EFL Methodology
Language Learner Profile
Correa, R & St. John, T.

María José Verdugo Vilches
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LANGUAGE LEARNER PROFILE

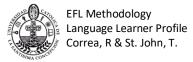## LEARNING STRATEGIES INSTRUCTION

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English as a Foreign Language Methodology

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1. Theoretical Framework
1.1. What theory says about Language Learning Strategies.

As time has passed by, the processes of teaching and learning have been deeply studied and in order to help students learn the content successfully, researchers have stablished different strategies that could make the process of learning easier (Chamot, 1990; Oxford, 1990; Renandya, 2012). As the focus on language learning has increased and people is now required to manage the language efficiently, Oxford (1990) and Chamot's (1990) research on strategy instruction suggests that it highly contributes to the work of the teacher and students inside the classroom since learning a new language requires the effective development of four different skills and also several systems.

(María José Verdugo Vilches)

In the first place, it is necessary to make a distinction between two commonly confused terms: Learning Strategies and Styles. According to O'Malley and Chamot (1990), Learning Styles are influences that affect how students learn, how teachers teach and how they both interact; moreover, Brown (2001) states that they are connected to people's personality, sensory preferences and cognitive processes. On the other hand, Learning Strategies are described by Chamot (1999) as the *procedures or techniques that learners can use to facilitate a learning task (p.2).* In addition, Oxford (1990) claims that they are specific operations used by the students to aid the storage of new content and, at the same time, make learning more enjoyable. Hence, Language Learning strategies aim to help students learn not only the content, but specifically the language itself.

(María José Verdugo Vilches)

On the second place, it is important to highlight that Oxford (1990) makes a classification between the types of strategies that students can apply. Firstly, she divides the concept into Direct Strategies- which mean involving the new language directly- and Indirect Strategies –which offers an indirect support for learning. Then, she splits these both types

into three more according to how they are used to tackle the information: first the direct strategies: Memory, Cognitive and Comprehension Strategies; second the indirect strategies: Metacognitive, Social and Affective Strategies. On the contrary, Chamot (1999) does not make any classification for the Strategies as Oxford does; indeed, she calls her model 'The Metacognitive Model of Strategic Learning'. Besides, we could make a clear comparison between both authors if we consider that some strategies considered as social or memory by Oxford (1990) are all called metacognitive by Chamot. Notwithstanding, she organizes these strategies relating them to four different phases of the instructing process: planning monitoring, problem-solving and evaluating.

(María Belén Quezada Cornejo)

Thirdly, as teachers, we can study Oxford's (1990) theory as she specifies which strategies are going to work with each skill of the language and also gives different examples of how these strategies can be developed. However, although Chamot (1999) does not make any differentiation between skills, she arrives into the classroom. Chamot proposes a model of a lesson plan which we as teachers can use in future classes for encouraging our students to be aware of techniques they can use for learning more easily, specifying each step and giving examples of activities for each of them.

(María José Verdugo Vilches)

Furthermore, the lesson plan Chamot (1999) creates is called 'The Cognitive Academic Language Learning Approach' aims to explicitly instruct learners on learning strategies going from activities guided by the teacher to student's independent use of them. Additionally, she emphasizes that the main goal of teaching language strategies is assisting students, by giving importance to prior knowledge and collaborative learning, developing awareness of their metacognition and controlling their own learning, and thus becoming increasingly independent and self-regulated learners.

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1.2.   Own Stands

During our training process as future teachers, we have learned that teaching and learning are not seen any more as processes of simply delivering information from the teacher to students, but it is a set of actions where we as teachers help people to be the best version of them in every aspect of life. Hence, it is important that every once in a while we prepare a lesson in which students not only learn content, but also they explicitly get to know and put into practice different strategies for learning that could be useful for them in other subjects. Moreover, implicit strategy instruction should be present in every class or most of them.

(María Belén Quezada Cornejo)

Furthermore, we believe that teachers should know which linguistics needs students might have and specially be able to recognize their own students' needs at every level in order that we can also help them to discover the most suitable techniques for their weaknesses and strengths. Evaluating the strategies they use (Chamot, 1999) and being capable of figuring out which strategies are going to better suit each student is of extreme importance since their learning styles are going to vary from student to student and during time. In addition, helping and teaching them how to develop metacognitive processes on their own is going to aid the independence of them and specially prepare those who want to continue studying in the superior education system.

(María Belén Quezada Cornejo)

Presenting a wide variety of strategies to learners gives them the opportunity to practice with different ones until they finally find out which one better fits them, matching their abilities and metacognitive processes to each task. Consequently, for creating this strategy lesson plan, according to a previous interview which was carried out with a student from first year, three strategies have been chosen to work on during a one-hour class with him where the main skills to practice are going to be the productive ones: speaking and writing. The main strategy to teach is called 'Getting Help' and it involves asking for help

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by hesitating or explicitly for the needed expressions (Oxford, 1990). Secondly, the task will be introduced by Activating Background Knowledge, a strategy proposed by both Oxford (1990) and Chamot (1999), and which requires thinking about what one already knows about the topic/task. Third and finally, for working on his own, we believe that it is important that he makes use of the external resources for finding out information about the task and the language itself (Chamot, 1999; Oxford, 1990).

(María José Verdugo Vilches)

To finish, we would like to highlight the importance of explicit strategy instruction since through this learners' self-regulation increases and as Chamot (1999) and Oxford (1990) say, students need to develop autonomy, self-efficacy and prevent frustrations in the future due to not being able to accomplish a task.

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2. Learner's Background

The English learner we selected for this research is a first year student from the English Teaching Program who is currently 18 years old. He studied at a subsidized school in Hualpén. His English classes started at 4th grade having three hours per week. The interviewee says that at school the most trained skills of the foreign language were the receptive ones -reading and listening- since they used to practice by watching videos, listening to tapes and music, and reading short stories. He also claims that although the teacher did not practice the productive kills as he thinks was necessary, he feels that he was able to train the receptive ones well and learnt a wide range of vocabulary.

At school, the teacher hardly worked with the text book delivered by the Ministry of Education as they were required to buy a different one and usually delivered worksheets where they were commonly asked to fill in the gaps o circle the right answer. Moreover, by the end of the semester, they would all prepare an oral presentation about any topic they would freely choose. The Units and topics would normally follow the order of the book.

The student chose this major because he has always admired the work that teachers do in and outside the classroom and he also likes working in cooperation with other people. In addition, he told us that through time he started getting fascinated and 'attracted' by English and the different cultures he might get to know because of the study of the language. He claimed that helping others to learn something new that could change them and that they could get to like in the future, gives him high expectations and motivation to keep trying his best.

When it comes to how he studies, he said that during school he used to read out loud the content at home and study with his classmates who would help him to understand better. Now, at university, he still reads out loud the content and he is also usually looking for new webpages that could help him to study and practice.

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3. Lesson Plan Proposal

3.1.   Technical Data

Learning Level: Beginner (Initial II)   **Target Language:** English.

Grade Level: English Pedagogy, First Year (UCSC)

Focus LLS:

1. Getting Help

2. Use of Resources

Language Objective:

By the end of the lesson, the student will be able to talk about his future expectations regarding family, job and travelling.

Strategy Objective:

1. By the end of the lesson, the student will be able to use the strategy of getting help for making a decision about the language he is going to use to accomplish the task.

2. By the end of the lesson, the student will be able to use the strategy of using resources for making a decision about the language he is going to use and finding new information that could be suitable to accomplish the task

Material:

- Whiteboard

- Markers

- Printed worksheets

- Projector

- Power Point Presentation

- Bilingual Dictionary

- Monolingual Dictionary

3.2.   Lesson Plan (Chamot's CALLA Model)

3.2.1. Preparation

1. First, the teacher and student agree on each other's responsibilities during the classroom.

   a. Both agree on respect each other.

   b. The teacher makes the commitment of being the model, the facilitator, patient and friendly during the course.

   c. The student makes the commitment of taking responsibility for his learning, making his best effort, cooperate and ask questions when he does not understand the content.

2. Both discuss which productive skill he prefers, why and how he practices them.

Self-Reflection on Language Learning

1. What do you like best and the least: writing or speaking? Why?

Adapted from Chamot (1999)

Strategies Brainstorming

Think about the strategies you use for speaking and writing and make some notes Use the following diagram for organizing your ideas.

Writing: What do you do to help yourself write in English?		
Strategy Description	Why is this strategy useful?	When is this strategy useful?

Speaking: What do you do to help yourself speak in English?		
Strategy Description	Why is this strategy useful?	When is this strategy useful?

Adapted from Chamot (1999)

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3.2.1.1. Lesson Evidence

Below you can find a brainstorming of ideas discussed with the student during the first stage of the lesson. The graphic organizer was shown in a PPT and then both teacher and student completed it according to the student's commentaries.

During the interview the student said that he used to read aloud and look for new information on the internet for studying; nonetheless, during the discussion in the class, he was discovering other strategies he actually uses for studying and planning an activity before performing it.

Think about the strategies you use for speaking and writing and make some notes Use the following diagram for organizing your ideas.		
Writing: What do you do to help yourself write in English?		
Strategy Description	Why is this strategy useful?	When is this strategy useful?
Highlighting Diagram Draft	Remember to look if sth is right or wrong. Prepare the main ideas before writing. I can rewrite what I think it's wrong.	When I'm not sure about sth. Reading. For all the skills, to study, to summarize, to take notes. To make a piece of work better.
Speaking: What do you do to help yourself speak in English?		
Strategy Description	Why is this strategy useful?	When is this strategy useful?
Make some notes first. Rehearse Look up the correct pronunciation.	I can plan what I am going to say. I can practice and not get nervous. I know how to say the word.	

3.2.2. Presentation

1. The teacher performs a speaking situation where she uses the strategy of getting help –by asking the student some basic vocabulary about a topic he knows- and once or twice looks up a word in the dictionary.

2. After finishing the modeling, the teacher explicitly names the strategies she was using: "I was getting help from you when I didn't remember the word, and I also used the dictionary for looking up another word I needed."

3. The teacher explains the student why he should use these strategies.

4. The teacher explains that using resources is a good strategy if he ever feels not confident enough for asking the teacher during the class or when he is home alone and cannot ask someone else.

3.2.3. Practice
3.2.3.1.   Task 1

1. The teacher projects Task 1 and explains it to the student.

2. The teacher helps the student with the doubts and questions he might have.

3. The teacher facilitates the dictionaries to the student in case he wants to use them.

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1. Read the following question: What are your expectations for the future?

2. Answer it keeping in mind the language and expressions that are most suitable for one of the following situations:

   a. You are in a job interview with the person who might be your future boss.

   b. You are in a bar talking with a group of friends.

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3.2.3.1.1. Lesson Evidence

Before speaking, the student made some notes about what he was going to say in order to keep an order. Attached you can find a picture of some of the notes he made. As he had already said during the preparation stage, he makes notes for planning the activity. Indeed, during the performance, the ideas were clearly organized and it made the listener comprehend better and follow the speaking easily.

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3.2.3.2. Rubric 1 and Analysis

Criteria	1	2	3
Register and Style	The register is not appropriate for the context chosen by the student, making 3-4 mistakes on the formality.	The register is mostly appropriate for the context chosen by the student, making 1-2 mistakes on the formality.	The register is always appropriate for the context chosen by the student.
Pronunciation and Fluency	Student was difficult to understand, unclear in pronunciation. Speech is very slow, stumbling, and uncertain with response.	Student was slightly unclear, but mispronunciations did not interfere with communication. Speech is mostly smooth but with some hesitation.	Pronunciation was very clear and easy to understand. Speech is effortless and smooth with a speed that makes him/her able to communicate.
Vocabulary	The student uses 1-2 concepts or expressions for talking about future expectations.	The student uses few and repeated concepts and expressions for talking about future expectations.	The student uses proper and different concepts and expressions for talking about future expectations.
Grammar	Student was difficult to understand and had a hard time communicating the ideas and responses because of grammar mistakes. Incorrect use of modals may/might.	Student was able to express the ideas and responses fairly well but often displayed inconsistencies with their sentence structure and tenses. Correct use of modals may/might with a few mistakes.	Student was able to express the ideas and responses with ease in proper sentence structure and tenses, and makes few or none mistakes. Correct use of modals may/might with 1-2 mistakes.
Total Score			10/12 points

Adapted from RCampus (n.d.)

The student's choice of context was the first one: 'You are in a job interview with the person who might be your future boss'. While he was preparing the task, he continuously asked for help in terms of vocabulary, structure and how he could express more formality when speaking.

The mistake he committed once was the use of a contracted form for 'she is not' (she isn't). In addition, although he seemed quite nervous and hesitated sometimes, there was a clear organization of his ideas and it was easy for us to follow the speech.

During the Competence class they had recently checked the vocabulary for future expectations so he was familiar with it and he used several different forms for expressing his thoughts.

There were a few mistakes in terms of grammar and the addition of 'to' after the modal might, but we consider that it did not hugely affect the quality of his job.

3.2.3.3.   Task 2

1. The teacher projects Task 2 and explains it to the student.

Task 2
In the following list you will find a series of questions from which you have to choose the one you prefer to answer. This is an oral activity, you are going to have to record yourself and send the recording to this email: mquezada@emingles.ucsc.cl You are applying for the scholarship semester abroad. Imagine that you have an important interview where the interviewer is going to ask you one of these three questions. Choose the one you prefer and answer it according to your personal experiences. When you start recording, indicate the option you have chosen. • Who do you live with? • Why are studying English Pedagogy? • Which skill do you think you need to improve? Why? • Do you like watching series? What series are you watching nowadays? • Have you watched any movie lately? What was the last movie you watched about? • What do you do in your free time? • Why would you like to travel abroad? Where?

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3.2.3.4. Rubric 2

	Yes	No
Did the student indicate his choice?		

Criteria	1	2	3
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear, but mispronunciations did not interfere with communication.	Pronunciation was very clear and easy to understand.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response. Difficult for a listener to understand.	Speech is mostly smooth but with some hesitation and unevenness.	Speech is effortless and smooth with a speed that makes him/her able to communicate.
Vocabulary	The student uses 1-2 concepts or expressions related to the chosen topic.	The student uses few and repeated concepts and expressions related to the chosen topic.	The student uses proper and different concepts and expressions related to the chosen topic.
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses fairly well but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses, and makes few or none mistakes.

Adapted from RCampus (n.d.)

3.2.4. Evaluation

1. The teacher tells the student that now they are going to check if he used the strategies, how and to what degree they were helpful.

2. The teacher shows the following checklist to check the use of the strategies and together discuss his answers.

		Yes	No
a.	Did I ask for help?		
c.	Did the strategy help me to complete the task?		
	Why? Why not?..		
d.	Did I use other resources -such as the dictionary, internet, etc.-?		
e.	Did the strategy help me to complete the task?		
	Why? Why not?..		
e.	Did I use other strategy(s)?		
	Which one(s)?..		

3.2.4.1. Lesson Evidence

Below you can find the discussion about the use of the strategies during the task. Even though not all the ideas are written down, these are the ones the student highlighted.

		Yes	No
a.	Did I ask for help?	X	
c.	Did the strategy help me to complete the task?	X	
	Why? Why not? To learn new vocabulary and use it in the task. The teacher helped to better understand what to do.		
d.	Did I use other resources -such as the dictionary, internet, etc.-?	X	
e.	Did the strategy help me to complete the task?	X	
	Why? Why not? To look up the unknown words.		
e.	Did I use other strategy(s)?	X	
	Which one(s)? Making notes before speaking.		

3.2.5. Expansion

The student is asked to keep a self-monitoring journal for one week about the use of strategies. The list of strategies delivered by the teacher contains a few more he can use and are shortly discussed with the student for checking he understands them.

The student is going to indicate which one he used in each subject, select one every day and explain how he used it, following the next frameworks.

TIME CHECKLIST					
Make a check each time you use one of the learning strategies.					
Learning Strategy	Day 1	Day 2	Day 3	Day 4	Day 5
1. I asked for help.					
2. I used resources to accomplish a task. (Internet, dictionaries, textbooks, etc.)					
3. I planned what to do before working.					
4. I took notes during class.					
5. I related my prior knowledge to new information.					
6. I cooperated with classmates to study and learn.					

Adapted from Chamot (1999)

EXPANDING STRATEGY USE
Every day choose one of the strategies you used during the classes and write about when and how you used it, and whether it helped.

Adapted from Chamot (1999)

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3.2.5.1. Evidence

The following chart shows what the students has been doing since we developed the lesson. We talked to him and he told us that he has been completing the task we gave him for using more strategies and starting being more aware of how he can use them on other subjects apart from English.

Learning Strategy	Day 1	Day 2	D 3	D 4	D 5
1. I asked for help.	X				
2. I used resources to accomplish a task. (Internet, dictionaries, textbooks, etc.)	X	X			
3. I planned what to do before working.					
4. I took notes during class.	X	X			
5. I related my prior knowledge to new information.		X			
6. I cooperated with classmates to study and learn.	X	x			

Day 1:

Today I choose ask for help. I didn´t understood a content of Teorías Curriculares so I asked to the teacher about and so I could understand. I choose this strategy today because I never asked the teacher of that subject because I was afraid but now I know she will answer me anything.

Day 2:

Today I cooperated with my classmates to study and learn. This week we have a test so during the class I worked with my classmates for do the activities and then we studied together during lunch. I think this was very useful because I have some classmates that know a lot about English and speak well so they helped me to correct my mistakes and learn things I didn't understand.

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5. Discussion and Conclusion

In general, the lesson plan was mainly focus on strategies which require getting help from external resources, the teacher and the dictionary. We could say that the one-to-one lesson was successfully carried out due to the student's willingness to participate in the class and help us develop this task. As a few days passed since the class, the student let us know that he was actually doing the task we gave him during the expansion stage and showed us the notes he had been taking and told us how he has been starting to use different other strategies from the ones he was used to use. Thus, we believe that a fundamental factor which affects the teaching and learning process is the degree to which students want to be part of the class and learn. Consequently, we reckon that we have to prepare our classes and arrive to them with the predisposition of making them get interested on the language and also the content.

During the lesson itself, we were able to observe that the student first felt a little shy and through time he gained more confidence to interact with us. This might be considered as a factor which could effect on our future students; accordingly, for future classes I will make sure to keep in mind some activities that might lower their affective filter and feel more confident. Nevertheless, during the Task 1, he actively used the strategies, asking us for new vocabulary, aspects of formality and constantly using the dictionary. Furthermore, he politely asked our permission to use his cellphone for looking up some specific expressions.

Finally, I would like to mention that as teachers in training and also as L2 learners, we have been exposed to different methodologies and teaching techniques throughout our entire lives; hence, we are conscious of the obstacles that could come up during the process of learning a second language. Because of this, I strongly believe that it is one of the most important parts of our job to provide our future students with all the possible solutions to their difficulties and weaknesses. Moreover, we should all dedicate a few hours of the year to teach them these learning strategies and how to use them, not only for the English

subject, but also for every aspect of their lives, before their weaknesses result in a long-term damage in the student's confidence.

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