ENHANCING ORAL INTERACTION SKILLS IN SEVENTH GRADERS BY MEANS OF METACOGNITIVE STRATEGIES

AURA YESENIA GAONA SIERRA

RESEARCH PROJECT

MASTER'S PROGRAM IN EDUCATION WITH EMPHASIS ON DIDACTICS OF FOREIGN LANGUAGES
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ACKNOWLEDGEMENT

To my great little baby, my daughter Luz Alejandra for her support and patience in all moment.

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CHAPTER 1

INTRODUCTION

Throughout the 20th century the beliefs in the methods students learn foreign languages have changed. Parents send their children to school and ask them to get good academic results, but children do not always reach the success in all the subjects as parents expect; this issue depends on several factors such the environment each student grew up and the genetic predisposition, among others. Besides this, a relevant aspect to consider is the mode how children are learning today, overlooking that each student has their own pace and learning style.   There is a world difference between the mode students learnt in past times and the mode they learn now days; but there is a crucial point it to highlight, and it is to notice that parents left all the complex processes of learning under the teacher responsibility or if on the contrary parents and teachers assist students to develop and carry out the challenging process of learning.

Children become learners in each aspect of their life, not only in academic issues, but also in social relationships, and at this stage teachers have the responsibility to teach the learner not only what is referent to their subject matter, but it is also a teacher´s due to teach learners techniques and learning strategies to lead children learn by themselves.

These learning strategies require training on the part of learners to generate a real and an effective influence in the learning process, considering that learning strategies are operations directed by the learner to help the process of acquisition, storage, recovery and use of information.

In this regard while working at Ciudadela de Bosa School (CEB) as an English teacher who becomes the researcher, it was observed that the group involved in this project (students of seventh grade at CEB School) was facing the problem that will be described in the methological design.

At the beginning of the first semester the researcher realized and evidenced that the students faced great difficulties on developing independent English tasks in the

classroom or even at home. They presented low capacity to fulfill the plan of the class, they lost their attention frequently and this issues affected their performance in the English class facing other difficulties when trying to interact with others in English, they were unable to convey personal messages or interact with each other when talking about the content of an assigned reading. When they started an oral presentation of a familiar topic, the students automatically return to using Spanish words. Additionally, they found it quite difficult to refer to it in their own words. In spite of this, some of them did try to speak, but at the moment they found themselves amiss, they automatically either reverted to Spanish or simply go silent.

It was evident to the researcher that the students need much more exposure to English to enhance their oral interaction skills in foreign language emphasizing on the use of metacognitive strategies. Consequently to enrich the observations done in class, and diagnose the students' perceived priority of developing the respective learning strategies during the semester, the researcher wonders about the study habits the students could have at this stage of their life, because using study habits is one of the best ways to achieve success in scholar life and there is a direct relation with the Pedagogical Model of the school, which is Teaching for Understanding; so the researcher decided to conduct a diagnostic survey in order to get information about the participants' backgrounds in the target language. The aim of this survey was to evidence the existence of study habits; (See annex 1. Questionnaire - Diagnostic on study habits)". The objective of the questionnaire was to trail the student's habits about studying related to the academic actions and events students carry out at home and in the class. The items inquire about the habits students have on different aspects related to time of study at home, difficulties that they present during the class sessions when taking notes, asking questions about the topics they do not understand in class, memorizing instead of understanding as the School Pedagogical Model states and participation in class among others.

The questionnaire was applied to a sample of 40 students; they answered 12 questions about study habits with three only possibilities which are Always,

Sometimes and Never. As a summary of the survey report, it was found that students do not carry out different tasks at school or at home to help them learn by themselves. It is possible to say that the students left the most of their English learning process in the teacher´s hands, and within the conceptions of Teaching for Understanding, English learning is a process that must accomplish different statements for learning to occur.

Furthermore, in conformity with the syllabus of the Institution stands the understanding goals and performances per each academic term, these goals follow the standards of the Common European Framework; The understanding goal for the 7th grade of English in the first term according to the PEI and the English Syllabus states: "The student will understand that the use of target vocabulary and grammar rules are necessary to communicate effectively in English". When notice the understanding goal, it refers the use of target vocabulary and the use of English and it is assumed that the strengthening of the oral skill is implicit when fulfillment the goal, nevertheless this fact does not currently occur.

It is necessary to reinforce and develop speaking and oral interaction to connect students with language learning as real and active subjects of learning. To contrast the previous lines, it is considerable to exhibit the test students present as part of their assessment. The total of seventh graders presented a final term test (See annex 2. Midterm test) which follows the aspects of the assessment contained in the Syllabus. The test is designed to fulfill the requirements of the syllabus such us vocabulary, use of English and reading comprehension. The test is a multiple answer test with an only answer. It consists of 10 questions.

The outcome of the Final Term Test confirmed that the great majority of the students enrolled in the study had low reading and listening comprehension/writing and speaking production levels. A sample of 40 students was taken in order to analyze the results obtained in the first term test. In the results of the test, the students presented an insufficiency in vocabulary identification, supported in a poor recodification of words on the page; a low performance in reading comprehension,

evidenced in an inadequate understanding grammar and vocabulary which block the interpretation of the written message efficiently.

Moreover speaking skill was assessed with different patterns, in which the students had to prepare and present an oral project by groups about a familiar or contemporary topic. The rubric to assess this oral presentation contains the criteria to evaluate basic oral presentations such as fluency, use of English, visual aids like posters, and content; all of these criteria were discussed in a class and approved by the students. When the first group took place in front of the class and did not pronounce any word; most of the students did not even say a word even to greet their classmates, instead of that they started to complain arguing they did not know a word in English, and that they did not know to speak English. It was so frustrating for the researcher because when the activity was suggested all the students seem to be very encouraged to develop their oral projects, and they seemed to be ready to do so with posters, and visual aids. With these issues, the researcher evidenced the students faced great difficulties trying to make the presentation in English; they did not seem capable to explain the topic, even using few words. When they started the oral presentation, students automatically returned to using Spanish words, furthermore students were not capable of making a personal presentation to the class before presenting the topic of the project.

Based on different evidences such as: a) the low exposure of the Language in the children, b) the Secretaría de Educación Policies about the program implementation in schools of ¨Bogota Bilingue¨, c) the teacher's class observation evidence mentioned before, d) the results of the diagnostic survey of questionnaire of study habits, e) the results obtained in the English Final Term Test and finally, f) the students' needs according to the enhancing of the oral interaction skills, it is proposed to develop a research to help the students to overcome their learning needs using   their own time handing at home and leading them as self-regulated learner.

Accordingly to the reasons presented above, the researcher highlighted problem as a necessity of contributing with the English learning process in the students that

is why the **main concern of this research study is:** the necessity to enhance oral interaction skills in students of seventh grade and develop metacognitive strategies. In this way **the research question of this study is**: What is the impact of using metacognitive strategies to enhance oral   interaction skills in seventh graders at CEB school

What are the metacognitive strategies that contribute to the development of oral interaction skills in seventh graders at CEB school?

The main purpose of this research is to determine the effect of using Metacognitive Strategies in the enhancement of oral interaction skills in 7th graders at Ciudadela Educativa de Bosa School, and the specific objectives are stated as follows:

- To research the theories regarding oral interaction skills and metacognitive strategies in 7th grade at Ciudadela Educativa de Bosa.
- To Design a proposal to incorporate metacognitive strategies to enhance oral interaction skills.
- To Implement and evaluate the proposal to incorporate metacognitive strategies in enhancing oral skills.

Each one of these specific objectives has a specific scientific task, which will be accomplished according to the development of the research project stages.

JUSTIFICATION

To justify the realization of the present action research project, I thought of the resulting social impact it could have as a consequence of the implementation of both the broader and the specific context.

The development of metacognitive strategies benefits classroom practices as it enriches the metacognition process. Metacognitive strategies provide learners with the knowledge and ability to gather learning tools, to carry out learning goals, and the acquaintance of features from their own ways of learning to manage cognitive process when developing their learning.

Ciudadela Educativa de Bosa is considered Mega-school, for the number of students that goes there to take classes which makes groups become larger than any other school, so it is a challenge for a teacher of the school to reach in students habits that become strategies in order to improve their language learning. Besides, teaching language to our students to face a challenging world requires to provide them not only the use of the language components, but also the skills they need to be independent learners.

As a teacher at CEB School I have been able to take a look at my students needs and, as part of my professional and personal endeavor, I am committed to helping them make progress in reaching the objectives in their language program. I consider the results of this project will benefit not just the students concerned in this study but also those within the CEB School. Therefore, through the implementation of this project, I sincerely hope to make a positive contribution to the English learning at my school and at other institutions where English is taught.

Chapter 2

THEORETICAL FRAMEWORK

2.1 Previous Studies

Throughout this section of the paper, I present some previous studies in the field of English language teaching and learning, pertaining oral interaction skills and the implementation of metacognitive strategies. The pedagogical interventions attempt to provide not only students but also teachers' tools to become even more successful at learning and teaching the productive skills of English in terms of oral interaction. Likewise, these previous investigations at both international and national context help us teachers to build up some constructs that are very useful for this study, which I will explain in the following excerpts.

National

- As a national study it is found a research developed in Monteria, Colombia at Cordoba University **¨Training in Metacognitive Strategies for Students' Vocabulary Improvement by Using Learning Journals¨** carried out in 2014.

  This study examined the effects of metacognitive strategies to help beginning young learners with difficulties increasing and retaining vocabulary. In this was a qualitative study participants first went through metacognitive strategy instruction to provide awareness of learning strategies. Following this instruction, students underwent a set of five interventions based on the cognitive academic language learning approach instructional model. These interventions, together with journaling progress, were used to train them in the use of the metacognitive strategies planning, monitoring, and evaluating. The findings showed that metacognitive strategy

training has positively contributed to vocabulary acquisition skills, as participants were able to raise consciousness about some learning strategies and the use of metacognitive strategies to increase their vocabulary learning. It was found a significant co-relation between the object of study due to it evidenced the use of metacognitive strategies and how students were trained in order to improve vocabulary.

- A local study carried out at Universidad Libre in Bogota in 2015 entitled ¨Reading beyond lines through metacognitive strategies¨´. Which main objective was to foster the reading comprehension performance in 4th cycle graders at Manuel Del Socorro Rodriguez School through metacognitive strategies was also a support and a point of Departure for this project due to its relevance in the results obtained.

International

- The international study entitled ¨**Improving English Oral Communication Skills**¨. It was carried out in a Pakistani Public school in 2013. This study focuses on the improvement of Oral Communication Skills (OCSs) of Pakistan's Public school's Grade-6 students who have a lack of opportunities and are seldom exposed to the English language generally and OCSs particularly. Since more importance is given to reading and writing skills of English in which results overlook the importance of OCSs and due to which students are found to be silent, shy or have a profound fear of being wrong. It further highlights self- developed strategies of students in improving accuracy and fluency in which the National Curriculum for English Language (NCEL) was taken as a guiding tool and action planner through which systematic lessons were delivered in classrooms. It was found a Pre and post intervention phases of four participants revealing that children's OCSs had shown a marked improvement by giving opportunities to practice oral languages, providing conducive learning

environment and using new teaching strategies. This study also claims that code switching, peer and self-error correction, short pauses and speech fillers are inevitable to improve speaking skills in the process of second language learning. It shows new ways to improve students' speaking skills and has implications for second language learners and teachers.

The previous study research is directly linked with the object of study of the present study due to the general objective is to enhance or improve oral communication skills in English as a foreign language students in a public school.

- Another international research was carried out at Dubai Women's College in June 2006. The focus of this study was to investigate how pair work tasks can enhance oral communication in the language classroom. This research has investigated ways of **enhancing oral communication skills by using pair work activities** with young learners in an English language classroom in the UAE. By conducting this study, the researcher found that using these tasks is an effective strategy to follow in the EFL classroom, and it provides chances for students to learn the language in a meaningful way.

  The data shows that there are several advantages in using pair work to enhance young learners' oral communication skills. First, I found that students said that they were able to use some of the language they had used during pair work in the classroom for meaningful communication outside school in their daily lives.

  Here is another way to enhance oral communication skills, this time using a pair work in the classroom.

The research studies mentioned before are relevant for the present study as they contribute in the following aspects:

-They demonstrate that the use of learning strategies by students in many opportunities is so low and it affects the academic performance in English learning. This reflects the importance of self-awareness in the use of these learning strategies.

-These studies establish that students, who obtain better academic results, generally use in a great variety learning strategies in contrast with the students who obtain low academic results. In that sense some researches present a frequent use of the metacognitive and cognitive strategies. That is to say these learning strategies contribute in a large extent to language learning. In that respect it is possible to affirm that the use of the metacognitive strategies must be a constant exercise done by students as part of their work.

-They indicate that oral communication is a skill teacher strengths with specific activities, but this strengthening is not given in the classroom, most of the times it emerges from activities out of the classroom. That means students develop and enhance this skill with autonomous work, which happens with the use of metacognitive strategies.

Reflecting upon the problem addressed in this research, considering the context in which it would be implemented, and carrying out the corresponding literature review, allowed me to gather relevant theoretical support for its execution. Therefore, the literature review focuses on different constructs such as; (a) Teaching and learning a Foreign Language; (b) Communicative Language teaching approach ; (c) Oral interaction   skills and (d) Metacognitive strategies.

2.2. Teaching and learning a foreign language

The first aspect to consider in this study review is the definition of a significant concept which has been evolved with language and it is the process of learning a new language. According to Douglas (2000) learning a foreign language is a long and complex attempt, where the whole person is affected reaching beyond the bounds of the first language into a new language, a new culture, a new way of thinking, feeling or acting. It is precisely to draw the conception of general learning and how this process entails domains of research and inquiry.

a. Learning is acquisition or getting.

b. Learning is retention of information or skill.

c. Learning is relatively permanent but subject to forgetting.

d. Learning is a change in behavior.

For the purposes of this research it is pertinent to contrast the difference between learning and acquisition. According to Oxford R. (1989) learning is a conscious knowledge of language rules; acquisition, on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluently, and arises from naturalistic language use.

Visibly learning and acquisition are aspects that complement each other and are part of integrated experiences. Some elements of the use of learning are initially conscious and then transform unconscious. Both aspects –acquisition and learning- are necessary for communicative competence. Formal education as the one offered at school provides children the possibility to learn and acquire too, as a part of a whole process. This great process although begins at home, never ends and goes on a long life. So the term learning embodies both aspects learning and acquisition, ahead it will be stated the term learning instead of the two of them.

School learners attend classes during different stages of their lives, they start academic life from an early age, and since that moment they initiate the formal process of learning. It is precise to make clarifications about Language Learning in the school, and due to the importance of English as the world language. In 2004 MEN established English as the foreign Language to be taught in the schools. That is why the strengthening of English learning through the use of specific strategies is the complex process that concerns this study that will be developed in a public school at South of Bogota.

The main goal of a language learner is the development of the communicative competence, and all the appropriate language learning strategies are oriented toward the broad goal. In order to contribute the achievement of that goal, The MEN has establishes the English National Standards, ruled by the Common European Framework; which arranges levels, that are ranked depending on the

development of specific skills. To achieve the communicative competence and to advance from one level to another, a young learner must accomplish several procedures and steps. (MCERL, 2006)

Within this general construct it is necessary to going deeper on the schools of thought in second language acquisition with all the possible disagreement among applied linguistics, some historical patterns emerge and highlight trends shape the study on second language acquisition. These trends will be described below, under the name of school of thought which follow historical events and different components as a contractive ways of thinking and the study of any issue on Second Language Acquisition.

Structuralism/Behaviorism

In the early 1900s the structural or school of thinking emerged, and it stands an approach to linguistics originating from the work of Swiss linguistic Ferdinand de Saussure. The structural view treats language as a system of structurally related elements to code meaning.

Between 1940 and 1950 the developers as cited in Douglas (2000) Bloomfield, Sapir, Hockett and others prided itself a linguistic application of the principle observation of human languages. The linguistic task was to describe human language and to identify the structural characteristics of those languages.

The structural linguist examines only the observable data, such attitudes, particularly in verbal behavior. As Skinner (1957), claims "any notion or idea of meaning is explanatory fiction and the speaker is merely the locus of verbal behavior not the cause". This states it as the representational mediation process.

Rationalism and cognitive psychology

In the decade of 1960 the generative transformational school of linguistics emerged through the influence of Noam Chomsky, who was trying to show that human language cannot be studied simply in terms of observable stimuli and responses as behaviorism stated. He was interested in the explanatory level of

adequacy, not only in the descriptive adequacy of language. Cognitive Psychology deals with how people perceive, learn, remember and think about information (Sternberg, 2003) and how they use this information (Matlin, 2002).

Both the structural linguistics and the behavioral psychologist were interested in description, in answering "what" questions about human behavior, on the other hand the generative linguistics and the cognitive psychologist were interested in "what" questions, but they were far more interested in the "why" questions. That is to say they studied mind and how it works. The implications of this school of thinking and its theory of learning in the classroom states that the learner´s cognitive processes influence the nature of what is learned; people will learn new information more easy when they can relate this new information to something that is already known. In this regard the relation with the subject study of this research is visible in the way the teacher designs and plans classroom activities in a lesson plan where the students connect previous knowledge to new one.

Constructivism

Constructivism is a new school of thought, with Jean Piaget and Lev Vygotsky emerge a new paradigm in the last part of twenty century, which argues that all human beings construct their own version of reality, and therefore multiple ways of knowing and meaning (Brown, 2000). This perspective goes beyond the rationalism and the cognitive psychology in its emphasis on the power of each individual´s construction of reality. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they

are doing and how their understanding is changing. The teacher should make sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

The constructivism presents a direct and an evident connection with the object of study of this research, because it stands that the student is a fully functioning person (Rogers, 1983) who learns how to learn, it means this theory settles the use of learning strategies, mainly metacognitive strategies and the learning is given is a community of learners.

2.3. The Communicative Language Teaching Approach

Within the Communicative Approach, a way to teach English, as a foreign language is what Savignon called: Communicative Language Teaching, as cited by Celce-Murcia (2001); the essence of which is the engagement of learners in communication in order to develop the respective competence. Along these lines, we learn from Nunan (2001), that in CLT, meaning is paramount, and communicative competence is the desired goal. In this sense, in CLT, language learning is learning how to communicate.

Savignon as cited in Celce-Murcia (2001) defines communicative competence as "the ability to function in a truly communicative setting, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors." Communicative competence involves the four communicative skills, but for the purpose of this project the focus is on oral communicative competence, and it is context-specific, which means that competent communicators must know how to make choices specific to each communicative situation.

Celce-Murcia (2001) affirms that the Communicative Competence includes knowledge of the grammar and vocabulary of the language, rules of speaking (e.g. knowing how to begin and end a conversation, knowing what topics can be talked

about in different types of speech events, knowing which address forms should be used with different people one speaks to and depending on the 21 different situations) how to use and respond to different types of speech acts such as requests, apologies, and invitations; and how to use language appropriately. Here competence is what one knows, while performance is what one does. The question is how to develop a smooth transition between "skill-getting" and "skill-using". The gap is difficult to bridge because the classroom environment by its very nature makes genuine communication extremely elusive and as we know, communication stems from necessity. This element is usually absent in a classroom situation, but necessity, in the form of doubt, or unpredictability of an "information gap," can, however, be created in the classroom by involving the participants in activities they need to do in order to complete a task with specific outcomes students should be given a certain amount of choice in what to say, they should be required to ask questions to get information they need. In this way they may have a real reason for speaking and listening to each other. In this case we can say skill-getting is achieved through skill-using.

I consider that, as teachers, communicative competence also means a reassessment of our attitude towards correcting mistakes, since making mistakes is considered to be a necessary part of a learner's progress towards the mastery of the language. When a learner acquires a new word or structure of function, she/he tends to find out what the boundaries of its use are by trying it out in different contexts. If a student is constantly terrified of making mistakes, she/he will not master the language but only have a partial understanding of it. Students should, on the contrary, be encouraged to try out language without the fear of being shouted at if they happen to be wrong. Mistakes must of course be corrected, but this does not need to happen in front of the classmates. Emphasis on accuracy / correct production at all times can lead to serious inhibitions in the learners. For the sake of helping them develop fluency, upon having had the opportunity to practice the language in a fairly controlled way, the students should be able to try out on their own without too much interference from the teacher.

Building the learners' confidence, creating an atmosphere of trust, teaching them to relax, takes time and demands exercises where the classmates work together and get to know each other well. For this purpose, it is suggested to include games, group and pair exercises intended to "loosen-up" the class, and create a relaxed and harmonious atmosphere. Even physical exercises can be considered, as they may help a person get ready to cooperate in the enhancement of oral interaction.

2.3.1 Aspects for interrelating and sequencing task may benefit learner´s oral/communicative interaction

Considering Savignon, in Celce-Murcia (2001), the following components highlight the range of options available for syllabus planning, and suggest aspects that can be considered for the purpose of interrelating and sequencing tasks that may benefit the development of the learners' oral / communicative interaction.

Language Analysis: includes many of the exercises to focus attention on accurate forms of English grammar, including syntax, morphology, and phonology. Pronunciation and patterned repetition of structural features can be helpful in focusing on form.

Language for a Purpose or language experience is the use of English for real and immediate communicative purposes. What is important to remember is to pay attention to the specific communicative needs of the learners in the selection, sequencing of materials to be used, and activities and tasks they are to carry out.

Personal English Language Use refers to the learners' emerging identity in English, and implies, above all, having respect for the way they use English for self-expression. Although Language Arts activities provide an appropriate context for attention to formal accuracy, Personal English Language Use does not. In this case, the focus should not be on form but on meaning as learners express their personal feelings or experiences. This means more than simply restraint in attention to formal "errors" that do not interfere with meaning. It may even include the recognition that "native-like" performance may not, in fact, even be a goal for

EFL learners, since the English language is increasingly used as a language of global communication, and the "non-native" users of its many varieties greatly outnumber the so-called "native" speakers. Therefore, the reference to the term "native-like" in the evaluation of communicative competence is inappropriate in today's multicultural world. She observes that native speakers are never "ideal" and, in fact, vary widely in range and style of communication abilities.

Another aspect we need to consider is taking into account the affective as well as the cognitive aspects of language learning in the teaching program. As mentioned before, students should be engaged psychologically as well as intellectually. In planning for CLT, we must remember that, in society, there are those who are leaders and those who prefer to be followers, both are essential for the success of group activities. In group-discussions there are always some who seem to do the most talking. Those who often remain silent in larger groups typically participate more easily in pair work. It is important to recognize the need to provide a variety of dialogue activities in order to increase the learners' motivation, get them involved, and benefit from the activity. Learners may easily lose interest if class exercises or games are allowed to become a routine or predictable.

Theater Arts Learners are expected to be aware of the socio-cultural rules of appropriateness. Familiar roles may be performed with little attention to style. New or unfamiliar roles require practice, and awareness of the effect of what / how we say something to others. Theater Arts is an opportunity to experiment with roles, to try things out, offering a great potential for learners to interact and practice the target language for real-life situations. Interactions may include scripted as well as unscripted role-plays, in which learners may experiment with feelings / moods in formal and informal situations. The role of the teacher is that of a coach, support provider, and to encourage the learner.

Beyond the Classroom refers to activities, which seek to prepare learners, once the language program is over, to use English for the maintenance and development of their communicative competence. The development of this component in a communicative curriculum begins with the discovery of learner

interests, needs and opportunities that should be addressed in order to be able to fulfill those interests and needs using English outside the classroom. In an EFL setting, the challenge for incorporating a "Beyond the Classroom" component is essential for both teacher and learners. English speaking residents or visitors may be available to frequent the classroom; providing authentic opportunities for communicating in English.

In essence, in every EFL program with a goal on oral communicative competence, special attention should be given for meaningful language use, opportunities to focus on meaning rather than on form. Rather than using the mother tongue in the English class, teachers should promote the target language keeping a clear communicative purpose in mind. To do so, teachers should take special care to help students become aware that in their interactions they are not expected to understand every word. Instead, they should resort to using strategies that lead them to interpret, express, and negotiate meaning. This in turn, may help them to develop their oral interaction skills, which I will address in the following section.

2.4. Oral interaction skills

Several authors have stated different theories to define and help to promote oral interaction in the classroom. Ibarra (2001), talking about the relationship between interaction and communication says language is used with the immediate purpose of communicating the way we perceive, give meaning, and understand the world. And that interaction is also used to build social relationships that allow us to interrelate with each other. Therefore, one of the main characteristics of oral interaction is that, apart from instances when people are unable or not expected to respond overtly to what is being communicated (e.g. news broadcasts, lectures), those engaged in communicative or oral interaction have to take each other's' feedback into consideration. For instance, sometimes it is necessary for the interlocutors to rephrase their message or answer questions.

Speaking spontaneously implies resorting to language expressions and phrases or chunks of language learned by heart. According to Nunan (2001), in authentic discourse we tend to be spontaneous, and in order to overcome unpredictability, as to what the outcome of the interaction might be, we turn to interaction routines, set phrases, and expressions that we use to assist us when speaking spontaneously.

Likewise, Bygate (1987) suggests that oral interactions can be analyzed in terms of such conversational routines (which are considered predictable). Among the ones he mentions, the ones that can be consider relevant to the aims of this project are: "asking other person's opinion", "asking the interlocutor for information or language that he or she has forgotten", "responding to requests for clarification from the listener(s), for instance by rephrasing, repeating, giving examples or analogies", "indicating uncertainty about comprehension", "indicating comprehension", "asking for clarification", "expressing appropriate agreement, reservations or appreciation of speaker's point of view", "turn taking or interrupting where necessary to express any of the foregoing".

These conversational routines allow interlocutors to work interactively in their attempt to reduce unpredictability. It is the way they can make sure they are talking about the same thing, and what allows them to decide on what they are to say next, and how to express it while they are speaking. This all implies adjusting their discourse to the listeners' knowledge of the particular topic of the interaction, (fact which may affect the structure of the speakers' utterance and the density of communicated information). Thus, oral interaction implies negotiating meaning, making sure who says what about whom, and when something happens. This reciprocal nature of the interaction facilitates communication as both speaker(s) and listener(s) co-operate to ensure mutual understanding (Bygate 1987).

In functional terms, Nunan (2001), regarding Brown and Yule (1983), considers that the above routines present in oral interactions can be seen as having a transactional or an interactional function. Transactional talk is produced in order to get something, or get something done. Interactional language is produced

for social purposes such as establishing/maintaining social relationships. Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity of information is not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning.

Nunan (2001) also suggests that, in oral interaction, discourse is what allows us to understand and interpret grammatical features (syntax/form, semantics/ meaning) and pragmatics/ language use is present in utterances given within the context in which they occur. Looking at language as discourse allows us to see that effective communication involves achieving harmony between functional interpretation and formal appropriateness. Coherence of discourse depends, therefore, on the ability of the language users to recognize the functional role being played by different utterances within the discourse. Language functions are expressed through speech acts people produce in oral interactions, for example, "apologizing", "complaining", "instructing," "agreeing," and "warning" – all of which imply propositional statements. Identifying the speech act being performed by a particular utterance can only be done if we know the context in which it takes place. Nunan (2001) states that a speaker actually wants to achieve in functional, communicative terms is known as the illocutionary force of the utterance. These functions can often only be perceived from the context in which the piece of language occurs. The ability to identify the function of a particular piece of language will often depend on how well the person knows the context in question. Discourse comprehension in oral interaction requires more than the knowledge of words and grammatical structures used by the interlocutors. It is also necessary to identify the intention, what the speaker is trying to achieve through language.

Nunan's (2001) Interactional hypothesis states that language is acquired as learners actively attempt to communicate in the target language. According to this

view, acquisition will be maximized when learners engage in tasks that "push" them to the limits of their current competence. In other words, the target linguistic system can be learned best through the struggling need to communicate. Fluency in production and acceptable language is a primary goal, and thus, any device, which may help learners achieve this goal, is accepted. Even judicious use of native language is accepted where feasible, especially in beginning levels. In upper levels, compensation strategies or any of the conversational routines should be increasingly incorporated in communicative interactions.

Regarding oral interaction between native speakers, some general features of spoken language can be observed. These features are the result of the speakers' efforts to facilitate their speaking production and/or the time constraints imposed on them by the nature of oral communication. Brown (1994) considers "strategic investment"— the learner's own personal commitment of time, effort, and attention—critical for the success of language learning and urges teachers to seize every opportunity to help learners develop and use strategies that will transform them into independent learners, capable of taking responsibility for their own learning. Regarding the strategies students may implement facilitate their speaking production and/or overcome the time constraints imposed on them by the nature of oral communication, Oxford (1990) suggests using compensation strategies to enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and vocabulary. Oxford offers ten compensation strategies: guessing by linguistic clues, guessing by other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using circumlocution or synonym. She conceptualized learning strategies into two categories: direct and indirect. The direct strategies include memory strategies, cognitive strategies, and compensation strategies. The indirect strategies include metacognitive strategies, affective strategies, and social strategies. Oxford's term "compensation strategies" and its definition are by no means agreed upon or accepted in the literature. In fact,

few writers use the term. The most commonly found terminology is "communication strategies."

A checklist of anticipated strategies was developed based on Oxford's (1990) list of compensation strategies that seem to contribute to the improvement of oral communication include: Requesting more information, seeking confirmation of understanding, checking possibilities, asking for repetition: "What did you say?" or equivalent, using circumlocution, using synonyms or antonyms, and using metaphors, stories, experiences.

Some students avoid communication altogether, they panic and give up. These two "reactions," are not very effective for learning or maintaining communication. Windle (2000) writes that such a strategy often creates an uncomfortable atmosphere that can obstruct further conversation practice, and, during exams, negative impact the student's score. Teaching students positive strategies to communicate ideas with limited vocabulary and grammar will likely improve test scores, increase conversation practice, and help students become more communicatively confident and competent.

Abdesslem (1996) argues that highly motivated students become wary of classrooms that tend to focus too much on form instead of enabling them to interact in the target language. In addition, students without high motivation can become motivated through successful experiences interacting in the target language. Thus, teaching students compensation strategies can increase motivation and improve student potential for success in learning the second language. Furthermore, effective deployment of compensation strategies can enrich student experience of meaningful communication, thereby boosting self-confidence and increasing student self-efficacy. For these reasons—motivation, self-confidence, and self-efficacy—compensation strategies are important skills to teach, as well as for effective communication ability in the target language.

To sum up this part, the goals of CLT depend on learner needs in a given context. The engagement of learners in communicative tasks may allow them to

develop their communicative competence. Strategies have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication. In this sense, metacognitive strategies, which will be addressed next, are considered for the didactic proposal to provide learners with a maximum opportunity to use the target language with a purpose in mind.

2.5. Metacognitive Strategies

Recently, educational entities have paid importance to strengthening metacognition to support and regulate students learning to prepare themselves with the skills at signifying and organizing beliefs about their own knowledge. For this process, researchers have defined the concept of metacognition. It will be defined and explained in detail what metacognitive strategies are and how they can be used in the classroom to help deepen students' thinking about content and develop students who are ready and willing to tackle new content. Taylor (1999) states the simplest definition of metacognition that is thinking about your thinking. A more complex definition that is widely cited within educational literature is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably. Cross and Paris (1988) conceived metacognition as "the knowledge and control children have over their own thinking and learning activities". In short, participants are aware of the particular cognitive strategies and the way to move toward given tasks, not only for enhancing oral interaction skills, but for any kind of learning action so that they will be able to come across and extend those strategies and knowledge into new or similar situations. In this way, metacognition is like the enabling process of oral interaction skills enhancing, incorporating strategy training to predetermine and decide upon what is necessary to achieve learning purposes and oral interaction goals. In addition to this idea, important research has established that metacognition is

the engine that drives self-directed learning. According to Knowles (1975), self-directed learning:

> *Is that process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes.*

If metacognition is a way of fostering learner knowledge about the thinking process, metacognitive strategies are then a way of developing that knowledge. The deployment of several activities and ways of approaching task goals can certainly be viewed as strategies to fulfill learning goals. According to O'Malley and Chamot (1990), in establishing the learning strategies as sets of actions in which students feed their own learning, learning strategies contribute to the improvement of students' learning process. Anderson (2002) states, "the use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general". This means that learners, who use these techniques, have advantages in understanding their own role in learning since they are aware of different ways of approaching learning goals. Similarly, Rubin (1987) states, metacognitive strategies are "management steps or operations by which learners control and manage their learning or problem-solving process via planning, monitoring, evaluating, and modifying their learning approaches". That is to say, using metacognitive strategies can make participant-directed learning possible by establishing the new thought processes to achieve learning tasks on their own, while simultaneously causing them to reflect on their performance.

For a better understanding of learning strategies, especially metacognitive ones, it is necessary to explain and categorize language learning strategies first. In this study, learning strategies are "behaviors or actions which learners use to make language learning more divided in two major classes: direct and indirect. These two classes are subdivided into a total of six groups (Oxford, 1989): memory, cognitive, and compensation, under the direct class; metacognitive,

affective and social under the indirect class. The indirect strategies manage learning; it will be establish a brief relation between three authors related on this issue. Oxford,(2000) states that metacognitive strategies coordinate the learning process, affective strategies regulate emotions involved when learning, and social strategies are for learning with others.

In contrast, this author states that the learning strategies can be categorized under three main groups as listed below (O'Malley et al., 1985) 1. cognitive strategies (e.g. repeating, translation, grouping, note taking, deducting, imagery, auditory representation, key word, contextualization, elaboration, transfer) 2. metacognitive strategies (e.g. planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed) 3. Socio-affective strategies (e.g. social-mediating activity and transacting with others) Among these strategies, metacognitive strategies are considered as the most essential ones in developing learners' skills (Anderson, 1991) and it was emphasized by O'Malley et al. (1985) that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. On the other hand, learners who have developed their metacognitive awareness are likely to become more autonomous language learners (Hauck, 2005).

Besides these perspectives, it is found another expert on Learning Strategies, Mayer (1988) states that in order to successfully pursue the goal of teaching students how to learn, it is useful to understand the learning process, and what goes on the learner's head during the learning. Learning strategies, under his perspective can be defined as behaviors of a learner that are intended to influence how the learner processes information

Learning strategies are becoming widely recognized throughout in general. Under various names, such as learning skills, learning –to-learn skills, thinking skills, and problem-solving skills, learning strategies are the way students learn a wide range of subjects, from native language reading through electronics

troubleshooting to new languages. Learning strategy workshops are drawing big crowds at language teachers´ conventions. (Oxford, 1989)

Wenden A. (1998) reviews a selected theoretical and research literature on metacognition to address this lack. The author argues that insights provided by the review can enhance our understanding of those approaches to second language acquisition which assign an active role to the learner, and concludes with a consideration of practical implications for foreign and second language instruction.

Within language learning strategies, they are found direct and indirect strategies to help student learn. Metacognitive strategies are part of the indirect ones; as the proposal aim is to strength them here it is presented some definitions.

Anderson (2002) defines metacognition as "thinking about thinking." As Anderson states, the use of metacognitive strategies ignites one's thinking and can lead to higher learning and better performance. Furthermore, understanding and controlling cognitive process may be one of the most essential skills that teachers can help second language learners develop.

According to Oxford (1989) metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets. Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much ¨newness¨, unfamiliar vocabulary, confusing rules, different writing systems and inexplicable social customs. With all this novelty, many learners lose their focus, which can only be regained by conscious use of metacognitive strategies such as paying attention and overviewing with already familiar material. (Oxford, 1989)

For the purposes of this study, metacognitive strategies are considered as a way of providing participants with more opportunities for reasoning out their own

process of learning. Engaging with the subject matter and using these methods encourage them to assume responsibilities and logical understanding of their own cognitive processes. In essence, O'Malley and Chamot (1990) chart define three steps to use as strategies when developing a task. First, plan for the task, which gets participants engaged with the material as they set out task goals. Next, monitoring the task allows participants to examine, regulate, and manage their comprehension as they progress during the task. The final step is evaluation, where participants self-evaluate the process they underwent and how they developed the task. The outcome is that participants learn to evaluate their own learning process while simultaneously becoming familiar with journaling and more self-direction. The goal is for participants to internalize strategies that can become habitual and later skills for learning and retaining new vocabulary in a more self-directed way.

To shed light over a broader view Martinez (2006) states that recent research suggests that metacognition improves with adequate instruction, providing convincing evidence that supports its importance in the instruction and learning process.

Based on the theories and information stated in the previous pages the research will develop and implement a pedagogical intervention in order to cover the necessity found in the research problem.

LEARNING STRATEGIES			
STRATEGY	DEFINITION	OTHER POSSIBLE TERMS	METACOGNITIVE PROCESSSES
Set Goals	Develop personal objectives; identify the purpose of the task.	Determine destination, Establish purpose, Plan objectives	Planning

Directed Attention	Decide in advance to focus on particular tasks and ignore distractions.	Pay attention	Planning, Monitoring, Problem- solving, Evaluating
Activate background knowledge	Think about and use what you already know to help you do the task	Use what you know, Elaborate on prior knowledge	Planning, Monitoring, Problem-solving, Evaluating
Organizational planning	Plan the task and content sequence	Outline, brainstorm, Priority list	Planning
Cooperate	Work with others to complete tasks, build confidence, and give and receive feedback	Work together, Peer coaching	Planning, Monitoring, Problem-solving, Remembering information
Evaluate Yourself	Judge how you applied strategies and the effectiveness of strategies	Learning reflections, Assessing techniques	Evaluating

Taken from: Chamot and Robbins, 1999

Chart 1. *Leaning strategies*

CHAPTER 3

INSTRUCTIONAL DESIGN

In this research there were some theoretical and empirical methods to obtain the information and data to analyze. I implemented 6 interventions to trail oral interaction learning process and the effect of the using metacognitive strategies to enhance this skill.

The aim of this stage is to, to design, apply and assess a proposal through lesson plans focused on oral interaction skills and a set of metacognitive strategies.

The application of a set of metacognitive sheets include six different strategies that cover the four metacognitive processes for planning, monitoring, problem solving and evaluating.

The implementation and intervention of this action research took seven weeks since the pre-implementation interview, the class intervention and the post-implementation interview.

As specific objectives of the proposal:

- To make students aware of the importance of oral interaction skills.
- To supply students with language input resources in the foreign language that may help them express themselves unconsciously.
- To help students understand the way they learn.
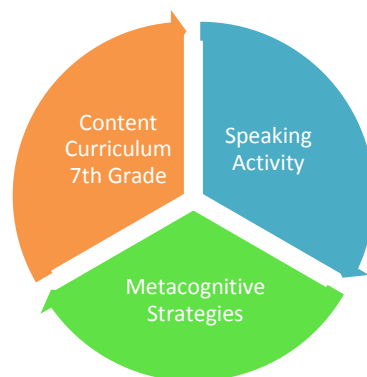
Fig. 1. Integration of components

This graphic shows how the aim of the implementation proposal consists in integrating three components, the Content curriculum for 7th grade, Speaking activities, and the application of Metacognitive Strategies in order to enhance their oral interaction skill.

Description of analysis units		
Analysis Unit	*Category*	*Elements*
Oral interaction	Speaking Activities	• Interview • Dialogue • Role play • Information gap • Sketch • Debate-Controlled Speaking
Learning Strategies	Metacognitive Strategies	• Setting goals • Directed attention • Cooperate- Peer coaching • Organizational Planning • Activate background knowledge • Evaluate yourself

Chart 2. *Description of analysis units*

3.1. Timetable

In this timetable there are established meaningful actions which define the implementation proposal. It contains the specific Speaking activities and the Metacognitive Strategies used in each class lesson. Within the curriculum for Ciudadela Eucativa de Bosa there are established 3 hours of fifty minutes weekly.

WEEK	DATE	ORAL INTERACTION ACTIVITY	METACOGNITIVE STRATEGY	CLASS TOPIC
Week 1	April 18th - April 22th	Speaking Activity 1 "**Interview**"	Setting goals	RECLYCLING AT THE SCHOOL
Week 2	April 25th – April 29th	Speaking Activity 2 "**Dialogue**"	Directed attention	MY FREE TIME
Week 3	May 2nd- May 6th	Speaking Activity 3 "**Role Play**"	Cooperate	I RIDE MY BIKE EVERYDAY NAIRO QUINTANA
Week 4	May 10th- May 13th	Speaking Activity 4 "**Sketch**"	Organizational planning	AND THE OSCAR GOES TO...
Week 5	May 16th- May 20th	Speaking Activity 5 "**Information Gap**"	Activate backgruond knowledge	I´M A CHEF I COOK DELICIOUS MEALS
Week 6	May 23rd- May 27th	Speaking Activity 6 "**Controlled Speaking- Debate**"	Evaluate yourself	THE BEST JOB FOR YOUR PARTNER

Chart 3. *Timetable*

SPEAKING ACTIVITIES

The main purpose of this phase is the implementation of six lesson plans which were designed to develop a specific speaking activity within a class topic. The lesson plans were implemented to generate oral interaction and get students familiar with useful vocabulary and the language issues to be used during the planning and performing phase of the classes. In each one of the lessons there is a metacognitive strategy students applied in order to enhance the oral participation and interaction.

The Metacognitive model of strategic learning is based on research on learning strategies in which data were collected according to the metacognitive process developed. Students work through each of these processes for different challenging speaking activity.

The following lesson plans were totally designed by the researcher however there are some reading texts, podcasts and videos, which are referenced in each class.

LESSON PLAN 1

UNIVERSIDAD
LIBRE
Fundada en 1923

LESSON PLAN - SPEAKING ACTIVITY 1
"INTERVIEW"

DATE: April 18 th 2016	LESSON No.1	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS:40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: This lesson builds on the previous lesson where the focus was on reducing, recycling, and re-using waste materials before sending it to the landfill. In this lesson, the students will practically make a fun item from waste materials and use it in an oral activity.		**TOPIC:** **Let´s recycle at Ciudadela School**
AIMS: speaking • Interview someone in the school, a teacher, a secretary, etc. Create questions to inquire about the recycling method using by the interviewed person.		
METACOGNITIVE STRATEGY: Setting goals		
LANGUAGE FOCUS: **Target Language Vocabulary**: waste, garbage, reduce, re-use, recycle, interview		
MATERIALS, OR TOOLS NEEDED: DVD of the movie Garbage Dreams, or the six-minute preview found at the PBS companion website (http://www.pbs.org/independentlens/garbage-dreams/classroom.html)		
PREVIOUS KNOWLEDGE: **To be verb** **Present Simple** **Present continuous** **Target Vocabulary**		
STUDENTS ORGANIZATION:		
LESSON OUTLINE 1.**WARM UP**		

Procedures – Viewing the Film or Trailer:

1. Students will view the DVD, Garbage Dreams, or the six-minute preview. Before viewing, build background by asking students to think about garbage and recycling in their own communities. Ask them to list what they think they know about garbage and what they want to learn about recycling from watching the film. List their ideas on the board.

2. After the film, discuss the Zaballeen community with your students. What did they learn about this community? What do they think about the way these people make their living? Do your students think this is a hard or easy life style? How are the Zaballeen teens the same as or different than they are?

3. The Teacher reminds them that the Zaballeen people recycle 80 percent of all the garbage they collect. Many U.S. cities, with recycling programs in place, recycle only about 30 percent of what they collect. Ask them why they think the Zaballeen are so good at recycling. Ask students to explain what recycling is. Why do they think the materials have to be divided into different types?

4. Discuss with the students their own recycling practices. Have them list the major benefits of recycling and some of the challenges, and record their ideas on a sheet of paper. Allow them to share their ideas and list some on the board to discuss. Collect their work and use this for assessment purpose

2.PRESENTATION

Reading

Materials: Reading sheet

       Pics.

Procedure

1. The T   makes groups of four students and asks them to read about Recycling and look at the poster on TV.
2. The Ss have to read the text and identify people names in the poster.

3.PRACTICE

Reading 2

Tips for a 'waste-less' school year

(1) Read this eco-leaflet. Do you follow any of the advice? Take notes and then compare them with your partner's.

- I ....
- ....
- ....
- ....

Tips for a Waste-Less School Year

1. Use products made from recycled materials. You can use refillable pens, rechargeable batteries, and scrap paper for notes. Recycling and reusing helps the environment and saves you money.
2. Before starting a new school year, check what things you have already got. You can reuse notebooks and old binders. Share your used books with friends, relatives, or younger schoolchildren.
3. Use non-toxic products, such as batteries with less mercury, vegetable-based inks, and water-based paints.
4. Use products that can last for long. Backpacks and notebooks can be reused for many years. Don't buy new ones every school year.
5. If you bring your lunch to school, put it in a reusable plastic or cloth bag, or lunch box. Bring drinks in a thermos instead of bottles or cartons.
6. If your parents drive you to school, try carpooling or take the bus. Try walking, biking, or skating. You can have less air pollution and less traffic in your area.
7. Share the message with your friends and schoolmates. Waste less by reducing, reusing, and recycling. Volunteer for, or start an environmental club or recycling project in your school. Work with your teachers and friends to find ways to tell everyone in your area to make waste reduction a part of their everyday lives.

Taken from http://www.epa.gov/epaowser/osw/specials/funfacts//

2   *Read the leaflet again and find.*

☆

1. three school things that you can use again

....

2. two products that are not bad for the environment

....

3. two food or drink containers that can be used many times

....

4. three ways to go to school without polluting the air

....

PRODUCTION

With the T help the Ss have to create a short interview about recycling.
They interview a teacher of his/her school about recycling and taking care of the environment.
The Ss. Use their cameras to record a video of the dialogue

EVALUATION:

The Assessment is formative.

The T applies the design rubric for the presentation of dialogues

The Ss. have a co-evaluation of the class.

Annexes

1. Video- We are Zaballeen

website (http://www.pbs.org/independentlens/garbage-dreams/classroom.html)
2. Poster

3. Text: RECYCLING

Mike and Jill do not throw many things away. There isn´t much rubbish in their dustbins or n the litter bins at school.

Jill is collecting glass to be recycled. She´s taking the lids off the jars and the caps off the bottles. Clear glass goes in the white bin, green goes in the green bin, and brown goes in the brown bin.

Mike and William are collecting cans. Mike is holding a big magnet. There is a recycling bin for tin made of tin or aluminium too.

Emma is putting things in the plastic recycling bin. She is saving some or of the pots and tubs. She washes them and uses them again for plants.

Old envelopes, paper, and newspaper are recycled. John is not putting the magazines in the bin. He is collecting them for his dentist.

Mikes´s teacher is putting toys and clothes into cardboard boxes. She gives them to the hospital. She uses very old clothes as rags for painting.

A little girl is giving Jill and old bottle.

Jill No, you can take this bottle back to the shop. They wash it and use it again. That´s the best kind of recycling.

Taken and adapted from

Word Magic Oxford pg 29-30

RUBRIC

INTERVIEW- RECYCLING AT CIUDADELA				
Teacher Name:				
Student Name:				
CATEGORY	**4 Superior**	**3 Good**	**2 Basic**	**1 Low**
Setting Up the interview	The student introduced him/herself, explained why he/she wanted to interview the teacher or school worker	The student introduced him/herself but barely explained the reason for interviewing	The student introduced him/herself but did not explained the reason for interviewing	The student did not introduced him/herself neither explained the reason for interviewing
Follow-Up he questions	The student listened carefully the person being interviewed and asked the total of questions.	The student listened carefully the person being interviewed but did not asked the total of questions	The student listened the person being interviewed and asked only one or two questions	The student did not pay attention to the person being interviewed and did not asked the total of questions
Pronunciation	Pronunciation is accurate throughout, with good rhythm and intonation for this level.	Pronunciation is comprehensible but with rhythm and intonation for this level.	Pronunciation is generally comprehensible, with few errors. Rhythm and intonation.	Pronunciation is not comprehensible, with low rhythm and no intonation
Vocabulary	Demonstrates broad command of vocabulary; knows and uses precise words for the situation.	Vocabulary is generally appropriate, despite limitations. There are some mistakes in word choice.	Vocabulary is not appropriate. There are mistakes in word choice.	Vocabulary is inadequate for this level.

Adapted from study.com/academy/lesson/esl-speaking-rubrics.html

CHART 4. *Rubric to evaluate interview*

This categories criteria are indicated to evaluate speaking and oral practice. The scale goes from 4 Superior, 3 Good, 2 Basic, 1 Low according to the development achievement.

As suggested Bygate (1987) oral interactions can be analyzed in terms of such conversational routines (which are considered predictable), an interview is when sharing information and interact in terms as a conversation.

In this opportunity students designed and applied a short interview on a selected topic with two three more partners and the person interviewed. The teacher provided a rubric to students so that they knew what type of questions they can ask or what path to follow. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to other classmates or teachers.

The interview was about the topic of the class, which was Recycling at Ciudadela; students created 4 questions to ask different teachers of the school. Even the questions were designed and asked in English, some of the teachers answered in Spanish.

Sample question of an interview:

Q1. Do you recycle at home?

Q2. How do you recycle and why?

Q3. What is the importance of recycling?

Q4. Do you know if your people who you live with recycle?

Q5. Do you like the idea of recycling?

LESSON PLAN 2

LESSON PLAN - SPEAKING ACTIVITY 2

"DIALOGUE¨

DATE: April 25th 2016	LESSON No. 2	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS:40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: **To be verb**		TOPIC: **My Free Time: Hobbies and Sports**

AIMS:
• To interact with a peer through a dialogue.

METACOGNITIVE STRATEGY: Directed Attention

LANGUAGE FOCUS: **Target Language:** Verb + ing: like/hate/love **Vocabulary**: Hobbies and sports

MATERIALS, OR TOOLS NEEDED: Pictures with vocabulary related to Hobbies and Sports. Record device Video Projector

PREVIOUS KNOWLEDGE: **To be verb** **Simple present** **Street games**
STUDENTS ORGANIZATION: by teams

LESSON OUTLINE 1.**WARM UP** **Watching a video** **Materials:** video

Procedure:
1. The students (Ss) watch a short video of an interview to Cristiano Ronaldo talking about himself.
2. The teacher (T) asks the Ss to suggest the topic of the interview.
3. The T writes on the board the students ideas about the interview topic.
4. The T centers the attention on the outline of the interview.

2.PRESENTATION
Matching Game
Materials: board
Procedure
3. The T   draws a 3 column chart on the board with some verbs, their definitions and the pictures of each verb.
4. The Ss have to match the verb, the definition and the picture of each verb.
   Annex A

1. swim	a) to travel on a horse
2. ride	b) to make pictures with a pencil
3. draw	c) to make music with your mouth
4. drive	d) to move through water
5. dance	e) to move around in a car
6. sing	f) to move your body while listening to music

5. The Ss take turns to match and score points

Unscramble the conversation.
Materials: piece of paper
Procedure:
1. The T gives the Ss organized by teams of 4 a scramble conversation.
2. The   Ss have to unscramble the conversation and practice it to prepare in front of the class.
3. The T chooses two volunteers to present the conversation in the correct way.
Annex B

Beth: I want to go camping or dancing.	**Rajiv**: I love singing. Let's go!
Beth: How about karaoke? Do you like singing?	**Rajiv**: I don't really. Why?
Beth: Rajiv, do you like camping?	**Rajiv**: I hate dancing.
Ricardo: Sure, I love going there.	**Andre**: Do you want to come with me to the gallery?
Ricardo: Amazing picture, Andre!	**Andre**: Let's go.
Ricardo: I also like it, but I like drawing more.	**Andre**: Thank you! I love painting.

4. The T remarks on the differences between a conversation and an interview, emphasising on the layout of an informal interview

Answer the Questions

Procedure

1. The T asks the class some question about the interview.
2. The Ss answer the questions in a collective class and a volunteer writes the answers on the board.
3. See Annex C

> 1. What does Beth want?
> 2. Does Rajiv like dancing?
> 3. What does Rajiv like?
> 4. Who is Ricardo's friend?
> 5. What does Ricardo like?
> 6. What is Andre good at?
> 7. Where are they going?
> 8. Does Ricardo like dancing

4. The T present the Grammar Box in a collective Class

> When we want to say that we like or don't like doing something we use the pattern:
> **like/hate/love +Verb + ing**
> *e.g. I like swimming.; John hates reading., etc.*

3.PRACTICE

Listen to the text and correct the mistakes.

Procedure:

1. The T reads the text aloud and the students try to identify the mistakes.

Paula is my cousin. She is berry smart because she likes read. She also love drawing pictures of animals because it wants to make children's books when she grows up. But she hates swim because she is afraid of the water. She never come to the beach. I love swimming and play in the sea. I want her to come with me some time.

2. The Ss read and write the text from the board correcting the mistakes.

Do you like hate/ love.? Put the verbs from the list in a category of your choice.

paint / swim / dance / ride / read / draw / drive / go for a picnic / walk / travel / sleep

HATE:	LIKE:	LOVE:
....	....	....

Procedure:

1. The T writes some verbs on the board and the students have to classify them according their personal opinion.
2. The Ss have to look at the table above and write sentences beginning with I like…; I hate…; I love…

   E.g. I love drawing pictures

COLUMN A	COLUMN B
1. I woke up at 10 a.m. I really	a) likes riding it.
2. Petra has a horse. She	b) love sleeping.
3. My parents are in Brazil. They like	c) traveling.
4. John loves driving his car but	d) loves painting.
5. Francois bakes delicious cakes. He	e) books so much?
6. Martha bought some milk. She	f) hates drinking black coffee.
7. His brother is an artist. He	g) he hates walking.
8. Do you really like reading	h) likes eating.

3 The Ss have to match the beginning of the sentence from Column A with its ending from Column B.

3. PRODUCTION
With the T help the Ss have to make a dialogue with a peer about their hobbies and sports.

The Ss could follow the layout given by the T.

> **Ss.** *Good morning Mr. _____ or Mrs. _____*
> *We are 7 graders and would like to ask you some questions about your*
> *hobbies and sports you practice in your free time.*
> *What do you do in your free time? _____*
> *Do you practice any sport? _____*
> *Do you like going camping? _____*
> *Do you enjoy singing at the Karaoke? _____*
> *Do you like sleeping until late? _____*

The Ss. Record the audio of the dialogue.

They could change one of more questions of the layout.

EVALUATION:

The Assessment is formative.

The T applies the design rubric for the presentation of the interview.

The Ss. have a co-evaluation of the class.

RUBRIC: DIALOGUE

DIALOGUE – MY FREE TIME				
Teacher Name:				
Student Name:				
CATEGORY	**4 Superior**	**3 Good**	**2 Basic**	**1 Low**
Presentation	The dialogue is presented in a clear voice. The presenters made consistent eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made some eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made little eye contact with the audience.	The dialogue is not clearly presented. Eye contact was not made with the audience.
Message	The message to the listener is clear and strong.	The message to the listener is clear.	The message to the listener is somehow clear.	No message is given to the listener.
Pronunciation	The student's pronunciation is clear and with no mistakes	The student's pronunciation is clear, with few errors	The student is inconsistent in their pronunciation. Some words	The student struggles to pronounce words.

			are pronounced correctly, and others are not correct.	

Adapted from http://study.com/academy/lesson/esl-speaking-rubrics.html

Chart 5. *Rubric to evaluate dialogue*

LESSON PLAN 3
LESSON PLAN - SPEAKING ACTIVITY 3

"ROLE PLAY"

DATE: May 2nd 2016	LESSON No.3	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS:40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: This lesson builds on the previous knowledge related to simple present, and expressing preferences related to sports vocabulary.		**TOPIC: I ride my bike every day, I´m Nairo Quintana?**
AIMS: • Speaking: To perform the role of a sport character.		
METACOGNITIVE STRATEGY: Cooperate- Peer coaching		
LANGUAGE FOCUS: **Target Language Vocabulary**: like, dislike, play, do, go.		
MATERIALS, OR TOOLS NEEDED: paper, markers, slides		
PREVIOUS KNOWLEDGE: **Present Simple** **Action verbs** **Target Vocabulary**		
STUDENTS ORGANIZATION:		
LESSON OUTLINE **1. WARM UP** **Miming Game** **Materials:** pieces of paper **Procedure:** **1.** The students pick a paper with a sport and have to do the miming of the sport.		

2. The students have to guess which sport it is.

3. PRESENTATION
Matching Game
Materials: slides
Procedure
6. The students read a list of sports.
7. The students see some slides pictures about extreme sports.
8. The students have to match the slides pictures with the correct sport
   See Annex A

Reading
1. The students have to complete the texts with the words in the list.
2. Then, they have to say which sport is each text about.
   See Annex B

Building Vocabulary
Procedure
1. The ss are divided into groups.
2. They are given a list of words related to sports, places and equipment.
3. The ss have to classify the words into a three column chart.
   See Annex C

Speaking
1. The teacher ask the ss to express preferences a in a short "Role Play"
2. The ss represent different famous sport people and express what they like to do.
3. The teacher gives the ss some directions to develop the activity.
4. The ss stand up around the classroom and follow the teacher movements.
5. The ss have to identify the sport place and the equipment required

3. PRODUCTION

With the teacher´s help the ss have to do a Role Play with a partner characterizing a famous sport man or sport woman. They talk about his/her daily routine.

The Ss. Use their cameras to record a video of the Role Play

4. EVALUATION:

The Assessment is formative.

The T applies the design rubric for the presentation of a role play.

The Ss. have a co-evaluation of the class.

ANNEXES:

A. Flascards

B. Sports names

Archery Cross country skiing Fencing Gymnastics Martial arts Speed skating Volleyball	Baseball Cycling Figure skating Hockey Swimming Weightlifting basketball	Diving Football Horseback riding Rowing Tennis BMX race Downhill skiing	Golf Kickboxing Soccer Boxing

C. Reading

Skateboarding

Hi my name is Mike and I´m from San Francisco in the USA. I play basketball, baseball, football and ice hockey, and I´m a skateboarder. You can´t win an Olympic medal for skateboarding because   it isn´t an official sport. It isn´t a school sport, but it´s very popular with young people. Here in the USA, for example, there are about twelve million skateboarders and a thousand public skateparks.

What are the attractions of skateboarding? First, an excellent form of exercise. Second, the price of a skateboard is only about twenty dollars. Third, you can practice alone or with your friends in the park or the yard.

Finally, for me, skateboarding is an opportunity to express my identity. Good skateboarders have dedication, balance, coordination and energy. They also have creativity and imagination. Skateboarding isn´t just a sport, it´s also an art.

Taken from Everyday 1a. Fernandez R. and Lawley, J. Richmond, 2009

RUBRIC: ROLE PLAY

ROLE PLAY – I RIDE MY BIKE EVERYDAY, I´M NAIRO QUINTANA				
Teacher Name:				
Student Name:				
CRITERIA	**Superior**	**Good**	**Basic**	**Low**
Speech was clear with appropriate volume and inflection				
Role was played in a convincing, consistent manner.				
Arguments and viewpoints expressed fit role played.				
Costumes and props were effectively used.				
Role-play was well prepared and organized.				
Role-play captured and maintained audience interest				

Taken and adapted from: **http//study.com/academy/lesson/esl-speaking-rubrics.html**

Chart 6. *Rubric to evaluate role play*

This rubric is adapted taking into account the language level of the students that is elementary; the items describe each one of the aspects of role play assessment**.**

As Nunan (2001) stated, interactional language is produced for social purposes such as establishing/maintaining social relationships. Interactional spoken language is characterized by shifts of topic and short turns. Dialogues and Role plays get students to speak for any social purpose, students pretended to be

someone else in various social contexts and had a variety of social roles. In both speaking dialogue and role-play activities, the teacher gave a brief information to the learners regarding the character's profile such as who they were, or what were their feelings.

LESSON PLAN 4

LESSON PLAN - SPEAKING ACTIVITY 4
"SKETCH"

DATE: March 14 th 2016	LESSON No.4	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS:40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: This lesson builds on the previous knowledge related to simple present, and question words.		TOPIC: AND THE OSCAR GOES TO…
AIMS: • Speaking: Students will act out a short movie scene. Sketch – And the Oscar goes to…		
METACOGNITIVE STRATEGY: Organizational planning		
LANGUAGE FOCUS: Target Language Vocabulary: questions with WHO (Who directed…?) Simple present		
MATERIALS, OR TOOLS NEEDED: Worksheet A, Worksheet B for each pair of students – discussion questions to follow up		
PREVIOUS KNOWLEDGE: Present Simple Question Words		
STUDENTS ORGANIZATION:		
LESSON OUTLINE 1.WARM UP Pre-speaking task 1 The teacher (T) tells the class she/he have a riddle for them. The teacher. is going to read out five sentences. The Students (Ss.) have to guess what you are talking about. If they guess, the Ss. mustn't shout it out but write it down on a piece of paper. Read out the following clues, pausing after each one. After the third clue you could ask if any student already knows (get them to show you		

the paper), then proceed with the last two clues for others to try and guess.

It is 75 years old this year.

It has the name of a man.

It is famous for its glamour and its long red carpet.

People see it in more than 100 countries.

It is in Los Angeles.

All the famous American actors and actresses will be there.

The answer is: The Oscars. Tell the students that today they will be doing a speaking activity based on the Oscars.

PRESENTATION

Speaking task 1 – Information Gap

Nominate students A and B in each pair. Give each student A an A worksheet and each student B a B worksheet. Tell them they must ask questions to find the missing information on their worksheet. They must not show each other the worksheet while they are doing this! When they are finished, they can check their answers with each other.

The Ss. watch three scenes of different movies they choose before.

They listen to the dialogues and read the subtitles.

PRACTICE

Speaking task 2 – Talking about movies

Put pairs together so that you now have groups of 4. Distribute the conversation questions. Each student takes it in turn to ask a question from the list to everybody else in the group, who has to answer. Then it passes to another student who asks a question. Circulate and help where necessary.

NOTE: These discussion questions use the term "movie", which is more common to American English. You could point out to students that people in Britain say "film". At the Oscars Ceremony movies are called "pictures".

The Ss. create a short scenes of a previous chosen movie, write the dialogue and perform in a sketch and present it to the class.

PRODUCTION

When students have asked their questions, do some group feedback to find out what they learnt about each other. If you heard some recurring mistakes, put them on the board to see if the students can correct them themselves. Then give them the list of nominees for this year's Oscar (if it hasn't already passed) and ask them who they think will win.

They perform the sketch to the class.

EVALUATION:

The assessment is formative.

The teacher applies the design rubric for the presentation of sketch

The ss. have a co-evaluation of the class.

Annexes
A.
Movie#1
https://www.youtube.com/watch?v=CmRih_VtVAs
Movie#2
https://www.youtube.com/watch?v=ns9kL1JILeo
Movie#3
https://www.youtube.com/watch?v=9POCgSRVvf0
B.
WORKSHEET A

MOVIE	DIRECTED BY	STARRED	WON THE OSCAR IN…
The Lord of the Rings	Peter Jackson		
	Alejandro Gonzalez Iñarritu	Leonardo Dicaprio	2016
	James Cameron		1998
The Godfather	Francis Ford Coppola		1972
The Departed			2006
	Paul Haggis	Sandra Bullock	2005

WORKSHEET B

MOVIE	DIRECTED BY	STARRED	WON THE OSCAR IN…
		Elijah Wood	2001
The Revenant		Leonardo Dicaprio	
	James Cameron	Leonardo Dicaprio	
The Godfather	Francis Ford Coppola		
	Martin Scorsese		2006
Crash		Sandra Bullock	2005

Taken and adapted from http://www.fluentu.com/english/educator/blog/esl-movie-lessons/

MOVIE DISCUSSION QUESTIONS

1. Do you like movies?
2. How often do you go to the cinema?
3. What are some famous movies from your country? Do you like them?
4. Do you have a favorite actor or actress? Who is it?
5. Do you watch American movies with in English with subtitle?
6. If a book is made into a movie, do you prefer to read the book first or see the movie?
7. What was the last movie you saw?
8. Do you like to eat food at the cinema? What do you eat?

Taken and adapted from http://www.fluentu.com/english/educator/blog/esl-movie-lessons/

SKETCH_SHORT FUNNY PEROFRMANCE – AND THE OSCAR GOES TO….

Teacher Name:

Student Name:

CRITERIA	Superior	Good	Basic	Low
Speech was clear with appropriate volume and inflection				
Role was played in a convincing, consistent manner.				
Arguments and viewpoints expressed fit role played.				
Costumes and props were effectively used.				
Sketch was well prepared and organized.				
Sketch captured and maintained audience interest				

Taken and adapted from http://www. **http//study.com/academy/lesson/esl-speaking-rubrics.html**

Chart 6.*Rubric to evaluate Role play*

It it´s important to clarify that sketch is a speaking activity, adopted such a short and funny performance. This lesson plan took three sessions long. In this opportunity students had to perform a short scene of a movie they selected before and represent each on the character proposed in the movie scene.

That´s the reason the criteria selected to evaluate Sketch is similar to evaluate Role Plays, but students have to act out in a comic and funny way.

LESSON PLAN 5

LESSON PLAN -   SPEAKING ACTIVITY 5
"INFORMATION GAP"

DATE: May 16 th 2016	LESSON No.5	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS:40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: This lesson builds on the previous knowledge related to simple present, and expressing preferences related to sports vocabulary.		**TOPIC: I´M A CHEF!!... I COOK DELICIOUS MEALS.**

AIMS:
To ask for and give information about personal information.

METACOGNITIVE STRATEGY: Peer coaching

LANGUAGE FOCUS: **Target Language Vocabulary**: Wh question words, daily routine, occupations vocabulary.

MATERIALS, OR TOOLS NEEDED: **Mask, role cards**

PREVIOUS KNOWLEDGE: **Present Simple** **Action verbs** **Target Vocabulary**

STUDENTS ORGANIZATION:
LESSON OUTLINE 1.**WARM UP** **Introduce the lesson** ‣ Encourage students to come up with model interview questions.

The Teacher encourage them by playing "Make me say No, I don´t" game.
Students ask "Do you…?" questions and get one point for "No, I don't" answers but no points for "Yes, I do" answers, plus maybe the same for "Are you + noun/ adjective?" Crazy questions like "Do you have an elephant?" and "Do you eat spiders for breakfast" are allowed (and in fact the main attraction of this game).

2.PRESENTATION

The T. asks the Ss. to listen to a short dialogue about occupations and complete the form.

Talking About Occupations

A: What do you do for a living?
A: What is your occupation?
B: I'm a____(mechanic)_____.
A: A____(mechanic)_____? That must be a lot of work.
B: It is. Every day I ___(fix)_____ ___(cars)_____.
A: How interesting. How many___(cars)_____ do you __(fix)____?
B: I ___(fix)_____ about __(8)_____(cars)____ every day.

3. Then the students have to match the occupation with the correct daily activity according to each word.

Match the occupation with the daily activity.

Occupation	Activity
1. Mechanic	a. catch fish
2. Teacher	b. take pictures
3. Dentist	c. fix cars
4. Doctor/Nurse	d. cook meals
5. Journalist	e. pull teeth
6. Fisherman	f. plant flowers
7. Gardener	g. put out fires
8. Chef/Cook	h. take care of patients
9. Fire fighter	i. teach classes
10. Photographer	j. write news stories

2.PRACTICE

Information Gap

In Information Gap activities, each student has information that the other student(s) don't have. The objective is for students to ask questions to find out what they can from the other(s).

Sample A's Information:

Person's Name	From	Occupation	Weekends	Movies
1. Jill (female)		doctor		romance
2.		professor	go fishing	
3. Jared (male)	Cincinnati			action
4.	Cleveland	banker	play cards	
5. Janet (female)	Dayton			

B´s information:

Person's Name	From	Occupation	Weekends	Movies
1.	Toledo		relax at home	
2. Jason (male)	Columbus			horror
3.		mechanic	play baseball	
4. Jenny (female)				drama
5.		lawyer	read novels	comedy

Taken and adapted from Let´s Talk 2. Jones, L. Cambridge, 2010

Sample Questions:

What is the first person's name?

How do you spell it?

Where is he/she from?

What is his/her occupation

What does he/she do on weekends?

What kind of movies does he/she like?

After completing the chart, discuss with your partner:

Which person would you like as a friend?

Why?

4. PRODUCTION

After filling up the chart, each student has to ask questions to the partner to find out the missing information. Then they have to tell the class what they found in the chart in terms of occupation, origin, age, favourite activities and hobbies.

EVALUATION:

The Assessment is formative.

The T applies the design rubric for short oral presentation

The Ss. have a co-evaluation of the class.

INFORMATION GAP – I´M A CHEF, I COOK DELICIOUS MEALS				
Teacher Name:				
Student Name:				
CRITERIA	**Superior**	**Good**	**Basic**	**Low**
Pair work was efficient to solve the problem and collecting the whole information.				
Students showed knowledge of content with no hesitation in talking or answering questions.				
The student's pronunciation is clear and with no mistakes				

Adapted from www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking

Chart 7. *Rubric to evaluate Information gap*

For the speaking activity number five, learners were supposed to be working in pairs. One student had the information that other partner did not have and the partners would share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner played an important role because the task cannot be completed if the partners did not provide the information the others needed. These activities are effective because everybody has the opportunity to talk extensively in the target language.

LESSON PLAN 6

LESSON PLAN -   SPEAKING ACTIVITY 6
"CONTROLLED SPEAKING"- DEBATE

DATE: May 23rd 2016	LESSON No.6	INSTITUTION: Ciudadela Educativa de Bosa
LEVEL:7°	No. OF STUDENTS: 40	TEACHER`S NAME: Aura Gaona
GENERAL AND SPECIFIC BACKGROUND: This lesson builds on the previous knowledge related to simple present, and expressing preferences related to sports vocabulary.		**TOPIC:** **The best job for your partner**

AIMS:
Debating about jobs and occupations considering advantages and disadvantages.

METACOGNITIVE STRATEGY: evaluate yourself

LANGUAGE FOCUS: **Target Language Vocabulary**: Comparatives; "Number one is … because …"

MATERIALS, OR TOOLS NEEDED: **Mask, role cards**

PREVIOUS KNOWLEDGE: **Present Simple** **Comparatives** **Target Vocabulary**

STUDENTS ORGANIZATION: <u>Selective attention</u>

LESSON OUTLINE

1.**WARM UP**

Pre-speaking task 1 Time 10 minutes
The Teacher writes the word JOBS on the board. Then the T. tells three students that they are going to leave the room for 5 minutes. While students are gone, other students have to fill up the whole board with words connected to this theme. They can use their dictionaries if they like. Nominate a student as the secretary; give them the board marker and leave. Come back after 5 minutes and go over what they have written.

1.**PRESENTATION**
The T. tells the students that they are going to do a listening activity related to jobs. They must change places with another student if the sentence you read out to them is true for

them. Read out the following sentences and stop when you think people have moved around enough. They then form groups of three with the new people they are sitting next to. Change places if…
 • You have a job.
 • You have a job that you like.
 • You have a job that you don't like.
 • You use a computer at work.
 • You have a mobile phone for your job.
 • You work at night.
• You would like a different job.

2. PRACTICE

Speaking task – Talk about the cards
The teacher gives each group a set of job cards (minus the blank ones). The T. tells students to put them face down on the table. Students take it turn to pick up a card and say something about the job. Put some helpful language on the whiteboard for them to refer to:

A ….works in a ….
A … has to be a very …. person
A … works early in the morning/at night
This is a good/bad job because ….

Teacher allows this stage to go on until students have said something about each of the cards. Clarify vocabulary problems (e.g. attorney at law=lawyer) during this stage. Now give out the blank cards and ask them to write a job on each one. Students should have a total of 12 different job cards.

3. PRODUCTION

Rank the cards
Teacher tells the students to imagine that their partner/friend could have one of these jobs. Which one would be the best? Why? Give an example for yourself and write it on the board. Then the T. tells students the rules for the speaking activity (you could also write these on the board).
1. Put the cards in order from best to worst job for your partner/friend.
2. Decide in your group what is the best order and why.
3. Talk only in English.
When they are finished, ask a couple of groups to explain their order.

EVALUATION:

The assessment is formative.
The eacher applies the design rubric for short oral presentation
The Ss. have a co-evaluation of the class.

Annex 1

Solutions for English Teaching

ENGINEER	AUTO MECHANIC	ACCOUNTANT
photographer	Scientist	SECRETARY
TRAVEL AGENT	Baker	ATTORNEY AT LAW

RUBRIC

CONTROLLED SPEAKING-DEBATE – THE BEST JOB FOR YOUR PARTNER				
Teacher Name:				
Student Name:				
CRITERIA	**Superior**	**Good**	**Basic**	**Low**
Main arguments and responses are outlined in a clear and organized way.				
Reasons are given to support the solution				
Students support arguments and show ability to defend itself against attack.				
Demonstrates broad command of vocabulary; knows and uses precise words for the situation				

Adapted from https://esldebate.files.wordpress.com/.

Chart 8. *Rubric to evaluate Controlled speaking-Debate*

A debate is a kind of contest where students must support their argument and refute their opponent's argument with logical reasoning and rebuttals by giving facts and evidence. It is the best to choose topics of interest to the participants. In

this opportunity they debate about the importance of some occupation ranking them from the most important and the less important, taking into account information prepared before when students answered a set of questions:

Where does a Doctor do?, Where does a Doctor work? Is this a good job because…..

Due to   the language level of the students is ranked in elementary level, sometimes they forgot some vocabulary, so they had to read their answers.

Abdesslem (1996) argues that highly motivated students become wary of classrooms that tend to focus too much on form instead of enabling them to interact in the target language; so with these speaking activity students were motivated on the development of the debate and on the topic chosen although students showed they struggle when giving arguments, and reasons.

METACOGNITIVE STRATEGIES

In this research, the MTs is assumed as a pedagogical strategy to analyze the self- learning process specifically oral interaction learning and as a strategy to generate awareness in the learning process as well. According to the Inclusive Schools Network (2014), "Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'."

According to Chamot (1999) the model consists of four metacognitive processes:

- Planning
- Monitoring
- Problem solving
- Evaluating

The four strategic processes are not narrowly sequential but may be used depending on the necessities of the demands of the task and the interaction between the task and the learner.

Fig.2. Metacognitive Model of Strategic Learning. Chamot (1999)

This figure illustrates the model and it is such a guide to observe the processes clearly. Learners in this phase began with the speaking activities proposed in the lesson plan 1, the metacognitive strategy suggested to develop this process was Directed Attention.

Chamot and Robbins (1999) present an Individual chart (chart 1), which shows how are organized these strategies according to each of the four processes. Each strategy description contains the metacognitive components necessary for explicit strategy instruction.

  Taking into account this model chart,   the researcher designed a set of metacognitive sheets to develop each one of the metacognitive processes by applying specific strategies.

Learners in this phase began with the speaking activities proposed in the lesson plan 1, in which they have to set the questions and carry out an interview to different teachers of the school, different to their classmates. In this lesson the metacognitive strategy suggested to develop this process was Setting goals.

This strategy involves the metacognitive processes of planning.

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PLANNING
SETTING GOALS STRATEGY
STUDENTS WORKSHEET #1

Name: _____ Class:_____ Topic:_____

My Goals

Directions: After completing your role play, discuss in your group which strategies were used during the preparation activity.

Academic goal:_____
_____
_____
Things I can do to achieve this goal _____
_____
_____
How I did _____
_____

English performance goal:_____
_____
_____
Things I can do to achieve this goal _____
_____
_____
How I did _____
_____

Personal goal:_____

_____

_____

Things I can do to achieve this goal _____

_____

_____

How I did _____

_____

Fig. 3. *Setting goals   Attention –Planning strategy*

Learners were asked to fulfill the metacognitive sheet by asking them to think about possible solutions when they face these two aspects and write them down in Spanish. (See annex 3).   First when focusing attention on any issue and in the second, they were asked to state how they could deal with any distraction when they develop any activity.

The Metacognitive sheet asks learners to answer these questions in three different aspects of the activity, as it is seen in the fig.3 the first aspect is to set an academic goal, the second when setting an English performance goal, and the third is to set a personal goal. The answers of the metacognitive sheet were given in Spanish.

    For the lesson number two, the speaking activity suggested was to create a dialogue. Students present several difficulties on writing the questions, but the aim of this activity was to generate more confident when they speak. Following the chart proposed by Chamot (1999), for this lesson the metacognitive strategy suggested was directed attention. The researcher adapted a metacognitive sheet in which, learners were asked to fulfill a yes/no short questionnaire before the dialogue performance, and after it.

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PLANNING
DIRECTED ATTENTION STRATEGY-
STUDENTS WORKSHEET #2

HOW CAN I FOCUS MY ATTENTION?	HOW CAN I IGNORE DISTRACTIONS?
When planning the activity	
When problem-solving the activity	
When evaluating the activity	

Fig. 4 Directed attention_ metacognitive processes

The objective of this metacognitive sheet was to focus their attention to the development of the activity in three different stages: when planning the activity, when present any problem and when they evaluated the activity .

The items stated refer to clues for the performance of the dialogue, including facts about the dialogue, the organization of the information when they are performing the dialogue, the effectiveness of the dialogue message, the voice tone, and finally the body expression, like eye contact with the public. (See annex

Conforming to Chamot, this Metacognitive strategy, is involved in the four metacognitive processes.

For the third lesson plan, the speaking activity was creating a Role Play based on different famous people they are interested on, students pretend they are any person in various social contexts and have a variety of social roles.

The Metacognitive suggested for this activity was Cooperate or Peer coaching, which is focused when learners have to work with other to complete tasks, build confidence, and give and receive feedback form their peers.

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PEER COACHING_ STUDENTS METACOGNITIVE SHEET #3

Class: _____   Date:_____   Topic:_____

Direction: Write your topic on the line above. Then list the required information in the following chart as indicated.

WHAT I THOUGHT ABOUT THE TOPIC	WHAT MY PARTNER THOUGHT ABOUT THE TOPIC	WHAT WE DECIDED TO SHARE

Fig.5. *Cooperate _ metacognitive strategy*

In this opportunity learners fulfill this metacognitive sheet in these three aspects, such us what they thought about the topic, specifically the topic for performing the role play; what their peers thought about the same topic, and finally the they have to decide to share some ideas the found in common.

It is a useful strategy to apply when work by teams, helping the teacher and learners to identify their own abilities, strengths, and weak points too.

This sheet was given to students before planning the activity, although following Chamot(1999) chart about individual strategies, this metacognitive strategy involves in the same way the four metacognitive processes aforementioned, adding another process like Remembering information. (See annex 5)

For the lesson plan number four, the speaking activity suggested was to perform a sketch. Sketch is very similar to role plays, but what makes simulations different than role plays is that they are more elaborate. In sketch, students can bring items to the class to create a realistic environment.

Dialogues, role-plays and sketch present some characteristics in common. "Role play is a way of bringing situations from real life into the classroom" (Doff 1990, 232) In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 232).

For this speaking activity it was a sketch, where learners had to bring their own staff to represent a shot scene of a movie they previously watched. They worked by teams and distribute their assignments as it was mentioned in the lesson plan. In this speaking activity it was applied the same metacognitive strategy as in the dialogues activity, but following a different format. The idea was to trail their prior knowledge even in metacognitive strategies learning

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ORGANIZATIONAL PLANNING

STUDENTS METACOGNITIVE SHEET #4

Name: _____   Date:_____   Task:_____

TARGET TASKS	SESION 1		SESION 2		SESION 3	
	YES	NO	YES	NO	YES	NO
Follow teacher directions						
Take time to practice my character						
Meet the group to rehearse						
Check vocabulary and pronunciation						

Fig.6. *Organizational planning _ metacognitive strategy*

In this metacognitive sheet, students were asked to fill a table with information related to the developed task, students answered if they accomplished the target tasks in each of the three sessions proposed. The first item was referent to the teacher directions follows up, the second was about the time they were taking to study and to prepare their characters, the third item referred to the group work, and finally they had to report if they had check vocabulary and pronunciation. (See annex 6)

the speaking activity, and then they had to think about what they want to know about the topic, following with a column in which they had to reflect and contemplate what they had already learnt about the topic in mention. This sheet has added a column that lead students to wonder about the path they should follow to get the information they wanted to know.

For the speaking activity number five, learners were supposed to work in pairs. One student had the information that other partner did not have and the partners would share their information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

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ACTIVATING BACKGROUND KNOWLEDGE

STUDENTS METACOGNITIVE SHEET #5

Name: _____   Date:_____   Task:_____

Activating my knowledge about GAP INFORMATION			
Asking questions	Vocabulary	Grammar	pronunciation

Fig. No 7. *Activating background knowledge _ Metacognitive strategy*

In this metacognitive sheet students were asked to fill a chart according to the speaking activity proposed that was the information gap. They had to remember how to ask and answer questions, they had to check the target vocabulary needed

and the use of grammar rules used to ask questions, they also had to check their pronunciation when developing the task. (See annex 7)

   For the last speaking activity which was a controlled speaking, similar to a debate, but due to the language level of the students the speaking activity is limited and they were not able to support and defend their ideas when argument. In this opportunity they were asked to evaluate themselves; they had to think about what they know about the topic, what they wanted to know about the topic, how they will find out the information they need and finally, following with a column in which they had to reflect and contemplate what they had already learnt about the topic in mention. This sheet has added a column that lead students to wonder about the path they should follow to get the information they wanted to know.

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EVALUATE YOURSELF_ Thinking about my thinking

WORKSHEET #6

Name: _____ Date:_____ Task:_____

What I know (Lo que yo se)	**What I want to know** (Lo que deseo aprender)	**How will I find out?** (¿Como lo aprenderé?)	**What I have learned** (Lo que he aprendido)

Fig. No 8. *Evaluate yourself _ Metacognitive strategy*

Students filled out the three first columns before the debate, in term of English vocabulary and use of English, grammar rules, expressions among others. After the debate took place, they filled the column number four, which inquired about what they have learnt.

Although the debate was very limited in terms of use of English, vocabulary and fluency, it was a good opportunity for students to realize their weak points and difficulties, but also it was useful for them to realize the strong ones. (See annex 8)

CHAPTER 4

RESEARCH DESIGN

Due to the nature of this research, in which it is necessary to characterize, guide, observe, describe, interpret and analyze the way in which the students enhanced their oral interaction skills, the researcher assumed a qualitative type of educational research approach which used the steps of Action Research to explore phenomena as well as to plan and implement the project. It was descriptive in terms of the explicit definition of what we did, under which constructs was worked and the results obtained, at the same time it was close to becoming emancipatory, since it dealt with the creation of new situations and innovation in terms of the effect on students concerning their interaction and their lives. This study was designed under the Exploratory-Interpretive Paradigm, whose characteristics are a non-experimental design, the work with qualitative data and an interpretive analysis. Thus, it dealt with the subjective perspective of the researcher advocating the use of qualitative methods because its main concern is the understanding a human behavior process from the participants' own frame of reference.

4.1 Type of Study

As stated in the introduction, the aim of this study was to determine the effect of using of Metacognitive Strategies in the enhancement of oral interaction skills in 7th graders at Ciudadela Educativa de Bosa School.

According to Kemmis and Mc Taggart (2000) an action research model was followed that required researcher to move systematically through the spiral of action research, such as to plan, act, observe, reflect and re-plan again, as they state the spiral process of action research as " a spiral of self-reflective cycles of planning, acting and observing the process and consequences of the change, reflected on these process and consequences of the change, re-planning, acting and observing, reflecting and so on"(Kemmis & Mc Taggart (2000). An action plan consists on the design and implementation on English lessons by integrating oral speaking activities and then analyzing the effect of using Metacognitive Strategies to improve their performance in speaking. These are the steps to implement the research:

1. Identify and formulate the problem

2. Discuss and negotiate with interested parties

3. Review Literature

4. Modify or redefine the initial problem as necessary

5. Select research procedures and methods

6. Select evaluation procedures

7. Implement the project over the required time period

8. Interpret the data obtained.

4.2. Participants

The participants of this research are 18 students of seventh grade at Ciudadela Educativa de Bosa school This group includes 10 women and 9 men. Students of seventh grade have English class three fifty minutes sessions per week; the class is developed mostly in English, to get a better learning environment of the language. The directions given in Spanish are about their behavior in order to maintain a properly environment in the classroom. In each Seventh grade classroom there are on average 38 students between 10 to 13 years of age. They were chosen by their Language Level obtained in the mid- term exam and they showed having difficulties in class conversation, as they did not manage the necessary vocabulary to express or convey a simple message. The 90% of the students´ parents work 8 or more hours a day. This is one of the reasons students spent the most of their free time at home developing different activities, some of them are academic activities but students´ low performance at school show they need to take advantage of their time at home when the students are not at the school, but they are the most of their time at home alone.

4.3. Instruments Design Overview

The focus information collecting tools that were applied during the academic term were interviews, classroom observation form and students artifacts.

Interviews: According to Cohen and Morrison (2000), interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation. It is their expression from their point of view.

As the first phase, before the implementation stage three data gathering techniques were used. One was a student interview with audio recording, which consist of five questions and the aim of this was to know the perceptions of students respect the use of learning strategies specifically Metacognitive Strategies.

This interview was applied to 18 seventh graders at the beginning of the implementation. The students answered the initial interview in March of the present year; it was made and answered in their mother tongue for a better understanding of the questions. Students were interviewed again in Spanish after the implementation phase; in this interview they answered questions concerning to the metacognitive strategies they used during each one of the development of the lesson plans.

For this aim, they fulfill a format to elicit information about students´ thought processes. The format consists of five open questions with, which aim was to trail the students learning strategies´ perceptions. (See annex 9). The transcription of an interview can be observed in annex 10.

Class observation form: Nunan (1992) states that if one wants to observe what goes on in class in terms of language acquisition and interaction, 'naturalistic observation' of class activities is the first and principal source of data.
The Class observation form describes a session class with 10 criteria items; this format was fulfilled by one peer, who is English teacher at CEB School during two sessions on May of this year. The Items inquire about different class stages with Yes/ NO answer; and the possibility to show evidences. The aim of this instrument is to know if in a normal English session class performance, teacher suggests opportunities to develop and to work with Language Learning strategies. The first Class Observation Format was fulfilled on May this year.

Students artifacts: The term in research, refers to the systematic biases, uncontrolled and unintentional, that can threaten the internal or external validity of one's research conclusions (Lewis-Beck, 2004). Oral interaction has different stages, for that reason it is necessary to have a variety of speaking activities that let students understand learning is a process. In addition for metacognitive process, each strategy needs to be revised and analyzed to reflect about what elements and factors are the ones that help them to improve their learning process.

Student's artifacts consist of a set of Metacognitive Strategies sheets which were fulfilled by students at the during each Speaking activity.

Techniques of data collection

According to Seliger and Shohamy, (1995), to analyze data it is necessary to take into consideration aspects sifting, organizing, summarizing and synthesizing the data involved in the design and planning of the research in order to arrive to the results and conclusions of the study.

Patton (1990) states that triangulation supports the consistency of findings generated by different data collection methods. I consider relevant the triangulation of sources: class observation, interviews students´ artifacts for the analysis of the purpose.

4.4. Results

In this chapter the researcher includes the results of the data collected during the research process, and then she reflects on the outcomes gathered from the triangulation of three different instruments which were analyzed to identify and obtain similarities and comparable patterns among them.

The first instrument is the Students´ Class perceptions, with two interviews, one applied at the beginning of the intervention and other after the intervention, the second, is the Classroom observation sheet, with the teacher´s observations obtained; and the third are the students artifacts, with the information of the Metacognitive strategies forms.

From these three instruments came out visible the research categories and sub-categories which led the researcher to look for the respective theory to support them in order to respond to the research question.

4.4.1 Students´ Class perceptions Interview

With the aid of the interviews the researcher was able to obtain information about students´ perceptions of the class regarding the use of learning strategies they use in their learning process.

It was open questions interview, the teacher asked students like having a conversation, while she took notes of their answers; as this stage occurred before the intervention, and students had expectations toward the English classes they gave long answers to each question.

- The first question inquired their expectations toward the English classes, but their answers went further and they argued their answers stated that English important for their life, others confirmed they wanted to travel around the world, and others express they expect from the English classes obtaining good results in Official Tests.

- In the second question, when they were asked about Metacognitive strategies in the second question none of them confirmed to have any knowledge of the topic, and their answer was short and precise. Some of them answered with the question "what´s that?" reinforcing the fact of about the lack of information concerning to that word.

- The question number three inquired about the students English learning process, but specifically it explores about the reflection process regarding the learning process after an English class. Some of them stated that reflection is important when they fail a test. Others expressed they did not do any reflection act, not even thought about it.

- Next was a yes-no question which intended to know if students were in agreement with the peer evaluation, for which the most of them asked the teacher to clarify the term "peer", the teacher clarified some doubts and give the examples of peer evaluation. Students showed they understood better, and immediately answer yes. The most of them strongly confirm they were in agreement when a classmate evaluate their work arguing that when they listened to a friend telling them their mistakes helped them to improve

because their friends or classmates know them more than a teacher. Others argued that they preferred the teacher evaluated.

- The last question intended to go in depth about the use of learning strategies used by students; mainly when they felt they need any help or when the teacher suggested them a specific weak aspect they need to reinforce, for what the most of them answer they studied more the topics of the class but did not mention any strategy or the form they studied.

Subsequently, it started the application of the lesson plans, for which were designed different speaking activities to promote oral interaction; as it was aforementioned at the beginning of the development of each lesson plan it was provided students different strategies to make them aware of the activity they were intended to develop, so they fulfill the Metacognitive sheets as part of the process. Each lesson plan was planned to be developed in one session, but in some opportunities they took two class sessions. The teacher assesses the activities proposed through the rubric.

4.4.2 Class Observation

The class observation was done during the implementation of the six lesson plans and the learning strategies application. Although the teacher was the researcher, it was necessary to obtain extra information in order to permit researchers to study the processes of education in naturalistic settings, provide more detailed and precise evidence than other data sources; and stimulate change and verify that the change occurred.

For this step of the research external teachers who worked at the institution were asked to observe the class and fulfill the format. Three external teachers were selected to fulfill the Class Observation Format (See annex 5) according to what they observed in three different class session were six. The external teacher sat down at the back side of the classroom, and did not establish any communication with the students, neither the teacher.

It was a Yes-No question format to facilitate the data collection process, additionally the format had a column to write the evidences of each of the aspects mentioned.

CLASS OBSERVATION

CRITERIA	T1		T2		T3		T4	
CLASS STAGES	YES	NO	YES	NO	YES	NO	YES	NO
1	X		X		X		X	
2	X		X		X		X	
3	X		X		X		X	
4	X		X		X		X	
5	X		X			X	X	
6	X			X			X	
7		X	X		X			X
8	X		X		X		X	
9	X		X		X		X	
10	X		X		X		X	

Chart no 9.   Class observation-stages

The 90% of the items were answered in affirmative, which proved the aim of the lesson was clearly stated at the beginning of the class, the teacher encouraged students to recall what they had learnt in the previous lessons; there was a clear introduction to the new topic, as well as clear instructions. The teacher who observed also confirms that the teacher provided opportunities to students to check the activities and gave them feedback when necessary.

4.4.3 Students Artifacts

For the purpose of this study metacognitive strategies are considered as a way of providing participants with more opportunities for reasoning out their own process.

Before asking students to practice strategy, the teacher should demonstrate how the strategy is used by modeling it to a comparable activity; then the teacher classified the strategy used by giving it a name and explaining explicitly the strategy used; then she wrote it on the board and gave the students a sheet called in this study Metacognitive Strategy sheet.

These Metacognitive sheets are learning strategies applied to different aspects and steps of the learning process. The teacher explained the importance and the usefulness of the strategy during the presentation of the lesson; she described typical situations in which the strategy may be helpful.

After presenting the learning strategy, named it, and described how and when to use it, the teacher gives students an opportunity to share ways in which they have already used the strategy. It occurred in a class discussion where individuals shared their experiences; although many of them did not remark or say any opinion about their personal experiences, they could reflect on their experiences by writing in their notebooks.

As it was aforementioned there are different strategies according to the four processes (Chamot 1999). The teacher illustrated students through a drawing a picture on the board that each Metacognitive process contains metacognitive strategies and emphasized it started **Setting goals,** the metacognitive process concerned in this strategy correspond to *planning*.

They continue working with this learning strategy by putting into practice the strategy mention in the chart presented above called timetable (See chart No 3); and it was **Directed Attention** that concern the four metacognitive process**: planning, monitoring, problem solving and evaluating.**

They started with the lesson plan designed where they had to interview a person of the school different from their English teacher or classmate, in the second lesson they had to create and perform a short dialogue with their classmates

For the questions "How can I focus my attention? It was found that students answered different actions such us, talking to their friends, getting concentrated, reviewing several times the questions, which the category with highest repetition was getting concentrated. For the questions "How can I ignore distractions?" students answered getting focused on the questions, avoiding possible things such as chatting on the phone, and others answered thinking on what I want to do all the time. In this opportunity the repeated category was getting focused and avoiding external distractions.

After they worked on two lesson plans applying Planning strategies, they were ready to use Monitoring Strategies, to measure their effectiveness while they developed the speaking activities. First they monitored how they were doing the tasks, second they made any changes if they considered. While **monitoring** students thought about their focus of concentration, focus attention and they focused on the oral production. Following what was planned they monitored their performance by applying different metacognitive strategies, specifically Use **Cooperate** or **Peer Coaching**. (See annex 5).

In this opportunity the lesson plan suggested to perform a role play where they have to create real situations. During the development of the lesson plan several students presented difficulties on carrying out the activities proposed; so the teacher considered this time opportune to expose a new strategy, in order to solve possible problem students presented when they were doing their tasks. The teacher started explain when it was necessary to implement this strategy, so she gave them several examples, such us, if they did not know the meaning or the pronunciation of a word, they use another resource to explain it.

The results found in this time were from the items suggested in the Metacognitive sheet, it asked about "what I thought about the topic", the categories were "I know

the topic, It is funny this topic, It is necessary to plan and act several times before the presentation." The answer with the high repetitions was "I know the topic, but it is necessary practice the lines several times before the oral presentation"

For the item which inquired about "what my partner thought about the topic", There were very similar answers so, the teacher grouped them in to two categories "we should practice if we want things go well" and I know the topic but it is not recommended to rely on this, it is necessary to practice the oral part several times.

The strategies included in the **problem-solving** process range from solving problem autonomously by making a guess based on the context. In order to demonstrate the use of this strategy they applied the strategy **Activate background knowledge** (see annex 7) As it names indicates, this strategy refers to switch on knowledge they already have but due to different events they forgot or stop using it. So students filled Metacognitive sheet with words they had forgotten, and tried to figures out another possible word to say instead of that. They were helped by some classmates. The most of them registered words that they forgot to say easily and wrote the options given by their classmates.

In the development of the last lesson plan they had to do a debate or a controlled speaking practice about the best jobs for a friend.

After completing a task, it was necessary to allow them to see if they carried out their plans and to check how these strategies helped. So they reflected on how well it was and assessed whether if they accomplished their goals for the tasks or if they did not and why they had not accomplished those goals proposed. To **evaluate** their own performance, students applied the strategy **Evaluate yourself** which concern the metacognitive process of *evaluating* (see annex 8) which involved checking how well they understood or use language in the different activities planned for the lesson.

In this opportunity they fulfilled a format that let them think about their thinking, which provided the opportunity to evaluate themselves. The first column explored the previous knowledge they had respect the topic, for what they answered "I know present continuous, clothes, and activities for free time; others answered "I know to be verb and the alphabet, hobbies and so on. They emphasized in their answers referring their knowledge they have about grammar and vocabulary.

In the second column their answers were "I want to learn English well to translate what I want to say." Others wrote "I want to know how to say exactly each word", "I want to know all the words and how to pronounce to have the opportunity to travel to a foreign country".

In the third column the common answers were "trying to learn English at home, listening to Music in English and reading books in English", others "wrote doing what teacher says and studying at home", Practicing and listening dialogues in the web", but the high repetition number was "reading and practicing what I study in the school".

The forth column inquired about what they had learnt, for what they answered "I have learned to say words, different verbs, clothes, and present continuous" but the most repeated answer was "I have learnt how to say better words, and sing better!".

4.5 Results analysis

The data analysis was elaborated, following the rules of the grounded approach where, according to Denzin and Lincoln, (1994); the theory arises from the data gathered to identify constructs, categories and relationship established among them. In addition, Bourke, Cikoratic, and Mack as cited in Nuñez and Tellez (2012), say that the grounded approach "…is an explanation of the variability in social interactions, the social structural conditions that support the interactions, the consequences of the interactions and the conditions that support changes in the

interaction over the time". They also support the effectiveness of this approach as employed in the qualitative research approach, because it involves the constant comparison of the data to group and classify them. The data was collected and transcribed for seven weeks, by considering interviews, comments on teacher observer and students' artifacts. Then, the common patterns and recurrences were identified and analyzed; once the information was organized, the color-coding technique was used to identify each one of the conversational routines in the interaction to unify the recurrent patterns bearing in mind their relation with the theory and the suggested research question. After that, we continued to contrast the information gathered, taking into account all: the methodology, the supporting theory and the research question, in order to draw conclusions. To further validate the findings, three types of triangulation strategies were used: the methodological, the theoretical and the practical. In the methodological triangulation, data was assembled through student's interviews, classroom observation sheets and students' artifacts. The theoretical triangulation let the researcher study the data through different perspectives such as explicit instructions on how to accomplish the task cycle and the different types of tasks, selections of the task by the students, the conversational routines, interaction skills, and so on. And in the practical triangulation, the researcher gathered data, by using three different instruments to analyze and this data revealed emerging patterns and recurrences.

4.5.1 Research categories

I set up four categories and four subcategories to answer the research question. I divided them into subcategory; the last category does not present subcategory, as shown in the table below.

Research Question	Categories	Subcategories	Evidence
What is the impact of implementing metacognitive strategies to enhance oral interaction skills in seventh graders at CEB school?	*1. Planning helps students develop and use self-reflection. (Planning)* *2. Students had the chance to develop personal objectives and identify the purpose of the task (setting goals)* *3. Getting concentrated help to finish their tasks successfully (Directed attention)* *4. Evaluate themselves, allow students to see if they carried out plans and goals. (Evaluating)*	1.1 S*tudents develop personal objectives and identify the purpose of the task.* *1.2 Planning help students when Performing dialogues and role plays.* *2.1. Setting goals help students to focus on what their want and need.* *2.2 Students Reflect before beginning a task, and after they achieve it.* *4. Students improve pronunciation through rephrasing, repeating.*	-*Students Artifacts1t* *Students artifacts 2 (Metacognitive sheets)* -*Class Observation format* -*Students interviews*

1. Planning helps students develop and use self-reflection

This category and its subcategories are directly related to the main research question, "What is the impact of implementing metacognitive strategies to enhance oral   interaction skills in seventh graders at CEB School?" Cross and Paris (1988) conceived metacognition as "the knowledge and control children have over their own thinking and learning activities" (p. 131). In short, participants are aware of the particular cognitive strategies and the way to move toward given tasks, not only for enhancing oral interaction skills, but for any kind of learning action so that they will be able to come across and extend those strategies and knowledge into new or

similar situations. More concretely, I evidenced this in the student's interviews, when they were asked if their English learning change after applying the use of MTs.

> *S1: Those strategies helped me to set up and plan my goals.*

> *S4: It helps me to accomplish what I have planned.*

> *S5: When filling the MT sheets I realized some mistakes I do.*

> *S7: It is important to know what you really want to learn.*

> (See source: Students interviews)

The deployment of several activities and ways of approaching task goals can certainly be viewed as strategies to fulfill learning goals. According to O'Malley and Chamot (1990), in establishing the learning strategies as sets of actions in which students feed their own learning, learning strategies contribute to the improvement of students' learning process.

It clearly reflects that when a student become a learner who use Metacognitive strategies start reflecting on their learning process, and the first step is planning, not only specific learning activities, but also when a student is developing the planning process, they think about how they are going to approach and carry out all the tasks proposed.

1.2 S*tudents develop personal objectives and identify the purpose of the tas*k.

This subcategory answers the research question since the students establish goals and the path they will achieve this goals. Planning is a crucial first step toward becoming a good learner with the hand of the Metacognitive strategies use. For that reason it is necessary to guided them when establishing goals and emphasizes the importance of planning before starting a new task.

They are also reflected in the reports of the Class Observation sheet made by the external teachers.

> **T1:** *The teacher checked learners´ comprehension of the new topic of the lesson and ask them for their planning and goals they established before starting the tasks.*

> **T2***: The T. stated the lesson aim for the class but also ask students to set their personal goal for in front of the topic new topic.*

> **(See source***: Class observation format)*

It is possible to find out more relations to this category in the Students Artifacts that are the Metacognitive sheets fulfilled by the students

> **S1:** *My goal is learning the language*

> **S2:** *My English goal is studying in my free time to improve.*

> **S6:** *My goal is watch TV programs in English and listening to English songs.*

> **(see source:** *Students artifacts_My goals)*

Anderson (2002) states, "the use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general" (p. 3). This means that learners, who use these techniques, have advantages in understanding their own role in learning since they are aware of different ways of approaching learning goals.

When students were in this phase of the research, they presented doubts and interrogations about the way of fulfilling the metacognitive sheet, due to they are not familiarized with it, but also because they do not use to plan their goals neither establish a path to follow in order to achieve those goals.

Having described and analyzed the first category and its corresponding subcategory, I will continue with the description and analysis of the second research category.

2. Students had the chance to develop personal objectives and identify the purpose of the task

This second research category responds to the main research question, since it shows that evaluating process is part of the Metacognitive process students are involved in into this research study. This process allows students realize if they are carrying out their plans and help them to check how well previous strategies helped to overcome the learning process.

Evaluating strategies become strategic students who assess if they are getting their goals for the task, and if they do not, it guides students to find out possible options and encourage them to follow different actions next time.

According to Oxford (1989) metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets. Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much ¨newness¨, unfamiliar vocabulary, confusing rules, different writing systems and inexplicable social customs.

Students showed great motivation when they were self-evaluated, they recognized their own weak points.

S1: what I have learnt has been very useful to me.

S3: I have learn more songs I knew before
(See source: students Artifacts_ Metacognitive sheet)

When students are self –evaluated, they become recognizing things are good for them, and which are the elements or aspects they need to improve to be better.

I found these excerpts in the Students interviews

> *S1: IT helps to realize my weak points. I need to practice pronunciation.*
>
> *S4: I know I have to practice more the dialogues if I want to get a good mark.*
>
> *S5: I realized that I have to study more next time If I want to improve. (See source: Students Interviews.)*

In the Class observation format it was found that the use of a rubric to evaluate each speaking activity is a great element when evaluating, but it not enough. This element contains useful information for students about their wear points, so when students are self-evaluated they are aware of these points they need to reinforce.

> *T2: The use of Rubric to evaluate the speaking activity helps students to realize their weak points, and in which are necessary to improve.*
>
> *T4: The T. encourages students to self-evaluate their results, in order to contrast the rubric of the teacher.*

2.1. Setting goals help students to focus on what their want and need.

To corroborate what is previous, self –reflection is part of the self-evaluation process; according to Chamot (1990) the final step is evaluation, where participants self-evaluate the process they underwent and how they developed the task. The outcome is that participants learn to evaluate their own learning process while simultaneously becoming familiar with journaling and more self-direction.

Reflection involves linking a current experience to previous learnings (a process called *scaffolding*). Reflection also involves drawing forth cognitive and emotional

information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, students must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

It is possible to evidence this when students were first interviewed, so they stated that:

Do you reflect on your English learning process after the English Class or a test?

S1: I reflect that I have to study more

S2: I realized I have to study more if I want to have better result.

S6: Sometimes I think it is important to reflect, if you do not reflect on your things, you continue the same.

(See source: students interviews)

Do you consider your English learning process chance after applying some MTs?

S2: I consider I should be more attentive and study more if I want to improve.

S4: I think my results depend on my compromise and my effort

This shows how students show they do a reflexive e process, not only on their learning process but also on their behavior and how it affects his learning process.

Anderson (2002) states, "the use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general" (p. 3). This means that learners, who use these techniques, have advantages in understanding their own role in learning since they are aware of different ways of approaching learning goals.

When the author refers to …¨they are aware¨. mean students have done a reflection process in order to generate awareness.

In the reflective process, teachers invite students to make meaning from their experiences overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their metacognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learnings to new situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from all their experiences.

The samples that follow illustrate the aforesaid aspects

> *T2: The T. generates a suitable reflection atmosphere when she checked the comprehension of the topic.*
>
> *T4: the T make students reflect on their results by asking questions.*
>
> *(see source: Class observation sheet)*

So far, we have discussed the second subcategory of this research category. I will now proceed with the third category.

3. Getting concentrated help to finish their tasks successfully

(Directed attention)

Planning is part of the whole Metacognitive process students are being trained, so, to acquire abilities on developing planning process, students were encouraged to work on these strategies, such us Directed Attention. Directed attention involves making a conscious decision to focus all of your attention on the task at hand by ignoring mental, physical and environmental distractions.

When students were planning their dialogues and role plays they needed to be concentrated on what they were doing, they had to create the lines, trying to use vocabulary easy to remember in order to memorize it.

When students direct their attention to what they are doing avoiding distractions got better results.

This is possible to observe that students refer their actions when planning the activity.

S1. I plan this and I focus thinking on what I am going to say o do.

S3: I need to be sure of what I´m going to say in the dialogue.

S4: I get to concentrate and pay attention to what is told.

S5: Paying attention helped us when we had troubles in pronunciation

(See resource: Students Artifacts_Directed attention

O'Malley and Chamot held that "planning" is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system. In other words, "planning" involves in directing the course of language reception and production. "Planning" includes five strategies: (1) Advance organizers; (2) Directed attention; (3) Selective attention; (4) Self-management; (5) Functional planning.

The subcategory to the previous category **Students improve pronunciation through rephrasing, repeating** is directly related with the research question "What is the impact of implementing metacognitive strategies to enhance oral interaction skills in seventh graders at CEB school? In this regard it is confirmed that many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. As it occurred in the case of the design of the speaking activities proposed of this study. The teachers created a classroom environment where students had real-life communication, authentic activities, and meaningful tasks that promote oral language, as it is in the case of interviews, dialogues, role

plays, debates, information gap, among others. When students perform these speaking activities , they were motivated to interact by using the target language; as they have a barely use of the language, the use of specific vocabulary and expressions make them feel comfortable and self- confident.

It is precise cited Nunan's (2001) who states an Interactional hypothesis that language is acquired as learners actively attempt to communicate in the target language. According to this view, acquisition will be maximized when learners engage in tasks that "push" them to the limits of their current competence. In other words, the target linguistic system can be learned best through the struggling need to communicate.

> *S1: I have learn vocabulary necessary to express in dialogues*
>
> *S3: I pronounce better now and it is useful for oral presentations.*
>
> *S4: I have improved studying and repeating the dialogues.*

(See resource: Students artifacts_Thiking about my thinking)

In the excerpts from the Class Observation also helped to confirm that thjis subcategory is related directly with the research question,

> *T1: The T. provides students to be spontaneous helping students to feel comfortable and self-confident improving their pronunciation.*
>
> *T2: In the Rubrics the T employs it is evaluated pronunciation and eye contact.*
>
> *(See source: Class Observation format)*

Generating confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. On the other hand, poor pronunciation can mask otherwise good language skills, condemning learners to less than their deserved social, academic and work advancement.

It is true that pronunciation improves most through the gradual intuitive changes brought about by real interaction with native speakers - but for a large proportion of our learners the skills that enable this type of interaction do not come naturally, so

it is precise to strength pronunciation through repeating, paraphrasing and developing exercises to motivate students to talk being aware of their pronunciation.

4. Evaluate themselves, allow students to see if they carried out plans and goals.

(Evaluating)

This last research category is characterized by a single pattern dealing with the oral interaction and spontaneity that students were expected to perform.

It means the value students - student interaction for the development of oral interaction in English class has been highlighted with communicative language teaching and with the theories of learning that emphasize the social nature of first and second language acquisition (Lantolf, 2000; Lantolf & Thorne, 2006; Van Lier, 2000, 2004). Today it is widely known that students can learn from and among themselves. Thus, different ways in which they can interact meaningfully have come to be favored in classrooms. Although there are different options for promoting student-student interaction in the EFL classroom, not all of them seem to foster authentic oral communication and, as a result, hardly suit the communicative lesson.

> *During the development of the lesson the teacher implemented speaking activities that stimulate the interaction among the students. It is not possible to enhance oral interaction if they have to work individually; so for the design and perform of the speaking activities, they have to ask their peers for opinions and suggestions about the dialogue creation or the organization of the activity, generating in the students the necessity to interact by asking questions and opinions.*
> (See source in Class observation sheet-Teacher comments)

As Ibarra (2001) cited, talking about the relationship between interaction and communication says language is used with the immediate purpose of communicating the way we perceive, give meaning, and understand the world. And

that interaction is also used to build social relationships that allow us to interrelate with each other.

CONCLUSIONS

In this chapter, I present the main findings of the research question and the research objectives, together with the implications and the effect of using Metacognitive strategies in enhancement of oral interaction skills in a the EFL classroom.

By conducting this study, it was found that using MTs presents a positive effect in enhancing speaking as oral interaction skill in learners. It was evident how participants raised individual consciousness about some learning strategies although they could not show evidence of internalizing metacognitive strategies. Findings evidenced a positive influence of the learning strategies to improve students' oral interaction as they could take part in the development of dialogues, roles plays, interviews among other speaking activities, feeling confident of themselves by developing a deep work in the use of metacognitive processes. The strategies that benefit the students the most were setting goals, directed attention and activate background knowledge.

The didactic proposal including these metacognitive strategies gave participants different opportunities to use several tools as well as the ability to increase

vocabulary learning, oral expression and pronunciation improvement during class performance.

The use of these metacognitive strategies has also served participants positively, as participants experienced the use of Metacognitive sheets, they started framing their learning through the process of thinking, setting goals, direct their attention, peer coaching and evaluating themselves as part of their individual perceptions about their performance in each lesson. Students were able to notice the operations they were employing to help their learning by means of this instrument, recognizing their strengths and weaknesses. Applying Metacognitive strategies could also provide me as a teacher researcher a special experience in which I became more flexible, creative and self-directed to assists students with additional educational needs in understanding learning tasks, in self-organizing and in regulating their own learning..

On the other hand the data shows that there are several advantages in using MTs to improve language learning due to learners regulate their learning by planning, monitoring, problem-solving and evaluating their learning activities.
Oral interaction skill is clearly affected in a positive way when working with learning strategies such as monitoring or peer coaching, because they provide students self-confident to develop oral presentations and other speaking activities as in the case of interacting with their classmates.

Moreover, this research study also permitted us to notice that the use of MTs provided students in the use of different words and sentences, stress, intonation patterns and the rhythm of language; organize their thoughts in a meaningful and logical sequence in the creation of the dialogues lines, role plays and debates excerpts and they tried with effort to use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003).

I can also conclude that students worked hard to get accustomed to the use of Mts, they are not often aware of their learning as a complex process and this

experience showed them that the teaching and support of metacognitive strategies in the classroom not only allows them to learn more effectively, but it also improves cognition in all students at all levels of ability. It allows them to become aware of their own thinking and to become proficient in choosing appropriate thinking strategies for different oral tasks

Implications

Some practical implications of the study, especially concerning EFL teachers, students and public schools can be identified

Metacognition is *the* process *of thinking about thinking*. It is important in every aspect of school and life, since it involves self-reflection on one's current position, future goals, potential actions and strategies, and results. At its core, it is a basic survival strategy, and has been shown to be present even in rats.

This study allows promoting more classroom research on different techniques and cognitive process that can be engaged to provide learners with long lasting strategies as possible solutions to their learning difficulties.

This research was highly beneficial to my career because it taught me that teaching and using MTs is beneficial and greatly contributes to the language learning but in this study specifically oral skills improvement. Working with metacognitive strategies let me realize that they are important and useful, not only within a classroom, they are also important in every aspects of life; when a student is involved in the use MTs, can extra pole the use and benefits of these strategies

not only in the academic area, but also in personal area and social. Using MTs definitively help a student to achieve his or her goals.

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Annex. 1.

CIUDADELA EDUCATIVA DE BOSA IED

QUESTIONNAIRE OF DIAGNOSTIC ON STUDY HABITS

OBJECTIVE: To trail study habits in seventh grade students°.

—

Dear student: Read the questions and mark with an X according the frequency of the answer.

	PREGUNTA	ALWAYS	SOMETIMES	NEVER
1	Do you have a timetable to do tasks at home and a work plan?			
2	When you are at home, Do you check the topics if the class?			
3	Do you finish tour tasks proposed on time when you are at home or at the school?			
4	Do you ask your teacher when you have doubts or questions about the topic of the class?			
5	Do you take notes of the topics of the class?			
6	Do you pay attention to your teacher explanation?			
	Do you take note of the recommendations your teacher suggests you?			
7	Do you rewrite the notes of the class if they are not clear for you?			
8	When you have to write a summary of the class, do you present any difficulty?			
9	During the term, do you study every day or only days previous the exams?			
10	Do you have in your timetable free time activities when you are at home?			
11	Do you have a suitable place to study, to concentrate and without distractions at home?			
12	Do you follow the recommendations done by your teachers?			

Annex 2

En las preguntas 1-4, marque A-E en su hoja de respuestas

1. You study numbers and shapes.
2. You read and write stories.
3. You practice different sports
4. You study cells and plants.

A. Science

B. Social Studies

C. Spanish

D. P.E

E. Maths

Preguntas 5-7
Lea las preguntas y escoja la respuesta correcta.
En las preguntas 6-8 marque A,B ó C en su hoja de respuestas.
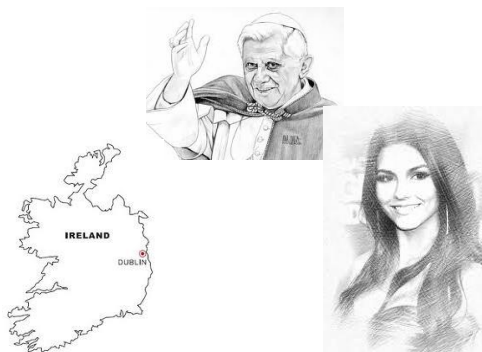
5. Pope Benedict XVI is from Germany, so he is:

A. Germany   B. Germanian   C. German

6. Victoria Justice is from USA, so she is:

A. America   B. American   C. English

7. People from Ireland is:

A. Irelandese   B. Ireland   B. Irish

Preguntas 8- 10
Lea el texto y escoja la opción correcta.
En las preguntas 8-10 marque A,B ó C en su hoja de respuestas.

Hi, my name is Mariana Pajòn, I`m from Medellin, in Colombia. I`m a BMX rider, I love riding my bicycle. I`m twenty one years old. My favorite subject at school was English and Science.

8. Where is she from?

A. She`s from Medellin      B. Colombian      C. Doesn`t say

9. What is her profession?

A. She is Mariana   B. She is a BMX rider   C. Doesn`t say

10. How old is she?

A. She is 20   B. She is 21   C. Doesn`t say

Annex 3.

Name: Angie Nathalia Parra   Class: 708

My Goals

Academic goal: es Pasar a octavo en limpio

Things I can do to achieve this goal Presentar tareas no Portar-me mal en clase

How I did

English performance goal: el desempeño en ingles es alto y busco en el diccionario Para aprender mas

Things I can do to achieve this goal lo boy a lograr estudiando mas en mis ratos libres

How I did

Personal goal: A meta es ser una gran doctora

Things I can do to achieve this goal lo boy a lograr illendo a estudiar a la universidad

How I did

Annex 4.

COLEGIO CIUDADELA EDUCATIVA DE BOSA I.E.D.

SECRETARIA DE EDUCACION DE BPGPTA
Educación en Pre-escolar – Básica – Secundaria y Media Académica

ALCALDIA MAYOR
DE BOGOTA D.C.

DIRECTED ATTENTION STRATEGY- STUDENTS WORKSHEET #1

Class: 703   Date: _____   Topic: Recycling

DEFINITION: *Directed attention involves making a conscious decision to focus all of your attention on the task at hand by ignoring mental, physical and environmental distractions.*

DEFINICION: *Atención dirigida involucra una decisión consciente para enfocar toda tu atención en la tarea o actividad ignorando distracciones mentales, físicas y/o del entorno.*

HOW CAN I FOCUS MY ATTENTION? ¿COMO PUEDO ENFOCAR MI ATENCION?	HOW CAN I IGNORE DISTRACTIONS? ¿COMO PUEDO IGNORAR LAS DISTRACCIONES?
When planning the activity *Cuando planeo la actividad* Concentrandome para hacer las cosas bien	Pensar en que quiero hacer bien las cosas
When problem-solving the activity *Cuando resuelvo el problema* Siempre Pensar en lo que estoy y no en lo otro	Pensar en lo que estoy haciendo y enfocarme en lo primero
When evaluating the activity *Cuando evaluo la actividad* concentrandome ayudando a que todo salga bien	Estar Concentrado y saber el papel que me toca paraque este bien

Annex 5.

COLEGIO CIUDADELA EDUCATIVA DE BOSA I.E.D.

SECRETARIA DE EDUCACION DE BPGPTA
Educación en Pre-escolar – Básica – Secundaria y Media Académica

ALCALDIA MAYOR
DE BOGOTA D.C.

PEER COACHING_ STUDENTS METACOGNITIVE SHEET #3

Class: 704   Date: _____   Topic: Sports

Direction: *Write your topic on the line above. Then list the required information in the following chart as indicated.*

WHAT I THOUGHT ABOUT THE TOPIC	WHAT MY PARTNER THOUGHT ABOUT THE TOPIC	WHAT WE DECIDED TO SHARE
Sirbe Para el metabolismo y Para estar en forma	Sirbe Para no estar en un Solo lugar y hacer ejercicio	Para estar en forma estar activas.

Annex 6.

COLEGIO CIUDADELA EDUCATIVA DE BOSA I.E.D.

SECRETARIA DE EDUCACION DE BPGPTA
Educación en Pre-escolar – Básica – Secundaria y Media Académica

ALCALDIA MAYOR
DE BOGOTA D.C.

ORGANIZATIONAL PLANNING

STUDENTS METACOGNITIVE SHEET #4

Name: Allison Correa Date: _____ Task: Escena

TARGET TASKS	SESION 1		SESION 2		SESION 3	
	YES	NO	YES	NO	YES	NO
Follow teacher directions	X		X		X	
Take time to practice my character		X	X			
Meet the group to rehearse		X		x	X	
Check vocabulary and pronunciation		X	X		X	

Annex 7.

COLEGIO CIUDADELA EDUCATIVA DE BOSA I.E.D.

SECRETARIA DE EDUCACION DE BPGPTA
Educación en Pre-escolar – Básica – Secundaria y Media Académica

ALCALDIA MAYOR
DE BOGOTA D.C.

ACTIVATING BACKGROUND KNOWLEDGE
STUDENTS METACOGNITIVE SHEET #5

Name: _____ Task: _____

Activating my knowledge about GAP INFORMATION

Asking questions	Vocabulary	Grammar	pronunciation
Saber como Pregotar	la información Personal	WH question	Saber como hacer para que teden la información que nesecitas.

Annex 8.

COLEGIO CIUDADELA EDUCATIVA DE BOSA I.E.D.
SECRETARIA DE EDUCACION DE BPGPTA
Educación en Pre-escolar – Básica – Secundaria y Media Académica

ALCALDIA MAYOR
DE BOGOTA D.C.

THINKING ABOUT MY THINKING_ STUDENTS WORKSHEET #1

Class: 702   Date: 24-05-16   Topic:_____

What I know (Lo que yo se)	What I want to know (Lo que deseo aprender)	How will I find out? (¿Como lo aprenderé?)	What I have learned (Lo que he aprendido)
Ya se traducir Palabras que estan en ingles a español y visebersa y Tambien las Prendas de vestir entre otras...	quiero aprender a ablar mejor el ingles.	lo aprendere Poniendo otencion en la clase y escuchando a mimaestra	e aprendido a escribir mejor el ingles y hablar mejor en las presentacones orales.

Annex 9.

Student implementation Interview.

CIUDADELA EDUCATIVA DE BOSA IED
2016

Objective: To know the perceptions the students have respect the use of learning strategies specifically Metacognitive Strategies.

1. What are your expectations toward the English class?
   _____
   _____

2. Have you ever heard about Metacognitive Strategies?
   _____
   _____

3. ¿Do you reflect on your English learning process after the English class or a test?
   _____
   _____

4. Do you agree with peer evaluation ?

_____
_____

5. When the teacher tells you about your weak points, do you set any strategy to improve?

_____
_____

Annex 10.

Transcripción de entrevista

Lugar: Aula 202 –Colegio Ciudadela Educativa de Bosa

Fecha: Marzo 25

Duracion: 2 minutos y 10 segundos

Teacher (T):

<Buenos días , estamos con dos estudiantes del grado 706 y vamos a hacer una corta entrevista como parte inicial de nuestro proceso.>

<¿Cómo es tu nombre?

Student (S).

<Alejandra>

T<Alejandra, cuéntanos cuáles son tus expectativas hacia la clase de Ingles?

Ss <pues aprender a pronunciar bien, a leer bien y a escribir bien>

T <ok>

<¿Alguna vez has escuchado algo acerca de estrategias meta cognitivas?>

Ss< no señora>

T<¿nunca?>

Ss< no, nunca, jamás en mi vida>

T<ok... cuéntame, tu vas a la clase de Ingles, y después de la clase ¿ reflexionas sobre tu proceso de aprendizaje?>

Ss<si>

T<¿Cómo haces esa reflexión?

Ss<… pues repaso lo de la clase del día>

T<… ok..ehh…tu has escuchado alguna vez ¿qué es evaluación de pares? >

<qué opinas, cuando un compañero te evalúa?>

Ss<mmm. No, pues si algo bueno, porque ellos nos evalúan a nosotros como para mejorar>

T<ok, ose que ¿estás de acuerdo con la evaluación de pares y que tus compañeros evalúen tu trabajo?

Ss< si señora

T< y la última pregunta, cuando la profesora te comenta acerca de tus puntos débiles, que debes mejorar en algún aspecto, ¿tu fijas algo para mejorar?, ¿tienes alguna estrategia, ¿Qué haces?<

Ss<pues yo vuelvo y repaso e intento de mejorar>

T<intentas mejorar, pero ¿igual que lo hiciste la primera vez que repasaste?>

Ss< no, mucho mejor>

T< es decir, no tienes estrategias, bueno, algo que hagas que digas, bueno, esta vez lo voy a hacer esta otra manera.>

Ss<No>

T<ok, gracias>

Annex 11.

Student Implementation Interview 2

CIUDADELA EDUCATIVA DE BOSA IED
2016

Objective: To know the students opinions about the use of Metacognitive Strategies to improve their English learning process.

The questions were designed and answered in Spanish for a better understanding of the Interviewed.

1. After applying some learning strategies, could you define what are MTs for you? (Meta-cognitive Strategies)?

_____

2. Do you consider your English learning process change after applying some MTs?

   _____
   _____

3. In which aspect of your English learning it is possible to apply MTs?

   _____
   _____

4. To what extend the use of learning strategies helps you to realize your weak points? ¿En qué medida el uso de estas estrategias te ayudo a conocer tus propios errores cuando decides aprender algo?

   _____
   _____

5. To what extend do you consider the use of learning strategies benefit your performance in the English class?

   _____

Annex 12.
Teacher Observation Form.

CIUDADELA EDUCATIVA DE BOSA IED
2016
Objective: To document and describe a English class session with 7th graders.

Classroom Observation Form

Instructor: _____Course _____

Peer/Observer: _____Date and Time _____

Aim of the lesson: _____

The aim of this class observation checklist is to identify if the student-teacher follows the class stages during his teaching performance.

CRITERIA	YES	NO	EVIDENCES
CLASS STAGES			
Is the lesson aim clearly stated at the beginning of class?			
Does the student-teacher encourages the learners to recall what they have learnt in previous lessons?			
Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?			
Does the student-teacher check learners' comprehension of the new topic of the lesson?			
Does the student-teacher model the task/activities that learners will do during the practice stage?			

Does the student-teacher give clear instructions for tasks/activities to the students?			
Does the student- teacher provide opportunities to learners to check the tasks/activities and give them feedback?			
Are the teaching resources helpful and well prepared?			
Does the student-teacher finish his lesson with a useful activity according to the aim of the lesson?			
Does the student-teacher checks what learners have learnt?			

Post observation comments/suggestions:

_____

_____

_____