



The impact of a customized didactic sequence, based on meaningful learning and language learning strategies, in the oral skills of a group of 11th graders in a public school in Cali, Colombia

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Abstract

The promotion of knowledge through teaching goes through several teaching approaches, one is through the recognition of the learning styles and strategies used by the students. This helps the teacher decide between being a leading agent in the teaching process, or a mediator who manages autonomous learning processes. This article presents the analysis of the impact of a didactic sequence based on a learning strategy, and meaningful learning, on the oral ability of a group of 11th grade students of a public school in Cali, Colombia. This qualitative study reflects on the students' and the researcher perceptions in the light of theories, concepts and their authors; at first, the Rebecca Oxford SILL Inventory was applied to 32 students from the institution source of the study; followed by an intervention with a didactic sequence adapted from the SILL findings, for the development of oral skills; finally, the use and impact of the learning strategy performed for the proposed ability was discussed, in this case the metacognitive learning strategy. The intervention showed that by turning classes into student centered, the participated more and used learning strategies. In conclusion, putting learning strategies in real context of helped students use learning strategies. Oral production was favored by the planned and monitored work proposed by the research teacher.

Key words: SILL, learning strategies, meaningful learning, didactic sequence.

Resumen

La promoción de saberes a través de la enseñanza pasa por diversas formas de acercamiento, una es a través del reconocimiento de los estilos y estrategias de aprendizaje usados por los estudiantes; esto ayuda a que el profesor decida entre ser un agente protagonista de proceso de enseñanza, o un mediador que gestiona procesos autónomos de aprendizaje. Este artículo presenta el análisis del impacto de una secuencia didáctica basada en una estrategia de aprendizaje, y en el aprendizaje significativo, sobre la habilidad oral de un grupo de estudiantes de grado 11. Se trata de un estudio cualitativo con reflexiones de las percepciones de la muestra a la luz de teorías, conceptos y sus autores; en un primer momento se aplicó el Inventario SILL de Rebecca Oxford a 32 estudiantes de la institución fuente del estudio; seguido por una

intervención con una secuencia didáctica adaptada a partir de los hallazgos de SILL, para el desarrollo de la habilidad oral; finalmente, se discutió el uso e impacto de la estrategia de aprendizaje usada sobre la habilidad propuesta, para el caso la estrategia Meta cognitiva de aprendizaje. La intervención dejó ver el mayor uso real de otras estrategias. En conclusión, llevar la estrategias de aprendizaje al contexto de la realidad ubicó a los estudiantes en otras estrategias, más no en la que ellos inicialmente creían; no obstante, la producción alrededor de la habilidad oral se vio favorecida por el trabajo planificado, monitoreado, con propósito e intención, propuesto por el docente investigador.

Palabras clave: SILL, estrategias de aprendizaje, aprendizaje significativo, secuencia didáctica.

Introduction

The following is a study developed at Nuevo Latir Isaas Duarte Cancino Educational Institution, which is a public school located in the city of Cali. It is regarded as an educational citadel with an articulating and integrating system of various institutions and social actors in a large locality, with a social-cognitive pedagogical model, which promotes social organization through pedagogical processes, consistent with intersubjectivity defined by axiological and ontological relationships in the community (IE Nuevo Latir, 2022).

Within the framework of the teaching and learning, it is important to recognize the styles and strategies used by the students, since they allow the teacher to plan, adjusted and coherent, according to the characteristics of the subjects who are members of the academic processes. Not knowing the expectations and background, cognitive and social, of those who are into the pedagogical act poses the risk of promoting unfocused didactic constructions, distanced from knowledge and purposes, both important assets in educating and training. Based on what has been said, this study proposes a search around the learning strategies used by students, particularly in English as a Foreign Language, which will give to the researcher the possibility of identifying the ways in which students learn and, at the same time, will propose the opportunity to design teaching processes according to those characteristics exhibited.

In a first instance, this document describes the problems underlined upon the encounter between teachers and students, within the framework of the possibilities that arise in the didactic planning context; and at the same time, generating a background perspective that gives, on one hand, relevance to the study; and on the other, insights into how the issue has been addressed in the national and international contexts; and in parallel, through which mechanisms, concepts and authors the respective approaches have been made.

A conceptual and theoretical review is also made with classic and also contemporary authors around: didactic strategies, meaningful learning and motivation; In this sense, the SILL Inventory by Rebeca Oxford appears as a fundamental axis for the search and analysis, which will later be a key element for the methodological

development, and for an eventual didactic design (from a constructivist approach outside the social-cognitive, adapted for the institution source of the study), which will favor the oral production of a group of students selected as a sample from a population.

The methodology includes three moments; first, the SILL Inventory application to a sample of 32 students from an 11th grade, in the source institution of the study already described; later, and based on the inventory results, it is intended to design and adapt a didactic sequence that uses the learning strategy found, also supporting it in the meaningful learning an approach, for promoting the development of the oral production skills, in English as a Foreign Language; and finally, the analysis and discussion in light of the consulted authors, the use of the learning strategy and the scope of the intervention with the conditioned didactic sequence.

Then the discussion of the results will be presented, which will be developed in the same order as the three methodological moments, as follows: first, SILL findings and analysis; similarly the didactic sequence; and finally, the discussion around the impact on the oral ability of the results provided by the two previous moments.

The closing will be made up of four major conclusions; the first three will give an account of the contributions that each of the specific objectives produced, and the last one, as an answer to the research question, the contribution of the achievement of the general objective. In addition, a segment of suggestions and recommendations underlying the investigative, consultation, methodological and analysis processes presented here will be issued.

English has been occupying a relevant place in education and today's life because much of the knowledge generated in the world is published in this language, which is now considered international, with 380 million people speaking it as their first language, and more than a billion using it as their second language (Clyne & Sharifian, 2008). The Colombian General Law of Education of 1994 recognized the importance of learning a foreign language and thus defined "Humanities, Spanish language, and foreign languages" among the compulsory areas of basic and secondary education (MEN M. , <https://www.mineducacion.gov.co>, 1994). In 2004, the Ministry of National Education - MEN - designed the National Bilingualism Program 2004-2019, in which Guide 22 "Basic

Competency Standards in Foreign Languages: English" is the guide that explains the concepts of bilingualism, foreign language, and the second language as understood by the Ministry of National Education. Of these three concepts and based on the scope of the Standards proposal, English was taken as a foreign language (MEN M. , 2004).

The MEN chose the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment, to establish performance level goals in English and to give coherence to the PNB. In this way, the MEN adopted the English performance levels according to the CEFR as follows: Level A1 (Beginner) for grades 1 to 3 of Basic Education, Level A2 (Basic) for grades 4 to 7 of Basic Education, and Level B1 (Pre-intermediate) for grades 8 to 11 of Basic and Secondary Education. In addition, it was established as a goal for the Education Sector that by the year 2019, 100% of secondary school graduates should reach level B1. For each grade group, it was established what students should KNOW (about the language) and KNOW HOW TO DO (with the language in a given context) at the end of each level (MEN M. , 2006).

At the end of the Secondary Educational process, Colombian students must take the standardized test: "Prueba Saber 11°" hosted and handled by the Colombian Institute for the Promotion of Higher Education ICFES¹. This test is aligned with the Basic Competency Standards and is composed of a general structure that evaluates five areas of knowledge: Mathematics, Critical Reading, Social and Citizenship, Natural Sciences, and English (MEN M. , 2006).

The English test evaluates the ability to communicate effectively in English, seeks students to demonstrate their communicative skills in reading and language use, and classifies them into five performance levels (-A1, A1, A1, A2, B1, and B+) related to the Common European Framework of Reference for Languages, but with some modifications taking into account that in Colombia there is a student population that is below the first level of the CEFR A1. For this reason, the first performance level for the Saber 11° Test in English is -A1 and corresponds to those students who do not manage to answer the less difficult questions of the test. Likewise, the last performance level of the test is B+,

¹ ICFES: Instituto Colombiano para el Fomento y Evaluación de la Educación Superior. The Colombian Institute for the Promotion and Evaluation of Higher Education is an autonomous entity linked to the Colombian Ministry of National Education.

which classifies those students who manage to answer the most difficult questions (ICFES, <https://eservicioseducativos.com>, 2022).

The Saber 11° Test, in its application in 2014, shows results below the established goal. 51% of students had an -A1 level, 35% an A1 level, 7% an A2 level, and only 7% a B1 and B+ level (MEN M. , 2016). In the meantime, and as an improvement plan for these low results, the Ministry of Education proposed the National English Program “Colombia Very Well” 2015-2025 to fulfill their education policies for graduating secondary school students at the B1 level.

The low-performance results described may be a clear consequence of the theoretical and methodological rupture between the teaching proposal for English in Colombia (based on the Estándares Básicos de Competencias en Lenguas Extranjeras), the didactics and the students learning strategies (López et al. 2011); and additionally to this, according to Jimenez (2014), for the possible lack of commitment, which is when the students do not take responsibility for their learning process, without continuing in their training through an adequate strategy for acquiring the language. Jimenez (2014) indicates:

As students do not either take part in the classroom interaction, their exposition to the language is minimal, and their behavior, interest, and commitment are not the best; it seemed like they lack self-motivation, and in language learning the desire to learn is key. Thus, they do not show enthusiasm but a sort of resistance (Jimenez, 2014, p. 204)

A good level of commitment is related to significant learning and high academic performance. (Shahini & Shahamirian, 2017). In addition, to being predictors of academic performance, bring other benefits related to learning such as interest, concentration and enjoyment when performing school tasks. In recent years, scientific literature in education and educational psychology establishes the importance of meaningful learning when studying, and its relationship with commitment and school performance. Likewise, the lack of motivation is associated with variables such as failure, apathy, and school dropout (Oporto *et al.* 2019); thus, and as previously indicated, students perform poorly in standardized tests while showing these low levels of motivation, not being able to

demonstrate that they have learned. It is very possible that they are not using any language learning strategies, therefore it is important to understand if oral skills can be improved by promoting language learning strategy use which will have as a consequence a meaningful learning.

This possibility could fall on different aspects, among them, the institutional; another didactic; and one more related to the role of students in the educational processes:

- The educational institutional facts are always based on pedagogical, methodological and constituent rules, habitually and by regulations, written in the institutional educational project; and these are intended to mark a line for an educational intention, as a conceptual representation, about something, directed at someone. In this sense, then it is the duty of educational institutions to understand that these intentions must respond to the social, cultural, and economic characteristics, among others, by which the models are adjusted, and constitute the institutional characteristic feature that mediates between discourse, subject, object and context (Jaime *et al.* 2021).
- The educational resistance that teachers can face at the time of the teaching practice, that mediates between their dominant rationality and the praxis that accompanies it, plus the existence of students and their characteristics, which generate new forms of subjectivity, force the revision that promote the constant modification of the pedagogical act, which answers to the characteristics of the educational institutional facts; as well as to the method of those who approach them; and finally, how these also respond to the characteristics of those who receive the knowledge (Jaime *et al.* 2021).
- These intentions and resistances, inherent in the educational processes, impact students and the ways in which they assume their roles as learners. The importance of the role of schools, teachers and students, their cultural and communicative traits, are the constructions "central to understanding and learning [...] This entails linking the behavior of educational subjects with their conditions and undertakes a critical analysis of the interests that give rise to the development of a radical consciousness and critical collective action (Jaime *et al.* 2021, p. 1) facing learning and strategies to assume.

The comparative analysis of the educational systems of Latin America carried out by Lorente (2019) and SITEAL (2013), reveal that disinterest and discouragement are strongly imposed during the transition from primary to secondary, these are consolidated as the first cause of dropout and low school performance in basic secondary. The same problem has been recognized by researchers of educational psychology in American students, they suggest that educators continue to struggle against the difficulties of working with academically unmotivated students, as they advance towards adolescence (Hidi & Renninger, 2006).

As Colombia recognizes the importance of learning a foreign language is demanding "the acquisition of elements of conversation, reading, comprehension and the ability to express oneself in that foreign language. Therefore, and according to the Law, a high percentage of educational institutions nationwide incorporate English as a subject in their educational programs; since then, the Ministry of Education has tried to create conditions to promote it. An example of this is the National Bilingualism Program and the standards of communicative competences in English. Its main purpose is to get students who finish eleventh grade with a minimum level of B1 according to the Common European Framework of Reference for Language², this means that an average of the graduates must be able to understand the main ideas of texts which deal with issues that are familiar to them, cope with most of the situations that may arise during a trip being able to talk to people who use the language, produce simple and coherent texts on topics that are familiar to them or in which they have a personal interest, describe experiences, events, wishes and aspirations, as well as briefly justify their opinions or explain their plans.

The reality is that students who graduate from secondary education from public educational institutions, mainly those located in marginalized sectors, barely reach the A1 level of English. Moreover, students struggle to understand and use everyday expressions, introduce themselves or others, not being able to give or ask personal information, in short, they cannot relate in an elemental way. The above is evidenced in the last four-year result in the saber 11 test. In the case of the students of the Nuevo Latir,

² The Common European Framework of Reference for Languages (CEFR) is **an international standard for describing language ability**. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language

including the Isaias Duarte Cancino branch, in 2017, 85% of the students who took the test obtained unsatisfactory and low levels, thus, in 2018 the number raises to 93%, in 2019 to the 95% and in 2020 to 94%. (ICFES, 2017, 2018, 2019, 2020).

The causes of this tragedy results are diverse, it can be described both from theory and from the experience of teachers, since this last is among the factors that affect the acquisition of communication skills in English, specifically speaking. Consequently, some of those factors are students in most public educational institutions only start their approach to the foreign language from sixth grade, the little experience or training of some teachers in teaching this language, the low intensity of the hours assigned to this area, which translates into little practice to develop phonological awareness, the fear of mockery that generates mistakes when trying to speak English in public among others. The list can continue; however, the literature review will point out other possible causes that will be considered when designing the activities that are the object of this research.

The relevance of the present study then lies in the need to improve the performance levels of students in English in the Saber 11 test and to give the students one of the skills of the 21st century, such as communicate in English to truly access academic and job opportunities as a global citizen.

Research question

How can a didactic sequence based on meaningful learning and language learning strategies influence the oral skills of 11th-grade students at Nuevo Latir Isaiás Duarte Cancino Public School in Cali, Colombia?

Main objective would be as follows:

To analyze the impact of a didactic sequence based on meaningful learning and language learning strategies in the oral skills of 11th-grade students at Nuevo Latir Isaiás Duarte Cancino Public School in Cali, Colombia

Specific objectives

To assess to what extent 11th-grade students, at Nuevo Latir Isaiás Duarte Cancino School, use language learning strategies to study for their English class by

means of applying the Rebeca Oxford's questionnaire SILL (Strategy Inventory for Language Learning).

To apply an accustomed didactic sequence based on the Meaningful Learning and oral skill learning strategies to a group of 11th-grade students at Nuevo Latir Isaias Duarte Cancino Public School.

To recognize the impact of the learning strategies over the oral production in English as a Foreign Language of the eleventh-graders at Nuevo Latir Isaias Duarte Cancino Public School

Literature Review

This section presents background research that supports the idea that teaching learning strategies to students is a topic of interest; while also outlining the state of the art in terms of concepts and theories.

In the frame of the Colombian English as a Foreign Language (EFL) public education context, Gomez (2017) proposed evidence that there is a general discontent among the academics regarding the way the bilingualism policy and plans have been conceived and implemented in the country, implying that there is a lack of research that allows determination of what is more appropriate to teach English in the Colombian schools. The author suggests that multiculturalism and plurilingualism of the country are not well considered in the Colombian EFL plans and policies launched between.

These findings were reached, first by the appraisal of several documents which support the Colombian position and initiatives towards bilingualism in all its educational levels. Among them, the author summarizes aspects such as: Background of Foreign Language Bilingualism in Colombia's from Post-Independence Period: Spanish-French and Spanish-English Bilingualism, Colombian Foreign Language Bilingualism Plans and Policy, National Plan of Bilingualism 2004-2019, Program for Strengthening the Development of Competences in Foreign Languages 2010-2014, Law of Bilingualism (Law 1651 of July 12th, 2013), National Plan of English: Colombia Very Well! 2015-2025 and the Bilingual Colombia 2014-2018. The afterwards indicates deficiency in the continuity and consistency in the application, the development, the tracing and the improvement of these programs; the extent is focused on employability instead of social development; the misconception of bilingualism in the country; the unfamiliarity with the privileged position of English in the general global context; the adoption of foreign models without rigorous studies; the interpretation of the bilingualism plans as a lucrative business; and the omission of teachers' voices; which in set gives to this research proposed the validity and some light on what should be the approach in order to give valuable insights for the Colombian educational system and to the scholars involved in EFL learning.

The previous statement is supported by Correa & Gonzalez (2016) who suggest that the regulations launched by the government, through its National Ministry of Education and assembled by several programs – already mentioned -, has posed a series of challenges for public primary schools, which such programs have not been able to address. According to Le Gal (2019) the current state of EFL teaching in Colombia follows the global trend towards a the “marketization” and “businessification” of education, and the neo-colonialist agenda of neoliberalism, which in Colombia involves not offering proper attention on local knowledge which includes EFL education planification without pondering Colombia’s specific situations.

Concerning this lack, it must be summarized the absence of studies that incorporate deep reviews around the literacy on the EFL interaction skill strategies in Colombian environments, towards the importance of accustomed and efficient programs created upon Colombian reality (Neiva, 2021).

What would happen if the students’ voice were listened to and what they have to offer before designing classes and intervening groups? For Neiva (2021) an adapted model to create a pedagogical intervention based on strategies showed by the students can be unfolded, with diverse strategies that helped them discuss messages, express personal opinions, and gather additional information to support their particular way of learning.

According to Fonseca & Betancourt (2018) learning strategies are planned and intentional activities and processes that students perform to achieve educational objectives, and they facilitate the storage and use of information needed by them; in such a way, is mandatory to continue with studies and research which give clear ideas about how to get close to the Colombian students reality, most importantly when learning a foreign language has an indubitable intercultural big amount of information. Listening to students and taking care about their expectations and needs would be possible to have academic environments where they feel supported and motivated, bearing in mind the characteristics of each one to promote the ability to make decisions, and acquire skills to process and evaluate information. The authors describe how several imperceptible elements impact the learning processes, and also how students have to deal with them,

by means of displaying learning strategies which are not limited to the educational element, but to the personal one, such: intrinsic and extrinsic motivation; task value; acquisition, transfer and use of information; external attributions, anxiety, storage, simple repetition, organization and memorization, among others. Fonseca & Betancourt (2018) contribute with an important finding: students value the importance of 'learning to learn' and have strategies such as time planning, counseling, interaction, and cooperation.

Considering student's contributions before the designing EFL programs and programming the classes, would give an significant bust to their learning manners, since motivation towards knowledge can appear, and according to Guerrero (2015) motivation has a significant role in the process of language learning, which is also a term commonly used among teachers and learners, but perhaps many of them are not aware of the different implications, so is important to understand its practical use in the field, to be able to consider its relevance in the learning and teaching processes; and even more so if there are too many aspects and personal learners' traits to consider in the course of understanding their motivation towards EFL learning.

Motivation on English as a Foreign Language

Recent EFL Motivational Theories are Person-in-context, The FL motivational self and the Complex dynamic system, and inside them, there are several strategies for the enhancement of the communicative competence on English as a Foreign Language, such the use of authentic materials and tasks on students' communicative competence (Insuasty *et al.* 2016). The extent of this adapted materials, in the framework of a linguistic and cultural nature of the authentic input and the learners' level of competence, has an impact on students' communicative competence progress and also on the teaching performs. These meaningful practices, based on the analysis of the student's perceptions, allow an appropriate and effective implementation of authentic materials in EFL learning contexts, which greatly depend on the teacher's experience dealing with the particularities offered by the learners. For Insuasty *et al.* (2016) the use of authentic materials in the language classroom must be strongly encouraged as they have a positive impact on the students' linguistic and affective domains. Activities that involve oral interaction are hard to perform for the students, mainly because they are afraid of criticism and jokes. The use

of authentic materials in the language classroom, previously agreed with the authentic input and the learners' level of competence, in the case the oral one, can provide confidence when they participate, showing collaboration, solidarity and interaction among them (Urrutia & Vega, 2010).

Acquiring a Foreign Language (FL), in a school context, went from being limited to those who had the resources or a pressing obligation, to a social need related to study, employment, tourism and professional and personal development, among others; therefore, empirical and theoretical interests have grown and evolved simultaneously to the extent that this learning is quickly legitimized in a globalized scenario with increasingly blurred borders and unlimited access to a wide diversity of options in different fields of life in society . Within these interests, there has been research about teaching skills, approaches, models, strategies, etc., which have contributed practical ideas on how to implement FL teaching. However, and apart from the general, it is also the scene for studies of individual differences in these acquisition processes, and in this context, it is important to reflect on motivation, which is explained as the attitude and affective state of individuals towards learning (Dörnyei, 2001). Motivation in learning FL is an important factor in successful language acquisition (Dörnyei, 2018).

When learning an FL students need to reach a development level; and achievement shows to what extent they have learned and how much of this knowledge they can use through their cognitive and behavioral repertoire (Gardner, 1985). In Learning English as a Foreign Language FL, this would be reflected in the four abilities: reading, writing, speaking, and listening, which are proposed as communication skills (MCE & Cambridge University Press, 2022). According to Gardner (1985) the interest in FL and the desire to know and use it are part of the achievement; consequently, a teacher must not only focus on content, but also on how to spark interests beyond the classroom environment.

Gardner (2018) differentiates between two types of motivation: one for learning a language and another for learning in the classroom. The first refers to the general individual will to learn a language at any opportunity that arises; and the second, to the learning that is restricted to the classroom environment, where different factors intervene:

the teacher, the classroom environment, the contents, the material, the facilities and the personal characteristics of the student (in the last one, the teachers are clearly responsible in their influence on the motivation of the students). In this sense, and more precisely in the oral construction of students, Dörnyei (2001) argues that motivation plays a fundamental role in generating participation in conversations, and that, a motivated student improves the involvement of the other pair; although it is clear that the authors reveal that motivation determines behavior more than quality; more motivated students achieve better results (Masgoret & Gardner, 2003)

Motivation in the classroom should not be seen only from the aspects that move the student, there is also a responsibility that the teacher must promote it. In the correlation between the motivation of teachers and students' performance includes motivational strategies, and this in turn is related to the motivation of students and their achievement as well (Gardner, 1985). Teachers' motivation is influential in positive attitudes towards learning, students' motivation and their grades. When teachers are motivated, they tend to use motivational strategies that strengthen participation and thus performance. So, the motivation often stems from the teachers, and the teachers need to be motivated as well, which highlights the importance of incorporating motivating teaching practices in the classroom (Dörnyei, 2001).

For Dörnyei (2018) motivation refers to what moves a person to choose to do something, act in a certain way, and persist in that action and how much effort is made. Without motivation it is difficult to maintain and succeed over the long term. Dörnyei, (2019b) defines it as the combination of effort and desire to learn FL and throughout the process the individual shows a positive attitude towards FL. Therefore, a motivated organism is the combination of these components: goal, effort, desire for achievement and positive attitude. The goal is the purpose that drives motivated human behavior, it provides the meaning to a particular action (Dörnyei, 2019b). The components desire, effort and attitude are the motivation, and these three have to be active; the goal alone is not enough to learn an FL (Gardner, 1985).

Gardner (1985) also refers to these components using different terms to extend his theory. He categorizes the goal as the type of motivation and the individual's desire, effort,

and attitude as the intensity of the motivation, where the goal is somewhat static and answers the question of why someone learns an FL. Gardner states that responses can be classified into two orientations: integrative and instrumental. The integrative orientation describes the desire to be involved in the culture of FL; while the instrumental orientation refers to the pragmatic gains of learning a language, for example, obtaining a higher position (Dörnyei, 2001); (Gardner, 1985).

Since language is part of the individual's identity, Bernaus et al. (2009) argue that when someone learns another language, it is inevitable that they also incorporate attitudes towards the ethnicity of that language. Thus, integrativity is the main cause of motivated behavior in the acquisition of the FL (Gardner, 1985), which means a positive disposition towards the culture of the FL group and openness to interaction with them. Attitudes towards the learning situation is another central component of the integrative motive because languages are mainly learned in the classroom environment, so this concept covers the students' attitude towards the course, the materials, the teacher and the environment (Gardner, 1985). Integrative motivation is an influential factor in performance, since integratively motivates students learn better and faster than others (Bernaus et al. 2009)

Gardner's socio-educational integrative motivation theory suggests that the desire to learn a language is because the individual wants to communicate or even become a member of that FL community (Gardner R. , 2006). However, when English is taught as a secondary subject without any contact with the FL community, the integration does not always fit. As Ryan (2006) points out, the changes brought about by globalization call for a rethinking of the English language community, of languages as a fixed entity and of their native speakers having exclusive ownership of the English language. Instead of its traditional role, English has become an essential and dominant language that crosses borders and cultural boundaries (Dörnyei, 2019b).

However, Gardner (2018) bears his integrative position by adducing a leading motivational force, but since English has become an international language, the term integration does not refer to the FL culture and its community, rather integrative motivation is influenced by the opening to the materials of the other culture without the will to

assimilate. In other words, instead of actual communities of FL and its native speakers, now language learners are influenced by media, internet and movies, and through these learners develop their imaginary cultural images linked to FL.

Dörnyei (2019b) suggests that the lack of a real FL community diminishes Gardner's integrative motivation theory and introduces the human need to have a goal and envision a possible future. Achieving this goal creates an image of what the student would like to become in the future and this triggers and sustains motivation. Dörnyei (2009) introduces the FL Motivational Self System.

The components of the FL Motivational Self System are:

1. Ideal self in FL

It is the ideal self that the subject wishes to be when he is a competent speaker of FL. Since there is a gap between the real Self and the ideal Self, the former is motivated to reduce this gap and become the ideal Self. Instead of a community of native speakers, students connect this notion with a connected cosmopolitan community of FL speakers (Dörnyei, 2019b).

2. I should-to-FL

These are the attributes that an FL learner believes that she must possess in order to achieve the ideal Self, and also the attributes that she must avoid, as they can lead to negative outcomes throughout the learning process (Dörnyei, 2009).

3. FL learning experience

This relates to the immediate learning environment and experience, for example the curriculum, the teacher, or the peer group.

Thus, the ideal Self of FL presents helps students to create a possible future image of themselves and that influences and improves motivation. For Ryan (2006), efforts to learn English can be seen “as an essential part of establishing one's identity within an evolving community” (p. 34). Therefore, Ryan considers the ideal Self in FL as the imagined interaction of the individual with an imagined linguistic community. The desire to become a successful future English speaker impacts his self-image and behavior more than being a member of the FL culture, so the FL ideal self can replace the notion of

integration. Ryan (2006) also states that integration makes the learner, the culture, and their community fixed entities.

However, Kormos & Dörnyei (2004) suggest that it is not plausible to define a universal theory of motivation that can be applied to any place and age group, since different factors play different roles in the motivation of FL in different settings and age specific groups. In the broad context of generality, there is no longer a single, globally unified, prominent FL community. In the absence of a realistic community or culture in FL, students are more motivated by the international and globalized world of English.

All these suggest that motivation is not easy to define and there is no common ground in the field of FL learning in a world that is constantly changing. And although researchers like Gardner and Dörnyei have carried out many studies, with useful and valid results, teaching must continue to be motivating as the dynamic world advances. So talking about motivation strategies in the language classroom is complex, and according to Ushioda (2016) these studies, for the formulation or proposal of strategies, should be based on the needs of students and teachers in the particular environment of the classroom; in actual teaching practice and should be aimed at shaping teachers' pedagogical practices.

Learning Strategies

According to Dörnyei, motivating students means that teachers must reshape their way of thinking by using motivational techniques and providing the right conditions in the classroom. All individuals are different and people cannot be motivated in the same way, but students' motivation can be increased by adapting and changing teaching strategies. Student motivation can be impacted by teachers' practices in a positive way and a motivating pedagogical practice can affect students' motivations and attitudes to learn a foreign language (Dörnyei, 2007)

Learning strategies are practical techniques that improve the behavior related to the goal of the students, they are “motivational influences that are consciously exerted to achieve some systematic and lasting positive effect” (Dörnyei, 2001, pág. 18). The order of these strategies they are not rules to follow, teachers must be able to pick and choose, as a strategy may work with one group but fail with another group.

Since motivation stimulates, directs, and sustains behavior toward learning, manipulating this motivation in the classroom can lead to more motivated students. Ushioda (2016) proposes to investigate motivation for language learning, which means that teachers and researchers should not only focus on motivational strategies and pedagogical methods, but also critical incidents in the classroom. Analyzing individual incidents can give insight into why a student behaves in a particular way and thus how a possible adapted strategy can contribute to learning.

However, the FL learning experience refers to the actual process, to the motives that are specific to the situation, to the action in the learning environment, which can be understood as the learners' attitude towards learning from the vivid spectrum. of its context, therefore, the above impacts teaching practices, rethinking the motivation derived from the school context, the curriculum, the materials, the learning tasks, the classmates and the teacher-student relationship.

In this manner, the influence the learning strategies can help students both, to increase the use of strategies and to improve their skills performance.

In the information processing when learning the oral ability in FL, three processes are described: perception, analysis and use (Serri, Jafarpour, & Hesabi, 2012). In the first, listeners consciously concentrate on the oral sounds of speech (for example, intonation) and preserve them in their "echoic memory"; in the second, the analysis is made and the listeners put together the meaning of words from the original input in short-term memory form meaningful mental representations; finally, utilization, the knowledge will be integrated with the incoming message, and if these two types of knowledge, the prior knowledge and the incoming message, match together, oral production occurs (Serri, Jafarpour, & Hesabi, 2012). Furthermore, in the context of considering the notion of processing, Oxford (1991) recognizes three basic types of learning strategies: metacognitive, cognitive, and social:

Metacognitive strategies refer to the actions that students use consciously while learning; they are actions carried out by the subject before, during and after the learning processes take place to optimize their learning and allow the subject to observe their own learning process; they are external to it and common to all kinds of learning. They make

up a special type of knowledge from which you can know what learning consists of, know how you will learn better and know what you are like, your emotions, your feelings, your attitudes, and your aptitudes. Metacognitive strategies deal with knowing about learning; it means that students learn to learn and engage in thinking about the learning process while planning, monitoring and evaluating their own learning (Oxford, 1991 in CVC, 2022).

Cognitive strategies are separate learning activities and are basically activities that learners use to understand linguistic input and acquire knowledge. These "reflect the mental manipulation of tasks," such as practicing and analyzing. They allow students to understand and produce a new language in many different ways. These strategies constitute a group consisting of activities and mental processes that learners carry out consciously or unconsciously; with them they improve the understanding of language, its assimilation, its storage in memory, its recovery and its subsequent use.

In learning a new language, the learner must come to understand, on the one hand, the content of the messages it receives and the texts it reads and, on the other, new rules and new linguistic patterns. In both cases, the learner's mind carries out an activity and experiences very similar processes of processing and storing the information obtained; furthermore, in the first case, the application of cognitive strategies is effectively combined with that of communicative strategies (Oxford, 1991 in CVC, 2022).

Affective strategies refer to those that students use to learn through interaction with their classmates. They consist of those decisions that learners make and those forms of behavior that they adopt in order to reinforce the favorable influence of personal and social factors on learning. The importance of these strategies lies in the fact that learning develops not only from cognitive processes, but also between them and emotions, attitudes, etc. of the learner, strong bonds of interdependence are established. On the other hand, in its social aspect, through these strategies the learner's contact with the language is increased and its positive effects on learning are enhanced (Oxford, 1991 in CVC, 2022).

Additionally, in the context of looking for students' strategies, Sisquiarco *et al.* (2017) propose to analyze students' oral performance through an assessment and self-assessment rubrics, applied through inventories, such as SILL, before and after giving

them the strategies feedback. Sisquiarco *et al.* (2017) conclude that is important that teachers implement formative assessment practices that permit effective feedback. According to Sadler (1998) formative assessment “is specifically intended to provide feedback on performance to improve and accelerate learning” (p. 77).

Effective feedback is explicit about desired learning goals, progress that has been made, and the required steps for additional achievement (Sadler, 1998).

Strategies which allow feedback offer some significant benefits to students learning; more specifically, when that feedback includes recommendations to use learning strategies, which can positively influence students’ preparation for the performance in oral presentations because it helps them to recognize their level of progress and gives them alternatives about steps to follow in order to get better results. According to Oxford, (1991) there are six major strategy categories: memory, cognitive, compensation, metacognitive, affective, and social. Under each of these general categories is a set of less complex strategies that are considered to be more basic learning strategies, as per Table 1.

Table 1.

Learning Strategies Taxonomy

Direct strategies	Indirect strategies
Memory, Cognitive and Compensation strategies	Metacognitive, Affective and Social strategies
Group I: Memory	Group I: Metacognitive
Creating mental linkages Applying images and sounds Reviewing well Employing action	Centering your learning Arranging and planning your learning Evaluating your learning
Group II: Cognitive	Group II: Affective
Practicing Receiving and sending messages strategies Analyzing and reasoning Creating structure for input and output	Lowering your anxiety Encouraging with others Taking your emotions temperature
Group III: Compensation	Group III: Social
Guessing intelligently Overcoming limitations in speaking and writing	Asking questions Cooperating with others Empathizing with others

Source: (Oxford, 1991 in CVC, 2022)

Meaningful learning

Studying a FL at the secondary educational level faces challenges related with the contemporary social needs and demands, which at the same time suggests processes of adaptation to these new realities; for example, the teaching and learning processes based

on large volumes of information that later had to be memorized were strongly debated, and at present, these complex exercises and mental concentration are almost obsolete; or, the mechanistic learning models, based on the repetition and memorization of information, where the learner played a passive role, and was a simple receiver of knowledge, as preparing him to answer a test (Roa, 2021), also argued and displaced.

In the frame of these processes, several teaching and learning paradigms have gone through necessary debates driven by the search for other options adjusted and adapted to those contemporary social needs and demands; and that context has given special importance to the Significant Learning Theory, which for De Zubiria (2006) allows the students to be an active protagonist in the education processes, where they are capable of reconstructing concepts and incorporating them into their thought structures for problem solving.

The classic theory of significant learning presents an approach that points to teaching-learning with significant actions, where the students attribute a value to what they learn and their personal meaning to knowledge (Roa, 2021). This theory, proposed by the psychologist and pedagogue David Ausubel, is still valid since meaningful learning is opposed to mechanistic and memorized learning.

For Ausubel, (1980) meaningful learning is the relationship that exists between the students' previous knowledge and their experiences and new knowledge, which for the case, is a valid approach for the context of the FL students in secondary education since in that setting this theory can be abundantly used, keeping in mind the students arrive to the school with the existing knowledge stored from the different levels in secondary education, and also with the one that comes with the communication exercises which take place in the global and ICT scenes, where these youngers are immersed; that is, the FL student accumulates educational and social experiences, when moving from secondary education different levels and at the same time in their role as a participants in the social sphere.

Most of the students who are in the secondary education, if not all, have to perform their process into an educational system that imposes English as the language to be learned, that is, there is an accumulation of previous academic experiences as they have

to pass through escalating levels in order to accomplish all the courses stipulated for the educational system. These background, and according to Ausubel (1980), are part of the learner's cognitive structure, and give meaning to the object of study since it is closely related to their previous experiences.

When the learning outcomes for new knowledge emerge and is easily accepted can be the image that a learning process has been consummated according to the interests, backgrounds, cognitive structures or mental development of the students, which is the key for the organization of a class in such a way that the person learn and remember (Ausubel *et al.* 1983), from structures that integrate understanding and memory, taking advantage of the information and concepts that the student possesses and their way of organizing them in the mind, since the student does not start their learning from scratch, but rather makes use of their previous experiences to build new knowledge; in this way, previous knowledge conditions, in one way or another, can be used by the teacher to enrich and improve the learning process. It is necessary to highlight that the teacher has the job of helping to discover and use this learning that, many times, the students do not know they have.

In the sense of the above, meaningful learning is the result of the relationship established between the new information and the student's cognitive structure, that is, with what the student already knows (Ausubel, 2000). This is a process in which it is assumed that the student has an attitude and a willingness to learn and relate the learning material available to him, with his cognitive structure, intentionally and not literally (Roa, 2021).

For meaningful learning to be achieved, Ausubel (1980, p. 4) indicates that

The material must logically be relatable, not arbitrary, but substantially with relevant and corresponding ideas that are within the capacity of human learning. This simply means that if the material itself shows sufficient intentionality (or lack of arbitrariness), then there is a suitable and almost obvious way of relating it non-arbitrarily to the correspondingly relevant kinds of ideas that human beings are capable of learning.

Knowledge is not transmitted, but is built in practice, and the student and learning material play a fundamental role in the construction of new knowledge. In this regard, logically significant learning material requires an adequate use of language, establishing relationships, examples, or pertinent ideas that are consistent with the topic being taught (Ausubel *et al.* 1983)

This educational work requires to consider “three elements of the educational process: teachers and their way of teaching; the structure of the knowledge; and the social framework in which the educational process is developed” (Ausubel *et al.* 1983, p. 18), which poses the teachers to innovate, which at the same time has become a challenge. In this sense, the significant learning proposed by Ausubel *et al.* (1983, p. 43 - 54) is typified in three:

- Representation learning: it focuses on the attribution of the meanings of certain symbols, for example traffic lights, which are identified in their initial stage to know when to cross the street or not.
- Learning of concepts: it occurs when, for example, the representation of a balloon or the word balloon, the child learns is that they mean the same, which is represented by a drawing, this is not considered as a simple association, but in fact it is very transcendental in education.
- Learning of propositions: demand that the meaning of the ideas that are expressed in the form of propositions be grasped at this stage, the words are related to constitute one, from here a new meaning arises which is known as cognitive structure.

According to Ausubel (2000) the necessary principles to achieve significant learning in students, that is, the challenge for teachers, are the following:

- Take into account prior knowledge. Meaningful learning is relational, its depth lies in the connection between new content and prior knowledge.
- Provide activities that manage to arouse the student's interest. The more interested the student is, the more willing he will be to incorporate the new knowledge into his conceptual framework. Create a harmonious climate where the student feels trust towards the teacher. It is essential that the

student sees in the teacher a figure of security so that he does not suppose an obstacle in his learning.

- Provide activities that allow students to give their opinion, exchange ideas and debate. Knowledge must be built by the students themselves, they are the ones who, through their conceptual framework, must interpret material reality.
- Explain through examples. The examples help to understand the complexity of reality and to achieve contextualized learning.
- Guide the cognitive process of learning. Being a process where students are free when building knowledge, they can make mistakes. It is the role of the teacher to supervise the process and act as a guide during it.
- Create learning situated in the sociocultural environment. All education takes place in a social and cultural context, it is important that students understand that knowledge is of a constructed and interpretive nature. Understanding the reasons for the different interpretations will help build meaningful learning

In correspondence with what has been said, in order to develop a teaching model that involves meaningful learning it is necessary to take into consideration that the students is an active and critical being in the construction of their knowledge; likewise, it is necessary to attend to their individual differences in learning, and expectations of personal development. Thus, the teacher must then know and master theories and didactic strategies that allow these educational challenges to arise in this new social scenarios, where not only teachers, but institutions as well, must give recognition to the new ways of reading and interpreting the world, with which current students approach to content and school tasks, and this will be achieved by advancing in tools that allow innovating education models, and promoting the implementation of techniques that optimize and develop teaching and the ways in which information travels (Baque & Portilla, 2021), navigating in a constructivist and post-epistemological perspective that promotes new research and teaching methods (Carranza, 2017) and thus favor motivation, which makes possible to ensure that the greater or lesser degree of significance of learning will depend largely on the strength of that tendency to learn significantly (Carranza, 2017).

Studies in the field have disclosure things such as a lack of creativity on the teacher's part and a lack of feedback; also the poor strategies used to find out and analyze students' perceptions about their quality of learning (Carranza, 2017). And without this the application of didactic strategies that allow innovation in teaching processes and meaningful learning will be difficult, almost impossible (Baque & Portilla, 2021).

Significant learning material is based on the premise that the significative learning arises when the student, as the constructor of self-knowledge, relates the concepts to be learned and gives them a meaning based on the conceptual structure the student already possesses. In this way, the student construct new knowledge by relating new concepts to the experience they already have. Significative learning is a challenge and an opportunity for the construction of the new knowledge, which implies the need for structural changes in education in order to qualify students with a critical, proactive and reflective attitude (Roa, 2021).

Oral skills

Among the challenges presented today for the teaching and learning a FL, for instance English, which is increasingly positioned in several social processes that humanity develops, there is its pronunciation, an essential tool in the exchange of information. Young learners at any level of training (not proficiency) find themselves making mistakes when pronouncing words in English, for this reason, these constitute significant interferences in the understanding of the message.

For Texidor *et al.* (2016) communication in English, in most circumstances, is not effective, and the message loses its communicative quality. One of the factors that impact the most, it is the transfer of sounds from the mother tongue - which consequently generates obstacles in the delivery of information – into a FL, which in consequence become one of the characteristic challenges to be faced in the teaching and learning a FL. Something that can be predictable in the acquisition of grammatical structures of the foreign language, in the same way that there is in the acquisition of rules of the mother tongue (Krashen & Terrell , 1983).

The importance of pronunciation in English represents an important aspect of effective communication, and must be combined with others related to language skills,

which facilitate access and performance in communicative competence. For Garran & Garran (2016), the correct evolution in the use of language is supported by cognitive psychology, which indicates that individuals with intellectual and emotional maturation, as well as part of a community, are linked to language: the differentiation hypothesis Between Acquisition and Learning (Krashen & Terrell, 1983).

It should be noted that the incorrect pronunciation of the English language makes up several disadvantages, which cause confusion and message assimilation problems, consequently, the information sent and received is discarded, generating gaps in the communicative intentions of the message.

The development of speaking skills in the English language is defined within the framework of the communicative approach, and can occur entirely through interaction and in several contexts; and is defined as the ability to produce language in a specific situational way, and socially acceptable; in other words, it is the ability to know what to say, how to speak or to whom, when, how to do it and about what (Hymes, 1974).

In Colombia, the Educational Development Plan from the Ministry of Education, works three axis: expand educational coverage, improve the quality of education and improve the efficiency of the educational sector; and in this context, in order to improve the quality of the educational system and with a view to adapting it to the current and future demands of the country, defines and socializes standards for all levels of education, and among this diversity of elements, there are the Basic Standards of Competences in Foreign Languages: English: The Guide 22, which contributes to prepare Colombian students to face the demands of the globalized world (MEN M. , Estándares Básicos de Competencias en Lenguas Extranjeras: Ingles. Formar en lenguas extranjeras: Inglés! El reto! 2019).

Through the National Bilingualism Program, other standards are adapted, and in the case of secondary education, from Colombia Vision Document 2019, in a work developed between the Ministry of National Education for the formulation of Basic Competence Standards and its National Program of Bilingualism in agreement with the British Council, and based on the Common European Framework of Reference for Languages (Learning, Teaching and Evaluation), it is defined that Guide No. 22 Basic

Standards of Competences in Foreign Languages: English, is the criterion that allows establishing the basic levels of quality to which boys and girls in all regions of Colombia are entitled; with them, it is established what they should learn at the end of each group of levels, and what they should be able to do with what they learned, so that they can function effectively in the student and work world (MEN M. , Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Formar en lenguas extranjeras: Inglés! El reto! 2019).

According to MEN (2019), Colombian students in grade 11 of high school, who represent the population sample of this study, are considered Pre-intermediate 2 (B 1.2), and for the oral ability, which is where this research is focused, they must meet the following characteristics: • I spontaneously participate in conversations about topics of interest, using clear and simple language; • I answer questions taking into account my interlocutor and the context; • I use intelligible pronunciation for effective communication; • I use previous knowledge to participate in a conversation. • I verbally describe ambitions, dreams and hopes using clear and simple language; • I use functional language to discuss alternatives, make recommendations, and negotiate agreements in pre-prepared discussions; • I use strategies that allow me to start, maintain and close a simple conversation about topics of interest, in a natural way.

However, the Common European Framework of Reference (CEFR) is the internationally recognized reference framework to describe the command of a language. The CEFR is widely accepted in the world and describes conceptual and empirical elements about how and how well a person speaks and understands a FL (EF, 2022), and establishes six levels of proficiency, as follows: A1 access, A2 platform, B1 intermediate, B2 high intermediate, C1 effective operational domain and C2 mastery. And according to the adaptation made by the MEN through Guide 22, 11th grade secondary school students in Colombia would be at the reference level B1, with the oral ability to handle most situations, getting involved in a unprepared conversation, with the ability to ask for directions or talk about current events in a simple way; and to briefly justify plans for the future. It can also describe the content of a book, among others (EF, 2022).

Oral production is the language skill that allows precise communication between human beings, and its complexity lies in the short time that the speaking subject has for thinking about what he is going to say and how is going to say it, without grammatical errors or inconsistencies in the pronunciation, with clarity and rigor, so that the message to be enunciated is really transmitted (Figueroa & Itriago, 2022).

Oral production articulates aspects such as fluency, coherence and among others, and that in terms of FL it becomes one of the most complex skills to be developed by learners, and this is because students are not yet prepared to contribute in complex conversations, especially in the context of the limited space and use that FL has in comparison with the mother tongue. Consequently, students only participate in small instances with another individual, but with fear of being wrong (Figueroa & Itriago, 2022). Among some elements where pronunciation problems could occur are individual sounds, that is, vowels or consonants (supra-segmental features) where aspects such as intonation and stress in a language that is not the mother tongue go through phonetic issues that are difficult to control, since the influence of some individual sounds of the first language influence during the speech, with the result that certain characteristics of a specific sound can affect the production of an adjacent sound.

Therefore, for a student to communicate orally, clearly and fluently, it is first necessary to identify and diagnose the factors directly involved in production, which lead to the development of the linguistic ability, and from there actions can be formulated in order to promote the use and development of the skill.

Methodology

The research approach is qualitative in nature, since, starting from the objectives, the type of information to be extracted will be taken and described considering the object of study performance and thoughts, which in this case is a group of secondary education students who will be examined in their learning strategies and oral ability performance. The qualitative approach consists in describing the object of study and illustrating it from the different perspectives of the participants (Hammarberg *et al.* 2016)

The research method is action-research, because when designing a didactic proposal in favor the performance of the oral ability, all participants must self-evaluate and self-reflect on their conceptions and educational practices. This form of self-reflective inquiry to conduct those who participate (teachers, students, or management) in social situations (including educational ones) to improve the rationality and fairness of: a) their own social or educational practices; b) their understanding of them; and c) the situations and institutions in which these practices take place (classrooms or schools) (Hammarberg *et al.* 2016).

For the development of this research, three instruments will be used, each one of them in relationship with the specific objectives, as described in Table 2.

Table 2.

Methodological tool and their relation with the objectives

Objective	Instrument
To assess to what extent 11th-grade students, at Nuevo Latir Isaias Duarte Cancino School, use language learning strategies to study for their English class by means of applying the Rebeca Oxford's questionnaire SILL (Strategy Inventory for Language Learning).	Rebeca Oxford's questionnaire SILL (Strategy Inventory for Language Learning).
To apply an accustomed didactic sequence based on the Meaningful Learning and oral skill learning strategies to a group of 11th-grade students at Nuevo Latir Isaias Duarte Cancino Public School.	An accustomed didactic sequence based on the Meaningful Learning and the oral skill learning strategies
To recognize the impact of the learning strategies over the oral production in English as a Foreign Language of the eleventh-graders at Nuevo Latir Isaias Duarte Cancino Public School	Assessment rubrics designed by the researcher

Source: researcher.

The analysis variables in accordance with the reference framework are: SILL; the Didactic Sequence, and in this variable, the following will be discussed: the procedure, team work and activity planning; and finally, the oral production.

For the SILL the results will be collected and systemized according to Rebecca's Oxford instructions. The didactic sequence, besides the three sub variables mentioned, will be also revised under its stages: warm up, teacher instruction, review and development, consolidation and closing.

The present research focuses on the educational scenario of the Nuevo Latir Isaiás Duarte Cancino Public School. The population under study is the total amount of students matriculated in this institution, which currently has 2500 students.

The representative sample will be extracted from the 11th grade courses' total number of students (142), and out of them, the definitive sample will be the subjects who are in a specific class, in this case, an 11th grade group with 32 subjects.

Population: 2500 students. All 11th grades: 142. Sample, One 11th class: 32 students.

The demographic characteristics of the sample are: 20 of them are woman and 12 men. Among these subjects, and in terms of ethnics, 19 are considered by themselves as afro Colombians, 10 are “mestizos” and three are seen as native indigenous.

The Educational Citadel, Nuevo Latir Isaias Duarte Cancino Public School, benefits the inhabitants of communes 13, 14, 15 and 21 in the city of Cali, which are located in east side, and is a sector characterized by a non-buoyant economic situation and somehow under several risks related to poverty, drug traffic and other social issues. The ages of the subjects of the sample are between 16 and 19 years old (Alcaldia de Cali, 2022)

Analysis and discussion

This section presents the results and analysis of the different methodological tools implemented. First, the findings and discussion obtained after applying the Oxford's Strategy Inventory for Learning (SILL); second, the reflections after the didactic sequence intervention, adapted according the SILL findings; and finally, the afterwards gathered from activities designed as a post diagnosis of the oral performance of the sample, based in the intervention upon the didactic sequence.

SILL

The results and analysis provided by the findings of the first methodological instrument, which in turn is a consequence of the first specific objective of this study, are presented below. These are the data obtained from the application of the SILL, by (Oxford, Estrategias de aprendizaje de idiomas. Lo que todo maestro debe saber, 1991). Process that was carried out face-to-face and individually with the selected sample, during two consecutive class sessions – each lasting 50 minutes – after instructions given by the main researcher.

The students responded on an answer sheet, marking (1, 2, 3, 4 or 5), with 1 being Never or almost never true for me; 2. Usually not true for me; 3. Something true for me; 4. Usually true for me; and 5. Always or almost always true for me; to a total of 50 indicators related to learning strategies, which were distributed in two groups: direct and indirect strategies; and in turn, classified into six parts - each one represented by a letter: A Memory, B Cognitive and C Compensation (direct); also D Metacognitive, E Affective and F Social (indirect).

Below, in Table 3. Is the relationship between group, letter – category name – and number of indicators per strategy?

Table 3.

Relationship Part – Category name – Number of indicators per strategy

Direct Strategies			Indirect Strategies		
A Memory	B Cognitive	C Compensation	D Metacognitive	E Affective	F Social
9 (1 – 9)	14 (10 – 23)	6 (24 – 29)	9 (30 – 38)	6 (39 – 44)	6 (45 – 50)

Source: researcher.

The instructions that the students in the sample received before developing the SILL included: carefully reading each of the indicators, and on the answer sheet marking the answer that indicates how true the statement was for them. Furthermore the scale values description: 1, never or hardly ever true, implies a statement that is rarely true; 2, usually not true, the statement is not true less than half the time; 3, something true involves a statement that is true about half the time; 4, usually true is a statement that is true more than half the time; and 5, always or almost always true.

Each part of the SILL was numbered, and the values, which did not exceed 5, were then added by columns, one for each letter with their respective indicators. The total obtained in each column was divided by the value quoted at the end of each part. Example Part A, $SUM \div 9$; and finally an average was obtained by adding all the SUM boxes horizontally, to later be divided by 50.

The Table 4. Below, shows the results obtained from the described application:

Table 4.

Answers and scoring SILL per Strategy and Detail (indicator)

Part A		Part B		Part C		Part D		Part E		Part F		
P1.	3,2	P10	3,3	P24.	3,0	P30.	2,9	P39.	3,4	P45.	3,6	
P2.	3,1	P11	3,0	P25.	2,8	P31.	3,4	P40.	3,3	P46.	2,9	
P3.	2,9	P12	2,8	P26.	2,1	P32.	3,5	P41.	3,1	P47.	2,6	
P4.	3,5	P13	2,8	P27.	2,2	P33.	3,5	P42.	3,5	P48.	2,6	
P5	3,0	P14	2,7	P28.	2,9	P34.	2,7	P43.	1,9	P49.	2,6	
P6.	1,9	P15	2,7	P29.	3,0	P35.	2,5	P44.	2,5	P50.	3,0	
P7.	2,6	P16	3,0			P36.	2,6					
P8.	2,6	P17	2,4			P37.	3,3					
P9.	2,9	P18	2,4			P38.	3,2					
		P19	2,9									
		P20	2,8									
		P21	2,9									
		P22	2,8									
		P23	2,2									
SUM Part A:		SUM Part B:		SUM Part C:		SUM Part D:		SUM Part E:		SUM Part F:		A+B+C+D+E+F =
SUM ÷ 9		SUM ÷ 14		SUM ÷ 6		SUM ÷ 9		SUM ÷ 6		SUM ÷ 6		A+B+C+D+E+F ÷ 50 = 2,9
2,9 (Average)		2,8 (Average)		2,7 (Average)		3,1 (Average)		3,0 (Average)		2,9 (Average)		

Source: researcher.

The 50 cells of the inventory have data, and the average values show that the total sample responded to each numeral. The findings reveal a high degree of heterogeneity in the ways in which the subjects understand their learning strategies. However, it can be highlighted that most of the values are located between the ranges 2.6 to 3.0; with isolated exceptions of two indicators marked as 1.9, and few of them above 3.1. None of the indicators was below 1.9, and none above 3.6, which means that the sample is located, with respect to their reflections around their learning strategies in the range Medium: between usually not true, or true; and in no case none of the options appear on never or almost never, usually true, nor always or almost always.

Direct strategies: Parts A, B and C. Each of them obtained average values of 2.9; 2.8 and 2.7; respectively.

Indirect strategies: Parts D, E and F Each obtained average values of 3.1; 3.0; and 2.9; respectively.

Results profile

The type of strategies the students use to learn English, in terms of the overall average for the entire inventory applied, can be framed and understood from a categorization related to numerical ranges, as follows: High, Medium and Low; as explained in Tables 5. and 6.

Table 5.

SILL Direct strategies and indirect strategies averages

Section	Strategies	Average
Direct strategies		
A	Memory: remember more effectively.	2,9
B	Cognitive: Use all mental processes.	2,8
C	Compensation: Compensate for missing information.	2,7
Indirect strategies		
D	Metacognitive: Organize and assess the learning.	3,1
E	Affective: Manage/Control emotions.	3,0
F	Social: Learn with others.	2,9
Overall average		2,9

Source: researcher.

The hierarchical order from highest to lowest of the results exhibited places the metacognitive strategies at first; but from 0 to 5, they do not fit the highest numerical level, which is high - Always or almost always used. In this case, the level reached is medium - sometimes used.

Table 6.

How to understand the averages:

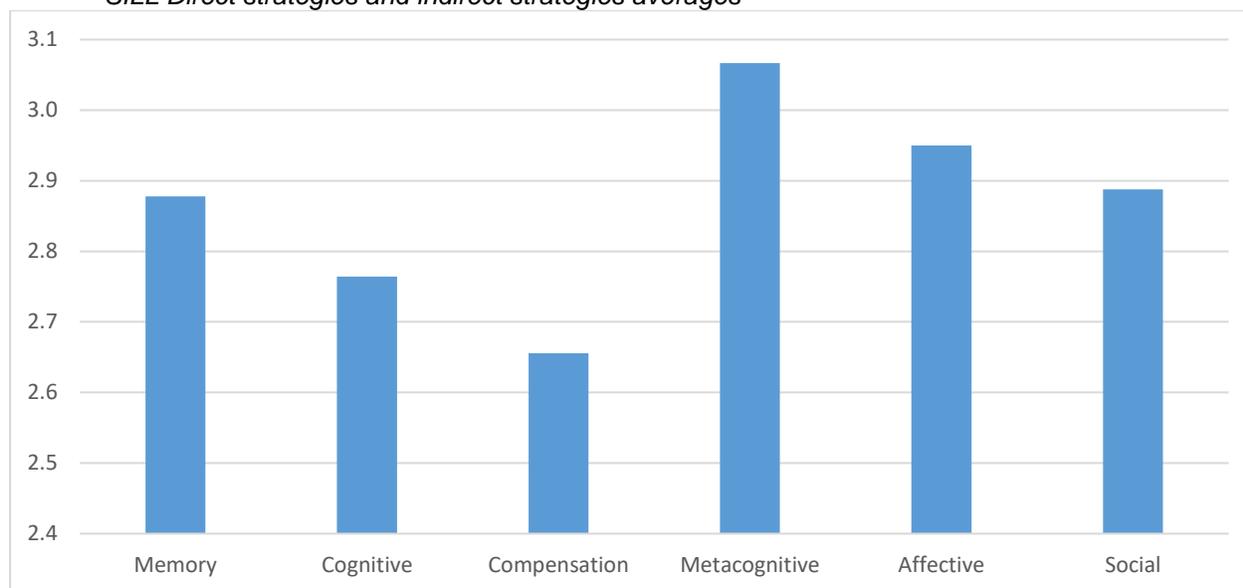
High	Always or almost always used	4.5 a 5.0
	Usually used	3.5 a 4.4
Medium	Sometimes used	2.5 a 3.4
	Generally used	1.5 a 2.4
Low	Never or almost never used	1.0 a 1.4

Source: researcher.

When reviewing the average values, it is clear that the parts best appreciated by the sample are the indirect metacognitive strategies, which according to Oxford (1991) are about centering the learning, arranging and planning the learning, and evaluating the

learning, all by the student; in this sense, and following the same author, the teachers should know and encourage the student eight meta strategies, that guide this kind of learning: paying attention, planning, obtaining and using resources, organizing, implementing plans, orchestrating strategy use, monitoring and evaluating.

Figure 1.
SILL Direct strategies and indirect strategies averages



Source: researcher.

Despite having a strategy that stands out among the others, and the fact it does not reach an outstanding level, the other strategies, all below metacognitive, will be at low levels from the perspective of the sample. In their order they are placed as follows: affective, social and memory strategies, with a numerical range around 2.9; and the least used are cognitive and compensation, with numerical values close to 2.8. The six strategies reviewed fall into the medium range: sometimes used.

The aforementioned posts the necessity to think about the member of the sample from a metacognitive perspective, in terms of learning strategies. Something that according to the author empower students to think about their own thinking, create awareness of the learning process, enhance control over their own learning, increase personal capacity for self-regulation and managing own motivation for learning. Metacognitive activities can include planning how to approach learning tasks, identifying

appropriate strategies to complete a task, evaluating progress, and monitoring comprehension (Eisenhart & DeHaan, 2005).

Since these findings will help the researcher to customized a didactic sequence, he must to take into account that the design has to offer tools to develop the understanding of the processes which students can employ whenever they encounter both, familiar and unfamiliar information; also to break ineffective habits and build on successful ones; as well as structuring a capacity to manage their thinking. The activities included in the sequence can master their learning process as they progress through tasks, at the same time monitoring advancements in the frame of the achievement of learning goals negotiated previously with the teacher (Eisenhart & DeHaan, 2005). This negotiation and monitoring plays an important role in the learning of all students, regardless of their background or previous achievement.

In order to assist students to develop strong metacognitive abilities and deeper awareness of the learning process, and gaining control over the learning as well, the teacher / researcher must go along the didactic sequence leading processes of enhancing the personal capacities for self-regulation of the students (Dweck & Leggett, 1988), helping increasing the ability to manage their motivation for being more independent learners. The didactic metacognitive design must provide students with opportunities to collaborate and make decisions around what and how they learn, empowering them to take responsibility of their learning (Eisenhart & DeHaan, 2005).

Other matter that metacognitive strategies support is motivation, which already was approached in the beginning of this document, according to (Ausubel, 2000). So that, the didactic sequence, based on the metacognitive learning strategy, for instance, should help students gain control of their motivation and attitude towards learning. In this case, the didactic which will be designed can propose the co-designing of the class planning and the rubrics, as well as the setting of goals and the articulation of issues related to the learning. The co-designing of rubrics enable teacher to introduce the metacognitive knowledge to students, which at the same time assist students to manage and monitoring the learning process. The development of the process rubrics and the formal reflection and goal setting process built transparency and a common understanding of the

metacognitive strategies. Students now use the rubrics to set goals and reflect on their learning, and to seek feedback and discuss progress with their peers and teachers (Quigley, Muijs, & Stringer, 2019).

In terms of motivation, meaningful learning implies several incoming information able to promote learning and foster the “motivation” of learners and their interest in learning. In this scenario, the teacher has access to a variety of resources which will enable all learners to learn and make them interested in their tasks; to improve classroom environment; to strengthen creativity, imagination and intelligence; and to link and connect concepts (Gómez *et al.* 2020); all in set, associated with the metacognitive strategies in a student centered design, where the teacher can focus on the students’ learning and what they do to achieve it, not in what the teacher does (O’Neill & McMahon, 2005).

So that, the didactic sequence which will be designed for teaching a new knowledge, in the frame of this study: will include: a topic chosen based on previous knowledge, activities centered on the students, monitoring activities, space for feedback and rubrics for both, students and teacher; as described in Table 7.

Didactic Sequence: Meaningful Learning and Metacognitive design

Table 7.

Customized didactic sequence, based on meaningful learning and language learning strategies, in the oral skills of A level English as Foreign Language students

Author	
Teacher’s name	School name
Luis Alberto Lugo	I.E Nuevo Latir sede: Isaías Duarte Cancino

Grade	Length of lesson	Number of students		Average age
Fourth	8 hours	32		
Area		English level		
Rural	Urban	A1	A2	A2+

Topic	Modal verb CAN: ability and possibility. Based on Meaningful Learning: It was the topic seen when the students developed the SILL.		
Language focus	Functional language	Language skills	Vocabulary
	X		

School’s Competences	Cognitive	Emotional	Communicative
	X	X	X

Learning objectives	
Aim	To use metacognitive strategies that allow the student to use previous knowledge and functional language in the oral production of sentences with the modal verb CAN, with respect to abilities, possibilities and permissions.
Subsidiary aims	<ul style="list-style-type: none"> ● To center the learning on the oral use of the modal verb CAN with respect to abilities and possibilities. ● To facilitate the arrangement and the planning of students' own ways of learning ● To promote self-evaluation among students about their learning.
Number of sessions	<ul style="list-style-type: none"> ● Session 1 Warm up: 20 minutes ● Session 2 Review and Development: 45 minutes ● Session 3 Consolidation & closing: 45 minutes

Materials needed

Stage	Description	Procedure	Time and interaction	Elements of the Metacognitive Strategy (Oxford, Estrategias de aprendizaje de idiomas. Lo que todo maestro debe saber, 1991)
Warm up	Ice-breaker To set students in the context of the lesson	Teacher (T) greets students (S).	T (2 min)	Guide the students on how to: Focus on learning and pay attention Organize and plan your own learning. Set goals and objectives
		T writes the objectives and introduces the topic.	T (3 min)	
		T encourages S to make groups of three and the same time to propose classroom rules.	T and S (5 min)	
		Finally, all together decide which ones are the classroom rules for the class and write down on card board.	T and W (10 min)	
Session 1			20 Minutes	
Teacher instruction	To identify vocabulary and expressions about CAN, with respect to abilities and possibilities.	T gives examples about things he CAN perform as abilities and things CAN do as possibilities.	T (5 min)	<ul style="list-style-type: none"> ▪ Focus on learning and Pay attention ▪ Review and link to already known material.
Review	Introduce CAN with respect to	T asks Ss (already in groups) to write on their	Wg (10 min)	<ul style="list-style-type: none"> ▪ Review and link to already known material.

w and De vel op me nt	abilities and possibilities according to students.	notebooks things they can perform and things they can do		<ul style="list-style-type: none"> ▪ Organize and plan your own learning ▪ Study aspects of the learning of the language ▪ Organize ▪ Set goals and objectives ▪ Identify the objective of a task ▪ Plan a task ▪ Control the learning process itself (monitoring)
	To provide language in context	T asks Ss to talk each other (in the groups), about the things they can perform and things they can do, already written on their notebooks	Wg Oral (15min)	<ul style="list-style-type: none"> ▪ Organize ▪ Look for opportunities to practice ▪ Control the learning process itself (Self-assess: monitoring)
		T asks Ss groups to arrange and program an oral presentation about the things they can perform and things they can do, already written on their notebooks, to be presented in front the class in card boards.	Wg Oral (15min)	<ul style="list-style-type: none"> ▪ Organize ▪ Set goals and objectives ▪ Identify the objective of a task ▪ Plan a task ▪ Control the learning process itself (Self-assess: monitoring)
Session 2			45 Minutes	
Co nso lida tio n	To talk about CAN, with respect to abilities and possibilities.	T asks Ss groups to present, orally and supported by card boards , in front the class, the things they can perform and things they can do, already written on their notebooks	W (40 Min)	<ul style="list-style-type: none"> ▪ Organize ▪ Set goals and objectives ▪ Identify the objective of a task ▪ Plan a task ▪ Look for opportunities to practice ▪ Control the learning process itself (Self-assess: monitoring)
Clo sin g	Feedback	T and Ss gives his perceptions	T and W (5 Min)	<ul style="list-style-type: none"> ▪ Control the learning process itself (monitoring) ▪ Evaluate own learning (Self-assess)
Session 3			45 Minutes	

Ss: students

S: student

W: whole the class

WG: Work group

T: Teacher

Source: researcher.

The didactic sequence designed and customized after knowing the learning strategies identified from the sample was used in an intervention applied to 32 subjects, who are the same ones that completed the SILL. The topic: modal verb CAN, was presented from the Metacognitive Strategies according to Rebecca Oxford, to a group of students used to work the English as a Foreign Language learning from the school's "Nuevo Latir Isaias Duarte Cancino Public School in Cali" pedagogical model: the social – cognitive approach.

The intervention was divided into three sessions, each one last 1 hour and 50 minutes, and they were developed in three different days; two of them in the same week, and one more in the next one. A total of 330 minutes.

In all sessions the participants were the same 32 study sample, and the companion, guidance and instruction, were given by the same teacher, who is in this case the main investigator of this research.

The didactic sequence designed for this study included the elements of the Metacognitive Strategies, according to (Oxford, 1991):

- Focus on learning and pay attention
- Organize and plan your own learning.
- Set goals and objectives
- Review and link to already known material.
- Study aspects of the learning of the language
- Identify the objective of a task
- Look for opportunities to practice
- Plan a task
- Control the learning process itself (monitoring)
- Evaluate own learning (Self-assess)

The meaningful learning was visible in the Review and Development section of the didactic sequence when the teacher asked the students (already in groups) to write on

their notebooks things they can perform and things they can do, using the modal verb Can, and their own experiences and life.

The didactic sequence had five stages: warm-up, teacher instruction, review and development, consolidation and closure; all of them included different actions to foster the learning. Following EEF (2019), these actions were outlined to create the possibility to:

Warm-up and teacher instruction:

Through instruction teaching, with a focus on activating prior knowledge, introducing new knowledge and skills, was possible to model the application of knowledge and skills, and provided the opportunity for independent practice and reflection; although, this last was not fully accomplished, since the students needed constant explanation, mostly in their mother tongue (Spanish).

Teacher instruction and review and development:

Supporting students to plan, monitor, and evaluate their work/learning, by explicitly teaching skills for structuring their work around a plan, helped the students to gradually internalize techniques to take control of their own learning; and developing rubrics (and wherever possible code signing them with students) to assist them to monitor their own learning/work, and set individual learning goals, gave them control and independency in their learning.

Consolidation and closure:

Modelling thinking by verbalizing the thought processes used to consider, analyze and solve academic assignment in group, is a technique which help to center the process in the student; although, in these interventions, most of the process rely on the teacher; and monitoring their progress by themselves stimulating their thinking, as a form of feedback and an opportunity for clarification and extension of the learning.

Didactic sequence intervention procedure

Session 1 – day 1

Warm up: In this first part, the teacher T greeted the class, presented the topic and then the didactic sequence objectives. Later, the students Ss were asked to propose,

together with the T, the rules to be taken into account for the development of the topic and the activities; here the T presented the self-assessment rubric (for Ss) as part of the logistics to follow during the sessions of the didactic sequence. Finally, the Ss were asked to form groups of five members each.

Teacher instruction: Once the presentation was made, the agreements closed and the groups formed, the T began the topic to be learned: modal verb Can, which had already been seen by the course weeks before, as part of the development of their subject plan, which means that the didactic sequence was based on prior knowledge.

The explanation included the characteristics of the modal verb Can for possibilities and abilities, the grammatical structures including the parts of the speech that have a function in them, and examples of both forms of Can only in the affirmative form.

Review and development: The grammatical structure exposed on the board: Subject + CAN + Verb (infinitive) + Complement was used as a puzzle, and from there the Ss (individually) were asked to put together three sentences referring to abilities, and three to possibilities, following the elements of the structure. This first exercise included an activity in pairs where the students had to exchange their sentences with a partner, so that they could do the first review among themselves; after this, the T proceeded to review the sentences, make suggestions and clear up doubts.

Regarding the skills, the students had difficulties to construct the sentence in terms of meaning, not structure; there was no clarity on what an ability was. Regarding the possibilities, in this first practice no student was able to construct a single one of these sentences from the meaning. In any case, with the teacher's instruction, in the end it was possible to write the sentences of the modal verb Can for possibility.

Regarding the self-assessment rubric (table 8), the students began to mark the items related to this practice; likewise the teacher from a separate rubric (table 9) with specific information for him.

This first moment of practice allowed to verify the achievement of the logistical work around the proposed process; although they had difficulties in the written use of English, when it came to meeting, writing, exchanging and listening to each other, and socializing with the teacher, there was good performance.

Session 2 – day 2

Review and development continuation: What was achieved in session 1 was resumed. This time they were asked to do an inside circle, and an out circle, which is a cooperative learning strategy where Ss form two concentric circles and take turns facing their classmates to answer or discuss, in this case, the sentences they had done days before. The Ss complied with forming the circles, and then with, orally and reading from the notebook, presenting the sentences made.

Then the groups of five were reassembled and returned to their chairs. The next instruction was, as a group, to make the selection of sentences that they would later present, in front of the room, to the course students. For the selected sentences, the direction was to write them on cardboards, in such a way that the oral presentation was accompanied by these posters with the sentences visible to the public. It should be noted that in the definitive writing on the posters, some aspects were noticed, such as: the use of misspelled English words, the combination of English with Spanish, and even the invention of words.

At the end of this session, the Ss and the T returned to their rubrics and worked on the related items.

Session 3 – day 3

Consolidation: The groups arrived to the class with the posters ready to make the oral presentations in front of their partners. In this session, in addition to the peculiarities revealed in the writing process, other difficulties in terms of pronunciation of sentences came to light; in addition to that, the entire exercise was carried out. Finally Ss and T proceeded to work on the last items of their respective rubrics.

The activities were developed within the framework of the sessions / days proposed, and in the assigned time ranges; however, it was noted that the time of 330 minutes for the total fulfillment of the challenges, which were related to teaching needs, were not enough, since the autonomy that the students said they had when responding to the SILL inventory was not evident at all, when it came to putting them into practice.

Closure: The Ss and the T share their experiences, both, experiential from the processes through the three sessions, and those they were able to extract from the rubrics.

The Ss said they felt comfortable with the different processes, also with the managing of the proposed activities, and reaching each of the actions in the sequence within the agreed times. They talked about the linguistic difficulties related with the learning the Foreign Language English (something that goes beyond the functional processes of the groups). Also mentioned that putting together the sentences within the framework of the modal verb Can was not an easy task, neither the understanding of the instructions in English; and, although they succeeded to adjust the grammatical structures of the topic, Ss were not clear regarding the concepts of possibility and ability, something that comes with weaknesses from the mother tongue. Finally, they emphasized how difficult it was for them to write and speak in English.

The teacher agreed with the reflections made by the students, since they were the same ones that he constructed; plus deeper issues that will be discussed later.

Another way to see the afterwards of the interventions is through two important findings categories, which are: team work and activity planning, both, due to the nature of the metacognitive strategies.

Team work

In this part of the analysis is important to keep in mind four key dimensions in the development of the didactic sequence activities, which in turn fostered the team: the activity, the procedure, the planning process, and self-assessment:

The task, in a broad sense, refers to the activities that they did as a team, four in total, during the three sessions. The procedure is about how they carried out the different operations that allowed them to achieve the tasks. The planning process: included the human relations deployed within the teams, and the interactions in terms of communication, collaboration and clarity in the procedures. And the Self-assessment was the possibility, in this case through a rubric, to monitor the procedures, time and achievement of the tasks, proposed in the three sessions used in the intervention.

The above, united in a set approached individually, but mostly in teamwork, allowed the teacher (the researcher) to enrich the classroom climate, and caused the opportunity to apply knowledge in such a way that students felt comfortable; in addition, it stimulated fundamental skills such as communication, and values like respect; which are at the same time matters that go beyond the classroom; and according to Gardner H. (1988) are fundamental in the different aspects of the classroom, with the necessity of being permanently stimulated, so that they contribute to the freedom of opinion; to solidarity and camaraderie, among others; affirming as well the bases for achievement of tasks and results.

Teamwork also allowed students to plan their own work, in such a way that they felt comfortable and, thus, learning could be more lasting.

Another important element in this category of analysis is the spatial distribution; which according to Jimenez C. (2003), for the proper functioning of the groups, and therefore teamwork, is essential to consciously plan the organization, for example of the tables and the chairs, in order to favor interpersonal communication. In this sense, it was important and useful to create the appropriate environment and, above all, to organize a circle with all the groups, which facilitated the way in which some activities / tasks were carried out.

Transforming the classroom into inside and outside circles meant for the students:

- See each other, which improves discussion and communication.
- Greater communication with the teacher.
- Better understanding given the visibility.
- Better focus attention.

During the interventions the working environment in the classroom was comfortable and without interference. According to the Oxford (1991), in the metacognitive strategies is important that the teams meet to plan, organize and share the advances, both individually and as a team; as well as showing what they did and thus stimulating group discussion.

The clear definition of the times to achieve the tasks was key to favor the monitoring of the team's progress on the deadlines for each task. In order for the teamwork to allow the scope of the time indicated for the activities, it was important: to list and divide the tasks, individual and group; to take note of what to do to cover each of the functions and responsibilities acquired; to promote the formulation of basic rules of teamwork and how to coordinate efforts: attention to schedule and self-assessment rubric, punctuality and task compliance, appropriate behavior, among others; to meet the objectives and goals that each team created for themselves – autonomously - ways of working according to their own reality, as well as useful strategies that helped fulfill the programmed, with committed members who contributed responsibly and enthusiastic to carry out the tasks.

The self-assessment, see Table 8, was an individual product, which end it up in set of thoughts presented for the team. This was a process that clearly had a pedagogical function; that is, at the service of regulating the teacher's intervention and the self-regulating of the learning - of the students and the group itself (Oxford, 1991). From this perspective, it was essential that they could use group work to implement autonomous learning strategies.

This type of evaluation allowed monitoring the proposed task, measuring whether it was consistent with the team's capabilities to address it; ensure that students understand and share their work goals with the team. It also allowed the researcher, from the non-participant observation, and his own rubric, see Table 9, to verify fundamental aspects of the team such as: the degree of cohesion, the level of mastery of the subject, the ability to propose and autonomy, the management of interpersonal relationships, the planning and production capacity; important elements for the professor (in this case the same researcher) to carry out a planning of tasks in accordance with this verification, with strategies that allow improvement, not only in the subject of work but also in enhancement of teamwork skills.

The teacher's accompaniment here is important so that the self-assessment process is consistent with the development of the activities because it is a formative assessment, which at the same time will allow the teacher to learn from the difficulties of the group, and intervene in such a way as to contribute to overcome them; likewise, the

action of self-assessment helps students become aware of the reason for teamwork activities, which through these are potentiating many capacities that allow teams to find their difficulties and self-regulate their own process to advance.

Achieving the above allowed the group to grow and at the same time to have feedback about the results, not only from the teacher but also of all the member from the team. In this aspect, communication must be clear, and the teacher has to lead the discussions, debates and proposals, so that all can learn from the experiences of others.

In this sense, self-assessment acquires all its pedagogical meaning and helps students to know the criteria used to evaluate their work, as well as its management; a situation that allows monitoring procedures and attitudes that may be beyond the observation capacity of the teacher. With this point of the didactic sequence, the aim was to ensure that the teams were capable of self-assessing their functioning and the results of their work, fostering collaboration between students around a task and encouraging autonomous learning strategies.

Learning to self-evaluate can contribute to learning to the extent of regular activities that are used in the class; for example, the correction of tasks or homework prepared by the students, the criteria that are taken into account to evaluate it and the measures that should be adopted based on what is observed. This reflection is beneficial for team to give way to the promotion of cognitive aspects, improve the capacity for autonomous learning and improve constructive relationships with others.

It is important to point out that there are no infallible recipes to guide teamwork; perhaps the only thing that works for all cases is the recommendation to reflect before, during and after the proposal, in this case the didactic sequence, on whether the decisions that were made to achieve the purposes were the most appropriate; of course having everything systematized, so that the next experiences are more productive not only for the teacher, but also for the students.

Self-assessment results

As part of the teamwork, each of team was provided with a mean of monitoring their own progress, through a tool called self-assessment rubric, which served

As a resource for reviewing their specific actions, behaviors, steps, or techniques such as [...] giving oneself encouragement to tackle a difficult language task used to enhance their own learning [...]. When the learners consciously choose strategies that fit their learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning (Oxford & Scarcella, 1992, p.63).

The instruction for the groups proposed by the teacher was to monitor their learning progress, during the three sessions, along the different aspects of the activities included in the didactic sequence. The self-assessment had seven indicators which had to be evaluated between two options, Yes or No, in terms of achievement, within the framework of a period of time assigned to the accomplishment of each indicator, which was also included in the rubric; in addition, the tool had an extra column where observations could be added, or in some cases, as in indicators 3 and 6, answer some extra questions.

The rubric was completed in group during the three sessions that the didactic sequence lasted. In the first, work was done on indicators 1, 2 and 3; in the second in 4 and 5; and in the last 6 and 7.

This type of evaluation allowed monitoring the proposed task, measuring whether it was consistent with the team's capabilities to address it; ensure that students understand and share their work goals with the team. It also allowed the researcher, from the non-participant observation, and his own rubric, see Table 9, to verify fundamental aspects of the team such as: the degree of cohesion, the level of mastery of the subject, the ability to propose and autonomy, the management of interpersonal relationships, the planning and production capacity; important elements for the professor (in this case the same researcher) to carry out a planning of tasks in accordance with this verification, with strategies that allow improvement, not only in the subject of work but also in enhancement of teamwork skills.

The self-assessment, see Table 8. Was an individual product, which end it up in set of thoughts presented for the team? This was a process that clearly had a pedagogical function; that is, at the service of regulating the teacher's intervention and the self-regulating of the learning - of the students and the group itself (Oxford, 1991). From this

perspective, it was essential that they could use group work to implement autonomous learning strategies.

Table 8. *Checking student's progress list. Rubric and systematization (Monitoring - Self-assess)*

No.	Item	Time	Yes	No	Comment
1	To make groups of three and the same time to propose classroom rules.	5	100%		
2	All together decide which ones are the classroom rules for the class and write them down on card board.	10	100%		
3	To write on the notebooks things we can perform and things we can do	10	100%		
4	To talk each other (in the groups), about the things we can perform and things we can do, already written on the notebooks	15	100%		
5	To arrange and program an oral presentation about the things we can perform and things we can do, already written on the notebooks, to be presented in front the class in card boards.	15	100%		
6	To present, orally and supported by card boards, in front the class, the things we can perform and things we can do	40	100%		
7	Our perceptions shared with the teacher	5	100%		

Source: the researcher.

For checking students' progress the teacher's accompaniment was important, so that the self-assessment was consistent with the development of the activities, allowing the teacher / researcher to learn from the difficulties of the group, and intervene in such a way as to contribute to overcome them.

Achieving the above allowed the group to grow and at the same time to have feedback about the results, not only from the teacher but also of all the member from the team. In this aspect, communication was clear and the teacher led the discussions and proposals.

Learning to self-evaluate contributed to the extent of the activities used in the class; for example, they had the chance to make corrections of the tasks taken measures based on what was discussed with the teacher. This reflection was beneficial for the team to give way to the promotion of cognitive aspects, improve the capacity for autonomous learning and improve constructive relationships with others.

The overall result offered by the rubric on reference to achievement with the times assigned to each element included indicates 100% of accomplishment. All the groups, without exception, said yes to the items asked. There was also unanimity regarding the writing process, carried out in the first section of the sequence; in this regard, all marked the answer option: Easy. In any case, it is noteworthy that the same section included one more question: What mistakes did I make? To which a group, no more, responded, the others left the space empty. This raises two possible situations: they did not see the question and simply skipped it; or they did not understand it and preferred not to answer. Either way, in this particular aspect they did not apply metacognition. Understanding, or making questions in case they do not, infers an important quote of autonomy in terms of facing situations by their own.

In the third set, at point six there were three more questions: Did I pronounce it well? How do I know if I am pronouncing correctly? And two ideas on how to improve my pronunciation.

Regarding the first, 100% answered the option Yes; in the second, everyone selected the option I felt it myself; and regarding the third, which was open, suggestions predominated such as: watch movies/tv in English, read in English, listen to music in English and to take more advantage of the English class. One group responded to this question in English, and the others in Spanish. One group did not propose any ideas about the topic.

It can then be said that the students in the sample said, from their monitoring, that they had completed the activities in the proposed time, which puts them in a good place in regard to how they use their learning strategies. However, it is contradictory to have such levels of compliance in those extensive activities, during three sessions, and not having given an answer to the question What mistakes did I make?; not because they did not make mistakes at all, but they could say something like "I did not make mistakes".

Other finding is students have ideas related to improving their pronunciation, but what they wrote in that sense, do not come close to real pronunciation activities, such as speaking, singing, or doing pronunciation exercises. Perhaps a reading comprehension problem is being exhibited in the answers, and they responded more from a connection

they established with suggestions given by the English teacher, somewhat in the class, or something else.

In this monitoring exercise the feeling that remains is, although the course ranked itself in the SILL survey as closest to the metacognitive strategies, they present some inconsistencies with its capacities for autonomy in learning when responding to everything affirmatively or positively, and at the time, not answering a simple open question, and not answering in English the second open question, both contained in the rubric.

Learning from strategies such as specific actions, behaviors, steps or techniques, to tackle a difficult language task, used by students to enhance their own learning (Oxford & Scarcella, 1992), in this reading of results, is something showed partially, and the possibility for the teacher to be more student-focused, as suggested by metacognitive strategies, stars doubtful to happen. When observing more carefully if the students intentionally choose a strategy that matches their teaching style, which becomes a tool for self-regulation of learning, it is not clear if it is a real possibility, since the results of the rubric are not completely congruent. It is probable to estimate that, because the self-assessment is a tool designed on the basis of questions with closed answers, there was a risk of mechanizing the responses and only replying to comply.

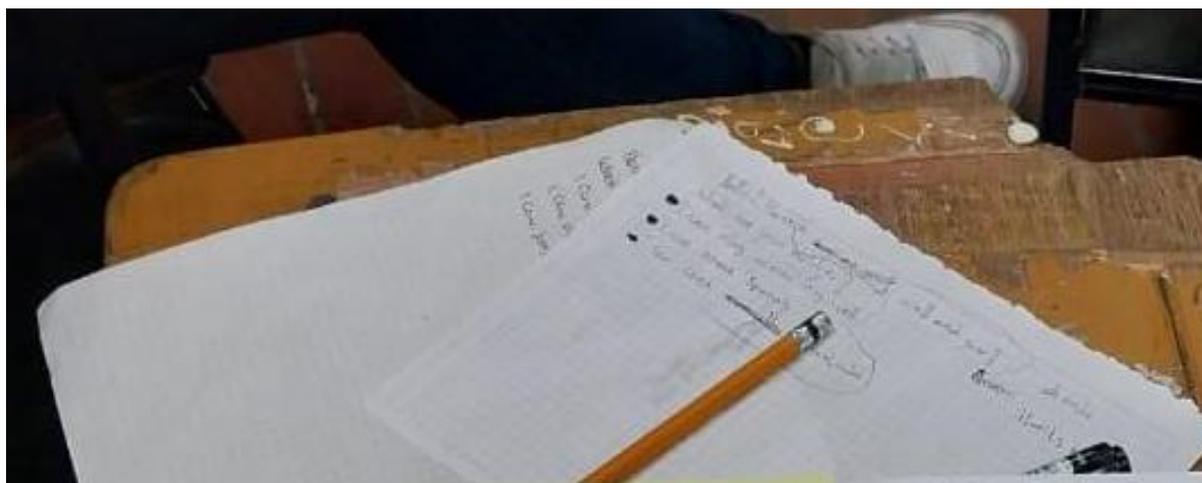
Activity planning

The design of the didactic sequence, and then its development in the interventions, implied activities (tasks) and planning operations aimed at the achievement of learning goals, where, with the conscious and intentional character, and accompaniment, of the teacher, decision-making was promoted, by students, in order to meet the goals intended to be achieved.

In this section, students had to make groups of three and the same time propose classroom rules. Then, all together decided which ones were the classroom rules for the class. Finally, the didactic activity started with an activity about to write on their notebooks

things they can perform and things they can do. Grammar structures looked forward the accomplishment of performing the modal verb can.

Figure 2. *Picture of the sentences using modal verb Can on the students' notebooks.*
Source: the investigator



The essential features of planning that appear included in the didactic sequence proposed here, and which were applied in the three sessions, included: actions that started from the teacher's initiative, but were planned and executed by the students; operations included in a sequence, not only didactic, but of activities, planned by the teacher to foster learning; tasks controlled by the learners, and that defined, planned and executed by them.

Consequently, the activities were conscious and intentional in order to guide the actions to follow, necessary to achieve the learning goals included in the proposed tasks; and it was the teacher's duty to monitor the advance through the different moments of the sequence, and the respective activities, following a rubric related to these aspects, see Table 9. for descriptions and data obtained.

Has to be said the these activities at no time were automated routines that, in this case, would perhaps respond to the approach that is given to the class by the model that is institutionally granted to the teaching/learning of English as a Foreign Language.

Table 9. *Rubric and systematization: students' progress (Teacher Monitoring) Metacognitive strategies*

No.	Item	Time	Yes	No	Comment
1	To make groups of three and the same time to propose classroom rules.	5	100%		
2	All together decide which ones are the classroom rules for the class and write them down on card board.	10	100%		
3	To write on the notebooks things they can perform and things they can do	10	100%		
3A	Grammar structures are accomplished		90%	10%	
3B	Basic vocabulary is used		100%		
3C	Elements of the Metacognitive Strategy in used		100%		
4	To arrange and program an oral presentation about the things they can perform and things they can do, already written on the notebooks, to be presented in front the class in card boards.	15	100%		
4A	Planning reinforced		100%		
4B	Elements of the Metacognitive Strategy in used		100%		
5	Students' perceptions shared with the teacher	5	100%		

Source: the researcher.

The adapted didactic proposal, in order for learning to be successful, was carefully planned. This means making well-founded decisions about: what students should learn, the activities to develop so that the expected learning occurs, the materials necessary to carry out the activities, and the evaluations that will be carried out? The above was taken into account in the design, following Ausubel (1980) meaningful learning, and Oxford (1991) Metacognitive Strategies.

In addition, the planning ensured the effective use of time, prioritizing the pedagogical task over the typical class administrative activities normally performed by the teacher, which interrupt the process and disperse the school work. The didactic design had segments and structured sessions, with beginning, development and closing, clearly established and taking into account the characteristics of the students, with both individual and team work strategies; and with self-assessment rubrics that allowed monitoring the expected learning.

The concept of learning strategies includes aspects such as: behaviors and thoughts that a learner uses during learning; integrated sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition, storage and/or use of information; decision-making processes (conscious and intentional) where the

student chooses in a coordinated way, what she needs to achieve a certain demand or academic objective; activities or mental operations used to facilitate the acquisition of knowledge; and procedures or plans oriented towards the achievement of learning goals; among others (Beltran, 1996).

Planning the activities, by the teacher in the design of the didactic sequence, and by the students in the approach to the tasks, included in the intervention sessions, allowed the students, for those who have not yet mastered effective learning strategies, at least in a basic manner, to structure, organize and integrate some sets of decisions for information processing, individually and as part of a work team; since they managed to achieved the tasks, first following instructions with what they merely understood, and then making questions to the teacher (in Spanish).

With more complex activities, knowledge could be extended beyond superficial learning, away from simple sentences, lists of words or isolated segments of information, towards more intricate discourses with access to monitoring strategies that led to significant processing of the information.

Although the findings showed the students failed in their pronunciation, and when they wrote about how to improve it, they did not come close to real pronunciation activities; or the fact they also presented reading comprehension problems; or they ranked themselves in the metacognitive strategies, but because of their inconsistencies, it is not clear if that was a real possibility; and also presenting rubricc results not completely congruent with its capacities for autonomy in learning; the students got to elaborate plans for developing the tasks, making them to feel involved in the processing of the information to be learned. In addition, the use of prior knowledge from everyday experiences and attitudes, helped make the new information somehow significant since they got close to achieve what was asked in the tasks.

These planning strategies, as well as organizational ones, made it possible to interpret and assume the information in ways that would make it easier to understand. In this type of strategy, it was required a more active role on the part of the student, which allowed, from the metacognition, the students' recognition of their own cognitive

processes, but also of their individual and group abilities to control organizational processes, monitoring and modification, as a function of learning outcomes and feedback.

No matter their difficulties and failures, they reached ways of monitoring and measuring the degree to which their goals were achieved and, which helped them to know how they were progressing their activities. Nonetheless, it was difficult to identify the types of resources or assistance they needed for the efficient and effective execution of the task, but at end, out the metacognitive processes, the managed to almost fulfill the rubrics and to finish the tasks and activities.

The planning of the activities helped the student, as well as the teacher, to focus the abilities, eliminating internal and external distractions; to improve attention and concentration and, of course, to achieve the activities / tasks at the times and times established by the didactic sequence.

The final goal of the didactic sequence was to promote the oral production of the students from the sample, first by recognizing their learning strategies; then through and didactic sequence customized under those strategies found, plus the inclusion of the meaningful learning as teacher's approach; finally, an assessment test was performed in order to diagnose the oral abilities reached after the interventions. So that, the next analysis responds to the methodological outcome arose from the third specific objective, from this study.

The sequence's specific objectives of facilitating the arrangement and the planning of students' ways of learning, and promoting self-evaluation among students about their learning, were accomplished; although well-defined for the teacher and his practice, but not that clear for the students since some aspects – in English – included in the self-assessment rubric were not well covered.

Oral production

In order to diagnose the oral skills of English as a Foreign Language in the subjects part of the sample, which was the third specific objective proposed,

Activities such as: the teacher asks student to talk each other (in the groups) "inside and outside circle", about the things they can perform and things they can do, already

written on their notebooks (15 minutes); the teacher asks students to arrange and program an oral presentation about the things they can perform and things they can do, already written on their notebooks, to be presented in front the class in card boards (15 minutes); the teacher asks student to present, orally and supported by card boards, in front the class, the things they can perform and things they can do, already written on their notebooks (40 minutes), were the ones used for measuring the oral performance of English, in this case, cantered in the use of the modal verb Can.

The activities were developed under a series instructions in order to guide the actions to follow, necessary to achieve the learning goals included in the proposed tasks; and it was the students' duty to monitor their advance through the different moments of the sequence, and the respective activities, following a rubric related to these aspects, see Table 10. for descriptions and data obtained.

Table 10. *Rubric and systematization: checking the students' progress list (Teacher Monitoring) Oral performance*

No.	Item	Time	Yes	No	Comment
6	To talk each other (in the groups), about the things they can perform and things they can do, already written on the notebooks	15	100%		Most of the excises were done in Spanish
6A	Pronunciation checked		100%		Need for improving pronunciation.
6B	Pronunciation reinforced		100%		Still need for improving pronunciation.
7	To arrange and program an oral presentation about the things they can perform and things they can do, already written on the notebooks, to be presented in front the class in card boards.	15	100%		Most of the activities were done in Spanish
7A	Planning reinforced		100%		
7B	Elements of the Metacognitive Strategy in used		100%		
8	To present, orally and supported by card boards , in front the class, the things they can perform and things they we do	40	100%		Need for improving pronunciation.
8A	Grammar assessment: accomplished		100%		Need for improving pronunciation. Too much use of Spanish, mostly for asking for instructions.
	Language in used: accomplished		100%		
	Oral abilities - pronunciation: accomplished		100%		Need for improving pronunciation.

	Oral abilities - the student can establish a social contact using courtesy elements: accomplished			100%	Need for improving pronunciation. They look to the cards all the time.
	Oral abilities: the student is able to produce a coherent and cohesive speech: accomplished		90%	10%	Grammar is correct; Need for improving pronunciation
8B	Elements of the Metacognitive Strategy in used		100%		
9	Students' perceptions shared with the teacher	5	100%		All in Spanish

Source: the researcher

With respect to these results, regarding the activities generated for displaying the oral skills: talking among themselves, programming and rehearsing the oral activity and finally presenting it to the class, it can be said that:

In the setting up done by the students, it was evidenced that the metacognitive planning strategies proposed were carried out satisfactorily; however, the constant request for support, in Spanish, questioned the students' capacity for autonomy, which is one of the most important parts of the metacognitive processes.

When they were asked to talk to each other (in the groups), in an exercise call "inside and outside circle", about the things they can perform and things they can do, already written on their notebooks, the exercise was done in its totality, so, it was accomplished; but their pronunciation during the activity, and after its reinforcement, was weak. Is possible to say that the impact of the Spanish phonetics over their English pronunciation is strong. The way they articulate and put together some sounds is strongly influenced by their mother tongue; and as it was stated before, the fact that they couldn't think of real ways to improve their pronunciation also shows lack of development of metacognitive strategies.

In light of the above, and although from the metacognitive perspective the exercises were accomplished, is due to say that the oral performance of the students need to be improved, and after the successful first procedure development around the oral activity, the attention is centered over the pronunciation. Thus, is important to say that each language has distinct phonetics and this makes them unique; therefore, English and Spanish are not opposed to this, and this is why a person who studies a foreign language

is marked by a kind of "phonological deafness" that hinders the ability to perceive with accuracy the sound of the foreign language (Perez & Orduz, 2018).

Additionally, the English language, unlike Spanish, is not read as it is written, which is why it is said that the pronunciation is not consistent with the spelling.

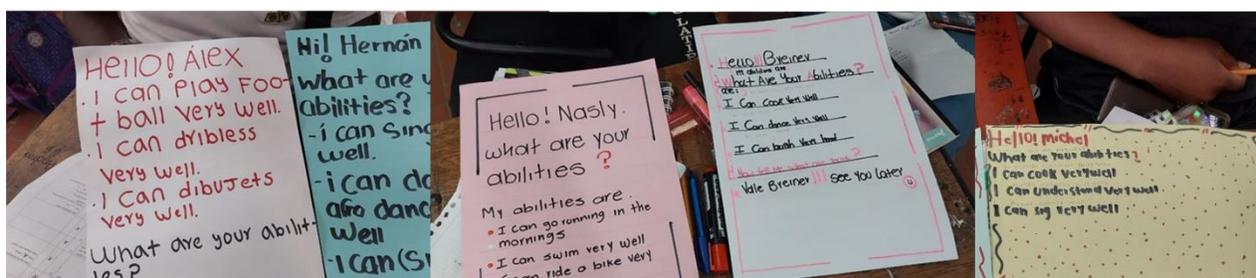
Along the same line, it is necessary to consider this phonological situation of both languages to carry out this research process, since, being young students in a Spanish context, there will be a greater probability of perceiving the so-called "phonological deafness". The subject in this study are in a process of introduction to a language different from their mother tongue and their oral comprehension will not be accurate as they do with this one (L1). If so, there are certain challenges of transformation and articulation from Spanish to English.

According to Perez & Orduz (2018) the development of oral proficiency in English is influenced by different components, one of which is pronunciation, where one of these ones, perhaps the most significant, is the interference of the student's mother tongue, since when they find themselves with a phonological system different from their own, they usually manifest different conflicts, adding to this, there is a lack of knowledge involved in the phonetics and phonology of English. So that, the accuracy and coherence of the English spoken by foreign language learners are compromised during oral production: The interference of the L1 in the L2, a cross-linguistic influence, affects the formal and semantic aspects of the words involved in this phenomenon.

The second part of the activities procedure started when the teacher asked students to arrange and program the oral presentation; plus instructions to write the sentences they had in their notebooks on pieces of cardboards, in order to be presented, orally as well, later in front of the class.

In this segment, which lasted 15 minutes, the groups interchanged ideas in Spanish, all the time. Once again, from the metacognitive perspective, the goal was accomplished; but the mother tongue was an interference in the English oral production.

Figure 3. Sentences from their notebooks on pieces of cardboards. Modal verb Can



Source: the researcher

Oral presentation supported by card boards: Modal verb Can

From the data obtained after carrying out the oral production exercise, it can be said that there is an evident need for the students to use the metacognitive strategies more actively, since the fact of using them gave positive results to the development of the didactic sequence proposed here.

These strategies were a contribution for a basic planning of the activities and the achievement of the tasks, but not for a significant improvement of the oral performance of the students. They were able to organize and prepare all they needed, as said before making a lot of questions (all in Spanish) in order to succeed, before facing the oral presentation exercise in front of their classmates, but when they had to show what they wrote, by speaking, quality was low.

The last session of the didactic sequence was then the oral presentation of the sentences around the modal verb Can, which they had been developing since session one. It began with a sensitization in order to prepare the students (the crowd) to listen to what the groups would present.

When the groups had to present, orally and supported by card boards, in front of the class, the things they Can perform and things they Can do, the metacognitive monitoring, in terms of the procedure, showed elementary results, since they got hardly close to basic ways of planning, arrangement, management and sharing, and although in Spanish, they manage to do the question in order to advance; same situation when the grammar assessment took place: it was barely accomplished; as well as the language in use: it hardly was achieved. But, in terms of oral abilities, the students were not able to establish social contact using courtesy elements, since all the time they were reading the cards; and the pronunciation, once again, was interfered by the difficulties already seen because of the impact of the Spanish phonetics.

This negative interference or transfer may be the main cause for Foreign Language learners committing phonological failures. However, what this study brings up, beyond the

possibility of correctly pronouncing oral production in English as a Foreign Language, is how close the students were to the metacognitive processes of learning, since that was what the SILL inventory applied to the subjects from this study concluded, and the didactic sequence was adapted from there.

In this sense, it can be said that from what it implies to acquire knowledge through practice, the goal was achieved; but the reflection that stands out is how close are the students of the sample to the metacognitive processes? Are they ready for a more student-centered education?

As already seen from session one, the autonomy of the subjects around sharing information in English, since that was the language not only to be learned, but also in which all the instructions were originally proposed, was close to zero. When the teacher spoke for the first time, and then at each new instruction, he did so in English; the contents of the information on the board, of the examples, of the didactic sequence and of the rubrics, were written in English; even so, every time the subjects interacted with each other, or with the teacher, in each session and at all moments of the sequence, they did it in Spanish. And not only that; in all aspects and details, oral and written, of the three sessions, all student groups requested constant repetitions and clarifications of the content provided, and in Spanish.

The desire for accompaniment was constant, as well as the reinforcement of the instruction. This makes the subjects really close to other Oxford's strategies, instead of the metacognitive; such as the cognitive and / or the social strategies. The first one aims to practice communicative content; to encode and decode messages; to analyze and reason; and to use resources to organize information and be able to use it. The second one refers to requesting clarifications; the verifications and/or repetitions; to interact, in this case with non-native speakers; and to empathize with others (Oxford, 1991).

So, the students in the sample, who, although managed to achieve a learning objective, did not do it from where they initially located themselves, in terms of the learning strategies proposed by the Rebecca Oxford Inventory - SILL; and the practical experience led the teacher and the students to make real use of other strategies proposed in the

same instrument. The didactic task allowed the identification that the strategies used by the students go beyond what they thought they were using.

The learning strategies

As stated at some point in this document, learning strategies are specific actions, behaviors or techniques that students use, often intentionally, in order to improve, assimilate and use the second language (Oxford, 1991), which makes necessary the active participation of the students; and in the case, specifically, of the metacognitive learning strategies, from their: reflexivity, self-awareness and self-control.

In this context, it is necessary for the students to demonstrate their potential to build learning, being capable of self-directing and monitoring it, but within the framework of the language that is being learned, with autonomy and metacognitive processes something the subjects did not do. Through this study, and based on observations, the rubrics and the development of the activities, things such: knowledge of the person and himself as a learner; of his cognitive potentialities and limitations, and of other personal characteristics that may affect performance in a task; also knowledge of the task, the objectives of the task and all those characteristics of the task; that in sum can influence in a greater way and help the learning, did not happen. They have turned into things they have to be develop and improve in order to choose the appropriate strategy (Quigley *et al.* 2019).

In the case of the students of the 32 students of the school “Nuevo Latir Isaías Duarte Cancino Public School in Cali” selected for this study, and those who initially considered themselves as users of metacognitive strategies, do not have the necessary elements of autonomy to approve that perception as reality: they have certain quote of reflexivity and self-control, but none of self-awareness, in terms of learning English as a Foreign Language in the frame of a didactic sequence based on metacognitive processes and student centered.

It was noticed that there is logistical compliance with instructions, but when these ones are close to the mother tongue, because when they are instructed in a foreign language, they cannot be understood; and even in their first language, the request for extra instructions is constant. As already said, the reality of the practice places the

students in the cognitive and affective strategies (Oxford, 1991), given their learning characteristics and their performance during the three sessions of the didactic sequence.

Significant learning as an approach to the didactic sequence

After having analyzed the results of the didactic sequence in terms of metacognitive strategies and oral production in English, it can be said that the teaching methodology, in the class where the subjects are, must use strategies to not only improve, but to promote good pronunciation in the classroom, intonation and fluency.

In order to stimulate this desire to participate actively around the aforementioned, putting students in a context they already know has given favorable results. In the case of this study, this was done by including the Meaningful Learning as a mediator of the didactic processes around the topic proposed.

To bring students closer to a different way of learning English, over the modal verb Can (which was a topic already seen) and in addition to that, through activities related to their experiences, fostered the active participation of the subjects and encouraged the development around the suggested actions to work on the target language.

In the same way, the students were given with the opportunity to practice the language in another environment that is not under the typical and vertical instruction by responding traditional exercises included into a text guideline or booklet.

The Meaningful Learning approach promoted emotional and affective aspects, since pleasant and trusting environments were fostered, where students experienced the possibility of participating freely with their ideas and texts; and even there was fear of speaking in front of the class and making pronunciation errors, this did not inhibit the development of all activities. And was that trust provided by the teacher and classmates which made the activities and the classroom attractive places, that all the time encouraged the active participation of all students.

Meaningful Learning as a mediated approach brought advantages and positive results for the learners and for the teacher. It was essential to encourage production in English and potentiated oral production in this language.

It could be said that uniting Meaningful Learning (as a mediator) and learning strategies (as an instrument) around a topic, allowed the different aspects of motivation to have a place, such: intrinsic because it manifested itself when the activities were carried out, in this case for the pleasure of writing and talking about something related to the students' life.; also extrinsic, since the performance of the actions was to achieve a specific objective; also instrumental because from the practice the students were constantly motivated to study the language; and finally integrative, since the student's desire to identify, interact, and sometimes even integrate with the linguistic community of the language in question was promoted, in this case their classmates (Dörnyei, 2007).

Conclusions

The assessment of Rebeca Oxford's questionnaire SILL (Strategy Inventory for Language Learning) applied among 11th-grade students, allowed, first to demonstrate to the students that learning is not something flat or standardized, but it responds to a variety of existing options given the diversities that they themselves propose; second, the researcher was given an initial x-ray of how the students see themselves in terms of the strategies included in the SILL, which even allowed him to determine the inclination of the subjects for one of them: the metacognitive strategies.

The accustomed didactic sequence based on the Meaningful Learning and learning strategies, metacognitive for instance, offered several opportunities, among them:

- Approaching the characteristics of the students and designing a customized didactic product.
- Met the learning objectives through a mediated approach that promoted affections around the class and the teaching-learning process around a topic, in addition to favor the student's comfort in the environment where the procedures were developed.
- The metacognitive proposal as a learning strategy, although in the end did not represent who the students are as learning subjects, it did bring logistics, planning, coordination and monitoring to the class, something that had not been worked on under such a rigorous model.

Promoting oral production as the final product of the didactic sequence made it possible to face an elusive subject, which generates resistance and fear, but in the middle of possible weaknesses, it moved the students and their groups to meet the goals and finally, within the framework of the times, achieve most of the operational processes and the self-assessments; these last ones were a novelty, since autonomous monitoring had never been carried out by students, it had always been a teacher's job.

The didactic sequence, from the practice, allowed to established that the students in the sample are not users of metacognitive strategies since their levels of autonomy in learning English are low, almost zero; despite some achievements, constant repetition of instructions was necessary.

The studied sample is closer to the cognitive and affective strategies; and in that sense, although 330 minutes were enough time to cover the topic of Can, they were not for successfully have students learn and use learning strategies; for this, more time is needed.

The diagnosis of the English as a Foreign Language oral skills, once again confirmed the need for the adjustment of the learning strategy, and places the sample under several needs: grammatical support, improving pronunciation, acquiring more vocabulary, and refining their levels of reading comprehension - in the mother tongue as well - since there was no clarity on what skill and possibility are.

And as an answer to the research question it can be concluded that:

- The application of the didactic sequence proposed in this work sought to make the student the central axis of the educational process, based on a learning strategy determined by the students themselves, but this goal was not reached.
- The initial work of the teacher, which was that of a mediator, a little later became that of a provider of solutions to difficulties that ended up diminishing the impact of the elements included in the sequence, especially those proposed by the learning strategy projected.
- According to Ausubel's significant learning theory, the student approached learning about English as a Foreign Language with motivation, which resulted in positive responses.

It can be said that the impact of the didactic sequence was not on the oral skills, but a possible effect could be noticed in their oral performance; and most importantly, in the discovering of the real attitude - from praxis - they (the subjects) have in relation to learning strategies. The students' imaginaries about learning strategies were forcefully debated by those that underlaid from the factual world of the intervention: the sample was closer to the cognitive and affective strategies, instead of the metacognitive; and in that sense, although 330 minutes were enough time to cover the topic of "Can", they were not for successfully have students learn and use learning strategies.

In set, the students came together around a new proposal for them, since it did not follow the usual pedagogical model of the institution source of the study. In this context,

they responded positively to the instructions, activities, tasks and times assigned during the process; that means that in some way they were close to metacognitive processes, but the lack of practice around them produced that in the end, they were not fully fulfilled. From the procedures: ordering, planning, setting objectives, monitoring and producing there were also some achievements, but not with the autonomy expected; in fact, the subjects showed a high teacher dependence.

Although the initial objective was to impact a skill in learning English as a Foreign Language, this was not fully achieved, but there was satisfactory evidence regarding the way in which students approached the proposal in terms of performance around the instructions; and despite the need for constant teacher support and the use of their mother tongue, they managed to comply with each moment of the suggested activities and tasks, including the final presentation.

As stated at the beginning of this document, when teachers are in the classroom it is essential for them to identify what moves and motivates the students, which will allow them to plan rigorously and according to the characteristics of the learners; in this sense, this was the greatest contribution of the didactic sequence: the identification of the appropriate learning strategy for the subjects source of the study.

Recommendations

For the teacher, it is important to constantly observe the characteristics exhibited by their students, as well as to collect their perceptions, in order to plan the different classes in a manner adjusted to the particularities of their students. However, leaving this collection to the imaginaries and subjectivities of the students, exposes the teacher to be located far from reality and perhaps build distant and disjointed didactic proposals. It is then suggested to bring to the stage of reality those subjectivities that, according to the results and conclusions of this study, can be debated in light of the facts.

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Annexes

Annex 1. Strategy Inventory for Language Learning (SILL)

Versión para estudiantes de una lengua extranjera (inglés)
 Versión 7.0 (ESL/EFL) R. L. Oxford, (1990)
 Versión adaptada y preparada por Luis Alberto Lugo Vallecilla, estudiante
 Master's Program in Teaching English as a Foreign Language
 ICESI

1. Nombre		2. Fecha	
3. Edad	4. Género	5. Etnia a que usted considera pertenece	
6. Hace cuánto tiempo ha estado estudiando la lengua extranjera inglés?			
7. Cómo considera su competencia en la lengua extranjera inglés, comparado con otros estudiantes en la clase?			
(Marque una de las opciones):		Excelente	Buena
		Aceptable	Pobre
8. Qué tan importante es para usted adquirir la competencia en la lengua extranjera inglés?			
(Marque una de las opciones):		Muy importante	Importante
		No importante	es
9. Por qué quiere aprender la lengua extranjera inglés?: (Marque las opciones necesarias)			
..... Interés en el lenguaje.			
..... Interés en la cultura.			
..... Tengo amigos quienes hablan el lenguaje.			
..... Se requiere tomarlo para graduarse.			
..... La necesito para el futuro de mi carrera.			
..... La necesito para viajar.			
..... Otro (explique).....			
.....			
.....			
10. Disfruta aprender la lengua extranjera inglés? ((Marque una de las opciones):		Yes	No
11. Qué otras lenguas extranjeras ha estudiado?			
12.Cuál ha sido su mejor experiencia en el aprendizaje la lengua extranjera inglés?			
.....			
.....			
.....			

Annex 2. Strategy Inventory for Language Learning (SILL) Cuestionario

1. Nunca o casi nunca verdadero para mí.
2. Nunca o casi nunca verdadero para mí.
3. Algo verdadera para mí.
4. Usualmente verdadera para mí.
5. Siempre o casi siempre verdadera para mí.

Parte A

1. Relaciono los conceptos ya adquiridos con los que estoy adquiriendo en clase.
2. Utilizo las palabras nuevas en inglés en oraciones con el fin de recordarlas.
3. Conecto el sonido de las palabras nuevas en inglés con una imagen de las mismas para ayudarme a recordarlas.
4. Recuerdo una nueva palabra en inglés creándome una imagen mental de la situación en la cual la palabra pueda ser usada.
5. Busco palabras que rimen en inglés para recordar su significado.
6. Uso tarjetas de ayuda de memoria (flashcards) para las nuevas palabras en inglés.
7. Dramatizo las palabras nuevas en inglés.
8. Repaso las lecciones en inglés con frecuencia.
9. Recuerdo las nuevas palabras o frases en inglés a partir de su ubicación en la página del libro o en el tablero.

Parte B

10. Repito de manera oral o escrita las palabras nuevas en inglés varias veces.
11. Intento hablar como un hablante nativo.
12. Practico los sonidos en inglés.
13. Uso las nuevas palabras que sé en diferentes formas.
14. Inicio conversaciones en inglés.
15. Veo programas de televisión y películas habladas en inglés.
16. Me intereso por leer en inglés.
17. Escribo notas, mensajes, cartas, correos electrónicos, o reportes en inglés.
18. Inicialmente leo de manera rápida un párrafo en inglés y posteriormente de manera detallada.
19. Busco palabras en español similares a las nuevas que estoy aprendiendo en inglés.
20. Intento buscar o deducir características que se repiten en inglés.
21. Deduzco el significado de una palabra nueva o frase en inglés dividiéndola en partes
Que entiendo.
22. Intento no traducir palabra por palabra.
23. Hago resúmenes de la información que escucho o leo en inglés.

Parte C

24. Para entender palabras que no me son familiares en inglés, deduzco a partir del contexto.
25. Cuando no recuerdo una palabra durante una conversación en inglés, uso lenguaje corporal y/o gestos.
26. Invento palabras nuevas si no sé las adecuadas en inglés.
27. Leo en inglés sin tener que buscar cada palabra nueva.
28. Trato de deducir lo que dirá la otra persona durante una conversación en inglés.
29. Si olvido una palabra o frase en inglés, utilizo otra palabra o frase que signifique lo mismo.

Parte D

30. Intento usar mi inglés en tantas formas como sea posible.
31. Noto mis errores en inglés y uso esta información para ayudarme a mejorar.
32. Presto atención cuando alguien está hablando en inglés.
33. Busco formas para ser un mejor aprendiz en inglés.
34. Planeo mi horario con el fin de tener tiempo suficiente para estudiar inglés.
35. Busco personas con quien hablar inglés.
36. Busco tantas oportunidades como sea posible para leer en inglés.
37. Tengo objetivos claros para mejorar mis habilidades en inglés.
38. Analizo mi progreso en el aprendizaje del inglés.

Parte E

39. Intento relajarme cuando siento temor de usar el idioma inglés.
40. Me reto a mí mismo a hablar en inglés, inclusive cuando temo cometer errores.
41. Me premio a mí mismo cuando acierto en el uso del idioma inglés.
42. Me doy cuenta si estoy tenso o nervioso cuando estoy estudiando o usando el idioma inglés.
43. Escribo mis sentimientos en un diario de estudio del idioma inglés.
44. Hablo con algunas personas acerca de cómo me siento cuando estoy aprendiendo inglés.

Parte F

45. Si no entiendo algo en inglés solicito a la otra persona que hable más lento o que repita.
46. Le pido a hablantes nativos que corrijan mis errores cuando hablo en inglés.
47. Practico inglés con otros estudiantes.
48. Pido ayuda a hablantes nativos.
49. Hago preguntas en inglés.
50. Intento aprender acerca de la cultura de hablantes nativos de inglés.