

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



**UNDERGRADUATE RESEARCH**

A PROPOSAL OF THE MOST RECENT LEARNING STRATEGIES THAT COULD EXPEDITE THE LEARNING PROCESS OF A FOREIGN LANGUAGE FOR THE STUDENTS THAT ARE TAKING INTENSIVE BASIC ENGLISH AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.

**IN ORDER TO OBTAIN THE DEGREE OF:**

LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD EN FRANCES E INGLES AND LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA.

**PRESENTED BY:**

|                                      |         |
|--------------------------------------|---------|
| GÁLVEZ DE MARTÍNEZ, GLORIA NATHALY   | GR06008 |
| PÉREZ VILLEGAS, JOSÉ ALBERTO         | PV10009 |
| RODRÍGUEZ RODRÍGUEZ, PAOLA ELIZABETH | RR13035 |

**RESEARCH ADVISOR:**

Lic. FRANCISCA AGUILLÓN RIVERA

**Ciudad Universitaria,  
San Salvador, El Salvador**

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

*Msc. Roger Armando Arias.*  
PRESIDENT

*PhD. Raúl Ernesto Azcúnaga López*  
ACADEMIC VICE-PRESIDENT

*Ing. Juan Rosa Quintanilla*  
ADMINISTRATIVE VICE-PRESIDENT

*Ing. Francisco Alarcón*  
SECRETARY GENERAL

**AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES**

*Lic. Oscar Wuilman Herrera Ramos*  
DEAN

*Lic. Sandra Lorena Benavides de Serrano*  
VICE-DEAN

*Mtro. Juan Carlos Cruz Cubías*  
SECRETARY

**AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT**

*Lic. Ricardo Sorto Alvarez*  
HEAD OF THE DEPARTMENT

*Norma Cecilia Blandón de Castro*  
COORDINATOR OF THE GRADUATION PROCESSES

*Lic. Francisca Aguillón Rivera*  
RESEARCH ADVISOR

## **ACKNOWLEDGMENT**

Son of a bricklayer/mason Carlos Alberto Pérez Rodríguez and a housewife Sulma Lorena Villegas, born in San Salvador, raised in Soyapango after the Peace Agreements, between poverty, violence and social indifference.

Surrounded by many options and after a couple of piece of advices, I managed to graduate from high school, not very sure if I would be accepted in a good job. My maternal aunt Mayra offered to continue paying for my studies. So, I began a dream in this University. With the intention of perhaps traveling or educating the new generations, I took the option of a degree in Modern Languages.

I would like to thank first to my parents, first for giving me the life and helping me in all my stages from childhood, to being an independent adult. To my aunts, that in the country or abroad, in one way or another helped me to grow up with good values. Not only me but also supporting my family financially on those difficult days (Mayra, Sara, Hilda, Teresa and Eva). You are a very important reason why I was able to accomplish this goal.

To my teachers, starting from the ones at Centro Escolar Salguero, then at Colegio Ioseph and now at the University of El Salvador, for providing me more than knowledge, for creating this professional that now is given at the society.

Last but not least to my love Marilyn for being part of my life since 2003, first as partners, then as friends, now as boyfriends and in the future as a marriage. Because together we were able to start from the bottom until now, that we are professionals.

Many people have been helpful along this path, much more than I can mention. Thanks to all of you, because in one way or another you have been the reason why this today is a reality.

**José Alberto Pérez Villegas**

## INDEX

|   |    |
|---|----|
| RESUMEN .....   | I  |
| INTRODUCTION.....   | II |
| CHAPTER I DIAGNOSTIC .....  | 4  |
| Statement of the problem.....   | 5  |
| Research Questions .....  | 7  |
| Objectives .....  | 8  |
| Justification.....  | 9  |
| CHAPTER II THEORETICAL FRAMEWORK .....  | 10 |
| METACOGNITION THEORY (FLAVELL).....   | 11 |
| LEARNING STRATEGIES .....   | 15 |
| EXPERIENTIAL LEARNING THEORY KOLB .....   | 18 |
| The Benefits of Experiential Learning.....  | 21 |
| CHAPTER III METHODOLOGICAL APPROACH .....   | 24 |
| Methodological Approach.....  | 25 |
| CHAPTER IV ANSWER TO THE SUBSIDIARY QUESTIONS .....   | 30 |
| THE MOST RECENT LEARNING STRATEGIES THAT EXPEDITE THE LEARNING PROCESS OF EFL ...             | 31 |
| THE MOST EFFECTIVE LEARNING STRATEGIES THAT STUDENTS CAN USE IN ORDER TO ACQUIRE<br>EFL ..... | 35 |
| CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....   | 43 |
| Conclusions.....  | 44 |
| Recommendations.....  | 45 |
| Bibliography.....   | 47 |
| ANNEXES .....   | 49 |

## RESUMEN

The following research will be showing relevant information about the different learning strategies that students can use nowadays in order to expedite their learning process. A view to the different theories like “Metacognition Theory, Experiential Learning Theory and Experiential Learning” will be explaining how students learn. Also, how these theories impact student’s learning process. More over we will walk students to know more information about the different learning strategies that can be applied by them like: Metacognitive Strategies, Cognitive Strategies and Socio-Affective Strategies.

The main contributions on this research are: the most recent learning strategies that will help students to expedite or accelerate their learning process, it will provide very important information to students, so they will be able to know how to use strategies and apply them. These theories are: “Metacognitive Strategies, Experimental Learning and Educational technology” were students will be able to see how to create a learning strategy for each specific individual and also to use the technology as the main tool to learn and get access to information. Also, it is presented the most effective strategies, because only knowing the strategies without organization and a specific plan to follow makes strategies less effective. For that reason on this research student will be able to find the most effective strategies that will help them to expedite their learning process by knowing how to acquire, retain and retrieve the new information. Helping them to accomplish their main goal of having a success performance during their journey of acquiring a new language.

**Keywords:** learning strategies, learning process, strategies, learning theory, types of knowledges, learn fast, how to learn, technology and learning.

## INTRODUCTION

In this work, it is presented a qualitative research about a proposal of the most recent learning strategies that could expedite the learning process of a foreign language for the students that are taking intensive Basic English at the Foreign Language Department of the University of El Salvador. This research is divided in five chapters and its annexes; in the next paragraphs the research group will be presenting the content of each chapter.

To begin, it is presented the first chapter the “Diagnostic”, this communicates the statement of the problem that reveals the conditions that the students face in the intensive Basic English level in relation with the learning strategies, data will be obtained through a questionnaire made to the students of that level. Then, they are shown the objectives of the research, one general and three specifics; that the research group wants to accomplish, further are presented the research questions, one general and two specifics, which answers will help to accomplish the objectives presented. Also, it is presented the justification, this last one express the reasons and the importance that the research group has to make this analysis.

The second chapter is the “Theoretical Framework” that shows some of the most important theories that we as the research group have found concerning to the topic, for example: we have the **Metacognition Theory** by Flavell Cross and Paris (1988) defined it as “the knowledge and control children have over their own thinking and learning activities”; Also we will present the different types of Learning Strategies that contribute directly to the development of the language system constructed by the learner; And the last one the **Experiential Learning Theory** by Kolb that emphasize the central role that experience plays in the learning process.

Then, we have the third chapter the “Methodological Approach”. It is exposed the type of approach that is Qualitative and Descriptive and type of study that is a

Study Case with a Socio-Constructivist Paradigm. Also it shows the universe and sample of the recruitment and the process and techniques followed and the instruments used in the research process.

The fourth chapter is the “Answer to the subsidiary questions” this chapter answers the research questions. The answers are the data obtained in the analysis of the information brought by the experts on the learning strategies topic in combination with the theories shown on the second chapter.

Finally, the fifth and last chapter is the “Conclusions and Recommendations” here it is shown a summary obtained of the answers of the previous chapters presented as a final result. Also, recommendations are exposed, these ones are observations and suggestions that the research group has made to the different personalities of the Foreign Language Department of the University of El Salvador as the Authorities, teachers and students.

# **CHAPTER I**

# **DIAGNOSTIC**



## Statement of the problem

The amount of students that are accepted each year into the foreign language department at the University of El Salvador makes an average of 2,055 students in the last 6 years. Administración Académica ([https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantes.php](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantes.php)). It is important to highlight that the Foreign Language Department is one of the most demanded by candidates who are seeking to enroll to the University of El Salvador in the faculty of Humanities. We can confirm that information by seeing the growth of 18.24% among the candidates that applied from 2014 to 2016. Administracion Academica (<https://academica.ues.edu.sv/>).

After running a survey to 25 students that are taking the course of Intensive Basic English. The data collected shows that the 88% of the students that filled out the survey do not have knowledge about what Learning Strategies are about; and 17% does not practice a strategy and 46% just make some activities but those are not considered learning strategies since there is no purpose, plan, objective to make them part of a learning strategy. In addition to this the students are able to identify by themselves that they have deficiencies on some language skills, out of the four language skills, speaking, listening, writing, reading. The 40% need more reinforcement on speaking, 40% on listening, just 20% struggle on writing.

What comes next for the students is to start a learning process that they have to go through in order to acquire a foreign language and putting into practice the different learning strategies. The earliest definition was given by Rubin (1975:43) who interpreted learning strategies as “the techniques or devices which a learner may use to acquire knowledge”.

According to Bialystock learning strategies are “optional methods for exploiting available information to increase the proficiency of second language learning” (Bialystock 1978:76). In one more definition, Rubin (1987:19) elaborates as follows: The learning strategies include any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information (after O’Malley et al. 1983; Brown et al. 1983), that is, what learners do to learn and do to regulate their learning. In short, language learning strategies are the processes which learners deploy to learn the target to learn a foreign language.

Summarizing the learning strategies play an important role on the student’s understanding information and solving problems, not being aware of them and how to use them may lead to student’s failure.

By knowing the positive impact the use of learning strategies makes on the student’s learning process, the research team decided to start this research in order to provide a proposal to students with the most recent information about the learning strategies which ones are the most efficient and used. At the same time the research group will make the effort to encourage students who are not using learning strategies to highlight the importance of practicing them, with the purpose of acquire a foreign language and also to have a good development into the basic levels.

## **Research Questions**

### **General Question**

What are the most recent learning strategies that could expedite the learning process of a foreign language for the students that are taking the Intensive Basic English at the Foreign Language Department at the University of El Salvador?

### **Specific Questions**

- ❖ What are the recent learning strategies that could expedite the learning process of EFL?
  
- ❖ What are the most effective learning strategies that students can use in order to acquire EFL?

# Objectives

## General Objective

To discover the most recent learning strategies that could expedite the learning process of a foreign language for the students that are taking the Intensive Basic English at the Foreign Language Department at the University of El Salvador.

## Specific Objectives

- ❖ To find the recent learning strategies that could expedite the learning process of EFL.
- ❖ To identify the most effective learning strategies that students can use in order to acquire EFL.
- ❖ To provide a guide with this research about the different learning strategies that could expedite the learning process of the students from the Foreign Language Department at The University of El Salvador.

## **Justification**

The reason of the topic “A proposal of the most recent Learning Strategies that could expedite the learning process of a foreign language for the students that are taking Intensive Basic English at the Foreign Language Department of The University of El Salvador”, is inspired on the interest of identify the most recent and different types of Learning Strategies that are being used in the last years, also to know its effectiveness in the Learning process of a foreign language.

Furthermore, the motivation of multiplying those recent Learning Strategies to students that are starting to learn English as a Foreign Language (EFL) by creating a proposal to provide information easy to get and understand according to the basic English necessities, in order to make the students improve and expedite their learning process also to create awareness to students in the practice of those Strategies found in our research, which will lead them to find a more efficient way to practice, improve and manage easier the topics developed in classes.

As a research group we have had the opportunity to identify some of the weaknesses that students could work on, in order to have a significant progress in their skills adopting one or more strategies as habitude during the career, by doing this will be helpful not only in the Learning process but also in order to acquire different topics, languages, etc.

Finally this research has the purpose to give a guide to the Intensive Basic English students about the different Learning strategies to improve their leaning process in the different English language skills and also to bring useful information to them to practice, improve an increase their knowledge in the language.

# **CHAPTER II**

# **THEORETICAL FRAMEWORK**

## **METACOGNITION THEORY (FLAVELL)**

Metacognition is defined in simplest terms as “thinking about your own thinking”. The root “meta” means “beyond,” so the term refers to “beyond thinking.” Specifically, this means that it is about the processes of planning, tracking, and assessing your own understanding or performance.

The phrase was termed by American developmental psychologist John H. Flavell in 1979, and the theory developed throughout the 1980s among researchers working with young children in early cognitive stages.

John Flavell originally coined the word “Metacognition” he defined the word as “cognition about cognitive phenomenon”, or basically thinking about thinking. Subsequent studies on Metacognition described the term comparative to Flavell’s meaning. Cross and Paris (1988) defined it as “the knowledge and control children have over their own thinking and learning activities.”

For Hennessey (1999), it is the “awareness of one’s own thinking, awareness of the content of one’s conception, as active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attacks in general”.

Metacognition denotes in-depth thinking in which cognitive processes involved in learning are actively controlled. This includes planning how to accomplish a given

learning task, monitoring understanding, and estimating progress toward the completion of a task. It was said that students can have greater ability to control goals, dispositions, and attention when they are more aware of their thinking processes as they learn.

This means that self-regulation is a result of self-awareness. If a student is aware of how dedicated he is to reaching his goals, of how strong his trait of perseverance is, and of how focused his attention is to a task that involves thinking or writing, he can regulate his dedication, disposition, and attention. For instance, when a student is aware of his lack of commitment to write his thesis, and bears the knowledge that he is procrastinating, delaying, and allowing himself to be distracted by other less important things, then he could take action to get started on doing the task. This is possible only if the student becomes aware of his procrastination and takes control in planning on how to approach his thesis completion.

Although the term has been known for a long time, especially in the field of educational psychology, defining Metacognition can be difficult. Until now, there are still debates as to what the term exactly means. This confusion can be rooted from the idea that there are terms presently used to characterize the same basic phenomenon, such as self-regulation, executive control, or an aspect of that phenomenon such as meta-memory. These terms are commonly used interchangeably in literature. While there are some differences between explanations of the term, the role of executive processes in monitoring and regulation of cognitive methods is emphasized.



## **Types of Metacognitive knowledge**

- Declarative knowledge — “person knowledge”, or understanding one’s own capabilities. This type of metacognitive knowledge is not always accurate, as an individual’s self-assessment can easily be unreliable.
- Procedural knowledge — “task knowledge”, including content (what do I need to know?) and length (how much space do I have to communicate what I know?). Task knowledge is related to how difficult an individual perceives the task to be as well as to their self-confidence.
- Strategy knowledge — “conditional knowledge”, or one’s ability to use strategies to learn information, as well as for adapting these strategies to new situations. This is related to the age or developmental stage of the individual. For example, a kindergartener can be taught strategies, but needs to be reminded to use them, such as sounding out words when learning to read. In contrast, an upper elementary student understands this strategy and knows when it will be effective under different circumstances.

## **Metacognitive Regulation**

Regulation is used to describe how individual monitor and assess their knowledge. This includes knowing how and when to use certain skills, and helps individuals to control their learning. An example of this would be a student reflecting on his or her own work, a task that is often assigned while in school. Later on, individuals assess

themselves by asking, “How am I doing? How could I do this more efficiently or accurately next time?”

### **Metacognitive Experiences**

Metacognitive experiences are the experiences an individual has through which knowledge is attained, or through which regulation occurs. For example, declarative knowledge of one’s own abilities could be attained by receiving a series of A+ spelling tests in a row. This would give the individual the knowledge that they have high achieving capability in that spelling area.

### **Metamemory**

Metamemory is knowledge of what memory is, how it works, and how to remember things. These skills develop over time and improve more readily with instruction. An example of this would be students utilizing a mnemonic device or acronym to learn and easily recall information to prepare for a test.

### **Key factors in Metacognition**

Motivation is essential in metacognition. Students who are not motivated to complete tasks may struggle with self-reflection. Though metacognitive strategies can be taught and learned over time, students must be motivated in order for them to be effective. To help these individuals to succeed, it may be necessary to teach self-evaluation skills and to identify what finished work looks like.

## **Learning Strategies**

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

Several early studies on language learning strategies were carried out to identify what kinds of learning strategies are effective for language learning. For instance, O'Malley and his colleagues (O'Malley et al, 1985; O'Malley & Chamot, 1990, among others) examined the use of strategies by learners of English as a Second Language (ESL) and categorized the strategies into three groups:

- Metacognitive Strategies
- Cognitive Strategies,
- Socio-Affective Strategies.

### **Metacognitive Strategies**

Used to plan for learning, reflecting on the learning process, monitoring one's production or comprehension, and evaluating learning after an activity is completed (Purpura, 1997).

### **Cognitive Strategies**

Are employed while learners carry out specific learning tasks.

### **Socio-Affective Strategies**

Concern with social mediating activity in interactions with others. As such, some of the socio-affective strategies can also be referred to as communication strategies.

These strategies help students think about thinking. Metacognition is an important concept in cognitive theory. It consists of two basic processes occurring simultaneously:

- Monitoring your progress as you learn.
- Making changes and adapting your strategies if you perceive that you are not doing as well as you could.

**Basic Metacognitive Aids/Strategies:**

- Connecting new information to existing knowledge.
- Selecting thinking strategies deliberately.
- Planning, monitoring, and evaluating thinking processes.

Metacognitive activities usually occur before or after a cognitive activity. An example of the relationship between Metacognitive and Cognitive strategies is a learner who uses self-monitoring when reading. The learner, through self-monitoring, can sense that he or she does not comprehend what was read (Metacognitive) and recognizes that they will understand the text better if they create and outline (Cognitive).

**Strategies to develop Metacognition include:**

- Share and model self-monitoring processes (e.g. proofreading).
- Explain and provide handouts regarding particular strategies that may be helpful.
- Clarify and model when particular strategies are appropriate.
- Clarify why particular strategies are helpful and useful.

## **Cognitive Learning Strategies**

They refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

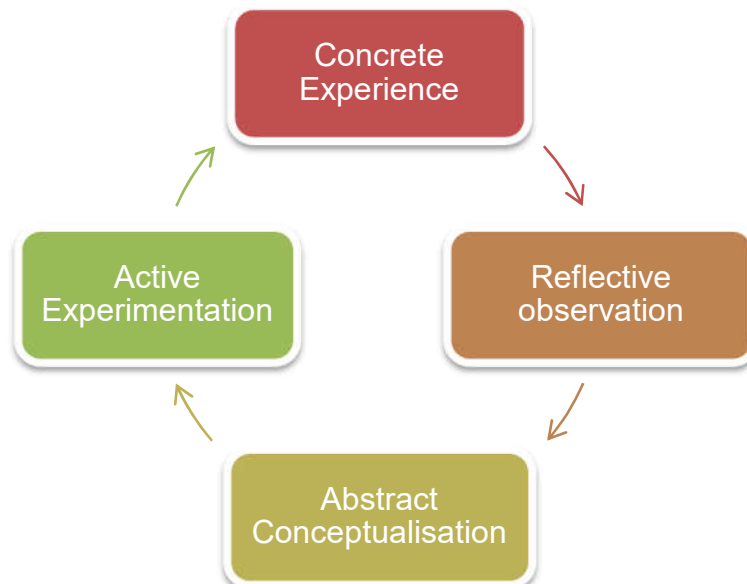
## EXPERIENTIAL LEARNING THEORY KOLB

Experiential Learning Theory (ELT) provides a holistic model of the learning process and is a multi-linear model of adult development, both of which are consistent with what we know about how we naturally learn, grow, and develop.

The theory is called "Experiential learning" to emphasize the central role that experience plays in the learning process. In addition, David A. Kolb believes "Learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38). As well he presented Learning as a four-stage, continuous process where the participant acquires knowledge from each new experience. His theory treats learning as a holistic process where one continuously creates and implements ideas for improvement.

According to Kolb, effective learning can only take place when an individual completes a cycle of the four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation.

THE KOLB LEARNING CYCLE  
(Representation made by the research group)



One may begin at any stage, but must follow each other in the sequence:

### **Concrete Experience:**

Kolb's cycle starts with a concrete experience. In other words it begins with doing something in which the individual, team or organization are assigned a task. Key to learning therefore is active involvement. In Kolb's model one cannot learn by simply watching or reading about it, to learn effectively the individual, team or organization must actually do.

### **Activities to Help:**

Ice breakers & energizers like for example: team games, problem solving, discussion, practical exercises, e.g., making a presentation or debates also will help.

### **Reflective Observation:**

The second stage in the cycle is that of reflective observation. This means taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced. At this stage lots of questions are asked and communication channels are opened to others.

### **Activities to help:**

Ask for observation; write a short report on what took place, give feedback to other participants, quiet thinking time, tea & coffee breaks, completing learning logs or diaries.

**Abstract Conceptualization:**

Abstract Conceptualization is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them. At this stage the learner makes comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.

**Activities to Help:**

Present Models, give theories, give facts.

**Active Experimentation:**

The final stage of the learning cycle is when the learner considers how they are going to put what they have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is to be handled. For learning to be useful most people need to place it in a context that is relevant to them. If one cannot see how the learning is useful to one's life then it is likely to be forgotten very quickly.

**Activities to Help**

Give learners time to plan, use case studies, use role play, and mask learners to use real problems.



## **The Benefits of Experiential Learning**

There are many advantages to experiential learning:

### **1. Accelerates Learning**

Repetitive Learning or learning by rote has long been replaced by “Learning by Doing”. Experiential Learning methodology uses critical thinking, problem solving and decision making to deliver a training module. This has become an established method to accelerate learning.

### **2. Provides a Safe Learning Environment**

Simulations use real life scenarios that depict several challenges, which a participant will eventually face after the course completion. It is only natural that mistakes happen during the course of learning.

### **3. Bridges the Gap Between Theory and Practice**

By moving beyond theory to the realm of "learning by doing", the student gets a first-hand experience of practicing what has been taught. This plays a crucial role in retaining concepts and ideas.

### **4. Produces Demonstrable Mindset Changes**

There are very few learning methods that can have a dramatic impact on the participant's mindset. Experiential Learning is one of them. Management guru Henry Mintzberg pointed out long ago that, "Leadership, like swimming, cannot be learned by reading about it".

## **5. Increases Engagement Levels**

The high focus on collaboration and learning from each other benefits the participant as it increases engagement. On the other hand, since the participant is immediately involved in the problem solving activity or event, the level of ownership of the outcome is high.

## **6. Delivers Exceptional Return on Investment (RoI)**

Experiential learning is personal and effective in nature, influencing both feelings and emotions as well as enhancing knowledge and skills. It goes beyond classroom learning and ensures that there is high level of retention, thereby delivering exceptional RoI over a traditional learning program.

## **7. Provides Accurate Assessment Results**

Assessing the effectiveness of the training program in terms of the benefits to the trainees and the company is a crucial element of any learning program. Most assessments are data driven and traditional tools use tests to measure effectiveness. When it comes to experiential learning programs, it is extremely difficult to gather data, which can be used for assessments. This is where analytics come in. When combined with simulations and gamification, experiential training products become a powerhouse of data, which can be used to deliver assessments results accurately across cognitive learning, skills affect and objective results. The analytics engines in these simulations record analyze and provide a detailed report on the participants' interaction throughout the simulation.

## **8. Enables Personalized Learning**

In order to enable personalized learning, every program needs to enable a journey through the following phases: Assessment, teaching and learning strategy, and curriculum choice. Experiential learning methodology is highly effective in meeting these requirements to enable personalized learning. It is a radical departure from traditional learning methods and takes the learning beyond the classroom. The participants set their own learning pace. By combining technology and simulations with experiential learning, companies are making this concept available anytime and anywhere, across multiple devices.

This has introduced the concepts of flipped classroom, where the learning goes to the students and not the other way.

# **CHAPTER III**

# **METHODOLOGICAL APPROACH**

## **Methodological Approach**

### **Type of Research**

In this case, it will be employed the Descriptive Research, which means, using the Qualitative method that is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting.

Although, the common assumption of the qualitative research is that knowledge is subjective rather than objective and that the researchers learn from the participants in order to understand the meaning of their lives. To ensure rigor and trustworthiness, the researchers attempt to maintain a position of neutrality while engaged in the research process.

### **Research Study**

This research will be carried out in a Case Study which makes possible to observe, discover and interpret characteristics and elements of information in in-depth research of phenomena in their context, it is here its greatest strength that combines direct observation (Participating or not) and various sources of literature related to the practices and speeches relevant to the subject matter.

The qualitative characteristics of the information in this case study, will be used to know the necessary qualitative aspects that will help describe the different Learning Strategies that could be used for the students of the Intensive Basic English in the Department of Foreign Languages at the University of El Salvador and also show the most effective strategies that could expedite the learning process of the students.

## **Paradigm**

The approach to put into practice in this study is the Socio-Constructivist that is an interpretive framework whereby individuals seek to understand their world and develop their own particular meanings that correspond to their experience (Creswell, 2013). This approach helps to collect information through observation of the problem to know the constructions of personal interpretations of participants (Andrews, 2012).

## **Universe and Sample**

### **Universe**

The research will take place at the University of El Salvador in the School of Arts and Sciences, at the Foreign Language Department with about 28 students of the first year that are taking the Intensive Basic English subject of the group 08 at the Foreign Languages Department.

### **Sample**

To carry out the research, it is necessary to take into account the help of 10 students of the first year that are taking the Intensive Basic English subject in the course of Intensive Basic English group 08 at the Foreign Languages Department.

## **Recruitment Process**

To make sure the participation of the students, it is important to make the relevant processes that develop in the following steps:

It is necessary to make the request of permission to the teacher of the Subject of Intensive Basic English subject of the group 08/2019 at the Department of Foreign Languages of the University of El Salvador to allow the research group to pass a survey in order to get important data to know more about the Students' learning appreciations and habits.

Also to talk directly with the course, present the research group and ask if they are interested in participating in the survey and explain the necessary indications, so, the students can complete the questionnaire without difficulty.

Moreover, it is important to mention that the sample was selected for convenience and the only personal information put into the survey is only very general information (sex and age) and that this data will be respected, protected and will be used only for academic results.

## Techniques and Instruments

### Techniques

For the gathering of information as a research group, we will use different techniques which belong to a single method which is the Survey which allows collecting data about the topic of investigation or individuals. The techniques to be used are the focal group and canvass, which ones will be implemented with the investigation population sample chooses to obtain the results in a qualitative manner.

**Focus Group:** This technique will be held by the 10 students of the Subject that are taking the Intensive Basic English subject of the group 08 at the Department of Foreign Languages. To gather information about the knowledge of the learning strategies, their appreciations, also to identify if they know how to apply them correctly to expedite the learning process.



## **Instruments**

**Survey:** It will be used with the objective to know their appreciation of the proposal that will be presented.

It is necessary to mention that the only personal information that will be taken into account will be very general information and these data will be respected, protected and treated confidentially and will be used for academic reasons only for reporting results.

**Interview:** Two interviews will be made to experts in education with expertise on the learning strategies and how to apply them to expedite the learning process of a Foreign Language with the idea to contribute of the creation of the proposal, taking into account the information they will provide during the interview about the most recent learning strategies that might expedite the learning process.

## **Plan of Analysis of the Results**

The analysis of instruments will be an organized process used to obtain information from multiple sources, in order to move from a level of knowledge or representation of a given situation to another level of knowledge or representation of the same situation or of a deliberate action whose objectives have been clearly defined, and which provides sufficient guarantees of validity.

In this case, it will be presented a summary of the data obtained from the interviews with the experts in the teaching and learning strategies field, this information will be used not only to answer the research questions, but also to obtain important information to elaborate the conclusions and recommendations further it will help to create a guide with the most recent and effective learning strategies and activities that students could use to expedite and manage better their knowledge.

**CHAPTER IV**

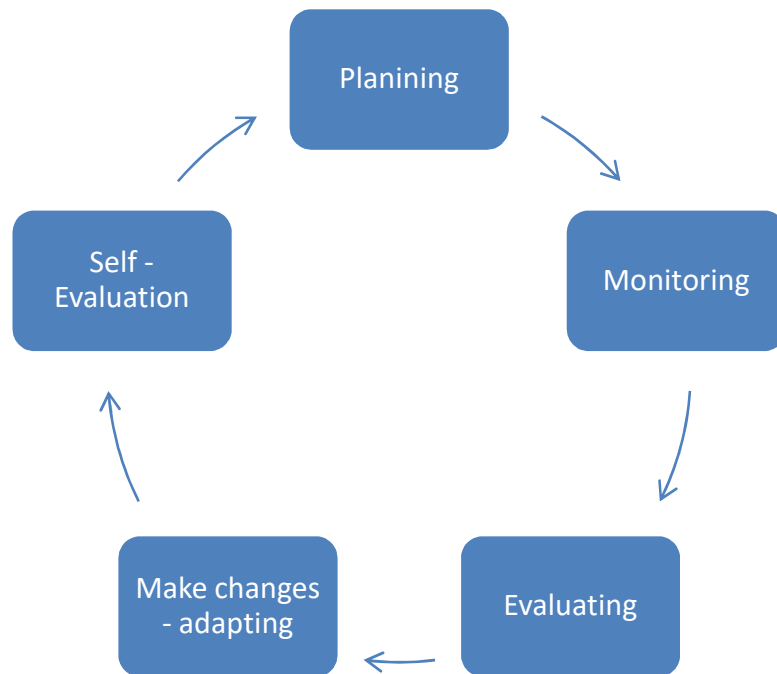
**ANSWER TO THE  
SUBSIDIARY  
QUESTIONS**

## **THE MOST RECENT LEARNING STRATEGIES THAT EXPEDITE THE LEARNING PROCESS OF EFL**

According to the experts on the teaching field a learning strategy can be defined as the steps taken by the students to expedite the learning process with the purpose of planning, monitoring and assessing the application of knowledge of the foreign language they have into real life situations. For instance, it is worth to review the following strategies to be considered recent due to their importance, relevance and adaptability to a variety of resources students didn't have in the past in the learning process.

### **Metacognitive strategies (John Flavell 1976)**

Flavell (1971) used the term Metamemory in regards to an individual's ability to manage and monitor the input, storage, search and retrieval of the contents of his own memory. Flavell invited the academic community to come forth with additional Metamemory research, and this theme of Metacognitive research has continued more than thirty years later. He implied with his statements that Metacognition is intentional, conscious, foresighted, purposeful, and directed at accomplishing a goal or outcome. In addition, this strategy help students think about thinking, it consists of two basic processes occurring simultaneously: “monitoring” your progress as you learn, that means, to plan for learning, reflecting on the learning process, monitoring one’s production or comprehension; and “evaluating” learning after an activity is completed (Purpura, 1997).



*The diagram presented above was created by the research group to represent the Metacognitive process.*

### **Experiential learning (Kolb 1984)**

The best way to learn how to communicate based on Kolb’s experiential learning theory is “Learning by Doing”; that is, by actively participating in the communicative activities promoted inside and outside the classroom (Morrow, cited by Bastidas 1993). The key of this strategy is to expose students to real life situations in which they are expected to transform their experiences into knowledge. Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise.

Kolb’s experiential learning model suggest four stages in this process:

**Concrete experience:** This is when the student first connects with the new information and experience.

**Reflective observation:** This happens when student looks for meaning and understanding of the material presented.

**Abstract conceptualization:** This is when the real learning happens, this is when a student conceptualizes the information that they experienced and discussed.

**Active experimentation:** This is where the development of abstract thinking helps students apply the lessons learned in real life situations.

The Communicative Language Teaching (CLT) plays an important role within the Kolb's learning cycle since it is a language teaching approach in which interaction is the main objective in language learning.

The success in communicative language learning depends on: first, the quality of opportunities for students to use the language (Littlewood, 1984). Second, the existence of a humanistic environment that allows the student to express himself without inhibitions; third, the nature of an input (linguistic material to which the student is exposed) that is understandable, interesting, interactive, relevant to immediate interests, not too complex and not strictly graduated (Ellis, 1986).

## **Educational Technology**

According to Aytekin Isman (Professor of computer and Educational technology, Faculty of education, Sakarya University in Turkey) educational technology is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer, hardware) and instruments, but also involves structured relations with other humans, machines, and the environment.

As Curtis J. Bonk, Ph. D (Professor at Indiana University teaching Psychology and technology courses) phrased it "*anyone can now learn anything from anyone at any time*" (Bonk, 2009, p. 13). A variety of openers such as e-learning, open courseware, web 2.0 tools and information sharing through online communities have substantially changed the education environment compared to 10 or 20 years

ago: Learning is no longer confined to institutions, but instead happens in personal learning networks. As we connect we learn therefore there are many different online apps students can use. After searching for the most common tool they have access nowadays “Google Play Store” to mention some of the most downloaded online applications are “Duolingo- Idiomas gratis” with more than 100 million downloads and rated with 4.7 out of 5 stars, another one is Rosetta Stone: Aprende Idiomas with 10 M+ downloads and rated 4.6 out of 5 stars.

## **THE MOST EFFECTIVE LEARNING STRATEGIES THAT STUDENTS CAN USE IN ORDER TO ACQUIRE EFL.**

Having a strategy to follow is the main key for student's success in acquiring a new language, as it was shown on a Survey run between students from the course of Intensive Basic English only the 12% of the students stated they know what a learning strategy is. Students need to have a very clear idea of the activities they can do as they have to identify which ones are the most effective for them. In addition was found in the survey that students occasionally try some activities in order to acquire the new language but they follow no strategies.

In a helpful summary of attribution theory, Dickinson (1995) explains that if learners attribute their lack of progress to fixed causes (such as their level of ability), they tend to give up the minute they encounter any difficulties, believing they are 'no good at languages' anyway. They are more likely to persist if they feel the outcome of their learning is not predetermined and they have some control over it. Strategies can play an important part in giving them that sense of control and changing their perceptions of themselves

Before checking on the strategies students can follow and how they can be classified there are some important questions that have to be made:

**Who uses which learning strategies already?** Research told us that high attainers have a wider range of strategies and use them more frequently than their less successful peers (see O'Malley and Chabot 1990, for example). It also stressed that it was not just the greater number of strategies that characterized these successful learners, it was their ability to deploy the strategies in combination with each other and to know which strategies would be most helpful for which task (Graham 1997); in other words their Metacognitive awareness.

**How do strategies develop over time?** The research here pointed towards a ‘natural’ developmental order. Some strategies are easier to acquire and therefore develop early; others are more sophisticated and emerge later, if at all. Beginners then tend to adopt strategies that are fairly basic and mechanical and may be linked to the receptive skills. More advanced learners move on to strategies that facilitate interaction and also to those involved in reflecting on their own learning and on the way the language works (Chesterfield and Chesterfield 1985).

**How do learners respond to strategy instruction?** Are some more receptive and willing to try out new strategies than others? According to O’Malley and Chamot (1990, p. 161), we might assume that: Learning strategy instruction would be most valuable for students who are not successful learners, yet these are the very students who may be least motivated to try new strategies, since they may not have the confidence that they are able to learn successfully anyway – they are ‘not good at languages’ or do not ‘have an ear for languages’ and therefore may not consider it worthwhile to make an effort to improve their own learning.

Now that we have already the different aspects that might vary on each student it is being presented the most effective learning strategies students can use in order to acquire EFL depending on their priorities:

**Planning or organizing:** Planning daily activities it is imperative for students; it is the main skeleton of any learning strategy. Knowing the specific time for performing each of the activities they have to do on a daily routine, the amount of time implemented on assisting to each subject. In addition, it is mandatory to organize where and how to study. Taking into consideration homework or any extra activity given by the teacher. Once this is known it will provide a very organize daily activities to do.

A tool that can be used to organize daily activities is an App called “Google Calendar”. *(Image taken from: <https://www.google.com/calendar/about/>).*



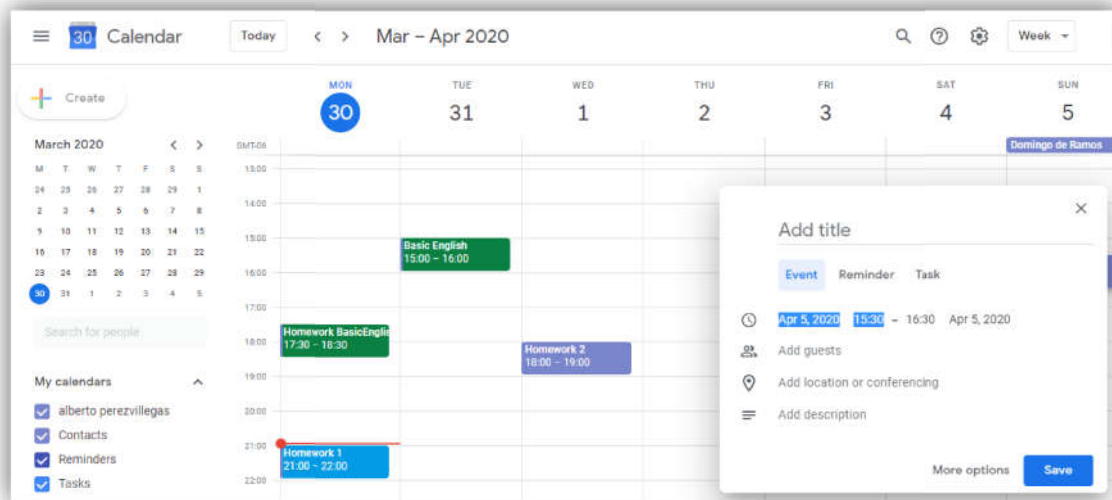
Google Calendar



This app can be found at the Google Play store, and it can be downloaded on any Smartphone device and also students can get access to it by going to the next link (calendar.google.com).

Once they logged into the app or website, they will see the next image where students can follow the next 2 simple steps:

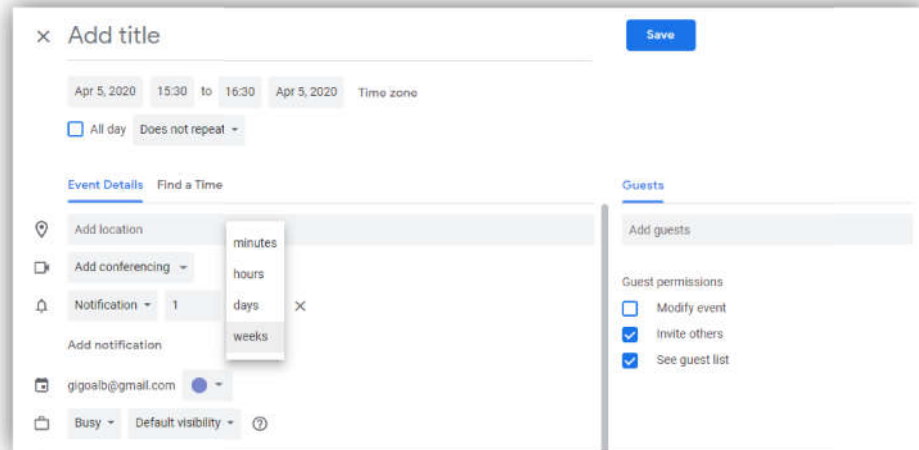
1- Click on the Plus sign and the next options will appear:



(Image taken for illustrative purposes from: <https://calendar.google.com/>)

Were basically, students can add the title of the Event, and then set up the day and time they want this reminder.

2- If they want to have a more personalized structure of the calendar they can click on the option “More options” and they will see the next screen:



(Image taken for illustrative purposes from: <https://calendar.google.com/>)

By doing this students will be able to have more personalized options in order to add the event, like for example adding a way to be notified about the event, like by a notification or an email. Also students can select how many minutes, hours, days or weeks before they can be reminded about the event.

## Metacognition

Plays an important role within knowledge having similarities with the Bloom's taxonomy, Flavell proposed three types of Metacognition knowledge Declarative knowledge—person knowledge," or understanding one's own capabilities. This type of metacognitive knowledge is not always accurate as an individual's self-assessment can easily be unreliable.

**Procedural knowledge:** Refers to the knowledge of how to perform a specific skill or task, and is considered knowledge related to methods, procedures, or operation of equipment. Procedural knowledge is also referred to as "Implicit Knowledge", or know-how. Including content (What do I need to know?) and length (How much space do I have to communicate what I know?).

**Strategy knowledge:** "Conditional knowledge," or one's ability to use strategies to learn information, as well as for adapting these strategies to new situations this is related to the age or developmental stage of the individual. For example, a

kindergartener can be taught strategies, but needs to be reminded to use them, such as sounding out words when learning to read. In contrast, an upper elementary student understands this strategy and knows when it will be effective under different circumstances.

**Metamemory:** It is knowledge of what memory is how it works, and how to remember things. These skills develop over time and improve more readily with instruction. An example of this would be students utilizing a pneumonic device or acronym to learn and easily recall information to prepare for a test.

### **Levels of knowledge**

**Factual knowledge:** Includes the basic elements that each student must know to become familiar with a discipline or solve problems in a given area (essential facts, terminology, details or elements).

**Conceptual knowledge:** Focuses on the interrelations between different basic elements (factual knowledge) within a larger knowledge structure that allows each student to operate with them together (classifications, principles, generalizations, theories, models or structures).

**Procedural knowledge:** Indicates how to do something and requires the student to put into operation research methods, criteria for using certain skills, algorithms, techniques and general methods.

**Metacognitive knowledge:** It is related to cognition in general, as well as to the conscious knowledge of how that learning process is learned and regulated (reflexivity and self-knowledge).

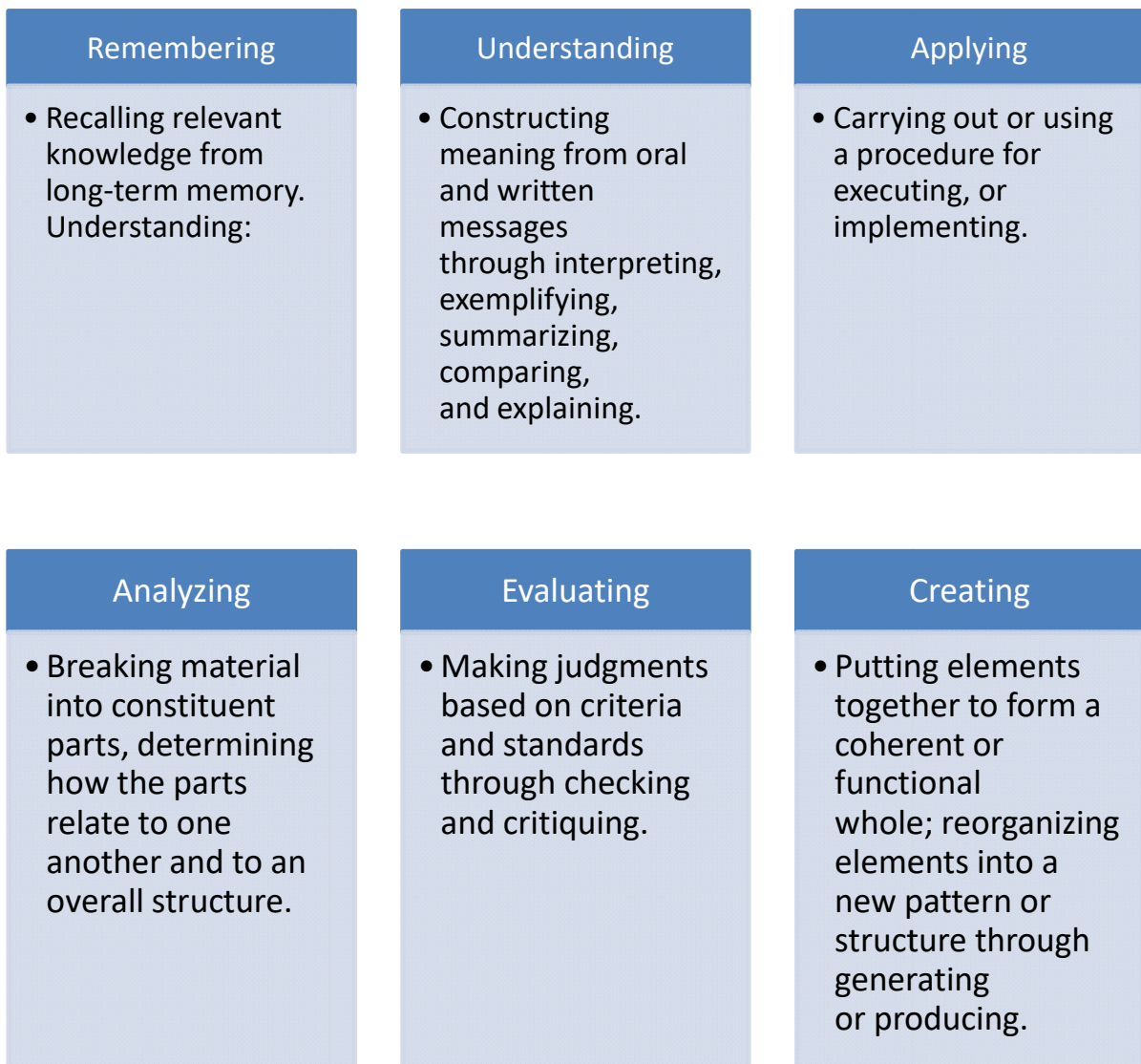
**Crossover learning:** The 2015 Innovating Pedagogy report highlights '*crossover learning*' as one of ten innovations that are on the brink of having a profound influence on education (Sharples et al., 2015). The concept of crossover learning

refers to a comprehensive understanding of learning that bridges formal and informal learning settings.

Over the next 2-5 years, the authors expect that traditional learning settings (school, university, professional development) will increasingly support learners in linking diverse learning events that connect the classroom with informal and incidental learning: *“These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn”*. (Sharples et al., 2015, p. 3). *This learning strategy will help students to improve their speaking and listening skills.*

## **Remembering**

The experts present according to the Bloom's Taxonomy is "To Remember", as the main of six steps modified by Former students of Bloom, Lorin Anderson by David R. Krathwohl in 2001, in which one of the key aspects of this revision is the change of the nouns of the original proposal to verbs, to mean actions corresponding to each category. Another aspect was, to consider the synthesis with a broader approach and to relate it to creating (considering that any synthesis is itself a creation); in addition, the sequence in which the different categories are presented was modified to accomplish the next learning objectives:



Another important contribution was in 2001 by Anderson & Krathwohl they emphasized levels of knowledge, three of which had already been stated by Bloom in 1956: factual, conceptual, procedural and metacognitive.

**Incidental Learning:** Is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces.

For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification.

However, it may trigger self-reflection and this could be used to encourage learners to reconceive what could otherwise be isolated learning fragments as part of more coherent and longer-term learning journeys. *This learning strategy will help students to improve their reading and listening skills.*

**Computational Thinking:** Is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging).

Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favorite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease.

The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings. The aim is not just to encourage children to be computer coders, but also to master an art of thinking that will enable them to tackle complex challenges in all aspects of their lives.

**CHAPTER V**

**CONCLUSIONS**

**AND**

**RECOMMENDATIONS**

## Conclusions

Thanks to this research, the research group was able to come up with the next conclusions. Firstly, it is highlighted the importance of having learning strategies to follow since this is crucial for improving learning process for students. In addition, this research demonstrated that students have very few knowledge of the learning strategies, on the other hand students that follow learning strategies will be helped to accelerate their learning process.

In any case, students that want to be successful learners have to find the most recent learning strategies, in order to have a large range of strategies and must use them more frequently to acquire the new language. According to the research group, this is going to help them by having an extended amount of strategies to follow and it will be up to them, to know which ones to use. Furthermore this is going to determine how fast or easy it will be for them to learn the new language.

After reviewing theories made by experts, it can be confirmed that strategies are made to help learners to expedite their learning process but this is going to be effective, if exist awareness and consistency on using strategies (Metacognition by Flavell). The effectiveness depends on practicing all the strategies they consider fit their needs (Experiential Learning Theory Kolb), disregarding the ones that will not make relevant impact on their learning process.

Finally, in order to succeed it is desirable for the research team, that another research group can coordinate and provide to new and old students the opportunity to know all these learning strategies and be able to increase their knowledge and the amount of strategies they can use. It will be very advantageous, if efforts can be combined between the foreign language department authorities, teachers and students to share all the advantages to follow learning strategies.



## **Recommendations**

Knowing that the main benefit is for students, as research group, we strongly consider they should be the most interested on following the next recommendations but also it is important to provide recommendations for teachers and for the authorities from the Foreign Language department since together efforts are going to be aligned to one direction. Here are presented the next recommendations:

### **For teachers:**

- To encourage students to introduce themselves to the learning strategies topic.
- To present to students an idea and benefits of the learning strategies given on this research, so they can learn how to expedite their learning process.

### **For students:**

- To seek knowledge as the main conductor of success.
- To read this research, and put into practice all learning strategies presented and see which ones are the most effective for them.
- To be committed to be constantly checking the progress of their own learning process.
- Share their knowledge with other students and propose more learning strategies in case they try something else that is not mentioned on this research that worked for them and might be useful for other students.

**For the authorities from the Foreign Language department:**

- To facilitate to students and teachers these strategies. So, a digital document can be shared with the most important aspects of this material and can be given to all students that are studying in the Foreign Language Department that want to expedite their learning process.
- To facilitate technologies and resources to students and teachers to give access to the different learning strategies presented in this research and others that are not mentioned that could be shared.

## Bibliography

- ❖ Andrews, T. (2012). What is social constructionism? *The Grounded Theory Review*, 11 (1). 39-46.
- ❖ Creswell, J.W. (2013). *Qualitative inquiry & research design: choosing among the five approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- ❖ Descriptive Case Study, August/2007-  
<http://www2.uiah.fi/projects/metodi/171.htm>
- ❖ [https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php)
- ❖ <https://academica.ues.edu.sv/>
- ❖ Social Constructivist Approach to Research -Theories, Frameworks and Research Design on July 9, 2013 by Odalis Ortiz.  
<https://blogs.baruch.cuny.edu/com9640epstein/?p=490>
- ❖ What is qualitative research? By the College of Nursing of the University of Utah - <https://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>
- ❖ Kelly, S. W., & Wilkin, K. (2006). A dual process account of digit invariance learning. *The Quarterly Journal of Experimental Psychology*, 59, 1664–1680.
- ❖ Kelly, S. W., Burton, A. M., Kato, T., & Akamatsu, S. (2001). Incidental learning of real world regularities in Britain and Japan. *Psychological Science*, 12, 86–89.
- ❖ Marswick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 89, 25–34.
- ❖ McGeorge, P., & Burton, A. M. (1990). Semantic processing in an incidental learning task. *Quarterly Journal of Experimental Psychology*, 42, 597–609.
- ❖ Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education*. John Wiley & Sons.

- ❖ Gerber, H. R., Abrams, S. S., Curwood, J. S., & Magnifico, A. M. (2016). *Conducting qualitative research of learning in online spaces*. SAGE Publications.
- ❖ Kop, R., & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past?. *The International Review of Research in Open and Distributed Learning*, 9(3).
- ❖ Mackey, J., & Evans, T. (2011). Interconnecting networks of practice for professional learning. *The International Review of Research in Open and Distributed Learning*, 12(3), 1-18.
- ❖ Panke, S., & Seufert, T. (2013). What's educational about open educational resources? Different theoretical lenses for conceptualizing learning with OER. *E-Learning and Digital Media*, 10(2), 116-134.
- ❖ Sharples, M., Adams, A., Alozie, N., Ferguson, R., FitzGerald, E., Gaved, M. & Roschelle, J. (2015). *Innovating Pedagogy 2015: Open University Innovation Report* (4).
- ❖ Siemens, G. (2014). Connectivism: A learning theory for the digital age.
- ❖ Verhagen, P. (2006). Connectivism: A new learning theory.
- ❖ <https://www.quickanddirtytips.com/health-fitness/mental-health/how-to-deal-with-people-who-talk-too-much>
- ❖ <https://blogs.windows.com/devices/2014/10/08/50-best-apps-windows-phone/>
- ❖ <https://www.google.com/search?q=university+students+in+classroom&tbm=isch&hl=en&ved=2ahUKEwixkeqb-8LIAhVPIVkkHZoSBqgQrNwCegUIARDzAQ&biw=1349&bih=657#imgrc=KX-Q-TmCPYu8jM>
- ❖ [https://www.google.com/search?q=trabajo+de+campo+estudiantes&sxsrf=ACYBGNQtt8aw6dFZ\\_dR6-ouYDcNWqXPBAw:1572403826858&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjv96vc\\_MLIAhXOq1kKHcoyAuYQ\\_AUIEigB&biw=1366&bih=657#imgrc=gcnx8k8y2L\\_mtM](https://www.google.com/search?q=trabajo+de+campo+estudiantes&sxsrf=ACYBGNQtt8aw6dFZ_dR6-ouYDcNWqXPBAw:1572403826858&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjv96vc_MLIAhXOq1kKHcoyAuYQ_AUIEigB&biw=1366&bih=657#imgrc=gcnx8k8y2L_mtM)
- ❖ <https://www.denverspanishhouse.com/node/65>, Theories of Language Learning Direct Method/Berlitz Method of language learning, by Nikki , 2007.
- ❖ <https://tips.uark.edu/using-blooms-taxonomy/Using Bloom's Taxonomy to Write Effective Learning Objectives> by jshabatu | Mar 19, 2018
- ❖ <http://eduteka.icesi.edu.co/articulos/TaxonomiaBloomCuadro> La Taxonomia de Bloom y sus Actualizaciones Juan Carlos López García Sep 2002 Conceptual map of Metacognitive strategy.

# **ANNEXES**

## Instruments

### CANVASS



UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE LENGUAS EXTRANJERAS

### Sondeo

**Tema:** Propuesta de las estrategias de aprendizaje más recientes que podrían acelerar el proceso de aprendizaje de un Idioma Extranjero para los estudiantes que cursan Inglés Básico Intensivo en el departamento de lenguas extranjeras de la Universidad de El Salvador.

**Objetivo:** Conocer si los estudiantes que cursan la materia de Inglés Básico Intensivo saben las estrategias y su aplicación correcta con el propósito de adquirir un Idioma Extranjero de manera más eficaz.

**Sexo:** Femenino\_\_\_ Masculino\_\_\_ Edad \_\_\_

1- ¿Sabe usted en qué consisten las estrategias de aprendizaje?

Sí\_\_\_ No\_\_\_

Explique:

---

---

2- ¿Ha tomado usted algún curso de inglés anteriormente?

Sí\_\_\_ No\_\_\_

Si su respuesta es afirmativa: ¿hace cuánto y durante cuánto tiempo duro el curso que recibió? \_\_\_\_\_

3- ¿Sabe usted que es ser autodidacta?

Sí\_\_\_ No\_\_\_

Explique: \_\_\_\_\_  
\_\_\_\_\_

4- Utiliza usted alguna estrategia de aprendizaje para aprender un idioma extranjero?

5- ¿Cuánto tiempo dedica a estudiar en casa durante el día?

- a) Nunca      b) ½ a 1 hora      c) 2 a 3 horas      d) 3 o más

6- ¿Con que frecuencia estudia en casa durante la semana?

- a) Nunca      b) 1 o 2 días      c) 3 o 4 días      d) Diariamente

7- ¿En cuál de las siguientes cuatro destrezas considera usted que necesita refuerzo?

- a) Hablar      b) Escuchar      c) Escribir      d) Leer

Especifique: ¿Porqué considera que necesita refuerzo? \_\_\_\_\_

---

8- ¿Tiene usted acceso a los medios tecnológicos?

- a) Smartphone \_\_\_ Computadora \_\_\_ Tablet \_\_\_  
b) ¿Tiene acceso a internet?: Si \_\_\_ No \_\_\_  
c) El acceso a internet lo tiene en su: Casa: \_\_\_ Universidad \_\_\_ Otros \_\_\_

9- ¿Se hace usted autoevaluaciones?

- a) Nunca      d) Diariamente      b) 1 vez a la semana      c) Otros \_\_\_\_\_

10- ¿Cuáles de las siguientes actividades considera usted que le ayudaría a adquirir un nuevo idioma?

| Actividades                       | Si | No | ¿Con que frecuencia? |         |         |
|-----------------------------------|----|----|----------------------|---------|---------|
|                                   |    |    | Nunca                | A veces | Siempre |
| Ver Videos                        |    |    |                      |         |         |
| Escuchar música                   |    |    |                      |         |         |
| Leer libros, revistas, blogs etc. |    |    |                      |         |         |
| Conversar con otra persona        |    |    |                      |         |         |
| Utilizo una App                   |    |    |                      |         |         |

11- ¿Considera usted de importancia tener una propuesta con las estrategias más recientes de aprendizaje para poder aprender una lengua extranjera?

Sí \_\_\_ No \_\_\_

**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD DE CIENCIAS Y HUMANIDADES**  
**DEPARTAMENTO DE LENGUAS EXTRANJERAS**



**Entrevista**

**Tema:** Propuesta de las estrategias de aprendizaje más recientes que podrían acelerar el proceso de aprendizaje de un Idioma Extranjero para los estudiantes que cursan Inglés Básico Intensivo en el Departamento de Idiomas Extranjeros de la Universidad de El Salvador.

**Objetivo:** Conocer la opinión de un experto sobre cuáles son las estrategias de aprendizaje utilizadas para acelerar el proceso de aprendizaje de un idioma extranjero fuera del campus de la Universidad de El Salvador.

**Indicaciones:** La información que brinde a continuación será utilizada para fines de la investigación sin ánimos de lucro propio ni de terceros, aseguramos que se conservara el anonimato en todo momento; por lo tanto agradecemos que responda a cada una de las siguientes preguntas de la manera más honesta, ya que su aporte es muy valioso para el desarrollo de la investigación y el cambio que queremos general en la realidad.

1. ¿Cuáles considera usted que son las estrategias recientes que podrían influenciar el proceso de aprendizaje de un idioma extranjero a los estudiantes de nivel básico?
  
2. Según su criterio ¿Cómo describe las estrategias de aprendizaje más efectivas de las cuales los estudiantes de nivel básico pueden hacer uso para adquirir un idioma extranjero?



## INTERVIEW 1

1. ¿Cuáles considera usted que son las estrategias recientes que podrían influenciar el proceso de aprendizaje de un idioma extranjero a los estudiantes de nivel básico?

| Respuesta   | Nivel 1 (transcripción )   | Nivel 2 ( Reflexión)   |
|---|--|--|
| <p>Muy bien. Yo considero que entre las estrategias de aprendizaje para aplicar en un nivel básico esta: el método comunicativo, ya que este permite el uso del idioma extranjero dentro y fuera del salón de clases. También podemos mencionar la tendencia constructivista donde el estudiante trabaja basado no solo en contenidos, sino que también la aplicación de dichos contenidos en la vida diaria. Por otra parte tenemos el principio de Kolbs, el cual se trata de un aprendizaje experimental y que si el estudiante aprende o realiza una simulación dentro del aula podrá llevarlo a cabo en una situación real en su vida diaria. Y por último puedo mencionar la Neurociencia la cual es un campo científico emergente que junta las investigaciones de la neurociencia cognitiva, la neurociencia del desarrollo cognitivo, psicología, tecnología educativa. Con esta nueva tendencia se espera trabajar la parte cognitiva con los estudiantes para que estos puedan desarrollar el aprendizaje tomando en cuenta nuestras neuronas.</p> | <p>Dicha respuesta hace referencia a los diferentes métodos de aprendizaje:</p> <ul style="list-style-type: none"> <li>• Metodo communicative</li> <li>• Metodo constructivista</li> <li>• La teoría de Experiencial de Kolbs.</li> <li>• Neurociencia.</li> </ul> | <p><b>Método comunicativo.</b><br/>El <b>método comunicativo o enseñanza comunicativa</b> de la lengua (en <b>inglés</b>, Communicative Language Teaching, CLT) es un enfoque en la <b>enseñanza</b> de idiomas en el que se da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de una lengua.</p> <p><b>Método constructivista</b><br/>Cada persona construye su realidad y sus conocimientos. Florez (1994) señala que el objetivo final del constructivismo es contribuir con el desarrollo personal del ser humano y humanizarlo.</p> |

**2. Según su criterio ¿Cómo describe las estrategias de aprendizaje más efectivas de las cuales los estudiantes de nivel básico pueden hacer uso para adquirir un idioma extranjero?**

| Respuesta   | Nivel 1 (transcripción )   | Nivel 2 ( Reflexion)   |
|---|--|--|
| <p>Yo considero que con niveles Básico se puede empezar usando la teoría del Comportamiento donde pueden repetir el nuevo vocabulario, donde se les pide memorizar, describir, mencionar, identificar, listar etc. Y según la Taxonomía de Bloom el estudiante básico puede hacer cierto manejo del Idioma Extranjero que se aprende algunas de las cosas que puede hacer son Nombrar, Nominar Mostrar, Recitar, Recordar, Registrar, Relatar, Repetir, Reportar, Reproducir, Rotular etc. Por otra parte de acuerdo al Marco Común Europeo un Nivel Básico A 1 debería de ser capaz de los siguientes aspectos. Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar. Basados en esa descripción es que podemos seleccionar las estrategias efectivas para ellos</p> | <p>La respuesta hace referencia a la teoría del comportamiento, la cual ayuda al estudiante de nivel básico a aprender nuevo vocabulario, haciendo uso de repeticiones, memorizándolo etc. De igual forma realza la importancia de conocer la Taxonomía de Bloom y el Marco Europeo para las lenguas de aprendizaje. Con el propósito de evaluar el progreso del aprendizaje en el estudiante.</p> | <p><b>El Marco Común Europeo de Referencia para las lenguas: aprendizaje, enseñanza y evaluación (MCER)</b> es un estándar que pretende servir de patrón internacional para medir el nivel de comprensión y expresión orales y escritas en una lengua.</p> <p><b>Teoría del comportamiento:</b> El aprendizaje es considerado como una simple asociación estímulo- respuesta. El individuo aprende a conocer la realidad objetiva a través de los sentidos, pero el estudiante es considerado como un ser pasivo, que solo reacciona a estímulos medioambientales.</p> <p>La <b>taxonomía de Bloom</b> fue diseñada por Benjamín <b>Bloom</b> en 1956. El objetivo de esta teoría es que después de realizar un proceso de aprendizaje, el alumno adquiera nuevas habilidades y conocimientos. Los niveles de la <b>taxonomía de Bloom</b> son: conocer, comprender, aplicar, analizar, evaluar y crear.</p> |

## INTERVIEW 2

### 1. ¿Cuáles considera usted que son las estrategias recientes que podrían influenciar el proceso de aprendizaje de un idioma extranjero a los estudiantes de nivel básico

| Respuesta  | Nivel 1<br>(Transcripción )  | Nivel 2 ( Reflexión)   |
|--|--|--|
| <p>Yo siento que uno tiene que hacer bastante énfasis en el hecho que tienen tecnología, no hay estudiante bueno la mayoría, acá en la Nacional como son tantos y como es un background un poquito más, ehh el estatus social un poquito más bajo, hay algunos que avece uno no cree que exista gente que todavía no tenga Smartphone, pero hay gente que no. Aja una muchacha me dijo que no tenía laptop, porque ahora como todo es tecnología ehh uno tiende a creer que todo el mundo está comunicado siempre, pero la mayoría si, la mayoría tienen más que todo los más jóvenes yo creo que la mayoría tiene uno aunque no sea de la última generación, Smartphone de la última generación pero tiene algo, entonces yo a veces les digo que tanto usan el teléfono que lo usen para buscar más de alguna palabra. Para que usara el teléfono, entonces a la gente ahora últimamente les gusta bastante, estar en tecnología usar la tecnología ay todo eso, entonces yo lo que les digo es un dicho si ustedes no quieren andar cargando un diccionario francés por ejemplo porque es gastar dinero y también uno tiene que andarlo en el bolsón, y a veces uno anda bastantes libros, dos libros de una o dos materias que recibe el mismo día, y puede ser que el libro sea grande. Y así entonces muchas excusas para no tener un diccionario por ejemplo le</p> | <p>Según el criterio de la entrevistada, las estrategias de aprendizajes se convierten en recientes al ser acompañadas del uso de la tecnología. Debido a que las teorías que son utilizadas para adquirir un nuevo idioma como por ejemplo "Teoría experiencial" son muy eficaces y pueden ser acompañadas mediante el uso de dispositivos tales como: Computadora, Smartphone, Tablet etc. Así mismo el uso de aplicaciones como Duolingo, Netflix, YouTube etc.</p> | <p><b>Tecnología educativa:</b> Así se le denomina al conjunto de conocimientos, aplicaciones, y dispositivos que permiten la aplicación de las herramientas tecnológicas en el ámbito de la educación. Gracias a la tecnología educativa, los docentes pueden planificar el proceso de aprendizaje y optimizar la tarea de enseñanza. Esto es posible gracias al uso de recursos técnicos tales como computadora, Smartphone, Tablet y así mismo el uso de aplicaciones tales como Duolingo, Netflix etc.</p> <p><b>Con lo que se busca:</b></p> <ul style="list-style-type: none"> <li>*Adaptar la educación por completo a la actualidad, estando acorde con la era tecnológica en la que vivimos.</li> <li>*Permite al docente tener a su disposición una amplia lista de recursos y herramientas sobre los cuales sustentar su explicación de un tema en específico.</li> <li>* Da oportunidad al alumno de entender mejor el contenido que se ha visto en la clase ya que todo es más visual e interactivo.</li> <li>*Permite al estudiante ahondar en las temáticas e incluso reforzarlas.</li> <li>*Es de fácil acceso.</li> </ul> |

“Petit Robert” pero son así son gruesos entonces ehh yo les digo descarguen una aplicación y por ejemplo cuando llegue a francés Avanzado habían unos que no tenían y yo les decía descarguen una aplicación y allí busquen el significado de las cosas pues cuando no entienden algo, entonces hacerles ehh énfasis en eso decirles tal vez que existen videos en YouTube, hay gente que le gusta reforzar así, buscar videos en YouTube así me decían algunos de hecho de los que tenía en la UCA (yo busque en YouTube) como era la cosa y así aprendí, entonces eh es bueno porque uno les expone primero al tema entonces ellos ya saben un poquito por ejemplo ya pueden usar el tema para buscarlo en YouTube, para que les aparezca un video que sientan que les explique bien y mas también porque hay gente que explica en español entonces al principio para que no se sientan tan aterrorizados por el idioma entonces siento que eso puede ayudar, así mismo aplicaciones como Duolingo que hay una niña que me decía al menos yo aprendí lo básico del francés a decir “Bonjour, j’ai m’appelle” porque yo estuve en un curso de Duolingo. Entonces o algunas aplicaciones que tienen por ejemplo palabra del día, allí se va aprendiendo una palabra por día, más que todo Duolingo tiene eso. Entonces más que todo serian como parecido porque aja el hecho de leer. Lo tradicional seria leer un libro y encontrar información allí, tener un cuaderno de vocabulario aparte donde uno tenga todo el vocabulario, pero también pueden hacer eso

tenerlo en el teléfono buscar, ahora que esta Netflix buscar series, eso es lo que le digo a una muchacha que me decía teacher que serie puedo ver para aprender inglés y yo le digo "Friends" que está en Netflix. Y allí ver más o menos verdad y también cuando ya cuando van avanzando una de las cosas que me ayudo bastante a mí, fue ver para aprender el listening para practicar el listening verlo en inglés con subtítulos en inglés entonces uno se siente más en confianza porque a veces a uno se le va porque uno escucha y no sabe que palabra se dijo pero a veces cuando uno la ve escrita uno se acuerda que vio esa palabra tal vez no se acuerde demasiado pero yo se que esa palabra la conozco entonces aja, enfocarse más a la tecnología porque como está diciendo en si la teoría a pesar que ya tiene 30 años no es mala es cierto a los estudiantes uno tiene que crear un ambiente en el que tengan que utilizar el segundo idioma ya sea francés o inglés de la manera más real posible, pero también se puede adaptar un poco a veces escuche en una actividad en la UCA unos profesores que decían que ellos se podían grabar y para leyendo algo para ver cómo van mejorando aja entonces le mandaban a él en WhatsApp por ejemplo mire y que tal y el los escuchaba entonces usar esas tecnologías usar siempre las tecnología bases pero siempre usando algo más moderno.

2. Según su criterio ¿Cómo describe las estrategias de aprendizaje más efectivas de las cuales los estudiantes de nivel básico pueden hacer uso para adquirir un idioma extranjero?

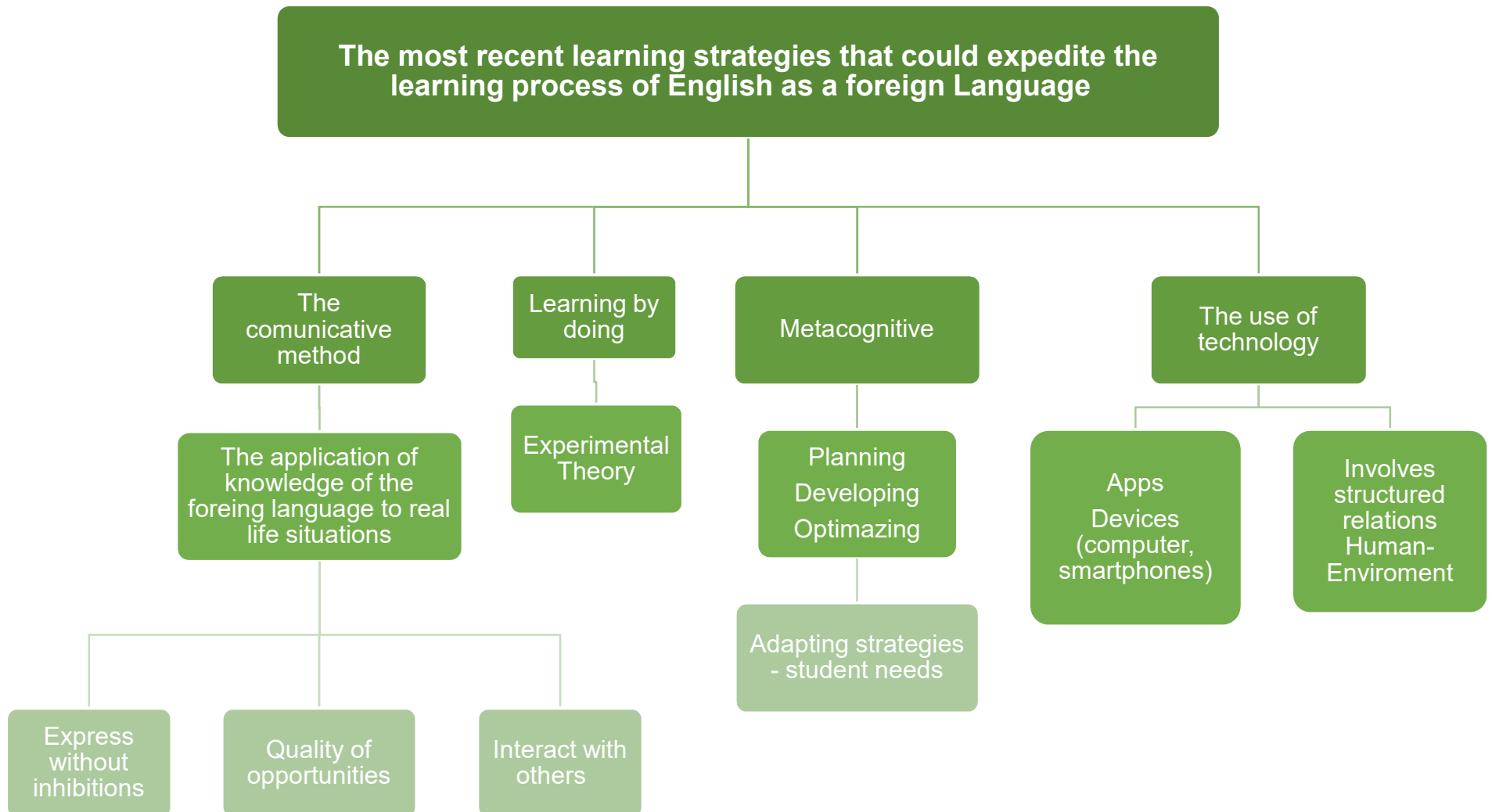
| Respuesta  | Nivel 1<br>(Transcripción )  | Nivel 2 ( Reflexión)   |
|--|--|--|
| <p>Algunas de las estrategias que se pueden utilizar, de las más comunes son: llevar un cuaderno de vocabulario, cualquiera, cualquier palabrita que encuentren ehh que sea nueva la pueden anotar y buscar ellos mismo el significado. Porque a veces eso es lo que pasa es que ellos quieren, en nivel básico todos están siempre como “teacher” ¿y esto que significa? o “mademoiselle” y ¿esto qué es? Y yo encuentro que es más, ehh en esos niveles alguna gente dice que la teoría que uno tiene que dejar que descubran ellos solos, el problema o desafío que tenemos los profesores es que no hay demasiado tiempo para cubrir todos los contenidos , entonces uno no puede estar esperando que ellos descubran, eh así de una manera bien inductiva. Entonces lo que yo siento en esos casos en nivel básico estaría bien utilizar la lengua materna en este caso el español, entonces que ellos tengan un cuaderno de vocabulario donde todavía utilicen la traducción en español, pero que ellos busquen la traducción, porque todo el esfuerzo de buscar aunque sea a través de una aplicación uno recuerda haberla buscado y recordar que esa era la traducción. Por descubrimiento propio todavía a pesar de que no es. A pesar que todavía se esté utilizando el español ehh, también siento que ayuda una de las cosas que ayuda pero que frustra a veces, “escuchar el idioma ya sea francés o inglés”. Pero escucharlo, solo escucharlo, comenzar a acostumbrarse a la música del idioma porque es diferente, pero a veces se frustran entonces se, como decirlo se, se desaniman de allí en el caso de francés lo que siento que si ayuda bastante es hacer planas de las</p> | <p>La respuesta hace referencia a las diferentes estrategias de aprendizaje con diferentes enfoques. También menciona que todos los estudiantes son diferentes y es importante hacer buen uso de las estrategias de aprendizaje.</p> <ul style="list-style-type: none"> <li>• <b>Enfoque inductivo:</b> Este método puede ser efectivo con niveles básicos y con cierto tipo de estudiantes jóvenes. Permite a los estudiantes enfocarse en el uso y no en las reglas y terminología complejas.</li> <li>• <b>Enfoque comunicativo:</b> ya que hace referencia al exponer a los estudiantes a situaciones de la vida reales para que ellos pueden interactuar entre sí.</li> </ul> | <p><b><u>El método de enfoque directo, llamado también de enfoque natural o inductivo,</u></b> Fue desarrollado por <u>Gouin Françoise y Maximilian Berlitz. A través de este enfoque se busca que los estudiantes se comuniquen en inglés, y para ello deben aprender a pensar en esta lengua.</u></p> <p>Método comunicativo: Este enfoque de <b>aprendizaje del inglés como lengua extranjera</b> surge en la década de 1970 como una propuesta muy novedosa. Tiene mayor importancia el aspecto funcional de la lengua a aprender (en este caso el inglés), las intenciones comunicativas, y no tanto las formas lingüísticas; esto quiere decir que se basa y prioriza la comunicación antes que la gramática. Está basado fundamentalmente en el</p> |

conjugaciones el tener un cuadernito de vocabulario y otro de conjugaciones entonces ir allí, haciendo las planas porque solo así se quedan de tanto repetir, repetir y repetir. Y también en cuanto al vocabulario independientemente siento que es bueno tener un cuaderno de vocabulario pero uno también como profesor y allí vemos lo de la teoría de Kolb es intentar e que ellos, porque el vocabulario mucho puede estar allí y tener una gran lista de vocabulario y en realidad no saber qué significan esas palabras e intentar usar ese vocabulario en contexto, entonces hacer actividades que vayan más, más ligadas a situaciones de la vida real que puedan poner en práctica el vocabulario que han aprendido en algo que si van a utilizar en la vida real, porque si ellos dicen esto lo voy a vivir en algún momento de mi vida, entonces dicen ahh tengo que aprendérmelo. Por ejemplo es un pequeño experimento que de hecho hoy voy a tener los resultados en la tarde en la UCA, algo que ellos pueda ser que vivan es ordenar en un restaurante “ir a un restaurante y pedir comida” ese es el oral, yo seré la mesera y ellos serán los customers y van a tener que decir quiero esto quiero esto otro. Y eso es algo de la vida real no es como que me voy a aprender ese vocabulario y solo lo voy a reescribir en un examen o voy a match en un examen pero lo están utilizando, entonces eso siento que es bastante importante, aunque sean lecturas chiquitas para que ellos comiencen a identificar las estructuras gramaticales pero de materia sutil no diciéndoles esto es sujeto y predicado y así. Si no es para que vayan viendo y así de tanto ver una estructura como que a uno se le queda y también lo del vocabulario si uno lee más hay más chance de que uno encuentre la misma palabra y la recuerde.

entendimiento de que la lengua es más que un sistema de hábitos formados a través de la repetición mecánica; para ello, enfatiza el uso del lenguaje de manera apropiada y certera en las diversas situaciones y en la solución de problemas y ejercicios, así como en la libertad del alumno para resolver estas interrogantes, sin tanto control directo del profesor.

Combina la teoría conductista del hacer y aprender con sentido y significado, la cognitivista del pensar y la humanista del sentir empatía y afecto por el ambiente de aprendizaje.

The following diagram made by the research group is being shown the different learning strategies estudents can use to expedite the learning process of English as foreign Language.





*The following diagram made by the research group is being presented the most effective learning strategies that students can use in order to acquire EFL*

