

Naturally occurring language learning strategy instruction (LLSI) in an advanced EFL classroom

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- Background information
 - Pilot
 - The study – aim, data analysis, research questions
 - Findings
 - Discussion/conclusion

Background information

- Plonky's review (2019) – LLSI studies were mainly **quantitative** and **focused on the learner**
- So-far LLSI studies that focused on the teacher – quantitative, strategy categories teachers promote (Psaltou-Joycey et al., 2017, 2018; Psaltou-Joycey, Penderi & Gavriilidou, 2016):
 - cognitive and metacognitive strategies most promoted
- **little is known about teachers' LLS instructional practices** –how they are presented and practised (Chamot & Harris, 2019; Psaltou-Joycey, et al., 2018)
- Naturalistic evaluations of such are desirable (Hassan et al., 2005)

Background information

Student teachers:

What do I need to do? How do I do it? What should I say to my students?

- Dialogic episodes (e.g. Macaro, 2001)
- Teacher's Guide (Psaltou-Joycey et al., 2015); guidelines (Psaltou-Joycey, 2019)

The present study therefore attempts

- to broaden our understanding of the practical application of an L2 strategy instruction in an adult EFL classroom

Pilot

- 4 lessons recorded – a bilingual high school in Warsaw
- Aim – reliability of data collection through natural observation (Chaudron, 2003);
the length of the recorded material

Pilot

Findings:

- evidenced only 1 event that would suggest LLSI
- Limited quality of recording

Therefore:

- Longer period of recording (RQs)
- Two recording devices – attached to the teacher and with the researcher (different types of interactions, dynamic nature of LLSI, Coyle, 2019)
- Video recording (to capture ‘potentially unintelligible linguistic information’, Chaudron, 2003: 766) – observational notes

The study

- 10 adult learners (aged 31 to 55) with advanced English language skills (B2+- C1; CEFR)
- Course – pre-preparatory for CAE exam (30 60-min lessons); facilitated by a private FL school in Warsaw
- Teacher – a female, a Polish native speaker, with an MA degree in teaching EFL and more than 10 years of teaching experience
- Minimal information about the research aim was revealed to the participants – observation for dialogic episodes

The study

Aim – to investigate LLSI that occurs naturally in an EFL advanced adult classroom

RQs:

1. How frequent will LLSI be?
2. What language skills will it concern?
3. What forms will it take?
4. What model(s) will it represent?
5. Will there be any evidence of the effect of LLSI?

Data analysis

- material for analysis – recordings (the entire course) and observational notes
- 3 course cycles (CC1, CC2, CC3 – each 10 lessons)
- mixed-methods approach

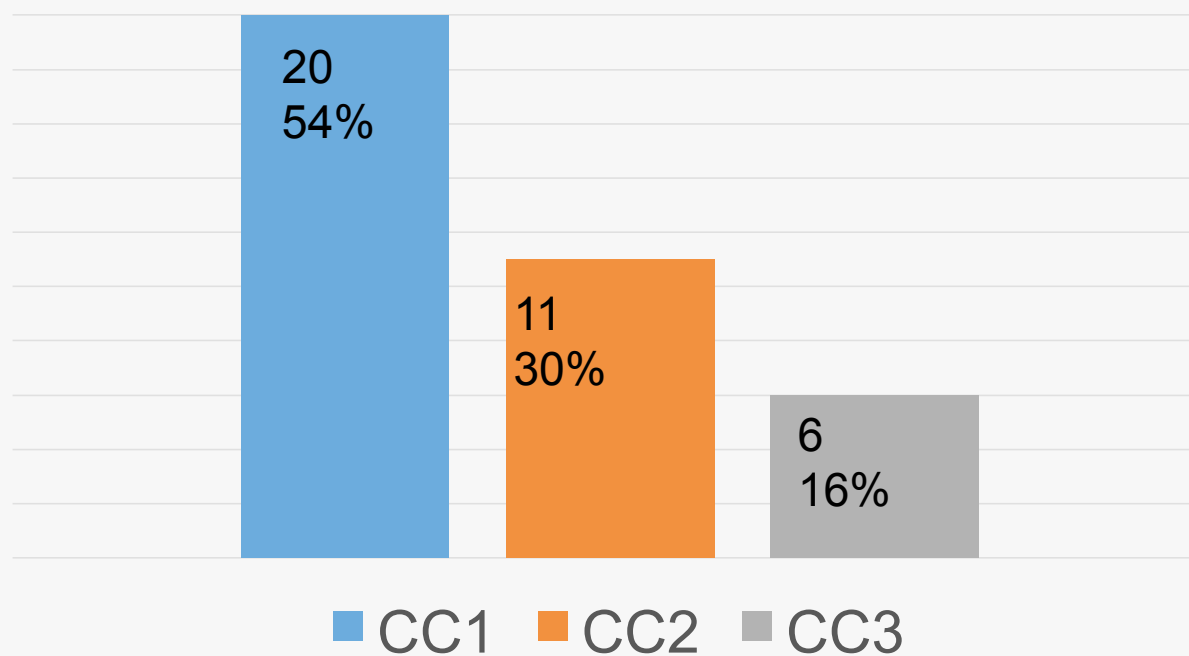
LLSI event – a dialogic episode that indicated strategy instruction
the eligibility criteria – at least one of the essential four elements of strategy instruction listed by Rubin et al. (2007) and some degree of explicitness (the scale proposed by Magnusson et al., 2019: 194)

- Coding – two separate occasions and an external verifier

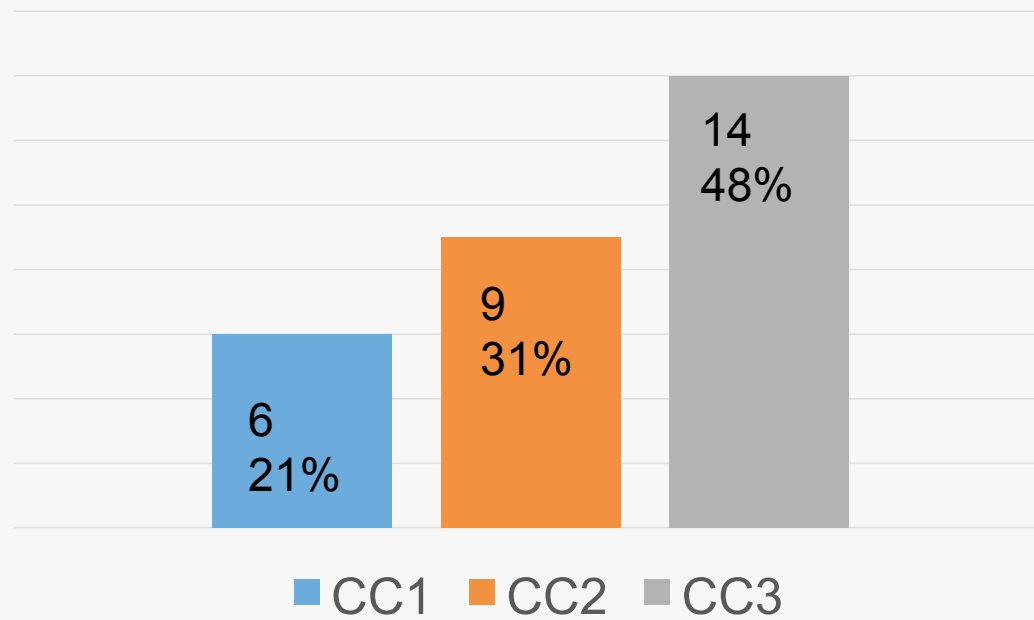
Findings

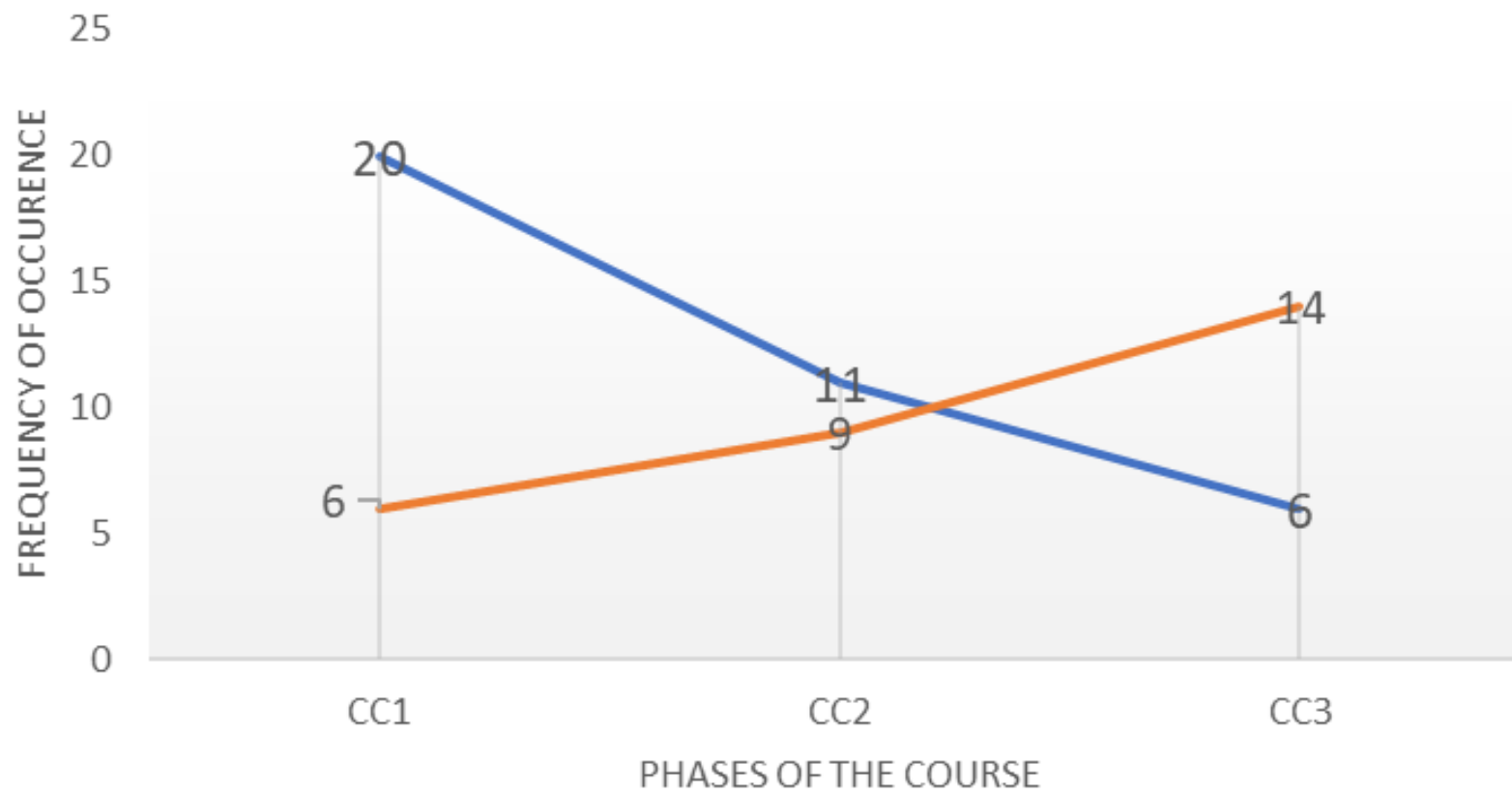
Frequency (RQ1)

37 LLSI (5.5% of the entire corpus)



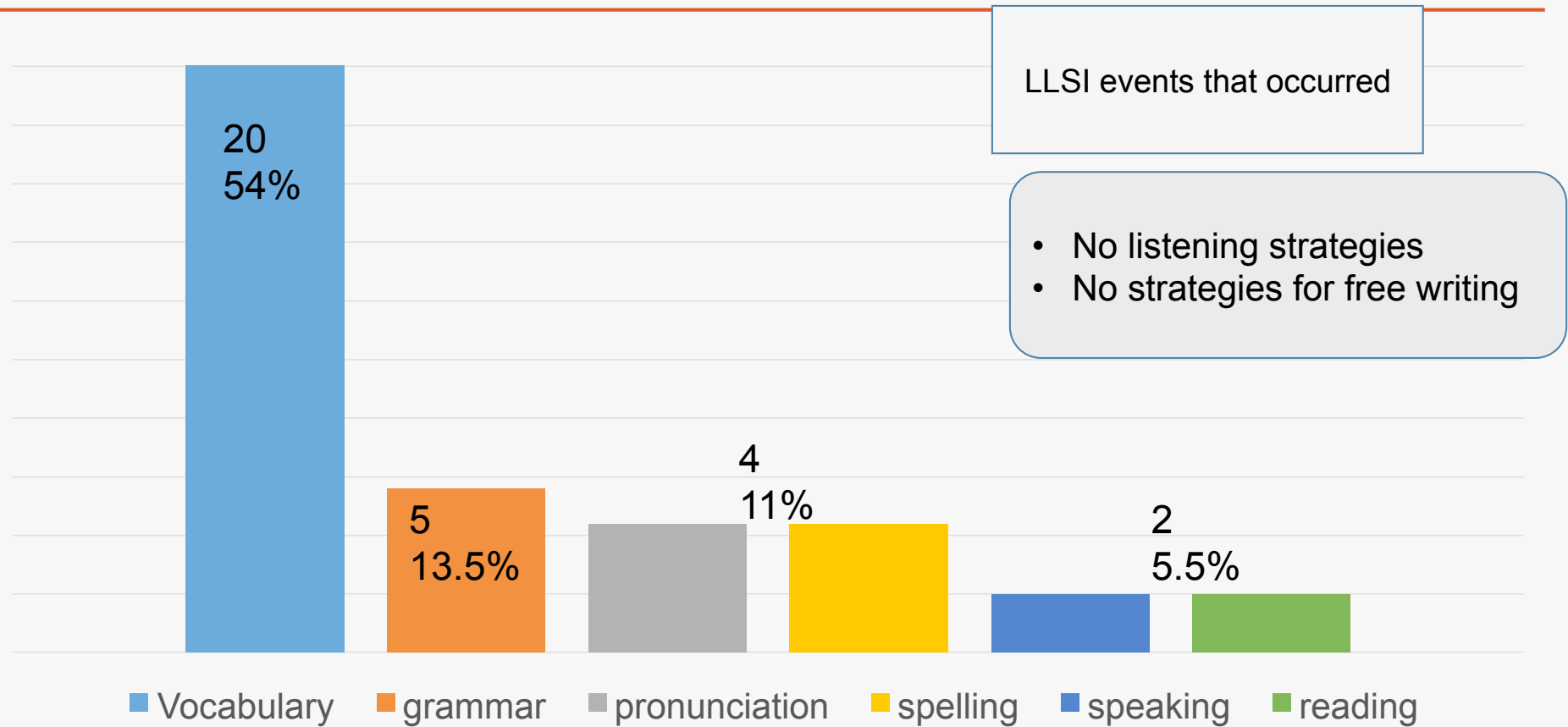
29 potential LLSI events



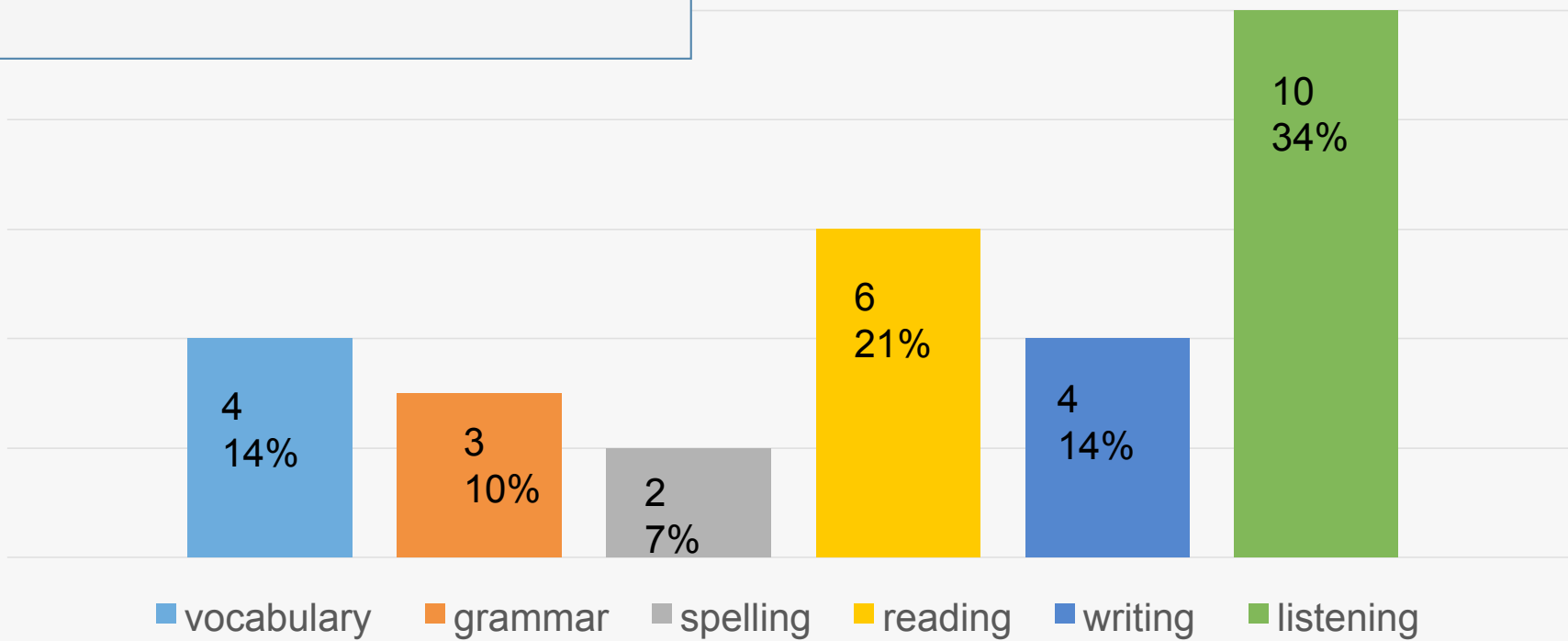


— identified LLSI events — Potential LLSI events

Language skills (RQ2)



LLSI events that could have occurred



Forms of LSSI (RQ3)

- Interaction type (Coyle, 2019)
- Degree of explicitness (Gu, 2019; Harris, 2019; Magnusson et al., 2019)
- Presence of the essential elements of LLSI (Macaro, 2019; Rubin et al., 2007)
- Strategy category (O'Malley & Chamot, 1990; Oxford, 1990; Wenden & Rubin, 1987)

Interaction type

Teacher-Student (T-S) – 12 (32.5%)

Teacher-Whole class (T-W) – 12 (32.5%)

Teacher-Group of students (T-G) – 9 (24%)

Between Students (S-S) – 4 (11%)

Degree of explicitness

1 little explicit instruction (EI)	Reference to a strategy without discussion of why or when to use them
2 limited EI	Introduction of a strategy or prompting the use of a strategy
3 some EI	Provision of explicit, but limited, instruction about a strategy, including the discussion how to use it
4 strong EI	Provision of explicit and detailed instruction about a strategy, including how, and often why or when, to use them

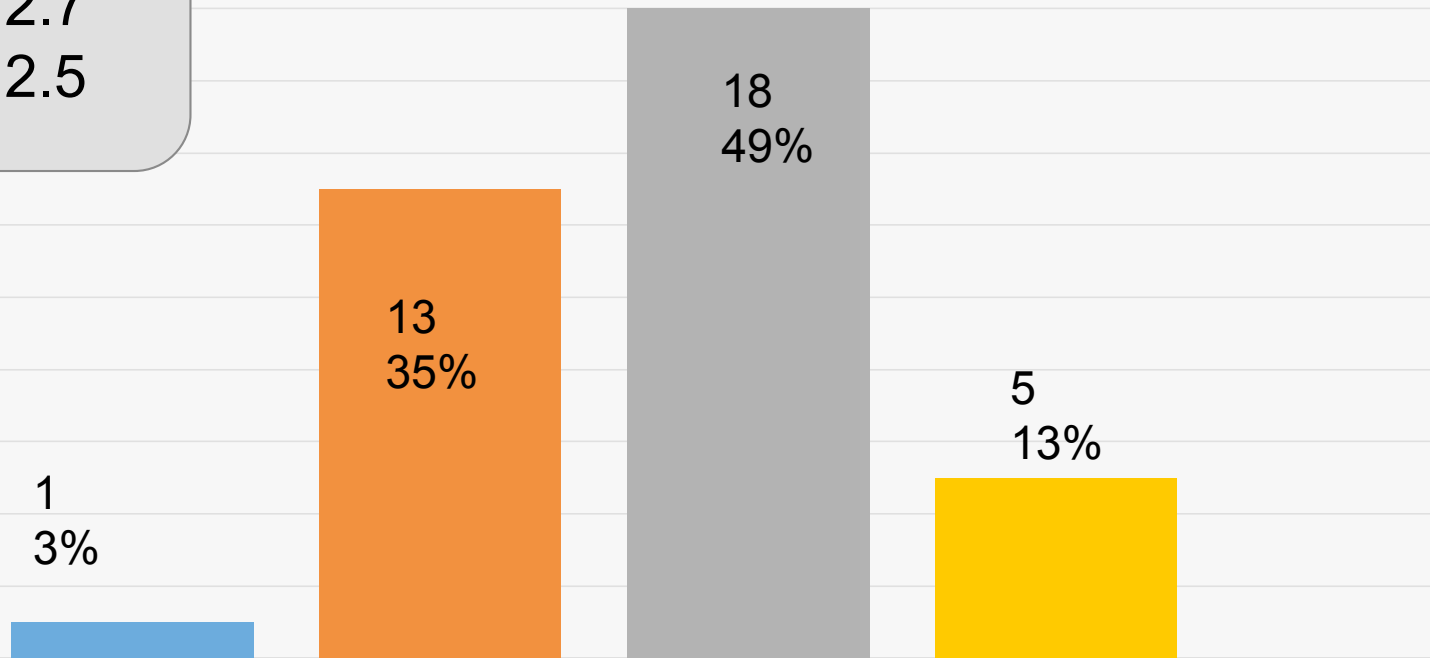
Based on the PLATO Rubric for the Strategy Use and Instruction Element
(Magnusson et al., 2019: 194)

CC1 – 2.8

CC2 – 2.7

CC2 – 2.5

$p=0.690$

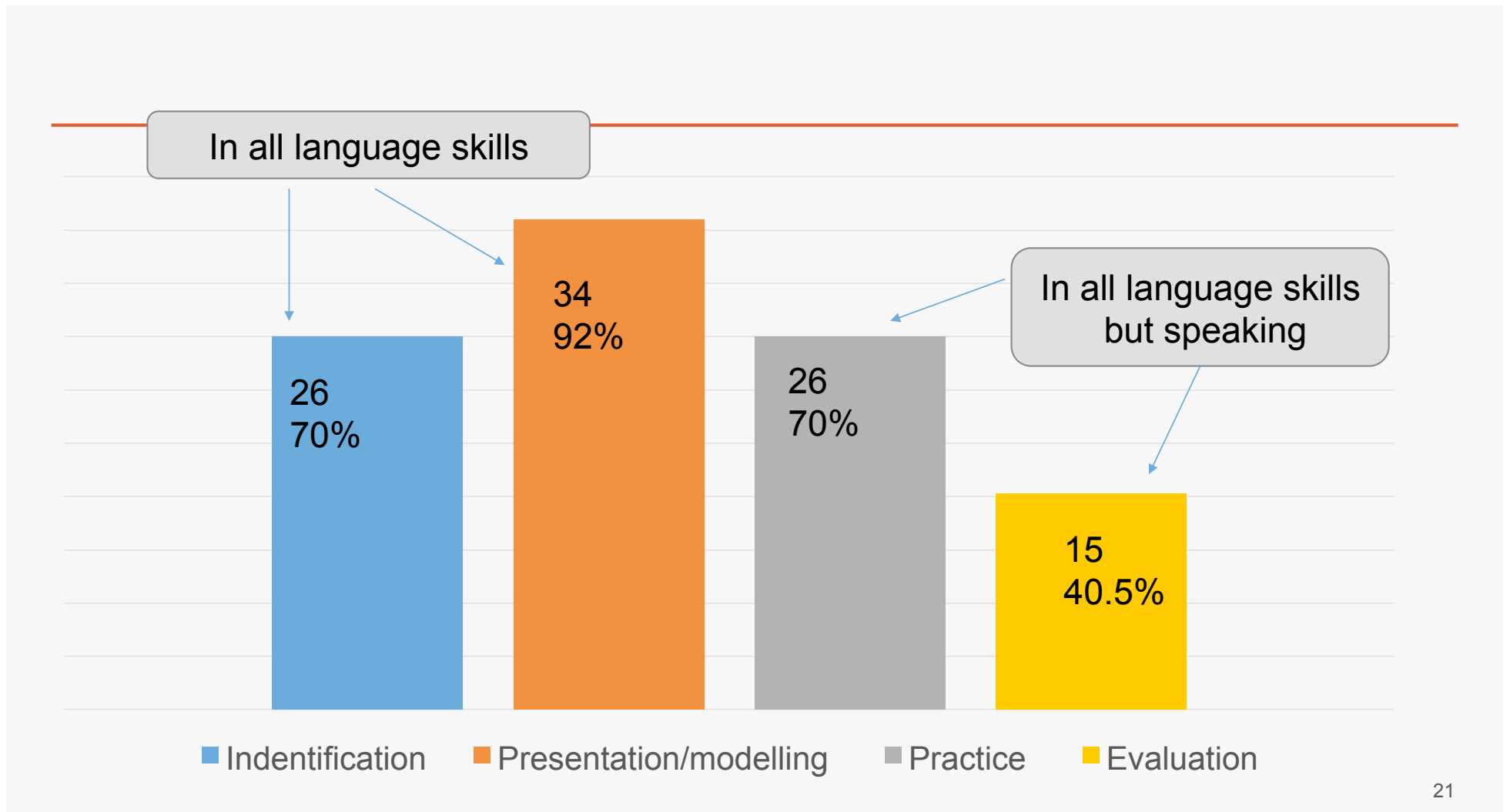


■ 1 little ■ 2 limited ■ 3 some ■ 4 strong

Essential elements of LLSI

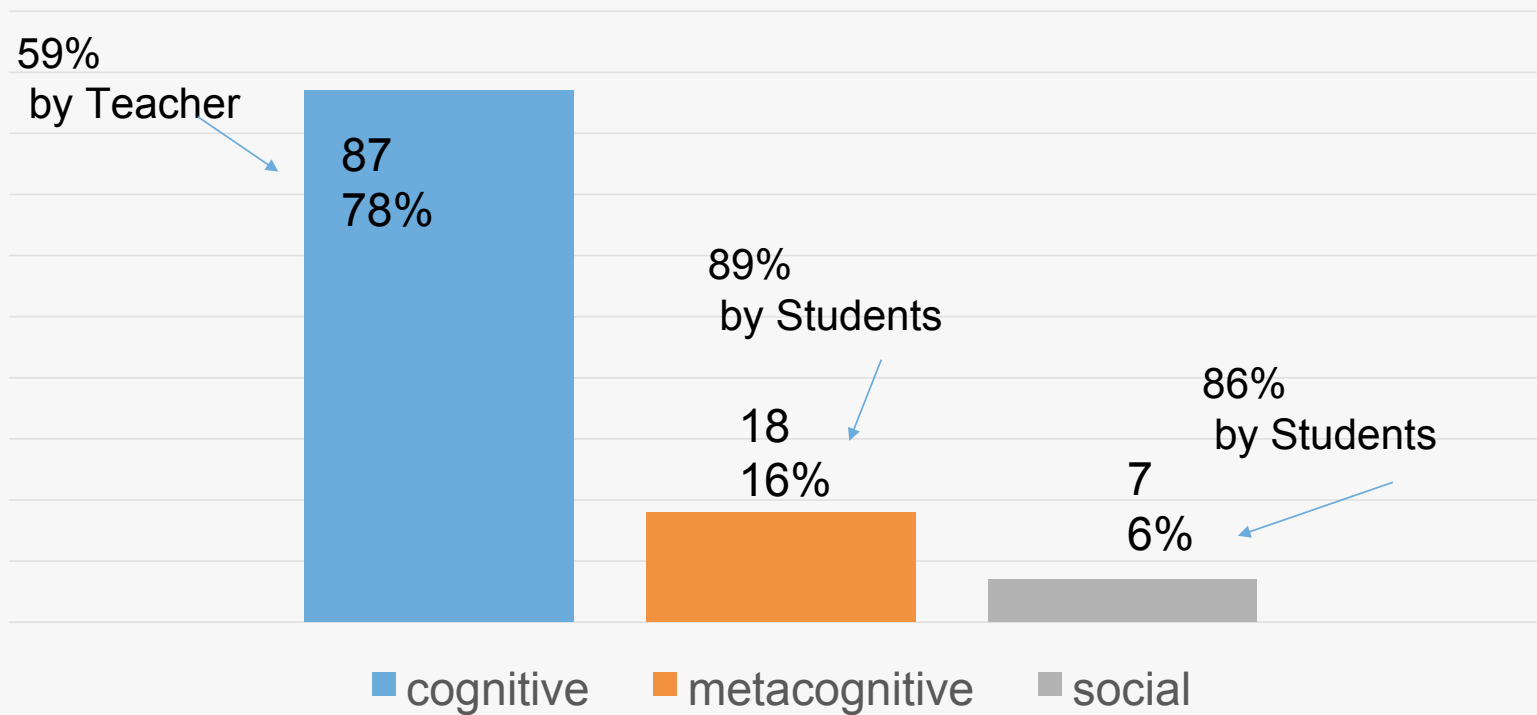
1. Identification
2. Presentation / modelling
3. Practice
4. Evaluation

(Macaro, 2019; Rubin et al., 2007)



Strategy category

112 strategies were identified



(O'Malley & Chamot, 1990; Oxford, 1990; Wenden & Rubin, 1987)

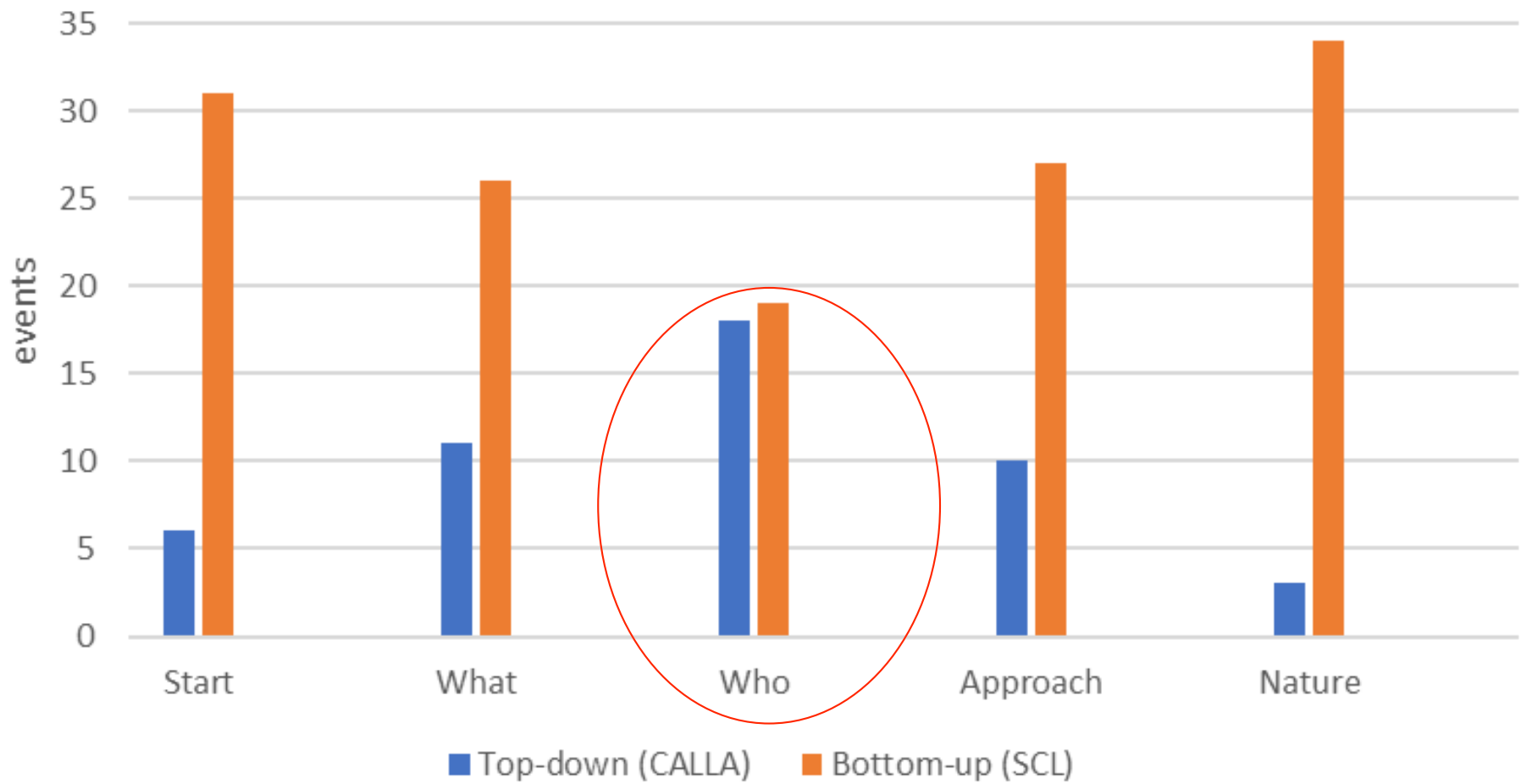
Model(s) of the instruction (RQ4)

‘Strategic Content Learning’, Butler, 2002

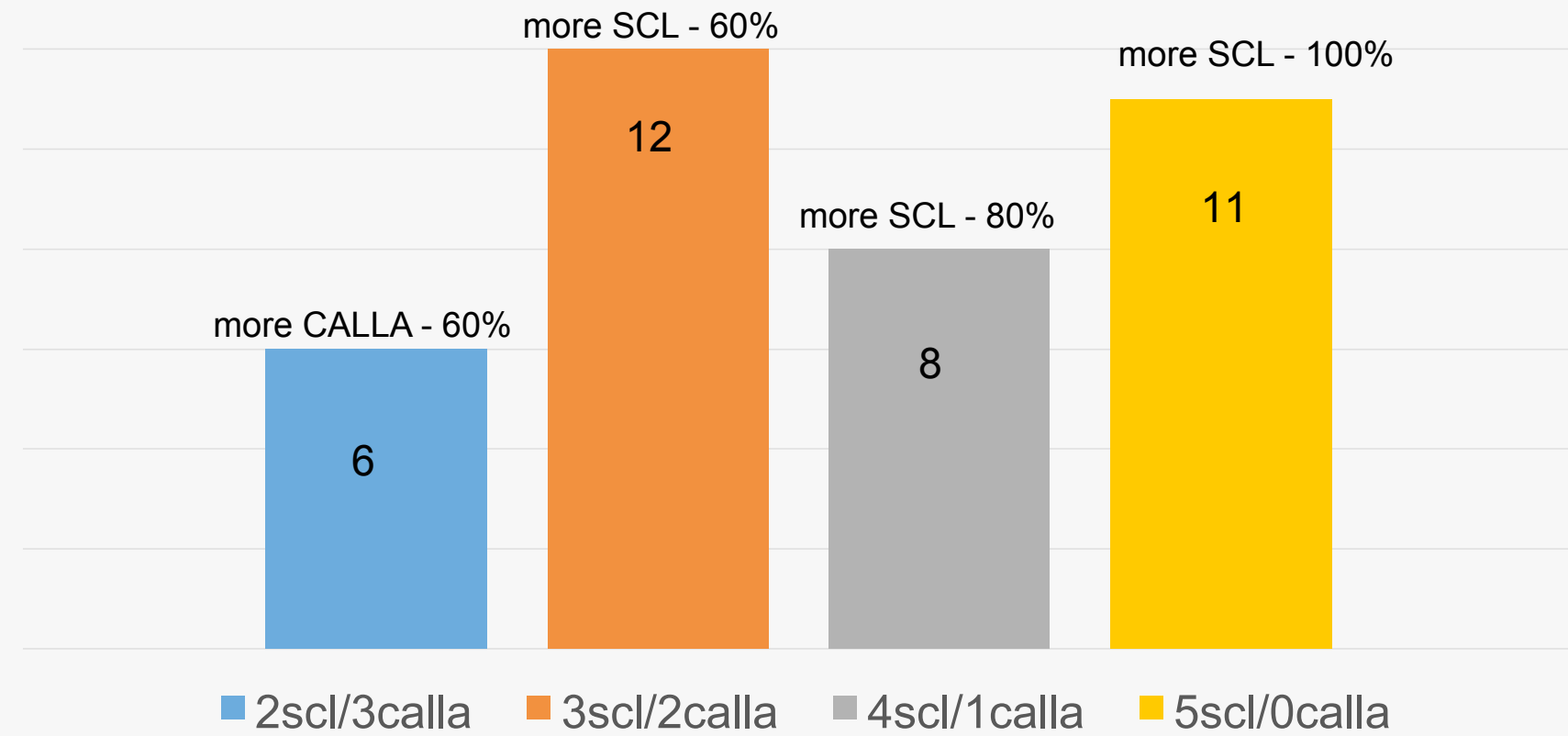
O’Malley and Chamot (1990)

	Top-down (CALLA)	Bottom-up (SCL)
1. Starting point	Useful strategies for both content and language tasks	Content learning task
2. What strategies should be taught?	Predetermined	As they arise in problem-solving
3. Who selects the strategies to be taught?	Expert/teacher	Teacher-learner joint problem solving
4. Instructional approach	Deductive teaching of useful strategies	Inductive discovery of useful strategies
5. Nature of the strategies being taught	More generalized and task independent	More specific and task embedded

(Gu, 2019: 30)



26 events; 70% - mixed approach



Effect of LLSI (RQ5)

5 episodes were identified that evidenced the effect of LLSI:

- spelling,
- pronunciation,
- vocabulary, and
- reading comprehension.

The episode that happened in Lesson 13 shows the effect of the LLSI event from Lesson 12 (spelling strategies for the words *stationary* and *stationery*):

S1: I actually thought about **the letter, which is moving or which is not.**

S2: Actually, this is what you said last time.

T: Ok. I'm glad this strategy worked.

S3: **I remember the hand move and moving pencils.**

Discussion /conclusion

- Was the LLSI frequent? Was it frequent enough?

- only 5.5% of the entire corpus;
- 37 events and 29 potential events;

But

- less potential events identified in the 1st cycle of the course and LLSI more frequent and explicit at the beginning of the course
- SCL approach – when the problem arose and more task/situation-embedded

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- The role of the teacher / student in LLSI
 - Interaction type – dynamic, different combinations (**S-S-11%**)
'strategic interaction'; 'dynamic learning space' – **strategy instruction is teacher- or student-led**
(Coyle, 2019: 57)
 - Dominance of **cognitive strategies** and the **teacher's role** in teaching them (Macaro, 2001); no instruction for **listening** and **writing** skills
corroborate with previous studies (Psaltou-Joycey et al., 2017, 2018; Psaltou-Joycey, Penderi & Gavriilidou, 2016; Plonsky, 2019)
 - Essential elements – **little evaluation**

Bottom-up approach (SCL) dominant:

- problem-solving oriented and task-embedded, inductive discovery of useful strategies

More suitable for experienced teachers (Gu, 2019);

Is it more suitable approach for adult learners?

Thank you for your attention

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