



Universidad
Europea
del Atlántico

**FACULTAD DE CIENCIAS SOCIALES Y HUMANIDADES
FORMACION DE PROFESORADO**

FINAL PROJECT'S TITLE

**An Action Research for Implementing Metacognitive Strategies for
Increasing EFL Beginner Learners' Awareness on English Structure in
Oral Production in a group of 14 students from Ingles Integrado III at
Universidad Técnica Nacional Sede Regional de Guanacaste.**

Thesis to qualify for:

**Máster Universitario en Lingüística Aplicada a la enseñanza del inglés
como lengua extranjera**

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GUANACASTE, COSTA RICA

MARCH 2ND , 2021



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Master in Teaching English as a Foreign Language

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1. INTRODUCTION

This final project proposes the action research for implementing metacognitive strategies for a group of 14 EFL beginner students in order to improve their speaking skills from Integrated English III at the Universidad Técnica Nacional Sede Regional de Guanacaste, Costa Rica.

Learning English as a second language today has become a necessary tool to communicate, over the years English has been involved in accelerated growth. In terms of the process of acquiring a second language, it is important that teachers, as well as institutions, collect valuable information to improve cognitive and metacognitive strategies as well as the methodologies that are required to be applied in classes in order to help learners.

Studies have proven that all students learn in different ways, that is, all students have unique colours that identify them as learners, so all students have different characteristics about their cognition, metacognition, psychological, affective and physically in which those differences influence the learning of each individual.

So, it is why is important for teachers to manage the strategies of what the learner can do or not, according to Kaylani (1996:76) cited in Funiber (2019) in the book of Learning Strategies pointed out that the “strategy to use will vary depending on the task, the stage of the learner in the learning process; the age; the context of learning (...) individual styles such as auditory, visual or kinesthetic.” (page. 41).

In addition, it is the role of the teacher to help students identify their learning styles, however, teachers must manage which strategy could be the most appropriate to students, in other words, teaching cognitive strategies to support students to be involved interacting with the material learned, and teaching how to use metacognitive strategies involve students to think about their learning process as planning for leaning, monitoring their learning activity to develop and to assess their task by themselves telling how well they have learned.

The following document is intended to offer a proposal for implementing metacognitive strategies in 14 EFL beginner students in order to improve their speaking skills whose needs were identified by the researcher.

This final project is made up of 8 chapters. The first chapter is the introduction which is a global vision of this project. In the second place, we have the justification which corresponds to the second chapter, in which the personal motivation of the researcher is shown as well as the academic motivation of him to be able to develop the project in the field of study.

In the third chapter, you will find the research problem, the main objective as well as the specific objectives. Then, in the fourth chapter, the relevant theories and concepts are found or presented in order to aid in this action research. The fifth chapter corresponds to the methodology used in this final project as well as its instruments used in action research.

In the sixth chapter, he presents the study in which he describes the context in which the final project was carried out as well as the description of the corpus and data collection and research instruments used for the analysis.

In the seventh chapter, the results obtained from the investigation are presented, in which the effects or causes obtained from the project are detailed. The eighth chapter, develops, reviews and evaluates the scope of this project according to the objectives set. Finally, there is the ninth chapter, which develops the conclusions, observations and recommendations.

2. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

All beginning English teachers have lived or experienced the initial stage in teaching English, and perhaps we have wondered how to make our learners achieve an oral response in English easily, in addition, as beginning English teachers perhaps we have asked ourselves how to help our beginner students to communicate orally in class.

For this reason, the idea of this final project was born, so that the beginners' learners can communicate orally, but how can a beginning English teacher achieve this objective? That is a question that I have had and that I am currently living as a beginner English teacher.

That is why the idea of using action research was born in this Final Project named: "An Action Research for Implementing Metacognitive Strategies for Increasing EFL Beginner Learners' Awareness on English Structure in Oral Production at Universidad Técnica Nacional from Costa Rica.

In order to accomplish this action research is important to follow four steps or stages. Firstly, it is worth the creation of a diagnosis to identify the learners' needs. Secondly, is the designing and implementing Metacognitive Strategies to solve the problems identified. Thirdly, is the implementation of the metacognitive strategies designed with the students. Finally, is the evaluation of the metacognitive strategies used and give conclusion related to the activities for developing speaking skills.

To address those goals, the researcher will integrate some metacognitive strategies to the learners who can give a spontaneous oral response when are asked by teachers. In this phase, it can support the development of beginner EFL students and beginners English teachers. Besides, the researcher wants to contribute to future English teachers and learners opportunities about feeling comfortable when interacting with language especially in a communicative approach.

Secondly, to justify the research will acquire professional experience by designing and building learning strategies, to help students how to recognize and use them, also implement metacognitive strategies to improve issues when teaching in the

classroom. The researcher will get enough potential data to give some exercises and activities which involve oral production skills in the students by using receptive skills of learning English as a second language.

This research intends to put into practice all the information that the researcher will collect in order to help students, one of the reasons accomplishes these goals is that the researcher has noted that students have felt lack of vocabulary when are asked to respond in oral skills, they felt frustrate and give their responses in Spanish asking the teacher how can they answer in English.

That is why the researcher has been thinking about how to contribute and help students to solve this problem. So, based on the learner's needs, abilities and skills also, in their enthusiasm to learn English born the intention to support the students to increase their oral skills production and communicative skills, firstly by activating the schemata through vocabulary and using useful tools to accomplish these objectives.

Finally, during the development of this research, the researcher will use the necessary skills, experience and knowledge acquired during the process of this Master by the observation and collection of data on what is happening in a classroom scenery to make changes. Furthermore, the researcher has been thinking and reflecting about developing meaningful tools, resources, methods and strategies for the students which they will obtain benefits and positive results in the acquisition of a foreign language.

3. RESEARCH QUESTION AND OBJECTIVES

This action research study is motivated by the following search question:

3.1 Research question

How can Metacognitive Strategies for Increasing EFL Beginner Learners' Awareness on English Structure in Oral Production be implemented in a group of 14 students from Integrated English III at Universidad Técnica Nacional (UTN) Sede Regional de Guanacaste?

3.1.2 Aims

3.1.2.1 *The main aim of the Project:*

This Project looks forward to:

- Develop action research to design, implement and evaluate metacognitive strategies of a group of 14 EFL beginner students in order to improve their speaking skills from Integrated English III at the Universidad Técnica Nacional Sede Regional de Guanacaste.

3.1.2.2 *Specific aims:*

This study attempts to:

- Carry a preliminary diagnosis to identify the learning needs and the metacognitive strategies that the students need to develop.
- Design metacognitive strategies and related activities to improve the speaking skills of a group of 14 students EFL beginner students from the Universidad Técnica Nacional.
- Implement the metacognitive strategies and related activities designed in this project with the students.
- Evaluate the implementation and draw conclusions on the possible potential of the metacognitive strategies and related activities for developing the speaking skills in a group of 14 students from Ingles Integrado III at the Universidad Técnica Nacional.

4. THEORETICAL BACKGROUND

In this phase, the researcher will expose some theoretical background to support this action research. The following pages will inform you about the main concepts and thoughts about different authors and theories related to this final project.

4.1 Communicative Language Teaching

Communication is an essential tool in order to transfer a message Khatib & Tootkaboni, (2019, p. 4) affirm that the first practical classroom application of communicative language teaching can be found in the development of a notional-functional syllabus in the early 1970s.

Arzamendi et al., (2016) pointed out that in CLT “the learner is recognised to be an individual who has not only a cognitive facet, but also a physical and affective (emotional) facet” (p. 74). Teachers, in general, need to be aware of the students' needs in the classroom. Also, Arzamendi et al., (2016) mentioned that the humanistic methods in CLT had affected some areas, secondly see the “process view of learning” which see the concern for the process of language acquisition instead of the product (perfect utterances given by students), in third place is the "new role of the teacher, who became a facilitator, a person who guides and help the learning process of the learners.

Richards & Rodgers (1986: 71) cited in Funiber (2016, p. 77) summarised some theoretical fundamentals of CTL as:

- language is a system for the expression of meaning,
- the primary function of language is for interaction and communication,
- the structure of language reflects its functional and communicative uses,
- and the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Let's take a brief look at some of the theorists who have talked about the relation of Language and Communicative Language Teaching, in terms of "linguistic competence" by Chomsky cited in Funiber (2016) pointed out that language is basically rule-based creativity, he also said that the "ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and new patterns in accordance with rules of great abstractness and intricacy." (1966: 44).

Besides, in terms of "communicative competence" Hymes (1972) cited in Funiber (2016) had taken into consideration the new developments in fields related to linguistic competence, Hymes mentions that (...) language is always used in a social context or situation: it is a competence when to speak, when not, and as to what to talk about with *whom*, *when*, *where*, in what manner. (p. 83)

Another historian who influenced the process of CLT was Halliday related to communicative competence that involves being able to use different kinds of spoken and written texts in the specific contexts of their use. (Jack C, 2006, p. 40)

Canale and Swain (1980) cited in Funiber (2019, p. 84) also added four subgroups of communicative competence; they stated that with grammatical competence, (the use of grammar and lexis accurately), sociolinguistic competence (the ability to understand the social context), the discourse competence (the ability to interpret individual elements in a message through their coherence and cohesion). and the strategic competence (the ability to start, finish, maintain, repair or redirect communication), all together create a set of communicative competence.

Furthermore, keep talking about this topic Arzamendi et al., (2016) mention that CLT places emphasis on the needs of the learners, which will vary from one learning context to another, while Jack C (2006) states that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

According to Jack C, (2006, p. 26) (..), communicative language teaching (...) refers to a set of generally agreed-upon principles that can be applied in different ways,

depending on the teaching context, the age of the learners, their level, their learning goals, and so on.

Also, is it worth mentioning Richards and Rodgers (1986) who described CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use. Advocated by many applied linguists, CLT in their views emphasizes notional functional concepts and communicative competence, rather than grammatical structures, as central to teaching.

According to (Savignon, 2003) cited by (Solano, 2019., p. 32) expressed that:

”Communicative competence includes several aspects such as the use of language for different purposes and functions, variation of language according to the setting and the participants (formal or informal speech), production of different types of conversation (dialogue, narrative, interview) and the flow of communication through the use of different kinds of communication strategies (catch phrases, emotive language, interjections)

In addition, Jack C, (2006, p. 22) said that more authentic communication is likely to occur in the classroom if students go beyond the practice of language forms for their own sake and use their linguistic and communicative resources to obtain information.

4.2 Communicative Competence and Communicative Skills

In this globalized world, communication has increased day by day we can see it in social media as is every single post by Instagram or Facebook, for example, however, students need to make an extra effort to be listened to when they try to get a job by an interview, today’s society has grown enough with high-level accuracy also with fluency for those people who just have little knowledge about the second language as English is. Jack C (2006, p. 7) explain that communicative competence by making a comparison with grammatical competence. He stated that grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It also refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) while

(Jack C, 2006) communicative competence is viewed as the mastery of functions needed for communication across a wide range of situations (p. 15).

According to Vimal Vadalia & Alpesh Joshi, (2015) communicative competence is when the learner's knack to comprehend and employ language aptly to communicate in reliable societal and academic set-up (p. 1)

(Jack C, 2006) also offers some features or aspects related to communicative competence:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)
- (Ibid.)

Rubin (1985) cited by (Vimal Vadalia & Alpesh Joshi, 2015) give his definition of communication competence saying that it is "an impression formed about the appropriateness of another's communicative behaviour" beside it is "one goal of the communication scholar is to understand how impressions about communication competence are formed, and to determine how knowledge, skill and motivation lead to perceptions of competence within various contexts".

Moreover, (Canale, 1983) stated that communicative competence includes not only the mastery of grammar and lexicon but also the rules of speaking. Kramsch (2006, p.36) cited by (Fang, 2010) states that "language learning, as the acquisition of communicative competence, is now defined as the expression, interpretation and negotiation of meaning between two interlocutors or between a text and its readers"

(Pillar, 2011) on the other hand, commented that communicative competence is the ability of learners to interact meaningfully, as distinct from their ability to perform competently on discrete-point tests of grammatical knowledge, and comprises four areas of knowledge and skill: linguistic competence, sociolinguistic competence, strategic competence, and discourse competence.

4.2.1. Communicative Skills

(Fang, 2010, p. 6) while developing their speaking abilities and increasing their vocabulary level, students simultaneously develop their listening skills and also gain confidence during the process of communication.

Shah Jabeen, (2014, pp. 68–69) states that communicative language teaching is strongly associated with a number of activities such as group work, pair work, open or cued dialogues, role-playing, etc. These activities are called communicative activities and are designed by the teachers to provide an opportunity for learners to use language that they have already learnt in different situations. The use of CLT in the classroom helps students to participate and activate the communication and practice the fluency and accuracy of learning the second language.

4.3 Developing the Speaking Skills

This is one of the challenges that the researcher has found about how to develop speaking skills in the classroom. Zourob (2014) pointed out that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence)

According to Byrne (1986: 8) cited in Funiber (2019)

Oral communication is a two-way process between speaker and listener where both the speaker and the listener have a positive function to perform... the speaker has to encode the message he wishes to convey in appropriate

language, while the listener (no less actively) has to encode (or interpret) the message.

Ganiyeva (2020) affirms that Speaking involves three areas of knowledge: using the right words in the right order with the correct pronunciation, knowing when clarity of message is essential and when precise understanding is not required, and understanding when to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Also, Ganiyeva (2020) states that providing authentic practice that prepares students for real-life communication situations with grammatically correct, logically connected sentences that are appropriate for specific contexts, and comprehensible pronunciation.

Rao (2019) indicates that speaking is the most important skill among all the four language skills to communicate well in this global world. (...) Teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms.

Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills (Rao, 2019). Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real-life situations". However, Rao (2019) communicated that it is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Having good communication is the passport to get better employment opportunities.

The development of speaking skills also involves communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary and so on. A good exercise is practising speaking about themselves, throughout this activity students could be motivated to put into practice their speaking skills which will make it easier for them to talk about the information they already perform. Additionally, this activity can be used to talk about family members, friends and so on.

Another activity is the discussions (British Council, 2015) states that a discussion can bring out your students' interests and motivate them; it's a chance for them to talk about the things they care about. Giving and justifying opinions in English can also bring students a sense of accomplishment, as they are using the language to express complex ideas. So, students can share ideas, agree or disagree, find solutions and others. At the end of the activity, the teacher will inform which team will be the winner.

Additional, a useful activity is the role-plays in which students are asked to perform a topic given by the teacher to practise the speaking skills, the time to prepare the task has to be given by the teacher and the students should adopt some different roles depending on the topic to accomplish for example, "you are a waitress, you go to attend the famous customer who just arrives at the restaurant and..."

Another activity is pair or group work. Teachers must take into account the learners' needs and interests when thinking about the selection of the topic, that is why the teachers have to focus on activities related to speaking based on a learner-centred method. According to Ellis (1994: 598) cited by Funiber (2019, p. 64) talking about group work stated that "there are more opportunities for language production and a greater variety of language use in initiating discussion, asking for clarification, interrupting, competing for the floor, and joking.

Then there is a Storytelling activity helps the students to use their creativity and their imagination. Teachers can support them by giving the first sentence and then students one by one have to add new creative sentences in order to create the story. The main objective is for students to make use of oral production or communication skills by creating as many sentences as possible.

One of the favourite activities for learners is through the use of listening to music because students can acquire new vocabulary, put and practice pronunciation, intonation, by singing students try to imitate some phrases and unconsciously they learn to pronounce them. It is important to mention that for beginners' students if the song has a high degree of complexity, it will be very difficult for the students to understand it, especially if the metric of the song is fast for the understanding and pickup of sounds by the learners. On the other hand, if the song is slow, with words

that are easy to understand and with new vocabulary, the students will feel more comfortable and less frustrated than if the song is more complex.

Picture Narrating is another activity to use in the classroom. Using sequential pictures or images students can participate to produce oral communication skills, which is similar to the activity called picture describing. Following several pictures, the students are asked to tell the story related to the images given.

Following the sequence, the picture description is another activity that the students have to describe what is in the picture, the teachers give just one image and according to the theme of studying learners are asked to speak. Depending on the quantity of the students in class the professor could make groups and give or design one picture to each group, so every single group will have the task to analyze the picture given and select one representative to speak or describe what is in the picture, and the rest of the groups will expose one by one in turn.

Teachers must try to change the paradigm of the teacher-centred method to the learner-centred method, inviting the learner to focus more on activities related to speaking skills. (Strayer, 2007, 2012) cited by Angelini & Garcia (2019) indicated that the learners become the real participants in the classroom.

The National Capital Language Resource Center (2003) cited by Zourob (2014) states that effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - which they can use to help themselves expand their knowledge of the language and their confidence in using it.

4.4 Speaking Micro Skills

Have you ever thought about what is macro and micro speaking skills? Micro-skills are related to the phonemes, words, collocations, phrasal units. Also, they include production of English stress patterns, reduced forms, production of fluent speech, use of strategic devices (pauses, fillers)

Besides, the Macro- skills are founded on fluency, discourse, function, style, cohesion, nonverbal communication (Spillker, 2020). They include the appropriate accomplishment of communicative functions, use of appropriate styles, registers, conversation rules, etc.

Zarifa (2020) pointed out that the speakers can't produce effective and appropriate outcomes until they have been exposed to some specific linguistic competencies such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as the register of the expressions and the contextualizing of the language.

According to Rodomanchenko (2014) talking about micro-skills refers that it is “an ability to handle interjections” that involves the use of set expressions, stock phrases and various language clichés. (...) the significance of this micro skill increases when combined with “an ability to respond spontaneously and almost effortlessly”

Moreover, (Arulchelvan, n.d.) mentioned that micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro and macro skills total roughly 16 different objectives to assess in speaking.

Arulchelvan (n.d.) also gives some excerpts from H. D. Brown, *Language Assessment: Principles and classroom practices*, Chapter 7. Pearson Longman 2004 about Micro and macro skills of oral production.

Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of the language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and –yielding, interrupting, and other sociolinguistic features in face to face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

4.5 Pronunciation

According to Byrne (1986: 8) cited in Funiber (2019):

Oral communication is a two-way process between speaker and listener where both the speaker and the listener have a positive function to perform... the speaker has to encode the message he wishes to convey in appropriate

language, while the listener (no less actively) has to decode (or interpret) the message.

Jenkins (2004) states that the pronunciation teaching typically covers any or all of the following: consonant and vowel sounds, changes to these sounds in the stream of connected speech, word stress patterns, rhythm, and intonation

An issue founded in pronunciation is placed in the curriculum where there are not many parts or areas to teach focuses on phonology, suprasegmental, segmental aspects and so on, as Wong (1987b: 17) cited by Celce-Murcia et-al (1996) pointed out that the teaching pronunciation “is not exclusively a linguistic matter”, also, Celce-Murcia et-al (1996) refers to the importance to take into account important factors as are students’ ages, the exposure to the target language, the quantity and type of previous pronunciation instruction, their attitudes, motivations in order to accomplish the acquisition of speech patterns in L2,

(Ball, 2019, p. 8) indicates that most English language textbooks now include a set of phonemic symbols. Nevertheless, Jabbarova (2020) shows that phonetics implies comparing the sound matter of two or more languages at a certain period of their development.

Moreover, Wei (2006) affirms that pronunciation is an integrated and integral part of language learning. It consists of elements much wider than sounds of consonants and vowels. It includes the elements of rhythm and intonation, which support the communicative process. That is to say, anyone who wants to gain communicative competence has to study pronunciation. Wong (1987) cited by Wie (2006) pointed out that even when the non-native speakers’ vocabulary and grammar are excellent if their pronunciation falls below a certain threshold level, they are unable to communicate effectively.

Wei (2006) indicates as listeners expect spoken English to follow certain patterns of rhythm and intonation, speakers need to employ these patterns to communicate effectively. If the rhythm and intonation are different, listeners simply can’t get the meaning. In addition, if language teachers spend some time learning and

practising strategies for teaching pronunciation, they will not have the embarrassment anymore and students' pronunciation will be effectively improved (Ibid.)

Wei (2006) also added:

... a pronunciation class, what we need to cover are intonation, stress (word-level stress, sentence-level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking).

4.5.1 Rhythm and Stress

Some important ideas were taken from different authors who talked about Rhythm and Stress, so, Scarcella and Oxford (1994) cited by Wei (2006) commented that:

“Stress contributes to the rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That is why English is often called a stress-timed language.”

Based on the data collection *Elemental English*, (2021) talks about stressing who means that speakers of English make certain syllables and words:

- louder
- longer
- higher in pitch

Stressing means to emphasize a sound. Every word in English has just one syllable with primary stress or emphasis. On the other hand, Solé Sabater (1991,) indicates that Stress and rhythm are suprasegmental aspects that give the overall shape to the word or sequence.

Teachers should practice the appropriate realization of the stress and rhythmic pattern of the sentence right from the first pronunciation sessions. Since stress and rhythm determine the pronunciation of consonants and vowels (...) many segmental problems will not come up if stress and rhythmic exercises are practised in the early stages. (Ibid.)

(Elemental English, 2021) also added Rhythm is the musicality of English—the ups and downs and the connected speech and the linking of words, which together, change how we say sentences. Pike distinguished two kinds of rhythm in languages:

(i) syllable-timed rhythm, where syllables tend to occur at regular intervals of time, and consequently all syllables tend to have the same length (e.g. Spanish and French) and (ii) stressed-timed rhythm, where stressed syllables tend to occur at regular intervals. (Solé Sabater, 1991)

(Angenot et al). cited by (Solé Sabater, 1991) commented that Rhythm is also tempo dependent. The faster the speech, the more stressed-timed the rhythm.

4.5.2 Consonants:

Scarcella and Oxford (1994) explained, “Consonants are, or contain, noises that are pronounced with a blockage of some sort of the air passage.

(The Writer’s Dictionary, 2021) said that a consonant is most often identified as a letter that is not a vowel. More specifically, a consonant is a sound that when paired with a vowel makes a syllable. A consonant is any sound that a letter makes that is not a vowel sound. English consonant letters are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z

(Cambridge Dictionary, 2021) affirms that one of the speech sounds or letters of the alphabet is not a vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue. a speech sound produced by human beings when the breath that flows out through the mouth is blocked by the teeth, tongue, or lips.

Many consonants are just the beginning or ending vowels, (Ladefoged & Ferrari Disner, 2012). There are consonants like b, d, g, which after a rapid movement of the lips or the tongue after or before another sound like vowels, are called stop consonants due to the vocal track stopping completely after an utterance. According to Ladefoged & Ferrari Disner, (2012) the resonances of the vocal tract, the formants, are being produced while stop closure is being formed or is opening. Below in figure 1, you will see some of the consonants mentioned by the International Phonetic Alphabet (IPA):

Figure 4.1

Figure 1 shows a representation of consonants

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC) © 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap		ɸ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Note: (Ladefoged & Ferrari Disner, 2012) used the chart with the permission from the International Phonetic Alphabet, www.langsci.ucl.ac.uk/ipa/.

4.5.3 Vowels:

We know that in Spanish we just have five vowels known as “a-e-i-o-u” however in English the scenery changes for students, the way to pronounce the vowels will vary depending on the position of the word and mouth to pronounce it, Scarcella and Oxford (1994) pointed out “Vowels are characterized by a free passage of air.” While (Cambridge Dictionary, 2021) indicated that a speech sound is produced by humans when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips.

Keeping in mind the sound of vowels Merriam Webster (2021) indicated one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction. Consequently, (Writing Explained, 2021) stated that a vowel is a sound produced with a comparatively open configuration of the vocal tract. In everyday language, a vowel is a letter (sound) of the English alphabet that is not a consonant.

(Ball, 2019) said that “consonant is formed by two or more articulations coming into contact with each other and forming an obstruction”, besides affirms that there are three types of vowels which are the short ones, long ones and diphthongs, also he mentioned a fourth could be added called triphthongs.

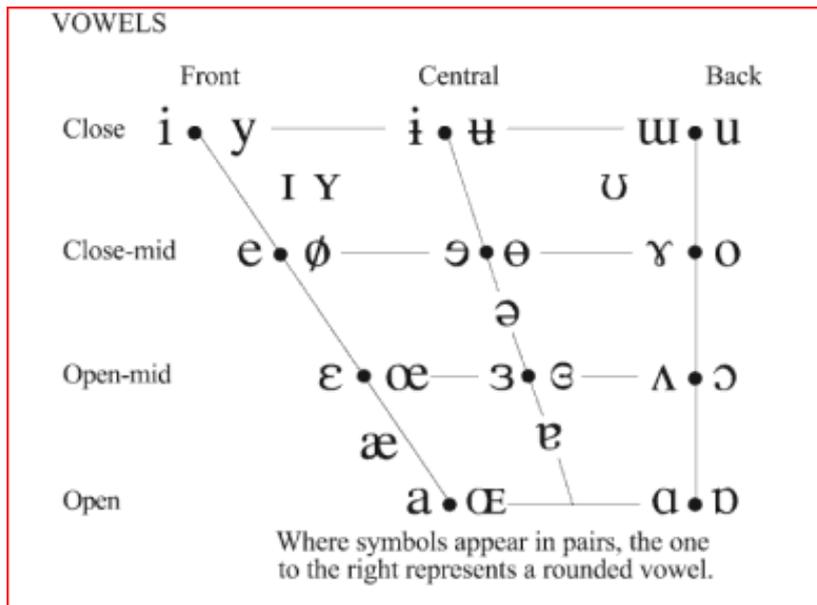
As mentioned before in Spanish we have 5 vowels a,e, i,o, and u 5 diphthongs (a,e, o as open vowels and i, u as close vowels) however, in English there are 12 vowels and 8 diphthongs. According to the phonetics system, the vowels are called phonemes which is important to recognize them, (ABA English, n.d.) gave us a list with some examples of the vowels in English:

- ʌ = up, luck, ugly, jump
- a: = father, arm, last, card
- æ = man, bank, black, fat
- e = met, bed, red, fell, leg
- ə = away, cinema, ago, about
- ɜ: = turn, learn, fur, bird
- i = hit, bit, sitting, happy
- i: = see, heat, beat
- ɔ: = paw, call, four, saw
- ɒ = hot, rock, clock, sorry
- ʊ = book, good, could
- u: = boot, shoot, union

Below in figure 2, you will see some of the vowels mentioned by the International Phonetic Alphabet (IPA).

Figure 4.2

Figure 2 shows a representation of vowels sounds:



Note: (Ladefoged & Ferrari Disner, 2012) used the chart with the permission from the International Phonetic Alphabet, www.langsci.ucl.ac.uk/ipa/.

4.6 Developing Students Awareness

When teachers know the learner’s needs, abilities and skills they can involve language learning into the students' awareness. (P. Benson, L. Dickinson, G. Ellis, H. Holec, D. Little, B. Sinclair, M. Warschauer, etc.). B. Sinclair (1999) pointed out that “the development of learner autonomy, at least to some degree and with differing interpretations, appears to be almost universally accepted as an important, general educational goal.”

Developing autonomy in the students’ increases “the ability to take charge of one’s own directed learning’ (Holec, 1981), that is why it’s important to help the learners to develop special skills for determining their own needs, goals, ways of learning and evaluation. Teachers become an essential guide to support the learners who have to be taught how to help themselves, how to manage their learning.

Raising the awareness of one’s learning and gaining an understanding of the processes involved is thus another important key for the development of autonomous learning” (Kohonen, 1991) it is to say that “without an explicit and conscious awareness of the processes involved in learning a language, learners will not be in a position to make informed decisions about their learning” (Sinclair, 1999).

On the other hand “If we can help the learner to improve his view of himself he may become a better learner, being able to utilize his learning potential more fully” (Kohonen, 1991). (Rinkevičienė & Zdanytė, 2002) reinforced saying that training the learners to analyse, assess and reflect upon their learning preferences raises their awareness and facilitates setting their learning goals because (a) learners acquire a clearer understanding of language learning/teaching processes. (b) learners’ self-assessment develops motivation and conscious involvement in the learning process.

(Romero, 2008) citing John Biggs idea said that effective teaching strategies can motivate students to strive for a deep approach; on the other hand, inefficient instruction can pressure students to take a surface approach. Additionally, (Madrid & Ball, 2019) indicated that:

(...) teaching students how to develop their own individualized strategy systems, strategy training is intended to help students explore ways that they can learn the target language more effectively, as well as to encourage students to self-evaluate and self-direct their learning.

Besides, (Chamot, Barnhardt, El-Dinary and Robbins 1996: 178) cited in Funiber by (Madrid, 2019) added:

Having access to appropriate strategies should lead students to higher expectations of learning success, a crucial component of motivation. An important aspect in viewing oneself as a successful learner is self-control over strategy used. This type of self-control is combined with metacognitive awareness of the relationship between strategy use and learning outcomes.

Then according to (Gardner, 1983), each person has different capabilities and tendencies in different areas and each individual has several types of bits of intelligence that are intermingled in different ways. The use of MI in the classroom becomes a meaningful strategy in order to help students to get self-awareness.

(Dolati & Tahriri, 2017) in their study about EFL Teachers’ Multiple Intelligences and Their Classroom Practice, declared that communication and interaction would be

easier between teacher and students by knowing each individual's type of intelligence. Students would enjoy the classes and this leads them to act satisfactorily in activities when these activities are designed to fit their bits of intelligence.

Abdurahman, and Abdurahim (2010) cited by (Dolati & Tahriri, 2017) asserted that:

“Multiple intelligences theory provides a platform and guidance to teachers to use integrated strategies and instructional activities to cater to the different needs of students in terms of intelligence profiles, learning styles and learning preferences.” (...) “the awareness of the different intelligences and the different teaching strategies can optimize learning motivation and enhance memory in accelerating the learning process” (p. 517).

(Massanet Oliver, 2017, pp 16-17) indicated that the use of the MI in class will raise students' awareness of the different types of learning profiles that there are and how everyone can be good at something even if it has nothing to do with the other's learning capacities or intelligences. Spirovska in Massanet Oliver, (2017) claims that once they get to know their students' profiles and their weaknesses, they will be able to do other types of lesson plans that will take into account the MI.

Below there is a list of possible uses of MI used by (Dolati & Tahriri, 2017) in their study:

Verbal-linguistic activities:

- Note-taking,
- Storytelling,
- Debate and discussion,
- Teacher-centred explanation
- Language function explanation
- Essays and written report
- Reading selection
- Gap-fill exercises
- Listening exercises
- Grammar exercises
- Reading comprehension exercises
- Memory games
- Word building games
- Vocabulary activities
- Brainstorming
- Tape recording
- Publishing
- Interviewing
- Reading aloud

- Summarizing
- Authentic reading
- Other

Logical-mathematical activities:

- Logic puzzle
- Error recognition
- Outlining
- Logical sequential presentation
- Classification and categorization
- Grammar rules study
- Grammar practice and test
- Grammar discussion
- Socratic questioning
- Science thinking
- Calculation and quantification
- Critical thinking activities
- Matching activities
- Word order activities
- Problem-solving activities
- Others

Musical-rhythm activities

- Singing
- Playing music
- Jazz chant
- Drilling
- Intonation practice
- Learning about music
- Having music in the background while studying
- Clapping to accentuate the rhythm of the words
- Others
- Visual-spatial activities
- Videos Other Drawing
- Painting and photo
- Graphs and diagrams
- Flashcards
- Mind maps
- Colour cues
- Picture metaphors
- Graphic symbols
- Using markers in different colours
- Games such as Pictionary
- Others

Intrapersonal activities

- Pair work
- Project work
- Group problem solving
- Team competitions

- Role-plays using dialogues
- Peer teaching
- Debate and discussion
- A variety of group compositions
- Simulation
- Communicative tasks
- Others
- Intrapersonal activities
- Self-evaluation
- Journal keeping
- Options for homework
- Working individually
- Learner diaries
- Time for reflection
- Other

Bodily-kinesthetic activities

- Hands-on activities
- Field trips
- Pantomime
- Movement games
- Role-plays and drama
- Facial expression games
- Total physical response activities
- Classroom theater
- Relaxation exercises
- Body language
- Other

Naturalist activities

- Natural objects collection
- Learning about nature
- Exploring outdoors
- Environmental projects
- Natural sounds
- Nature-related topics
- Experiments
- Pictures and posters of nature theme
- Other

4.7 Learning strategies training: Cognitive and Metacognitive Strategies

4.7.1 Learning Strategies:

It is strongly necessary to take a short tour by visiting some different definitions or concepts from several authors who have talked about learning strategies. Firstly, let's take a look at the following definitions from some authors cited in Funiber (2019, p. 24) by Madrid & Ball, (2019, p. 24):

According to Rubin (1975, 1987), Learning Strategies (LS) are “techniques or devices which may use to acquire second language knowledge. “What learners do to learn and do to regulate their learning” (1987:19). O’Malley and Chamot (1990) define LS are “the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information”.

According to Weinstein and Mayer (1986), LS are “the way in which the learners selects, acquires, organizes or integrates new knowledge”. Also, Tarone (1981), informs that LS “attempts to develop linguistic and sociolinguistic competence in the target language”.

Oxford (1990) defines LS as “...operations employed by learners to aid the acquisitions, storage, retrieval, and use of information”. “Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations”.

Dansereau (1985), says that “special thoughts or behaviours that learners use to help them comprehend, retain and/or use the information”. Stern (1992), see the Learning Strategy: learner engage in activities to achieve certain goals, ...a choice of procedures, ...some form of long term planning.

Cohen (1998:4), states that “Strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use a... language, through the storage, retention, recall and application of information about that language”.

Hoskins & Fredirkkson (2008, p. 25), inform that Generally the concept can be seen as a way of describing behaviours and thoughts in which a learner engages and which are intended to support the learner's learning process. Therefore learning strategies could be any behaviours or thoughts that are assumed to facilitate the learning process.

Additionally, Oxford cited in Funiber (2019) by Madrid & Ball,(2019, p. 24-25) give some general characteristic related to LS:

- The LS contribute to the main goal: communicative competence.
- Allow learners to become more self-directed.
- Expand the role of teachers.
- Are problem-oriented
- Are specific actions taken by the learner.
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable. Some LS are not observable to the human eye.
- Are often conscious.
- Can be taught.
- Are flexible
- Are influenced by a variety of factors.

4.7.2 Cognitive and Metacognitive Strategies

(Goh, 1997, pp. 1–2) citing Flavell (1979), who invented the term 'metacognition', as consisting primarily of an understanding or perception of the ways different factors act and interact to affect the course and outcome of cognitive enterprises.

Oxford's (1990) cited in Funiber (2019, p. 34) presented two major strategies called: direct and indirect, which were subdivided into six total groups:

- The direct class are the memory strategies, cognitive strategies and compensation strategies.
- Secondly, are the indirect classes with social strategies, affective strategies and metacognitive strategies.

Alternative O'Malley and Chamot (1990) offered other taxonomy according to a study made on foreign language based on metacognitive strategies, cognitive strategies and social and affective strategies. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practising in naturalistic settings, and practising structures and sounds formal. (Oxford, 2003)

Metacognitive strategies (e.g. Identifying one's learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. (Oxford, 2003)

Purpura (1999) cited by Oxford (2003, p. 12) pointed out that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

As was mentioned above, the learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social. (Oxford, 2003, p. 2). Let's take a brief look at each one of Oxford (1990) cited in Funiber (2019, pp. 36-37) which were classified by groups.

Direct strategies group: here are the memory strategies, cognitive strategies and compensation strategies.

Memory strategies are fixed in sections that help students in their learning process for example creating mental linkages (grouping, placing new words into a context), while there are techniques that create learning by sounds and pictures (semantic maps, representing sounds in memory, use of keywords) and other applying body movements (use of total physical response or mechanical techniques). (Funiber, 2019, p 36).

The probable reason for this is those memory strategies are often used for memorizing vocabulary and structures in the initial stages of language learning, but learners need such strategies much less when their arsenal of vocabulary and structures has become larger. (Oxford, 2003)

Cognitive strategies help students to use the material directly as is the practice in repeating patterns like practising with sounds and writing systems, recognizing and using formulas or practising naturally. Besides, students can receive or send messages

(getting the idea quickly, and using resources for receiving and sending messages). By the use of analysing and reasoning the students can transfer, translate, analyse contrastive and reasoning by deduction. Finally, students can create structures for input and output (take notes, summary and highlighting) (Funiber, 2019, p 36).

In the third group, there are compensation strategies that help students compensate for missing knowledge. These techniques are used to help students to guess intelligent (using linguistic clues and others) additionally, to overcome the limitation in speaking and writing skills (using mimes or gestures, switching to mother tongue, avoiding communication partially or totally) (Funiber, 2019, p 36).

Also, Cohen (1998) cited by (Oxford, 2003, p. 14) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

Indirect strategies group: there are three strategies mentioned: the metacognitive, affective and social strategies.

In metacognitive strategies, there are some potential examples such as centring the learning, planning the learning and evaluating it. When students have identified their learning style (which the teacher can help them to find) they can put attention or centre their way to learning preferences (paying attention, overview and linking information with already know the material, delay the speech production to focus on listening). (Funiber, 2019, p 37).

Affective strategies are essential for lowering anxiety (using meditation, deep breathing and progressive relaxation), for arranging and planning the learning (organize, set goals, identify the purpose of tasks, plan for a language task), and to have an evaluation about the learning (self-evaluation, self-monitoring) (Funiber, 2019, p 37).

In the last group are the social strategies, being a way to help students because through asking questions students can get correction, and clarification of a confusing area difficult to understand, also, students can be working cooperatively with others supporting or collaborating with peers or with proficiency users of the new language. In

addition, students can empathize with others developing cultural comprehension or understanding and they can become aware of others' significant thoughts and feelings. (Funiber, 2019, p 37).

4.8 Metacognitive Strategies Development

(Madrid & Ball, 2019) mentioned that metacognitive strategies involve both knowledge about (metacognitive knowledge) and control or evaluation over learning (metacognitive strategies) also they stated that metacognitive knowledge refers to knowledge of one's cognitive processes.

Based on the comment before, the use of strategies can influence the motivation of students, Cohen (1988: 69) cited in Funiber (2019) identified the aims of strategies instruction as follows:

- The goal of strategy training is to explicitly teach students how, when and why strategies can be used to facilitate their efforts at learning and using a foreign language.

Cognitive strategies are operations that are carried out on the material to be learned while metacognitive strategies use the knowledge of cognitive processes to regulate the learning process (Benson, 2011) In contrast, metacognitive strategies involve executive processes in planning for learning, monitoring comprehension and production, and evaluating how well a learning objective has been achieved (O'Malley & Chamot, 1990)

Oxford (1990) described metacognitive strategies like the ones which allow learners to control their cognition.

O'Malley & Chamot cited by (Madrid & Ball, in Funiber 2019) offers the following taxonomy:

- | | |
|------------------------|---------------------------|
| 1. Planning | 5. Self-monitoring |
| 2. Directed attention | 6. Problem identification |
| 3. Selective attention | 7. Self-evaluation |
| 4. Self-management | |

In L2 speaking, it has been examined specifically in two areas. The first is the use of communication strategies as previously explained and the other is the development of learners' metacognition about speaking through awareness-raising and strategy-instruction activities (Goh and Burns 2012).

Ismael (2015) talked about metacognitive knowledge saying that it has its own regulation which includes the monitoring of one's cognition and planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies

Lai (2011) cited by Wilson & Conyers, (2016) in the book Teaching students to drive their brains added:

Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies and knowledge about when and why to use strategies. Metacognitive regulation is the monitoring of one's cognition and includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies.

(Cornell University, 2021) gave some metacognitive strategies that are easy to implement:

- ask students to submit a reflection on a topic before reading a text and then revisit that reflection after the reading to consider how it informed their thinking
- introduce a problem and have students participate in a think-pair-share on the strategy they would use to solve it; then share your strategy too
- ask students to write a reflection on how they figured out an answer to a question (Bransford, Brown, & Cocking, 2000)

Also, (Drew & PhD, 2019) offered some important strategies to use:

Self-Questioning

Self-questioning involves pausing throughout a task to consciously check your actions. Without self-questioning, we may lack humility and awareness of our faults. Most importantly, we would not be able to improve because we never took the time to ask ourselves important questions like:

- Is this the best way to carry out this task?
- Did I miss something? Maybe I should check again.
- Did I follow the right procedure there?
- How could I do better next time?
- Am I looking at this task the right way?
- How can I do a better job at thinking about what I'm doing?

Good students question their actions both while they're completing the task and after finishing it. (Ibid.)

Meditation

Meditation involves clearing your mind. We could consider it to be a meta cognitive strategy because meditators aim to:

- Clear out the chatter that goes on in our heads.
- Reach a calm and focused state that can prime us for learning.
- Be more aware of our own inner speech. (Ibid.)

Reflection

Reflection involves pausing to think about a task. It is usually a cyclical process where we reflect, think of ways to improve, try again then go back to reflection. The reflection is metacognitive only if you consciously reflect on what your thought processes were and how to improve upon them next time.

There are many models of reflection with varying steps. Most reflective cycles have at least the following phases:

- A task is planned.

- You attempt the task.
- You look at how you did the task.
- You come up with things you did well and areas for improvement.
- You plan the next task, with a focus on improving on your weaknesses.
- You try again ...
- You reflect again ...
- And so on.

Once you become skilled at the reflection, you may also reflect while doing a task so that you can make adjustments to your thinking processes as you go. (Ibid.)

Awareness of Strengths and Weaknesses

Central to metacognition is a person's capacity to see their own strengths and weaknesses. Only through looking at yourself and making a genuine assessment of your weaknesses can you achieve self-improvement.

One way to start looking at your strengths and weaknesses is to use a **SWOT** chart.

- A **SWOT** chart is a chart with four sections:
- **Strengths**: write down what you perceive to be your strengths as a learner.
- **Weaknesses**: write down what you perceive to be your weaknesses as a learner.
- **Opportunities**: identify opportunities you may have to improve your cognitive skills in the coming weeks or months.
- **Threats**: identify potential threats that may prevent you from improving your cognitive skills in the coming weeks or months.

Awareness of Learning Styles

Learning styles theories such as Gardner's Multiple Intelligences and Learning Modalities theories argue that different people learn in different ways. (Ibid.)

Mnemonic Aids

Mnemonic aids are strategies you can use to improve your information retention. They involve using rhymes, patterns and associations to remember. They work by adding context (additional or surrounding information) to a fact to help you to recall it. (Ibid.) You might remember a name in one of the following ways:

1 Rhyme: You meet a singer named Tom. You tell yourself “Tom would sing a song before long.” Now, next time you meet Tom the singer, you might be able to recall your rhyme to remember both his name and profession! (Ibid.)

2 Association: I have a sister named Vanessa. I always remember people named Vanessa because my head says “Oh, she has the same name as my sister!” every time I meet Vanessa. (Ibid.)

3 Graphic Organizers

Graphic organizers, also sometimes called cognitive tools, help us to consciously improve our thinking processes. They assist us in:

- Organizing our thoughts:
 - Creating connections between things we know.
 - Thinking more deeply about something.
 - Visualizing processes and procedures.

- Examples of graphic organizers include:
 - Mind maps.
 - Flow charts. (Ibid:)

4.9 Metacognitive Strategies and Based Activities for Enhancing the EFL Speaking Skills

Torky (2006) cited by Karim (2019) draws his notion of speaking into three challenges namely speaking is face to face, speaking as an interactive activity, and speaking happened in real-time.

Karim (2019) said that this challenge requires immediate feedback, using turn-taking during its practice, unprompted responses, and time pressures as it occurred in a real situation, also she pointed out that students who are lack English (...), would likely to confront their problems which declared Ur (1996) as inhibition, nothing to say, low and uneven participation, and mother-tongue use.

Karim (2019) in her study about Enhancing the Speaking Skill Using Metacognitive Strategy “A Case Study on High-Achiever Students in a Private University in North Maluku” and based on other authors who have studied the metacognitive strategies like (O’Malley & Chamot, 2007; Wended, 1999; Tang, 2016; Xu, 2012; Anderson, 2002; Blakey & Spence, 1990; Livingston, 2003; Chamot & Robbins, 2007) she offers some strategies to use as follow: planning, monitoring and evaluating the learning.

Planning:

The planning enables the language learners to prepare their learning for a goal of having a better result in their learning (McCormick, 1995 in Oxford, 2003). In metacognitive strategy use, FL students predominantly reported using planning strategies, such as selective attention, organizational planning, and self-management (O’Malley & Chamot, 1990). Additionally, the use of metacognitive strategies according to Oxford (1990) in planning learning help learners to find out about language learning, help to organize, to set goals and objectives, identify the purpose of the language task, to plan a language task, and seek practice opportunities.

Karim (2019) in her study reported that some of the learning was found that participants were recorded to use the internet learning platforms such as Social media, online videos (youtube), and messengers (Whatsapp and Facebook), into the study

she found out that students have admitted that using groups of learning in the social media enable them to learn from peers (overseas friend) and overcome their affective issues such as nervousness and anxiety compared to learning in the class with teachers.

Monitoring:

Chamot and Robbins (2005) cited by Karim (2019) suggested that monitoring the learning refers to identifying the issues during speaking practices. In her study, the participants were recorded to supervise their performance during speaking. The use of socio-affective strategies and cognitive strategies have helped them in monitoring their speaking. When students interact while doing a task, in a certain way they help each other getting feedback on their speaking utterances. Karim (2019). The self-correction strategy accommodates students to clarify their mistakes by spontaneously fixing their mistakes during speaking. Self-monitoring support to check, verify or correct one's comprehension or performance in the course of language tasks. (O'Malley & Chamot, 1990).

Evaluating:

Karim (2019) reported that most of the participants used cognitive strategies in form of note-taking and voice recording to help the evaluation and listing their weaknesses for the future goal of learning.

(O'Malley & Chamot, 1990) affirmed that self-evaluation helps learners to check the outcomes of one's language performance against an internal measure of completeness and accuracy, also, by checking one's language repertoire, strategy use, or ability to perform the task at hand.

4.10 Action Research Principles, Stages, and Tools

4.10.1 Principles

It is important to mention some thoughts about the principles of action research which (...) action research is defined as one form of meaningful research that can be conducted by teachers with students, colleagues, parents, and/or families in a natural

setting of the classroom or school. (O'Connor et al., 2006, p. 2). Also, action research allows teachers to become the "researcher" and provides opportunities for them to be learners by improving instructional practices and reflecting on pedagogical choices as well. (Ibid, p.2). Action research is a form of research that is authentic and meaningful to the teacher-researcher because it is conducted by the teacher in his/her own classroom space. (Ibid, p. 3)

Action research allows teachers to take ownership over their teaching and occurs when teacher-researchers contemplate a classroom or instructional issue, design a study, execute the study, track data and results, and reflect. (Ibid, p.3) Sax and Fisher (2001) cited by O'Connor et al., (2006, p. 3) state that action research allows teachers the opportunities to identify changes they need to make in their teaching practices by providing teachers with the framework to build their classroom projects.

Action research can empower teachers to change by pushing a teacher out of his/her comfort zone. Many times, for personal and professional growth to occur, being pushed out of a comfort zone is challenging. These challenges are necessary, particularly related to classroom practice, in order to lead to positive change (O'Connor et al., 2006, p. 11)

Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools. Many times, action research is considered a professional development opportunity because, frequently, teachers test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method. (O'Connor et al., 2006, p. 2)

"Action research often takes the form of a partnership between a practitioner and a researcher working together to solve a problem". (Nicodemus & Swabey, 2015, p. 2) Nicodemus & Swabey, (2015, p. 3) citing (Stringer 2014) states that "At its core, the goal of action research is for people to increase the effectiveness of the work in which they are personally engaged". The use of action research in educational settings has contributed significantly to the development of more "democratic" teaching

practices that are linked to students' and teachers' everyday lives. (Nicodemus & Swabey, 2015, p. 5)

4.10.2 Stages in action research

Burns (2015, p. 4) citing Kemmis & McTaggart (1988, p. 10) state that the researcher must plan, act, observe and reflect 'more carefully, more systematically and more rigorously than one usually does in everyday life; and [to] use the relationships between these moments in the process as a source of both improvement and knowledge'.

Burns, (2015, p. 5) mentioned the major phases and processes and she suggests the kinds of actions and challenges that can arise, which are to plan, to act, to observe and to reflect. For each stage, she offered some key questions which are going to be mentioned below:

Plan: In this stage, the researcher should follow some key questions suggested like the identification of the problematic areas for investigation and identify the social situation involved (Ibid.).

Act: in this point, the researcher acts about what strategies and actions should be put in place? What is distinctive in this action/ how will it lead to change? and should adjust actions on basis of emerging observations (Ibid.).

Observe: The researcher should follow some potential questions as to what strategies and actions should be put in place? What is distinctive in this action/ how will it lead to change? What ethical issues are involved? What evidence is emerging for renewed action? (Ibid.).

Reflection: Finally, the research should select some of the useful questions as What evidence is emerging and/ or re-merging from systematic observation? What intended and unintended outcomes are identifiable as a consequence of the intervention? What reformulations of the problem are required? What ethical issues are arising from the research? What balances in judgement need to be achieved? (Ibid.).

Madrid (2019, p. 51) cited in Funiber (2019) also affirms that there are four classic developmental phases as follow:

PHASE 1: Develop a plan of action to a) improve what is already happening or b) identify and examine a “puzzle” or problem area in your teaching. (Ibid.).

PHASE 2: Act to implement the plan. (Ibid.).

PHASE 3: Observe the effects of action in the context in which it occurs. (Ibid.).

PHASE 4: Reflect on these effects. (Ibid.).

Additionally, Cohen and Manion (1985) cited in Funiber (2019, p. 51) offered eight stages as follow:

STAGE 1. The identification, evaluation and formulation of the problem. (Ibid.).

STAGE 2. Preliminary discussion and negotiations amongst interested parties - teachers, advisers, researchers, sponsors - culminating in a draft proposal. (Ibid.).

STAGE 3. Review of research literature and comparable studies. (Ibid.).

STAGE 4. Restatement of the problem, or formulation of a hypothesis; explicit discussion of the assumptions underlying the project. (Ibid.).

STAGE 5. Selection of the research procedures, allocation of resources, choice of materials, and methods, etc. (Ibid.).

STAGE 6. Choice of evaluation procedures - bearing in mind that evaluation will be continuous. (Ibid.).

STAGE 7. The implementation of the project itself, including data collection and analysis, monitoring and feedback. (Ibid.).

STAGE 8. The interpretation of the data; inferences to be drawn; overall project evaluation. (Ibid.).

4.10.3 Tools or instruments

According to Madrid (2019), there are some useful and potential tools used to accomplish action research which the researcher can select one or various methods such as overviews, interviews, questionnaires, case studies and diaries.

(Burns, 2015, p. 10) indicates that generally, action researchers employ qualitative techniques common in naturalistic exploratory research. There are essentially two main sources for data-gathering: observing and recording what people do and asking people for their views and opinions.

Madrid (2019, p. 84) mentioned that:

In qualitative research, where data have been collected through observations, interviews, diaries, or any other qualitative procedure, the information is gathered in recordings or written reports. The researcher then has to identify the most important segments of the text according to an organised scheme.

Madrid (2019, p. 88) says (...) the researcher him/herself needs to select the most appropriate approach depending on the type of study that he/she aims to carry out. The usefulness of particular research instruments depends on the purpose of the research (...). Also, (Johnson, n.d., p. 1) points out that action research is a dynamic process; thus, it is common to abandon certain forms of data collection and adopt others as you are conducting the study.

5. METHODOLOGY

Into this methodological approach, the researcher will gather the necessary data and information in the study, describing its nature and function within the proposal it is worth mentioning the various techniques and their corresponding data collection instruments.

5.1 Description of the Research Approach

According to the objectives proposed this action research will include the researcher in the process of enthusiastically contributing to change the situation at the same time as the leading study. It will be under two methods. In this specific situation, this research problem will be developed under a qualitative paradigm and with a case study focused on descriptive and observation research, also, the qualitative will be taken into consideration if it is necessary.

According to Martin Parrott related to action, research pointed out that:

Action research is not so much something that we do in addition to our teaching as something that we integrate into it. In many ways, it is a state of mind – it is a scepticism about assumptions and a willingness to put everything to the test. It is something which should take every little time and which does not necessarily need to be made public. It is a way to ensuring that we continue to learn even as we teach. It helps stave off staleness and routine. (1993: 3)

Action research is what the researcher intends to practice in classrooms. Throughout the collection of data, the researcher tried to solve the problem found with the application of new strategies which will be found and put into practice then subsequently reflect on the possible results.

According to the main objectives of this action research, the researcher will focus on qualitative and quantitative (if a quantitative is required) this will be followed by the following steps or phases: diagnosis, designing, implementing and evaluation.

Table 5.1

Work plan

Stages

<i>Phase 1</i>	Diagnosis and identifying the problem to develop an action plan (the learning needs and the metacognitive strategies that the students need to develop).
<i>Phase 2</i>	Designing metacognitive strategies and related activities to improve speaking skills.
<i>Phase 3</i>	Implementing the metacognitive strategies and related activities designed in this project with the students.
<i>Phase 4</i>	Evaluate the metacognitive strategies implementation.

This action research is focused on the qualitative pattern. The tools to be used in this project are observations, interviews and questionnaires and possible case studies. Madrid, (2019) indicates that action research “aims to explain what happens inside the classroom, the direct and indirect influences of internal and external factors related to the student “(p. 5)

Besides, As Van Lier points out (1988) cited in Funiber (2019) indicated that “we know very little about what goes on in classrooms, so classroom research becomes an important tool for examining the relations between variables that continually interact”.

5.2. Description of the research type

This final project's action research attempts to be descriptive research that aims to describe a population, situation or phenomenon that is being studied. In this particular case, 14 students from the Universidad Técnica Nacional from the career English as a Second Language in which they are carrying the course Ingles Integrado III.

Descriptive research tries to answer questions such as the *how, what, when, and where*. Also, descriptive research uses quantitative and qualitative research, if the research collects quantifiable information it is called quantitative, however, if the information is carried out by qualitative research collected the information through observations, interviews, diaries, this information is gathered by recordings or written reports. (Madrid, 2019).

The research approach is also known as statical research, some procedures are frequencies, central tendencies and variabilities (Madrid, 2019). Also, it is used to identify and obtain information on a characteristic of a particular issue like community, group or people. (Akhtar, 2016). In other words, the researcher can observe and describe what is found through observing the group of students from Ingles Integrado III at the Universidad Técnica Nacional.

Based on this current proposal, the researcher focused on the aims proposed in earlier pages, descriptive research aims at portraying accurately the characteristics of a particular group or situation (Akhtar, 2016). So, it can be said that this research will be developed with the students, and the researcher needed to use some instruments to accomplish the current question or solve the problem identified. A descriptive study may be concerned with the attitude or views (of a person) towards anything (Akhtar, 2016).

5.2.1. Steps of Descriptive Research

According to (Akhtar, 2016). descriptive research involves the following steps:

- The Clear discrimination of objective of Research: the first step is to select the main purpose of research it is necessary for proper study of research. Without a main aim and purpose research cannot go properly.

- Determination of the Method of Data Collection: for any research method, data collection is necessary which type of research the researcher wants, he must have to select the method like questionnaire observation, interview etc. of their research.
- Selection of Sampling: the place which is selected by the researcher, there must be many people so it is difficult to make contact with all persons this the researcher selects some people these selected people are known as sampling selection of sampling to have some essential terms.
- Real Collection of Data: for a real collection of data, the researcher must have to in his real research field, and it is collected in a selected step at the time of data collection reality is necessary for investigation.
- Analysis of Achieved conclusion: after the collection of data the researcher makes the conclusion of the whole research or investigation for conclusion coding, tabulating and graph representation is used. (Ibid)

5.3. Description of the research tools (interviews, questionnaires)

In this project, the researcher collected the information based on instruments or techniques such as observations, interviews, focus groups and questionnaires.

- Observations: Firstly, the researcher observed the class and context of the 14 students of Integrated English III at Universidad Técnica Nacional, and the researcher did a second check of the classes through records shared by the teacher Sonia Aguilar. To complete this part, it was necessary the use a checklist that helped the researcher to investigate, analyse and reflect on the findings at the beginning and the end of the project.
- Interviews: this is one of the most popular instruments used with participants, the interview. The objective is to collect information by actually talking to the subject under study. (Madrid, 2019). In an interview, students respond to planned questions, which are best conducted on an individual basis (Johnson, 2021). The interviews can be open, semi-open or semi-structured.

Johnson (2012) offers a variety of web-based surveys, polls, questionnaires, forms, or rating tools that can be used for your action research projects.

1. Zoomerang at www.zommeran.com
 2. SurveyMonkey at www.surveymonkey.com
 3. FreeOnlineSurveys at www.freeonlinesurveys.com
 4. Bzoink at www.bzoink.com
 5. Polldaddy at www.poll daddy.com
 6. Question form at www.questionform.com
 7. Questionpro at www.questionpro.com
- Questionnaires: Questionnaires as data-gathering instruments are popular research instruments in many fields including communication, education, psychology, and sociology (Griffiee, 2012), those are to collect information, could be printed or digital as mentioned above. The difference between interviews is that the questionnaire is a written form while interviews or surveys are oral. (Madrid, 2019) affirms that que questionnaires like interviews can also be open, semi-open, semi-structured and structured. Structured questionnaires use the Likert scale to grade statements from 1 to 5 (e.g. 1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always).
 - In this particular case, the researcher applied open questions giving the freedom of expression in answering and structured questions using the Liker Scale with the students in order to collect valuable information to know how to accomplish the main objectives of this project. The types of questions were made easy to understand and guide the learners to feel well. Besides, the instrument used is helping to collect the information necessary related to how to get beginner-level EFL students to respond in English when asked a question orally from the start of the research to the end of this project.
 - Focus Group: Mishra (2016) gives the following information about the Focus Group:

The general characteristics of the Focus Group are people's involvement, a series of meetings, the homogeneity of participants with respect to

research interests, the generation of qualitative data, and discussion focused on a topic, which is determined by the purpose of the research.

Johnson (2012) also stated that the Focus Group is an effective data-collecting method that allows you to see several students fairly quickly and watch them interacting with each other. It is also a valuable teaching tool because students can hear and respond to the thoughts of other students.

Based on the information above, the research planned some potential questions in order to apply the instruments and to accomplish the main objective of the problem called: How to get beginner-level EFL students to respond in English when asked a question orally through the implementation of Metacognitive Strategies?

5.3.1 Procedures

This action research is going to follow the model of Burns, (2015, p. 5) who mentioned before in this document, there are potential phases which are to plan, act, observe and reflect. The present action research is focused on these essential steps.

1. **Exploring:** At the beginning, the researcher needs to collect all the information necessary in order to identify the problem related to the subject of this action research.
2. **Developing the action research:**
 - I. **Plan:** In this stage, the researcher has to design a plan to cover the problems identified related to getting beginner-level EFL students to respond in English when asked a question orally by the use of Metacognitive Strategies.
 - II. **Act:** At this point, the researcher will need to act, implement and apply action plan strategies during a period to resolve the problems or difficulties that the students are facing when speaking when they are asked questions orally by the professor. In addition, the researcher will need to adjust actions based on emerging observations.

III. Observe: The researcher observe a record given by the professor of the group Integrated English III, also; the researcher monitors the classes given by Teacher Sonia at the Universidad Tecnica Nacional on Tuesdays and Fridays night using an observation guide tool.

IV. Reflection: Finally, the researcher at the end of the process will need to evaluate, compare and analyse the results taken from action research and reflect on these effects, besides, all the results collected from the questionnaires, interviews and observations will add valuable information to conclude and determine whereas the project have been meaningful to the learners.

6. STUDY:

6.1 Description of the context of the research

This investigation will be carried out at the Universidad Técnica Nacional Sede Regional de Guanacaste, Costa Rica; which pretend to accomplish the final project's action research proposal. The Universidad Técnica Nacional (UTN) is a public university that attends high, middle and lower socioeconomic status, also, this university provides scholarships for those students who need some economic support to continue their studies.

The Universidad Técnica Nacional have different campus spread out in Costa Rica, the places are in the following provinces: Sede Central located in Villa Bonita from Alajuela on a plot of 7.5 hectares (main campus), Sede San Carlos which houses more than 1500 students, this campus offers 4 computer laboratories (including one of Cisco) (UTN, 2015), Sede del Pacifico located in two campuses of the province of Puntarenas, Sede Atenas located in Balsa de Atenas, at km 34 of Route 27 or 7 km west of the Rio Grande crossing of Atenas. It has a farm of 525 hectares, 200 of which are covered with secondary forest, by forest plantation and by natural regeneration, with high biodiversity value, (UTN, 2015). Also, there is the Centro de Formación Pedagógica y Tecnología Educativa (Pedagogical Training Are) offering Bachelors and Degrees and the last one is the Sede Regional Guanacaste which has an academic offer of eight careers, of which 4 of them are Technical such as:

- Business Management and Administration (GAE) (Ibid).
- Administrative Assistance (ASA) (Ibid).
- English as a Foreign Language (ILE) (Ibid).
- Ecotourism Management (GE) (Ibid).

In addition to four engineering careers which are detailed below:

- Information Technology Engineering (ITI) (Ibid).
- Agronomic Engineering with Emphasis on Irrigation and Drainage (AIBR) (Ibid).
- Occupational Health and Environmental Engineering (ISOA) (Ibid).
- Environmental Management Engineering (IGA) (Ibid).

The careers are given in two campuses located in the cantons of Cañas and Liberia. This final project's action research proposal aims to support beginner-level EFL

students to respond in English when asked a question orally through the implementation of Metacognitive Strategies of a group of 14 students from the course Ingles Integrado II at Universidad Técnica Nacional.

6.1.2 Participants' profile

The participants in this project were 14 students from “Diplomado en Inglés” at Universidad Técnica Nacional, Sede Regional Guanacaste, Campus Cañas. This is a two-year major. They are beginner-level, having an intermediate not advanced B1 level of English, according to the Common European Framework of Reference for Languages (CEFR).

They started their major in 2021, and they were expected to finish it in 2022. They were taking the course ILE-311 INGLÉS INTEGRADO III during the second semester of 2021.

The participants were students from different towns of Guanacaste such as Arenal de Tilaran, Tilaran, Cañas, Liberia, Belén and Filadelfia in Carrillo, Tamarindo in Santa Cruz, Bagaces, and Upala. There were 12 girls and 2 boys, and their ages ranged from 18 to 35 years.

As it is a university, the researcher has the freedom to adapt the most suitable materials focused on metacognitive strategies in the classroom in order to facilitate students learning. Nevertheless, each one of the activities or materials proposed will be related to the syllabus.

6.2 Description of the corpus and data collection

It is worth mentioning that one significant decision taken in this action research is related to the choice of data collection instruments. Some tools were needed to use that covers qualitative data collection.

To complete information, and then to confirm the problem recognized in this investigation, also, to determine how effective the metacognitive strategies were on students, the researcher chose and applied some potential instruments bearing in mind the particular situation:

- Firstly was diagnostic speaking tests; it was used to collect and analyze the students' mastery of speaking skill knowledge. (see appendix A)
- The second was an observation checklist; this instrument was used to record the students' communication and participation before and during the research. (see appendix B)
- In the third place were the interviews tool; these were used to collect the students' opinions, perceptions, points of view and experiences before the intervention. (see appendix C)
- The fourth instrument was the questionnaires; they were used to gather important information about the students' interests, feelings, learning process, assessments and views toward this action project. (see appendix D)

6.2.1 Diagnostic speaking test:

Concerning this first instrument, its main objective was to identify and collect valuable data about the level of English the students had when giving utterances, this style of diagnostic supports the educator to have a better visualization of what is the level of the students related to the micro skill of speaking.

During this activity, some students accomplished an effective level of communication in terms of fluency, pronunciation, and word usage. However, the passive learners did not participate too much maybe because they felt intimidated by the stronger students who know more or did not have the necessary vocabulary to participate, generating fear of being wrong.

Also, not all the students showed good use of the grammatical structures when they were asked to produce utterances in present continuous, present perfect, and past perfect, just 4 to 14 students did good use of it but, the rest of them were not used correctly, and most of the students did not even use them in their speech.

It is worth mentioning that this project had a delay because when the researcher was assigned to the group at the Universidad Técnica Nacional (UTN), he only had the opportunity to attend 3 and a half weeks since the University had a change of semesters, that is, they had vacations and the researcher had to wait for the new course to begin on September 6 of this year. It is value mentioning that there were

25 students from the Integrated English II course, of which only 14 students passed and they are those who are currently studying Integrated English III.

6.2.2 Observation:

The second instrument used was the observation method needed to collect valuable information in this project. Also, the researcher had the opportunity to be in a fusion as a participant and non-participant in the sessions. Thanks to this technique the researcher was able to gather the information according to the needs of the group of learners. Likewise, all the involvements or experiences acquired during the session of the lessons supported the analysis of the data.

The wonderful thing was working in a real environment since through observation it was possible to collect data with the participants directly and with the non-participants in a valuable way. The researcher managed to record and analyze the data obtained to clarify doubts with the educator in charge of the learners.

During the observation process, the researcher made an instrument known as a checklist which was used to develop or guide each session in order to obtain interesting details during the process. This instrument was used to analyze, interpret and understand essential components in the natural environment of the classroom. Additionally, this instrument helped to obtain results based on the objectives set in which they were compared for the desirable criteria.

In each lesson, the researcher made use of the observation sheet. In this observation sheet, there are verification indicators that were of great help in which this same instrument was used in several sessions or processes during the development of this project. Besides, these observations took about 4 weeks due to the syllabus that was worked with the university, since the classes synchronously are 2 days a week and the students work asynchronously by themselves at the platform of the Universidad Técnica Nacional. All this contributed to being able to analyze the data since they were coded and incorporated into the data that came from the field notes, questionnaires and interviews.

6.2.3 Interview

This instrument has been used in order to obtain information and decide in what way could move this project. The responses gathered during the interview was helpful to guide this research related to the problem exposed.

According to the results and feedback, the researcher utilized interviews individually with students, these sessions were taken by video-call, so; the questions and answers were recorded and then transcribed, it is worth mentioning that the questions were in English according to the student's level.

In addition, the interview was carried out by open interview allowing the participant to feel free to express their thoughts, opinions, feelings and more. The idea was to create a comfortable atmosphere where the students had the motivation and confidence with the researcher to answer the questions during the meeting.

During this stage, only 7 participants were interviewed based on the observation tool which helped the researcher to recognize what were the weaker students, besides, the interview was centred on the theoretical points of view data detected during the procedure.

Another interesting fact found during this process was that the researcher got positive and negative perspectives from the participants related to the micro-skills of speaking ability.

6.2.4 Questionnaire

The use of questionnaires became a useful tool or instrument in this project. The main purpose was to collect valuable data with the participants. The questionnaires were made under the Liker scale with a grade of 5 to 1 and adjusted according to the specific questions that the researcher wanted to find. These questions were close questions or structured questions which the participants just need to select the answers based on the questions given by the researcher.

These questionnaires were planned to take into consideration the theory as well as the needs of the participants. It is to say, that the questionnaires were designed in order to obtain positive results about EFL students thoughts related to the use of metacognitive strategies focused on speaking skills.

It is important to clarify that in the questionnaires, the researcher used rating scales for every single question to search for information and analyze them with the purpose to comprehend students' perceptions by the mix of a series of inquiries.

Besides, for each question elaborated was necessary to add a numerical code with categories based on the Liker scale, which the students could follow as an indication in order to answer questions, with a range from the positivist answer to the negative ones.

Each question had a variation depending on what the researcher wanted to find, to rate each item was necessary the use of a scale following the Liker scales from 5 being the highest points to 1 being the lower. For example, with “**agreement**” some indicators used were 5 being "totally agree" and 1 "totally disagree", with “**frequency**” the indicators were 5 being "always" and 1 "never" and also with “**importance**” the indicators were 5 being "Very important" and 1 " Not Important"

For instance, let's see them in a better the following indicators:

Table 6.1

Indicator following the Liker scales

Agreement

1	2	3	4	5
Totally Disagree	Disagree	Undecided	Agree	Totally Agree

Frequency

1	2	3	4	5
Never	Rarely	Sometimes	Very Often	Always

Importance

1	2	3	4	5
Not Important	Slightly Important	Moderately Important	Important	Very Important

Moreover, the questions on the questionnaires presented validity and reliability indicators which were questions related to their demographic information, questions related to students' perceptions focused on the importance of speaking skills, and questions related to the use of metacognitive strategies.

The design of the questionnaires was elaborated in English, also, the use of the vocabulary was appropriate according to the English level of the learners, lastly, the researcher was supporting the participants with any doubt that could arise during the process.

6.3 Research tools used for the analysis

6.3.1 Note-taking applied:

Throughout the observation focused on gathering information the researcher used field notes as well as the observation by the checklist instrument. The use of note-taking through direct observation was a potential tool used in the present research. Also, all data collected supported the researcher to evaluate, analyze, observe the context thanks to the notes taking.

Thanks to this instrument, the researcher could include some important events like behaviours, reactions, oral productions, interactions and other potentials details required in this project.

During each session, the researcher was delicate and respectful to the teacher in charge of giving classes of Integrate English III. Due to the pandemic situation, the observation virtually took place by google meet, It is to say, that the notes-taking were discrete during all observation time. Besides, the collected data was used according to the research purpose, in other words, the collected data was transcribed into descriptive data.

6.3.2 Video and audio recording applied:

During the collection of qualitative data, the researcher decided to use audio records when the interviews were taking place because it was a useful way to keep a

record and save the information for the period needed if the researcher wanted to re-use them through the present research.

Moreover, the use of audio records provided to the researcher a more faithful version taken from the participants, also, during the interview was possible to have eye contact with the learners and support them when occurred any doubts or concerns, in addition, during the audio records was possible to save time and not be boring or lose student's time.

The researcher played the audio records all the times necessary to confirm the responses given by the participants, it was helpful due to every time the audio records were played, those gave to the researcher a basis for analyzing the reliability and validity of the content.

Another important point to highlight was that the researcher took the necessary measures so that during the interview, through the recordings there were no interruptions that usually occur, such as the batteries of the recording device running out, or there are noise interferences with the voices of the interviewee and the interviewer. All of those aspects taken into consideration helped the audio recording during the interviews.

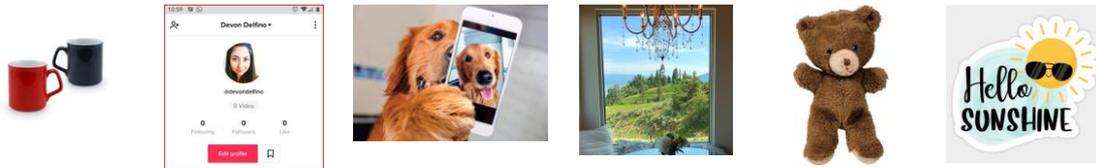
On the other hand, the English professor of the course Integrated English III shared a video record class that was used to analyze the perspectives of the students when they were asked to speak in English.

Firstly as a warm-up, students were asked by the professor to look for six things and bring them to the class in a period of five minutes, the educator gave the list to the students, then the learners in groups had to participate and show the things requested, the team or group who accomplish all the list requested first will be the winner. Below you will see the list of things used for the activity and some examples:

Table 6.2

List of objects used in class

Favourite Mug	Tiktok account	Pet selfie	View from your window	Teddy bear	Something you can't live without
------------------	-------------------	------------	--------------------------	------------	--



Secondly, students were asked to enjoy a video about a singer who participated in “British got talent” and then give their thoughts orally to the rest of the class. This activity helped the researcher to analyze how the learners were expressing their thoughts and recognize their needs related to the micro-speaking skills.

After that, the professor invited the learners in groups to read a series of texts orally related to the video, every group read the texts one by one, later the tutor gave a brief explanation of grammar and gave some little corrections of pronunciation mistakes made by the students. However, the purpose of the reading was to identify the reference words like (she, one, us, those, so) used to refer to a word or group of words in a text, not how the students produce utterances orally by reading the texts.

Thanks to this activity the researcher could identify the students' problems related to their speaking skills. So that, it gave an idea about what were the metacognitive strategies used in this present action research.

6.4 Description of the research plan, clarifying each research stage: exploration, planning, evaluation, and improvement proposal.

6.4.1 Exploration

This stage is considered important since it was the moment in which the problem was found in the class, that is to say, it was possible to define what was the problem that the students had when the teacher asked them to give an oral response in-class activities. Thanks to the exploration carried out, the researcher was able to find the needs of the students in order to be able to implement the metacognitive strategies proposed in this research. However, this stage helped to obtain information and in turn, it had the purpose of looking for alternatives that would adjust to the needs of the learners.

Secondly was necessary the creation of a systematic strategy after the problem was identified and clear by the researcher. So, during this plan the researcher collected

information taken from the student's participation based on the activities done in class with their professor, also, it helped to notice the student's reactions. Now, according to Funiber (2019: 26), it said that by a systematical observation becomes an important tool for studying what happens in the classroom.

During the exploration phase, the researcher had applied the observation instrument called checklist, which was considered an important tool to be used in this investigation, in addition, it was necessary to use this tool just before the creation of the action plan to be able to gather potential information based on the students' speaking skills who were facing throughout their entire learning process.

Likewise, the researcher collected information from the interviews and questionnaires applied. The exploration during the observation permitted to study and analyze the education process carried out by the teacher in charge of the "Ingles Integrado III" group in a naturalistic way, also, the researcher participated in some activities during the observation phase giving more evidence and details.

The exploration gave valuable results, firstly the researcher became familiar with all the situations and particular issues at the beginning of this stage giving him a clear idea about what strategies need to implement, it is to say that the researcher could identify and define the students' needs, their learning strategies to use, their culture, knowledge, and concerns, then, based on that the researcher analyzed the outcomes in order to implement the strategies and resolve the problems.

6.4.1.1 Identifying the group's needs.

Most of the students felt overshadowed by 2 classmates who had a more advanced level than the others, the 2 students were girls, these girls participated in all the opportunities or activities developed in class, causing the other students to feel fearful, with fear of failing or making a mistake in mispronouncing a word or phrase, also the students did not feel sure of themselves which caused them not to participate in class.

On the other hand, the students did not present problems with other skills such as listening, reading, or writing since, being individual activities, they felt confident of being able to complete the exercises assigned by the teacher.

The teacher continued with the program to be developed along with tasks to be done in class (see Appendix E). Thanks to these opportunities, the researcher had

more bases to be able to design and implement metacognitive strategies with the learners in order to collaborate with their learning.

One of the factors that possibly affected the development of oral production by students is because most of them come from different academic centres in which the intensity of teaching a second language such as English was not reinforced in the best way. So, it was evident that the learners felt overshadowed by the 2 students who were producing utterances orally since they had or were exposed to the language than the other classmates.

6.4.2 Planning

Into the planning, the researcher decided to create some activities to accomplish the objectives proposed in this action research. Below you can appreciate the steps or phases developed.

Activities developed by the researcher				
Defining the metacognitive strategies (ME)	Designing the lesson plan	Preparing the teaching material	Planning the observation's tools	Preparing instruments for documentation and evaluation

To develop the present action research with the students, It was necessary to work under the communicative approach involving a series of dynamic activities such as role-plays, oral activities, descriptions of places, among others.

Taking into consideration the information collected from the participants, the researcher in this action research decided to implement a lesson plan with the purpose to support the students by using metacognitive strategies. Then, based on the analysis carried out, the perspectives of the students were corroborated to design the action plan.

In addition, the elements presented above and the characteristics of the group for this action research was necessary to develop a qualitative research approach where the results of the study were presented to analyze the information and create the strategy to support the students' needs.

Defining the metacognitive strategies (ME) during this stage, the researcher found a challenge to help the students, in other words, based on the needs of the learners, the researcher needed to define which would be the most appropriate metacognitive strategies for the group of students to use or work in class.

However, the students did not know how to use metacognitive strategies in class, to which the instructor gave a short introduction about what are the uses with metacognitive strategies, what they are for, and how they can help us in the future, since the strategies Metacognitive skills can be learned, put into practice and made a habit in our lives in order to improve learning, studying and thinking about our abilities in the future.

Designing the lesson plan became another challenge for the researcher since several things had to be planned with great care to carry out the study, some the things that the researcher had to plan and formulate were what he could do in the class, what would be the structure of the class, what activities could be carried out, as well as which materials could be used. Additionally, the researcher had to formulate the teaching strategies and analyze which would be the evaluations for the students.

The lesson plan was designed with the Task-based-learning (TBL) approach in which the researcher focused the lesson plan for the students, that is, the TBL was a learner-centred method where learners are the main authors of their learning participating actively, also, according to (Drew & PhD, 2019) mentioned above on this document, there were used some metacognitive strategies as self-questioning, meditation, reflection, and an important aspect was taken into consideration by the researcher was learning styles theories as Gardner's Multiple Intelligences and also the use of the learning modalities which applied as visual, auditory, kinesthetic and tactile.

Moreover, as Karim (2019) mentioned in this investigation before, the use of planning, monitoring and evaluating the learning in class with the learners are strategies useful in order to help students to be more autonomous learners, so, this becomes an important aspect to have the outcomes that we as teachers are looking for.

The lesson plan designed and the strategies developed were focused on students' communication skills using tasks for real-life performed by students. Likewise, the lesson plan was formulated according to the students' needs.

The method used in the planning was the creation of a task-based unit applying (CLIL) methodology focused on the productive skills: writing and speaking. Please see the lesson plan below.

Lesson 1: Speaking

Speaking activity is based on testing students' previous knowledge, this activity is developed in 3 steps or stages: Pre-Activity, While-Activity, and Post-Activity. (To appreciate the activity, please see Appendix J and to see the students' responses take a look at Appendix k).

Pre-Activity (10 minutes): students look at some pictures given by the teacher and discuss questions about them. The students in groups of four people analyze each image and answer the following question: What are in the pictures? (*in the picture I can see..., there is, there isn't a...*), Say what is happening with the present continuous. (*the man is ...ing, the people are... ing*), What are the people doing in picture number two?

Additional questions: Do you think are advantages and disadvantages of living in water? Would you like to live on the water? The teacher gives an instrument to students called "Thinking about my thinking" to apply the first metacognitive strategy, besides, the teacher monitors each group and helps the students if there is any question about it.

While-Activity (20 minutes): The teacher gives an article from "business magazine" to the students in which they must read it and look at the photos, after that, in groups of two or three classmates using their mobile or smart-phones through a video, they will prepare a small impressive speech in which they will answer to the question "What does the article say about each of them?" Students will take into consideration the following expression for the conversation: "We think", "we consider", "it is a fact", "if we do not protect/help/analyze". The teacher gives a second instrument to students called "Thinking about my thinking" to apply the metacognitive strategy. The students will show the video form to the class and teacher.

Post-Activity (30 minutes): the teacher gives the third instrument to students called "Evaluation" to apply the last metacognitive strategy and also, encourages the students to make groups of 2 people and create a video in which they must answer the following:

“Imagine you are someone who lives in one of the pictures of the four places pictures in exercise 1, create a conversation and answer the questions (don’t mention the name of the place)

1. What is the best thing about living here?
2. Are there any disadvantages?
3. Tell me about a typical day. What are you going to do today, for example?
4. Do you think you’ll ever move away? Why/Why not?
5. What do you think life will be like here in fifty years?

General Instructions

- a. Students need to make a 5 minutes video presentation answering the questions above given by the professor.
- b. Students upload the video to the Platform suggested by the university for every classmate to watch it. The professor remains then that videos uploaded on other private platforms will not be revised. Also, the researcher requested to students to send to video his email: isalazara07@gmail.com
- c. Students are asked to look out for other classmates’ videos and give a comment, opinion, ask a question or questions using the target language.
- d. Students are asked to upload the video to the Platform suggested by the university with a creative title of their video in English and their names (Ex. *A magic place to live by Imer Salazar A.*).
- e. Students are asked not to read during their presentations.

Recommendations to students:

1. Speak LOUD.
2. Stay away from fans, wind and noisy places when doing the video.
3. You can edit your video, add music (low), and others.
4. Check for all the words you do not know how to pronounce in one of these virtual dictionaries: <https://dictionary.cambridge.org/es/>,
<https://www.dictionary.com/browse/pronunciation>

However, the researcher needed to support the students during the lesson to apply the metacognitive strategies, that is to say, while the students were working on the activities, the researcher had given prior tools intending to support the students'

outcomes. Nevertheless, the researcher kept in mind the importance of using metacognitive strategies so, according to Bransford, Brown, & Cocking (2000) mentioned by Gurbin, T. (2015) affirmed that “Metacognition is the executive function process through which students monitor, assess, and modify their own learning progress and can prompt students to improve their own learning”. (Bransford, Brown, & Cocking, 2000).

In addition, valuable facts added to the lesson plan were the importance to keep in mind the meta-cognitive knowledge which are variables from the person, the task, and the strategy. In other words according to Gurbin, T. (2015) include three features of metacognitive knowledge A) **The person variable:** refers to the knowledge and belief's a student has about their own or other students' abilities as learners. B) **The task variable:** include the knowledge of available information, resources, and task difficulty. C) **The Strategy variable:** relates to identifying goals including the thought and action needed to complete these goals. *Procedia - Social and Behavioural Sciences* 191 (2015) 1576 – 1582

Based on the above, the researcher was able to determine that through metacognitive knowledge he could help students to self-regulate their learning by assisting them in planning their learning, monitoring their learning, and assessing/evaluating their learning.

This process was crucial since students become aware of the knowledge acquired, as well as their metacognitive abilities, which will help them in the future in their learning.

Preparing the teaching material was vital to help the students to learn and make use of their metacognitive abilities. There was the use of pictures aimed to produce outcomes and increase the motivation of the students during the teaching-learning practice. Also, the materials were designed according to students' needs, culture, and level to involve them to be more autonomous and be self-regulated students.

Planning the observation tools was essential to this action research. By the creation of this instrument, the researcher was able to determine the needs of the learners regarding the issue of orally producing answers each time the teacher asked the class a question. This served to notice that most of the students in the “Ingles Integrado III” group were afraid to participate or did not want to be included in the activities.

The researcher then performed a short diagnostic test in order to obtain information and measure the abilities of the students. The diagnostic test consisted of students needing to describe objects with flashcards (pictures) to complete a puzzle.

The purpose of this activity was to identify how students make use of their speaking skills in context. Furthermore, for the development of this activity, the researcher showed different pictures for students to describe spontaneously and guess the puzzle.

At the end of the activity, the researcher discussed with the students how they felt about the development of the activity. Besides, to develop this activity students were using their background knowledge and some pictures to describe. The researcher used a rubric to assess the students' development.

It is important to mention that the researcher realized the students' assessment to identify their knowledge before, during, and after doing the action trying to apply the metacognitive strategies.

Preparing instruments for documentation and evaluation in the study was a stage needed to gather the results. The deductions taken by the strategies applied helped to determine whether the metacognitive strategies applied in the research were successful or not.

This research could be considered successful if the students become aware during the process of the activities carried out. Now, if during the second stage the results are not as expected, it is necessary to advance to the next stage, on the other hand, if the students manage to become aware of being autonomous and self-regulating of their learning, this action research comes to an end.

6.4.3 Evaluation

The evaluation of the research plan had as its general objective to design, implement and evaluate metacognitive strategies of a group of 14 EFL beginner students to improve their speaking skills from Ingles Integrado III at the Universidad Técnica Nacional Sede Regional de Guanacaste. It was accomplished by following the fourth objective of this project which was about implementing and drawing conclusions of the metacognitive strategies and activities related to developing the micro-speaking

skill in the group of 14 learners at Ingles Integrado III from the Universidad Técnica Nacional.

Then it was necessary to develop instruments to evaluate metacognitive strategies for the present action research. As mentioned before, the tool called self-questioning was used for the learners to take pauses during the task to become aware of their actions. This exercise helped the students to consult potential self-questions while they were doing Tasks.

The researcher provided some key questions to the students in order to support each other and carry out their introspections. It can be seen below the ideas taken by Drew & PhD (2019) as a guide to help the students, besides, the researcher was in charge of monitoring the learners in this process.

It is worth mentioning that for each activity a variable was taken into account in order to be able to determine whether through an independent variable (metacognitive strategies) its results were positive or negative on a dependent variable in this particular case, oral ability (speaking skill).

Below is a small rubric or instrument used for the learners to guide and work on the activities.

Table 6.3

Rubric used for learners as a guide work.

· Is this the best way to carry out this task?	Yes	Not sure	No
· Did I miss something? Maybe I should check again.			
· Did I follow the right procedure there?			
· Am I looking at this task the right way?			
· How could I do better next time?			

- How can I do a better job at thinking about what I'm doing?

Ideas take form (Drew & PhD, 2019).

The other tools used in this research were meditation and reflection. Both instruments were made with the same mission of helping students to perform them while they were doing the practices.

In the case of meditation, it helps to keep our heads without many words or detours that distract us, reaching a state of calm, peace and concentration to study and learn, in addition, it gives us benefits by being more aware of our inner speech.

Furthermore, with reflection, we can say that it was metacognitive only if the student consciously reflects on what his thought processes were and how to improve them the next time. For this, the students were given other ideas or questions in order to reflect and take awareness of their learning, then the reflection questions.

Table 6.4

Ideas are given to students to reflect their awareness of learning.

Idea or question	Reflection/observation
Attempt the task.	
Look at how you did the task.	
What things came up to you and which areas do you consider can be improved?	
Did You plan the next task, focusing on improving on your weaknesses?	
Try it again...	

Reflect again...	
------------------	--

Ideas take form (Drew & PhD, 2019).

As shown above, the metacognitive variables were evaluated taking into account the indicators detailed below, which were vital since they helped determine the knowledge that students had about each of the metacognitive strategies. First, the researcher made the indicators having in mind that those can be given to the students when carrying out the activities in the planned lesson, second, it can be said that the students obtained a conscious knowledge of the metacognitive strategies if they managed to apply the following: planning, monitoring and evaluation.

Table 6.5

The pedagogical model of metacognitive strategies (planning)

1. PLANNING (before task)

1. The students use some specific strategies to start the task.

2. The students think and make conscious decisions about the process they are going to carry out.

3. The students forestall the complications that will arise during the development of the task.

4. The students plan tactics to deal with difficulties.

5. The students think about what are they going to speak when they are carrying out the task.

-
6. The students plan what they are going to speak about and how they are going to do it.
-

Table 6.6

The pedagogical model of metacognitive strategies (monitoring)

2. Monitoring (during the development of the task)

1. Students use a specific strategy and periodically wonder if they are using it as planned.

2. Students continually question themselves about the task they are doing.

3. Students continually question themselves about the task they are doing.

4. Students continually question themselves about the task they are doing.

5. Students continually question themselves about the task they are doing.

6. Students establish some relationships between what they know and what they do not know to develop the task.

Table 6.7

The pedagogical model of metacognitive strategies (evaluating)

3. Evaluation (after the task is achieved)

1. Students detect mistakes in the task.

2. Students make decisions about the product achieved.

3. Students verify the effectiveness of the strategies used.

4. Students express confidence in the task they develop and the steps they follow to reach the final goal.

5. Students use a specific strategy before and during the development of the task.

6. Students reflect on the process they carry out.

7. Students think they could have done better.

It should be noted that the development of planning, monitoring and evaluating the researcher also managed to make use of second tools in which they can observe them in the appendices F, G and H. used in order to guide the students in the development of the developed activities.

7. RESULTS AND DISCUSSION

7.1 Results

In this section of the study, the researcher described the results found concerning the research question with the teaching-learning process, principally in how can Metacognitive Strategies for Increasing EFL Beginner Learners' Awareness on English Structure in Oral Production be implemented in a group of 14 students from Integrated English III at Universidad Técnica Nacional (UTN) Sede Regional de Guanacaste?

The results cover qualitative information collected from the diagnostic speaking tests, an observation checklist, interviews and questionnaires. Also, it is compared with the theory and describe if the obtained results were positive or negative. It means that the results highlight the reflection and interpretation from the findings associated with strategy implementation.

The purpose of this project was to find out the design, implement and evaluate metacognitive strategies of a group of 14 EFL beginner students in order to improve their speaking skills from Integrated English III at the Universidad Técnica Nacional Sede Regional de Guanacaste. During the data collection, the researcher assessed the students' knowledge before, during and after applying the strategies.

In addition, to carry out this action research it was necessary to work under the specific objectives proposed in the study, which was based on making a preliminary diagnosis to know the needs of the students, then metacognitive strategies were designed and implemented with activities related to this project, finally, conclusions were reached according to the evaluations of the implementation of the strategies carried out.

A considerable aspect to mention in this research has been the process in which it was carried out with some complications or difficulties. The researcher, who is in the final stage of the Master career in teaching English as a Foreign Language, managed to contact the coordinator of the English career of the Universidad Técnica Nacional Sede Regional de Guanacaste in order to be able to carry out the present action research.

The very kind coordinator MSc Vinicio Vazquez collaborated with the researcher by assigning him a group of 25 students of the English Bachelor career of the Integrated English II course, however, the same group was about to finish the semester with 22

days left to finish, then the next course it started 3 weeks later since it was a change of semester and the trainees went on vacation.

Due to this small inconvenience, the researcher had a delay when preparing and starting action research. The course began in September, with the same students from the Integrated English II course, said the group was assigned to this server by the coordinator of the English as a Second Language career. It should be noted that in the group of 25 students from the Integrated II course, only 14 students passed the Integrated Ingles III course.

The adaptation with the students and the teacher in charge was pleasant and both parties collaborated to carry out the present study. As mentioned above, the researcher carried out various information inquiry techniques in order to be able to implement metacognitive strategies according to the needs of the students so that in the end they are evaluated and obtain conclusions.

During the first phase of the investigation, the observation was applied under the checklist in which it served to identify that the majority of the students did not participate orally when the teacher asked them orally any question with the topic they developed, they did not even answer or maintain silence every time the teacher in charge asked them if they had understood the explanation or topic seen in class.

Later it was found that the majority did not participate out of fear, insecurity, just as they felt overshadowed by 2 female students who were the only ones participating in the class. This became a great challenge to get the other students to participate in the oral activities mainly. As for the other skills such as listening, reading and writing, they did not present as much difficulty as is the micro-ability to speak.

Additionally, it should be added that due to the covid-19 pandemic, the classes were developed in a virtual way in which according to the policies of the University, the students connected synchronously for only 1 hour at University, If the study schedule exceeds this time, it becomes heavy for the learners, affecting their teaching-learning. On the other hand, the students worked asynchronously, that is, autonomously without the presence of the professor in charge, this was developed on the university platform.

As described in the methodology, this final work was developed in several stages which were

Phase 1: Diagnosis and identifying the problem to develop an action plan (the learning needs and the metacognitive strategies that the students need to develop).

Phase 2: Designing metacognitive strategies and related activities to improve speaking skills.

Phase 3: Implementing the metacognitive strategies and related activities designed in this project with the students.

Phase 4: Evaluate the metacognitive strategies implementation.

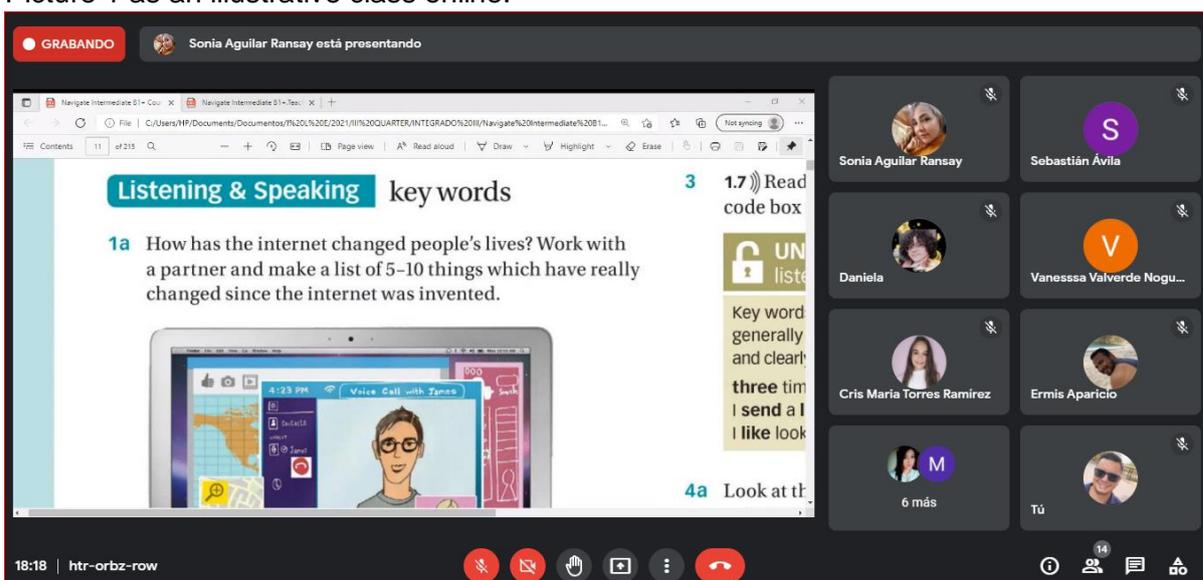
First, in the first stage, data was collected from observation in the virtual classroom before moving on to the action research process. Getting familiar with the methodology carried out by the teacher in charge was extremely necessary, as well as noting the weaknesses of the students. Consequently, during the observation period, the researcher observed by taking some notes on how the class was developed and if the participants produced statements orally.

During the observation, the teacher in charge used a book called *Navigate*, in which she presented good material to be able to develop the four English skills, in addition, the teacher in charge managed to develop dynamic and interactive classes with activities focused on participation. Most of the time, the teacher made oral consultations to the students but only 2 or 3 students answered while the others kept silent and only observed.

Another important detail that was observed during the investigation was that most of the students did not have enough data or Internet megabytes at home, which caused most of them not to turn on their cameras so that the signal would not freeze. I was able to measure whether the students were present during the development of the class. An illustrative photograph is shown below:

Figure 7.3

Picture 1 as an illustrative class online.



Concerning some topics or contents, the students who did not participate and had doubts asked questions orally in their mother tongue, indicating that for the majority there was a lack of vocabulary and fear of being wrong. In general, the teacher in charge encouraged them to say the question in English, some of them tried, others did not.

In addition, as in the group 2 girls were the ones who spoke more in English and participated actively, implicitly and metaphorically speaking, these girls turned off the other members of the group.

Another important point was when the teacher asked the students to participate in an activity in which they had to speak in English, this activity was developed synchronously, the students had to present a summary of a topic assigned by the teacher, however, when the students one by one were presenting their performance, most of them what they did was read during the presentation, causing the teacher to give them her observations at the end of the class and clarified that the course in which they were it was to produce, so she gave them another chance to better prepare and resubmit the work.

For the students who had to repeat the presentation, they commented to the teacher that they felt unmotivated to learn English and most commented that English is difficult to learn. Thanks to these results, the existence and disinterest in the areas of skill acquisition were demonstrated.

Next, it was possible to coordinate with the teacher in charge so that the researcher could carry out a small activity or a diagnostic test in order to determine if the observed values of the students were about fear, insecurity to make mistakes or fear that others would be wrong mock them. The activity was carried out in which the students only had to describe objects, in appendix A, you can see the diagnostic test, the purpose of this activity was to identify how students make use of their speaking skills in context.

The results of the diagnostic test showed that the students had a not so low proficiency level but they lacked vocabulary or words that would help them to perform better during the test carried out and to be able to express themselves better or fluently when they are asked to speak in English.

Table 7.8

Results of the diagnostic test in English and the use of metacognitive strategies according to students of the population.

Student	Summative assessment	Assessment of Metacognitive Strategies
1	64	L
2	68	L
3	62	L
4	75	M
5	44	L
6	72	M
7	88	H
8	60	L
9	76	M
10	84	H
11	72	M
12	65	L
13	92	H
14	98	H

In terms of speaking skills and taking the evaluation criteria of the same as a reference (Table 1), 43% of the students were at an insufficient level, 28% were at a regular level and 14% were deficient. So, 60% of the students have a low knowledge (L) of metacognitive strategies, while the remaining 30% have a medium knowledge (M) of them, 10% of the students stated having a high knowledge (H) of the strategies metacognitive.

Thanks to the information acquired, it helps the researcher to design and implement an action plan to help the students in their oral productions, in addition to the qualitative data collected, which served as support to make way for the progress of the present study.

Regarding the interviews, only 7 students were interviewed who agreed to collaborate with the activity, the 7 interviewees were selected according to the observations made previously, the questions asked can be seen in Appendix C, however, below are the students' responses:

Table 7.9

Student's answers to interviews

Do you like English? Why? 7 answers	
Students answers:	<ol style="list-style-type: none"> 1. Yes, of course, because this is the most important language in the world 2. Yes, I have always been interested in languages. 3. Yes, I like it. because I would like to teach bilingual business informatics classes 4. Yes, I like it so much, is absolutely important for the works now and is funny 5. Yes, I really love the pronunciation and when I listen to people speak English I want to understand and speak to them 6. Yes, because it is a very essential part to have many opportunities and also because I like to learn languages. 7. Yes, because is language beautiful
Based on your experience as a student, how should teachers teach English? 7 answers	

<p>Students answers:</p>	<p>8. Explain everything they know</p> <p>9. By explanations, written and speaking activities.</p> <p>10. I think the teachers who teach me have a lot of creativity and passion for the language. I would like more than the classes were face-to-face</p> <p>11. A way funny, but with a lot of theory and practice</p> <p>12. Maybe have patience and sometimes we are busy with our homework because it's too much and it's tired</p> <p>13. As they are doing right now, I feel that it is very well.</p> <p>14. Starting with some topics from scratch, because there are some that we have a hard time learning very advanced topics quickly.</p>
<p>What kind of activities would you like to do to improve your speaking skills in English knowledge? 7 answers</p>	
<p>Students answers:</p>	<p>15. Answering questions</p> <p>16. Give a topic and develop a conversation based on that.</p> <p>17. more group participation activities, dialogues or dramatizations.</p> <p>18. Maybe a conversation with a native of the language</p> <p>19. Role-play, listening and reading</p> <p>20. Games to improve the vocabulary.</p> <p>21. Being able to do activities where you understand well when they speak English or when I listen to audio in English and I do not understand anything.</p>
<p>What would you recommend to your tutor about materials, pedagogical practices, and assessment? 6 answers.</p>	
<p>Students answers:</p>	<p>22. Use examples, pictures and videos</p> <p>23. Focus a little more on assessment, is not necessary to just give more and more material. Maybe just talk to your students about anything to let them speak more.</p> <p>24. BBC learning app</p> <p>25. At the moment everything is clear and comfortable</p> <p>26. I don't know</p> <p>27. More support materials about listening and understanding audios in English, creative activities that help us learn more of the language.</p>

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Taking into account the students' responses, a lack or need to acquire vocabulary was noted to be able to produce oral statements, additionally, the students have mentioned that they would like to reinforce the listening area as well as for the classes to be interactive and dynamic.

Next, we have the results of the questionnaires which are described below. The first questionnaire was based on collecting information from the students in How would you like to be evaluated when doing speaking activities?

Figure 7.4

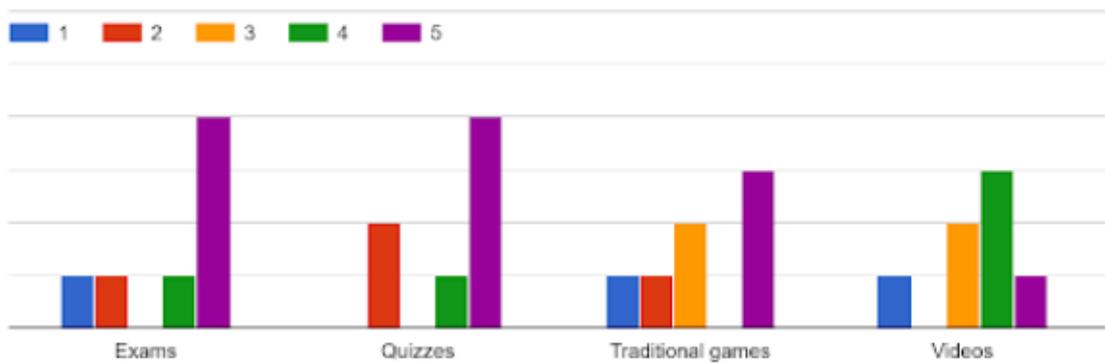


Figure 7.5

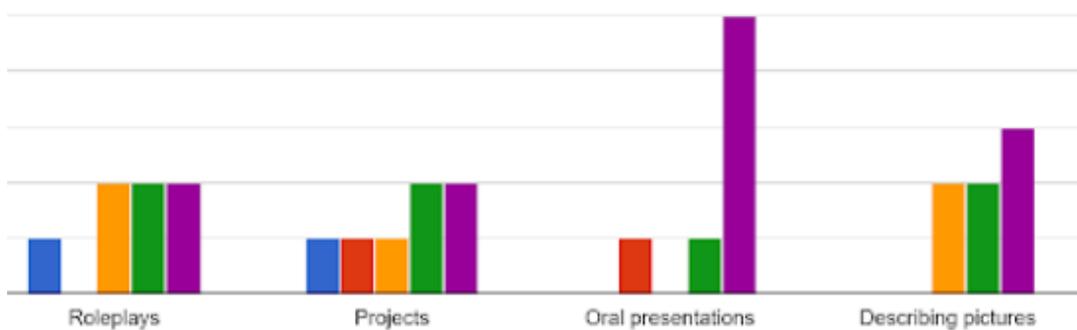
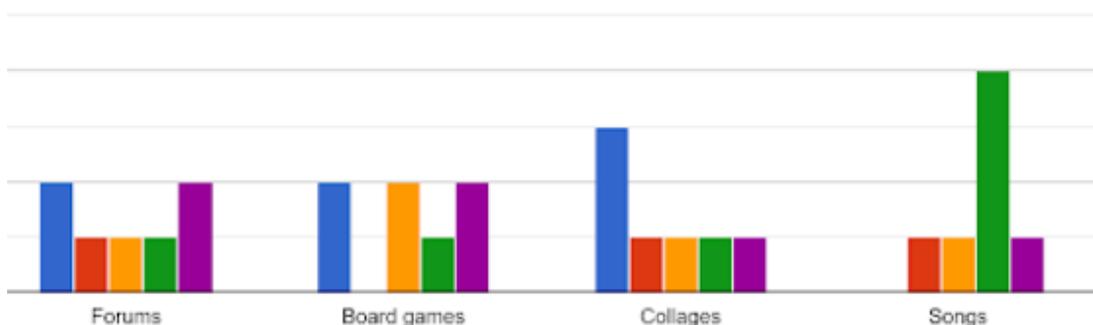


Figure 7.6



They showed that the students felt more interested in being evaluated through songs, descriptions of collages and pictures, oral presentations, quizzes and exams than being evaluated through forums, board games, role-plays, projects, videos and traditional games. This little information gave a clear idea of how it was possible to collaborate with the students.

Additionally, the students added additional information which is presented below:

Figure 7.7

Interactions with English native speakers
Reading from a book.
perhaps invite people who speak the native language occasionally
Conversation with a native
I agree with that options
They are all on the list.
Listening to music with the lyrics presented and thus knowing more words.

The following information provides the analysis of the second graphic which was about: how the student felt using speaking skills in a conversation?

Figure 7.8

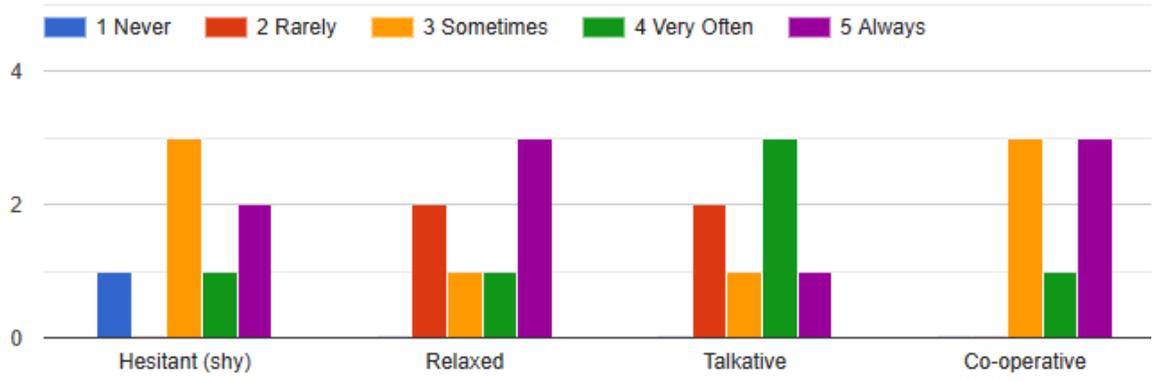
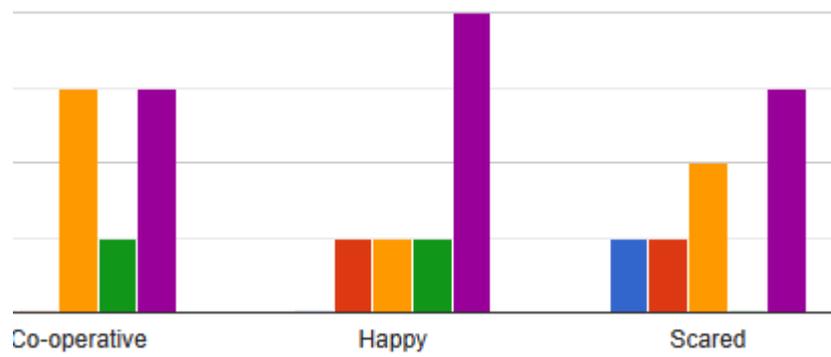
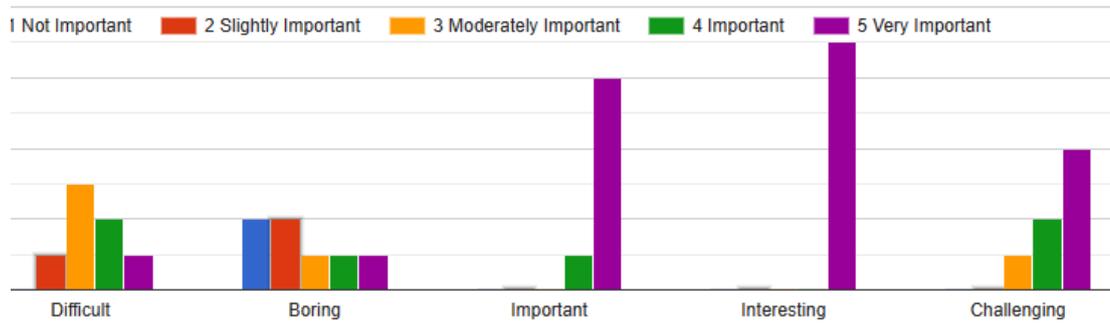


Figure 7.9



Based on the information above, students presented happiness or enthusiasm

Figure 7.10



Using their speaking skills, however, it was evident that some of them felt shy and scared. This served as the basis for determining and analyzing in this research how students feel concerning when they have the opportunity to produce or speak in English.

The elements considered in this part were:

1. The social understanding of students during a conversation
2. Knowing if they develop soft skills in a real context
3. The level of fear or insecurity as a beginning EFL student

The following graphic is presented the third aspect the importance of learning to speak English as a Second Language

Like all learners with a desire to improve, most of them presented being interested in learning to communicate in English, considering it as an important tool for these days, in turn, they find it a beautiful challenge to grow as a person and achieve their goals, having a second language, in this case speaking English.

However, the majority of students did not show any response to the following graph in which they wanted to obtain information based on the liker scale in the frequency mode. That is, they were asked if they when meeting a native speaker of English, they try to:

- Have eye contact
- Feel comfortable

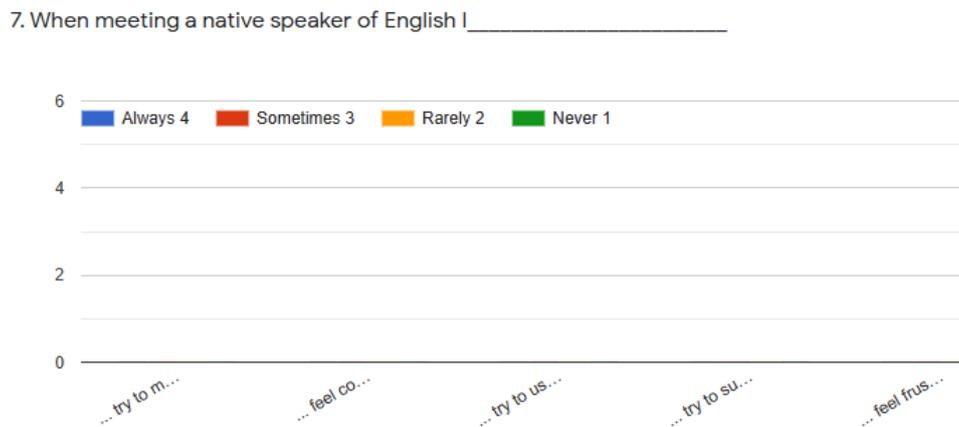
- Use synonyms and support details
- Feel frustrated

Below is the question developed to the students, which is unknown because they did not provide an answer.

Figure 7.11

	Always 4	Sometimes 3	Rarely 2	Never 1
... try to make eye contact and start a conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... feel comfortable conversing and asking questions for clarification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... try to use other words to communicate if I forget how to say the word I had in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... try to support with details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... feel frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 7.12



This figure shows that students did not participate.

The following graph shows the need of students to want to improve the oral part, in which the majority showed interest in improving in different areas to speak English.

Figure 7.13

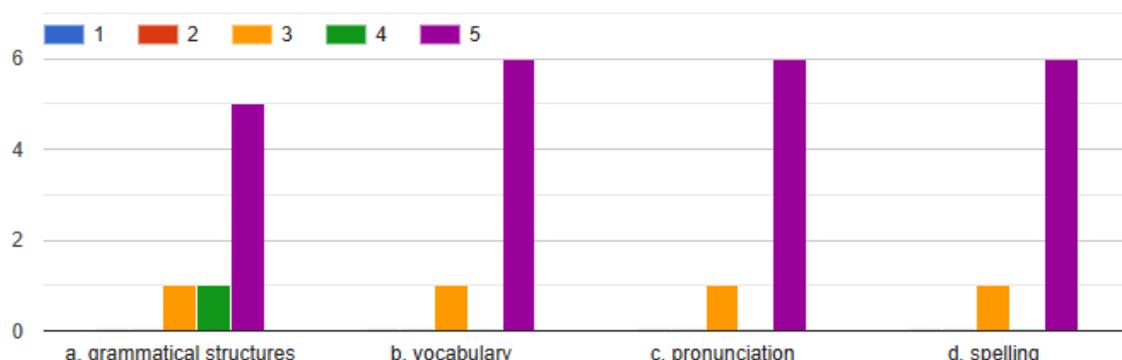
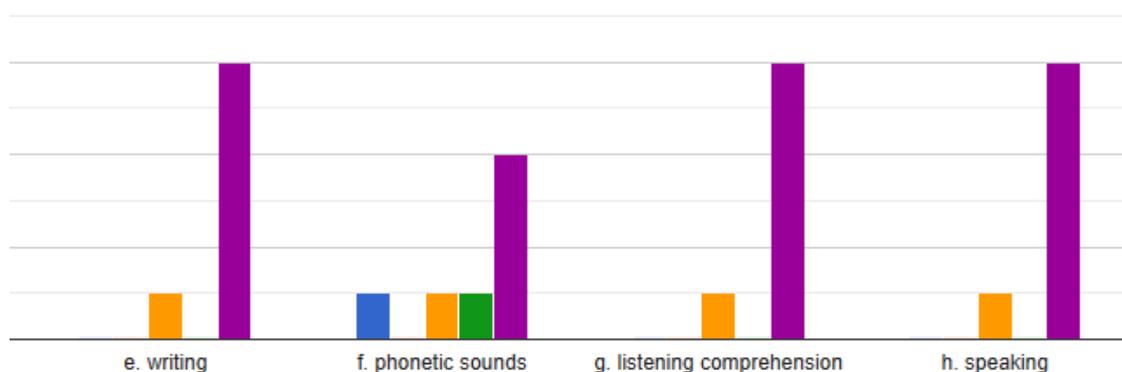


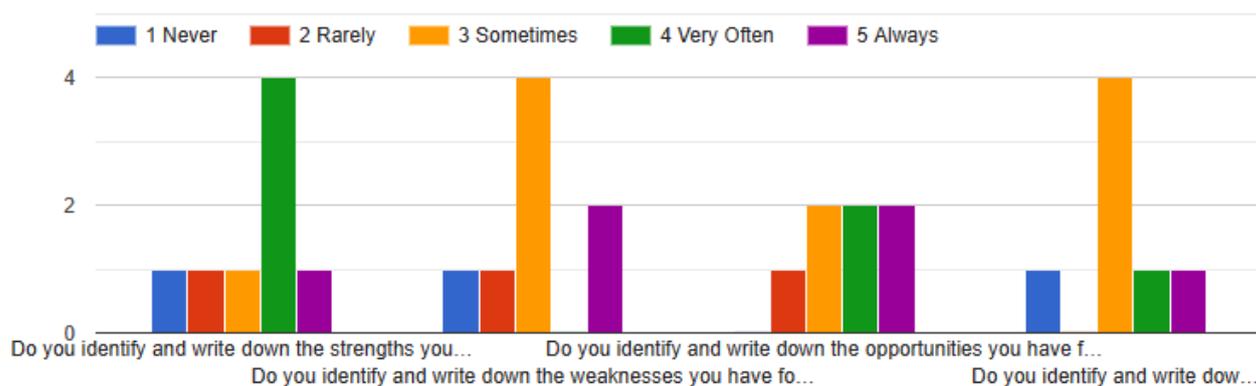
Figure 7.14



According to the analysis of the previous graphic, it is remarkable that the students fully agree that they need to learn various categories in order to communicate in English. However, according to the characteristics mentioned in this research, unfortunately, it was not possible to cover all aspects since it is a long process of teaching and learning. It is considered that topics such as phonetic sounds, pronunciation, can be studied by students according to the study plan of the English as a Foreign Language career of the National University. In addition to skills such as writing, grammatical structures and vocabulary.

Thanks to this graph, an important step is taken in the research in which, as mentioned above, the objective is to be able to design and implement metacognitive strategies so that students become aware and obtain improvement through autonomous learning, being they the authors of their personal growth and communicate in English.

Figure 7.15

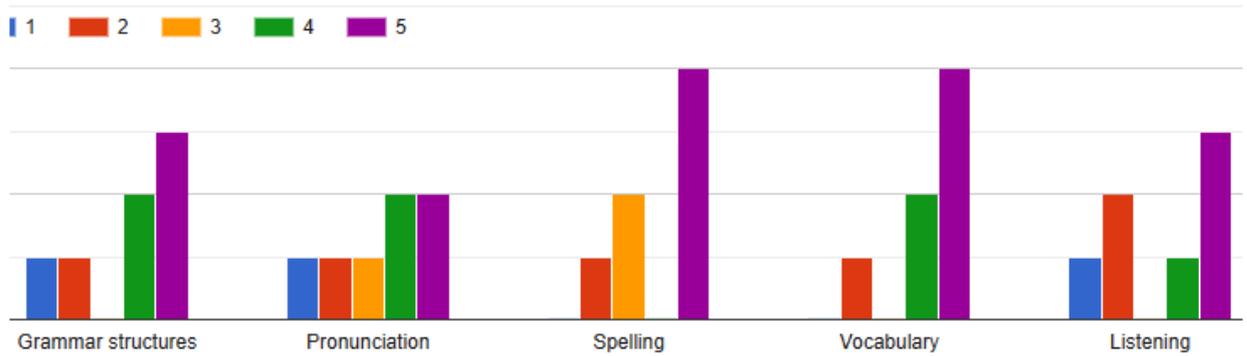


This graph was of great interest to the students since during their instructional process they had not asked personal questions addressing their strengths weaknesses focusing on speaking skills based on learning a second language.

This analysed stage helped students to become aware of the following elements:

- ✓ Becoming aware to identify their strengths not only in speaking skills but also in the other skills of writing, listening and reading.
- ✓ Take note and pay attention to your weaknesses in the 4 English skills.
- ✓ To obtain or take advantage of the opportunities they have as students
- ✓ To identify potential threats that may prevent them from improving your cognitive skills in the coming days.

Figure 7.16



In this penultimate graph, it was found that most of the learners' present weaknesses in grammar structures, pronunciation, spelling, vocabulary and listening since they were asked what aspects do they lack concerning their English language learning process?. For this reason, carrying out the metacognitive strategies and implementing them gave added value to the research. It should be noted that there are several areas in which learners want to improve, however, for this research, the researcher relied on improving the micro-speaking skills of the students.

Figure 7.17

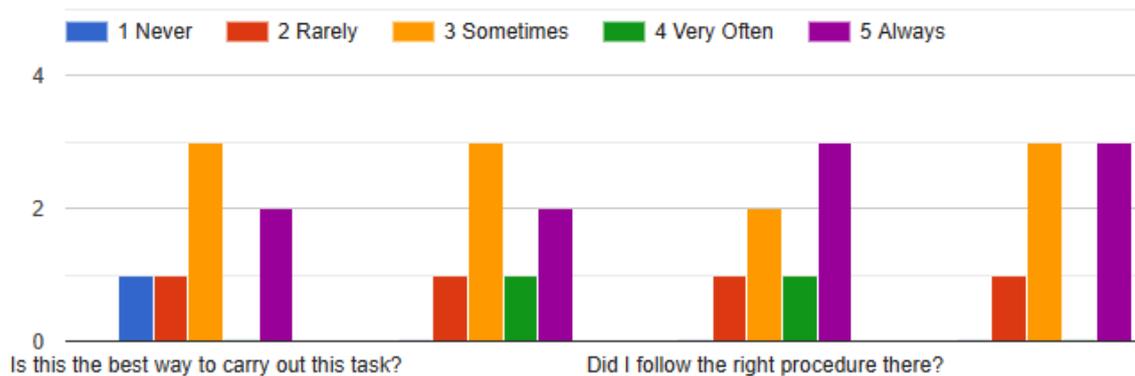
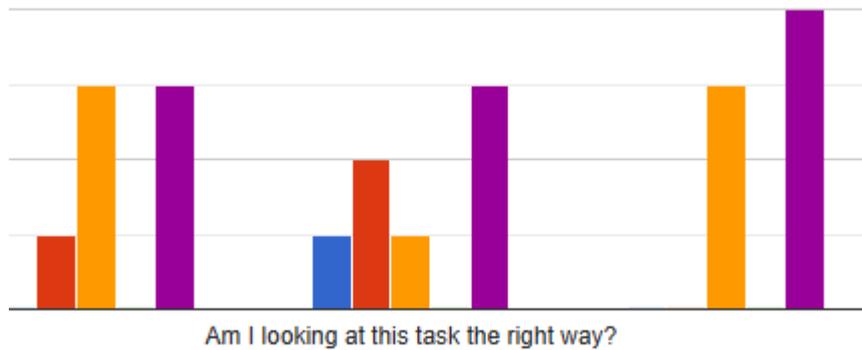


Figure 7.18



In this last part of the questionnaire, it was as an introductory base to the use of metacognitive strategies since the students were asked to answer if in every opportunity that they do an assignment or task, do they ask themselves the following questions?

Figure 7.19

	1 Never	2 Rarely	3 Sometimes	4 Very Often	5 Always
Is this the best way to carry out this task?	<input type="checkbox"/>				
Did I miss something? Maybe I should check again	<input type="checkbox"/>				
Did I follow the right procedure there?	<input type="checkbox"/>				
How could I do better next time?	<input type="checkbox"/>				
Am I looking at this task the right way?	<input type="checkbox"/>				
How can I do a better job at thinking about what I'm doing?	<input type="checkbox"/>				

The questions were taken from (Drew & PhD, 2019) cited in this document.

Once these phases of observation, interviews and questionnaires were finished, the researcher in charge of this final project decides to implement the lesson plan mentioned above in order to be able to apply the metacognitive strategies proposed in the action research.

They were based on the phases or stages developed in planning and evaluation. During the lesson, the students carried out the practices as well as the elaboration or application of the metacognitive strategies: planning, monitoring, evaluating. So, let's take a look:

Table 7.10

Stages developed in planning and evaluation.

<p style="text-align: center;">Stage 1</p> <ul style="list-style-type: none">• General characterization of the group regarding the English level.• Designing instruments to determine the level of knowledge of speaking in English using metacognitive strategies.• Development and application of the designed instruments.• Application of the TBL lesson plan, Pre-test test to determine the level of knowledge in the micro-speaking skill in English by using metacognitive strategies <p style="text-align: center;">Stage 2</p> <ul style="list-style-type: none">• Introduction of the use of metacognitive strategies into TBL lesson designed• Development of a lesson plan on the use of metacognitive strategies.• 1. <u>Pre Speaking Activity</u> and application of the survey use of metacognitive strategies in the development of the task. (Students test number 1 used for planning)• 2. <u>While Speaking activity</u>: and application of the survey use of metacognitive strategies in the development of the task. (Students test number 2 used for monitoring)
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- **3. Post Speaking Activity:** Application of the Post-test and final survey of the use of the strategies metacognitive in the development of the final task. (Evaluating).

Stage 3

- Codification, analysis and interpretation of information according to the designed instruments.
- Socialization of the experience by the study group, with colleagues from the same class, since the task was developed in small groups.

The instruments used for data collection were designed taking into account the specific needs of the group.

For the validation of the instruments, it was decided to take into account 5 students, who belonged to the same group of the class, who had similar characteristics to those of the other classmates in this present study, who participated in the TBL lesson plan responding the instruments on metacognition, in addition, these 5 students provided valuable information that helped to improve the instruments.

In the first place, a Pre-test was applied both in terms of speaking and writing as well as in the use of metacognitive strategies to determine the beginning of the activity, it is also important to note that the teacher in charge of the group nor the researcher participated during the development of the pre-test, neither did they intervene in the cognitive development, nor the procedural.

For the application of the metacognitive strategies of planning, monitoring and evaluation were necessary to develop a small introductory class for the students, whose objective was to recognise the strategies with the cognitive procedures.

The result that was carried out through the TBL lesson plan together with the metacognitive strategies were of great satisfaction for the students as well as for the teacher in charge and the researcher.

In the first boys or group of students, it was noted that they were able to carry out the activities as well as become aware of their metacognition. Which means that the project was completed halfway.

During the development of the activities, a space for reflection was provided to evaluate the metacognitive processes that were developed in parallel with the speaking activities

In addition, the familiarity that the students reached with each of the strategies and the individual users that each one of them made was identified.

Thanks to this process the students were able to develop co-evaluation and feedback towards the group, in the same way, the students participated in a self-evaluation of individual work.

7.2 Discussion of the results

It is worth mentioning that was necessary the qualitative analysis by the elaboration of a Matrix in order to comprehend, analyse, contrast, triangulate the information obtained on this final project.

According to (Groenland, 2014):

The Matrix Method (MM) is based on the coding and interpretation of transcripts, which may originate from in-depth interviews or focus groups. The coding process results in creating a set of categories following a number of predetermined steps, which enable the analyst to develop interpretations of the answers of the respondents.

Carrying out this research gave me a comprehensive view of how to help beginning learners produce oral sentences in English. In the interview made it was found the necessity of acquiring vocabulary, learners needed a lot of vocabulary as the contents of the program progressed since with vocabulary students have tools to solve some task or question of work in class, however, the students must be the author of his learning is in other words, the student must do his part and study at home.

Besides, using metacognitive strategies for the first time in this research helped me as a future teacher to encourage learners to be or have autonomy. However, it was noticed that most of the students working in pairs or groups took more advantage of the time reducing anxiety when they have to expose to a task to participate in class.

The orally answers by the students went from less to more gradually, that is, it was little by little since with the time of the investigation it was possible to notice a not

so accelerated advance, it is known that the learning of a second language is a process with different rhythms according to each learner. Oxford (1990) mentioned that (...) "Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations".

It was also noted that using metacognitive strategies helped the students to plan and organize the tasks to be elaborated, it was also observed that the learners verified, corrected and checked the pronunciation before presenting any task orally in English, and finally, with an elaborate instrument, they were helped to students to self-evaluate allowing them to be aware of the learning obtained.

Based on the use of metacognitive strategies in the interview developed the students' thoughts in the first category about self-questioning was that when students are doing a task, they sometimes ask themselves the following question "is the best way to carry out this task? Also, sometimes they ask themselves if they are missing something when doing a task, on the other hand, students always ask themselves if they follow the right procedure there? How could they do better next time? Do they look at this task the right way? Finally, students sometimes/always ask themselves how can they do a better job at thinking about what they are doing?

The researcher noted that students have never done this activity, as a result, he invited students to put into practice those questions in order to help themselves with any task given by their professor. Self-questioning involves pausing throughout a task to consciously check your actions. (Drew & PhD, 2019)

Other students opinions related to meditation were that they never practice meditation in their lives as students, in this second category the researcher observed little interest of the students to put in practice the reflection in their lives as well as when they have a task to develop, according to (Drew & PhD, 2019) Meditation involves clearing your mind. So it can be said that with meditation students will have better inner speech, however, in this investigation, this activity did not work at all.

On the other hand, with the category of reflection Students commented that they rarely practice reflection about doing a task or assignment, however, they thought it is an interesting method to put into practice and become a more reflective student, so the researcher observed little interest in the students to put in practice the reflection in

their lives as well as when they have a task to develop, also Reflection involves pausing to think about a task. (Drew & PhD, 2019)

Another category applied in this final project was the awareness of strengths and weaknesses, students commented that they very often identify and write down their strengths but sometimes they identify and write down their weaknesses for speaking, also, students rarely identify and write down their opportunities for speaking in future weeks, finally students sometimes identify and write down their threats for speaking in future weeks.

The researcher observed that for this tool, it is necessary to combine it with Gardner's Multiple Intelligences in order to get more out of the activity. Only through looking at yourself and making a genuine assessment of your weaknesses can you achieve self-improvement. (Drew & PhD, 2019) I consider that knowing our strengths and weaknesses will give us light about what we can achieve or achieve according to our goals.

In the last category, there are Planning, Monitoring, Evaluating. The students added that the activity was interesting because they never have done this kind of activity, also students affirmed they were a little confused at the beginning but then understood the activity. This activity helped them to verify the task and put more attention and practice more because they notice always something they were missing.

The researcher observed that Students presented a little resistance when applying the instrument. Students were surprised by the new tool or technique applied with the second instrument. Also, students were happy applying this activity because it gave them a new focus for when they perform a task.

Based on that (McCormick, 1995 in Oxford, 2003) mention the planning enables the language learners to prepare their learning for a goal of having a better result in their learning. Oxford (1990) also says in planning learning help learners to find out about language learning, help to organize, to set goals and objectives, identify the purpose of the language task, to plan a language task, and seek practice opportunities.

Secondly, with Self-monitoring support to check, verify or correct one's comprehension or performance in the course of language tasks. (O'Malley & Chamot, 1990).

Then (O'Malley & Chamot, 1990) affirmed that self-evaluation helps learners to check the outcomes of one's language performance against an internal measure of completeness and accuracy, also, by checking one's language repertoire, strategy use, or ability to perform the task at hand.

At the end of the activities, my person encountered some difficulties, for example, the students got a little lost when they had to carry out or use the instruments elaborated to carry out the class or tasks. However, it was possible to observe that the majority showed interest in doing the activities and that they developed them well, not only for participating but also that the students wanted to improve their expressions and using these metacognitive strategies gave them a different colour to their learning.

Also, I consider that the results were good but not as I expected, perhaps with more time with the group of students better results would have been obtained, since for example, it was not possible to observe the use of phonetics and pronunciation in English, the idea If you want to help a group of students to respond orally through metacognitive strategies, it is a bit difficult to elaborate or perhaps working with a group of students and not how this research was carried out, I think it would have another perspective.

On the other hand, I consider that the metacognitive strategies can be perfectly used for the other English skills: listening, reading and writing, since with these strategies the students could self-guide and complete the exercises or tasks to be carried out by the teacher position.

8. CONCLUSIONS

After taking the experience of applying the action research of metacognitive strategies here came up important data, which were very valuable to create different conclusions and recommendations about the implementation of metacognitive strategies in 14 EFL beginner students to improve their speaking skills. Then, some limitations were found when implementing the metacognitive strategies on this action research.

It is important to note that this project provides or contributes to the field of the course implemented for TEFL since it is considered that teachers today face several challenges with their teaching and learning methods.

I consider this action research can be used or applied by professors and students who would like to improve in the area of metacognition, also other professors can use and apply the metacognitive strategies with their students.

Besides, I enjoyed the experience during the development of this project, it feels great to see how effective and useful becomes the metacognitive strategies when were used by students.

Working on the first objective of this action research, which was to design, implement and evaluate metacognitive strategies and the learning needs that students had in the progress of their learning process, it is possible to determine that students required innovative activities, not only to reinforce their learning of the English language process but also to help them feel involved in their learning environment.

So we can say that during the diagnostic test during the observation the students presented a low level of English when they tried to express themselves orally. The students had a low knowledge and lacked the vocabulary to be able to solve the questions that were asked, in other words, the students did not participate in the production activities specifically in speaking English.

Subsequently, based on the perceived diagnosis, the decision was made to create metacognitive strategies following the second objective set out in this project, to improve the speaking skills of a group of 14 EFL beginner students from the Universidad Técnica Nacional.

Next, when the metacognitive strategies were applied, which was also the third objective, positive responses were obtained with a significant change in which the students were encouraged to speak in English, that is, they participated more regardless of whether they made any grammatical or pronunciation errors, they indicated that they knew that it is a slow but precise process and with practice, they will improve.

Thanks to the metacognitive strategies, it was found that change is possible since during the process of speaking in English it was successful, which means that the strategies can be applied to other English skills. In appendix K, you can see the students developing the assigned practices of the lesson plan.

When implementing and analyzing the metacognitive strategies, it was concluded that there is a positive impact is obtained on the students since they previously assured they were monitored and evaluated by the teacher in charge, however with the strategies the students managed to be autonomous beings and practised self-correction giving them better results.

Also, what was of great impact for the researcher was applying the metacognitive strategies with the pedagogical application or intervention since it gave a much more favourable value in the lesson plan and the development of the activities in class. Additionally, with metacognitive strategies, I helped students to apply self-reflection and be autonomous, accepting that they are the authors of their learning.

It was concluded that through the metacognitive strategies the students had the opportunity to prepare by monitoring and evaluating the activities, in addition, through this the students were able to interact with each other so that the increase in the use of the L2 can be obtained focused in micro speech skills.

In addition, it was also concluded that the students appreciated and found the activities in which they interacted and built knowledge very interesting since they had never done anything similar before. Developing the activities in some way helped the students to internalize how to improve the learning process.

Some important contributions such as recommendations or observations are presented below, this is due to the conclusions that were obtained from this research. So, keeping in mind the main objective:

- It is essential to identify and classify the speaking skill difficulties and the student's needs during their learning L2 and also make the teaching of speaking as a foreign language a purpose of study within the syllabus.
- The professional educator are the ones are working with students most of the time, so the invitation is open to them to make aware of the use of metacognitive strategies involving all communication in English's skills as a Foreign Language.
- Nowadays, is necessary that the professor animate to be creative and innovate looking for new strategies or things to apply into their classes and support students.
- Educators must have the time to make self-reflection about the activities carried out in class to improve their jobs, besides, It is comprehensible that it may be difficult according to the number of tasks to do during his/her job.
- Regarding the evaluations, it would be good to take into account and be cautious in the elaboration of the instruments if you want to apply metacognitive strategies, that is, the tools must be adjusted to the needs of the learners so that the educator has a greater measure precise in the cognitive and metacognitive areas.

It is worth mentioning that my main concern with this research was how an English teacher can help beginning students to respond orally when are asked a question, so researching and applying metacognitive strategies will be of great help to me as a future professional in English teacher. I can conclude that these practices and metacognitive strategies will be of great help for the future, so I consider using them in other English learning skills such as listening, reading, writing and speaking.

Previously, observations or recommendations were mentioned according to the conclusions of this project, moreover, some of the recommendations for this action research will be presented below. The recommendation will be for:

- a. The program of the course "Ingles Integrado III"
- b. The professor in charge of the course
- c. The researcher on this action research, and
- d. For students of the course "Ingles Integrado III".

The program of the course “Ingles Integrado III”

Based on my humble and little experience, I consider that the course program should have some technical exercises which students will apply in real life, according to (Smith, (1996, 2000)) “Objectives are set, a plan drawn up, then applied, and the outcomes (products) measured” (page 2). It is to say that preparing activities for real-life will have more significant learning from the students.

According to what was observed in the program, it was necessary to integrate vowels and consonants through class practice, however, due to the covid-19 pandemic, I consider it is a challenge for teachers to be able to work in this way. In addition, the teacher in charge used a book called Navigate Intermediate B1+ Coursebook (1). It contained many tools to develop the contents of the program, however, the vowels and consonants were not developed.

Subsequent, I consider that the program could motivate teachers to carry out reflective practices or self-practices so that teachers also analyze how they could improve in terms of the area of English teaching, in the same way as motivating teachers to carry out research to enrich or contribute to student learning which are the principal actors of the education.

Professor in charge of the course

Concerning the professors of the program, and for the professor in charge, with all the respect they deserve some recommendations have been made. It is important first of all to keep in mind the first objective of this research, which is based on how to help EFL Beginner Learners' Awareness of English Structure in Oral Production through metacognitive strategies.

The main idea is to identify the needs and difficulties that students have during their learning process, we know that being a teacher is a beautiful challenge for which each teacher fully lives and enjoys, however, taking notes and knowing the needs of

students in specific areas as is the case of this investigation, the production of statements orally, as mentioned earlier during this investigation, it was noted that the students were afraid and insecure when speaking in English, for which the teachers should look for alternatives and select the proper resources, task and activities with the help of an appropriate methodology in order to help students.

Following, teachers should look for innovative tools or seek help from colleagues such as how to use an online tool, in the case of the teacher in charge of the course, being very honest, as a researcher I felt that during this process I was able to learn or acquire new tools that teacher Sonia shared with me with much love. Those tools I will use them in the future as an English teacher. However, despite the tools that were used, the students participated poorly, that's why looking for alternatives that help students, such as metacognitive strategies.

Finally, the last objective is related to evaluating the final results of the students' speaking micro-skills. The evaluation must be done during the practices carried out in a first phase, then evaluate these results to reapply the strategies in a second phase and see the results obtained again, in addition to the fact that the learners must have an instrument that allows them to be guided and self-assessed in each task or activity to be carried out.

The researcher on this action research

First of all, researchers must take themselves seriously or choose with great determination the problem that needs to be studied in their action research. Also, It could be better than before developing your research project you have a place, school or institution in which to carry it out, for my part as a researcher in this project, I had several problems finding an institution and carrying out the research.

Taking into account the objectives set out in this research, it is important that future researchers analyze and study the needs of students well in order to later be able to design and implement metacognitive strategies, in the same way, researchers

must think that the project that is carried out can be used by a future colleague or professor in the same area of research.

For students of the course

For the learners of the course, with great respect and affection, I invite you to inform your teachers of the weaknesses and needs that you have as students, many times we are overcome by the fear of what others will say, but the learning will be yours forever. If you don't let your teachers know the areas that need improvement, it's going to be a little more difficult for your teachers to help you with some learning strategies.

Secondly, dear learners, you must participate in the activities without being afraid of making mistakes, I invite you to be encouraged and participate in the activities, exercises and others that your teacher has planned for you.

Thirdly, I want to thank you for supporting your server in this investigation, since with this project you benefited from being able to develop metacognitive strategies. Additionally, you students must provide us with all possible feedback that is of utmost importance for the investigation.

Lastly, take advantage of the resources that researchers make in order to help you address those areas in which you are weak.

Further lines

Some further lines of action research could be planned for future applications that decline the difficulties that are still found in the learners.

- ❖ The people responsible for the area of English as a second language of the Universidad Técnica Nacional should carry out outplacement exams so that the learners are at a similar level to maximize the potential of the students.

- ❖ To find new alternatives to motivate those students who are afraid to participate to give oral answers in class
- ❖ To find new activities in which learners can use or apply metacognitive strategies in the areas of listening, reading, speaking and writing.
- ❖ To make teachers aware of the use of cognitive and metacognitive strategies in order to help learners in oral productions in a communicative way.
- ❖ To invite teachers to be encouraged to be creative and look for online programs that are useful for students for oral production in which they can apply metacognitive strategies
- ❖ To invite teachers to carry out self-reflective practices about how they carry out their work as teachers and how they could improve in order to help students.
- ❖ Teachers should reflect on how to help students who are in a state of anxiety when faced with oral production activities.
- ❖ To motivate teachers to investigate and facilitate talks or develop a workshop to confront future obstacles with students
- ❖ Teachers should record each class session with the students at least once a month in order to be able to self-reflective with the students about their strengths and weaknesses as well as take notes on the progress shown in the recording.

As a result, taking about the proposals described above, I consider that not all of them can be taken as long-term actions, if not rather some of them could be used in the short term. For example, the development of workshops can be short-term, as well as the preparation of an introductory class on the use of metacognitive strategies. On the other hand, I consider that if the student manages to apply these strategies as a personal habit, we can say that they can be taken as long term.

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10. APPENDIX

Appendix A

Fundación universitaria iberoamericana (FUNIBER)
Universidad Europea del Atlántico (UNEATLANTICO)
Máster Universitario en Lingüística Aplicada a la enseñanza del inglés como lengua extranjera
Universidad Internacional Iberoamericana - UNINI Puerto Rico (UNINI)
Master in Teaching English as a Foreign Language

Dear student,

In this way I allow myself to request the favour of carrying out the activities outlined in this document. This is to get all the necessary and valuable information for my final graduation project. All information collected will be kept confidential and with strict discretion.

Your cooperation is sincerely appreciated.

Score: _____ Grade: _____

Instructions: Read the diagnostic test before answering it. We appreciate your help. This information will be crucial for my final graduation project. Your name will not appear in any part of the project.

Activity 1 Describing objects (25 points)

Target group	Students from Integrated Skills III..."
Name of the activity	Describing objects with flashcards (pictures) to complete a puzzle.
Purpose of the activity	The purpose of this activity is to identify how students make use of their speaking skills in context.
Outline	For the development of this activity, the professors of the course show different pictures for students to describe spontaneously and guess the puzzle. At the end of the activity, the professor discusses how students felt with the development of the activity
Instruments	To develop this activity students are going to use their background

or material	<p>knowledge and some pictures to describe.</p> <p>The professors will use a rubric to assess the students' development of the activity.</p>
Moment	First day

Rubric to evaluate speaking

	Excellent 5	Very Good 4	Good 3	Fair 2	Needs improvement 1
Pronunciation	There are no pronunciation mistakes.	Presents a clear pronunciation with only 1-2 mispronounced words.	Presents a good pronunciation with frequent errors. (3-4 mispronounced words).	Presents frequent errors that confuse the listener. (5-6 mispronounced words).	Presents an unclear pronunciation. (more than 6 mispronounced words).
Fluency Linking	The fluency is excellent, without pauses to interfere with communication	Demonstrates natural fluency with only occasional hesitation. Uses a proficient linking use.	Demonstrates competent fluency with some hesitation. Makes good use of linking.	Makes interpretation errors in fluency and linking.	Demonstrates weak fluency and linking.
Grammar Structure	There are no grammatical mistakes	There is a good use of grammar	There are some grammatical mistakes	There are limitations with grammar	There are a lot of limitations with grammar.
Content	Students demonstrated knowledge related to the topic. Always focused on the topic.	Students' knowledge related to the topic was very good.	Students partially demonstrated Knowledge related to the topic.	Students demonstrate minimal knowledge of the topic.	Students do not demonstrate anything. The students did not focus on the topic.
Volume Articulation	The student uses a clear, correct, and precise articulation and tone of voice.	The student uses a very good and precise articulation and tone of voice.	The student's voice is clear, most of the information is presented with a correct articulation and	The student's voice is low. Student incorrectly pronounces terms or lacks natural	Student mumbles and lacks a clear-natural articulation.

			tone of voice.	articulation.	
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Appendix B

Observation instrument

Name of the observer:

Date:

Before the class starts or at the beginning of the class	Yes	Sometimes	No
1. The classroom atmosphere is animated?			
2. Do the students participate actively in the class?			
3. Do the learners show interest or motivation?			
4. Do students pay attention to the class?			
During the class			
1. Do all students participate orally when are asked by the teacher?			
2. Do students look animated when using speaking activities?			
3. Do students ask the teacher questions using their mother tongue when they do not know how to pronounce any word or utterance?			
4. Do the passive students participate dynamically?			
5. Can students speak English more correctly?			
6. Do students cooperate to help each other?			
Post the class			
1. Do students clarify questions and doubts with the teacher			
2. Do students practice any Self-Evaluation given by the teacher?			

Appendix C

Fundación universitaria iberoamericana (FUNIBER)
Universidad Europea del Atlántico (UNEATLANTICO)
Máster Universitario en Lingüística Aplicada a la enseñanza del inglés como lengua extranjera
Universidad Internacional Iberoamericana - UNINI Puerto Rico (UNINI)
Master in Teaching English as a Foreign Language

Dear student,

In this way I allow myself to request the favour of carrying out the activities outlined in this document. This is to get all the necessary and valuable information for my final graduation project. All information collected will be kept confidential and with strict discretion. Your cooperation is sincerely appreciated.

Answer the questions below. You don't have to write your name. Write the answers in the blanks. Thank you very much.

1. Do you like English? _____

Why?

2. Based on your experience as a student, how should teachers teach English?

3. What kind of activities would you like to do to improve your speaking skills in English knowledge?

5. What would you recommend to your tutor about materials, pedagogical practices, and assessment?

Appendix D

Fundación universitaria iberoamericana (FUNIBER)
Universidad Europea del Atlántico (UNEATLANTICO)
Máster Universitario en Lingüística Aplicada a la enseñanza del inglés como lengua extranjera
Universidad Internacional Iberoamericana - UNINI Puerto Rico (UNINI)
Master in Teaching English as a Foreign Language

Dear student,

In this way I allow myself to request the favour of carrying out the activities outlined in this document. This is to get all the necessary and valuable information for my final graduation project. All information collected will be kept confidential and with strict discretion. Your cooperation is sincerely appreciated.

Answer the questions below. You don't have to write your name. Write the answers in the blanks. Thank you very much.

1. Based on the Likert scale please rate the following questions on a scale of 1 to 5, with 5 being "totally agree" and 1 "totally disagree". How would you like to be evaluated when doing speaking activities?

	1	2	3	4	5
Exams					
Quizzes					
Traditional games					
Videos					
Forums					
Board games					
Collages					
Songs					
Roleplays					

Projects					
Oral presentations					
Describing pictures					

Some others? (mention them here)

- 2 Select the level you feel agree with each of the following statements: In using the speaking skill in a conversation, I feel:

	1 Never	2 Rarely	3 Sometimes	4 Very Often	5 Always
Hesitant (shy)					
Relaxed					
Talkative					
Co-operative					
Happy					
Scared					

3. Rate the following questions on a scale of 1 to 5, by using the following Likert scale with 5 being "Very important" and 1 "Not Important". Learning to speak English is?

1	2	3	4	5
Not Important	Slightly Important	Moderately Important	Important	Very Important

Difficult

	1	2	3	4	5
--	---	---	---	---	---

Boring

	1	2	3	4	5
--	---	---	---	---	---

Important

	1	2	3	4	5
--	---	---	---	---	---

Interesting

	1	2	3	4	5
--	---	---	---	---	---

Challenging

	1	2	3	4	5
--	---	---	---	---	---

4. When meeting a native speaker of English I _____:

	Always	Sometimes	Rarely	Never
... try to make eye contact and start a conversation				
... feel comfortable conversing and asking questions for clarification.				
... try to use other words to communicate if I forget how to say the word I had in mind.				

... try to support with details				
... feel frustrated				

5. Rate the following questions on a scale of 1 to 5, by using the following Likert scale with 5 being "totally agree" and 1 "totally disagree" according to what features do you need to learn to speak English in order to support your English language learning process?

	1	2	3	4	5
a. grammatical structures					
b. vocabulary					
c. pronunciation					
d. spelling					
e. writing					
f. phonetic sounds					
g. listening comprehension					
h. speaking					

Some others? (mention them here)

6. Read the following definition about awareness of Strengths and Weaknesses and then rate the following questions on a scale of 1 to 5, by using the following Likert

scale with 5 being "always" and 1 "never". How often do you write and think about your Strengths and Weaknesses focusing on speaking skills?

Only through looking at yourself and making a genuine assessment of your weaknesses you can achieve self-improvement. One way to start looking at your strengths and weaknesses is to use a **SWOT** chart. (Drew & PhD, 2019)

- **Strengths:** write down what you perceive to be your strengths as a learner.
- **Weaknesses:** write down what you perceive to be your weaknesses as a learner.
- **Opportunities:** identify opportunities you may have to improve your cognitive skills in the coming weeks or months.
- **Threats:** identify potential threats that may prevent you from improving your cognitive skills in the coming weeks or months.

SWOT Questions	1 Never	2 Rarely	3 Sometimes	4 Very Often	5 Always
Do you identify and write down the strengths you have for speaking?					
Do you identify and write down the weaknesses you have for speaking?					
Do you identify and write down the opportunities you have for speaking to use in the coming weeks or months?					
Do you identify and write down the threats you have for speaking to use in the coming weeks or months?					

7. Continue with the Likert scale please rate the following questions on a scale of 1 to 5, with 5 being "totally agree" and 1 "totally disagree". What aspects do you lack concerning your English language learning process?

Grammar structures

	1	2	3	4	5
--	---	---	---	---	---

Pronunciation

	1	2	3	4	5
--	---	---	---	---	---

Spelling

	1	2	3	4	5
--	---	---	---	---	---

Vocabulary

	1	2	3	4	5
--	---	---	---	---	---

Listening

	1	2	3	4	5
--	---	---	---	---	---

8. Rate the following questions on a scale of 1 to 5, by using the following Likert scale, with 5 being "always" and 1 "never". Please read the information below and respond to the following: Every opportunity that you do an assignment or task, do you ask yourself the following questions?

Self-Questioning

Self-questioning involves pausing throughout a task to consciously check your actions. Without self-questioning, we may lack humility and awareness of our faults. Most importantly, we would not be able to improve because we never took the time to ask ourselves important questions like the below:

Is this the best way to carry out this task?					
	1	2	3	4	5
Did I miss something? Maybe I should check again					
	1	2	3	4	5
Did I follow the right procedure there?					
	1	2	3	4	5
How could I do better next time?					
	1	2	3	4	5
Am I looking at this task the right way?					
	1	2	3	4	5
How can I do a better job at thinking about what I'm doing?					

Thank you very much for answering.

Appendix E

UNIVERSIDAD TÉCNICA NACIONAL BACHILLERATO EN INGLÉS COMO LENGUA EXTRANJERA

CURSO: INGLÉS INTEGRADO III CÓDIGO: ILE-311 NIVEL: III
NATURALEZA DEL CURSO: TEÓRICO-PRÁCTICO CRÉDITOS: 5
MODALIDAD: CUATRIMESTRAL HORAS PRESENCIALES / SEMANA: 6 (3 HORAS TEORÍA, 2 HORAS PRÁCTICA y 1 HORA LABORATORIO) HORAS DE ESTUDIO INDEPENDIENTE POR SEMANA: 10 HORAS CON 05 MINUTOS REQUISITOS: ILE-211 INGLÉS INTREGRADO II / ILE-213 GRAMÁTICA II CO-REQUISITOS: ILE-313 GRAMÁTICA III

I. DESCRIPCIÓN

Inglés Integrado III es parte del bloque de materias del tercer ciclo del Diplomado en Inglés como Lengua Extranjera. Con este curso se continúa el proceso de desarrollo de las habilidades comunicativas del idioma al integrar expresión oral, comprensión auditiva, y destrezas de escritura y lectura. En concordancia, la evaluación tendrá un enfoque comunicativo e integrador de las habilidades básicas.

Inglés Integrado III ofrece la opción de ser aprobado mediante prueba de sustitución. Para matricular este curso es necesario haber aprobado Inglés Integrado II y Lectura I y estar cursando Gramática III.

II. PROPÓSITOS

2.1 PROPÓSITO GENERAL

Integrar conocimientos y habilidades básicas en inglés como lengua extranjera mediante el desarrollo de actividades semi-controladas y libres que promuevan el pensamiento crítico en contextos éticos y culturales que le permitan al estudiante obtener un mayor nivel de competencia comunicativa que integre las aéreas de expresión oral, comprensión auditiva y destrezas básicas en expresión escrita y de lectura.

2.2 PROPÓSITOS ESPECÍFICOS

A lo largo del curso, el estudiante desarrolla la habilidad y los conocimientos para:

1. Poner en práctica habilidades y funciones más diversas a través de ejercicios orales que le permitan desempeñarse en una variedad más amplia de situaciones comunicativas.
2. Mantener conversaciones formales e informales por medio de estrategias de comunicación para iniciar, continuar, repetir, interrumpir y terminar una conversación en forma fluida.

3. Comprender una variedad más amplia de situaciones a partir de material audio y visual para ejercitar y ampliar su capacidad de comprensión del inglés en situaciones de comunicación auténtica.
4. Emplear vocabulario adecuado a través de lecturas y actividades orales que le permitan expresar ideas elaboradas sobre temas variados con lo cual amplía y refuerza su capacidad léxica comunicativa.
5. Utilizar estructuras gramaticales más complejas y sistemáticas por medio de ejercicios orales y escritos con el fin de expresar sus ideas de manera más elaborada, en forma precisa.
6. Integrar apropiadamente la pronunciación de vocales y consonantes del inglés mediante prácticas en laboratorios y trabajo en clase con énfasis en consonantes básicas del inglés para mejorar su pronunciación clara y efectivamente.
7. Entender textos simples y cortos reconociendo ideas centrales y secundarias de temas variados mediante lecturas de mediana complejidad para mejorar su habilidad de comprensión escrita.
8. Describir eventos, actividades y experiencias personales a través de ejercicios de escritura en diferentes tiempos verbales de manera individual, en parejas o grupos pequeños como trabajo en clase o extra-clase, para mejorar la comunicación escrita.
9. Distinguir y analizar críticamente aspectos culturales de los hablantes de la lengua meta al utilizar lecturas, material audiovisual y actividades interculturales para así compararlos y contrastarlos con su propia cultura.

III. CONTENIDOS CURRICULARES

CONTENIDOS TEMÁTICOS

- | | |
|------------|---|
| UNIDAD I | Aspectos culturales
Bienes y servicios
Descripciones de lugares, eventos y personas |
| UNIDAD II | Entrevistas
Expresar opiniones
Intercambios y contactos sociales
Noticias escritas |
| UNIDAD III | Presentaciones orales
Similitudes y diferencias de lugares, objetos, eventos y personas
Sugerencias |
| UNIDAD IV | Temas centrales en medios de comunicación
Temas de discusión
Trabajo y tiempo libre |

3.2 HABILIDADES

En cuanto al dominio de las habilidades, el estudiante es capaz de:

1. Expresarse apropiadamente en forma oral en situaciones reales de la vida cotidiana y del desempeño laboral.
2. Aplicar sus conocimientos de vocabulario, expresiones idiomáticas y estructuras gramaticales para lograr una comunicación oral y escrita comprensible y fluida.

3. Discutir, comparar, contrastar y analizar diversos temas y situaciones, relacionadas con la propia cultura, desde distintas perspectivas éticas, sociales y culturales.
4. Utilizar sus conocimientos en el área de cultura global para la comunicación intercultural e interpretar adecuadamente lo dicho por anglo-parlantes de diversos orígenes socioculturales.

3.3 ACTITUDES

1. Asume la responsabilidad de su desarrollo profesional y académico guiándose por sólidos principios y valores éticos.
2. Es capaz de aplicar su capacidad analítica y crítica para resolver situaciones de comunicación que le sean novedosas.
3. Mediante su capacidad crítica podrá comprender su propia cultura y valorar y respetar la diversidad cultural, los valores y conductas de otros grupos humanos y los de sociedades distintas a la propia.
4. Tiene la sensibilidad de adoptar principios ambientales para la sostenibilidad.

IV. METODOLOGÍA

El curso se rige por principios comunicativos de producción espontánea según sea el contexto siempre orientado hacia la corrección en pro del perfeccionamiento constante del idioma.

En el proceso, el estudiante será el principal actor y responsable de su progreso. El docente asumirá el rol de facilitador quien crea las condiciones apropiadas para establecer la plataforma de cumplimiento de los objetivos.

V. EVALUACIÓN

El estudiante demuestra su habilidad comunicativa al:

1. Desarrollar una amplia variedad de situaciones comunicativas.
2. Sostener conversaciones utilizando estrategias para iniciar, mantener, repetir, interrumpir y terminar una conversación en forma fluida mediante diálogos formales e informales.
3. Comprender material audiovisual de mediana complejidad.
4. Emplear vocabulario adecuado para expresar ideas elaboradas sobre temas variados mediante actividades orales y escritas.
5. Demostrar su conocimiento gramatical al utilizar estructuras gramaticales más complejas de forma correcta y sistemática mediante ejercicios escritos y orales.
6. Comunicarse en forma clara y efectiva reconociendo y utilizando correctamente las vocales y consonantes básicas del inglés.
7. Comprender de textos simples y cortos relacionados con temas variados identificando ideas centrales y secundarias al realizar lecturas de mediana complejidad.
8. Aplicar sus destrezas básicas de escritura comunicativa al producir párrafos cortos que describan eventos, actividades y experiencias personales en diferentes tiempos verbales individualmente, en parejas o grupos pequeños como trabajo en clase o extraclase.

9. Identificar elementos culturales de los hablantes de la lengua meta para así compararlos y contrastarlos con los de su propia cultura a través de actividades orales, o escritas.

RUBROS	PORCENTAJE
Asignaciones de clase	10%
Presentaciones orales	20%
Examen parcial oral I	20%
Examen parcial escrito I	10%
Examen parcial oral II	20%
Examen parcial escrito II	10%
Pruebas auditivas	10%
TOTAL	100%

VI. BIBLIOGRAFÍA

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Aunque se deben respetar los objetivos y contenidos propuestos, la bibliografía dependerá de aquel material auténtico que tanto el profesor como los alumnos aporten para el desenvolvimiento del curso.

Appendix F

“Thinking about my thinking” Students test number 1 used for planning

Name: _____ Date: _____

Topic: _____

What I Know	What I want to Know	How will I find out?	What I have learned

Appendix G

“Thinking about my thinking” Students test number 2 used for monitoring

Name: _____ Date: _____

Topic: _____

What I Know	What I want to Know	What I have learned	What I still need to know

Appendix H

Evaluating

Name: _____ Date: _____

Topic: _____

What I Know Now	What I still need to know	What did I find out?	How I will do it next time?

Appendix I

Strategy evaluation matrix

1. PLANNING (before task)	Yes	No
1. Did the students use some specific strategies to start the task?		
2. Did the students think and make conscious decisions about the process they are going to carry out?		
3. Did the students forestall the complications that will arise during the development of the task?		
4. Did the students plan tactics to deal with difficulties?		
5. Did the students think about what are they going to speak when they are carrying out the task?		
6. Did the students plan what they are going to speak about and how they are going to do it?		

2. Monitoring (during the development of the task)	Yes	NO
1. Did the students use a specific strategy and periodically wonder if they are using it as planned?		
2. Did the students continually question themselves about the task they are doing?		
3. Did the students continually question themselves about the task they are doing?		
4. Did the students continually question themselves about the task they are doing?		
5. Did the students continually question themselves about the task they are doing?		
6. Did the students establish some relationships between what they know and what they do not know to develop the task?		

3. Evaluation (after the task is achieved)	Yes	No
1. Did the students detect mistakes in the task?		
2. Did the students make decisions about the product achieved?		
3. Did Students verify the effectiveness of the strategies used?		
4. Did the students express confidence in the task they develop and the steps they follow to reach the final goal?		
5. Did the students use a specific strategy before and during the development of the task?		
6. Did the students reflect on the process they carry out?		
7. Did the students think they could have done better?		

Appendix J

Speaking

Please use the first instrument called “Thinking about my thinking” during the Pre speaking activity.

1. Pre Speaking Activity

A. In groups of three or four people look at the pictures and discuss the following questions according to each image, use the words in the box to describe them.

at sea beach canal coast ferry float inland
island lake mainland ocean reeds sand waves

1.



Lake Titicaca

2.



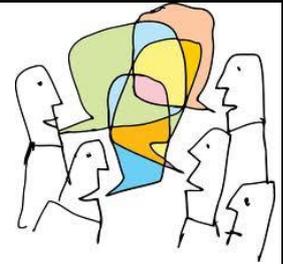
Bangkok

- What are in the pictures? (*in the picture I can see..., there is, there isn't a...*)
- Say what is happening with the present continuous. (*the man is ...ing, the people are... ing*)
- What are the people doing in picture number 2?

3.



Maldives



Additional questions:

- Do you think are the advantages and disadvantages of living in water?
- Would you like to live on the water?

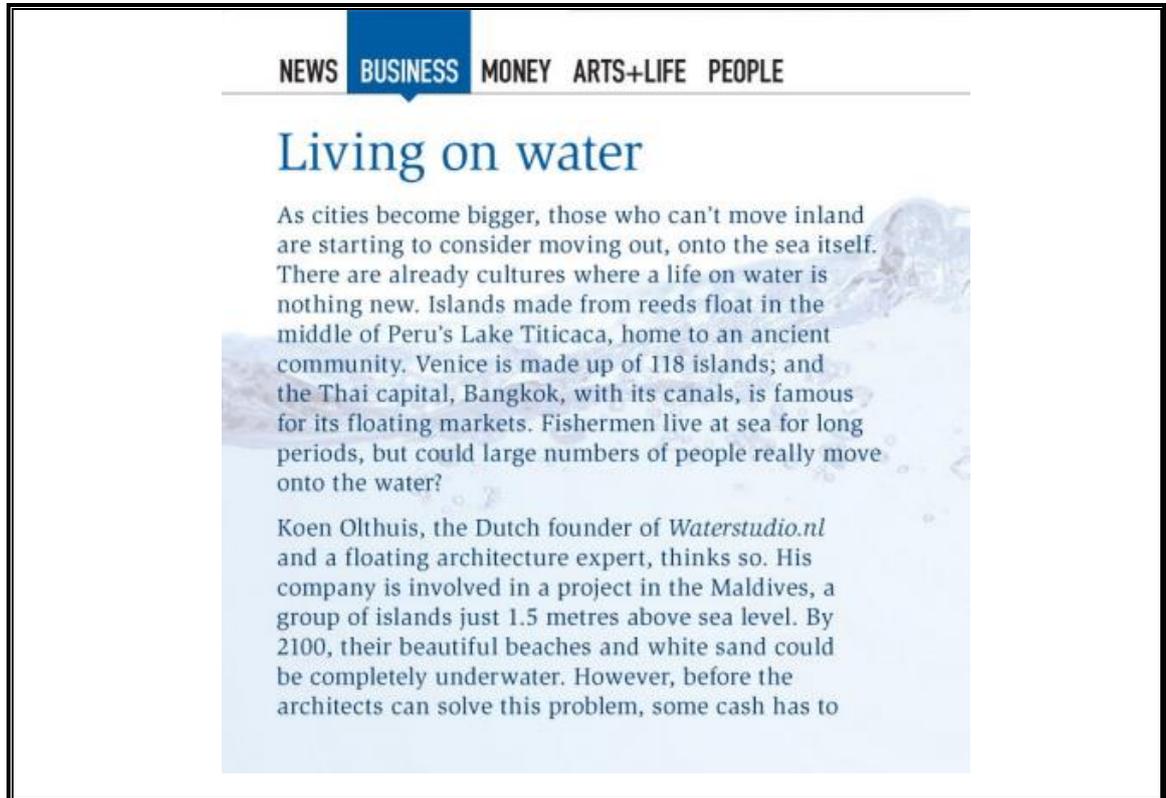
4.



2. While Speaking activity

Please use the second instrument called “Thinking about my thinking” during the While speaking activity.

A. Read the following article from a business magazine:



NEWS BUSINESS MONEY ARTS+LIFE PEOPLE

Living on water

As cities become bigger, those who can't move inland are starting to consider moving out, onto the sea itself. There are already cultures where a life on water is nothing new. Islands made from reeds float in the middle of Peru's Lake Titicaca, home to an ancient community. Venice is made up of 118 islands; and the Thai capital, Bangkok, with its canals, is famous for its floating markets. Fishermen live at sea for long periods, but could large numbers of people really move onto the water?

Koen Olthuis, the Dutch founder of *Waterstudio.nl* and a floating architecture expert, thinks so. His company is involved in a project in the Maldives, a group of islands just 1.5 metres above sea level. By 2100, their beautiful beaches and white sand could be completely underwater. However, before the architects can solve this problem, some cash has to

To do this, Waterstudio will create a luxury floating development (with a conference centre, golf course and 185-villa resort), and use the money from this to develop artificial islands to provide houses for the Maldives' poorer citizens.

As well as building on the water, architects are now starting to think about building *under* the water. AT Design have produced plans for a 10 km² floating city off the coast of Hong Kong, with islands above the water connected by underwater tunnels and walkways. If and when it is completed, the city will have gardens, a huge entertainment arena for sports matches and concerts and even its own farms, making it self-sufficient. People will be able to travel back and forth from the mainland by ferry, and the designers predict that it will be a huge tourist attraction.

So, it seems that a life at sea will have a lot to offer!

According to the article from a business magazine and the pictures above.

Let's suppose that you and two or three classmates are the ones giving the lecture. So, in a video, prepare a small impressive speech using your mobile or smart-phones and answer the question:

1. "What does the article say about each of them?"
2. Take into consideration the following expression for the conversation:

Useful expression for the conversation:

We think_____

We consider_____

It is a fact_____

*If we do not reuse/ recycle/
clasify_____*

You may write an outline of your video in the following spaces.

3. Post Speaking Activity

Please use the third instrument called “Evaluation” during the post speaking activity.

A. Materials:

- Computer
- Digital images

B. In pairs, create a 5 minutes’ video in which you must answer the following:

“Imagine that you are someone who lives in one of the pictures in exercise 1, so create a 5 minutes’ conversation and answer the questions (do not mention the name of the place)

1. What is the best thing about living here?
2. Are there any disadvantages?
3. Tell me about a typical day. What are you going to do today, for example?
4. Do you think you’ll ever move away? Why/Why not?
5. What do you think life will be like here in fifty years?

General Instructions

1. Make a 5 minutes’ video presentation answering the questions above from the last exercise following the teacher’s instructions and upload it to the Platform suggested by the university for every classmate to watch it.
2. Also, please send the videos to the professor by email: isalazara07@gmail.com. Remember that videos uploaded on other private platforms will not be revised.
3. Each one of the learners must look out for other classmates’ videos and give a comment, opinion, ask a question or questions using the target language.

4. Upload the video to the Platform suggested by the university with a creative title of your video in English and your name (Ex. A magic place to live by Imer Salazar A.).
5. Do not read during your presentation.

Recommendations:

1. Speak LOUD.
2. Stay away from fans, wind and noisy places when doing the video.
3. You can edit your video, add music (low), and others.
4. Check for all the words you do not know how to pronounce in one of these virtual dictionaries: <https://dictionary.cambridge.org/es/>, <https://www.dictionary.com/browse/pronunciation>

Rubric for Speaking

Value: 15 points

Obtained points: _____

Points	5	4	3	2	1
Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
1. Use phrases and sentences related to people living in the water.	Students use vast phrases and sentences related to people living in the water	Students use most of the phrases and sentences related to people living in the water	Students use some of the phrases and sentences related to people living in the water	Students use a few of the phrases and sentences related to people living in the water	Students don't use any of the phrases and sentences related to people living in the water
2. Very Strong points are given by the students	Students use very Strong points to defend their points.	Students use Strong points to defend their points.	Students use good points to defend their points.	Students use a few points to defend their points.	Students use weak points to defend their points.
3. Accurate use of pronunciation.	Students have very good pronunciation, fluency and	Students have good pronunciation, fluency and coherence.	Students have some limitations with pronunciation, fluency and	Students have a lot of limitations with pronunciation, fluency and	Students mispronounce all the words. Fluency and coherence were never achieved.

	coherence.		coherence.	coherence.	
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Appendix K

Links of the activities developed by students:

1. https://drive.google.com/file/d/19KVyaMWdT8pA3VDZ_ur1UBlr6hCe7-S/view?usp=sharing
2. <https://drive.google.com/file/d/1xY9kYkLLIZ62oD5OidRfhjRSrjVS1OCZ/view?usp=sharing>
3. [Living in the middle of nowhere by Joseline Ramírez, Cris Torres, Vanessa Valverde and Gaudy Chaves.mp4 - Google Drive](#)
4. https://drive.google.com/file/d/1q5PTFn_h6G-XRmV0TpM2MjHkP_fm8k-/view?usp=sharing

Appendix L

