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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Reporte del Proyecto Terminal de Aplicación Innovadora del Conocimiento

Enhancing English Language Performance Through The Use of Learning Strategies

Procesos de Enseñanza- Aprendizaje del Inglés

Maria Teresa Miranda Vallejo

Director: Luz Edith Herrera Díaz

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Abstract

This paper looks at an action research project that was conducted in a bilingual elementary classroom. The objective was to identify the learning strategies that might enhance the participants’ English Language performance, as well as guide them on how to apply learning strategies to their own needs and preferences. The participants were 18 students of 5th grade, whose ages range between 10 and 11 years old.

Basically, I wanted to answer the following questions:
1) What learning strategies were more popular among the students?
2) How did students apply these strategies to their specific needs and preferences?
3) Why did students think these activities could be useful for some other subjects, besides English?

The data for this action research was collected in diverse forms, such as learning strategies inventories, questionnaires and interviews with the participants; as well as researcher’s and students’ journals.

The data has shown that students feel more confident in their use of English language after they knew how to use direct learning strategies. Besides, they are more independent from the teacher. They have become more competent communicative users, not only receptive. Most of them also showed to use or relate the learning strategies with their experiences in some other subjects, not only English.

Key words: learning strategies, action research, performance.
Introduction

This paper presents the origin, development and conclusions of an educational intervention project, based on action research, that was conducted in an English as Second Language (referred as ESL from now on) elementary class, in order to identify the learning strategies that may enhance the participants-students’ English language performance.

Enhancing my students’ English language performance was identified as substantial in my teaching context, because of the fact that, nowadays, most of the schools promote a constructivist approach to teaching; therefore, elementary school students are supposed to be more autonomous and independent. In this context, teachers are no longer the pillars of education; we, the teachers, are just to provide certain guidance for the students’ building up their own learning. In other words, education has become student-centered.

Following this idea, our students need to obtain as many tools as they can in order to improve their language performance. Consequently, students need to, firstly, identify what learning strategies might help them to overcome the obstacles they might find while learning the target language; and secondly, they need to learn how to apply these learning strategies to their own learning processes in the most effective way.

I consider that it is important for students to understand about learning strategies, for them to identify which of these might be helpful to enrich their own learning. Once they identify the strategies, it is also important to show them how these strategies could be applied to their own learning processes, to potentiate the strengths they already possess and to overcome their weaknesses.
This is achieved considering that the teacher is an aid, a guide, but the responsible of his own learning is the student himself. Thus, teachers need to provide them with information about these strategies and, since they are very young, we also need to explain to them how to apply these strategies according to their specific needs. I consider that if every student knows what actions or practices could help him achieve a better performance in English and how to implement these practices, then, the student might have more chances to succeed in his academic objectives.

The latter is the purpose of the present intervention, that is to say, to show students how to identify their strengths and weaknesses and then, once they are able to identify them, guide them on how to apply these to their own needs and preferences. At the end, this situation will enhance their English language performance. For this purpose, during the present research, I only focused on direct learning strategies, known as cognitive and compensation strategies. I worked on the students’ identifying them and later, students had the opportunity to practice by using them, in order to recognize which of them are more helpful according to their needs and learning purposes.
Chapter 1. Context & Focus

The present research was carried out in a group of 18 students of 5th grade of elementary school; they are between 10 and 11 years old. These children’s families have a high economic status, since the school is one of the most exclusive in Veracruz city, the fees are expensive and it is located in a luxury neighborhood (See Figure 1.1).

Figure 1.1. School Campus Veracruz

The school has been in Veracruz for almost 6 years and besides the elementary, it offers kindergarten and secondary school education. It belongs to a franchise of schools that were established in Monterrey, Nuevo Leon in 1978. This group of schools is composed by six campuses located: two in Monterrey (Campuses Altavista and Herradura); the Anglo Britanico School in Apodaca, and the campuses in Chihuahua,
Torreon and Veracruz. Here, in Veracruz, the school was established in 2007, being the 6th and last institution from this franchise to be created in the Mexican republic.

These schools are bilingual since 1994 and, according to the information available on their web page, it is extremely important for them to offer a 100% bilingual education for their students, who are to be capable of reading, writing and expressing themselves in English, as well as in Spanish. Consequently, these schools work with a 100% English program in their kindergarten classrooms, seeking for the full immersion of the children into the target language. In elementary as in secondary schools, English is supposed to be the students’ second language and the institution seeks to promote it as much as possible, thus, English classes are more frequent than the Spanish classes.

Even though all these schools are independent from each other, having different owners and not depending from the same administrative structure, they do rely on the same type of educational programs. These programs are designed by the Monterrey schools, taking into account the requirements of the International Baccalaureate Organization (referred as IBO from now on). IBO is an educational organization, created in 1968, which seeks to “develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.” (International Baccalaureate Organization, n.d.). According to this description, the organization focuses on Jacques Delors’s pillars of education (UNESCO, 1996) and therefore, it is totally centered in the students’ needs.

In view of the above, the school system is constructivist and, besides promoting the learners’ autonomy and independence since they are young, it emphasizes the idea of working with innovative teaching methods such as modeling, role playing, discussing, sharing, among others, through the development of topics in transdisciplinary units, which means that subjects are seen as a whole, one linked to another. Every two months, they work on a project where subjects from the Spanish class are presented by
linking them to the topics they are learning in the English class. This way, students may interrelate their subjects in order to learn in an integrated way.

IBO is important to these schools, since all of them (except Torreon) have obtained the accreditation to apply IBO’s Primary Years Program (PYP). Campus Veracruz has been the last school to obtain this distinction in 2011. We now belong to a community of more than 3,000 schools in more than 140 countries which share the IBO’s ideals. Regarding the curriculum, IBO’s has defined standards about what children must learn during their elementary education and how they must do it. They have conceived a fixed curriculum, which relies on the idea of an international education, forming students to be ready to compete with students from any other country. According to their web page, IBO encourages “…a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn.” (International Baccalaureate Organization, n.d.)

This international organism (IBO) promotes a constructivist education, where students build up their own knowledge basing it on their previous experiences and in a social environment, where they have to interact with peers in order to collaborate in this learning construction. Thus, education based on IBO must provide students with the necessary tools for competing with people in other countries, that is, they must be able to express in another language too.

In this context, my concern is that, as education is more student-centered every day, elementary students need to be more independent and to obtain as many tools as possible to improve their language performance. One of these tools is identifying and taking advantage of learning strategies. However, elementary school students, are not always aware of what type of learning strategies might help them to overcome the obstacles they might find while learning the target language. Therefore, if the school is seeking to promote a constructivist approach to education and to form more
independent students, children need to be trained to enhance their learning, specifically in English, which is not their native language. My objective, in this action-research, is to identify the learning strategies that might help students to enhance their language performance, and to know how they can use them effectively in different contexts.

In order to achieve my objective, through the results of this study, I will try to answer the following research questions:

1) What strategies were more popular among the students?
2) How did students apply these strategies to their specific needs and preferences?
3) Why did students think these activities could be useful for some other subjects, besides English?
Chapter 2. Literature Review

In this chapter, the main concepts on which my research relies on are presented; these are related to cognitivism, the four pillars of education and; learning strategies.

2.1 Cognitivism
Cognitivism is a learning theory that focuses on the information processes that lead to learning. It attempts to describe what happens since an input is received and an output is produced. As it is not the purpose of this work to discuss about cognitivism, only to establish a connection with learning strategies, I will present the main ideas of the concept.

Weinstein and Mayer (as cited in O’Malley and Chamot, 1986) believed that new information is acquired through a four-stage encoding process involving selection, acquisition, construction, and integration. That is to say, learners will focus on specific information of interest for them, storing this information in their short-term memory. After this step, learners will transfer the information to their long-term memory. Then, the information will construct inner links with the ideas previously contained in the short-term memory. Finally, the learner will seek for prior knowledge in long-term memory and will transfer the knowledge to short-term memory.

In this sense, language can be conceived as a cognitive skill, but it is not a simple one, language is a complex cognitive skill that requires time to be acquired. Language learning does not happen automatically by following the four above mentioned steps. In fact, Anderson (as cited in O’Malley and Chamot, 1983) describes three stages of skill acquisition:

1. **Cognitive stage**: the instruction on the skills starts, learners are instructed on how to perform a task, sometimes through observations of an expert, or sometimes by reflecting on the steps required for the task. Of course, the
learners’ performance at this stage is calculated and tends to be loaded with mistakes.

2. **Associative stage:** errors are progressively detected and corrected; furthermore, the links among the parts of the skill are reinforced. The performance of the task tends to be less conscious but it remains somewhat slow and errors are still present from time to time.

3. **Autonomous stage:** the performance of the task becomes gradually more accurate and automatic. The errors tend to disappear and the skill is performed without difficulties.

As I can understand, these stages are also what I was seeking to do with the application of learning strategies to my teaching context. My ultimate goal was that my students could achieve the autonomous stage but, as it would take a longer period of time, I focused on the two first stages and worked on them during my research. I instructed my students on the use of learning strategies for enhancing their language learning and, at the end, I created opportunities for them to use the learning strategies in class activities, where they could choose the strategy or strategies, that they believed would be more helpful for their purposes.

### 2.2 The four pillars of education

As stated in the previous chapter (Context & Focus), my teaching context promotes a constructivist approach to education, and Delors’s pillars of education are fundamental too, according to the conventions patterned by the IBO, whose programs determine the school’s curricula.

In 1996, the UNESCO published a report about education; it was elaborated by a commission who reflected about the topic. The chairman of that commission was Jacques Delors; it is the reason why these four pillars proposed by the UNESCO’s report are commonly called Delors’s pillars of education. It is important to mention that a
constructivist approach to teaching underlies this report, since it emphasizes the importance of *education throughout life*. The report claims that education must be seen from a new perspective, since in the present context we live in a multi-diverse, globalized world, which demands a greater understanding and cooperation among each other; as well as tolerance and respect.

Moreover, the report concludes that to reach these goals, education must rely on four pillars that, at the end, will derive on *education throughout life*:

- *Learning to live together*: when we understand and respect other people’s traditions, culture and values, which leads to a recognition of interdependence and to the establishment of a peaceful communication channel.
- *Learning to know*: it is also referred as *learning to learn*, by combining the broad general education with the opportunity to study some other subjects in-depth.
- *Learning to do*: in order to find not only a professional skill, but also the skill to deal with many situations and to work in teams.
- *Learning to be*: this pillar is closely related with possessing autonomy, judgment and responsibility for the achievement of common goals. (UNESCO, 1996)

This classification is important to my research, since the training sessions on learning strategies could be categorized as a *learning to learn* activity.

The report also emphasizes the idea that the educational process must include three aspects: acquisition, renewal and use of knowledge. “Education should enable everyone to gather information, and to select, arrange, manage and use it.” (UNESCO, 1996, p.22) This last quote summarizes the ultimate uses of learning strategies, which I tried to achieve in my class.
2.3 Learning Strategies

According to what has been previously said, considering a constructivist approach to teaching, learning strategies are important tools for enhancing learner’s autonomy. In this section, I present some of the different definitions of learning strategies that have been developed through time. According to Wenden (1987), learning strategies refer to “language learning behaviors learners actually engage in to learn and regulate the learning of a second language” (p. 6). On the other hand, Oxford (1990) claims that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 1), as well as essential tools for the development of the communicative competence. This last definition is more related to my context, since my ultimate goal is to achieve the communicative competence that my students still lack, as it was commented in the previous chapter.

Some other authors have defined learning strategies; for instance, O’Malley and Chamot (1990), who described them as “the special thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). In this sense, the former definition is very similar to Nunan (1999), who states that “strategies are the mental and communicative procedures learners use in order to learn and use language” (p. 171).

For the purpose of this research, I would define learning strategies as the methods, techniques and/or aids that students use to learn, understand or store new information that help them in their language usage. From the previous definitions, it could be noticed that learning strategies are essential features in language learning, especially if they are introduced to the students within the first stages of the learning process. According to Nunan (1999), increasing the awareness of learning strategies would result on a more effective learning process. On the same vein, Oxford (1990) argues that “appropriate language learning strategies would result on improved proficiency
and greater self-confidence” (p. 1). O’Malley and Chamot (as cited in Nunan, 1990) found indications that more effective learners differed from less effective ones in their use of strategies and the variety of strategies they used. Finally, Wenden (1991) suggests that “‘successful’ or ‘expert’ or ‘intelligent’ learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher” (p. 15). This means they are autonomous, therefore, the importance of training my students on learning strategies use.

The authors above mentioned also propose certain characteristics that learning strategies need to have. For example, Oxford (1990) suggests that learning strategies have 12 features:

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

Furthermore, Wenden (1987) lists 6 characteristics that learning strategies present:

1. Refer to specific actions or techniques.
2. Some of these actions are observable and some others cannot be observable.
4. Refer a) to behaviors that contribute directly to learning: what learners do to control and/or transform incoming knowledge about the language; to retrieve and use this knowledge and to regulate learning; or b) to behaviors that contribute indirectly to learning: how learners use their limited linguistic repertoire to communicate, and what they do to create opportunities to learn and use language.
5. Sometimes strategies may be consciously deployed. Strategies can also become automatized.
6. Strategies are behaviors that are amenable to change. They could be modified, rejected, and even learned (p. 7)

At this point, it is important to mention that, as there are many different definitions of learning strategies, authors have also classified strategies following different criteria. Some of the most important classifications of learning strategies will be described as follows. Rubin (as cited in Wenden & Rubin, 1981) categorized learning strategies into two broad categories: the ones which contribute directly to learning (cognitive strategies) and, the ones which contribute indirectly to learning (metacognitive strategies). The cognitive learning strategies are subdivided in 6 specific strategies: a) Clarification or verification, b) Guessing or inductive inferencing, c) Deductive reasoning, d) Practice, e) Memorization and; f) Monitoring.

On the other hand, according to Rubin (1987) metacognitive strategies are useful to control, manage and supervise learning (p. 25). These strategies are subdivided in a) communication strategies, and b) social strategies (See Figure 2.1).

Figure 2.1. Rubin’s classification of learning strategies
O’Malley and Chamot (1990) suggested a different classification. They identify *metacognitive* and *cognitive strategies*, which are defined similar to Rubin’s terms, but they also introduce a new category: *social/affective strategies*, which represent a group of strategies involving interactional activities that enhance learning or control affect (See Figure 2.2).

Another author who did a formal classification of learning strategies is Oxford (1990), who suggests a categorization based on Rubin’s main ideas but completed it with some other key concepts that were relatively new to the learning strategies theory of her time. She divided learning strategies in two main categories: direct and indirect strategies. Each one of these two broad categories were segmented into three more subsections, each subsection contains specific sets of strategies and; each set contains specific types of strategies (See Figure 2.3).
Figure 2.3. Oxford’s classification of learning strategies
After reviewing these classifications of learning strategies, I came to the conclusion that the most appropriate one to work with, along this research, was Oxford’s classification, since it is one of the most complete conceptions and, contains a broader variety of categories and subcategories. It is also better organized and, connects individual strategies and strategy groups with each of the four language skills (Oxford, 1990). As she mentions, “it is important to remember that any current understanding of language learning strategies is necessarily in its infancy, and any existing system of strategies is only a proposal to be tested through practical classroom use and through research” (Oxford, 1990, p. 16).

Following Oxford’s classification, I decided to focus on direct learning strategies for the purpose of my research, because I consider they are easier to observe and to work with, since they are directly involved with the use of the target language. Direct learning strategies include: a) Memory strategies, which help learners to accumulate and recover new information; b) Cognitive strategies that facilitate the understanding and production of learners’ new language; and, c) Compensation strategies, which allow students’ use of language in spite of the gaps in their knowledge.

On the other hand, indirect learning strategies refer to behaviors that “support and manage language learning without (in many instances) directly involving the target language” (Oxford, 1990, p. 135). Indirect learning strategies are divided into three subcategories: a) Metacognitive strategies, which permit students to manage their own learning process; b) Affective strategies, which help to control learners’ emotions, attitudes and motivations; and, c) Social strategies, which help the interaction and cooperation among students, in order for them to learn this way.

According to these descriptions, I thought that working with indirect learning strategies would be more difficult since they are more related to feelings, behaviors, and emotions. Besides, as a teacher, I was concerned with how learning strategies impact
on the students’ language learning and that was something I was more likely to observe by using *direct learning strategies*. It is important to mention that *learning strategies* are so intricately connected that some of the *direct learning strategies* applied during the implementation stage needed to use of some *indirect learning strategies*, which can be noticed in the following chapters, where I describe the methods and results of the research.
Chapter 3. Methodology

3.1 Action Research
This investigation was conducted as an action research project because it is the closest and most related approach to my academic practice, as Kemmis and MacTaggart (as cited in Nunan, 1988) state, action research has three key characteristics: a) it is conducted by practitioners, b) it is collaborative and, c) it is intended to focus at changing things. In the same vein, Bell (2005) defines it as an applied research, which is done by practitioners who want to improve or change things in their own contexts.

Cohen and Manion (as cited in Nunan, 1985) identify a very similar set of features for action research: a) they consider that this type of research is related with the identification and resolution of problems in a given context, b) collaboration is also an important characteristic for action research, and c) they claim that changing the current educational environment where the study is conducted is the main intention. Nevertheless, Nunan (1992) considers that, although collaboration is desirable for action research practices, individual action research could also be conducted and valid. The previous factors highlight the importance that action research has for my teaching context and summarize the reasons why it was chosen to work on this intervention project.

3.2 Setting and participants
This action research was conducted in a group of 18 students of 5th grade of elementary school. Their ages range between 10 and 11 years old. From the 18 students, 10 are boys and 8 are girls. These children study at a bilingual school where they take half of their classes in English, including subjects such as Science, Math and English. Most of them have been in bilingual schools since kindergarten, so, they are expected to be capable of express confidently and accurately in English most of the
times; however, this description does not match with the characteristics of the students in my class.

When I first started to work with the group in August 2012, I noticed that they understood my instructions and the things I said in English, but they did not talk or referred to me in the target language. All they needed to tell me was formulated in Spanish and, even if I forced them to formulate their utterances in English, at some point, they would not answer in English anymore, they would prefer to stop speaking or to switch to Spanish or just to end up the conversation rapidly instead of trying again. Students had developed the receptive skills, such as listening and reading to an intermediate level but, contrastively, they were not skillful at writing and speaking. This situation is hard to believe since they have been studying English for 4 years and are studying in a classroom where they are constantly exposed to the target language.

In view of all the above, I decided to implement an action research project oriented to show students some learning strategies, specifically the direct learning strategies, as mentioned in the previous chapter. In order to show students how to apply learning strategies to improve their language performance, I divided the implementation in 2 phases: in the first one, students identified the learning strategies they could use and; in the second phase, students applied the strategies freely to some given tasks, depending on their appreciations of which strategies would be more helpful for their specific purposes.

3.3 Data collection

The following methods were used so as to collect data.

1) Inventories

As a diagnosis, I used two sets of questionnaires, called inventories, in order to determine how, what and to what extent the students used learning strategies. It is important to mention that these two inventories were in Spanish for the students’
better comprehension, since some of them might have struggled with vocabulary and this might have hindered the procedure. As it was above mentioned, during the first part of the intervention, two inventories were applied to the students: a) one concerning with the different skills and subskills of the language and, b) the other concerning with three different types of learning strategies this study will look at: memory, cognitive and compensation strategies.

a) Inventory by skills and subskills
The skills and subskills inventory applied to the participants is my adaptation from Rubin and Thompson’s one (2000). Their inventory is longer and originally thought for adult learners; therefore, some questions needed to be adapted for young learners’ comprehension. This inventory is a set of statements, divided in six different sections: grammar, vocabulary, oral expression, reading, listening comprehension and writing. The statements contained questions about learning strategies used for each of the categories (See Appendix A). The purpose of this inventory was to identify to what extent learners used the learning strategies available for the different skills and subskills of the target language.

b) Inventory by type of strategies
This inventory was also adapted from Oxford (1990), whose original questionnaire was also directed to adults and, written in English. Thus, apart from adapting the inventory to young learners, I also translated it. The inventory is divided in three different sections: Part A, concerning with memory strategies; Part B, dealing with cognitive strategies, and; Part C, related to compensation strategies (See Appendix B). The selection of these specific strategies was based in the reasoning that these types of strategies were more objective than the indirect learning strategies, therefore, they seemed easier to monitor.
The purpose of this inventory by type of strategies was to determine to what extent students used or were aware of the different strategies they could use, of course, the strategies that were evaluated were only the three categories that were determined as relevant for this study, the rest of them were not included. This inventory was applied again when I finished implementing the activities of the second phase, with the purpose of observing if there were any changes in the students’ usage of learning strategies.

2) Observation and researcher’s journal
Observation took place while the learners were carrying out each of the activities. Along with it, I kept track of the students’ achievements, difficulties and special situations for each of the activities. I took some notes about the students’ progress and comments about the improvements that needed to be done for the rest of the activities.

3) Students’ journals
The purpose of this instrument was to keep a record of the way the students applied the learning strategies by themselves when solving specific activities. The tool was designed in Spanish for students to express freely. The journal was given to the students during the second phase of the implementation stage; they kept the journal for over a week and they were told to register their experiences with some specific activities. For each given activity they had to register the name of it, the strategies applied and the way they used them. At the end, students were asked to evaluate how useful each strategy was for the specific task (See Appendix E).

4) Interviews and questionnaires
Interviews were conducted to 6 students in order to know their perceptions on how this research impacted their English language performance, as well as their experiences in some other subjects, and which were the strategies they liked the most and the ones
they found more useful (See Appendix C). For the rest of the students, I applied questionnaires in order to obtain information from them (See Appendix D).

5) **Focus group**

With the purpose of determining how students felt when doing some activities and what their perceptions about the use of learning strategies were, this strategy was applied twice; at the beginning of the first phase and at the end of the second phase. The first time I used the focus group with the participants, it was to monitor how they applied the memory strategies in a specific activity. Thus, my purpose in having the focus group was to listen to their explanations of how they use these strategies and to know how useful they were. The second time this strategy was used was at the end of the second phase of the implementation. I aimed to know more details about the students’ experiences during the implementation project and to deepen on their answers to the questionnaires.

3.4 **Description of the implementation**

A. **First phase**

The first phase of the implementation stage was designed to show students how to apply the direct learning strategies; as well as to observe them working with the strategies but in a more controlled way. That is, in most of the activities I told them what they needed to do or what type of strategy they needed to use.

A.1 **Memory exercises**

This was the first activity I implemented with my students. My purpose was only to observe how they applied the memory strategies they already knew and, which were the ones that they already used for that specific type of activity. The idea for the activity was taken from Oxford (1990), but I changed some words from her list in order to make it more comprehensible and appropriate to my context. Students were asked to memorize these lists, I wrote the words on the board (one list at a time) and gave
them 5 minutes to learn them, they were free to do it in the way they wanted to. After those 5 minutes, I erased the list and asked them to write down as many words as they could remember.

List A contained 16 words, and there were different word categories in it (See Figure 3.1). List B contained 15 words, but all of them were part of a category: office supplies and equipment. Besides, List B was divided in 3 different subcategories, such as: desk-related, computer-related and, telephone-related (See Figure 3.2).

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**Figure 3.1. List A**

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<th>Telephone-related</th>
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**Figure 3.2. List B: Office Supplies and Equipment**

Besides observing and taking notes in my researcher’s journal while the students were trying to memorize the words, I also did a focus group with them at the end of this activity, in order to find out which list they thought was more difficult for them to memorize and also, to know which strategies they used to remember the words.

**A.2 Movie clips**

Five clips from different movies were played to the students. These clips belonged to the movies: “Bridesmaids”, “The Nanny Diaries”, “Life as we know it”, and “Crazy,
Stupid, Love”. The clips lasted from 2:26 minutes to 35 seconds and, were taken from a web page called Movie Clips (See Appendix F). All clips were played twice; first, without audio, for the students to guess what the clip was about just by watching the scenes. Then, I played the clips once more, but this time with the audio turned on, in order for the students to check if their previous guesses were correct. This activity was designed in order to show the students how to use the following strategies: practicing naturalistically, summarizing, getting the idea quickly, analyzing expressions, using linguistic clues, and using other clues.

A.3 Listening to a song
The purpose of this listening activity was that students could identify the main idea of a song just by listening to it. The song played to the participants was “Saturday Night” interpreted by The Underdog Project (See Appendix G). The strategies used for this activity was: getting the idea quickly and using linguistic clues.

A.4 Scanning a reading passage
For this activity, students read a passage named “Yang The Third and Her Impossible Family”, before doing the reading, I wrote some preview questions on the board. I told the students they needed to read and find the answers, so that we would talk about them at the end of the activity. The purpose of this activity was to show participants to use the strategy: getting the idea quickly.

A.5 Classification of words
For this activity, I wanted to show students how to apply the strategy of grouping. So I provided students with a set of words, in this case, they were names of sports, such as: volleyball, hockey, soccer, ice skating, running, tennis, baseball, wrestling, basketball, football, gymnastics. Participants were asked to classify the words into the following categories: sports that can be played individually, sports that can be played in teams, sports that can be played indoors and, sports that can be played outdoors. It is worth
to mention that I expressly told learners they could classify the same sport in as many categories as they could think of.

**A.6 Selective listening**

The purpose of this task was that students identified specific information from a set of facts. I played an extract from a documentary, related to elaboration of cocaine in Colombia. I played the extract to the participants and, at the end I asked them questions about specific information mentioned in the documentary. The strategies that students were practicing were the followings: *using linguistic clues, getting the idea quickly* and *practicing naturalistically*.

**A.7 Taboo**

The dynamic tried to show participants how they can express something in English even if they do not know the exact word for something. Students were given a word and they needed to explain it by using some other words, with the purpose of explaining the same meaning to the rest of the class. The purpose of this game was to practice with the following strategies: *adjusting or approximating the message* and *using a circumlocution or synonym*.

**A.8 Guessing meaning from context**

To do this activity, students were given a worksheet with 4 different extracts of texts, which varied in length from 1 to 6 lines. The extracts contained some nonsense words, which were placed strategically along the texts. Students were given the worksheet and were told to try to guess the general meaning of the passage, without using dictionaries or asking for clarification to the teacher or any classmate. After they read, students were asked to answer some written questions at the end of the worksheet in order to know how well they understood the passages, which were the most difficult to understand, etc. (See Appendix H). In this activity, students practiced strategies like *using linguistic clues* and *getting the idea quickly*. 
A.9 Sing a song
To work on this activity, students were asked to listen to a song 3 or 4 times, and to try to sing it as they could, they needed to learn some parts of the song and sing along. The song was “Lady” sung by Modjo, which is repetitive and contains basic vocabulary (See Appendix I). The strategies practiced in this activity were: formally practicing with sound and writing systems, repeating, practicing naturally and using linguistic clues.

A.10 Writing dialogues for a comic
The idea for the activity was taken from Oxford (1990). Students were provided with a comic strip, containing specific situations but not dialogues on it, just pictures. Participants were asked to write dialogues for all the dialogue globes, according to the situation and the reaction they could observe in each character (See Appendix J). This activity helped students to work on their guessing strategies, such as using other clues.

A.11 Scrabble
To work on this activity, students were divided into small groups and given a set of cards. They were asked to form words with them following certain rules: forming a word with M, forming a 4-letter word, forming a verb, etc. After participants formed their words, I asked them to elaborate a sentence including it. Students were provided with a dictionary per team in order to check if the words were correctly spelled or actually meant something. The strategies that students practiced were: associating, placing new words into context, using resources for receiving and sending messages, and coining words.

During all this first phase of the implementation I kept record of important facts and data in my researcher’s journal. All the data mentioned above came from the notes I registered in my journal.
B. Second phase

For this second phase of the implementation, students were given a grid that they used as a journal of their learning strategies. All these activities were registered in the journal, as well as the strategies that students used to complete them. Besides, students were told that they needed to evaluate the usefulness of the strategies they used into 5 categories. It is worth to mention that the grid was elaborated in Spanish. (See Appendix E)

B.1 Studying for a spelling quiz

For this activity, students were required to study for a spelling quiz; they were given a list with 20 words. Participants were asked to study them by using any strategy they thought it could work for them. The quiz was applied 2 days later.

B.2 Reading Comprehension

This activity was based on reading comprehension. Students had to read a story called “Elena” from their books and; at the end, they answered a reading comprehension exercise. Students were told they could use any strategy they wanted but they needed to record their procedures on their Learning Strategies Journal.

B.3 Guessing words’ meaning

For this activity, students were given a worksheet with 12 short sentences; each sentence contained a word in bold letters, which was supposed to be new for the participants. They were asked to read the sentence and after that, with their own words they had to write a definition of the highlighted word (See Appendix N). All types of strategies were accepted in this activity, even definitions or translations to Spanish.

B.4 Story with images

Students were divided in groups of 4 or 5 people. Each member of the team was asked to pick 2 cards which contained a picture (mainly cut outs from magazines, catalogues
or newspapers). Once all the members of the team had their cards, they were told to create a story using all the pictures they collected. Students were given 3 minutes to work on their stories and, after that period of time, they presented the pictures and narrated the story to the class. Students were told to paste their pictures in the order of their narratives on the board and register the strategies they used for the creation of the stories on their journals. At the end of their registration, students from other teams were called and asked to re-tell the stories just by looking at the pictures. At the end of this re-telling activity, students were asked to register on their journals the strategies they used.

B.5 Telegram

This activity is also an adaptation from Oxford (1990). It is a role-play. Students are divided in couples. All of them are given a telegram format (See Appendix K). Person 1 is in Mexico City, he/she is supposed to arrive to Veracruz by plane, but due to the weather, the airport is closed. Person 1 needed to write a telegram to Person 2, telling that he/she would arrive in a rented car instead, arriving to Veracruz at 11 a.m. in two days more. Person 2 needed to respond that telegram with another one, saying that he/she got the message and indicating the exact place where both of them would meet. The difference in this activity is that, as students were supposed to write a telegram, they were limited to write up to 12 words.

B.6 “Broken telephone”

For this activity, students were divided in teams of 6. One student was asked to tell another one about his/her last vacations: the activities he/she did, the places he/she visited, etc. Nobody else had to listen to the conversation, just the two of them. The listener had to try to remember as many facts as he/she could, he/she was allowed to use any strategy, even taking notes. After the participant who was telling the story finished, the listener had to tell the story to another member of the team, in his/her own words. Then, this second listener had to re-tell the same story to another member
of the team and so on. When the last member of the team heard the story, he/she was asked to re-tell it to the whole class and then the last teller’s story was compared with the original one, in order to know if it represented the same idea and if it included the same facts. All these conversations among students were recorded.

B.7 What are the songs about?
Participants listened to two songs, Song 1: “Bye, Bye, Bye” sung by N*SYNC (see Appendix M); and Song 2: “The Call” interpreted by Backstreet Boys (see Appendix L). They were told they could use any strategy to try to get the story that the songs were telling. At the end of each song I asked the students if they understood what the story was about and they gave me their ideas.

B.8 Interviewing the new teacher
This activity is also an adaptation from Oxford (1990). Students conducted an interview to a foreign new teacher. The process involved many different steps, so, they were divided into 3 different registers for the students’ journals.

- Writing the questions: students were asked to make a list of the questions that would be pertinent to ask to the new teacher.

- Doing the interview: when the new teacher was in the classroom, students took turns to ask her their own questions or some other they thought in that moment.

- Writing an article about the interview: at the end of the interview, students were asked to write an article about the person they interviewed as if they were writers in a newspaper or magazine.
Chapter 4. Findings

4.1 Data analysis

After implementing the activities described in the previous chapter, I obtained some interesting data and results. My observations, registered in the researcher’s journal, allowed me to notice certain patterns in the way each activity helped the students’ language performance. At the same time, the researcher’s journal allowed me to keep track of the major difficulties that some students had during the implementation.

Statistics from the interviews and questionnaires were analyzed in order to answer the research questions. Students’ journals were useful to keep track of the students’ performance during the activities and account for their appreciation on how useful a strategy was for them or not and, what types of strategies they used the most. The data obtained from this tool was compared with their inventories averages and, the results from the focus group, questionnaires and interviews. The focus group was useful to deepen into the students’ opinions on the use of learning strategies.

4.2 Description of findings

1) Inventories

Information obtained from the two types of inventories will be presented here.

a) Table 4.1 shows the results obtained from the inventory by skills and subskills. It illustrates the average score obtained by the students and defines whether the participants used the learning strategies in a correct manner or not for each of the mentioned categories.

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th>Oral Expression</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>Listening Comprehension</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Average</td>
<td>14.35</td>
<td>17.82</td>
<td>32.24</td>
<td>17.07</td>
<td>18.87</td>
<td>16.00</td>
</tr>
</tbody>
</table>

Table 4.1. Total results from the inventory by skills and subskills
Table 4.2 compares the results obtained from the inventories classified by types of strategies. The maximum possible score was 5, which would indicate an optimal use of the learning strategies; while the minimum possible score was 1, which would signal a poor use of it. The results from the first application are shown in the columns named App 1; while the results for the second application were registered in the columns named App 2.

<table>
<thead>
<tr>
<th></th>
<th>Memory Strategies</th>
<th>Cognitive Strategies</th>
<th>Compensation Strategies</th>
<th>Direct Strategies Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>App 1</td>
<td>App 2</td>
<td>App 1</td>
<td>App 2</td>
</tr>
<tr>
<td>CLASS AVERAGE</td>
<td>3.33</td>
<td>3.21</td>
<td>3.22</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Table 4.2. Comparison of results from inventories by types of strategies

2) Interviews and questionnaires

Interviews were conducted to 7 students, trying to cover a representative sample of the class. Their answers are summarized in the table 4.3.
<table>
<thead>
<tr>
<th></th>
<th>Student K</th>
<th>Student I</th>
<th>Student R</th>
<th>Student L</th>
<th>Student C</th>
<th>Student M</th>
<th>Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Which activities did you like the most?</td>
<td>• Story with images</td>
<td>• Writing an article</td>
<td>• Songs</td>
<td>• Scrabble</td>
<td>• Memorization exercises</td>
<td>• Telegram</td>
<td>• Scrabble</td>
</tr>
<tr>
<td></td>
<td>• Telegram</td>
<td>• Story with images</td>
<td>• Interview</td>
<td>• Movie clips</td>
<td>• Scrabble</td>
<td>• Scrabble</td>
<td>• Songs</td>
</tr>
<tr>
<td></td>
<td>• Songs</td>
<td>• Songs</td>
<td>• Songs</td>
<td>• Songs</td>
<td>• Songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Which activities were more difficult for you?</td>
<td>Songs</td>
<td>Scrabble</td>
<td>‘Broken telephone’</td>
<td>Song 2</td>
<td>Songs</td>
<td>Memorization exercises</td>
<td>Scrabble</td>
</tr>
<tr>
<td>3) Do you consider that these activities helped you to enhance your English learning?</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4) Have you used the strategies in another subject?</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✔</td>
<td>✗</td>
<td>✔</td>
</tr>
</tbody>
</table>

Table 4.3. Results of the interviews
Even though, most of the interviewed students said they had not used the strategies on any other subject, when I asked if they thought about ways to use strategies in another subject, all of them had good ideas. Only one student could not think of any way to use the strategies in another subject.

In the case of the questionnaires, which were applied to all the students, tables 4.4, 4.5, 4.6 and 4.7 provide a summary of the participants’ answers to the questions related to the most popular, helpful, unknown activities and, if they used the strategies for another subject.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrabble</td>
<td>9</td>
</tr>
<tr>
<td>Story with images</td>
<td>8</td>
</tr>
<tr>
<td>Interview</td>
<td>4</td>
</tr>
<tr>
<td>Songs</td>
<td>6</td>
</tr>
<tr>
<td>“Broken telephone”</td>
<td>2</td>
</tr>
<tr>
<td>Movie clips</td>
<td>1</td>
</tr>
<tr>
<td>Memorization exercises</td>
<td>1</td>
</tr>
<tr>
<td>Taboo</td>
<td>1</td>
</tr>
<tr>
<td>Telegram</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.4. More popular activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
<td>1</td>
</tr>
<tr>
<td>Guessing meaning</td>
<td>1</td>
</tr>
<tr>
<td>Listening to songs</td>
<td>9</td>
</tr>
<tr>
<td>Memorization exercises</td>
<td>4</td>
</tr>
<tr>
<td>Story with images</td>
<td>3</td>
</tr>
<tr>
<td>Scrabble</td>
<td>5</td>
</tr>
<tr>
<td>Interview</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.5. More helpful activities
### Table 4.6. Unknown activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story with images</td>
<td>5</td>
</tr>
<tr>
<td>Listening to songs</td>
<td>4</td>
</tr>
<tr>
<td>Scrabble</td>
<td>1</td>
</tr>
<tr>
<td>Writing a newspaper article</td>
<td>2</td>
</tr>
<tr>
<td>Interview</td>
<td>2</td>
</tr>
<tr>
<td>All of them</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table 4.7. Use of the strategies to work on another subject, besides English

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>MENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>10</td>
</tr>
<tr>
<td>NO</td>
<td>8</td>
</tr>
</tbody>
</table>

It is worth to add that the other subjects in which students said they had used strategies were: Spanish, Math, Science and French.

**3) Focus group**

During the focus groups, I could hear the students’ ideas and opinions about the strategies we practiced during the implementation. Both focus groups were conducted in Spanish.

As the first focus group was implemented after the memorization strategies of the first activity, I asked the students what kind of techniques they used to memorize the word lists, if they were effective, etc. I noticed that most of the participants already had an idea of the memorization strategies and how to apply them. Their answers demonstrated they already knew that creating mental linkages or applying images and sounds are useful memory strategies. As well, some students knew how to apply these strategies appropriately for their learning purposes. I identified a relationship between...
the learners who obtained good grades and the students who already knew how to use memory strategies.

The second focus group was conducted at the end of the implementation stage and after I conducted some of the interviews, in order to get a general idea of how the research impacted on the participants’ learning processes. I asked them about how useful they thought these strategies could be for some other subjects and how they could apply the strategies to some other cases. 7 students gave good examples for using the strategies in some other subjects such as Math, Spanish and French.

A. First phase
At the beginning of the first phase students were doubtful and unsure to do the activities, most of them were looking for the right answers and kept on asking for words clarification or ways to express their ideas correctly.

A.1 Memory exercises
For the two lists, students surprisingly obtained good results. Most of them were able to remember most of the words in both lists, even when the purpose was for them to identify that related items are easier to remember than not connected words.

A.2 Movie clips
The majority of the students participated in giving their opinions about the situations or conversations in the clips. Only 2 students remained silent during the activity. Some other students did not participate until I asked them some questions.

A.3 Listening to a song
Only half of the students were capable of expressing some ideas about the song’s lyrics or to guess what the song was about. The rest of them had some ideas about the song’s lyrics. Just 4 students manifested not to have any clue about the lyrics.
A.4 Scanning a reading passage
Participants showed certain confidence and familiarity with this kind of activity. Some questions were more popular among the students.

A.5 Classification of words
The purpose of this activity was to show learners how to create their own mental links when learning vocabulary. When it started, most of the students did not seem to understand it and kept asking if their classifications were correct and/or peer-reviewing their answers. I had to tell them that the activity did not have right or wrong answers.

A.6 Selective listening
Many students participated when I asked for the correct answers to the questions about specific facts mentioned in the listening. Two students recognized they had not understood much of the listened information.

A.7 Taboo
Students liked this activity, they realized that it is not necessary to know the specific word to communicate their ideas. In most of the cases, the rest of the class was able to guess the word that the participants were communicating.

A.8 Guessing meaning from context
In this activity, students were also looking for correct answers and kept on asking me or their classmates for word meanings. All the participants who answered the worksheet were able to understand and summarize the meaning of each passage, some of them were more accurate than others but they all agreed, at the end, that they did not need to know the meaning of all the words in a text to understand its overall meaning.
A.9 Sing a song
For this activity, 8 students clearly manifested to recognize some words from the song; 3 out of these 8 were able to sing along after the second repetition of the song. At the end of the activity, only 2 students admitted not having understood anything from the lyrics.

A.10 Writing dialogues for a comic
At the beginning, many of the students were asking about ways to say some expressions, and then I told them they needed to find the way to say it with the techniques we had learned before. By observing their worksheets, I could notice that most of them had the same ideas about the dialogues and that most of them showed a poor grammar knowledge during the activity; although, the sentences were short and, therefore, comprehensible.

A.11 Scrabble
We played approximately 5 rounds of the game, and although the participants could have helped themselves with the use of a dictionary, only 2 teams used it in certain occasions, especially when they did not know what word to form. Most of the words formed by students were short, ranging from 3 to 5 letters per word. Participants showed enthusiasm since the moment I told them we would play *scrabble*, nevertheless, few of them had played it in English.

B. Second phase
All the data from this section were obtained from the researcher’s and the students’ journals. In order to make this report easier, for each activity registered in the students’ journal, a table was elaborated, showing the answer of each student and how useful the strategy was (tables are presented in Appendix P). Table 4.20 shows the strategies that received, at least, one mention in each one of the activities of the second phase. The two last strategies mentioned by the students are indirect learning
strategies, which are not so relevant for the study. The ones marked with an asterisk (*) showed the strategies that I was able to perceive when the students performed the activity but were not registered in their journals.
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Repeating</th>
<th>Representing sound in memory</th>
<th>Using imagery</th>
<th>Associating</th>
<th>Placing words into context</th>
<th>Using linguistic clues</th>
<th>Using other clues</th>
<th>Translating</th>
<th>Summarizing</th>
<th>Analyzing contrastively</th>
<th>Practicing naturalistically</th>
<th>Taking notes</th>
<th>Using keywords</th>
<th>Adjusting or approximating the message</th>
<th>Using formulas and patterns</th>
<th>Selecting the topic</th>
<th>Cooperating with peers</th>
<th>Coining words</th>
<th>Switching to mother tongue</th>
<th>Paying attention</th>
<th>Getting help</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>B.2</td>
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<td>B.3</td>
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<td>B.4.a</td>
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<td>B.5</td>
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<td>B.6</td>
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Table 4.20. Strategies used in the activities of the second implementation phase
Chapter 5. Discussion & Reflections

In the previous chapter, I showed the data that was collected during the implementation of several activities. In this chapter, some reflections on those findings will be referred. As it was already mentioned, one of the applied inventories was adapted from Rubin and Thompson (2000), who stated that receiving a score under 15 points in the sections of vocabulary, oral expression, listening comprehension and writing indicates low performances in those categories. As it can be observed in table 4.1, the class averages for those categories are just slightly higher than 15 points, just 1 to 4 points more. This apparently means that most of my students recognized that they needed help in these specific sections. Rubin and Thompson (2000) also affirm that a score under 10 for grammar and under 25 for reading are indicators of low performances. As it can be observed in table 4.1 in the previous chapter, students have an acceptable performance in these two categories, since the class average was not below these numbers.

The results from the two inventories by type of strategies showed interesting findings. First of all, it was observed that, after the implementation of the intervention, the class average on the memory strategies decreased instead of increasing. It is noticeable that half of the students registered lower averages for this type of strategies in the second application of the inventory. Despite the fact that during the interviews and questionnaires, most of the students said that the strategies had helped them, the findings showed that, most of my students were already efficient at memorizing, since more than half of them obtained averages higher than 3 points for that specific category. It seems that, as they were already proficient at memorizing, the activities did not report any benefit for them and, in fact, seemed boring for most of the students; so, they registered a decrease in the category in the second application of that inventory.
On the other hand, the sections of cognitive and compensation strategies registered an increase after the implementation of the designed activities. Therefore, the same happened with the direct strategies average, where an increase was detected too, which means that the majority of the students considered that using cognitive and compensation strategies improved their language use after the implementation of these activities.

According to the interviews and questionnaires applied to the participants, the most popular activities were the ones involving dynamics and authentic material, such as the songs, the interview, the story with images and scrabble. I believe students’ preferences were based on how fun they considered the activities were. Perhaps, their preferences could have been influenced by how innovative they felt the activities were, since the activities they mentioned more often in the questionnaire included story with images and listening to songs, which were activities they had never done before. Based on this, I may answer the research question: What activities were more popular among the students?

Although most of the students said that the activities enhanced their English language performance, the 2 learners who said the opposite could not explain their questionnaire’s answers with valid arguments, as it was demonstrated during the focus group. One student said because “the activities were boring”, but when I asked her which one specifically she could only mention one. The other student felt the activities were more oriented to Spanish and not to English, as an example he said “the documentary included one part spoken in Spanish”, but could not mention another activity where Spanish had been used.

Through the students’ answers in the questionnaires, interviews and focus group, it was also found that the activities which the majority of the students recognized as the most useful for them to enhance their English learning were the ones involving
listening, memorization, speaking and spelling. This is reasonable, since the results on the inventory by skills (see Table 4.1) showed that these were some of the areas students needed to improve. Therefore, this might mean that students felt that the activities from the implementation helped them to overcome some of their English language needs. This inference could be taken as the answer to the research question: How did the students apply these strategies to their specific needs and preferences?

The results of the research show that students used or have thought about using the learning strategies in some other subjects besides English. Especially in Spanish, Science, Math and French, which were the ones they frequently mentioned along the questionnaires and interviews. Some of the students manifested ways to apply the strategies for other subjects’ purposes. This finding proves that students believe these strategies are helpful to aid their learning processes in different subjects, not only English, which was one of the purposes at the beginning of the implementation: to show the students how they could become better learners by using learning strategies. Thus, these findings can be the answer to the question: Why did students think these activities could be useful for some other subjects, besides English?

For listening activities, such as the movie clips, listening to songs or the documentaries, students showed real interest and were paying attention most of the time. As in many of these activities we used authentic materials, students were exposed to situational conversations and daily expressions. They were able to recognize formulas and patterns to structure sentences, as well as to listen to words they already knew and to infer the topic. Regarding the movies, images were very useful too, since just by looking at the facial expressions of the characters and recognizing some words of the dialogues, participants were able to guess what the people were talking about.

Learners demonstrated to be skillful in reading comprehension strategies along the activities, as the results of the inventories showed before. Because of this and because
most of the learners already knew how to read efficiently, they do not need extra practice on that matter; so, I did not include many activities focused on reading strategies.

As I could observed, activities focused on improving participants’ compensation strategies were truly helpful, since learners seemed to speak more in English, they were also able to express their ideas even if they did not know the specific word they were trying to say, they were able to write an article without my help and, even though not all of the language used during these activities was accurate, it was communicative. As Oxford (1990) points out, to enhance communicative competence, is the ultimate purpose of learning strategies.

The results of the intervention indicate that students’ abilities in the English language have become communicative and not only receptive. I consider that participants have themselves realized that they do not need to know English grammar or vocabulary perfectly to be able to express their thoughts and opinions in the foreign language. I also observed that my students’ listening comprehension improved and that the students learnt that it is not necessary to understand all the words to decipher a listening passage.

Another important finding was to notice how, in some of the activities, students reported the use of certain indirect learning strategies such as paying attention, cooperating with peers, among others. These strategies were not the focus of the research and were not directly practiced with the participants but it is worth to observe how the activities that were designed for this research, as well as many others, cannot be separated from the use of indirect strategies and how students, even without formally knowing this type of strategies, were able to use them for their academic purposes.
It is also worth to mention that, although not all the students recognized that the activities helped them to enhance their performance in English, the majority of the class seems to have increased their confidence in talking in English during class. Even more, most of the students recognized they liked and found, at least, one of the activities from the implementation useful.

Another optimistic finding in my research was that on their journals, students registered more opinions on how useful the strategy was than the ones they registered as not so useful and not useful at all. This means that most of the students believed that the majority of the strategies were helpful for their needs (See Appendix P).

According to the students’ journals, the activities that implied more difficulties for them were the ‘broken telephone’ and song 2. However, a few low rankings also appeared in the following activities: reading comprehension, guessing words’ meanings, retelling the story, telegram, song 1 and writing interview questions. As it was mentioned above, the journals registered more favorable opinions about the strategies than negative ones (See Appendix P).

From the findings resulting from this action research, I can state that the training on learning strategies has helped my students to enhance their English language performance and their academic skills in the subject (English) and, in some others. Students are now more confident to talk, and more aware of the strategies that help them to understand, memorize or express better in the target language. I consider that it is necessary to continue practicing these strategies with my students for them to continue improving, especially on their communicative skills. Besides, I realized that authentic materials such as songs, documentaries, movies, etc., as well as games, actively promote the learners’ interest and participation in the activities.
Conclusions and Implications

From the Findings and the corresponding Discussion, we can conclude that learning strategies are important tools that may enhance English language learning. It is important to promote that learners become aware of what strategies they can use in order to improve their use of the language, even if they have gaps in their knowledge of it.

The fact that my class had special troubles with listening comprehension, writing and speaking, was proved after the application of the inventories. During the implementation of the intervention, I noticed that some of my students also had problems for solving the memorization and guessing from context activities at the beginning, since they seemed to continue looking for my help and orientation. It was not until a couple of days after we started that they realized that it was their duty to identify and use the strategies that worked for them.

When learners started to familiarize with the activities, they also started to enjoy them and stopped seeing them as an obligation. Since most of them were innovative and involved real material, learners felt that these activities were not so far from their realities and not so boring as the ones from their books. All the students actually accepted they liked, at least, one of the activities from the implementation and, as it was observable, all of them reported benefits in their English learning processes from minimal to moderate. I realized that the activities they liked the most were the ones involving real materials and games, such as scrabble, story with images, songs, etc. Most of the success of these activities, as it was stated before, relies on the fact that students are not commonly exposed to this kind of exercises.

I consider that the majority of the participants reported an increased level of confidence for working in English, since they realized that they did not need to have a
great knowledge of the language in order to be understood or to understand a conversation or a reading passage. At the end of the intervention, I observed that besides raising students’ confidence, the time that participants talked in English during the class also increased, as well as their attitude towards it became more positive. I did not need to insist that they spoke English as much as before.

The research only focused on direct learning strategies and their impact in English language learning, therefore, I consider that further research must be done in order to determine how indirect learning strategies may influence English learning. As it was observed throughout this intervention, indirect and direct learning strategies are not separated from each other, so, it would be interesting to investigate how a combination of both could help students through their English learning process. Another important consideration that further research should have is the way that learning strategies help to promote student’s autonomy. As it was stated at the beginning of this paper, education is more student-centered every day, thus, it is important to encourage learners to become more independent and autonomous.

In this sense, it is important that teachers become aware of the relevance of training students in the use of learning strategies since the beginning of their academic life. I consider that if students started to recognize the learning strategies they can use from the first stages of their learning cycle, they would be more independent, autonomous and efficient in their learning processes.
References


Appendix A

Nombre:

El siguiente es un cuestionario de Autoevaluación para conocer de qué manera aprendes idiomas y de qué manera(s) podrías mejorar tus estrategias de aprendizaje.

Responde a cada pregunta utilizando la siguiente escala:

1= Nunca
2= Rara vez
3= Ocasionalmente
4= Generalmente
5= Siempre

<table>
<thead>
<tr>
<th>Gramática</th>
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</thead>
<tbody>
<tr>
<td>1. Cuando estudias gramática, ¿buscas generalmente un patrón o una regla?</td>
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</tr>
<tr>
<td>2. Cuando resuelves ejercicios gramaticales, ¿te esfuerzas siempre por hacerlo a la perfección?</td>
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<tr>
<td>3. Al estudiar gramática, ¿utilizas los conocimientos relacionados con el español, para entender el sentido del inglés?</td>
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<tr>
<td>4. Cuando no conoces o no puedes recordar una estructura gramatical que necesitas, ¿utilizas alguna otra que conoces o combinas estructuras más simples para suplir la que te falta?</td>
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</tbody>
</table>

Score
### Expresión Oral

1. Si tienes que hacer una presentación oral en clase, ¿te preparas de antemano buscando el vocabulario que necesitas y practicando oraciones y expresiones completas?

2. Si tienes que aportar algo a la clase de manera oral, ¿emprendes la actividad aún sabiendo que es casi seguro que cometerás errores y te quedarás trabado sin saber que decir?

3. Cuando desconoces cómo decir algo en inglés, ¿tratas de decirlo de otra manera, pero aún usando el idioma?

4. Si te quedas trabado en una conversación, ¿generalmente tratas de obtener ayuda de quien te está oyendo?

5. ¿Cuentas con un surtido de expresiones útiles para comunicarte durante una conversación en inglés, tales como: “How are you?”, “Good morning”, etc?

### Lectura

1. ¿Utilizas tus conocimientos sobre la secuencia lógica de los acontecimientos en un texto para descifrar las partes confusas del mismo?

2. ¿Aprovechas tus conocimientos del tema en cuestión para descifrar las partes poco claras del texto?

3. ¿Te sirves de tus conocimientos gramaticales para descifrar las partes poco claras de un texto?

4. ¿Te apoyas en palabras que se aparecen a las de tu propia lengua para descifrar el significado de las que son poco familiares dentro de un texto?

5. ¿Te apoyas en el contexto para descifrar el significado de las palabras desconocidas dentro del texto?

6. ¿Tomas en consideración el contexto cuando buscas palabras poco familiares en un diccionario?

7. ¿Lees el texto completo primero para tener una idea general de la lectura?

8. ¿Te planteas preguntas a ti mismo, para vigilar tu propia comprensión del texto?

9. ¿Te vales de indicaciones contextuales (como el título, las ilustraciones, el diseño, etc.) para descifrar el texto?
### Vocabulario

<table>
<thead>
<tr>
<th>N.°</th>
<th>Pregunta</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>¿Tratas de recordar las palabras usándolas para las ocasiones apropiadas, por ejemplo, de acuerdo al tema del que estás hablando?</td>
</tr>
<tr>
<td>2.</td>
<td>¿Tratas de agrupar las palabras que necesitas aprender de acuerdo a su uso y significado?</td>
</tr>
<tr>
<td>3.</td>
<td>¿Compruebas tu aprendizaje después de haber estudiado una lista o un grupo de palabras?</td>
</tr>
<tr>
<td>4.</td>
<td>¿Asocias las nuevas palabras con las que ya conoces?</td>
</tr>
<tr>
<td>5.</td>
<td>¿Repasas periodicamente el vocabulario estudiado antes?</td>
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</table>

**Puntuación**

### Comprensión Auditiva

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<tr>
<th>N.°</th>
<th>Pregunta</th>
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<tbody>
<tr>
<td>1.</td>
<td>¿Tratas de adivinar cuando no entiende bien lo que dice alguien?</td>
</tr>
<tr>
<td>2.</td>
<td>¿Empleas tu conocimiento del mundo para entender una conversación, una película o un programa de radio o televisión?</td>
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<tr>
<td>3.</td>
<td>Si no entiendes algo, ¿sigues escuchando porque esperas obtener alguna pista relacionada con lo que se está diciendo?</td>
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<tr>
<td>4.</td>
<td>Si no entiendes algo, ¿se lo comunicas a quien habla contigo con precisión?</td>
</tr>
<tr>
<td>5.</td>
<td>Cuando no entiendes algo, ¿haces un resumen mental de lo que sí comprendiste y le pides verificación a quien lo dijo?</td>
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**Puntuación**

### Redacción

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<tr>
<th>N.°</th>
<th>Pregunta</th>
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<tbody>
<tr>
<td>1.</td>
<td>¿Tratas de elegir un tema que te permita usar tus conocimientos adquiridos en lugar de uno que te force a emplear métodos desconocidos?</td>
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<tr>
<td>2.</td>
<td>¿Elaboras un resumen de tus ideas antes de comenzar a escribir?</td>
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<tr>
<td>3.</td>
<td>¿Haces un borrador primero y lo revisas antes de entregar la versión final?</td>
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<tr>
<td>4.</td>
<td>¿Tratas de utilizar el vocabulario y la gramática que conoces, en lugar de buscar palabras en el diccionario?</td>
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<td>5.</td>
<td>¿Te aseguras de tener el modelo correcto para el tipo de redacción que vas a utilizar?</td>
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**Puntuación**
Appendix B

Cuestionario de Estrategias para el Aprendizaje de Idiomas

Responde las siguientes oraciones siguiendo la escala establecida y en términos de que tan bien te describe la oración. No respondes de acuerdo a lo que piensas que debería ser o de acuerdo a lo que otras personas hacen.

No hay respuestas correctas e incorrectas. Recuerda que todas las oraciones están relacionadas a tu desempeño del idioma inglés. Si tienes preguntas, hazlo saber a tu maestra.

1) Nunca o casi nunca cierto
2) Usualmente no cierto
3) Algo cierto
4) Usualmente cierto
5) Siempre o casi siempre cierto

Part A

<table>
<thead>
<tr>
<th>Oraciones</th>
<th>Clasificación</th>
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<tbody>
<tr>
<td>1. Relaciono lo que ya sé con las cosas nuevas que aprendo en inglés.</td>
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<tr>
<td>2. Uso las nuevas palabras en una oración para poder recordarlas.</td>
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<tr>
<td>3. Conecto el sonido de una nueva palabra y una imagen de ella para ayudarme a recordarla.</td>
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<tr>
<td>4. Recuerdo una nueva palabra haciendo una imagen mental de una situación en la cual me pudiera ser útil.</td>
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<tr>
<td>5. Uso rimas para recordar nuevas palabras en inglés.</td>
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<td>6. Actúo las palabras nuevas.</td>
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<td>7. Repaso las lecciones frecuentemente.</td>
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<tr>
<td>8. Recuerdo las nuevas palabras o frases acordándome de su posición en la página, el pizarrón o cualquier otro lugar.</td>
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</table>

Suma

Part B

<table>
<thead>
<tr>
<th>Oraciones</th>
<th>Clasificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Digo o escribo las nuevas palabras muchas veces.</td>
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<tr>
<td>2. Trato de hablar de manera similar a las personas de habla inglesa.</td>
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<tr>
<td>3. Practico los sonidos del inglés.</td>
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<tr>
<td>4. Uso las palabras que conozco de diferentes maneras.</td>
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<td>5. Comienzo conversaciones en inglés.</td>
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<td>6. Veo programas de TV y/o películas habladas en inglés. (prestando atención al idioma)</td>
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</table>
7. Leo en inglés por placer.

8. Escribo notas, mensajes, cartas o reportes en inglés.

9. Primero leo rápidamente un texto en inglés, y después regreso y lo leo con detenimiento.

10. Busco palabras en mi propio idioma que son similares a las palabras nuevas que aprendo en inglés.

11. Trato de buscar patrones en el idioma inglés.

12. Encuentro el significado de una palabra en inglés dividiéndola en partes que entiendo.

13. Intento no traducir palabra por palabra.

14. Hago resúmenes de información que oigo o leo en inglés.

**Suma**

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**Part C**

<table>
<thead>
<tr>
<th>Oraciones</th>
<th>Clasificación</th>
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<tbody>
<tr>
<td>1. Para entender palabras que no me son familiares, hago suposiciones.</td>
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<tr>
<td>2. Cuando no puedo recordar una palabra durante una conversación en inglés, uso gestos.</td>
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</tr>
<tr>
<td>3. Me invento nuevas palabras si no sé las apropiadas en inglés.</td>
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</tr>
<tr>
<td>4. Leo en inglés sin buscar cada palabra desconocida.</td>
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<tr>
<td>5. Trato de adivinar lo que la otra persona dirá.</td>
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<tr>
<td>6. Si no puedo encontrar la palabra adecuada, uso una palabra o frase que significa algo similar o exprese la misma idea.</td>
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**Suma**

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**Appendix C**

**Interview to students**

1. De las actividades que realizamos, ¿cuáles fueron las que más te gustaron? ¿Por qué?
2. ¿Qué actividad(es) fueron las más difíciles para ti? ¿Por qué?
3. ¿Sientes que el uso de éstas estrategias te ha ayudado a un mejor aprendizaje del inglés? Explica cómo.
4. ¿En qué maneras estas estrategias han mejorado tu desempeño como alumno? Explicalo.
5. ¿Has usado alguna de estas estrategias en alguna otra materia que no sea inglés? ¿Cómo?
6. Si aún no las has usado, ¿en qué materias crees que te sean útiles estas estrategias? Explica de qué manera las usarías.
Cuestionario de Autoevaluación

Responde las siguientes preguntas de manera honesta y clara, reflejando lo que piensas acerca del empleo de las estrategias de aprendizaje.

1. ¿Qué actividades te agradaron más?

2. ¿Sentiste que estas actividades contribuyeron a un mejor aprendizaje del inglés?
   Si respondes SI explica cómo. Si respondes NO explica por qué.

3. ¿Qué ejercicios sentiste que te fueron más útiles para resolver las actividades de la materia?

4. ¿Qué actividades resultaron nuevas para ti?

5. ¿Utilizaste alguna de estas estrategias en alguna otra materia, aparte de la clase de inglés? ¿En cuál?
## Appendix E

Nombre: __________________________________________________________

<table>
<thead>
<tr>
<th>No.</th>
<th>Actividad</th>
<th>Estrategia(s) aplicada(s)</th>
<th>¿Cómo la(s) utilizaste?</th>
<th>Utilidad</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>Súper útil</td>
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<td>Nada útil</td>
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<td>Súper útil</td>
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Appendix F


“Life as we know it”, Clip 1, retrieved from: http://movieclips.com/YXiw-life-as-we-know-it-movie-the-messer-magic/

“Life as we know it”, Clip 2, retrieved from: http://movieclips.com/AeHp-life-as-we-know-it-movie-changing-diapers/


Appendix G

Saturday Night
Sung by: The Underdog Project

Every wicked minute, I sit here thinkin’ of you
I can’t wait to get in it, I’m waitin’ for the week to be trough
Saturday is the only day I wake up thinkin’ bout
‘Cuz any other day is just another day no doubt
‘Cuz everytime I think about you thoughts go through my mind
And everybody is working for the weekend
Everything is on my mind on Saturday night
Do knock out all my fellows with their hunneyez by my side
The DJ plays a record till it hits the morning light
And everything’s gonna be OK, ‘cuz it’s a Saturday
Ain’t thinkin’ ‘bout Monday or Tuesday or Wednesday it’s all right
Ain’t thinkin’ ‘bout Thursday or Friday ‘cuz tonight it’s Saturday night

Every wicked hour, I think about just you right by my side
And I can’t wait much longer, wanna show you how I feel for you tonight
Saturday is the only day I wake up thinkin’ ‘bout
‘Cuz any other day is just another day no doubt
‘Cuz everytime I think about you thoughts go throught my mind
And everybody is working for the weekend
Everything is on my mind on Saturday night
Do knock out all my fellows with their hunneysz by my side
The DJ plays a record till it hits the morning light
And everything’s gonna be OK, ‘cuz it’s a Saturday

Everything is on my mind on Saturday night
Do knock out all my fellows with their hunneysz by my side
The DJ plays a record till it hits the morning light
And everything’s gonna be OK, ‘cuz it’s a Saturday
Ain’t thinkin’ ‘bout Monday or Tuesday or Wednesday it’s all right
Ain’t thinkin’ ‘bout Thursday or Friday ‘cuz tonight it’s Saturday night

Saturday is the only day I wake up thinkin’ bout
‘Cuz any other day is just another day no doubt
‘Cuz everytime I think about you thoughts go through my mind
And everybody is working for the weekend
Everything is on my mind on Saturday night
Do knock out all my fellows with their hunneysz by my side
The DJ plays a record till it hits the morning light
And everything’s gonna be OK, ‘cuz it’s a Saturday
Ain’t thinkin’ ‘bout Monday or Tuesday or Wednesday it’s all right
Ain’t thinkin’ ‘bout Thursday or Friday ‘cuz tonight it’s Saturday night

Appendix H

Read the following passages and try to guess the general meaning, even if you don’t know all the words! You will be answering some questions about these passages at the end. You are not allowed to ask your teacher or classmates for clarification neither using a dictionary.

1. ... It was really a very nice appetizing bit of pischa they’d laid out on the tray – two or three lomsticks of like hot roast beef with mashed kartoffel and vedge, then there was also ice-cream and a nice hot casha of chai. And there was even cancer to smoke and a matchbox with one match in it.

2. Dr. Lightfoot, who guffled my aunt’s flumps, is a fine surgeon.

Eggs & Potatoes, Kari Meat & Rice, Kari Hans with Rice, Hans with Potatoes and Beas, Hurts with Eggs & Potatoes Beas, Mukroni with Egg Meat Bakred, Sandwish Colured, Sweat Boding, Lce and Tea, Lce with Coffee and Milk, Turkey Coffee, Vimto, Franch Lemon, Lec-Cream...

4. Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the plom her sister was reading, but it had no pictures or conversations in it, "and what is the use of a plom," thought Alice "without pictures or conversation?"

   a) Summarize the meaning of each passage in one sentence.
   b) How well did you understand the meaning of each of the passages above?

   VERY WELL       WELL       MEDIUM       NOT SO MUCH       NOTHING

   c) Which passages gave you the most trouble, and why?
   d) If you did not understand certain words, which ones were they?
   e) Did you try to guess the meaning of unknown or unclear words? YES / NO
      If you answered yes, how often?
   f) What are some examples of unknown words you were able to guess?
   g) What information did you use to make your guesses?
   h) What other information sources might you have used to guess the meanings? List as many as you can think of.
   i) Did you need to know (or guess) the meanings of all the words in a passage in order to know (or guess) the overall meaning of the whole passage? In other words, do you need to get the details in order to get the general idea?

The first 3 extracts were proposed by Oxford (1990); and the last extract was taken from Mathe (2010, Sep 2).
Appendix I

**Lady (Hear me tonight)**

_Sung by: Modjo_

Lady, hear me tonight 'cause my feeling is just so right
As we dance by the moonlight, can't you see you're my day light?
Lady, I just feel like I won't get you out of my mind
I feel loved for the first time
And I know that it's true, I can tell by the look in your eyes

Lady, hear me tonight 'cause my feeling is just so right
As we dance by the moonlight, can't you see you're my day light?
Lady, I just feel like I won't get you out of my mind
I feel loved for the first time
And I know that it's true, I can tell by the look in your eyes

Lady, hear me tonight 'cause my feeling is just so right
As we dance by the moonlight, can't you see you're my day light?
Lady, I just feel like I won't get you out of my mind
I feel loved for the first time
And I know that it's true, I can tell by the look in your eyes

Lady, hear me tonight 'cause my feeling is just so right
Lady, I just feel like I feel loved for the first time
Lady, hear me tonight, can't you see you're my day light?...
Appendix K

**WESTERN UNION TELEGRAM**

Send the following message, subject to the terms on back hereof, which are hereby agreed to

To

Street and No.(or Telephone) Number

Place

---

FORM 1207A

Reply's No.
Check
Time Filed

SENDING ADDRESS
FOR ANSWER:

SENDER'S TELEPHONE NUMBER
Appendix L

The Call

*Sung by: Backstreet Boys*

(spoken)

-Hello?

-Hi, it's me, what's up baby? I'm sorry. Listen, I'm gonna be late tonight so don't stay up and wait for me, ok?

-Where are you?

-What?? say... say that again

-Hello?

- You're really dropping out, I think my battery must be low. Listen if you can hear me we're going to this place nearby, all right? Gotta go.

(sung)

Let me tell you the story

'Bout the call that changed my destiny

Me and my boys went out

Just to end up in misery

Was about to go home when

There she was standing in-front of me

And said "Hi, I got a little place nearby,

Wanna go?"

I should've said no

Someone's waiting for me

Then I called my girl up and said


Listen baby, I'm sorry

Just wanna tell you don't worry

I will be late
Don't stay up and wait for me
I said again, you’re dropping out
My battery is low
Just so you know
We're going to a place nearby
Gotta go

Now two years gone, nothing's been won
I can't take it back, what's done is done
But one of her friends found out
That she wasn't my only one
And it eats me from inside
That she's not by my side
Just because I made that call and lie

Listen baby, I'm sorry
Just wanna tell you don't worry
I will be late
Don't stay up and wait for me
I said again, you’re dropping out
My battery is low
Just so you know
We’re going to a place nearby
Gotta go
Ooohh...

Let me tell you the story
‘Bout the call that changed my destiny
Me and my boys went out
Just to end up in misery
Was about to go home when
There she was standing in-front of me
And said "Hi, I got a little place nearby"
Gotta go...

Listen baby, I'm sorry
Just wanna tell you don't worry
I will be late
Don't stay up and wait for me
I said again, you're dropping out
My battery is low
Just so you know
We're going to a place nearby
Gotta go

Listen baby, I'm sorry
Just wanna tell you don't worry
I will be late
Don't stay up and wait for me
I said again, you're dropping out
My battery is low
Just so you know
We're going to a place nearby
We're going to a place nearby
Gotta go
Appendix M

Bye, bye, bye
Sung by: N*SYNC

Hey, hey
Bye, bye, bye
I'm doing this tonight
You're probably gonna start a fight
I know this can't be right
Hey baby, come on
I loved you endlessly
When you weren't there for me
So now it's time to leave and make it alone
I know that i can't take no more
It ain't no lie
I wanna see you out that door
Baby bye bye bye
Bye

Chorus:
Don't wanna be a fool for you
Just another player in your game for two
You may hate me but it ain't no lie
baby bye bye bye
Bye bye
Don't really wanna make it tough
I just wanna tell you that i've had enough
It might sound crazy but it ain't no lie
Baby bye bye bye

Just hit me with the truth
Now girl you're more than welcome to
So give me one good reason
Baby, come on
I've lived for you and me
And now I really come to see
That life would be much better once you're gone
I know that I can't take no more
It ain't no lie
I wanna see you out that door
Baby bye bye bye
Bye, bye
(Chorus)

I'm giving up I know for sure
Don' wanna be the reason for your love no more
Bye bye
I'm checking out, i'm signing out
Don't wanna be the loser and I've had enough
I don't wanna be your fool in this game for two
so I'm leaving you behind
(Bye bye bye)
I don’t wanna make it tough
(Make it tough)
but I've had enough
(bye bye)
And it ain't no lie

(Chorus)

Appendix N

Read each sentence and determine the meaning of the word in bold letters using sentence clues or your prior knowledge.

1. John was so hungry that he didn't leave a single particle of the muffin on the plate.
   Definition: ____________________________________________

2. After Gears of Pain 6 came out, the amount of people playing Gears of Pain 5 declined.
   Definition: ____________________________________________

3. Alvin went to the museum every Saturday because he was so fascinated by art.
   Definition: ____________________________________________

4. Even though John had a good job and a nice family, he yearned for more.
   Definition: ____________________________________________
5. Since professional athletes have to stay in a good physical shape, most athletes **seldom** eat unhealthy food.

Definition:

6. Tracy held the flower as gently as she could, fearing that the **delicate** stem would break.

Definition:

7. Joanne’s mother came up to the school to get the cell phone the teacher had **confiscated**.

Definition:

8. After the bird escaped, Chris tried to **coax** it back into the cage with treats.

Definition:

9. Dad had no need for those old books, so he **discarded** them on the corner by the trash.

Definition:

10. If a wolf refuses to help its pack hunt, it becomes an **outcast** and must go on alone.

Definition:

11. The dogs were so hungry that they would have killed one another for a **morsel** of meat.

Definition:

12. My mom always worries about my grades and the colleges that I’ll be able to attend, but if she were a little less **fretful** she’d be a lot more fun.

Definition:
Tiene que ver Daniel con las actividades que estuvimos realizando, como los de la gráfica que completamos, la... perdón, la tabla que completamos. Entonces te voy a preguntar acerca de esas actividades por ejemplo esas actividades que realizamos, éstas y las de antes cuando jugamos y todo, antes de que escribiéramos ¿cuáles fueron las que más te gustaron, a ver?

-Ammmmmm... La que más me gustó ¿De antes o...?-
Puede ser de cualquiera de esas que estuvieron enfocadas a estrategias.
-A este... lo de hacer una historia con tarjetas.-

¿Por qué te gustó ésa?
-Porque... este... porque cuando vimos las fotos pues este... yo me imaginaba así, al instante que vi las fotos imaginaba pues este... estar y todo...-

¿Y te gustó imaginarte la historia?
-Ajá-

Ok ¿Y cuál otra? ¿Cuál otra te gustó así mucho? ¿Cuál otra actividad?
-Pues la de... pues todas-
Pero dime otra así en específico, la de la entrevista, la de las canciones, la de la lectura, la de oír, la de el telegrama.
-La de la entrevista-
¿La entrevista? ¿Por qué te gustó la de la entrevista?
-No perdón, la del telegrama-
¿Eh?
-La del telegrama- 
¿La del telegrama?
-Ajá-
¿Por qué te gustó la del telegrama?
-Porque cuando estábamos este escribiendo el telegrama nos dijiste que eran ¿cuántas palabras?-
10 o 12
-10, 10, de diez a doce palabras, pues cuando la escribí estuve contando y me había pasado por... me había pasado por cuatro o cinco-
Ajá, ¿y qué hiciste?
-Y me puse a borrar todo y estuve tratando de así, de abreviar todo y...-

¿Y te gustó?
-Sí-
¿Sí? Ok, muy bien.
¿Cuáles fueron las que se te hicieron más difíciles? ¿Cuáles de estas actividades dijiste “Ay como que así ahí no”?
- La de la canción -
¿La de la canción? ¿Por qué? ¿Por qué crees que...? - Porque como estaba en inglés y como yo no entiendo mucho de inglés se me hizo... - Muy Bien. Ok.
¿Sientes que éste... lo que hicimos con estos ejercicios/estrategias te ayudaron a ti para aprender mejor o comprender un poquito más del inglés, así como tú dices te cuesta trabajo el inglés, no entiendes pero sientes que te ayudaron en algo como que sientes que ahora entiendes más, sientes que te es más fácil leer o que te es más fácil... ¿Sí o no? - Sí -
¿Cómo? Por ejemplo:
- Eh... cuando jugamos sobre el scrabble, este los demás equipos, los otros equipos pusieron palabras que yo no sabía y cuando tú dijiste el significado pues ya yo me las aprendí.-
Ok, Muy bien. ¿Y entonces cómo crees que eso haya mejorado a ti? Por ejemplo ¿te ha mejorado en algo lo que has hecho en tu desempeño en la escuela o con la materia aquí conmigo en inglés? - Mjm -
¿Cómo qué? por ejemplo, dime ejemplos de cómo sientes que te ha ido mejor en ciertas cosas.
- En inglés por lo que te digo, las palabras, muchas palabras que yo no sabía-
¿Y ya te las aprendiste ahora? - Aja -
Muy bien.
¿Has usado estas estrategias en alguna otra materia? ¿para aprender algo más, para hacer otra actividad en alguna otra materia que no sea inglés?
- No -
¿No? Muy bien. Y si no las has usado ¿Cómo crees que te puedan ser útiles? ¿Cuál crees que dices ah “ésta la puedo usar así para aprender esto” o “ésta puedo usarla así para entender otra cosa”? ¿Cómo las usarías o cómo crees que podrían ser útiles?
- Mmmmm... pues... -
¿No se te ocurre, no se te ocurre nada? ¿De cómo podrías usarlas para aprender otro tipo de cosas? - No -
Ok, gracias Daniel ya te puedes ir a tu clase.
Interview to Student I

Researcher = Blue
Student I = Black

A ver Betty entonces de las actividades que, como te comentaba que realizamos ¿cuáles fueron las que más te gusto? Me encantó la de hacer el artículo porque yo sentí como... ¿El artículo de la entrevista? Del... Del periódico
Ajá ¿Por qué?
Porque pues me sentí como en los libros de Harry Potter hay un personaje que siempre, es una reportera, siempre hace periódicos, así artículos de periódico pero es bien tramposa porque pone así, como, si te pregunta algo como “Y... -haz de cuenta que tus papás ya se murieron, no, dice- “Y tú cuando piensas en tus papás ¿qué haces?”. Y tú te quedas así como de “Eeehhh...”. Ella en vez de poner así “Eeeehhh”, transforma ese “Eh” en palabras, empalagosas, lo dice en el libro, en palabras.

Para decir otras cosas.
Ajá. Me gustó porque me sentí como ella, obviamente no lo hice, pero me gusta mucho escribir.
También me encantó la del telégrafo.
¿La del telegrama?
El telegrama, eso!,
¿Por qué?
Por que era de transmitir un mensaje en pocas palabras, no, este, bueno yo sentí que aparte de aprender más inglés me iba a ayudar por ejemplo si tengo una emergencia y puedo ayudar, no tengo mucho tiempo y a lo mejor puedo hacerlo así, ¿no?
Ok, ¿Qué otra? Otra más.
Me gustó la de las cartas con la historia

-Sí, las tarjetas para contar la historia.

Las tarjetas para contar la historia ¿Por qué te gustó ésa?

Porque a mí me encanta crear historias entonces pues -Eso es porque tú lees mucho ¿No?- Pues más o menos sí, desde pequeña quería, decía “yo quiero hacer un libro” - Muy bien- Entonces tengo la cabeza llena de ideas... -Ok y te sirvió para poner tus ideas así como que a desarrollar...- Sí, me, en orden porque luego pienso en algo pero pienso en otra cosa y se me va la idea y ya no me acuerdo qué estaba pensando.
¿Qué actividades de las que hicimos fueron las más difíciles para ti?
Pues difíciles no se me hicieron algunas.
Una que te haya costado trabajo, así que digas “ay ésta como que no al principio y ya luego más o menos."
Pues la verdad ninguna pero sí hubo algunas en las que me sentí como que aburrida. ¿Aburrida? ¿cómo en cuáles?
La del scrabble era hacer las palabras pero luego como que todo mi equipo se desesperaba y me desesperaban a mí y luego me sentía, no sé, me sentía. Ok, en ésas te sentiste un poco presionada, ok, entonces por eso no te, no te encantaron tanto. ok.
Sientes que el uso de estas estrategias que hicimos te ayudó a mejorar tu aprendizaje de inglés.
Sí. ¿Cómo?
Sí por ejemplo en el del estudio de las canciones yo antes este pues no entendía mucho el inglés pero... O sea sí le entendía bien, pero digo, digamos que, ¿cómo lo explico? en el oído, en el sonido, pues a veces este, yo cambiaba palabras o esas cosas entonces hacer los ejercicios de las canciones me ayudó mucho a desarrollar el oído.
Ok, Muy bien.
¿Has usado alguna de estas estrategias con otra materia?
No, la verdad no, hasta ahorita no. Pero si se te ocurre, o sea, si no las has usado ¿cómo crees que podrían ser útiles para otra materia, ya sea conmigo o con otra?

Pues, por ejemplo, no sé tal vez tal vez las podría ocupar algunas de las que usamos para los spelling quizzes, pues tal vez las podría usar para aprenderme algunos temas de Science o de Math, no sé. Ok.
Mmmm...no sé, también, ah.. la verdad no se me ocurre otra. ¿O para otra cosa?, algo de lo que desarrollaste en esas... cómo se puede usar en otra... algo que no fuera para la escuela completamente.
Ah sí, por ejemplo en viajes, como el que acabo de hacer lo de las canciones nos sirve mucho, porque luego ya sabes cómo hablan los gringos, que no se les entiende nada. Van muy rápido, ajá.
Hablan muy rápido, entonces lo de las canciones, pues los de las canciones van rápidas entonces tú, tú entiendes más y sí les entiendes a las canciones pues es muy probable que les entiendan a cómo hablan ellos. Estás practicando ¿No? Muy bien Betty. Muchas gracias, eso era todo, te puedes ir a tu clase.
Appendix P

**KEY:**

- HU = highly useful
- VU = very useful
- SU = somewhat useful
- NSU = not so useful
- NUA = not useful at all

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<th>Using imagery</th>
<th>Associating</th>
<th>Placing words into a context</th>
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**Table 4.8. Strategies used while studying for a spelling quiz**

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**Table 4.9. Strategies used for reading comprehension**
### Table 4.10. Strategies used for guessing words’ meanings

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<th>Using linguistic clues</th>
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### Table 4.11. Strategies used for creating and telling a story with images

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### Table 4.12. Strategies used for retelling the story

<table>
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<th>Using imagery</th>
<th>Using keywords</th>
<th>Repeating</th>
<th>Paying attention</th>
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</thead>
<tbody>
<tr>
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<td>HU VU SU NSU NUA</td>
<td>HU VU SU NSU NUA</td>
<td>HU VU SU NSU NUA</td>
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</tr>
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<td>0 0 0 1 0</td>
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### Table 4.13. Strategies used for ‘Telegram’

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<th>Using linguistic clues</th>
<th>Adjusting or approximating the message</th>
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### Table 4.14. Strategies used for ‘broken telephone’

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<th>Using linguistic clues</th>
<th>Repeating</th>
<th>Associating</th>
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### Table 4.15. Strategies used for Song 1
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</table>

Table 4.16. Strategies used for Song 2

| RANKING | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA |
|---------|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|
| MENTIONS| 8  | 9  | 1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Table 4.17. Strategies used for writing interview questions

| RANKING | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA | HU | VU | SU | NSU | NUA |
|---------|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|----|----|----|-----|-----|
| MENTIONS| 5  | 5  | 10 | 2   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Table 4.18. Strategies used for doing the interview
Table 4.19. Strategies used for writing an interview article

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<th>VU</th>
<th>SU</th>
<th>NSU</th>
<th>NUA</th>
<th>HU</th>
<th>VU</th>
<th>SU</th>
<th>NSU</th>
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</tbody>
</table>

Summarizing | Practicing naturalistically | Asociating | Adjusting or approximating the message