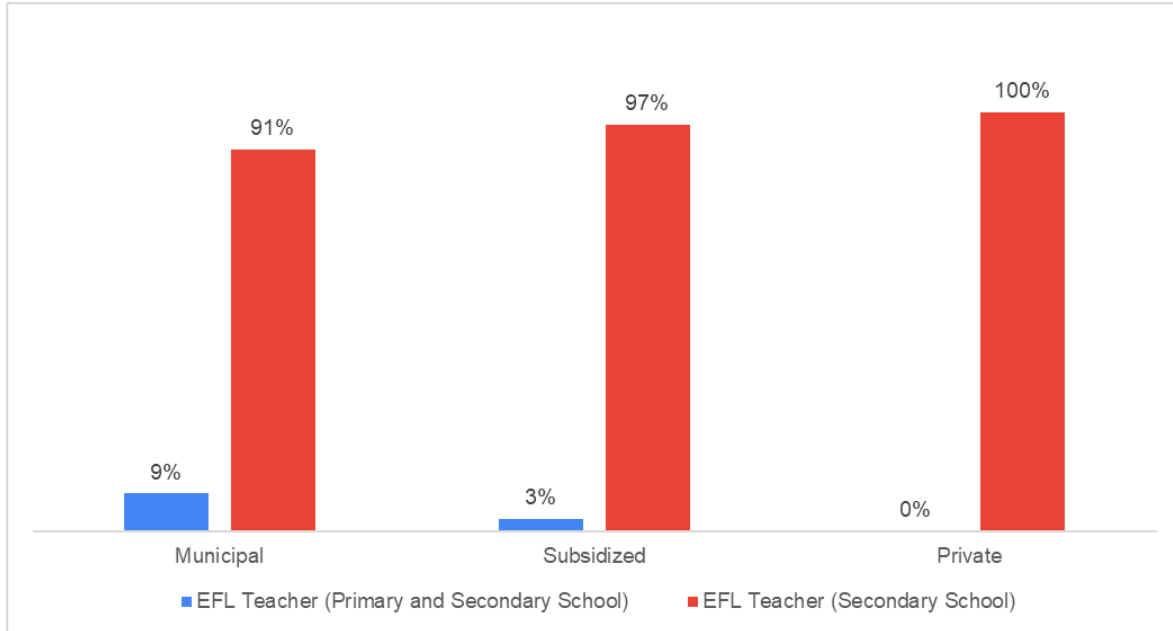
Question 1: What is your age group?



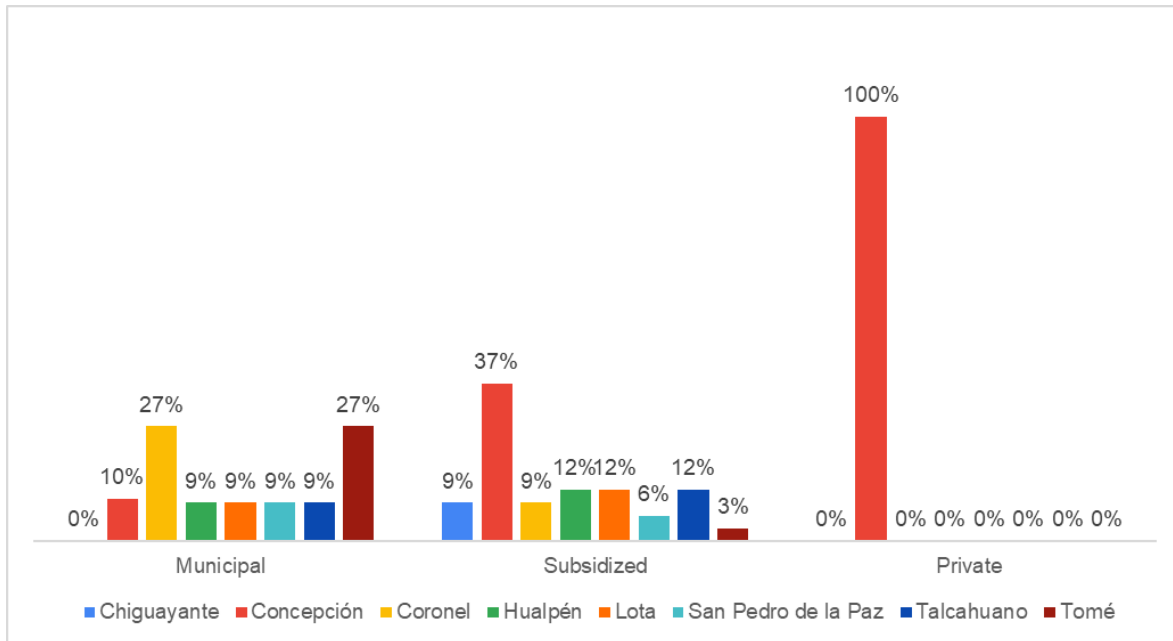
Question 2: What is your gender group?



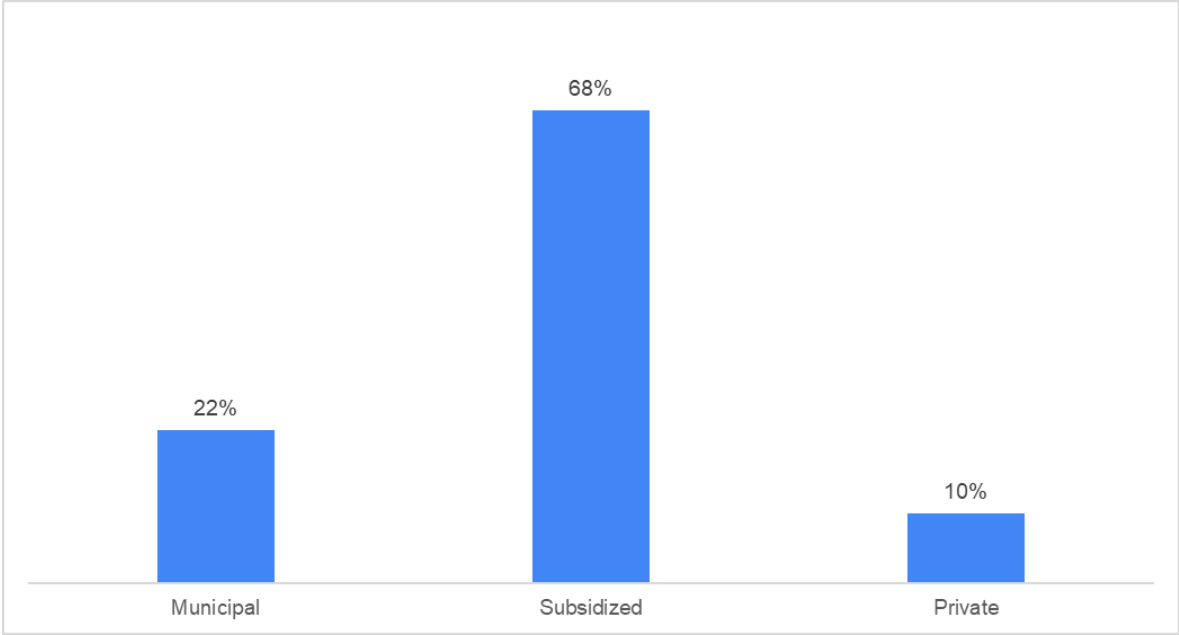
Question 3: What is your professional degree?



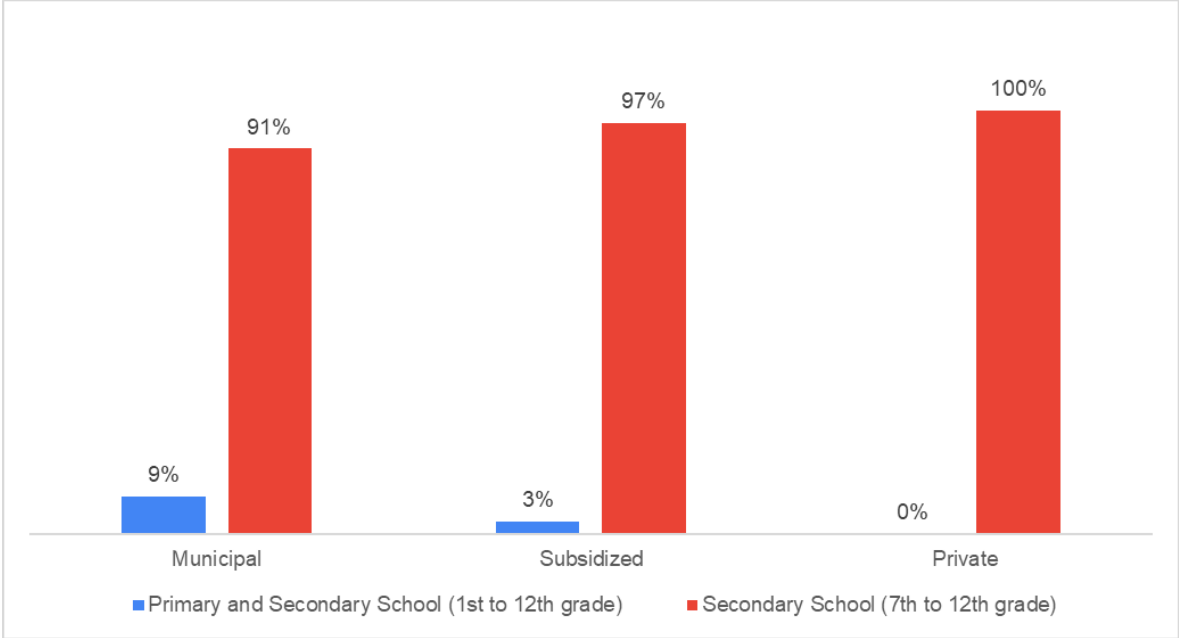
Question 4: In which commune of the Province of Concepción do you work? (If you work in educational establishments in more than one commune, indicate the one where you work the most hours).



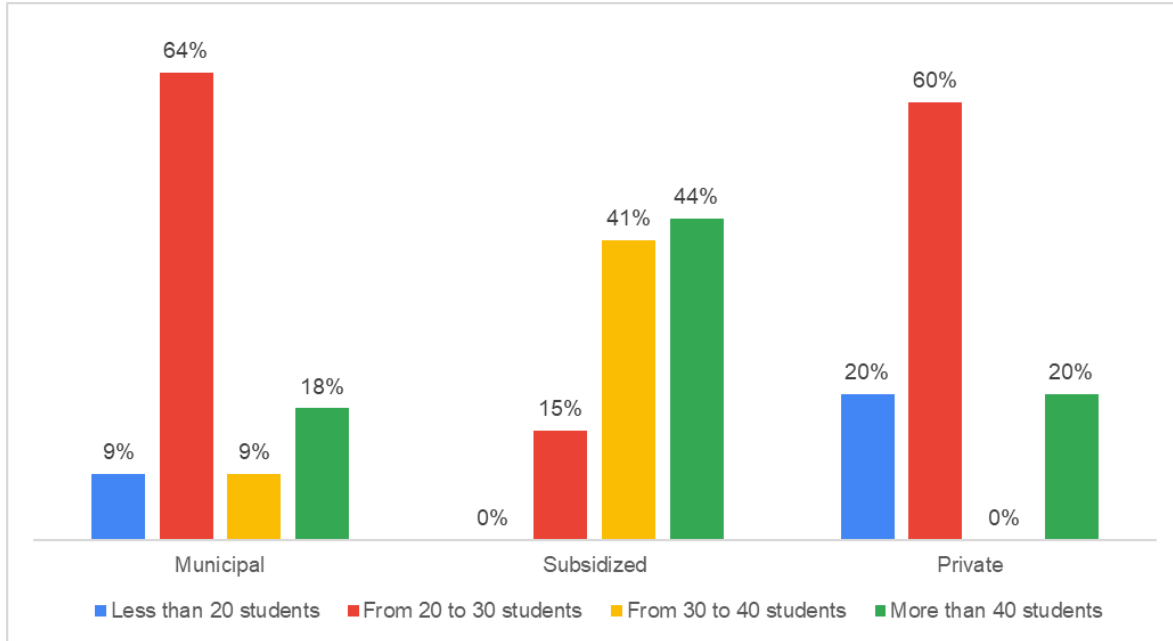
Question 5: In which type of educational institution do you work? (If you work in more than one, select the one in which you work the most hours).



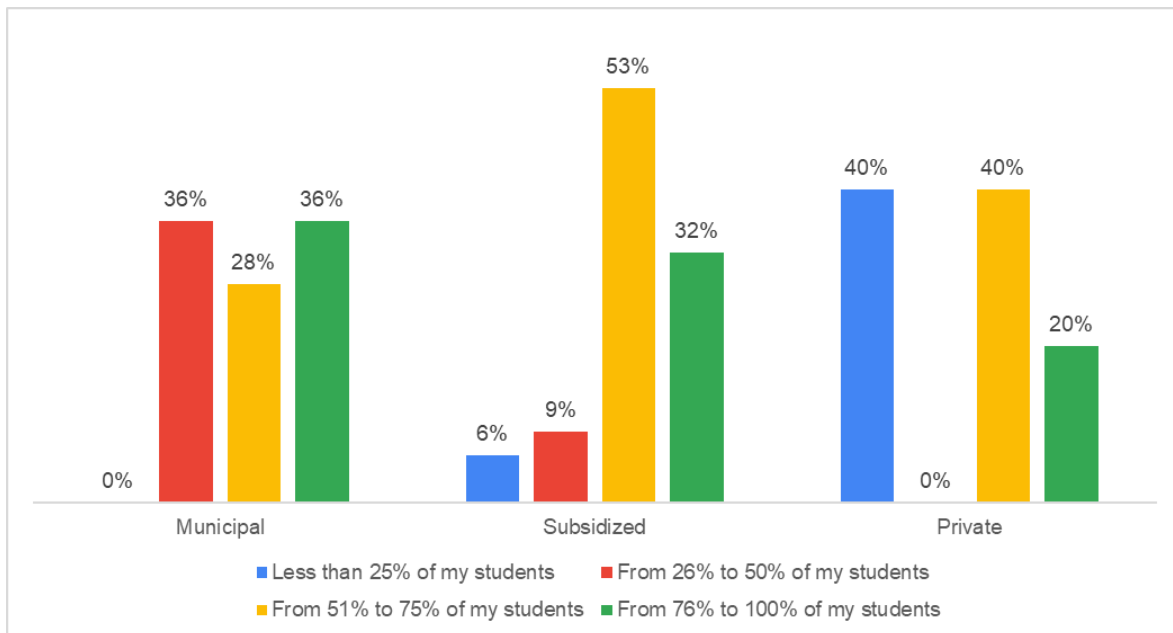
Question 6: At what level(s) do you work? (Select all levels at which you work).



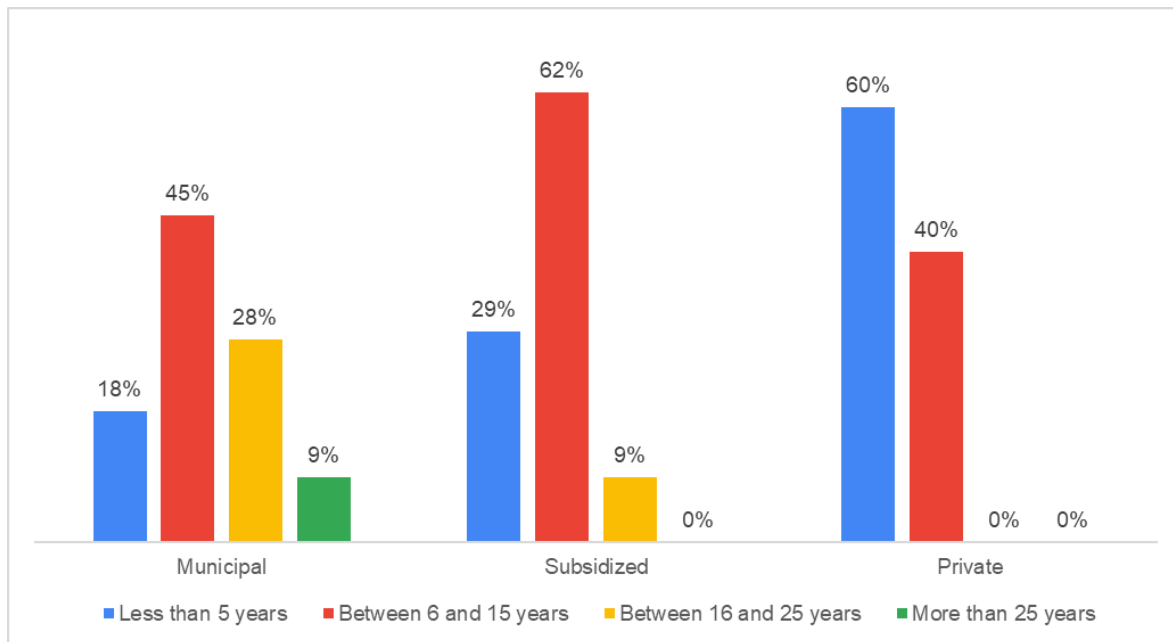
Question 7: How many students are there in your institution?



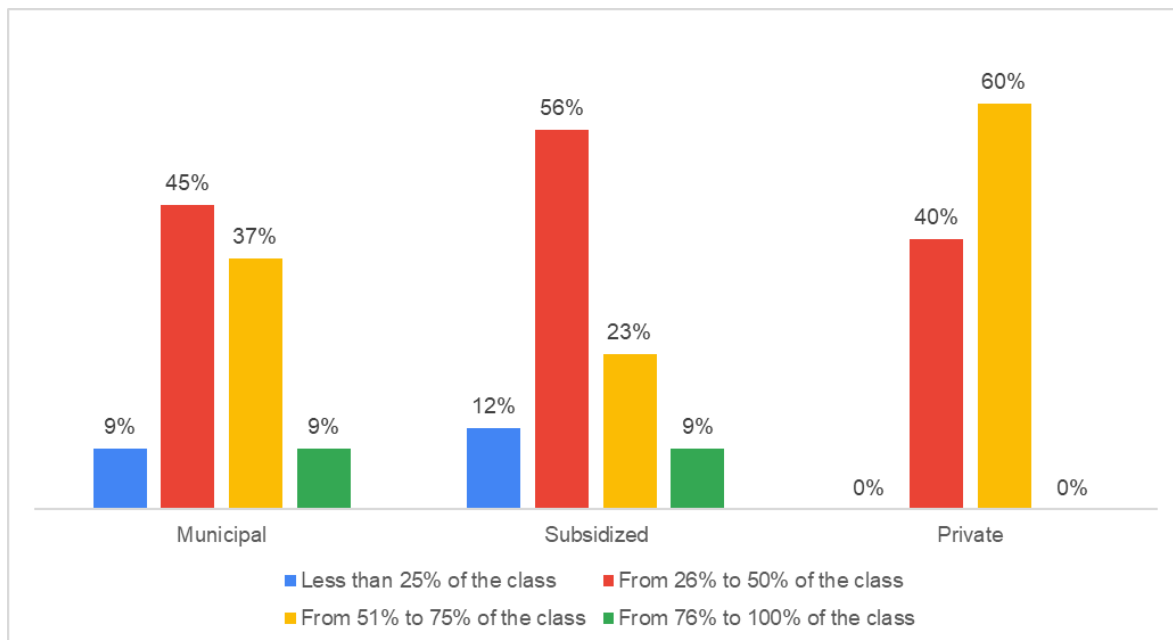
Question 8: Generally, what percentage of your students log on to classes?



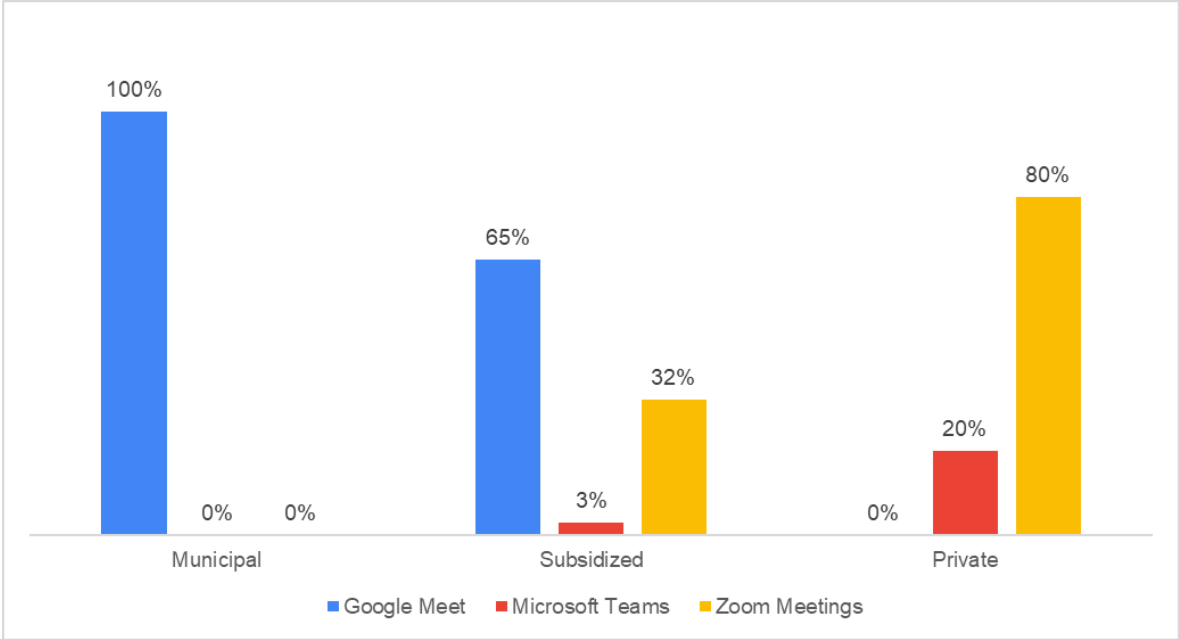
Question 9: Including this school year, how many years have you been in practice?



Question 10: In your opinion, what percentage of your classes are conducted in English?



Question 15: What video conferencing platform do you use to conduct your classes?



## Appendix V

### Evaluation guidelines



#### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Camila Polanco Ospital
TÍTULO DEL SEMINARIO EVALUADO:	"Identifying Language Learning Strategies promoted by English as a Foreign Language teachers from Municipal, Subsidized and Private Secondary schools for speaking skills during virtuality, in the Province of Concepción"
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pamela Erices Terán Valentina González Jara Felipe González Valenzuela Nathalie Sáez Vera Francisca Vásquez Noriega
CARRERA	Ped. En Inglés
PROFESOR GUÍA	Hector Vega

**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.	7
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
<b>Promedio</b>	<b>7</b>

#### 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
<b>Promedio</b>	<b>7</b>

#### 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.	7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7
5. Precisión de las estrategias y técnicas de recogida de datos.	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
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7
<b>Promedio</b>	<b>7</b>

#### 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 .	7



2. Presentación de los hallazgos o resultados de forma clara y sintética.	7
3. Discusión de los resultados de la investigación.	6
4. Conclusiones sustentadas en los resultados o hallazgos.	7
5. Explicitación 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
<b>Promedio</b>	<b>6.8</b>

**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.	7
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7
<b>Promedio</b>	<b>7</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7	1.7
B. Del Marco Teórico referencial	20%	7	1.4
C. Del Diseño Metodológico de la investigación	20%	7	1.4
D. Del Contenido Temático y los Resultados	25%	6.8	1.7
E. De los aspectos formales	10%	7	0.7
<b>Nota promedio final</b>			<b>6.9</b>

**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.

**CONCLUSIONES**

Aprobada en Consejo de Facultad / abril de 2011

**CAMILA POLANCO OSPITAL**  
FIRMA PROF. EVALUADOR

Fecha: .....19-12-2022.....



**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Gemalli Ulloa Salazar
TÍTULO DEL SEMINARIO EVALUADO:	Identifying Language Learning Strategies promoted by English as a Foreign Language teachers from Municipal, Subsidized and Private Secondary schools for speaking skills during virtuality, in the Province of Concepción
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pamela Ericas Terán Valentina González Jara Felipe González Valenzuela Nathalie Sáez Vera Francisca Vásquez Noriega
CARRERA	Ped. en Ed. Media en Inglés
PROFESOR GUÍA	Héctor Vega Pinochet

**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.	7.0
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.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
<b>Promedio</b>	<b>7.0</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
<b>Promedio</b>	<b>7.0</b>

**C. Del Diseño Metodológico del Problema (20%)**

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7.0
2. Presentación del método de investigación y su diseño.	7.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
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.	7.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
<b>Promedio</b>	<b>7.0</b>

**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.	7.0



2. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
3. Discusión de los resultados de la investigación.	6.5
4. Conclusiones sustentadas en los resultados o hallazgos.	7.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
<b>Promedio</b>	<b>6.9</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7.0
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.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
<b>Promedio</b>	<b>6.9</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	1.75
B. Del Marco Teórico referencial	20%	7.0	1.4
C. Del Diseño Metodológico de la investigación	20%	7.0	1.4
D. Del Contenido Temático y los Resultados	25%	6.9	1.725
E. De los aspectos formales	10%	6.9	0.69
<b>Nota promedio final</b>			<b>6.96</b>

**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.

**CONCLUSIONES**

Este seminario de investigación viene a aportar una mirada más reciente a lo acontecido durante la crisis sanitaria del Covid-19 desde la perspectiva docente y las consecuencias que la pandemia y la educación a distancia tuvieron en el desarrollo de la expresión oral en el idioma inglés.

Además, se evidencia una sólida revisión teórica de los temas principales que nutren el estudio. No obstante, a esto mismo no se le saca el provecho suficiente en la parte de la discusión, en donde queda espacio para una mayor elaboración de ideas. Por ejemplo, el hecho de que los colegios públicos y subvencionados hayan promovido más el uso de estrategias en comparación a los privados puede ser una arista para desarrollar, ya que la desigualdad en el acceso a recursos es algo que mencionan en el marco teórico.

Respecto a aspectos formales, hay ciertas imprecisiones gramaticales, de puntuación o APA (destacadas en el texto) que hay que revisar.



**Facultad de  
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Universidad Católica de la Santísima Concepción

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**Fecha: 14/12/2022**