



**Universidad
Andrés Bello®**

UNIVERSIDAD ANDRES BELLO

Facultad de Educación

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**A CASE STUDY ON HOW LANGUAGE LEARNING STRATEGIES
ARE FOSTERED IN AN EFL CHILEAN CLASSROOM CONTEXT**

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Autores:

Stefano Maggiolo Castro

Leonardo Navarro Pereira

Profesor guía:

Carol Grace Gómez Merino.

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ABSTRACT

This mixed-methods case study attempted to explore how Language Learning Strategies (LLS) are fostered within a secondary level Chilean EFL public school context, based on a teacher's pedagogical actions. Through empirical observation, task analysis, and an interview, this thesis intended to unveil the rationale behind the predominance of certain LLS at expense of others. Previous studies and literature served as a reference to later on determine potential cohesion between background records and first-hand evidence, which proved to be in relative alignment. Accordingly, this paper looked forward to extrapolating thoughts and assumptions the teacher had about that strategy-fostering bias with objective information evidenced through the development of the tasks carried out during the observation period. The results drew a tendency placing Memory strategies among the rest as the most fostered category, whereas Compensation befell to be the least favored LLS category overall.

RESUMEN

El propósito de este estudio de caso con un enfoque de investigación mixto fue explorar el desarrollo de la promoción de Estrategias del Estudio de la Lengua (Language Learning Strategies) dentro de una clase de Inglés como Lengua Extranjera (EFL) en un curso/nivel de educación secundaria inmerso en el contexto de un establecimiento educacional público chileno basado en las acciones pedagógicas del profesor a cargo. A través de observaciones empíricas, análisis de actividades y una entrevista, la intención de esta tesis fue develar la lógica tras la predominancia de ciertas Estrategias del Estudio de la Lengua en desmedro de otras. Varios artículos, tesis y otros tipos de documentos literarios sirvieron como referencia para posteriormente determinar la cohesión entre estos precedentes y la evidencia empírica recolectada, la cual ha probado estar en relativa concordancia. Por consiguiente, este documento buscó extrapolar la subjetividad de las reflexiones y suposiciones que el profesor-muestra del caso en cuestión fue capaz de dilucidar respecto a la tendencia a parcializar la promoción de ciertas estrategias con información objetiva obtenida a través del análisis de las instrucciones y actividades desarrolladas por el profesor durante el periodo de observación. Los resultados arrojaron tendencias favoreciendo a las estrategias de Memoria por encima del resto como la categoría más fomentada, mientras que las estrategias de Compensación resultaron ser aquellas con menos rodaje.

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1. INTRODUCTION

1.1 The Constant Search for an Effective Teaching Methodology

Since the early nineteenth century, the development and utilization of teaching methodologies and strategies for the ideal teaching and learning of second languages have been documented, starting with the Grammar Translation Method –one very self-explanatory concept—. Since then, the twentieth century has seen a variety of alternative or more brilliantly devised methods that have tackled different styles of learning flourish, such as: auditory, visual, reading/writing and kinesthetic, but without any apparently solid or significant conveyance to the engagement of Language Learning Strategies (henceforth LLS) on behalf of students. Those proposals have been attached to educational paradigms that had changed substantially throughout the last century. The largest and most significant changes started after World War II, amidst the Cold War period, when the learning of second languages –especially English—suddenly boomed around the world when the Audio-lingual Method (August 1945) and The Silent Way (August 1950) were developed looking forward to polish, and thus enhancing the previous English language teaching-learning experience known to date. This phenomenon brought and showed several problematics about second language learning, including among them; the urge to find and develop the most effective ways –or strategies—for students to learn a language.

Thus, LLS have had a preponderant role within the inner surface of education regarding the role of students; exploring its importance in depth and switching the focus to the learning process instead.

1.2 The importance of learning strategies.

With the purpose of acknowledging the different cravings researchers have had with regard to finding, developing and applying the most efficient LLS to foster on students, it is necessary to understand the meaning and importance of LLS over the

global educational field. According to Mayer (1988), learning strategies are “behaviors of a learner that are intended to influence how the learner processes information” (p. 11). This concept applies to the educational field in general, regardless the subject studied but most specifically, in relation to the field of Educational Linguistics and the learning of a second or foreign language. Accordingly, it is possible to find narrowed definitions, as depicted by Tarone (1983), who defines Learning Strategies as “an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one’s interlanguage competence” (p. 67). In other words, LLS are tools that enhance the integration of intrinsic competencies into the learners’ development of the language.

Learners may have different motivations to study a language, and also different goals to achieve in the target language, factors that might require not one but a handful of LLS to be employed. In the educational systems around the globe, the trend is to set defined objectives and purposes for learners and their formation. Thus, according to the goals pursued by an educational entity, learners will need to incorporate certain LLS in order to achieve them properly. Those facts served as the basis to establish the importance of the use of LLS with regard to the learning of second or foreign languages. Oxford’s words, (1990) LLS are “especially important for language learning because they are tools for active, self-directive involvement, which is essential for developing communicative competence” (p. 1).

Moreover, an OECD article (2004) states the importance of students’ learning self-management as it enhances the appropriate use of prior knowledge and skills minding the accurate selection of learning strategies to fulfill a given task. The article’s statement suggests and highlights the importance of complementing LLS with students’ learning self-management in order to trigger a mindful and appropriate language learning experience. Minding the case that the use of a considered good-learning strategy would be generalized to many students, Skehan (1989) suggests that “there is always the possibility that the 'good' language learning strategies [...] are also used by

bad language learners, but other reasons cause them to be unsuccessful" (p. 76), which means that not every learning strategy will be useful for every type of student; the success will depend on many factors including the nature of students, and their general background.

In a general world-view and based on the same OECD article (2004) a noteworthy passage states that self-management of learning "[...] has not always been an explicit focus of teaching in schools [...]", but it is changing, increasing its importance as "[...] a major goal of schooling [...]" (p. 141), meaning that schools directed the focus more on the teaching process than on the process of learning. Accordingly, the schooling phenomena tendency is leading towards the latter as well as on students' learning self-management, the impact of this somehow global-scale change of paradigm has had after shakes on the Chilean educational reality with evident changes on the approach that EFL classes have been suggested to print over the last decade.

1.2.1. The parallelism between teaching and learning strategies.

In an attempt to make this research work all the more eloquent and straightforward as possible, it becomes necessary to make explicit the difference in nature that LLS have with regard to teaching strategies (the techniques used by teachers to help learners learn), in that the learner –and not the teacher– is the one who exercises control over the operations of the designated activity (O'Malley, Chamot, Stewner-Manzares, Kupper, & Russo, 1985, p. 16). As it can be assumed now, these two concepts are semantically parallel in form but they serve a practical purpose acting together as complements of each other.

1.3 Language Learning Strategies as a topic worthy of being researched.

Across the very last few decades, several researchers (O'Malley et al., 1996; Kupper, & Russo, 1985; Kyungsim & Leavell, 2006) have endeavored to study the topic

of LLS along with complementary classroom-related matters that often correlate to the point of view of quantitative data collection premises yielding hard data conclusions about frequencies of use, specific predominance and so on. Notwithstanding, most of these studies had served practical purposes for present and forthcoming research works as sources of recollection for statistics, considerations and findings that had opened new windows for researchers to try new approaches.

In an effort to illustrate the change of paradigm that LLS promote to classroom work-connivance, Saleh (2013) assertively points that “Language learning strategies are seen as a shift from focusing on teachers and teaching to learners and learning” (p. 1). Moreover, Cohen (1998) complements this conception with the idea that:

One potentially beneficial shift in teacher roles is from that of being exclusively the manager, controller and instructor to that of being a change agent – a facilitator of learning, whose role is to help their students to become more independent and more responsible for their own learning. In this role, the teachers become partners in the learning process. (p. 97)

This would suggest that the teacher is not the center of the learning phenomenon, but plays the important role of providing the students the necessary tools in order to make them successful learners.

1.3.1. Language learning strategies and the local curriculum.

With specific regard to the Chilean national curriculum, in the Curricular Bases for the English-as-a-foreign-language subject it is possible to spot the suggestion of some strategies for the development of written and oral comprehension and production. These strategies are also proposed and included in the activities of the texts provided by the Chilean ministry of education (MINEDUC) as well, related to the contents and objectives to be achieved by each level and likewise homologated for all the public educational system as well as for those private or semi-private educational institutions that wish to follow the official approach too. Thus, it can be stated that for the Chilean

national context, there exists a generalized suggestion of strategies to be fostered to study English, even though they are minimal, suchlike some strategies detailed in Oxford's LLS Inventory (1990) that are related to writing activities: "I use new English words in a sentence so I can remember them.", "I write notes, messages, letters, or reports in English." Or those related to speaking activities: "I practice English with other students.".

1.4 Empirical Observation

When it comes to learning strategies' self-management, the concept of autonomy is considered as well. According to Dickinson (1987), learning autonomy is "[...] a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions and the autonomy in the learning process that they should possess" (p. 11), being a feat expected from students who seek for the optimization of their own learning. During instances provided by the university to observe classes around high school students –as part of the preparation to become EFL teachers—it has been possible to realize that when they are given the opportunity of self-management, which are few, they often prove to be autonomous; nevertheless it is observed that they do not manage apt tools and effective learning strategies because they tend to memorize contents that remain stored on their brains regularly for brief periods of time. Commonly, after a test, students seem to let out what was retained, as this content was presumably not internalized in a proper way but they also have a tendency to look for time-saving strategies according to their interests and self-knowledge in order to finish the activities faster; different from elementary school students who have not entirely undergone the development of cognitive skills and necessary brain development needed to construct metacognitive knowledge and craft effective learning strategies thereafter, partly because their attention span is too short. Ormrod (2010) supports the fact that teenage students present more sophisticated ways to solve problems in comparison with children. Therefore, the self-management of

learning strategies is more applicable to high school students, giving this fact the possibility to study them.

Also, it is added that some testimonies (in informal conversation, and not with research purposes) from the students were given to the researchers during their practicum stage as pre-service teachers. These testimonies reflected that they do not know how to study or how to deal with the learning process, no matter the subject they need to face. In addition, the students also mentioned to the researchers (as pre-service teachers) that their parents do not know how to guide them on this process, or they do not show any awareness of nursing them, as being this the task of the teacher. It may be probably explained because of the poor or absent of academic background from parents, and domestic issues they present. In conclusion, the teacher becomes the main, and almost the only source of guidance for students regarding the issue of deal with the learning process, especially in the EFL subject that, due to its foreign cultural characteristics, is a subject in which a narrowed amount of individuals can offer their guidance in the national context. Therefore, the fact of how learners are taught to deal with the learning process in the EFL subject and how it is developed within the classroom becomes an important issue.

1.5 Research Purpose

Considering the argumentation exposed throughout the development of the present chapter: the terminological disclosures, the role LLS in the national reality and the relationship between theory and empirical observation, it was decided to explore how Language Learning Strategies are fostered within a secondary level in the Chilean EFL public school context, based on the teacher's pedagogical actions. In order to make ends meet, a comprehensive overview of related research papers has been carried out. Apart from this, a thorough devising of data collection methods and analysis protocols was developed in order to deliver findings, results, and conclusions to eventually answer a set of research questions that will serve as the most outstanding summary of this one-year written effort.

Researchers, teachers, and natural persons are invited to read this study, its proposal, methodologies applied and findings, with the hope of delivering useful information for EFL teachers and potential bases for future studies and replications conducted by the educational authorities and national researchers.

In the following chapter, literature is presented in order to create a framework for the present research.

2. LITERATURE REVIEW

In the present chapter, research addressing the Language Learning Strategies' classifications as well as strategy inventories and models to optimize the Second Language Acquisition (SLA) process are disclosed in order to generate a better understanding of the different authors' definitions and approaches to the matter, as well as the chosen by the researchers. In addition, studies conducted throughout the last decades of the twentieth century are analyzed and summarized to reveal the present landscape of research in the field of LLS, and generate a basis for the purpose of the study. Before all, a first approach to the concept of LLS and their importance is given in the following point.

2.1 The Importance of LLS.

In order to address a simple and clear definition of what LLS are, Oxford defines the LLS as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more-self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8). In synthesis, LLS help students of a second or foreign language to improve their learning process and make it better and easier.

According to some authors, the more strategies a student uses the more will learn (Anderson, 2005; Bruen, 2001; Chamot & El-Dinary, 1999; Green & Oxford, 1995; O'Malley & Chamot, 1990; Wharton, 2000). Therefore, literature suggests that strategies used in combination with others are more effective in the language learning process. It can be said that more strategies should be fostered and given in instruction in order for the students to obtain more opportunities to learn. Of course, results will also depend on the quantity of strategies used, their instruction and how they are applied. As Khaldieh (2000) mentions, affective strategies are important when it comes to the result of a task such as anxiety, it can be said therefore that there are certain strategies that require more attention from the teacher than others.

There is not much agreement in terms of strategies being taught integrated into the language curriculum or if they should be taught separately (Chamot, Issues in Language Learning Strategy Research and Teaching, 2004). Having chosen the strategies to be taught, according to Chamot, it is important to reactivate the old strategies instructed in the past, such exercise is necessary and it can be done using questionnaires. This information is important for the teacher before teaching other strategies.

There is a set of models created to teach strategies, most of which intend to foster the development of students' metacognitive strategy use. In that way, students can be aware of their own thinking processes and manage them more effectively to their convenience.

2.2 Language Learning Strategy Models

Naiman (1978) developed a strategy set named The Good Language Learner, containing a list of principles suggested to be applied when acquiring a new language. Among those principles figure:

The Good Language Learner.	
	<ul style="list-style-type: none"> a) The involvement that students need to actively relate to in the language learning task with a constant positive attitude b) Structure and organization though memorization, rote learning and immersion in the language c) The inclusion of activities attempting to intensify their efforts, such as daily target language reading and listening into the regular language learning program d) Target language speakers' mouth reading, analysis of isolated sounds and word memorization e) Problem identification and treatment such as reading aloud to enhance understanding of difficult concepts f) Transversal objectives/meaning to trivial activities, such as watching a movie, with the particularity of it being dubbed into the target language, thus unmindfully perceiving and ultimately internalizing the metalinguistic differences between mother language and target language g) Blunt translation also, is said to be an effective way to establish connections and similarities between languages to help the new one not to be seen as a completely different one h) The use of clues to analyze and infer meaning in the target language i) Relate words learnt in a dictionary (if not possible to infer the meaning) to a specific bound.

Table 1: The good language learner (Naiman, Frohlich, Stern, & Todesco, 1978)

When prepared to communicate and interact, Naiman (1978) suggests students to focus on speech flow instead of error-free production, as the use of a word is more important than its absolutely correct use; to engage in discussion groups, talking to native speakers of the target language, and writing to pen-pals to increase motivation and display critical sensitivity to language such as finding sociocultural meanings. For example, memorizing conversational phrases and learning about verbal behavior.

Nine years after, Rubin (1987), a pioneer in the work on the field of LLS, classified strategies in terms of processes, distinguishing from those that directly

contribute to the development of the language system constructed by the learner – labeled as “Learning Strategies”—and others that indirectly contribute to that – “Communication Strategies” and “Social Strategies”— (Hismanoglu, 2000); as disclosed in the table below:

On the one hand, Learning strategies involve problem-solving, analysis, transformation, and synthesis of learning materials; as well as actions aimed at regulating or self-directing language learning, planning, prioritizing, setting goals, and self-management. Communication Strategies, on the other hand, are less directly related to language learning, since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker (Hismanoglu, 2000); whereas, Social Strategies are activities in which learners engage in order to experience instances to be exposed and practice their knowledge in the target language. They contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin, 1987).

Despite the importance of these two models, there has been a far more influential one, developed by the academic Rebecca Oxford, a model which will be discussed up next.

2.2.1. Strategy Inventory for Language Learning (SILL).

During the last decades, the focus of learning has been changing and directing itself from teachers to learners, along with this, Language Learning Strategies have acquired importance when it comes to effectiveness in the learning process. Chamot (1999) points out that along the range and number of strategies used, there were found differences between those who were more effective students and the ones who were less effective students.

In order to measure the frequency of use of such strategies, in 1989, Oxford developed an inventory –in the form of a checklist—called the Strategy Inventory for Language Learning (SILL), which throughout the years has suffered modifications, and whose most current incarnation is the seventh, developed in 2011 and used nowadays by a considerable body of researchers.

According to Fazeli (2012), this instrument has a version used with individuals whose native language is English and are learning other languages. It consists of 50 items and there is also another version designed to be applied in other languages different than English, for ESL and EFL learners. To avoid confusion, let it be stated that the version used in this study will be the latter.

This version (7.0) is used with learners of English as a second or foreign language, which includes 9 items of Memory strategies, 14 items of Cognitive strategies, 6 items of Compensation strategies, 9 items of Metacognitive strategies, 6 items of Affective strategies and 6 items of Social strategies.

According to Oxford (1990), the SILL is a structured survey designed to be answered by subjects based on a 5-point Likert scale from “never or almost never” to “always or almost always”. Its objective is to identify and pinpoint specific strategies which are or might be used by students when learning English as a second or foreign language, and as mentioned, has been adapted to several languages in order for it to be applied in different contexts through the world due to its high acceptance.

2.2.1.2. Oxford's classification of LLS.

In 1990, Oxford synthesized language learning strategies based on Rubin's work, and these were divided into two categories: direct strategies and indirect strategies, which helped the learner learn the target language.

Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies, as their name

implies, do not directly involve using the language, but they support language learning. These strategies have been classified by Oxford into six LLS categories, which are memory, cognitive, compensation, metacognitive, affective, and social strategies. Up next a short definition of each is provided.

DIRECT STRATEGIES
<p>i) <u>Memory Strategies</u>: Ways of remembering and retrieving new information, such as creating mental linkages, applying images and sounds, and reviewing well.</p> <p>ii) <u>Cognitive strategies</u>: Used for understanding and producing the language, such as practicing, sending and receiving messages, analyzing and reasoning, and creating structure for input and output. These strategies are the only ones that have been found to affect performance for a group of proficient learners.</p> <p>iii) <u>Compensation strategies</u>: Used for utilizing the language despite a possible lack of knowledge, such as guessing intelligently (i.e. taking into account the context) and overcoming limitations in speaking and writing (i.e. being able to paraphrase).</p>
INDIRECT STRATEGIES
<p>i) <u>Metacognitive strategies</u>: Used to coordinate the learning process; such as centering the learning, arranging and planning, and evaluating the learning. These strategies require a certain level of self-awareness to be used.</p> <p>ii) <u>Affective strategies</u>: Used to regulate emotions, and meant to provide stability and security in difficult situations. They include lowering the anxiety, words of encouragement, and taking the learner's emotional temperature.</p> <p>iii) <u>Social strategies</u>: Used for learning with others. Contexts are different, but given the prevalence of school-like learning environments, these strategies are clearly sound. These include asking questions, cooperating with others, and empathizing with others.</p>

Table 2: Oxford's 1990 LLS classification.

Compared with earlier research into language learning strategies, Oxford's classification is more comprehensive and detailed. Based on this list, Oxford developed SILL, which is an instrument designed to tests ESL/EFL learners' strategy use.

2.3 Research on Language Learning Strategies (LLS).

2.3.1. Use of LLS in EFL contexts.

Zareva and Fomina (2013) conducted a research about the strategy use of Russian pre-service teachers of English as a foreign language. The study considered a linguistics program, identifying the categories of LLS used by Teachers of English as a Foreign Language (henceforth TEFL) students and latterly offering a model to evaluate the effectiveness of LLS that the participants recognized as pedagogically applicable for their EFL context in the TEFL-oriented program.

In this research, two groups were taken as samples, one group being 1st year students entering the program, and another group of 4th year students finishing it. The groups were given the LLS inventory to collect data about their preferences and uses, to be later tabulated. Groups were compared measuring LLS that proficient students used the most.

Zareva and Fomina (2013) make reference to the several variables that are involved in the selection and use of LLS, which are personality traits, sociocultural environment, metacognitive development and also the nature of the task to be developed, among others. Moreover, the authors cited what Oxford mentioned about the conditions that LLS should present in order to be useful, which are: (1) the strategy is relevant to the L2 task at hand, (2) a learner links it with other relevant strategies for the task, and (3) the strategy matches the learner's general learning style preferences to some extent (Oxford, 2003). The instrument used was the SILL, designed by Oxford

(1990), selected because of the reliability and validity that this inventory has achieved in

Strategies	1 st year students (<i>n</i> = 23)		4 th year students (<i>n</i> = 38)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Metacognitive	3.66	.66	3.93	.57
Cognitive	3.53	.49	3.76	.46
Memory	3.22	.49	3.23	.54
Compensatory	3.48	.60	3.58	.54
Affective	2.94	.46	2.90	.57
Social	3.41	.53	3.79	.57

LLS research for ESL and EFL contexts.

The findings of the study reported the frequency of use for each LLS proposed in the SILL (Oxford 1990) among the 1st year and 4th year students of the linguistics program. Data tabulation and its graphical view are presented from the article:

Table 3: Data from Zareva & Fomina (2013).

Regarding the frequency of the use of LLS in 1st year students, memory and affective strategies were found significantly lower than the rest, but not between them.

Regarding the frequency of the use of LLS in 4th year students, metacognitive and social strategies presented a significant higher frequency than cognitive, compensatory, memory and affective strategies, but not between them. Compensatory presented a significantly higher frequency than memory and affective strategies. Finally, memory strategies were significantly higher in frequency of use than affective strategies.

The findings of the study exposed that the Russian students of the TEFL program tend to maintain their LLS preferences of use instead of changing them in a considerable way. Just social strategies –proposed in the SILL- presented a more considerable change between the groups, being more prominent in 4th year students than in 1st year students,

which can be explained by the social skills that have been developed during the program and presented in students at the end of it. Moreover, it is also observable that 4th year students were more decided among the selection of strategies, which is also added to the qualitative findings of the study in which students manifested that they acquired a richer repertoire of LLS that they will be able to teach as service teachers.

Nevertheless, this study in isolation means a minimal connection to the purpose of our study, by being the participants from university level and not from high school levels.

Del Angel and Gallardo (2014) intended to find the most frequently used Language Learning Strategies among students. The purpose of their research was to ultimately measure the students' use of LLS using as instrument, for this purpose, the seventh version of SILL, translated into Spanish and applied to a sample of 1,283 students. Consequently, results were analyzed and from them a new sample of 266 academically successful students emerged. Considering that the range of possible grades for Mexican students goes from 0 to 100, the subjects regarded as successful were those with grades from 91 above.

The study contained 50 items measuring six groups of strategies, which were memory, cognitive, compensation, metacognitive, affective and social. For each group, a set of strategies was given. For cognitive: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. For metacognitive: centering your learning, arranging and planning your learning, evaluating your learning. For affective: lowering your anxiety, encouraging yourself, taking your emotional temperature. For social: asking questions, cooperating with others, empathizing with others. For memory: Creating mental linkages, applying images and sounds, reviewing well, and employing action. Finally for compensation: guessing intelligently, overcoming limitations in speaking and writing. The questionnaire contained a 5-point Likert scale, when 5 is always, 4 frequently, 3 occasionally, 2 rarely and 1 never or almost never. The results were presented quantitatively; first, an analysis was done on

academically successful students. Second, a comparison was made between them and non-academically successful students. Results were presented comparatively by strategy giving an average punctuation between both groups:

Regarding the frequency of the use of LLS in academically successful students, the following order was found, next to each strategy there is a number that gives account of an average among the students with regard to a Likert scale from 1 to 5:

Table 4: Del Angel and Gallardo's frequency means (2014) for academically successful students.

Type of strategy	Frequency variations
Metacognitive	3.65
Social	3.54
Cognitive	3.49
Compensation	3.19
Memory	2.92
Affective	2.73

Regarding the frequency of the use of LLS in non-academically successful Students, the following tendency was found:

Table 5: Del Angel and Gallardo's Frequency means (2014). for non-academically successful students.

Type of strategy	Frequency variations
Metacognitive	3.54
Social	3.5
Cognitive	3.16
Compensation	3.41
Memory	2.88
Affective	2.68

Del Angel and Gallardo (2014) concluded that the LLS which academically-successful students used the most were Metacognitive strategies; meanwhile, non-successful students' most used LLS were compensation strategies.

Analyzing these two first studies, it is possible to realize that the two different findings are quite similar in the order of frequency of use and preference of the LLS, despite they were conducted in two different countries as Russia and Mexico and on different academic levels as university students and high school students respectively. Nevertheless, one common and possibly influential factor to take into consideration is, as it was previously mentioned, the fact that both studies were conducted in an EFL context. Moreover, the similarities in the results between high school students and pre-service teachers may suggest a similarity between students and teachers regarding the use of LLS in EFL classes.

2.3.2. The current state of research on LLS.

Regarding the tendencies and paradigms developed in the research of LLS, some discussions about the issues and areas suggested to be analyzed have been discussed by various authors. Griffiths (2003) identified some of the strategy items and groups which were more typical of higher and lower level students. Likewise, Kyungsim and Leavell

(2006) discovered that the more active strategy users in their study made faster progress than those who employed strategies less often. In other words, a number of studies have demonstrated a significant positive correlation between strategy use and successful language learning, emphasizing the importance of LLS in the study of a language.

Perhaps the strongest critique of strategy research has come from Dörnyei and Skehan (2003), who believed that strategy research has often been carried out in a “theoretical muddle,” resulting in a great deal of “conceptual ambiguity” which has never been “cleared away.” In order to address such criticism, Griffiths undertook a theoretical analysis of the strategy concept and concluded that strategies are basically a cognitive phenomenon, a view developed at length by O'Malley and Chamot (1990), based on the work of cognitive psychologist John Anderson (1980). From a cognitive perspective, learning a language is not merely a matter of behaviorist habit formation: like any other kind of learning, learning a language involves taking in information which is then processed and acted upon (Bialystok, 1978; Bialystok, 1981; Bialystok, 1991; Dörnyei, 2005; McLaughlin et al., 1983; O'Malley & Chamot, 1990; Rubin, 1975; Rubin, 1981; Skehan, 1998; Williams & Burden, 1997).

By present time, in last discussions about the research of LLS, and after theoretical analysis conducted due to the conceptual ambiguity of the LLS declared by authors such as Dörnyei and Skehan (2003), Griffiths and Oxford (2014) pointed out that Learning Strategy Theory also includes an important sociocultural-communicative-interactive dimension, among others, that generates in conjunction an interconnected group of theories involved in the learning strategy phenomenon. For this reason, Griffiths and Oxford (2014) define strategies as “theoretically multifaceted” (p. 2), expressing the need for research that complements and shapes a theoretical base through these multifaceted components of the learning strategies, but being careful of not oversimplifying the richness of the phenomenon.

In addition and as a complement to the previous arguments and proposals, Griffiths and Oxford (2014) also analyzed the past and present of the learning strategy

research, in order to enlighten the direction and new path that the research should follow for future and better understanding of the learning strategy theory. They express their ideas about what and how LLS research will and should be in the twenty-first century saying that:

[...] research involving learning strategies might reveal a marked trend in the direction of think-aloud protocols and learner narratives, although traditionally quantitative research on strategies will no doubt continue. Criticism over misuse of Likert-scaled instruments will die down when the ordinal nature of such scales leads researchers to more consistently use non-parametric statistical tests, even though the findings of those tests are actually quite similar to those of parametric tests in many cases. Use of teacher narratives would serve to open up the process of strategy instruction in new ways. (Griffiths & Oxford, 2014, p. 8)

Griffiths and Oxford (2014) also add that, in present time, an increasing number of authors argue that it is necessary to triangulate the data and findings in LLS research through complementary research methods in order to get a better approach and understanding of the LLS construct, such as Woodrow (2005, p. 96) who mentioned that “In the area of LLS research there is a need for richer descriptions of LLS use. This can be achieved by using more qualitative methods.” Some of these methods include interviews, observation, learning logs, and narratives, among others. This last one, gaining increasing popularity because of its richness of description from the main sources of information, which are the people who experience LLS in the educational field, which is supported by authors such as Barcelos (2008) and Kiernan (2010). Also, Oxford (2011) indicates that:

Narratives, such as learner diaries and learner histories, often provide much more contextualized information than many other techniques. Learners tell their own stories of L2 learning in specific sociocultural situations, describe the strategies they used to handle specific learning challenges and needs, and explain how they felt in various episodes and instances. In addition to being a strategy assessment tool, a narrative is also a well-recognized, respected research method. (pp.166-167)

Based on this statement, it can also be useful and helpful to consider EFL teachers' perspectives and experiences, and their own direct explanation of how and why they foster or instruct LLS to handle specific learning challenges and needs, considering the context in which this phenomenon takes place.

Woodrow (2005, p.96) mentions that "With so many contextual influences on strategy choice, it seems that a single instrument could not possibly be applicable and useful to all possible groups of language learners." And one associated problem to this, is the form and way that LLS research has followed over the years, which has kept a strong quantitative focus with the use of respective instruments such as Likert-scale questionnaires and surveys, possibly the most common method for this research field. These methods can limit the richness of information and also present lack of reliability.

Reid (1990, p. 323) argues against Likert-scale instruments that "limitations in language ability may prevent [students] from responding in a manner that accurately reflects their true opinion or attitude." In addition, Gu, Wen, and Wu (1995) questioned their reliability related to the accuracy of the statements that try to make a general interpretation of what the student would be trying to express, existing the possibility of ambiguity of the statement or an inexact reflection far from the student's one.

Following a more qualitative focus in LLS research, and the complementation of research with contextualized data, Oxford (2011, p.162) suggests to "make cultural

adaptations and re-assess [...] reliability and validity in each study and each Sociocultural context.” It directly disputes the reliability of the instruments to measure the learning strategy use in form of pre-existing inventories without contextualization of the phenomenon. Facing this problem, Griffiths and Oxford (2014) suggest two approaches for the use of pre-existing instruments: a) Adaptation according to the needs of the particular learners, situations, goals and research purpose; and, b) Construction of a new instrument specifically designed to accommodate the unique characteristics of the situated target research population.

In a cognitive view of language learning strategies, the correct employment of them is fundamental to produce efficient learning. Therefore, it is also important to learn how to use LLS. This means that LLS are also learnable. In this case, teaching them through training programs such as CALLA (Chamot & O’Malley, 1986), the Learning to Learn course (Ellis & Sinclair, 1994), and the Strategies-Based Instruction or SBI program (Cohen, Weaver, & Li, 1998) have shown some success. Nevertheless, authors such as Chamot (2004), and Oxford and Nyikos (1989) have mentioned that strategy instruction is a fundamental language teacher’s role, no matter if it is partly successful. Griffiths and Oxford (2014, p.3) support that “it is both possible and necessary to continue identifying success factors within any type of strategy instruction.”

Finally, getting information about the contextualized reality of the LLS is necessary to comprehend how LLS are perceived and how they may be useful and helpful for learning. For this purpose, it is understood that information taken from the immediate source of individuals who experience the LLS in the educational phenomenon is the best way of achieving this purpose and collecting the richest information possible to be found by now. In connection to this last idea, it is found that, considering the main participants of the educational phenomenon –teachers and learners–, a great explanation and rich information can be given by those who should be the most informed and professionally capable of understanding this matter inside the classroom: teachers. Knowing their experiences and reflections about LLS can be of

relevance to understand this matter at the time of exploring if and how LLS are fostered by teachers' pedagogical actions in a narrowed context, seeking the enlightenment by being immersed in a national context reality, which might hopefully be useful for education stakeholders that are keen on improving the learning process in the EFL Chilean class.

2.4 Research Questions

Once completed the literature-revision process, thoughts and reflections about the importance that the implementation of LLS in the learning of a foreign language, specifically in English, become recurrent. In the field of the investigation of this fairly important topic, the suggestions of Griffiths and Oxford (2014) with regard to the way in which to conduct research about LLS in a contextualized focus become relevant, especially after acknowledging the existing worldwide research and the knowledge gaps still unattended about the matter at issue.

In addition to serve as instances of work experience, our pre-service teacher experiences have contributed to tenfold a holistic interest on the English teaching phenomenon. Hence, it is our concern and purpose for this research to investigate and provide concrete data about the development of the LLS contextualized in the local educational reality, focused on how LLS are fostered and employed through the pedagogical actions of an English language teacher in an EFL Chilean context. After considering that in order to come up with a novel product and contribute with the research community by opening new flanks for investigation, it was decided to make the teacher, instead of the students, the focus of interest for this study in an attempt to set new precedents for research as mentioned previously. The concerns of the present research were conveyed and portrayed into three research questions set to be solved throughout the development of this research work. These questions are:

- 1) Which LLS are fostered by the teacher through the different class tasks, and how?

2) How aware is the teacher about the LLS that are fostered in the class and the ones that are not?

3) What are the teacher's beliefs about LLS in the context under study?

As the reviewing of this section comes to an end, the reader is cordially invited to proceed with the following chapter in which the methods of analysis and data collection are explained.

3. METHODOLOGY

In order to devise the methodology set to be employed during this research task, it is important to mention that our perceptions and experiences in the pedagogical field during our practicum stages as pre-service teachers were the main focus of interest in order to carry out; particularly because of the observed lack of strategies students showed to have when facing the learning process as learners many times do not know how to study and it is difficult to guide them. Therefore, it is understood (as it was described during the previous chapter) that the teacher is the main source of knowledge and guidance for students in order to confront the learning process; even more in the particular case of the EFL class, which is a subject that, due to its nature of foreign cultural element, narrows the sources of effective guidance for students because of the language. As the teacher is the person in charge of performing this significant role, it becomes highly interesting to know which LLS are fostered within the class and the elements that determine them. For that reason, it was decided to study the particular case of a school in which the researchers were able to perceive the reality of the described issue, and finally arose their interest and motivation to investigate.

3.1 Overall Design

The chapter at issue discloses ponderous aspects related to the research design selected, the context, participants, instruments used, procedures followed, and data analysis carried on throughout the development of this research work. As we, the researchers in charge of the study, had to undergo a period attending schools as part of the teaching practicum, several of those periods served as instances to:

- a) Observe lessons in a 9th grade at a public school in Santiago.
- b) Collect teaching materials used by the teacher.
- c) Analyze data collected from observations and documents.
- d) Interview the teacher in charge.

e) And ultimately, analyze data collected from the interview.

During this research, a complete withdrawal of the observer's presence from the sample participants seemed very unlikely to be accomplished due to the nature of the circumstances in which we attended the educational establishment –reportedly immersed 4 hours each week during more than 7 months—. This frequency of acquaintance with the students most likely triggered a mutual and reciprocal engagement between observers and the context under study; thus, an objective observation and description of the phenomenon or Positivist research philosophy could not be conceived. Therefore, it was decided to adopt an Interpretivist research philosophy instead, in order to effectively proceed with our research. This so-called “biased” rationale implies to coalesce within the individuals’ environment regardless the grade of proximity taken; likewise the study of the phenomenon in its natural environment together with the acknowledgement that the researchers’ presence cannot avoid affecting the phenomenon we study, whether we like it or not is something worthy of being considered. Similarly, we will explain in further detail the selection of a Case Study as the research strategy to work on.

3.2 Research Design

Due to the decision of conducting a research about a particular case that arose the interest of the researchers, a case study design was chosen based on the arguments given by literature available regarding the methodology for researching.

The Case Study, as a research strategy, has proven to be a very resourceful method to elicit conclusions, providing a detailed description of the units (Richards, 2007). There are plenty of reasons behind the selection of a case study to develop the present work.

First, it was agreed that due to the, perhaps, fuzzy nature of the area of research it was immersed on, there could not be much room for generalization –other than an analytical one but not statistical, which is well matched to the present study since its

purpose is not to generalize results, but to expose and give better understanding of a particular and narrowed reality. When regarding the peculiarities of the controlled setting –population or universe—in which the research was conducted, the outcomes of the study could have a much larger validity if the ultimate target is to provide a detailed description of a case. As quoted by Richards (2007), in a field as broad as geographically, socially and intellectually as teaching English as a second language (TESOL), where generalizations are likely to be blandly true or irresponsibly cavalier, the power of the particular case to resonate across cultures should not be underestimated.

Case studies' nature entitles researchers to use both qualitative and quantitative data to analyze and further classify the findings. Together, both quantitative and qualitative data provide a clearer picture rather than by considering each type separately when one of them is not enough to address the research problem or answer the research questions (Creswell, 2008).

Regarding the present research and its interests, and in agreement with the nature of the case study, it is needed to identify if the teacher of the case in study really fosters their students strategies to deal with the learning process of the English language. For this purpose, it is necessary to conduct a research in which data about the promotion of LLS can be collected, which has yielded to the design of a quantitative methodology due to the nature of the data and the literature cited in the previous chapter. Following the interests of the research, it is also needed to identify the factors, from the teacher's perspective, that influence the promotion of LLS in the classroom. For this second purpose, it is necessary to conduct research in which data from the teacher's perspective can answer this problematic, which has yielded to the design of a qualitative methodology due to the nature of the data expected to be collected from the teacher.

According to Yin (2003) a major strength of case study data collection is the opportunity to use many different sources of evidence because the use of multiple sources in case studies allows an investigator to address a broader range of historical,

attitudinal, and behavioral issues. In agreement with these authors and, due to the necessities of the study previously explained, it is decided to take a mixed method data collection approach.

Considering the types of case study: intrinsic, collective, and instrumental (Stake, 1995), it was decided to develop an intrinsic case study, which intention is guided by the researcher's interest in the case itself rather than extending theory or generalizing across cases (Stake, 1995), which matches our intention of exploring how LLS might be fostered in an EFL Chilean context, based on what the teacher believes.

3.3 Context

The present study has been applied in a facility that represents a considerable reality in Chile. The research has been carried in a public school located in La Florida, which was selected first, because of the characteristics of the particular case, explained in the section above; second, because of its convenient location, availability for researchers to enter the facilities and classrooms; and last, due to the willingness of the teacher to collaborate with the study.

Regarding the extension of the students' body, the establishment has thirteen classes including a Kindergarten. There is one class per level from first to twelfth grade. The number of students depends on the level; there is an average of approximately 25 students in each class. The fact that this school is public means that parents do not have to pay tuition for their pupils to study there. The background of the students is diverse, there are students who live near the school and others who travel over half an hour to arrive at the establishment. Also, there are students who live social and domestic difficulties as well as lack of motivation to be educated, while there are also students who, despite the different difficulties they face, are willing to be educated and achieve the goals indicated by their teachers. From this, it is possible to infer that the reality of students is also diverse, a factor that can make the English class a very challenging instance with regard to discipline. Also, classes cannot be performed entirely in English

given the fact that students have a rather low level of English, making it difficult for them to understand the language; nevertheless there are some of them who perform with a sufficient level in comparison to the rest.

In the following section, the corpus of the investigation is further explained with the purpose of clarifying it and relating it with the context.

3.4 Participants

The participants of the research were an English teacher and her ninth grade; however, all attention was directed to the teacher and her actions with that particular class. As background information of the teacher, it is necessary to consider that she had begun working at this school recently, although in terms of experience she had been teaching for more than 30 years. However, it was the first time for her to teach high school students, as her major was as a primary school teacher, with a diploma in English teaching.

The English teacher was observed for a number of lessons and then interviewed in the final stage of the process with the purpose of supporting observations. It was expected to make the teacher reflect on the findings and understand, under the teacher's perspective, why certain strategies were more or less fostered than others and how this phenomenon might be explained.

3.5 Instruments and Procedures

In the following section, a step-by-step disclosure of the procedures utilized in this mixed method intrinsic case study are presented, with additional elaboration and expansion when required.

First of all, permission were asked from the English language teacher in charge of the class observed to carry on the case study. Once cooperation was ensured, preparation for the observation of the classes was done, and all commentaries from the

teacher were taken into account. For the review of the letters of consent, see Appendix A.

Then, the collection of data reached its first stage, which corresponded to the observation of different classes during a one-month period, which comprised four sessions. For the data collected during the different sessions an observational protocol (see Appendix B) was used to collect data through class observations, during which field notes were taken and the sessions were also audio recorded.

After this stage, all data were collected and compiled, starting the revision process. Once it was organized and tabulated, analysis of data was conducted in order to find results from the observations. For the analysis, the SILL (Oxford, 1990) was used as a checklist (see Appendix C) to identify the LLS the teacher fostered throughout the lessons in her teaching. Once the results were organized, an interview was conducted with the teacher, as part of the second (qualitative) stage of the study, with the objective of sharing the findings and conducting the teacher to a reflection of the results. A second analysis of data was conducted at this point in order to find results from the interview session. Following, a deeper detail of each procedure is given.

3.5.1. Class observation.

Classroom research can be defined as an “ongoing and cumulative intellectual inquiry by classroom teachers into the nature of teaching and learning in their own classrooms. At its best, Classroom Research should benefit both teachers and students by actively engaging them in the collaborative study of learning as it takes place day by day in the particular context of their own classrooms” (Cross & Steadman, 1996, p. 2). It means that a more direct and natural approach of research is taken, which considers the problematics of being immersed in the phenomenon itself – as the changing environment and the disruption of the researchers– but also the rich data and comprehensive vision of the phenomenon to be studied.

In the particular case of this research, where the objective is to understand and analyze different patterns, which emerge in the natural development of a class and how these patterns relate to LLS, and what can be learned about them, classroom observation seems the most logical option to be chosen, as despite the commodity conducting research in an isolated and controlled setting would afford the researchers, there is simply no way to replicate a fully live and vibrating classroom, where different and unexpected situations that “real” teachers need to face on a daily basis simply cannot be accounted for outside of this environment.

It was understood that, by choosing this method, some issues could inevitably arise, such as the Hawthorne effect, defined by Earl-Slater as “(...) the very fact that people are under study, observation or investigation can have an effect on them and the results.” (2002, p. 335), as well as the possibility of being obtrusive observers. These factors were taken into account and efforts were made to minimize the impact they might have on the validity of the research. As the observer was familiar to the students and the teacher, the Hawthorne effect was expected to be reduced.

It was explained to the students that, during the following four classes, the observer would not be part of the class, and would not be able to answer questions from them due to the task of observing the classes for the study. Then, the observation started with the recording of the classes and note-taking of each pedagogical action executed by the teacher, whilst trying to remain as unobtrusive as possible. The collection of data also considered the photography of material that could help the researchers to complement the notes.

As it was already mentioned, a 9th-grade group was observed under the guidance of the English language teacher, with the objective to identify which LLS were the most and least fostered by the teacher through her pedagogical actions.

Four observations were scheduled to take place in four different classes whilst collecting data and analyzing documents and tasks presented by the teacher. These different instances were labelled as sessions, naming each instance of observation as

session 1, session 2, session 3 and session 4. Each session was scheduled in coordination with the teacher's availability. A detail of the schedule of each session is shown in the following table.

Observation plan			
Observation session	length	Data collected	date
Session 1	90 min	Audio recording, field notes, photographs.	Sep 25 th
Session 2	90 min	Audio recording, field notes, photographs.	Oct 2 nd
Session 3	90 min	Audio recording, field notes, photographs.	Oct 9 th
Session 4	90 min	Audio recording, field notes, photographs.	Oct 30 th

Table 6: Observation sessions.

An Observation protocol was designed and used for the collection of data (see Appendix B). This protocol, contains the structure to detail the session number, date, length of the observation, and mainly, to note and log each pedagogical action (activities, instructions, assignments) and the time in which it was observed. These notes were subsequently digitalized and complemented with the transcription of the audio recordings, method that allowed the researchers to write the details and events that were missing in the written notes. For the review of the digitalized observational protocols filled with the data, see Appendix E to Appendix H. For the review of the photographed material, see Appendix I.

3.5.2. Document/task analysis.

Document analysis, also known as “document research”, involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage (Crimson & Leontowitsch, 2006). In this case, a variant of this method was used, namely “task research”, with the objective of analyzing and understanding the characteristics of the tasks given by the teacher to the students, and how these allowed us to gain insights of the interplay of LLS. The rationale behind this election is that, by analyzing each task and document (e.g. worksheets) handed by the teacher, the researchers might find clues as to the LLS that these elicit.

The observational protocol designed to take field notes also contained a column in which the researchers could write key terms or words that subsequently helped them to easily identify the possible LLS involved in the pedagogical action analyzed. For this final purpose, the 7th version of Oxford’s SILL inventory was used. Questions from the SILL were transformed into a checklist syntax, as well as the Likert scale was transformed into a yes/no checklist column (see Appendix C). This method allowed the researchers to identify, find and summarize the LLS that were present in the classroom through the teacher’s pedagogical actions and the key words previously pointed out. What is novel from this method, is the increased reliability given to the data collected. It is explained because of the subjectivity to what the Likert scale is tied, where, in this case, the learners express their own perception about which LLS they use and how frequent they use them (as done in previous studies reviewed in chapter 2). This is mainly based on their remembrances, many times fragile memory and also over and underestimations. Nevertheless, through the use of a checklist, the identification of LLS are tied to the data collected, which is mainly objective recording of events developed during the different sessions. It can be considered as a more reliable methodology to collect, analyze data and find results from them, in comparison with the SILL or other similar Likert scale-based instruments.

3.5.3. Interview.

The last instrument of this research was an interview to the teacher after the observation period was completed, done to discuss and exchange opinions about the results of the study and make the teacher reflect about them to access her insights and possibly find explanations to the results obtained through the observations.

As mentioned by Dörnyei (2007), “interviewing is a frequent part of the social life surrounding most of us [...] It is exactly because interviewing is a known communication routine that the method works so well as a versatile research instrument- in fact, although there is a range of qualitative research techniques available for researchers, the interview is the most often used method in qualitative inquiries. It is regularly applied in a variety of applied linguistic contexts for diverse purposes” (p. 134). For this, it was thought that this method would allow us to understand in a very comprehensive way the thoughts and pointers that the teacher might be able to give us. It would also become a valuable tool in assessing how the LLS might have been relevant for learning and class effectiveness.

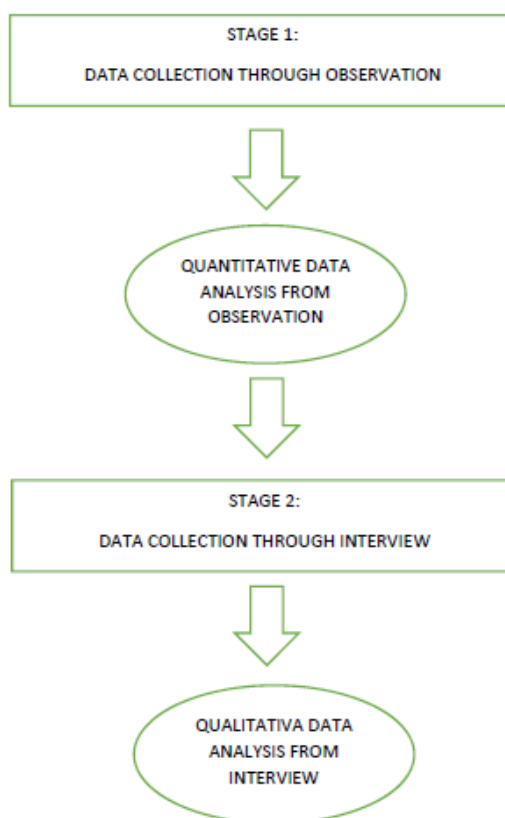
For the purpose of achieving the previously described goals, a brief report was developed in which the data from the quantitative analysis was summarized, in order to make the teacher reflect about it. An interview protocol and semi-structured questionnaire were also designed in order to conduct a formal interview that allowed the researchers to tackle the points of interest for what this stage was seeking. For the review of the questionnaire, see Appendix D.

Once the interview was conducted, data analysis was led in order to find relevant data that helped us to answer the research questions. For this purpose, the audio recording was transcribed for subsequent coding of data and analysis. For the review of the interview transcription, see Appendix N.

3.6 Data Analysis

It is important to first mention that data analysis was constituted by two sequential parts, as well as the data collection. These two data analysis steps were done as it follows.

Figure 1: Data collection and analysis.



In addition, it is also important to mention that the data analysis represented a guideline or main plan for the present study; thing that was tied to little modifications on the way (especially during the interview stage and on the schedule for observations) due to the qualitative nature of the study. As Grbich (2007) argues, each researcher (or group of them) can suggest different guidelines because each purpose of investigation is different. Also, as Dey (1993) states of qualitative research, a main plan is designed at

the beginning, but its development suffers continuous modifications according to the results that are been found.

3.6.1. Data organization.

The organization of the data collected was necessary to identify which data corresponded to each step, separating audio recording, photographs, and field notes; and also the interview session to the English teacher in charge, which involved the audio recording and the written notes taken during the interview.

3.6.2. Data storage.

Right after collection data processed and digitally stored. This process involved transcription, digitalization, and stored in digital supports which was necessary for post use of digital tools that helped the researchers analyze data in an optimum manner.

For observation data, audio recordings from the observation sessions were stored in digital supports as personal computers and private digital clouds in order to secure access from every place and also as a back up in case of malfunction of any personal computer. Also written notes taken during the observation sessions were digitalized for the same purpose of storage and back up. In this part, written field notes were complemented with information taken from the audio recording. For interview data, audio files were stored in digital supports and later transcribed (see Appendix E to Appendix H).

3.6.3. Data coding.

Coding the data was necessary to determine units of meaning for the analysis for every piece of data in which relevant information could be found. The coding of data had two steps defined as primary and secondary coding. Primary coding refers to the determination of units of analysis. According to Coffey and Atkinson (1996), this first coding should contemplate these three activities:

- a) Notice relevant things from data.
- b) Analyze them to find differences, similarities, and structures.
- c) Find some examples of them.

Nevertheless, as Coleman and Unrau (2005) expose about this first coding step, it only involves identification of data properties, not data classification, categorization, combination nor relation among them. It means, no interpretation of data. Primary coding of data was done for both observation data and interview data processed:

- Primary coding of data:
 - a) Determination of units of analysis in field notes and in the transcription of the interview, based on teacher's actions and instructions, and identification of key words.
 - b) Determination of units of analysis in interview transcription: Underlining and highlighting units of analysis to identify patterns.

In a second step, units were compared in order to identify similarities and differences among them, and then categorize them according to criteria that helped the researchers to analyze them, find relevant connections and information that addressed the problematics to study and interpret them in order to find answers, in this case, the LLS fostered by the teacher during the classes (see Appendix J to Appendix M).

Secondary coding of data was done in order to classify the categories into themes and subthemes of interest and meaning. Themes and/or subthemes were constructed based on the patterns found among categories. These themes and/or subthemes consisted in the base for the generation of reflections and conclusions that emerged from the teacher's point of view and researchers' analysis.

4. RESULTS

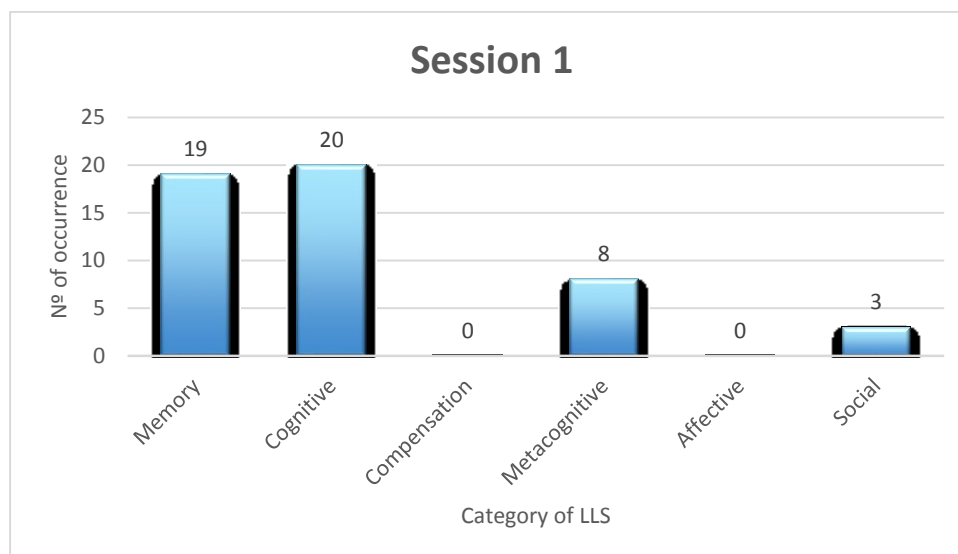
In the present chapter, results from the data collection are presented. As described in chapter 3: methodology, the research at issue followed a mixed-method data collection approach as well as a sequential analysis procedure in order to provide steady results. Mindful of the multifarious data collection mold, it was considered to adequately display results within two different sections –Quantitative and Qualitative results- pursuant to the logic of procedures described in the methodology chapter and the approach adopted during the study.

4.1 Quantitative Results

This section discloses the results obtained after completing the collection of data and further analysis of the four sessions devised for the observation of the pedagogical actions of the sample teacher during her classes. Each session, as described in the previous chapter, consisted of the observation, note-taking and audio recording of four ninety-minute classes. This data was moreover digitalized and then analyzed, in order to find out the most fostered LLS by the teacher's pedagogical actions involved in the development of her class. Following, the results for each session are detailed, where the LLS found during the class were counted and categorized according to Oxford's 1990's classification to display steadfast tendencies regarding those least and most fostered LLS. The following table features the date and length of each observation instance in an attempt to set chronological detail of the events at issue.

4.1.1. Session 1.

Hereby are displayed the data results obtained from the session 1. The data analysis revealed the grade of occurrence of a specific LLS category following the teacher's pedagogical actions expressed in numbers according to Oxford's LLS classification:

Figure 2: Session 1: Occurrence of LLS by category

From Figure 2, it is possible to appreciate the grade of occurrence of each LLS category, where Cognitive and Memory strategies appear as the most fostered ones. On the other hand, Compensation and Affective strategies embody the least fostered LLS type. Metacognitive strategies and Social strategies were seldom fostered during the class. The numerical tabulation of the results is shown in the following table.

Table 7: Session 1: Occurrence of LLS by category

Category of LLS	N of occurrence
Memory	19
Cognitive	20
Compensation	0
Metacognitive	8
Affective	0
Social	3

From Table 7, Memory strategies presented a nineteen-time occurrence during the class. Activities and/or instructions that involved the fostering of this strategy category were the following according to the field notes:

<i>"The teacher asks the students to recall contents from last class."</i>
<i>"The teacher invites the students to make dialog in pairs."</i>
<i>"The teacher instructs the students to make and use flashcards with the key vocabulary."</i>

Cognitive strategies presented a twenty-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following:

<i>"The teacher asks the students to describe the weather, the present date and their mood orally."</i>
<i>"The teacher asks the students to recall contents from last class."</i>
<i>"The teacher invites the students to make dialog in pairs."</i>
<i>"The teacher instructs the students to make and use flashcards with the key vocabulary."</i>

Compensation strategies presented absolutely no occurrence during the class.

Metacognitive strategies presented an eight-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following:

<i>"The teacher presents the objectives to the students to make them clarify their goals."</i>
<i>"The teacher manages some students regarding their attitudes at the time of studying."</i>
<i>"The teacher gives instructions and specific time to do a task to make the</i>

<i>students organized their work."</i>
<i>"The teacher invites the students to make dialog in pairs."</i>
<i>"The teacher instructs the students to make and use flashcards with the key vocabulary."</i>
<i>"The teacher invites the students to check and correct their task."</i>

Affective strategies presented absolutely no occurrence during the class.

Social strategies presented a three-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following:

<i>"The teacher invites the students to make dialog in pairs."</i>
--

To wrap-up session 1, results exposing the most and least fostered LLS after summing up the frequency of occurrence in numbers are to be presented within the following table:

Table 8: Session 1: Most and Least fostered LLS by category.

N of strategies found	Most fostered	Least fostered
50	Cognitive (20)	Compensation (0)
	Memory (19)	Affective (0)

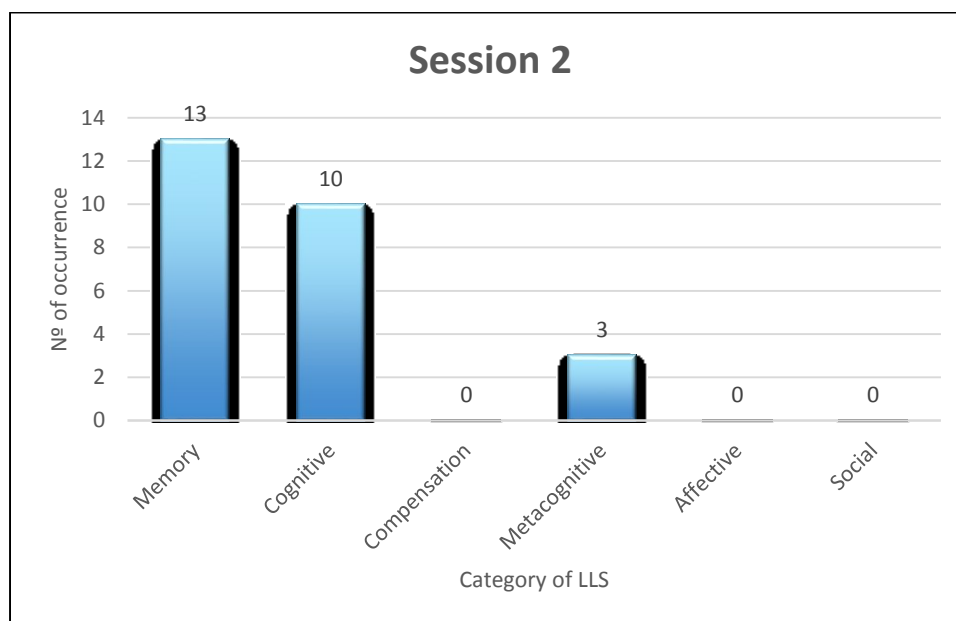
From Table 8, it is possible to appreciate that, among 50 strategies found in session 1, the most fostered type of LLS were the Cognitive strategies that presented a twenty-time occurrence during the observed class, followed by Memory strategies that presented a nineteen-time occurrence. On the other hand, the least fostered type of LLS

were Compensation strategies, as well as Affective strategies which presented absolutely no occurrence during the observed class.

4.1.2. Session 2

Hereby are displayed the data results obtained from the session 2. The data analysis revealed the grade of occurrence of a specific LLS category and findings are presented the same as for session 1:

Figure 3: Session 2: Occurrence of LLS by category



From Figure 3, it is possible to appreciate the grade of occurrence of LLS by category, in which Memory strategies and Cognitive strategies appeared as the most fostered ones. Whereas, Compensation strategies, Affective strategies and Social strategies were clearly the least fostered type of LLS. Metacognitive strategies were seldom fostered during the class. The numerical tabulation of the results is shown in the following table.

Table 9: Session 2: Occurrence of LLS by category

Category of LLS	Nº of occurrence
Memory	13
Cognitive	10
Compensation	0
Metacognitive	3
Affective	0
Social	0

From Table 9, Memory strategies presented a thirteen-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

<i>"The teacher makes the students analyze and summarize a diagram of contents."</i>
<i>"The teacher makes the students translate sentences from Spanish to English using a diagram."</i>

Cognitive strategies presented ten-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

<i>"The teacher makes the students analyze and summarize a diagram of contents."</i>
--

Compensation presented absolutely no occurrence during the class.

Metacognitive strategies presented three-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher makes the students to analyze and summarize a diagram of contents."

Affective strategies presented absolutely no occurrence during the class, same as with Social strategies.

To wrap-up session 2, results exposing the most and least fostered LLS after summing up the frequency of occurrence in numbers are to be presented within the following table:

Table 10: Session 3: Most and Least fostered LLS by category

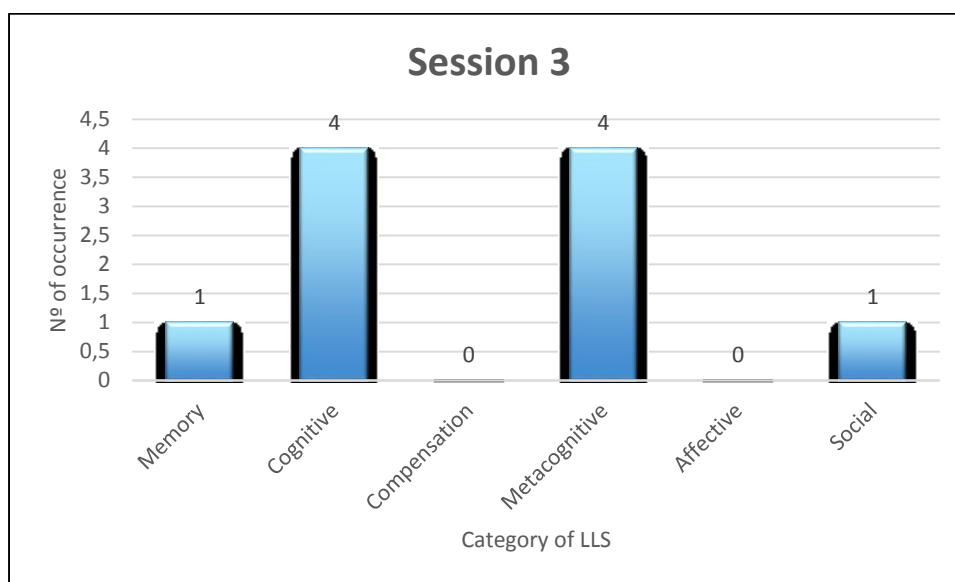
N of strategies found	Most Fostered	Least Fostered
26	Memory (13)	Compensation (0)
		Affective (0)
		Social (0)

From Table 10, it is possible to appreciate that, among 26 strategies found in session 2, the most fostered type of LLS were the Memory strategies that presented a thirteen-time occurrence during the observed class. On the other hand, the least fostered type of LLS were Compensation strategies, Affective strategies and Social strategies, which presented absolutely no occurrence during the observed class.

4.1.3. Session 3.

Data results obtained from the session 3 are displayed in this section, following the same presentation format used for sessions 1 and 2:

Figure 4: Session 3: Occurrence of LLS by category.



From Figure 4, it was possible to appreciate the grade of occurrence of LLS by category, in which Cognitive strategies and Metacognitive strategies appeared as the most fostered ones, while Compensation strategies and Affective strategies were clearly the least fostered type of LLS. Memory strategies and Social strategies were fostered once each during the class. The numerical tabulation of the results is shown in the following table.

Table 11: Session 3: Occurrence of LLS by category

Category of LLS	N of occurrence
Memory	1
Cognitive	4
Compensation	0
Metacognitive	4
Affective	0
Social	1

From Table 11, Memory strategies presented a one-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher makes the students to create a poster about a service or product."

Cognitive strategies presented a four-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher makes the students create a poster about a service or product."

"The teacher makes the students create a postal to somebody else describing a place they would like to be."

Compensation presented absolutely no occurrence during the class.

Metacognitive strategies presented a four-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

<i>"The teacher makes the students create a poster about a service or product."</i>
<i>"The teacher makes the students create a postal to somebody else describing a place they would like to be."</i>

Affective strategies presented absolutely no occurrence during the class.

Social strategies presented a one-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

<i>"The teacher makes the students create a poster about a service or product."</i>

To wrap-up session 3, results exposing the most and least fostered LLS after summing up the frequency of occurrence in numbers are to be presented within the following table:

Table 12: Session 3: Most and Least fostered LLS by category

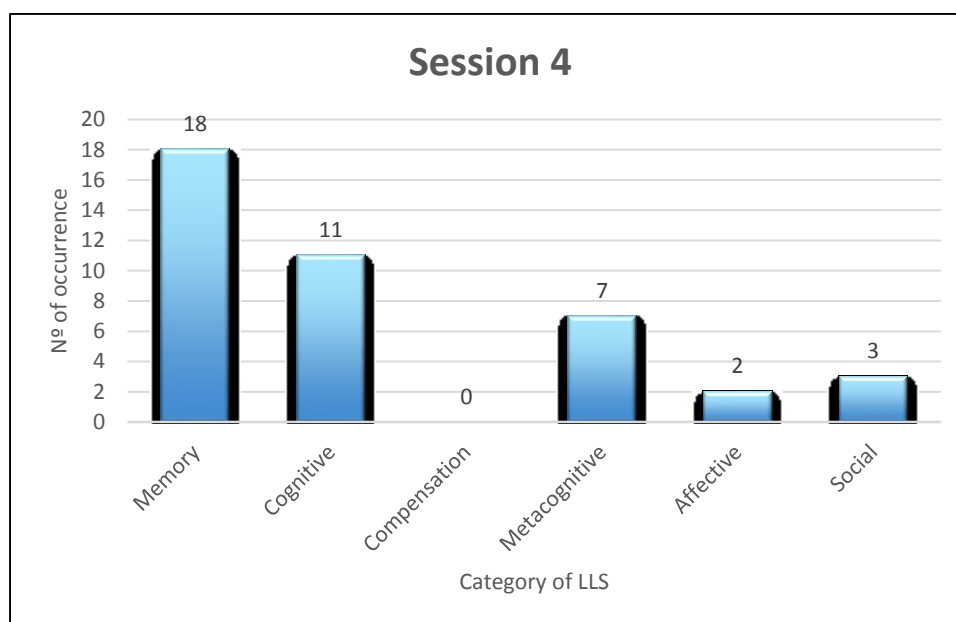
N of strategies found	Most Fostered	Least Fostered
10	Cognitive (4)	Compensation (0)
	Metacognitive (4)	Affective (0)

From Table 12, it is possible to appreciate that, among 10 strategies found in session 3, the most fostered type of LLS were Cognitive strategies and also Metacognitive strategies that presented each a four-time occurrence during the observed class. By the other hand, the least fostered type of LLS were Compensation strategies and Affective strategies, which presented absolutely no occurrence during the observed class.

4.1.4. Session 4.

Results obtained from the session 4 are below presented and organized as they were for the previous three sessions.

Figure 5: Session 4: Occurrence of LLS by category



From Figure 5, it is possible to appreciate the grade of occurrence of LLS by category, in which Memory strategies and Cognitive strategies appeared as the most fostered ones, followed by a considerable grade of occurrence of Metacognitive strategies, regarding the rest of categories. On the other hand, Compensation strategies

were clearly the least fostered type of LLS. Affective strategies and Social strategies were seldom fostered during the class. The numerical tabulation of the results is shown in the following table.

Table 13: Session 4: Occurrence of LLS by category.

Category of LLS	N of occurrence
Memory	18
Cognitive	11
Compensation	0
Metacognitive	7
Affective	2
Social	3

From Table 13, Memory strategies presented an eighteen-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

<i>"The teacher makes the students to draw a diagram and write descriptions of the contents of the class."</i>
<i>"The teacher invites the students to give written and oral examples of plans using the contents learned."</i>
<i>"The teacher invites the students to check and correct their examples."</i>

Cognitive strategies presented an eleven-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher makes the students draw a diagram and write descriptions of the contents of the class."

"The teacher invites the students to give written and oral examples of plans using the contents learned."

"The teacher invites the students to analyze, check and correct their examples."

Compensation presented absolutely no occurrence during the class.

Metacognitive strategies presented a seven-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher fosters students to ask for questions about the diagram and the contents."

"The teacher invites the students to analyze, check and correct their examples."

Affective strategies presented a two-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher invites the students to analyze check and correct their examples."

Social strategies presented a three-time occurrence during the class. Activities and/or instructions that involved the fostering of this type of strategies were the following.

"The teacher fosters students to ask for questions about the diagram and the contents."

To wrap-up session 4, results exposing the most and least fostered LLS after summing up the frequency of occurrence in numbers are to be presented within the following table:

Table 14: Session 4: Most and Least fostered LLS by category.

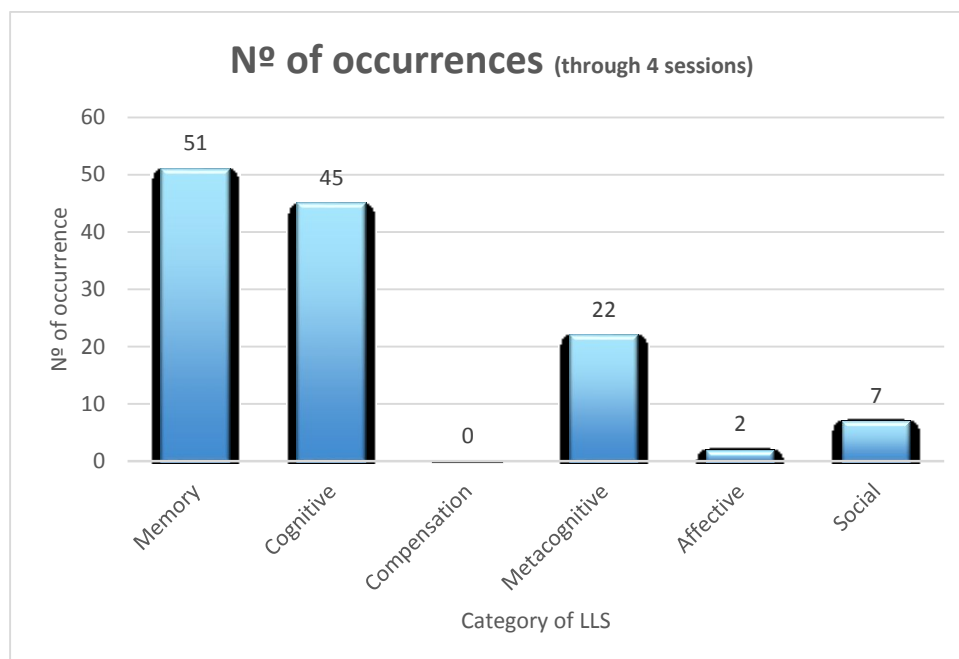
N of strategies found	Most Fostered	Least Fostered
41	Memory (18)	Compensation (0)

From Table 14, it is possible to appreciate that, among 41 strategies found in session 4, the most fostered type of LLS were Memory strategies that presented an eighteen-time occurrence and during the observed class. By the other hand, the least fostered type of LLS were Compensation strategies, which presented absolutely no occurrence during the observed class.

4.1.5. Results among the four sessions.

In order to summarize the results obtained from the analysis of the data collected during the four sessions of observation, the final quantity of the strategies found is presented, being classified by category as it was detailed previously for each session.

Figure 6: Occurrence of LLS by category through the four sessions.



From Figure 6, it is possible to appreciate the number of occurrence of LLS by category along the four sessions, in which Memory strategies and Cognitive strategies appear as the most fostered ones, followed by a considerable grade of occurrence of Metacognitive strategies, regarding the rest of categories. By the other hand, Compensation strategies were clearly the least fostered type of LLS, followed by Affective strategies and Social strategies which were seldom fostered during the classes observed. The numerical tabulation of the results is shown in the following table.

Table 15: Occurrence of LLS by category through the four sessions.

Categories of LLS	Total of LLS found during the 4 observations (by category)
Memory	51
Cognitive	45
Compensation	0
Metacognitive	22
Affective	2
Social	7

From Table 15, Memory strategies presented a fifty-one-time occurrence during the four sessions; being most of them found during session 1. The most common activities and/or instructions that involved the fostering of this type of strategies were those related to the creation and use of diagrams or summaries of contents to be used in the creation of dialogs or sentences.

Cognitive strategies presented a forty-five-time occurrence during the four sessions; being most of them found during session 1. Activities and/or instructions that involved the fostering of this type of strategies were those related to the use of diagrams or summaries of contents to create dialogs or sentences, as well as the analysis and correction from students of examples provided by themselves.

Compensation presented absolutely no occurrence during the four sessions.

Metacognitive strategies presented a twenty-two-time occurrence during the four sessions; being most of them found during session 1. Activities and/or instructions that involved the fostering of this type of strategies were those related to the use and analysis

of diagrams or summaries of contents, as well as the analysis of examples or sentences given by the students.

Affective strategies presented a two-time occurrence during the four sessions; being all of them found during session 4. Activities and/or instructions that involved the fostering of this type of strategies were those related to the analysis and correction of sentences or examples given by the students.

Social strategies presented a seven-time occurrence during the four sessions; being most of them found during session 1 and session 4. Activities and/or instructions that involved the fostering of this type of strategies were those related to the creation and performance of a dialog, as well as the asking of questions about the diagrams and contents of the class.

To wrap-up the four sessions, results exposing the most and least fostered LLS after summing up the frequency of occurrence in numbers are to be presented within the following table:

Table 16: Most and Least fostered LLS by category through the four sessions.

N of strategies found	Most Fostered	Least Fostered
127	Memory (51)	Compensation (0)

From Table 16, it is possible to appreciate that, among 127 strategies found during the four sessions, the most fostered type of LLS were Memory strategies that presented a fifty-one-time occurrence. The least fostered type of LLS were Compensation strategies, which presented absolutely no occurrence during the sessions observed.

4.2 Qualitative Results

In an attempt to secure data related strictly with the subjective perception of the sample teacher with regard to the promotion of a specific LLS category, it was considered to carefully prepare an interview in order to elicit such information. This interview-crafting process involved the devising of a range of steps prior to its application in order to obtain suitable and reliable material to support the quantitative data-result analysis.

A semi-structured interview served at this instance, since its open-ended question feats would allowed interaction between the researcher and the interviewee. Minding meeting the standards of our research questions, 12 leading questions were then created in order to gradually obtain pragmatic hints that can serve preliminary as basis to, furthermore once transcribed and moreover analyzed, answer either one or the whole of our three research questions (chapter 2).

Fully into the matter, once the protocol of introduction and greeting were completed, the interview unfolded with the questions related to the matters that the research has pointed about the fostering of LLS.

After the data from the interview was collected, analysis of it was done, following the methodology previously described in chapter 3. The coding of data generated on the answers given by the interviewee (the teacher of the observed 9th grade A) allowed the researchers to apportion different points that were found to be described in relation to the research questions mentioned before. The points of interest found during the analysis of the interview data are described as follows.

- a) Teacher's awareness of LLS.
- b) Factors that influence how LLS are fostered in the EFL class.
- c) EFL teaching and LLS.

This apportion became the structure and order designed for the report of the qualitative results.

4.2.1. Teacher's awareness of LLS.

In the present section, answers related to the teacher's awareness regarding the function of the LLS and their presence in the class observed are exposed. The section has been disclosed into two main points, which are the followings:

- Teacher's conceptions about the LLS.
- Teacher's perception about LLS in the classroom.

4.2.1.1. Teacher's conceptions about the LLS.

Regarding the concept of what LLS are, an answer is given by the teacher after question nº5:

I: *“¿Qué es para usted una estrategia de aprendizaje de idioma o Language Learning Strategy?”*

T: *“What is a Language Learning Strategy for you?”*

T: *“Para mí sería todas las estrategias que tú (...) tú utilizas (..) en el (.) en el aula con lo:::s (.) los ↑niños (3.0) pueden ser diversas, depende de la habilidad que tú quieras desarrollar.”*

T: *“For me, they would be the strategies that you use in the class with the children. They may be diverse, it depends on the ability that you want to develop.”*

After question nº5, brief definition of LLS is given to the teacher, based on Oxford's definition. Following, the teacher is asked whether she knows of any categorization of LLS and she expressed to not be familiarized with any categorization or descriptions as it is shown through the following answers:

T: *"Mmm, no."*

"Lo que pasa es que esta- Yo no conocía esta °categorización°..."

"Yo siento que::: compensation ehe (...) no (x) no había visto como (...) como una categoría:::, digamos (...) como una estrategia para utilizar."

"What happens is that I did not know this categorization."

"I feel that I had never seen compensation as a category, let us say, as a strategy to be used."

It is important to mention that a printed document with a brief description of each category was presented and read by the teacher.

4.2.2.1. Teacher's perceptions about LLS in the classroom.

Regarding the perceptions about which LLS are fostered in the classroom and which are not, answers were given by the teacher after question nº7. The teacher tended to recognize that all the categories are present in the classroom. The related extracts from the interview are shown in the following quotes:

T: *"Yo creo que cada una de (...) las (.) categorías se (.) realiza (.) en el ↑aula. Cada ↑una (...) cada una de estas categorías que tú presentas, ehe, están dadas en el ↑aula."*

“... uno va a hacer todo (.) está::: (.) dentro (.) de su quehacer pedagógico.”

“I think that each of these categories are present in the classroom. Each one of these categories that you present (regarding the printed document presented to the teacher) are present in the classroom.”

“You are going to do all this (the implementation of LLS) within your pedagogical work.”

In her answer to question number 8, the teacher first tended to recognize Social and Cognitive categories as the ones she most fostered. Nevertheless, the teacher, immediately tended to recognize that all of them were present (fostered) in the class in a way, but could not identify a particular category as the most fostered one. Notwithstanding this initial answer, the teacher could finally recognize certain strategies as the most fostered once she was given a list of LLS with the same format as the ones used during the observation data analysis. The related extracts from the interview are shown in the following quotes:

T: “[Yo creo] que (..) Memory, Cognitive, (...) Compensation, Metacognitive- es decir, ↑todas! (..) todas.”

“Yo diría Cognitive ¿Alguna específica en Cognitive?... students are asked to (.) write (.) °notes (xxxx), letter and report (movie) (2.0) sí”

“I think that Memory, Cognitive, Compensation, Metacognitive, I mean, all, all of them.

“I would say cognitive. Any in particular?... Students are asked to write notes (inaudible), letters and reports (movies). Yes.”

I: “¿Cree usted que son las que más fomenta dentro de la clase?”

T: “[sí!] [yes!] (...) sí (.) ↓°sí°.”

I: Do you think that those are the LLS that you fostered the most in the classroom?

T: Yes! Yes! (...) yes, yes.

In order to complement the matter of the initial question, a sub-question was asked to the teacher in order to tackle the least fostered LLS in the classroom:

I: “¿Y cuáles serían de estas las que tal vez menos fomenta dentro de la clase según su apreciación?”

I: And which of these LLS would be the ones that you fostered the least within the classroom?

T: Affective. Yes, yes.

In contrast with the quantitative results, the teacher was right regarding Cognitive, but wrong regarding Social as one of the most fostered.

Regarding the rest, the teacher was right about that all of them are present, except for Compensation that was never present during the observations.

Regarding Affective, the teacher was partially right as being mentioned as one of the least fostered.

More details of these findings are given during chapter 5 in which the results are discussed.

4.2.2. Factors that influence how LLS are in the EFL class.

In this part, answers given by the teacher in relation to the factors that influenced how LLS were fostered in the ELF class are apportioned into the following points.

- Students’ characteristics.
- Facilities and resources.
- Teacher’s conditions facing the class group.

4.2.2.1. Students’ characteristics.

4.2.2.1.1. Number of students.

Regarding the influence of the number of students and the fostering of LLS, the teacher reported that hers is not a propitious context to teach EFL due to the number of students in the group. The related extract from the interview is shown in the following quote:

I: “¿Es propicio el contexto para lograr enseñar inglés?”

T: “No! No creo que sea propicio (en primer lugar), la cantidad de alumnos (.) cuarenta y dos.”

I: Is the context propitious to teach English (as a foreign language)?

T: No! I do not think it (the context) is propitious. In first place, the number of students, forty-two.

The teacher indicated that it is possible to foster all the strategies (from the inventory studied), but the large quantity of students makes this task difficult. The related extracts from the interview are shown in the following quotes:

T: "... yo creo que todas las estrategias son posibles (de promover). Lo que pasa es que se dificulta más por la cantidad de alumnos..."

"Son muchos alumnos por curso"

T: I believe/think that all the strategies are possible to be promoted. What really happens is that it becomes more difficult because of the quantity of students. I believe/think that all the strategies are possible to be promoted. But it has a strong relation with the quantity of students."

"There are too many students per class (students)."

4.2.2.1.2. Students' psycho-cognitive behavioral nature.

Regarding the influence of the students' psycho-cognitive behavioral nature on the fostering of LLS, information is revealed after question nº3, as the teacher has pointed out that students are passing through a quite complex stage, therefore, the work has been difficult. The teacher also indicated that not just the work with them is difficult, but the stage itself is also difficult. The related extracts from the interview are shown in the following quote:

T: "...y están en una etapa muy (2.0) compleja. Están en una etapa muy compleja, por lo tanto, (el trabajo con el primerio medio A) ha sido (.) difícil." "... ellos están viviendo una etapa::: (2.0) difícil."

*T: “and they are in a quite complex stage. They are in a quite complex stage, therefore, it (the work with the 9th grade A) has been difficult.”
“They are living a difficult stage.*

Moreover, information related to the same topic was given after question n°9, as the teacher indicated that there are also difficulties to foster LLS because of the characteristics and type of the students.

T: “Evidentemente, (es difícil) por las características de ciertos –de, del grupo curso.”

“... tiene mucho que ver con...el tipo de alumnos...”

T: “Of course, (it is difficult) because of the characteristics of the course’s group.”

“It has a strong relation with the type of students.”

The teacher, after discussing the importance of the LLS, has pointed out that there are external and internal factors to the students; among them, the stage they are living, that affects the fostering of the LLS. Also, the teacher relates the learning styles of students to this matter.

T: "... eso tiene que ver con... Muchos elementos... Y son internos y externos... Todo lo que tiene que ver con la etapa que (el alumno) está viviendo..."

"... hay alumnos que son más kinestésicos, y necesitan espacio para... para enseñarles..."

T: "It's everything about many factors that are internal and external. Everything that is related to the stage that students are living."

"There are students that are more kinesthetic, and they need space to, to be taught."

4.2.2.1.3 Students' interests.

Regarding the influence of the student's interest on the fostering of LLS, answers are given after question nº12, where the teacher made reference to the internal and external factors that affect the students; among them, the expectatives from students. Also, the teacher indicated that the use of devices, in this case, cell phones, deviate the student's attention and interest to other matters such as the use of the online social network Facebook, becoming certain technologies into unusable tools for learning, despite their potential to develop LLS. The related excerpts from the interview are shown in the following quotes:

I: "¿Cuán importante es para usted promover en los estudiantes el uso de Language Learning Strategies? ¿Por qué?"

T: "Todo tiene que ver con... las expectativas que tiene (el alumno)..." "... por ellos solamente usarían el puro celular, pero el

celular no lo usan en servicio del idioma (aprendizaje de la lengua inglesa). Porque muchas veces he intentado utilizarlo y ellos están metidos en Facebook. Entonces, no, no- no es una herramienta que tú mayormente la (...) la puedas utilizar siempre, porque lo que van a hacer, es hacer sus propios intereses, que son otros. No son los que sirven a (...) (xxxx).”

I: “How important is to promote the use of LLS among the students to you? Why”

T: “Everything is related to the expectative the student has.” “For them, they would just use the cellphone, but the cellphone would not be used for the purposes of the language (learning). Because I have tried several times to use it, but they are logged on Facebook. Therefore, no, it is not a tool that you can mostly use every time, because what they would do is to look for their own interests, which are other interests. They are not the ones that works for (inaudible).”

4.2.2.1.4. Students’ socio-cultural environment.

Regarding the influence of the student’s sociocultural environment and its effect on how LLS might be fostered, information was revealed after question nº3. The teacher indicated that there is a cumulus of external situations that highly affect the students, mainly linked to the family such as absent parents, absent families or, on the contrary, overprotective families. The related excerpt from the interview is shown in the following quote:

T: “Yo creo que es un cúmulo de ehe::: de situaciones (2.0) °ehe° (...) externas que influyen demasiado en, en, en los niños (los estudiantes), ehe (.)↑padres ausentes, familia ausente, o ↑sobreprotectora...”

T: “I believe/think this is a cumulus of external situations that highly influence children (the students), absentee parents, absentee family, or overprotective (families).”

The teacher also indicated that, within the internal and external factors that affected the students, and therefore, the fostering of LLS, the type of family the student belongs to is also part of the matter.

T: “Todo tiene que ver con... la tipo de familia que tiene (el estudiante)...”

T: “Everything is related with the type of family the student has.”

4.2.2.2. Facilities and resources.

Regarding the influence of the facilities and resources on the fostering of LLS, the teacher mentioned relations to the resources in the classroom, the lack of availability physical spaces for kinesthetic activities and for the large quantity of students, as also the lack of designated spaces for resources such as a language lab. The related extracts from the interview are shown in the following quotes:

I: “¿Cuán importante es para usted promover en los estudiantes el uso de Language Learning Strategies? ¿Por qué?”

*T: “Todo tiene que ver... con los recursos que se utilizan en el aula.”
 “... si por ejemplo, hay alumnos que son más kinestésicos, y necesitas espacio para (...) para enseñarles, kinestesi- más ehe (...) más ehe (...) estrategias que la que apoyen esa, ese desarrollo, pero no tienes espacio dentro del aula porque apenas caben. ... Hay lugares del establecimiento que están ocupados, que tú decís ↑hace la clase en el patio! pero en el patio están en educación física otros cursos. Entonces, cómo logras si no tienes espacios y no tienes la infraestructura para::: (2.0). No hay laboratorios de idiomas. ...Entonces, no, no se adecuan ciertas necesidades a todas las estrategias...”*

I: “How important is to promote the use of LLS among the students to you? Why?”

T: “Everything is related with the resources that are used in the classroom.” “If, for example, there are students that are more kinesthetic, and they need more space to be taught more kinesthetic, ehe, strategies that support the development of it, but you have no room enough within the classroom, because students almost fit in it. ... There are places from the establishment that are busy, and you can say “make the class in the schoolyard!”, but there are other courses taking physical education. Therefore, how you can do it if you have no spaces and no infrastructure to... There is no language lab...Therefore, there are certain necessities that are not suitable to every strategy.”

The teacher mentioned the time available, pointing it out as another factor that influenced the fostering of the LLS.

4.2.2.3. *Teacher's conditions facing the class group.*

Regarding the influence that might have the teacher's conditions facing the class group, the teacher indicated details about their condition facing the 9th grade A. It is revealed that, for the teacher, this is a new school and new class group. The related extract from the interview is shown in the following quote:

T: "... para mí es un curso Nuevo (2.0) ehe::: (...) colegio Nuevo, lo cual (.) ha complicado un poquito las situaciones..."

T: "for me, this is a new class group, ehe, new school, things that have complicated the situations a little bit."

The teacher mentioned factors such as the decisions taken to develop certain language abilities. The related extracts from the interview are shown in the following quotes:

T: "Lo que pasa es que se dificulta por... la toma de decisiones que uno ha hecho frente a determinada (...) ehe, habilidad que hay que desarrollar. Y yo creo que en realidad esa es una autocrítica, habría que tomar todos los aspectos."

"Depende de varios factores, y de las decisiones que uno va tomando. Depende de toda esa realidad."

T: "What happens is that it becomes difficult because of the decision taking that you have to do facing certain ability that must be developed. And I think that it is actually a self-criticism; every aspect should be considered."

“It depends on several factors, and the decisions that you take. It depends on all this reality.”

4.2.3. EFL teaching and LLS.

This section tackles the factors involved in the relation between EFL teaching and LLS, as well as the opinions exposed by the teacher about this matter. It has been disclosed into three items, which are the following:

- Benefits of LLS in the ELF class.
- LLS and academic results.
- Teacher’s reflection with regard to LLS

4.2.3.1. Benefits of LLS in the EFL class.

Stemming from the previous question, related strictly to the importance the fair distribution of all the 6 LLS categories in class has, the teacher is whether she would modify her pedagogical actions to give more attention to some LLS or to balance them in her teaching. The teacher did not hesitate to say:

T: “Yo creo eso [las estrategias de aprendizaje del idioma] hace que el aprendizaje sea más completo (...) y más efectivo.”

T: I think the LLS make the language learning experience to be more complete and effective

4.2.3.2. *LLS and academic results.*

When asked about the effectiveness of the strategies she fostered in the classroom, the teacher referred to the results obtained with the class, by saying:

T: “Yo creo que los resultados no son lo que uno espera ni lo que uno quiere. No siento que he elegido mal las estrategias. Siento que he potenciado muchas (...) en desmedro de otras. Los resultados no están acordes al trabajo que uno ha hecho. Siento que podrían ser mucho mejor.”

T: “I think the results are not what I would have expected nor would I have wanted to be like. I do not think I have chosen the strategies wrongly. The results are not even with the work done. I think the results could be much better.”

A brief complementary elaboration demanding the teacher to ponder upon the importance of insist on fostering LLS notwithstanding the hypothetical circumstance of academic underachievement was stated in answer to the following sentence during the discussion of question nº12:

I: “Según usted, sin importar que a veces no se condigan lo resultados académicos; aun así es importante seguir promoviendo el uso de estrategias.”

I: “So, as to you; even though sometimes the academic results might be in jeopardy, it is important to keep fostering the use of LLS.”

For what the teacher claimed:

T: “Sí. (...)Eso tiene que ver con otro factor [sic] [recte otros factores] también. La etapa que (el alumno) está viviendo, tipo de familia que tiene, las expectativas que tiene, los recursos que se utilizan en el aula.

T: “Yes. There are other factors involved as well. The stage in life the student is undergoing, the type of family, goals set to achieve he/she has and the resources employed in the classroom.”

4.2.3.3. Teacher’s reflection with regard to LLS.

With regard to the teacher’s appraisal for LLS, the following sub-question from the discussion of question n°12 attempted to extrapolate that with the predominance of some categories among the rest:

I: “Si bien (...) todas las estrategias son importantes; de acuerdo a la realidad ¿tendrían que priorizarse ciertas estrategias en comparación con otras según la realidad de los alumnos y del aula?”

I: “As all the strategies are important, according to the students’ characteristics and class’ reality, should the fostering of some of them have predominance over others?”

For what the teacher said:

T: “Según la realidad del aula y de los alumnos. Hay alumnos que son más kinestésicos y necesitas espacio para enseñarles (...) estrategias que apoyen (...) ese desarrollo pero no tienes espacio dentro del aula porque apenas caben. Es complejo. En el patio están en educación física otros cursos. No tienes la infraestructura. No hay laboratorios de idiomas. Son muchos alumnos por curso. No se adecúan ciertas necesidades a todas (las) estrategias, pero eso no significa que no se puedan hacer. Con un poco de esfuerzo y (acomodando) algunos contenidos puedes trabajar las estrategias.”

T: “Based on the reality of the classroom size and the students. There are students that are more kinesthetic and you need space to teach them strategies that develop that characteristic but you don’t have space inside the classroom because they barely fit together. It is hard. In the schoolyard is always busy with other classes having physical education. There is no infrastructure. There are no language laboratories. There are too many students per classroom. Certain needs do not aid a proper unfolding of all the LLS, but that does not necessarily they cannot be carried out. With a little effort adjusting some contents you can work all the strategies.”

4.2.4. Representativeness of the observed context.

In order to wrap up the interview, the teacher was asked an additional last question regarding the representativeness of her context in relation to the national reality. For what the teacher has said that the context in which the class observed took place is representative regarding the national reality:

T: “Yo creo que sí., que representa plenamente la realidad nacional. Sobre todo en el sector público. Converso con profesores que llevan dos años de experiencia y están con los mismos problemas que tenemos los que tenemos más años.”

T: “Indeed, yes, it fully represents the local reality, especially the public system. I speak with teachers with 2 years of experience undergoing similar hardships as those like me with a vaster experience.”

In the following chapter, an in-depth analysis and discussion of the above presented results was elaborated, and also related to the literature reviewed in chapter 2.

5. DISCUSSION

The chapter at issue discloses the connotations, and foremost kinship, between the information comprised in the previous chapter and the literature reviewed prior to the devising and application of the methodological procedures for the analysis of this research work. Following the order established at the very end of the literature review, the research questions are here answered in order to compromise the cohesion and coherence of this research purpose. The discussion will yield to the deriving implications, limitations and further gaps to fill for future complementary research that will find room in the subsequent chapters.

5.1 LLS fostered in a Secondary EFL Chilean Public School Class.

Faithful to the nature of a case study, figures stemming from the number of occurrence resembling the LLS identified during class observation as well as an interpretative analysis of the interview, serve as the basis for the discussion about the results of this research process.

According to the results exposed mainly in section 4.1 of quantitative results – especially in section 4.1.5, that summarizes the most and least fostered LLS –, as well as section 4.2.1 of teacher's awareness of LLS, it is possible to draw a clear picture of the reality lived regarding how LLS are fostered within the classroom.

The quantitative results showed that the most fostered LLS category corresponded to Memory with fifty-one-time occurrence during the four sessions of observation, while the least fostered LLS category corresponded to Compensation with absolutely no occurrence during the four sessions of observation. For a more detailed description of the results, the reader is invited to make a review of section 4.1.5 from the chapter 4 of results, if necessary.

In contrast with the perceptions given by the teacher during the interview, and also exposed in section 4.2.2.1, a mismatch is found between the quantitative results and the perceptions from the teacher.

In deeper discussion, the teacher was partially right at mentioning Cognitive as one of the most fostered LLS categories during the observed classes, despite it is not the most fostered one according to the quantitative results, but Memory. Nevertheless, the teacher was wrong at mentioning Social as well as part of the most fostered LLS categories.

On the other hand, at the time of identifying the least fostered LLS categories, the teacher was also partially right at mentioning Affective, despite it is not the least fostered one according to the quantitative results, but Compensation.

On a different level of discussion, interesting findings are observed at the time of comparing the quantitative results of the present study against the results from research studies exposed in the literature chapter, such as those from Zareva and Fomina (2013), and Del Angel and Gallardo (2014). A comparative table exposing the results from the present study and the mentioned literature is shown below:

Table 17: Comparative table of results: Present study vs cited studies.

	Present study	Zareva & Fomina (2013)		Del Ángel & Gallardo (2014)		
LLS categories	Fostering of LLS (Number of occurrence by category)	Use of LLS (means by category regarding two groups)		Use of LLS (means by category regarding two groups)		
		1 st year students (n ^o =23)	4 th year students (n ^o = 38)	Academically successful students (n ^o =266)	Non-academically successful students (n ^o =1017)	Averaged means from the two cited studies
Memory	51	3.22	3.23	2.92	2.88	3.06
Cognitive	45	3.53	3.76	3.49	3.16	3.49
Compensation	0	3.48	3.58	3.19	3.41	3.41
Metacognitive	22	3.66	3.93	3.65	3.54	3.70
Affective	2	2.94	2.90	2.73	2.68	2.70
Social	7	3.41	3.79	3.54	2.88	3.41
		Max SD* found = 0.66 (Metacognitive)		Max SD* found = 0.8 (Metacognitive)		

*SD = standard deviation.

From Table 17, it is possible to appreciate that there is not direct matching at the time of comparing the most fostered LLS and the most frequently used LLS. While the most fostered LLS from the present study was Memory with fifty-one-time occurrence, the most frequently used LLS from both Zareva and Fomina (2013) and Del Angel and Gallardo (2014) studies were those belonging to the Metacognitive category, which is, nevertheless, the third most fostered LLS during the classes observed with twenty-two-time occurrence. In addition, Cognitive category is the nearby second most fostered LLS in the present study with forty-five-time occurrence, which matches with the results

from the cited studies in the average of the most frequently used LLS with an averaged mean of 3.49.

On the other hand, it is possible to appreciate that there is a partial match regarding the least fostered LLS and the least frequently used LLS. While the least fostered LLS from the present study was Compensation with absolutely no occurrences, the least frequently used LLS from both Zareva and Fomina (2013) and Del Angel and Gallardo (2014) studies were those belonging to the Affective category, which is, nearby, the second least fostered LLS during the classes observed with just two-time occurrence.

In a particular conclusion, there is just partial coincidence with the tendencies observed in the cited studies conducted in other EFL contexts.

Finally, regarding the question to be answered: Which LLS are fostered by the teacher through the different class tasks, and how? The results from the quantitative part of the present study, the most fostered type of LLS within the classroom were those that belong to the category Memory, while the least fostered ones were those that belong to the category Compensation, based on Oxford's LLS classification (1990).

5.2 Teacher's Awareness about LLS.

The premise of this subsection stems from the clarification about the awareness managed by the teacher about the LLS that are regularly fostered in the class observed. Initially, the teacher's assumptions would suggest that she was capable to accurately recognize the most fostered LLS categories regularly present within her pedagogical duties inside the classroom. Based on her reflections, the teacher asserts that the Cognitive strategy category is one of the most fostered, for what the teacher is right as it is in parallel alignment with literature reviewed. This category is definitely hierarchical in figures among the 6 types, with a grade of occurrence of 45 for the times any of its 14 strategies were present during the 4 sessions observed. Complementing the latter, the teacher was asked to specify a particular strategy that belongs to it, identifying number

17 “Students are asked to write notes, messages, letters or reports in English partially” as one of the most resourceful ones the teacher regularly fosters on students in her classes. Nonetheless, Memory, with a grade of occurrence of 51 –for the times in which any of its nine strategies was fostered throughout the four sessions observed—is the most predominant category slightly above Cognitive.

Minding the teacher awareness about the less fostered strategies, the teacher is partially able to recognize them accurately, mentioning Affective as one of them. This strategy category has a 2-times grade of occurrence during the four sessions, fact that places it as one of those belittled strategy categories. However, Compensation, a strategy category absolutely absent from her pedagogical duties inside the classroom with 0 grade of occurrence all throughout, was the less used of all the six categories that comprise the 50 LLS.

In a particular conclusion, the teacher is not aware enough about which strategies are fostered in the classroom through the pedagogical actions taken during the four sessions of observation. A possible inferred explanation to this might be that, despite the teacher was asked to recognize the LLS that are fostered explicitly and/or implicitly, it is easier to remember and to keep in mind those activities and instructions in which the purposes of the strategy involved is explicitly given, as in activities with instructions that explicitly mentioned to write a postal, related to the instruction of “Students are asked to write notes, messages, letters or reports in English partially”. Meanwhile, there were activities in which the instruction did not mention the strategy explicitly as in the case of the diagrams of different grammatical functions, related to the strategy “Students are asked to memorize new English words by grouping them into synonyms, nouns, and verbs.” In this case, the strategy was not identified and perceived by the teacher to be fostered in in the class.

Additionally, a statement made by the teacher suggesting the assumption that Compensation strategies were “not seen as so necessary to foster among high school students” comes out noteworthy regarding the conclusions and reflections made by the

authors included in the literature reviewed that assure otherwise: all teaching strategies are important for the learning process (Green & Oxford, 1995). Regarding the literature cited (Zareva & Fomina, 2013) (Del Ángel & Gallardo, 2014), as it was exposed in the previous section 5.1, Compensation was considerable used by the participants of the study, which are mostly teenagers and adults, fact that could point out the tendency or necessity of teenagers and adults to use the category, as well as the rest, in order to face the learning process of the EFL.

Finally, tackling the second research question: How aware is the teacher about the LLS that are fostered in the class and the ones that are not? It is possible to answer that, based on the results and discussion previously given, the teacher is partially aware of the LLS that are fostered in the classroom through the same teacher's pedagogical actions, by being receded from the major results, and partially beside some secondary results.

5.3 Teacher's Beliefs about LLS

In a final instance, the teacher's beliefs and arguments given about the fostering of LLS are discussed regarding a) The context in which this phenomenon takes place, b) The factors that influence it, c) The possibilities of fostering the LLS in such context, and, d) The possible actions to be taken facing the given setting of the context.

Disclosing the factors that were mentioned by the teacher as the main influences of the context at the time of fostering LLS in the classroom, those related to the nature of the group, the available infrastructure and resources, and the teacher's initial condition at the time of facing the task of teaching the group were identified from section 4.2.2 of qualitative results, obtained through the interview with the teacher.

To begin with, the factors tied to the students' characteristics were particularly mentioned by the teacher. In this point, it is argued by the teacher that the psychocognitive stage in which the students are immersed might be a variable with a strong relation for the fostering of LLS, making the teacher's work a more complex task. This

is also enhanced by the socio-cultural background of students, considering especially any domestic problems their parents might be involved in. Along with this, the teacher made reference to absent parents or relatives and overprotective families as a ponderous fact to consider. The previous factor can be also related to the students' interests (which is also directly linked to the teenagers' life stage), and it was also mentioned by the teacher during the interview. One of the examples given by the teacher refers to the use of ICT tools suchlike cellphones. This may be considered as a powerful and useful tool regarding the design of activities that can highly foster certain strategies such as those belonging to Social category. Nevertheless, the teenager's interests point to the use of social networks such as Facebook which finally yields to other interests and matters different from what the teacher expects to cover during the class.

Another important factor recognized by the teacher is the fact of being in a new school and a new class group. This fact makes it easy to infer that, by recently knowing the students' particular characteristics as a group, it becomes difficult to manage activities and LLS that match with their interest and characteristics in general. It is also enhanced by the fact of having a large number of students within the classroom, being identified by the teacher during the interview as another important factor in the fostering of LLS. It is also related to the available infrastructure and resources. By not being room enough to perform kinesthetic activities, as example, there are germane LLS that cannot be developed in an efficient manner, as well as it affects the efficiency of the classroom management. Also, by not having a language lab, it is not possible to design activities in which IT tools can be used in a controlled manner in order to secure the focusing on matters of interest for the class.

Regarding the fact of being amid the educational environment immersed in a general revision, the teacher believes the fostering of LLS are at hand and ready to be carried out in class. Identified during the development of the interview, classroom size was the most outstanding limitation for a proper LLS unfolding. Nonetheless, this limitation mentioned by the teacher makes reference to a remotely similar concept

within the scope of learning, which is Learning Styles –not Language Learning Strategies— since classroom size limitations were signaled by the teacher as a liability for the ideal development of a kinesthetic task. Nevertheless, it is inferred that the teacher wanted to mean that there is a linkage among certain LLS and certain learning styles, as it may be the case of the strategy “Students are asked to physically act out new English words”, which is clearly linked to the kinesthetic style. From this, it is possible to infer and realize that, for the teacher, there is a connection to take into consideration between the nature of the students (regarding their learning styles) and the LLS to be fostered among them.

In a general view, it is possible to appreciate from the teacher’s beliefs that, despite the limitations mentioned and by considering their importance, all the LLS are possible to be fostered in the classroom. Nevertheless, due to the same limitations previously tackled, it may be necessary to take actions in order to achieve the goal of fostering and implementing all of them. For this purpose, the teacher believes that, by adapting some of the content and leveling the promotion of some strategies in diminishing some others (but without leaving any aside), all strategies might definitely be able to be fostered. This reflection directly matches with what several authors suchlike Anderson, 2005; Bruen, 2001; Chamot & El-Dinary, 1999; Green & Oxford, 1995; O’Malley & Chamot, 1990; Wharton, 2000, suggest that the more LLS a student uses, the more he or she will learn, as well as the combination of LLS that improves the learning process of a language.

Finally, it is synthesized the teacher’s beliefs about fostering LLS in the context under study, in order to answer question: What are the teacher’s beliefs about how LLS are fostered in the context under study? The main factors that the teacher believed are influential for the fostering of LLS in the studied context were expressed. These are the nature of the group, the available infrastructure and resources, and the teacher’s initial condition at the time of facing the task of teaching a new class group. The mentioned factors represent an abridgement for the possibility of fostering LLS. Nevertheless, the

teacher believes that it is possible to achieve this goal by taking actions that allow the increasing leveling in the fostering of all the LLS.

6. CONCLUSIONS

In order to resume this extensive research effort, we would like to provide the reader some conclusions about three main topics that dovetail the purpose of this thesis; the most and least fostered LLS, the teacher's awareness about those LLS, beliefs and thoughts regarding findings. In addition to this, limitations and gaps to fill for any educational stakeholder in higher education –policy makers, teachers, and students—keen to develop further research are here discussed.

One of the most important results obtained in this study has relation to which LLS –by category—are fostered by the teacher through a handful of pedagogical actions, in which it was found that the Memory category was the most fostered with a fifty-one time occurrence during four sessions of observation, whereas Compensation category turn out to be the last one with absolutely no occurrence during the same period of observation. It is possible to conclude that, despite the arguments given by authors as Green and Oxford (1995) about the importance of each type of LLS for the learning process, there is a tendency in the fostering and implementation of some of them among others, as it is possible to appreciate in the case of the cited literature (Zareva & Fomina, 2013) (Del Ángel & Gallardo, 2014) regarding the use of LLS in EFL contexts. From this, it is also possible to deduce that, due to the aforementioned LLS importance, the teacher should be especially aware and foster each LLS category equally, with the aim of minimizing bias among the strategies employed by the students, as it was in the case of the Compensation category during the study at issue.

After several detailed disclosures delivered in the previous chapter, it is just a duty of mere formality to point out that the teacher was half aware about the LLS fostered the most and those fostered the least. Memory, according to the data neatly written down, was the most predominant type of strategy identified empirically and not Cognitive as believed by the teacher. On the other hand, Compensation –a category that comprises 6 LLS—had absolutely no occurrence during the four sessions observed making it the least used LLS category of all and not Affective as speculated by the

teacher. So, even though not fully aware about what strategies each task, worksheet or instruction given conveys, the teacher has a sort of notion about the demands students need to meet and what measures can they resort to in order to carry on with classroom work employing then strategies to enhance students' language learning experience. This is evidenced in the results of the current investigation which, despite the unfamiliarity of the teacher with the topic of the LLS, revealed the presence of fostering of them. This fact may indicate that no familiarization with the topic is necessarily required in order to foster LLS through a teacher's pedagogical actions, finding that might be interpreted as a positive point, considering that it is not mandatory for teachers to be in knowledge of the importance given to LLS.

With regard to the teacher's beliefs, endorsing scholars' conclusions about the importance of all strategies, noteworthy discrepancies were found as the teacher did not regard Compensation strategies as necessary for high school students in a preliminary point of view. Nevertheless, the teacher believes that each single strategy is important for the students and, by consequence, all of them should be fostered and implemented in the classroom. Admittedly, the teacher gives credit to limitations that entangle the fostering of certain strategies considering the setting in which the class is immersed. Nonetheless, it is also believed by the teacher that all of the LLS are definitely possible to foster into the class, with the only concern being how to achieve this goal properly. For this purpose, the teacher expressed that actions must be taken in order to generate an unbiased LLS fostering. However, the teacher was not able to put forward measures in order to achieve this goal. In spite of the teacher beliefs about the students' fairly average academic performance, suggestions made in order to improve this situation were pondered. They are strictly tied to the progressive improvement of the conditions and managing of factors that influence the materialization of such a goal.

As researchers' expectations and beliefs given by the teacher are possible to be reached, and LLS may become a fundamental part of every single class by fostering them through our pedagogical actions, due to the lack of guidance of the students at the

time of learning the English language and, by consequence, due to our highly important role as teachers in this process.

Through the qualitative approach of this study, it was possible to identify the reasons behind the different results in the fostering of LLS, which are diverse factors tied to the studied context; for instance, the nature of the students or the resources available –among others – as well as the teacher’s professional perspective facing the possibility of fostering all the LLS notwithstanding the limitations and problems that come forth during the teaching process.

Stretching the interests that this investigation may generate, it is also considered the opinion given by the teacher, regarding the representativeness of the studied case in the major Chilean educational reality, never generalizing the results by being this just a particular case.

With regards to the pedagogical implications drawn after concluding this study, it is evidenced a lack of awareness and training about the concept of LLS from teachers as well as no guidance on behalf of the Chilean Ministry of Education when it comes acknowledge and eventually foster the use and implementation of LLS in the classroom of the studied case. By being aware of the importance of the LLS in the learning process of a foreign language, as well as the fact that learners need guidance to develop self-management and autonomy of their learning process, the study revealed areas of pedagogical improvements constrained to the academic updating and professional formation of the English teacher and the curricular planning of the EFL subject regarding the consideration of pedagogical actions and activities that lead to secure the levelled implementation and fostering of all the LLS suggested by the cited literature of the present study or those the professional may find suitable for the same purpose.

Regarding the mentioned representativeness of the context studied granted by the vast professional experience of the subject professor as well as from our experiences and observations as pre-service teachers in public and semi-private schools, this study presents a reference that may help educational research and ministerial planning to

explore, recognize and empower the consideration and implementation of the LLS within the national curriculum, ratifying the likeliness of odds that this phenomenon might take place elsewhere in similar contexts, for what we think it is necessary to continue researching the subject of LLS in order to enhance the language learning experience inside Chilean classrooms.

6.1 Limitations

In the present section, limitations that emerged through the materialization of the current study are described for the knowledge of the reader. Following a chronological description, the early main limitations were the lack of literature, regarding similar studies that were conducted in order to contextualize the implementation of LLS in foreign context. Although the cited researches (Zareva & Fomina, 2013; Del Angel & Gallardo), two presented a mild approximation, it was yet a quantitative focus that attempted to numerically correlate social factors to the use of LLS in order to find tendencies between them. Nevertheless, the variables that affect the use of LLS were not deeply studied. Moreover, there is no acquaintance with research likely to serve as precedent or guidance for this study among the local context.

In a second instance, limitations and issues emerged during the data collection process. At the first stage of the quantitative sequence of collection in which four classes were observed, a schedule of the sessions was previously arranged with the teacher of the studied case. Nevertheless, extracurricular activities of the educational establishment were not informed timely both to the teacher and therefore the researchers. Under these circumstances, most of the observations were needed to be postponed until a new available date; fact that interrupted the fluency of the process and also generated a delay in the progress of the study by the time data analysis and results reporting were scheduled to be submitted.

It is also important to clarify that, the unfamiliarity of the teacher with regard to the concept of LLS might be perceived by some readers as a limitation for the study, the teacher being familiarized or not with LLS was just merely circumstantial.

6.2 Further Research

Regarding the results obtained about the awareness of the teacher in the fostering of LLS, by having been unfamiliar to the topic, further research can be conducted in order to appreciate the results of actions taken by the teacher in order to level the fostering of LLS, once the professional is already aware of the matter. Also, it is suggested to study the manners in which the different factors that influence the fostering of LLS may be managed, and how effective these actions and management are, in order to find the most effective ways of dealing with the context.

The mentioned suggestions are presented as a recommendable tracking of actions taken to improve the educational phenomenon that takes place in the studied class, at least, in relation to LLS.

For further research, we would suggest to expand the research scope for the sake of obtaining a more comprehensive handful of results. Pondering the opinion given by the teacher about the representativeness of the studied case regarding the reality of the average Chilean educational body, we gently invite researchers interested in the topic to explore other national realities, and expand the knowledge about how LLS are developed in our classrooms. The researchers ascribe to the trend of positioning LLS amidst the country's educational priorities in the long-term.

Since no research from this perspective of LLS has been carried out before, educational stakeholders can feel free to resort to this study as background for future investigation any time needed. Looking forward to filling gaps and generating further discussion to elicit new theories regarding the odds and circumstances that influence the unfolding of LLS in the educational setting in which this research took place.

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APPENDIX

Appendix A: Consent letter.

DOCUMENTO DE CONSENTIMIENTO

Objetivo de la investigación: Este estudio, denominado “Cómo se promueven las estrategias de aprendizaje del idioma inglés en los alumnos” busca investigar la inclusión de estrategias de aprendizaje del lenguaje inglés por parte del docente hacia el alumnado a través del material pedagógico.

Implementación: La implementación de este proyecto consta de la observación de cuatro clases de inglés, en conjunto con el análisis del material pedagógico utilizado en cada una de estas instancias, para finalizar con la ejecución de una entrevista.

Investigadores Principales: Elizabeth Ahumada, Javier García, Stefano Maggiolo y Leonardo Navarro, Pedagogía en Inglés, Universidad Andrés Bello.

Supervisor:

Carol Gómez Merino, Pedagogía en In

glés, Universidad Andrés Bello, Santiago:

Teléfono: 6618966 / Correo electrónico: carol.gomez@unab.cl

Condiciones de su participación:

- La información y los resultados de la investigación serán utilizados solo para fines de esta misma.
- Los participantes no correrán ningún riesgo al participar en esta investigación.
- La información en este documento será almacenada de manera segura en el computador protegido por contraseña.
- Nadie, aparte de los investigadores, tendrá acceso a esta información. Toda información se mantendrá de manera confidencial. Su nombre y el nombre del establecimiento al cual usted asiste solo serán solicitados para fines de recopilación y análisis de datos, y nunca serán utilizados en informes que describan los resultados de la investigación, preservando así el anonimato de estos.
- Incluso al aceptar participar, usted es libre de retirarse de la investigación en cualquier momento que estime conveniente

He leído y entendido la descripción de la investigación y de esta manera acepto participar en las actividades dentro del establecimiento, así como en las actividades extras. Si tiene alguna duda o consulta, no dude en preguntarnos.

Nombre:

Firma: _____

Fecha:

Correo electrónico: _____

Teléfono:

Appendix B: Observational protocol (instrument)

Observational Protocol Session: _____ Date: _____ Time: _____ Length of activity: _____ min. Participants: _____ _____			
Objective: To register and keep detailed record of all the activities that take places during the class. Observations must always be considered from the teacher's pedagogical actions. In case there is visual material involved, this must be registered through pictures or video.			
Time	Field notes	Key words	Reflections

Appendix C: Checklist (instrument)

Session N°

Date:

Strategy Checklist v 1.0	Y/ N	N°
Memory		
1. Students are asked to think of relationships between what they already know and new things they learn in English.		
2. Students are asked to use new English words in a sentence so they can remember them.		
3. Students are asked to remember a new English word by making a mental picture of a situation in which the word might be used.		
4. Students are asked to use rhymes to remember new English words (e.g., I see a "cat" on a "mat").		
5. Students are asked to use flashcards to remember new English words.		
6. Students are asked to physically act out new English words (e.g., when they learn new word 'headache', they act like they have a headache).		
7. Students are asked to review English lessons often.		
8. Students are asked to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		
9. Students are asked to memorize new English words by grouping them into synonyms, antonyms, nouns, and verbs.		
Cognitive		
10. Students are asked to say or write new English words several times.		
11. Students are asked to try to talk like native English speakers.		
12. Students are asked to practice the sounds of English.		
13. Students are asked to use the English words they know in different ways.		
14. In English class, students are asked to start conversations in English.		
15. Students are asked to watch TV shows and movies spoken in English or listen to English radio programs.		
16. Students are asked to read for pleasure in English.		
17. Students are asked to write notes, messages, letters, or reports in English partially.		
18. Students are asked to first skim an English passage (read over the passage quickly) then go back and read carefully.		
19. Students are asked to look for similarities and contrasts between English and Spanish.		
20. Students are asked to try to find patterns in English.		
21. Students are asked to find the meaning of an English word by dividing it into parts that they understand.		
22. Students are asked to try not to translate word-for-word.		
23. Students are asked to make summaries of information that they hear or read in English.		
Compensation		
24. To understand unfamiliar English words, students are asked to make guesses.		
25. When students can't think of a word during a conversation in English, they are asked to use gestures.		
26. Students are asked to make up new words if they do not know the right ones in English.		
27. Students are asked to read English without looking up every new word.		
28. Students are asked to try to guess what the other person will say next in English.		
29. If students can't think of an English word, they are asked to use a word or phrase that means the same thing.		
Metacognitive		
30. Students are encouraged to try to find as many ways as they can to use their English.		
31. Students are asked to notice their English mistakes and use that information to help them do better.		
32. Students are asked to pay attention when someone is speaking English.		
33. Students are encouraged to try to find out how to be a better and more effective learner of English.		

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34. Students are encouraged to plan their schedule so they will have enough time to study English.		
35. Students are encouraged to look for people they can talk to in English.		
36. Students are encouraged to look for opportunities to read as much as possible in English.		
37. Students are encouraged to have clear goals for improving their English skills.		
38. Students are encouraged to think about their progress in learning English.		
Affective		
39. Students are encouraged to try to relax whenever they feel afraid of using English.		
40. Students' self-encouragement to speak English, even when they are afraid of making a mistake, is promoted by the teacher.		
41. Students are encouraged to reward themselves when they do well in English.		
42. Students are asked to notice if they are tense or nervous when they are studying or using English.		
43. Students are asked to write down their feelings in a language learning diary.		
44. Students are encouraged to talk to someone else about how they feel when they are learning English.		
Social		
45. If students don't understand something in English, they are encouraged to ask the other person to slow down or say it again.		
46. Students are encouraged to ask English speakers to correct them when they talk.		
47. Students are asked to practice English with other students.		
48. Students are encouraged to ask for help from English speakers.		
49. Students are encouraged to ask questions for clarification in English.		
50. Students are encouraged to learn about the culture of English speakers.		

Memory	Cognitive	Compensation	Metacognitive	Affective	Social

Appendix D: Interview protocol: semi-conducted questionnaire (instrument)

Interview Protocol

Date: October 6th, 2015.

Time: 10:20.

Establishment: Colegio Anexo Bellavista.

Location: Comuna de La Florida.

Interviewee: XXXXX.

Role: EFL teacher in charge of the 9th grade A of High School.

Interviewer: Leonardo Navarro.

1. Buenos días ¿Cómo está?
2. ¿Está preparada para aprovechar el fin de semana y descansar?
3. ¿Cómo ha sido el trabajo con el primero medio A?
4. ¿Es propicio el contexto para lograr enseñarles inglés?
5. En otro plano ¿Qué es para usted una estrategia de aprendizaje de idioma o Language Learning Strategy?

(Mention a brief description about **Language Learning Strategies**)

6. ¿A qué cree usted que se refieren cada una de estas categorías de estrategias de aprendizaje? Por ejemplo, memory.

(Mention a brief description about each category)

7. Tal como fue mencionado anteriormente, son los estudiantes quienes implementan ciertas estrategias y ciertas no, según sus capacidades y necesidades; sin embargo, el profesor, a través de sus acciones pedagógicas también puede promover ciertas estrategias o no hacerlo. En base a esto ¿Usted cree que promueve ciertas estrategias de aprendizaje en los alumnos del 1ro medio A a través de sus acciones pedagógicas?

Si ese fuera el caso, ¿Cuáles cree que usted promueve?

(The teacher may study the checklist and identify the strategies encouraged in the classes. Give time enough for checking).

8. De acuerdo a lo que usted indicó previamente ¿Cuáles cree son las estrategias de aprendizaje del idioma que más fomenta y menos fomenta a sus alumnos a través de las actividades que usted les proporciona, sea explícita o implícitamente?

(Wait for an answer. Then, reveal the results. Give the teacher a copy of the results).

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De acuerdo a las observaciones realizadas durante las cuatro sesiones, estos son los resultados sobre la promoción de estrategias de aprendizaje del idioma que pudieron ser percibidas a través de sus actividades.

(Give a deeper explanation of the results).

9. Considerando los resultados y su análisis ¿cuáles son sus reflexiones en base a esto? ¿A qué cree usted que se debe la ausencia de ciertas estrategias como: **Compensation** y por qué estrategias como: **Memory** sí están presente?

10. Ahora que explícitamente conoce esta información ¿Modificaría algunas acciones pedagógicas para darle mayor atención a algunas categorías en particular en desmedro de otras, o potenciar algunas para equilibrarlas? ¿Por qué?

11. ¿Cómo calificaría la efectividad de las estrategias de aprendizaje de idioma que usted promueve en los estudiantes del 1ro medio A en cuanto a sus resultados? ¿Considera usted que los resultados de aprendizaje de sus estudiantes se condicen en alguna manera con las estrategias que usted promueve en ellos?

12. ¿Cuán importante es para usted promover en los estudiantes el uso de Language Learning Strategies? ¿Por qué?

LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

Table of nº of occurrences of Language Learning Strategies:

Session 1	Nº of occurrence	Task involved
Memory	19	Recall contents from last class; dialogs in pairs; make and use flashcards
Cognitive	20	Describe the weather, date and self-mood; Recall contents; Dialogs in pairs; make and use flashcards;
Compensation	0	
Metacognitive	8	Present objectives; management of attitude; Giving instructions and specific time; dialogs in pairs; make and use flashcards; checking and correction of task
Affective	0	
Social	3	Dialog in pairs

Nº of strategies found	Most Encouraged	Least Encouraged
50	Cognitive (20)	Compensation (0)
		Affective (0)

Session 2	Nº of occurrence	Task involved
Memory	13	Analyzis and summarize of a diagram of contents; translation of sentences from Spanish to English using the diagram
Cognitive	10	Analyzis and summarize of a diagram of contents
Compensation	0	
Metacognitive	3	Analyzis and summarize of a diagram of contents
Affective	0	
Social	0	

Nº of strategies found	Most Encouraged	Least Encouraged
26	Memory (13)	Compensation (0)
		Affective (0)
		Social (0)

Session 3	Nº of occurrence	Task involved
Memory	1	Create a poster of a service or product
Cognitive	4	Create a postal; Create a poster of a service or product
Compensation	0	
Metacognitive	4	Create a postal; Create a poster of a service or product
Affective	0	
Social	1	Create a poster of a service or product

Nº of strategies found	Most Encouraged	Least Encouraged
10	Cognitive (4)	Compensation (0)
	Metacognitive (4)	Affective (0)

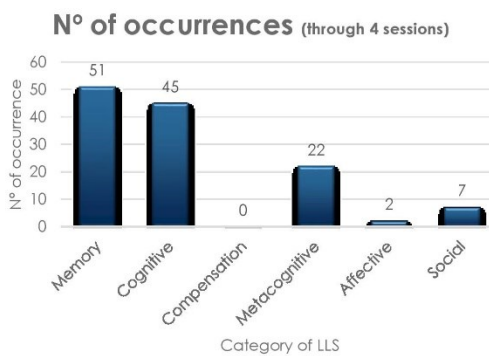
LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

Session 4	Nº of occurrence	Task involved
Memory	18	Draw a diagram and write a description of contents; written and oral examples using the contents learned; checking and correction of examples
Cognitive	11	Draw a diagram; written and oral examples; analysis of examples.
Compensation	0	
Metacognitive	7	Ask for questions; analyze examples;
Affective	2	Analyze examples and correct them
Social	3	Ask for questions about the diagram of contents

Nº of strategies found	Most Encouraged	Least Encouraged
41	Memory (18)	Compensation (0)

Nº of occurrences of Language Learning Strategies by category after four observations:

Categories of LLS	Total of LLS found during the 4 observations (by category)
Memory	51
Cognitive	45
Compensation	0
Metacognitive	22
Affective	2
Social	7
TOTAL:	127



Most Encouraged	Least Encouraged
Memory (51)	Compensation (0)

Appendix E: Digitalized observational protocol: session 1 (data collected)

Observational Protocol Session: ____01____ Date: ____September 25 th , 2015____ Time: ____12:10____ Length of activity: ____90____ min. Participants: _Patricia Martinez (Professor), 9 th grade (25 students), Leonardo Navarro (Observer)____ _____			
Objective: To register and keep detailed record of all the activities that take places during the class. Observations must always be considered from the teacher's pedagogical actions. In case there is visual material involved, this must be registered through pictures or video.			
Time	Field notes	Key words	Reflections
12:05	T greets the SS and invites the Ss to indicate the date and describe the present weather and their own mood orally.	Indicate date, Describe weather, Describe self-mood.	Ss are asked to remember daily elementary features in English in order to implicitly elicit assorted content seen previously to have a handful of it ready to be used if needed so. <i>Strategies 12, 13 and 14 can be evidenced.</i>
12:06	T presents the objectives in English, and then in Spanish, T makes Ss to recall contents from last class orally.	Translation, Recall contents.	Along with generally over viewing the content seen last class, Ss are introduced to the goal to be achieved throughout the class in an attempt to make Ss aware that both instances share a thread of content that necessarily relates both classes, even though they are different. <i>Strategies 1, 7, 23 and 37 can be evidenced.</i>
12:19	T commands a couple of Ss to get physically away each other in order to work properly.	Separate Ss to work better.	Ss are made implicit warning of their diminishing behavior towards the class' progress when losing the focus of it speaking to other Ss. <i>Strategy number 32 and 33 can be evidenced.</i>
12:22	T commands the Ss to copy the activity's instruction giving a specific time to do it.	Copy instructions Specific time.	Ss are implicitly fostered a sense of appreciation about time and the importance to work efficiently by setting a limit. <i>Strategy number 33 can be evidenced.</i>
12:25	T makes a recall of past contents (connectors, modal verbs) and asks to remember their uses.	Recall past contents and language use of words.	Ss are asked to remember the specific content seen last class and the way they are used in context. <i>Strategies 1 and 7 can be evidenced.</i>
12:30	Ss must write a little dialog in pairs using the studied words and then, perform it orally.	Dialog in pairs orally. Use of words in dialogs	Ss are expected to retain the competences to produce English both written and orally accurately practicing pronunciation with a fellow S with the trial-and-error method. <i>Strategies 2, 3, 12, 14, 17, 30, 35 and, most importantly, number 47 are evidenced.</i>
12:33	T gives systematic instructions for the activity.	Systematic instructions	
12:35	<ul style="list-style-type: none"> First: Make flashcards with expressions and vocabulary to be used in the creation of the dialog. For this, T suggests the Ss to make a review of contents using their notebooks and see the meanings and uses. Second: Create the dialog using the flashcards as a help Third: Perform the dialog orally with a partner 	Flashcards for vocabulary and expressions as help, Review of contents, use of notes.	Ss are asked to illustrate actions conveyed in the dialogue's sentences employing the resources available at hand towards the accomplishment of the productive task reviewing notes, consulting vocabulary but minding the structures. <i>Strategies 2, 3, 5, 7, 8, 9, 12, 13, 14, 16, 17, 23, 29, 30, specially 33, 35, 38, 40, 47 and 48 can be evidenced.</i>

LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

12:45	T asks some Ss to describe the instructions in their mother tongue.	Use of mother tongue, translation.	Ss are expected to be able to decode and understand the messages in the target language by summarizing the key points of the task in their mother tongue. <i>Strategy 23 can be evidenced.</i>
12:50	Review of the flashcard's content during 3 min. Then, Ss start writing the dialog in pairs.	Use of flashcards, review of contents.	Ss part of the overall work is being assessed while they prepare or continue developing the written part. <i>Strategies 1, 2, 3, 5, 7, 8, 12, 13, 14, 17, 21, 30, 31 and 35.</i>
13:20	Review of the dialog in couples to memorize it and be prepared to perform it orally next class.	Review and correction of contents, dialog in couples orally, memorization.	Ss were given the considerable responsibility to simultaneously review, memorize and be prepared to perform the task at any possible time next class fostering collective work autonomy. <i>Strategies 12, 13, 14, 30, 31 and 47.</i>

Appendix F: Digitalized observational protocol: session 2 (data collected)

Observational Protocol Session: ____02____ Date: ____October 2 nd , 2015____ Time: ____12:10____ Length of activity: ____90____ min. Participants: _Patricia Martinez (Professor), 9 th grade (25 students), Leonardo Navarro (Observer)____ _____			
Objective: To register and keep detailed record of all the activities that take places during the class. Observations must always be considered from the teacher's pedagogical actions. In case there is visual material involved, this must be registered through pictures or video.			
Time	Field notes	Key words	Reflections
12:10	Classroom management of positions.	Classroom management	The teacher asks the students to sit in determined positions to better manage their behavior and have a more productive class.
12:24	Sending a report message to parents about next assessment test, pointing out the contents.	Report message, Assessment test	The teacher sends a message to the parents for them to be updated about the contents and tests of their pupils.
12:19	T gives Ss a diagram with the studied contents (connectors) in order to study for the test. T explains explicitly that using a diagram is a technique to simplify the study of it, and it is useful for any kind of subject and content to study.	Diagram, Techniques, Connectors	Students are asked to write a certain form of organization (diagram) in order for them to understand and utilize it as a tool for learning. Its function is explained by the teacher and they are expected to put it to use. <i>Strategies 1, 7, 9, 20 and 33 are evidenced.</i>
12:44	T tells the Ss to highlight the connectors they already know. T makes Ss reflects about the contents from the diagrams, the functions of each group of connectors and their uses eliciting the answers from Ss.	Highlighting, Contents, Connectors, Eliciting, Diagrams	Students are asked to highlight connectors to review past content, and relate it to the new content which is being presented <i>Strategies 1, 8, 9, 12, 20, 23, 33 and 38 are evidenced.</i>
12:48	T draws a simplified diagram on the whiteboard with empty boxes. T gives instructions of copying the diagram in their notebooks, but taking out contents that they have not studied yet and are part of the test.	Diagrams, Writing, Selection	Students are asked to draw a diagram in order for them to have a mental framework of the contents they need to dominate for their upcoming evaluation. <i>Strategies 1, 8, 9 and 20 are evidenced.</i>
12:57	T starts eliciting the connectors from the Ss to fill the empty boxes on the whiteboard. T writes them first in Spanish and then in English once the Ss say them.	Elicitation, Writing, Spanish	Students are asked to fill the boxes in the whiteboard, eliciting answers in both Spanish and English <i>Strategies 8, 12 and 19 are evidenced.</i>
13:17	T commands the Ss different instructions to be written in their notebooks. Instruction: "Translate the following sentences in English using the diagram". Sentences: a) Hay sol, pero hace frío. b) Yo iré, aunque no estés de acuerdo.	Direct translation of sentences Use of the diagram	Students are asked to translate different sentences so they can understand exactly what is being talked about <i>Strategies 1, 2, 3, 13, 17 and 19 are evidenced.</i>

LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

13:30	<p>c) Ellos son famosos, además de ricos.</p> <p>d) Ellos compraron, por ejemplo, zapatillas, jeans y poleras.</p> <p>e) Tú no viniste, porque estabas enfermo.</p> <p>f) Esto es para ti.</p> <p>g) Lo primero de todo, es saludar.</p> <p>h) Como resultado de tu acción, ganamos.</p> <p>T commands Ss to bring it finished on Monday.</p>	Instructions	Finally, the teacher indicates that the work will be checked next class.
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Appendix G: Digitalized observational protocol: session 3 (data collected)

Observational Protocol Session: ____03____ Date: ____October 9 th , 2015____ Time: ____12:10____ Length of activity: ____90____ min. Participants: _Patricia Martinez (Professor), 9 th grade (27 students), Leonardo Navarro (Observer)____ _____.			
Objective: To register and keep detailed record of all the activities that take places during the class. Observations must always be considered from the teacher's pedagogical actions. In case there is visual material involved, this must be registered through pictures or video.			
Time	Field notes	Key words	Reflections
12:15	T commands Ss to open their notebooks to take note about next class activity and get their parents in knowledge.	Taking notes of class activity, getting parents in knowledge	The teacher makes students write something for their parents with regards to the class in order for them to be prepared and to bring all the necessary materials.
12:17	T explains the future activity. SS have to create some postal to show out the most iconic touristic places of Chile and the world that they would like to visit and know. IMPORTANT: This activity is not done in this class.	Create some postals	Students are asked to create a postal in order to get a hang of how some touristic activities work and to practice the language they have learned. <i>Strategies 13, 17, 30, and 50 are observed.</i>
12:23	T continues with last class activity (Tuesday 6 th , 2015), which consists in creating a poster about a service or product. SS are free of creating their own ideas and designs, or do it based on existing ones. T makes SS draw, write the messages and paint the posters.	Creating a poster about a service or product, Drawing and writing messages	Students are asked to continue working on a creative activity which pushes them to use the language in different ways. <i>Strategies 3, 13, 17, and 30 are evidenced.</i>
12:50	T allows to play music while SS are working in their posters.		This concession is made for a more relaxed and comfortable environment.
13:30	T checks for last time the SS's works to make corrections before they deliver the work at the end of the class.	Make corrections	The teacher checks students' work to correct any mistakes they might have <i>Strategies 31 is observed.</i>

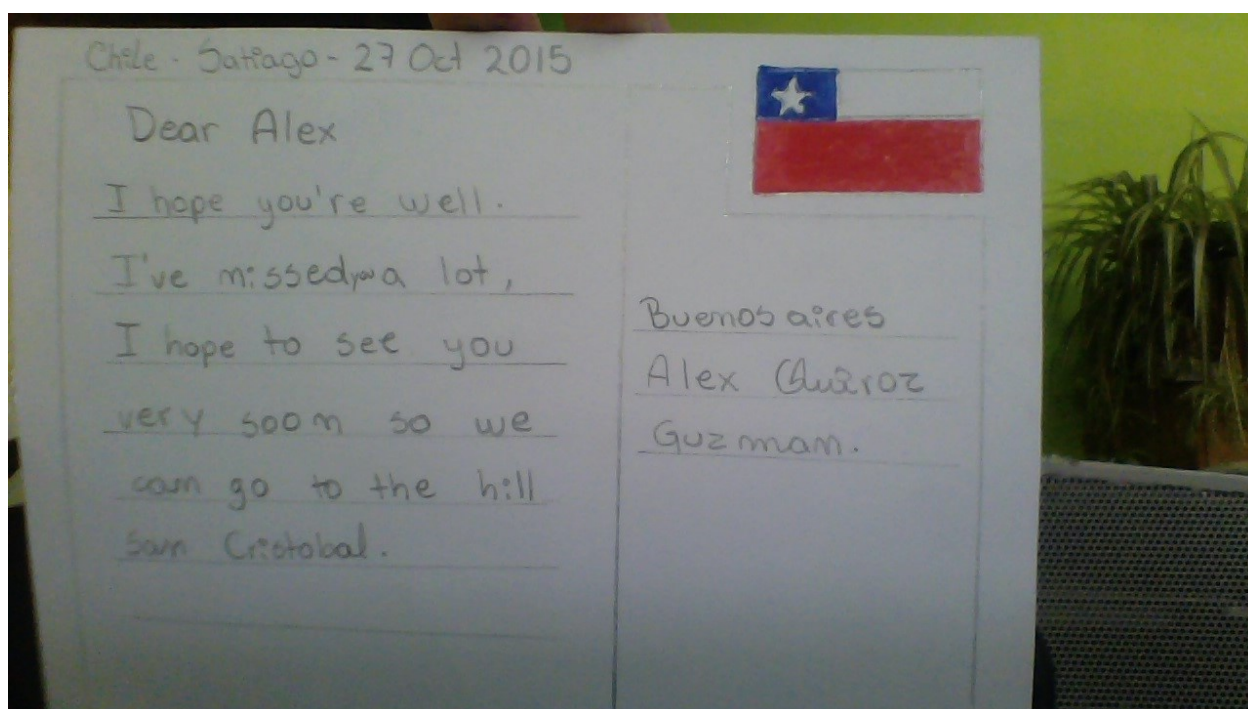
Appendix H: Digitalized observational protocol: session 4 (data collected)

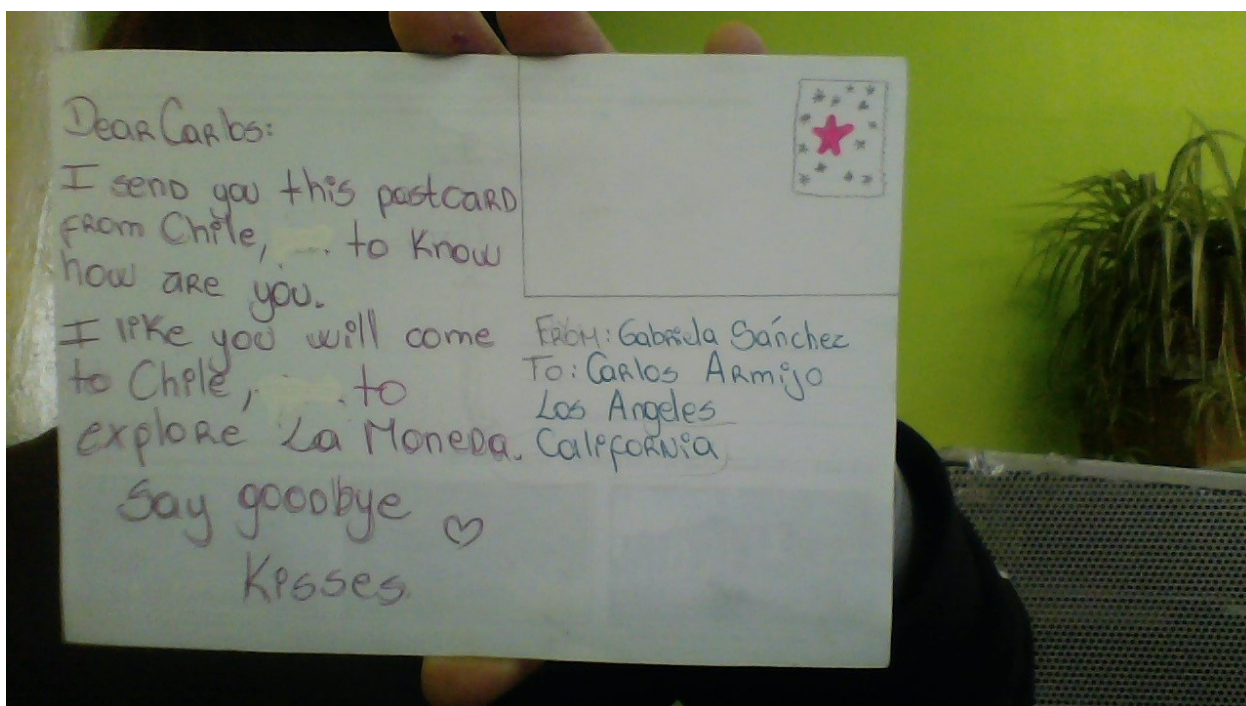
Observational Protocol			
Session: ____04____ Date: ____October 30 th , 2015____			
Time: ____12:10____			
Length of activity: ____90____ min.			
Participants: _Patricia Martinez (Professor), 9 th grade (29 students), Leonardo Navarro (Observer)_____			
<p>Objective: To register and keep detailed record of all the activities that take places during the class. Observations must always be considered from the teacher's pedagogical actions.</p> <p>In case there is visual material involved, this must be registered through pictures or video.</p>			
Time	Field notes	Key words	Reflections
12:10	T greets the Ss	Greeting	The teacher greets the students
12:20	T commands the Ss to keep their positions and keep silent	Silence	Students are expected to keep the order in the classroom for the teacher to conduct a productive class
12:15	T draws a diagram on the whiteboard about present progressive to express future actions.	Drawing, Diagram, Present Progressive, Future	The teacher draws a diagram in order to explain a certain tense <i>Strategies number 8, 9 and 10 are observed.</i>
12:30	T commands Ss not to copy the diagram yet, but to write a description about the contents.	Writing, Description	Students are asked to write a description about the mentioned tense
12:40	T gives the descriptions to be written by Ss. "Nosotros hasta hace poco tiempo conocíamos el tiempo en que la acción se desarrolla en el mismo momento, el presente continuo. Ahora conoceremos este presente como indicador de tiempo futuro cercano, donde las acciones se realizarán prontamente." The description contains a link between previous knowledge and the new contents.	Linking, Writing, Giving descriptions	Students are given the aforementioned description in order to understand and relate the new content with the precious one. In this way, the teacher links two different aspects of language. <i>Strategies number 1, and 8 are observed.</i>
12:44	T commands to copy the diagram with examples on the whiteboard.	Diagram, Examples	Students are asked to copy the diagram previously drawn so they have a better understanding about the content <i>Strategy number 3 and 8 are observed.</i>
12:52	T asks some Ss to read one of the example's sentences orally and loud, and analyze if the sentence contains the components and structure that is defined in the diagram word by word.	Reading, Diagram Examples sentences orally Analyze structure of sentences	Students are asked to read the examples out loud in order to practice pronunciation, engage in a different way and activate neural pathways related to speech <i>Strategies number 3, 12, 20 and 31 are observed.</i>
12:56	T explains that to study the diagram will help them to study and learn that content for next test. T also asks if there is any question they would like to solve, because it is the last chance to do it before the test. The T also explains how to use the diagram to study and to create sentences.	Testing, Studying Ask for clarification Explain how to study	Students are required to ask any questions they might have in order to solve them and prepare them in an optimum way for the upcoming evaluation. The teacher also explains how to use the diagram in a more productive way <i>Strategies number 8, 33, 37, 45, 48 and 49 are observed.</i>
12:57	T writes a present progressive sentence for future tense in interrogative form	Presentation of content,	Students are asked to put to the test the recently presented contents and write answers for some questions presented by the teacher. This

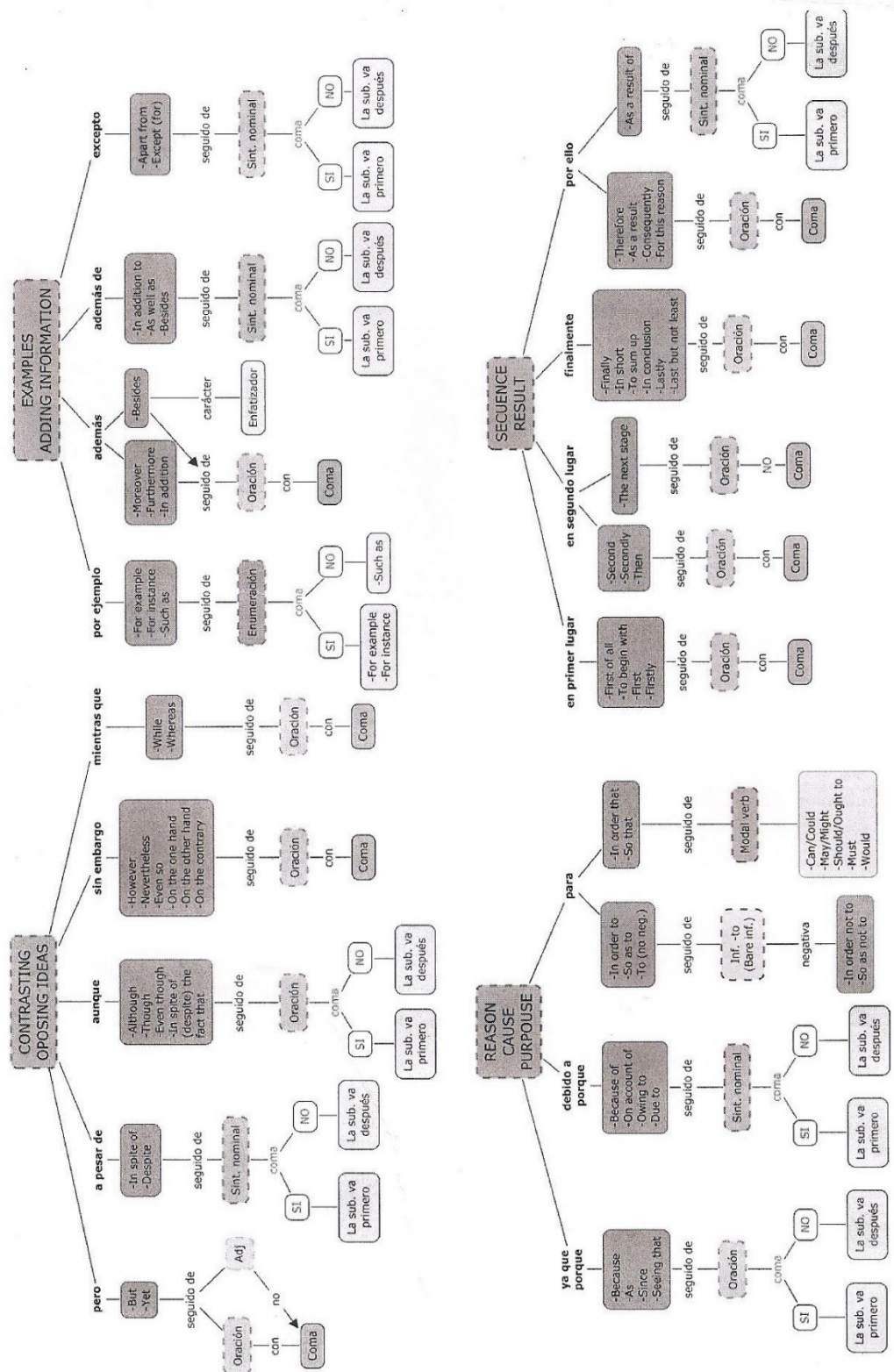
LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

	on the whiteboard, and asks some Ss to write an answer for it on their notebooks. Then, the T asks different Ss to give their answers orally while the T writes them on the whiteboard. Once the sentence is written on the whiteboard, the T asks the Ss to analyze its mistakes (if the sentences is correct or if it is missing something). The T writes what is wrong or missing and add the correct or missing part.	Interrogative form, Write sentences, Answer orally Correction of mistakes.	has the consequence of preparing them for the test, as well as reinforcing positively the teaching that is being done. It also can solve any issues that may arise for students that do not have a completely clear view about the content. Students are also asked to analyze several sentences and to pinpoint specific mistakes, training them for future uses of this ability <i>Strategies number 1, 2, 3, 12, 17, 20, 31, 39, 40 and 47 are observed.</i>
13:06	T asks the Ss to use the studied structure in communicative situations orally, associating its use with planning for the weekend.	Use studied structures Communicative oral situations	Students are asked to produce language using the learned structure in order for them to get a hang on the use of the content <i>Strategies number 1, 2, 3, 8, 13, 30, 47 and 49 are observed.</i>
13:09	T continues eliciting oral examples of sentences from the Ss. The T writes them on the whiteboard.	Elicitation, Writing Oral examples	Students keep on producing and some examples are added for the benefit of the whole class <i>Strategies number 2, 3 and 12 are observed.</i>
13:17	T elicits oral answers from the Ss to analyze them on the whiteboard and see if there is a mistake or something is missing, correcting what is necessary.	Elicitation, Correction	Now the teacher corrects some mistakes produced by the students, using this as an opportunity to explain again some points related to the content <i>Strategies number 2, 3, 12 and 30 are observed.</i>
13:19	T commands the Ss to copy the sentences in their notebooks.	Writing sentences	The students are asked to copy the correct examples in their notebooks, so they can remember and review the contents passed <i>Strategy number 2, 8, 17 is observed.</i>
13:22	T gives an activity, telling oral instructions to be written by the Ss in their notebooks. "Inventar y escribir en inglés 3 planes de tu mejor amigo o amiga para el mes próximo." Ss have to write 3 sentences about some of their best friend's planning for next month using the vocabulary and structure learned during the class, relating the topic with their personal life. T also writes the question "What is your friend doing next month?" on the whiteboard.	Oral Instructions, Vocabulary, Structure	Finally, students are asked to perform a written production activity, in which they used the contents learned to produce sentences related to their personal life, to make them more relevant <i>Strategies number 2, 3, 17 and 30 are observed.</i>
13:34	T elicits examples from the Ss to be given orally.	Elicitation, Oral Production	To finish the class and wrap up, the students produce some more examples of oral sentences. <i>Strategies number 2, 3, and 12 are observed.</i>

Appendix I: Photographed material 1 (data collected)







Appendix J: Filled checklist: session 1

Session N°1

Date: Oct 29th, 2015

Strategy Checklist v 1.0		V/ N	N°
Memory			
1. Students are asked to think of relationships between what they already know and new things they learn in English.		✓	3
2. Students are asked to use new English words in a sentence so they can remember them.		✓	3
3. Students are asked to remember a new English word by making a mental picture of a situation in which the word might be used.		✓	3
4. Students are asked to use rhymes to remember new English words (e.g., I see a "cat" on a "mat").			
5. Students are asked to use flashcards to remember new English words.		✓	3
6. Students are asked to physically act out new English words (e.g., when they learn new word 'headache', they act like they have a headache).			
7. Students are asked to review English lessons often.		✓	4
8. Students are asked to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓	2
9. Students are asked to memorize new English words by grouping them into synonyms, antonyms, nouns, and verbs.		✓	1
Cognitive			
10. Students are asked to say or write new English words several times.			
11. Students are asked to try to talk like native English speakers.			
12. Students are asked to practice the sounds of English.		✓	4
13. Students are asked to use the English words they know in different ways.		✓	4
14. In English class, students are asked to start conversations in English.		✓	5
15. Students are asked to watch TV shows and movies spoken in English or listen to English radio programs.			
16. Students are asked to read for pleasure in English.			
17. Students are asked to write notes, messages, letters, or reports in English partially.		✓	3
18. Students are asked to first skim an English passage (read over the passage quickly) then go back and read carefully.			
19. Students are asked to look for similarities and contrasts between English and Spanish.			
20. Students are asked to try to find patterns in English.			
21. Students are asked to find the meaning of an English word by dividing it into parts that they understand.		✓	2
22. Students are asked to try not to translate word-for-word.			
23. Students are asked to make summaries of information that they hear or read in English.		✓	2
Compensation			
24. To understand unfamiliar English words, students are asked to make guesses.			
25. When students can't think of a word during a conversation in English, they are asked to use gestures.			
26. Students are asked to make up new words if they do not know the right ones in English.			
27. Students are asked to read English without looking up every new word.			
28. Students are asked to try to guess what the other person will say next in English.			
29. If students can't think of an English word, they are asked to use a word or phrase that means the same thing.			
Metacognitive			
30. Students are encouraged to try to find as many ways as they can to use their English.		✓	4
31. Students are asked to notice their English mistakes and use that information to help them do better.		✓	1
32. Students are asked to pay attention when someone is speaking English.		✓	1
33. Students are encouraged to try to find out how to be a better and more effective learner of English.		✓	2

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34. Students are encouraged to plan their schedule so they will have enough time to study English.		
35. Students are encouraged to look for people they can talk to in English.		
36. Students are encouraged to look for opportunities to read as much as possible in English.		
37. Students are encouraged to have clear goals for improving their English skills.		
38. Students are encouraged to think about their progress in learning English.		
Affective		
39. Students are encouraged to try to relax whenever they feel afraid of using English.		
40. Students' self-encouragement to speak English, even when they are afraid of making a mistake, is promoted by the teacher.		
41. Students are encouraged to reward themselves when they do well in English.		
42. Students are asked to notice if they are tense or nervous when they are studying or using English.		
43. Students are asked to write down their feelings in a language learning diary.		
44. Students are encouraged to talk to someone else about how they feel when they are learning English.		
Social		
45. If students don't understand something in English, they are encouraged to ask the other person to slow down or say it again.		
46. Students are encouraged to ask English speakers to correct them when they talk.		
47. Students are asked to practice English with other students.	✓	3
48. Students are encouraged to ask for help from English speakers.		
49. Students are encouraged to ask questions for clarification in English.		
50. Students are encouraged to learn about the culture of English speakers.		

Memory	Cognitive	Compensation	Metacognitive	Affective	Social
19	20	0	7	0	3

Appendix K: Filled checklist: session 2

Session N°2

Date: Nov 5th, 2015

Strategy Checklist v 1.0		V/ N	N°
Memory			
1. Students are asked to think of relationships between what they already know and new things they learn in English.		✓	4
2. Students are asked to use new English words in a sentence so they can remember them.		✓	1
3. Students are asked to remember a new English word by making a mental picture of a situation in which the word might be used.		✓	1
4. Students are asked to use rhymes to remember new English words (e.g., I see a "cat" on a "mat").			
5. Students are asked to use flashcards to remember new English words.			
6. Students are asked to physically act out new English words (e.g., when they learn new word 'headache', they act like they have a headache).			
7. Students are asked to review English lessons often.		✓	1
8. Students are asked to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓	3
9. Students are asked to memorize new English words by grouping them into synonyms, antonyms, nouns, and verbs.		✓	3
Cognitive			
10. Students are asked to say or write new English words several times.			
11. Students are asked to try to talk like native English speakers.			
12. Students are asked to practice the sounds of English.		✓	2
13. Students are asked to use the English words they know in different ways.		✓	1
14. In English class, students are asked to start conversations in English.			
15. Students are asked to watch TV shows and movies spoken in English or listen to English radio programs.			
16. Students are asked to read for pleasure in English.			
17. Students are asked to write notes, messages, letters, or reports in English partially.		✓	1
18. Students are asked to first skim an English passage (read over the passage quickly) then go back and read carefully.			
19. Students are asked to look for similarities and contrasts between English and Spanish.		✓	2
20. Students are asked to try to find patterns in English.		✓	3
21. Students are asked to find the meaning of an English word by dividing it into parts that they understand.			
22. Students are asked to try not to translate word-for-word.			
23. Students are asked to make summaries of information that they hear or read in English.		✓	1
Compensation			
24. To understand unfamiliar English words, students are asked to make guesses.			
25. When students can't think of a word during a conversation in English, they are asked to use gestures.			
26. Students are asked to make up new words if they do not know the right ones in English.			
27. Students are asked to read English without looking up every new word.			
28. Students are asked to try to guess what the other person will say next in English.			
29. If students can't think of an English word, they are asked to use a word or phrase that means the same thing.			
Metacognitive			
30. Students are encouraged to try to find as many ways as they can to use their English.			
31. Students are asked to notice their English mistakes and use that information to help them do better.			
32. Students are asked to pay attention when someone is speaking English.			
33. Students are encouraged to try to find out how to be a better and more effective learner of English.		✓	2

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LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

34. Students are encouraged to plan their schedule so they will have enough time to study English.		
35. Students are encouraged to look for people they can talk to in English.		
36. Students are encouraged to look for opportunities to read as much as possible in English.		
37. Students are encouraged to have clear goals for improving their English skills.		
38. Students are encouraged to think about their progress in learning English.	✓	1
Affective		
39. Students are encouraged to try to relax whenever they feel afraid of using English.		
40. Students' self-encouragement to speak English, even when they are afraid of making a mistake, is promoted by the teacher.		
41. Students are encouraged to reward themselves when they do well in English.		
42. Students are asked to notice if they are tense or nervous when they are studying or using English.		
43. Students are asked to write down their feelings in a language learning diary.		
44. Students are encouraged to talk to someone else about how they feel when they are learning English.		
Social		
45. If students don't understand something in English, they are encouraged to ask the other person to slow down or say it again.		
46. Students are encouraged to ask English speakers to correct them when they talk.		
47. Students are asked to practice English with other students.		
48. Students are encouraged to ask for help from English speakers.		
49. Students are encouraged to ask questions for clarification in English.		
50. Students are encouraged to learn about the culture of English speakers.		

Memory	Cognitive	Compensation	Metacognitive	Affective	Social
13	10	0	3	0	0

Appendix L: Filled checklist: session 3

Session N°3

Date: Nov 5th, 2015

Strategy Checklist v 1.0		Y/ N	N°
Memory			
1. Students are asked to think of relationships between what they already know and new things they learn in English.			
2. Students are asked to use new English words in a sentence so they can remember them.			
3. Students are asked to remember a new English word by making a mental picture of a situation in which the word might be used.		✓	1
4. Students are asked to use rhymes to remember new English words (e.g., I see a "cat" on a "mat").			
5. Students are asked to use flashcards to remember new English words.			
6. Students are asked to physically act out new English words (e.g., when they learn new word 'headache', they act like they have a headache).			
7. Students are asked to review English lessons often.			
8. Students are asked to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.			
9. Students are asked to memorize new English words by grouping them into synonyms, antonyms, nouns, and verbs.			
Cognitive			
10. Students are asked to say or write new English words several times.			
11. Students are asked to try to talk like native English speakers.			
12. Students are asked to practice the sounds of English.			
13. Students are asked to use the English words they know in different ways.		✓	1
14. In English class, students are asked to start conversations in English.			
15. Students are asked to watch TV shows and movies spoken in English or listen to English radio programs.			
16. Students are asked to read for pleasure in English.			
17. Students are asked to write notes, messages, letters, or reports in English partially.		✓	2
18. Students are asked to first skim an English passage (read over the passage quickly) then go back and read carefully.			
19. Students are asked to look for similarities and contrasts between English and Spanish.			
20. Students are asked to try to find patterns in English.			
21. Students are asked to find the meaning of an English word by dividing it into parts that they understand.			
22. Students are asked to try not to translate word-for-word.			
23. Students are asked to make summaries of information that they hear or read in English.			
Compensation			
24. To understand unfamiliar English words, students are asked to make guesses.			
25. When students can't think of a word during a conversation in English, they are asked to use gestures.			
26. Students are asked to make up new words if they do not know the right ones in English.			
27. Students are asked to read English without looking up every new word.			
28. Students are asked to try to guess what the other person will say next in English.			
29. If students can't think of an English word, they are asked to use a word or phrase that means the same thing.			
Metacognitive			
30. Students are encouraged to try to find as many ways as they can to use their English.		✓	2
31. Students are asked to notice their English mistakes and use that information to help them do better.		✓	2
32. Students are asked to pay attention when someone is speaking English.			
33. Students are encouraged to try to find out how to be a better and more effective learner of English.			

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LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

34. Students are encouraged to plan their schedule so they will have enough time to study English.		
35. Students are encouraged to look for people they can talk to in English.		
36. Students are encouraged to look for opportunities to read as much as possible in English.		
37. Students are encouraged to have clear goals for improving their English skills.		
38. Students are encouraged to think about their progress in learning English.		
Affective		
39. Students are encouraged to try to relax whenever they feel afraid of using English.		
40. Students' self-encouragement to speak English, even when they are afraid of making a mistake, is promoted by the teacher.		
41. Students are encouraged to reward themselves when they do well in English.		
42. Students are asked to notice if they are tense or nervous when they are studying or using English.		
43. Students are asked to write down their feelings in a language learning diary.		
44. Students are encouraged to talk to someone else about how they feel when they are learning English.		
Social		
45. If students don't understand something in English, they are encouraged to ask the other person to slow down or say it again.		
46. Students are encouraged to ask English speakers to correct them when they talk.		
47. Students are asked to practice English with other students.		
48. Students are encouraged to ask for help from English speakers.		
49. Students are encouraged to ask questions for clarification in English.		
50. Students are encouraged to learn about the culture of English speakers.	✓	1

Memory	Cognitive	Compensation	Metacognitive	Affective	Social
1	2	0	2	0	1

Appendix M: Filled checklist: session 4

Session N°4

Date: Nov 5th, 2015

Strategy Checklist v 1.0		Y/ N	N°
Memory			
1. Students are asked to think of relationships between what they already know and new things they learn in English.		✓	3
2. Students are asked to use new English words in a sentence so they can remember them.		✓	5
3. Students are asked to remember a new English word by making a mental picture of a situation in which the word might be used.		✓	6
4. Students are asked to use rhymes to remember new English words (e.g., I see a "cat" on a "mat").			
5. Students are asked to use flashcards to remember new English words.			
6. Students are asked to physically act out new English words (e.g., when they learn new word 'headache', they act like they have a headache).			
7. Students are asked to review English lessons often.			
8. Students are asked to remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓	6
9. Students are asked to memorize new English words by grouping them into synonyms, antonyms, nouns, and verbs.		✓	1
Cognitive			
10. Students are asked to say or write new English words several times.			
11. Students are asked to try to talk like native English speakers.			
12. Students are asked to practice the sounds of English.		✓	3
13. Students are asked to use the English words they know in different ways.		✓	1
14. In English class, students are asked to start conversations in English.			
15. Students are asked to watch TV shows and movies spoken in English or listen to English radio programs.			
16. Students are asked to read for pleasure in English.			
17. Students are asked to write notes, messages, letters, or reports in English partially.		✓	3
18. Students are asked to first skim an English passage (read over the passage quickly) then go back and read carefully.			
19. Students are asked to look for similarities and contrasts between English and Spanish.			
20. Students are asked to try to find patterns in English.		✓	2
21. Students are asked to find the meaning of an English word by dividing it into parts that they understand.			
22. Students are asked to try not to translate word-for-word.			
23. Students are asked to make summaries of information that they hear or read in English.			
Compensation			
24. To understand unfamiliar English words, students are asked to make guesses.			
25. When students can't think of a word during a conversation in English, they are asked to use gestures.			
26. Students are asked to make up new words if they do not know the right ones in English.			
27. Students are asked to read English without looking up every new word.			
28. Students are asked to try to guess what the other person will say next in English.			
29. If students can't think of an English word, they are asked to use a word or phrase that means the same thing.			
Metacognitive			
30. Students are encouraged to try to find as many ways as they can to use their English.		✓	2
31. Students are asked to notice their English mistakes and use that information to help them do better.		✓	3
32. Students are asked to pay attention when someone is speaking English.			
33. Students are encouraged to try to find out how to be a better and more effective learner of English.		✓	1

LANGUAGE LEARNING STRATEGIES IN AN EFL CHILEAN CONTEXT

34. Students are encouraged to plan their schedule so they will have enough time to study English.		
35. Students are encouraged to look for people they can talk to in English.		
36. Students are encouraged to look for opportunities to read as much as possible in English.		
37. Students are encouraged to have clear goals for improving their English skills.	✓	1
38. Students are encouraged to think about their progress in learning English.		
Affective		
39. Students are encouraged to try to relax whenever they feel afraid of using English.	✓	2
40. Students' self-encouragement to speak English, even when they are afraid of making a mistake, is promoted by the teacher.	✓	2
41. Students are encouraged to reward themselves when they do well in English.		
42. Students are asked to notice if they are tense or nervous when they are studying or using English.		
43. Students are asked to write down their feelings in a language learning diary.		
44. Students are encouraged to talk to someone else about how they feel when they are learning English.		
Social		
45. If students don't understand something in English, they are encouraged to ask the other person to slow down or say it again.	✓	1
46. Students are encouraged to ask English speakers to correct them when they talk.		
47. Students are asked to practice English with other students.		
48. Students are encouraged to ask for help from English speakers.	✓	1
49. Students are encouraged to ask questions for clarification in English.	✓	1
50. Students are encouraged to learn about the culture of English speakers.		

Memory	Cognitive	Compensation	Metacognitive	Affective	Social
18	11	0	7	4	3

Appendix N: Interview's transcription

Interview Transcription.

Session: 01.

Date of recording: November 12th, 2015.

Date of transcription: November 16th, 2015.

Length: 23 min, 54 sec.

Participants:

– **Speaker a (A:)** = Interviewer (Leonardo Navarro P.)

Speaker b (B:) = Interviewee (Observed 9th grade's professor)

Transcription:

A: Buenos días. Esta es la (.) eh grabación de entrevista a la profesora del primero medio A al que fue observado, y ahora a continuación se le realizarán algunas preguntas respecto a las observaciones y respecto a sus visiones de lo que nosotros pudimos ver en el campo.
Buenos días profesora, ¿cómo está usted?

B: Buenos días. Bien, gracias.

A: Que bueno ¿Está preparada ahora para aprovechar el fin de semana? Ya queda un día no más para terminar.

B: Sí (.) (laugh).

A: ¿Sí? Ya está bien. Afortunadamente ya está terminando la semana. (...) Usted es la profesora del primero medio A también del primero medio B.

B: Aham.

A: Y son por lo que entendía los primeros primeros medios de este colegio.

B: Aham.

A: Que bueno.

B: Así es!

A: ¿Cómo ha sido el trabajo con el primero medio A, en general, por ahora?

B: Con el A (...)

A: Con el A!

B: ¿Con el A?

A: Sí.

B: Con el B sí.

A: Pero con el A.

B: Ehe (.) ha sido complejo, difícil, (2.0) ehe::: (2.0) para mí es un curso nuevo (2.0) ehe:::
(...) colegio nuevo, lo cual (.) ha complicado un poquito las situaciones, y están en una
etapa muy (2.0) compleja. Están en una etapa muy compleja, por lo tanto, ha sido (.)
difícil.

A: Eso se puede condecir tal vez con la naturaleza de los chicos, con la naturaleza del
ambiente en el que viven tal vez, sus padres ¿cosas así?

B: Yo creo que es un cúmulo de ehe::: de situaciones (2.0) °ehe° (...) externas que influyen demasiado en, en, en los niños, ehe (.)↑padres ausentes, familia ausente, o ↑sobreprotectora, y:::(3.0) ellos que están viviendo una etapa::: (2.0) difícil.

A: Eso puede ser a veces (...) lo complicado sobre todo con los adolescentes. Entonces ¿usted cree que es, es propicio el contexto (...) eh (.) que se da aquí para lograr enseñarles a ellos inglés?

B: No! No creo que sea propicio (en primer lugar) la cantidad de alumnos (.) 42.

A: Sí, son hartos alumnos.

B: Son muchos alumnos. Por lo tanto com (x) complicado.

A: Entonces (.) profesora, en otro plano (...) ehe (.) yendo un poco más a lo que es (.) la parte (.) más pedagógica ¿Qué es para usted una estrategia de aprendizaje de idioma o::: (.) language learning strategy? (2.0) ¿Conoce algún concepto relacionado con (.) con esto?¿Alguna (...) aproximación a este concepto?

B: (5.0) Para mí sería todas las estrategias que tú (..) tú utilizas (..) en el (.) en el aula con lo:::s (.) los ↑niños (3.0) pueden ser diversas, depende de la habilidad que tú quieras desarrollar.

A: Aham (..) sí. Bueno, Basándonos en, en una autora que es Rebeca (.) doctora! Rebecca ↑Oxford, y se ha especializado en el estudio de::: (.) de esto (.) de este tema (...) según ↑ella (.) e:::n (.) en una::: síntesis serían herramientas que permiten al estudiante facilitar, mejorar y ↑optimizar (..) el aprendizaje de una lengua, como también desarrollar ↑autonomía en el aprendizaje de::: (.) del propio ↓estudiante (...) de acuerdo a esta::: (..) autora. (5.0) Y usted (...) conoce- Ehe (.) también basados en esta::: (.) propia autora, ella categoriza si- ↑diferentes estrategias de estudio que::: que se pueden encontrar e:::n (.) en el

aprendizaje de un idioma. Quería preguntarle a usted si es que (..) estaría familiarizada con es:::ta categorización=

B: =Mm no. (

A: [[Que le-

B: [[[xxxxx)-

A: ehe (x) ehe (.) esta autora categoriza (.)↑distintas estrategias en grupo. Son ↑seis ↓grupos, que son ↑memory, ↑cognitive, ↑compensation, ↑metacognitive, ↑affective, and ↓social. En todo caso ↑aquí (..) le tengo (..) una hojita-

B: Gracias!

A: Que::: (.) sintetiza (.) más o menos a lo que (x) a lo que refiere cada (.) estrategia. (20)
Entonces- bueno, ehe (...) tal como fue mencionado anteriormente en la definición que tiene esta ↑autora de las language learning ↑strategies (...) ↑SON LOS ESTUDIANTES (..) realmente quienes implementan ciertas estrategias y ciertas no (...) ehe, según sus ↑capacidades, según sus ↑necesidades, pero sin embargo, el profesor, a través de sus acciones pedagógicas (.) también podría ↑promover ciertas estrategias (.) u otras ↑no. Entonces, en base a esto ¿Usted cree que promueve ciertas estrategias de aprendizaje en los alumnos del primero medio A? ¿A través de-

B: Yo creo que cada una de (...) las (.) categorías se (.) realiza (.) en el ↑aula. Cada ↑una (...) cada una de estas categorías que tú presentas, ehe, están dadas en el ↑aula.

A: Podría decir que usted entonces a través de sus acciones pedagógicas trata de promover [ciertas] [estrategias]-

B:

[sí!] [sí]. Lo que pasa es que esta- Yo no conocía este (.) ehe (.) esta:::

↑°categorización°, pero, leyéndola y viéndola (.) uno va a ser todo (.) esto::: (.) dentro (.) de su quehacer peda°gógico°.

A: Y si- ya. Siendo este el caso, entonces ¿cuáles cree usted más o menos que promueve dentro del aula (.) con los chicos del primero medio A? (3.0) ¿Qué tipo de estrategias (...)°más o menos°? (5.0) Aquí, también tengo una [lista]-

B: [Yo creo] que (..) memory, cognitive, (...) compensation, metacognitive- es decir, ↑todas! (..) todas.

A: Bien, aquí tengo una (x) una::: ↑lista=

B: =Ya:::=

A: =(..) un poco más en detalle. De cada catego (x) de cada ↑categoría, está en ↑detalle (..) todos los tipos de estrategia, que al menos esta autora, °la (.) doctora° Rebecca ↑Oxford (..) ↓identifica, o ha identificado a través de (x) de los ↓años. (2.0) ¿Cuál cree de (.) esta::: lista?- Lo puede ↑ver, puede tomarse su tiempo para ↑verlo, >y después decirme más o menos cuáles cree usted que son las que< (.) ha implementado (..) con el primero ↑medio A.

B: (5.0) Yo diría cognitive (3.0) ¿[Alguna] específica en cognitive?

A: [Sí] Más o menos- sí!, ¿cómo alguna que::: que identifique?

B: (3.0) Ehem (...) students are asked to (.) write (.) °notes, (xxxxx), letter and report
(movie) (2.0) sí°

A: De las otras ↑categorías también hay- (...) hay algunas en (.) reversa.

B: (23.0) ↑Students are (.) asked to practice (.) English with other (.) students.

A: (2.0) Esta es ↑de

B: (...) °Social°

A: (..) Social.

B: (..) °Social°

A: (4.0) Y (x) y de acuerdo a (x) a esto que (.) usted ha detectado, ¿Cree usted que son (...) ehee las (x) las (.) que más fomenta (..) [dentro] de [la clase]?

B: [sí!] [yes!] (...) sí (.) ↓°sí°.

A: (...) ¿Y cuáles serían de estas las que (..) tal vez (.) menos fomenta dentro de la clase según su (.) apreciación? (2.0) ya sea esto (..) puede ser a través de (.) acciones pedagógicas-

B: AFECTIVE!

A: ¿Afective?

B: yes!

A: Esto puede ser tanto explícito como implícito.

B: ↑Sí! ↓Yes!

A: Que explícitamente uno le diga (...) que ocupe estas ↑estrategias, o implícitamente a través de alguna ↑instrucción.

B: °sí°

A: ↑Affective, todas las de affective (...) son las que menos-

B: °yes°

A: Bien. (2.0) ↑Aquí (...) nosotros (3.0) (the interviewer shows the interviewee the printed results from the observations) vemos los resultados, que son los resultados luego de las cuatro observaciones que nosotros hicimos con usted en ↑clase.

B: ↑Uhum.

A: Tenemos el ↑resultado (...) ehe (...) de las estrategias (...) que se pudieron ↑encontrar ↓en su (...) en sus acciones pedagógicas. (2.0) Aquí podemos ver que está la sesión ↑uno (2.0) ↓en donde (...) aquí dice (...) ehe (...) por ↑cada grupo, ↓por cada ↑categoría de::: de estrategia, tenemos la cantidad ↑que fue encontrada (2.0) y aquí está la indicación de en ↑qué ↑actividades ↓se encontraron estas (...) categorías (...) o sea, estas estrategias. (3.0) Y aquí tiene un pequeño::: cuadro resumen de la cantidad de estrategias ↑totales (...) en esta ↑sesión, cuáles fueron las ↑más (...) ehe (...) las ↑más promovidas, y cuales las ↑menos promovidas (...) en esta ↓sesión. (2.0) Aquí también tenemos lo mismo para (...) sesión dos, sesión tres, (2.0) y atrás tenemos sesión cuatro. (3.0) Entonces, por favor, si puede, tómese su tiempo para que lo analice, y más o menos vea (...) cuáles fueron los resultados. (80.0) Y al ↑final, se encuentra un cuadro resumen (...) de::: los resultados totales (...) durante las ↑cuatro::: sesiones. Aquí calcula el número de (...) estrategias de la categoría ↑memory (...) que fueron encontradas, de la categoría (...) cognitive. (4.0) °Entonces°, aquí podemos ver

(...) los ↑resultados (...) ↓finales (2.0) dicen que (4.0) (interviewer shows the interviewee the final results) de ↑memory, cincuenta y uno::: - cincuenta y un estrategias ↓usadas, o::: (...) mas que nada::: eh (...) ↑promovidas en ↓clase, a través de sus acciones pedagógicas. De ↑cognitive 45, de ↑compensation 0, de ↑metacognitive 22, ↑de affective 2, y de ↑social 7. Entonces, en resumen, las que fueron más promovidas en clase fueron las de ↑memory con 51 estrategias, alrededor –a, a lo largo de las 4 sesiones. Y las menos promovidas fueron las de ↑compensation (...) que no hubo ninguna durante las 4 sesiones. Entonces, una que vez que ya ha visto estos resultados. Eh (...) considerando estos resultados, y en análisis de estos resultados, ¿cuáles serían sus reflexiones en base a esto? ¿Por qué cree que –Y, “ar”–ciertas estrategias que (sí son) más es promovidas en clase como las de memory, en ciertas otras no están (...) no están promovidas o no tanto como las de ↑compensation? ¿A qué se debe esto (...) este fenómeno según su punto de vista pedagógico?

B: Yo siento que::: (...) “compensation” ehe::: (...) no no había visto como::: (...) como una categoría:::, digamos (...) como una estrategia para utilizar. (Inaudible).

Como que un alumno de enseñanza media no lo siento tan necesario. ¿mh?

Creo sí que debería::: (...) promover más la parte::: (...) (afectiva).

A: Esto también se puede condecir –que de repente ciertas estrategias sí son posibles de explicar y ciertas otras no son posibles (?).

B: No, yo creo que todas las estrategias son posibles. Lo que pasa es que se dificultan más por la cantidad de alumnos. Evidentemente. Por las características de ciertos –de, del grupo curso. Y (...) eeeh (...) por la toma de decisiones que uno ha hecho frente a determinada

(...) ehe::: habilidad que hay que desarrollar. Y yo creo que en realidad esa es una autocrítica, habría que tomar todos los aspectos. Pero en el —en la práctica, no es tan fácil: aplicar todas las estrategias y abarcar todas las categorías.

A: O sea, usted cree- desd- desde su punto de vista pedagógico—que todas sí son posibles de aplicar.

B: Yo creo que todas son posibles. Pero tiene que ver mucho con la cantidad de alumnos, con el tipo de alumnos, con el tiempo que uno tiene.

A: O sea, eso quiere decir— depende netamente.

B: Depende de varios factores. Y de las decisiones que uno va tomando. Depende de toda esa realidad.

A: Entonces. Ahora, que ya conocemos esa información y usted más o menos sabe cuáles pueden ser las razones de por qué ciertas sí, por qué ciertas no son tan fáciles de aplicar (...) ¿modificaría algunas acciones pedagógicas usted, para darle mayor atención a algunas categorías en particular en desmedro de otras? =

B: =¿Modificaría? ¿Algunas acciones?

A: Algunas acción pedagógica para darle mayor atención a algunas categorías en particular en desmedro de otras =

B: =Siento que voy a tener que dar, er, más. De todas maneras más (...) ehe:::, énfasis a la compensación y la afectivita.

A: O sea, eh-

B: Porque creo que las otras están abarcadas. Lo social creo que yo lo trabajo. Yo trabajo en pares, trabajo en grupo. Ehe (...) producción en pares, producción en grupo; yo creo que tú estás aportando por lo social, pero quizás lo afectivo y las compensaciones no se dan, no—son las categorías que quizás—. Bajar menos la parte memoria y (...) y ver más, a esos dos aspectos que serían los que no habían estado involucrados.

A: O sea, usted.

Enfocar— ¿se enfocaría en unas en desmedro de otras? ¿Oh, o trataría igual de equilibrar?
¿Con las de...? (Inaudible)

B: No, no. Tratar de equilibrarlas, porque se ve según el resumen acá que está claro que hay cierto énfasis a lo cognitivo, y a lo memorización. Entonces, hay que abarcar a eso mismo sin dejarlas a los otros aspectos que no han sido tomados. Porque yo siento que la metacognitive si quiero en seguida la tomo y lo social también. Más de lo visto acá, yo siento que es mi quehacer pedagógico, lo hago. Entonces yo creo que las otras dos son las que no lo hecho, y creo que hay que::: (...) potenciarlas. Pero eso no significa dejar las otras de lado.

A: Ah bueno, o sea, hasta ahora mantendría las que sí ocupa, y potenciaría las otras que faltan.

B: Sí.

A: Muy bien.

Ya y esto sería, ¿con qué fin (...) potenciaría para que...?

B: Yo creo que eso hace que el aprendizaje sea más completo.

A: Que sea más completo, más—

B: Y más efectivo.

A: Bueno

B: Por eso.

A: Ahora, dentro de la- de las estrategias que usted ha ocupado y las de que aparecen en la información: ¿Cómo calificaría la efectividad de estas estrategias del aprendizaje del idioma que usted promueve dentro de los estudiantes del primero medio A en cuanto a sus resultados?

Es decir, ¿Considera usted que tal vez los resultados de los aprendizajes de los estudiantes se condicen de alguna manera con las estrategias de aprendizaje que usted ha promovido en ellos?

B: Yo creo que n- los resultados no son lo que uno espera ni lo que uno quiere. Realmente::: (...) no son. Es decir (.) eh (...) no (x) no eh, no siento que he elegido mal las estrategias. Siento que he potenciado muchas unas y(...) en desmedro de otras pero no que han sido mal. Lo que sí siento es que los resultados no están acordes al trabajo que uno ha hecho.
Eso sí.

A: O sea, en eso caso, la—las estrategias que usted implementa aun así no (..) no, no son acordes a los resultados que usted espectaría.

B: Es decir, no son tan malos en mi asignatura los resultados. Pero siento que podrían ser mucho mejor.

A: Y (...) bu—bueno, en base a todos estos análisis que hemos hecho: ¿cuán importante es para usted promover en los estudiantes el uso de las “Language learning strategies” y el por qué sería tan importante seguirlos promoviendo a pesar de.

B: Porque así se mejora el aprendizaje del idioma. Por eso es importante.

A: Según usted, sin importar que a veces no se condigan los resultados—de (...) académicos por decirlo así, aún así es importante seguir promoviendo el uso de estrategias.

B: Sí. Sí. Porque eso tiene que ver con otro factor también. Tiene que ver— un. Muchos elementos (...) y son internos y externos. Es decir, internos, de (...) el alumno mismo, de la clase misma y también la mayoría son “esternos”.

A: Muy bien.

B: Entonces (...) todo lo que tiene que ver con la etapa que (el alumno) está viviendo, con la (...) tipo de familia que tiene, con las expectativas que tiene, con los recursos que se utilizan en el aula.

Porque por ellos solamente usarían el puro celular, pero el celular no lo usan en servicio del idioma. Porque muchas veces he intentado utilizarlo y ellos están metidos en Facebook.

Entonces no, no (x) no es una herramienta que tú mayormente la (...) la puedas utilizar siempre porque lo que van a hacer, es hacer sus propias intereses, (que son otros)—no son los que (...) eh (...) sirven a las (xxxxxxx).

A: Entonces, en este caso, como conclusión. Si bien es importante, como usted decía, eh (...) promover el ur— eh (...) promover todas las estrategias, que todas son importantes. Pero sin embargo, de acuerdo a la realidad, tendrían que priorizarse ciertas estrategias, eh (...) eh::: (...) en comparación con otras, ¿según la realidad de los alumnos? y de la, del aula.

B: Según la realidad del—del aula, y de los alumnos.

Porque si por ejemplo; hay alumnos que son más “kinestésicos” y necesitas espacio para (...) para enseñarles “kinestési”—más eh, más (x) Eh, estrategias que, la que apoyen esa, ese desarrollo pero no tienes espacio dentro del aula porque apenas caben. Es difícil, es decir: es. Es complejo.

A: Muy bien—

B: Hay lugares del establecimiento que están ocupados, que tu decís ↑hace la clase en el patio↓, pero en el patio están en educación física otros cursos. Entonces, ↑cómo logras si no tienes espacios y no tienes la infraestructura para:::- (...) No ↑hay laboratorios de idiomas. Son ↑muchos alumnos por curso. Entonces, no. No se ↑adecúan ciertas necesidades a todas ↓estrategias, pero eso no significa que no se puedan hacer. Yo creo que uno, por algún esfuerzo, y (...) y en algunos contenidos puede trabajarlo (...) eh, trabajar las estrategias.

A: Muy bien. Y ya como última pregunta y cerrando: dentro de su experiencia docente y tal vez lo que usted haya podido conocer por comentarios de colegas o de otros profesores ¿Cree usted que lo que usted vive acá, el contexto que se ve aquí, con el primero medio A en particular y tal vez en general en el colegio, es similar o puede ser representativo, eh (...) en respecto a, al resto de la (...) realidad nacional?

B: Yo creo que sí. Yo creo que sí, que representa plenamente la realidad nacional. Sobre todo en el sector, eh (...) público. Plenamente. Es decir, no es mi caso, lo comentamos; uno en gran—uno en mayor medida, otro en menor medida pero la situación es la misma, es decir, converso con profesores que llevan dos años de (...) de (...) experiencia y (...) y están (...) (x) están (...) con los mismos problemas que tenemos los que tenemos más años. Así que—

Y además que para mí ha sido todo un desafío porque yo es primera vez que tengo un primero medio. Y eso ha sido bien significativo.

A: A veces es difícil. Muy bien profesora, le agradezco mucho su tiempo; su disposición, la disposición no sólo por esta entrevista sino que aparte para poder observar durante sus clases. Le agradecemos mucho. Y esperemos que este muy bien y que obviamente su trabajo y—y, y los resultados, eh (...) sean positivos para futuro.

Muchas gracias

B: Gracias a ti.

List of definitions and abbreviations

LLS: Language Learning Strategy/Strategies.

SILL: Strategy Inventory for Language Learning

EFL: English as a Foreign Language.

WWII: World War Two

OECD: Organization for Economic Co-operation and Development.

MINEDUC: Ministerio de Educación (Education Ministry).

SLA: Second Language Aquisition.

SI: Sociocultural-interactive strategy

Meta-SI: Meta-sociocultural-interactive strategy.

Learning Style: “composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.” (Stewart & Felicetti, 1992)