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THE IMPACT OF STRATEGIC PLANNING INSTRUCTION ON
LEARNERS' ACCURATE ORAL PERFORMANCE OF
ENGLISH AS A FOREIGN LANGUAGE

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To my dear ones

ACKLOWGEDMENTS

ABSTRACT

The present study investigated the impact of strategic planning instruction on the oral performance and perception of 6 L2 Brazilian learners. The participants, *Letras-Inglês* students from Unicentro-PR, *campus* Irati, performed three now-and-there picture-cued narrative tasks under three different conditions: (1) under no planning time; (2) under planning time; and (3) under planning time after instructional sessions on how to plan. Moreover, the participants filled in a post-task questionnaire after each task aiming to understand their opinion on the conditions and tasks. Quantitative and qualitative analyses were conducted in order to examine participants' oral accurate performance and perception, respectively. In general, statistical analyses revealed that providing time for learners to plan their performance before and after instructional sessions did not produce any significant impact on participants' accurate oral performance; however, significant statistical results were approached on the oral narratives produced after the instructional sessions, suggesting a positive effect of strategic planning and instruction on oral accurate performance. The qualitative analyses of the post-task questionnaires provided positive evidence for the role of strategic planning instruction regarding the participants' perception and the use of strategies during the planning time. These findings can contribute to the SLA field as well as L2 Pedagogy.

Keywords: strategic planning, instruction, oral performance, accuracy.

RESUMO

O presente estudo investigou o impacto da instrução em planejamento estratégico no desempenho oral e percepção de 6 aprendizes brasileiros de inglês como L2. Os participantes, acadêmicos de Letras-Inglês da Unicentro-PR, *campus* Irati, produziram três tarefas de narrativas de imagens sob três condições diferentes: (1) sem tempo para planejar; (2) com tempo para planejar; e (3) com tempo para planejar depois de sessões instrucionais sobre como planejar. Além do mais, os participantes responderam um questionário após a realização de cada tarefa com o objetivo de conhecer as suas opiniões sobre as condições e as tarefas. Análises quantitativas e qualitativas foram conduzidas para examinar o desempenho oral dos participantes na dimensão da acurácia e percepção do processo, respectivamente. No geral, as análises estatísticas revelaram que o planejamento estratégico não produziu impacto significantivo no desempenho oral dos participantes em nível de acurácia antes e depois das sessões instrucionais. Contudo, resultados estatísticos beiraram significância nas narrativas orais produzidas depois das sessões instrucionais, o que sugere um efeito positivo do planejamento estratégico e da instrução na produção oral em nível de acurácia. As análises qualitativas dos questionários pós-tarefa forneceram evidências positivas do papel da instrução em planejamento estratégico no que diz respeito à percepção dos participantes e ao uso de estratégias de aprendizagem durante o tempo para planejar. Estas descobertas podem contribuir para o campo da aquisição em L2 e ensino de língua estrangeira.

Palavras-chave: planejamento estratégico, instrução, produção oral, acurácia.

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CHAPTER 1

INTRODUCTION

1.1. Background

Since I started learning English, I have been interested in understanding how the speaking process works, especially because I had difficulties in developing my oral skills. I was good at reading. I was good at writing. I was good at listening. However, when it came to speaking, I was terrible. It was only when I got into the university that I was able to improve my oral skills because I could put my speaking into practice more often. I took every opportunity I had to speak English: with my colleagues and professors in the hall, actively participating during my English classes. So I realized that different from the other skills, there are not many opportunities in which it is possible to speak outside of the classroom in Brazil, at least not for me; therefore, it was harder to improve my speaking.

I graduated as an English teacher and I had the opportunity to teach English classes at the university I graduated from: Unicentro[1]. I tried my best to teach the best classes I could. Even though my students were motivated, they were not able to develop their speaking skills; some of them did not even tried to. So, I began to read about Second Language Acquisition, more specifically about Individual Differences. I wanted to find a way for my students to learn how to speak English. I wanted them to graduate knowing how to speak the language they would teach. At that time, language learning strategies was the topic that caught my attention the most. And in some of my classes I started presenting and focusing on some strategies they could use so as to be more successful in their learning.

Thus, linking my urge in understanding the complexities of speech and in assisting my students in improving their oral skills, I decided to apply for the master program. When I began my journey as a master student at Universidade Federal de Santa Catarina in 2012, my advisor Professor Raquel D'Ely introduced me to research on task-based approach, and I became fascinated by the construct of strategic planning – providing time for the students to plan their tasks prior to their actual

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[1] Unicentro stands for Universidade Estadual do Cerntro Oeste. For more information about the institution see Section 3.5.1.

performance - and its background on information processing perspective (McLaughlin & Herida, 1996) and speech models (Levelt, 1989; De Bot, 1992). Through planning I could understand the speaking process and apply some notions to teaching practice, as well.

After some time reading, I realized that the studies on strategic planning presented mixed-results regarding the impact of strategic planning on oral performance, particularly in relation to accuracy. This lack of consistency may be due to several reasons, but the one that caught my attention was the students' lack of familiarity with the planning condition (D'Ely, 2006). Thus, talking to my advisor, we decided to bring my initial idea of working with language learning strategies and adapt it to the optimization of the strategic planning condition, teaching students language strategies that they could use during the planning time and seeing how it would impact their oral performance. My hope is that this study will not only satisfy my personal and professional interests, but will also contribute to the research in the field of Task-based language learning and strategy instruction.

1.2. Statement of the Purpose

Within a task-based perspective, providing the opportunity for learners to plan their tasks prior to their actual oral performance is seen as a pre-task condition called strategic planning. The impact of strategic planning on second language (henceforth L2[2]) oral performance has been researched for the last two decades, and results have shown positive evidence regarding the benefit of this pre-task condition to the improvement of different speech dimensions such as fluency, complexity, and accuracy (Skehan, 1998). Furthermore, strategic planning is viewed as a promising construct because, in addition to being used for research and theory-building purposes, it can be manipulated pedagogically. Thus, it opens discussion for the possibility of an interface among theory, research and practice.

Aiming at understanding the impact of strategic planning on overall L2 oral performance, studies on strategic planning have focused on exploring: the role of different types of tasks (Foster & Skehan, 1996), the impact of the amount of time available for planning

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[2] In this study, L2 will be adopted as a general term, defined as "a cover term for any language other than the first language learned by a given learner or group of learners, irrespective of the type of learning environment" (Sharwood-Smith, 1994, p. 7).

(Mehnert, 1998), the relationship between strategic planning and working memory capacity (Guará-Tavares, 2008), the relationship of strategic planning and other performance conditions (D'Ely, 2006), the strategies used by the learners while they plan (Ortega, 1999; Ortega, 2005; Guará-Tavares, 2008) and the role of familiarity with strategic planning (D'Ely, 2011), to cite but a few. All these factors seem to impact on learners' oral performance favoring different speech dimensions. According to Skehan (1998), oral performance has been seen as a multifacetated phenomenon and it has been divided into three different dimensions: fluency (the capacity to produce speech in real time), accuracy (the ability to perform in the target language forms), and complexity (the use of more elaborated and complex language structure). Fluency is the most affected dimension (as can be seen, for instance, in Foster & Skehan, 1996; Mehnert, 1998; Ortega, 1999), while there seems to be a trade-off effect between complexity and accuracy.

Nevertheless, there does not seem to be a consistent relationship among the three dimensions, that is, studies have shown mixed results in relation to the dimensions that are impacted when the opportunity to plan is given. Some studies have found that strategic planning has an impact only on fluency, others on fluency and complexity (Yuan & Ellis, 2003, for instance), while some have shown no impact on any dimension whatsoever (D'Ely, 2006, for instance). These mixed results may be explained under some grounds. To start, learners' attention resources are limited (Schmidt, 2001); therefore, while planning learners may select the dimensions they will direct their attention to. Moreover, this selection may be guided by the type of task the participant will perform (Skehan & Foster, 1997). Finally, students may not be familiar with the planning condition, and they may not take advantage of this time to plan their tasks properly which would not impact on their oral performance (Mehnert, 1998; D'Ely, 2006; Ellis, 2009). It may happen because they do not know the strategies they can use during the planning time, or simply because they are not good planners. It may be due to the nature of planning that is a problem solving activity, which involves other minor activities as highlights Guará-Tavares (2008):

> "When planning an oral task, learners need to activate task-relevant information, maintain them activated and accessible until this information can be integrated to subsequent information in a coherent way; learners also need to sustain, maintain, and switch attention from the various components of

the task (e.g., from meaning to form and vice-versa), suppress irrelevant L2 and L1 information, and monitor". (p. 180).

Bearing in mind (i) the complex relationship between planning and accuracy, (ii) the existence of trade-offs, (iii) the complexity of the process of planning as regards problem solving when planning and retrieval of pre-planned ideas on-line, and (iv) the learners' lack of familiarity with the planning time, it is possible to affirm that strategic planning *per se* is not enough, that is, giving the opportunity for learners to plan produces positive impact in their speech performance, but it does not seem to improve all the speech dimensions.

Considering the ideas just mentioned, this study intends to investigate whether instruction sessions on the process of strategic planning and planned performance will impact learners' accurate oral performance in L2. The aims of the instructional sessions will be threefold: a) raise learner's awareness on strategic planning; b) make them familiar with strategic planning; and c) assist learners to become themselves strategic in planning. Moreover, the present study also aims at unfolding learners' perception on the impact of the strategic planning instructional sessions on their oral performance.

1.3. Significance of the study

It is expected that, by investigating the effect of instructional sessions on how to plan and learners' accurate oral performance, the present study will contribute to existing research on strategic planning. Studies have focused on enhancing the strategic planning condition by means of providing metacognitive guidance to the students (Sangarun, 2005), and preparing the students to perform a specific task (D'Ely, 2011); however, no studies, to the best of my knowledge, have brought concepts from the Strategy Instruction field in order to design instructional sessions on strategic planning. Thus, I hope that this piece of research will contribute to the field of strategic planning, and also shed some light on theoretical and pedagogical issues concerning the dense relationship between Second Language Acquisition and Language Pedagogy[3].

Moreover, considering studies conducted at PPGI (*Programa de Pós Graduação em Inglês*), only two studies specifically focused on

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[3] The relationship between Second Language Acquisition and Language Pedagogy has been problematic taking into consideration that they are different areas which hold different discourses and goals (Ellis, 1997).

strategic planning within a task-based perspective have been carried out (D'Ely, 2006; Guará-Tavares, 2008). The main objectives of these two studies, respectively, are to optimize pre-task conditions and understand the relationship between strategic planning and working memory capacity. The issue of instruction and how it could optimize the impact of strategic planning on accurate oral performance is a new topic and may contribute to the research in the area within the program.

Finally, the present study may also be of significance for very personal reasons. Zora Neale Hurston (1942) stated that "Research is formalized curiosity. It is poking and prying with a purpose". And I would freely add that, besides curiosity, the present study is an attempt to know myself better, to understand the context where I come from, and, hopefully, to contribute to the institution where I spent almost nine years of my academic life as a student and a teacher.

1.4. Organization of the thesis

Besides the introduction (Chapter 1) in which the background of the study, the statement of the purpose, and the significance of the study were presented, this master thesis has four more chapters. Chapter 2 lays the theoretical background for this study. It starts by discussing and defining the construct of strategic planning. Secondly, it briefly presents the historical and theoretical background on which strategic planning is based. Thirdly, some studies on strategic planning are reviewed, and, finally, language learning strategies are defined and the field of Strategy Instruction is presented and discussed, as well as studies on the area are brought.

Chapter 3 describes the method employed to collect data for the present study. This includes the objectives and research questions, information about the setting where data was collected, participants, the instruments, procedures to assess L2 speech production, and the statistical techniques used to analyze the data.

Chapter 4 reports and discusses the results obtained in the present study. This chapter includes: first, the analysis of the quantitative results from each of the statistical procedures adopted in the present study, and second, the analysis of qualitative results from the post-task questionnaires and interviews. The results are discussed in relation to the research questions posed in the method section and, also, in the light of existing research on planning and strategy instruction.

Finally, in chapter 5, the main findings of the present study are summarized. The chapter also points out the limitations of the study and

provides some suggestions for further research. The last section depicts some pedagogical implications that arose from the results obtained.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

Considering that the main objective of this study is to investigate the impact of instruction on how to properly use and optimize pre-task planning time on intermediate academic students' accurate planned oral performance, the goal of this review of literature is to present the theoretical foundation on which the present study is based. Thus, this review of literature is organized into two main sections.

In the first main section, the concept of strategic planning is discussed and defined, a theoretical background of the construct 'strategic planning' is briefly presented, and studies which investigated the impact of strategic planning on oral production with a special focus on the lack of positive evidence concerning accurate production, the role of familiarity, and strategies used during the planning time are presented.

Then, in the second main section, the concepts of language learning strategies and strategy instruction is presented and discussed along with types and a model of instruction, and, some studies which deal with strategy instruction and its impact on oral performance are reviewed.

2.2. Strategic planning: understanding, defining and refining

L2 learners' oral performance of tasks has provided resourceful data for research purposes in the last two decades, especially in research interested in planning as a pre-task condition (Skehan, 2003). Studies have shown that when learners have the opportunity to plan tasks before performing them, the output they produce may be more fluent, accurate and complex than when they do not have any time to plan (Ellis, 2005). Moreover, planning is a promising construct because, differently from other constructs in SLA, it can be manipulated pedagogically, so this "provides a forum for establishing the interconnectedness of theory, research and pedagogy in SLA" (Ellis, 2005, p. 1).

Nevertheless, the term 'planning' according to D'Ely (2006) is ill-defined in the area, since there are three different definitions of planning. The **first** views planning as a cognitive strategy that is inherent to the speech production as presented by Levelt (1989) in his

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speech model. This process is "(…) at the core of the speech system being the driving force for message generation as it is planning (i.e., message conceptualization) that will trigger message formulation, and later, articulation" (D'Ely, 2011, p. 103). In the **second** definition, used in the field of learning strategies, planning is a metacognitive strategy that may be used consciously by the learner, thus probably improving overall language performance (Cohen, 1998). And, finally, the **third** definition of planning, within the task-based approach, defines it as "a pedagogical tool which is applied under the rationale that availability of pre-task time may lead learners to focus on form[4] (Long, 1991) while planning" (D'Ely, 2006, p. 27).

As a pre-task condition, planning can be divided in two subcategories: rehearsal and strategic planning. The former consists in giving learners the opportunity to perform the task before the main performance, while strategic planning consists in the preparation of the performance considering the content and how it can be expressed (Ellis, 2005, p. 3). Both types of planning have been investigated and have presented positive results; however, considering the objective of the study which is to optimize students' use of the planning time and the planning process itself, this study will not deal with planning as rehearsal, only as strategic planning. Thus, the terms 'strategic planning' and 'planning' will be used interchangeably from now on.

In this study, strategic planning is regarded as the opportunity to plan a task prior to the actual oral performance, which provides learners with the possibility to exert some control over their speaking process. Furthermore, strategic planning is defined as a metacognitive process that may lead learners "to purposefully exert some control, guidance and regulation over what they know, which, in turn, may optimize the process of organization of thought to foster their (oral) performance" (D'Ely, 2006, p. 67). In the next section, in order to better understand the construct of strategic planning, the historical and theoretical background on which it lays is presented.

2.2.1. Preliminaries

The theoretical rationale of planning finds its grounds within an information processing perspective (McLaughlin & Herida, 1996). The information processing models claim that (a) the amount of information

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[4] Long (1991) claims that in order for learning to happen some attention must be drawn to form in activities whose primary focus is on meaning.

human beings can process is limited due to our limited attentional resources (Schmidt, 2001), (b) learning proceeds from a more controlled to a more automatized mode, in which less attention is required as a byproduct of practice, and (c) human beings process information by two main processes: top-down (drawing on knowledge of the world and context) and bottom-up (involving close attention to the linguistic signals in the input). These three premises are the basis of approaches and models that attempt to explain learning and performance processes.

Levelt (1989) developed a speech model, grounded within an information processing perspective, which brings insights of the importance of planning as a cognitive process, inherent to the act of speech. Levelt presents a model to explain how the process of speech production occurs in L1, which is also used to explain L2 speech production (adapted by Bot, 1992). Levelt claims that the speech production basically happens in three stages. The first stage occurs in the conceptualizer where the pre-verbal message will be produced. The speaker selects the communicative goal, selects and molds the information in order to realize the communicative purpose (macroplanning), and brings the information into perspective, making reference to what is new or already given for the interlocutor, for instance (microplanning). In the formulator, the speaker selects the appropriate words to express the pre-verbal message that came from the conceptualizer, and, finally, in the articulator, the speech is produced by our articulatory system. These stages operate under controlled (the conceptualizator) and automatic (formulator and articulator) processes, considering that the speaker is proficient in the language.

Considering the planning processes that occur in the conceptualization and the nature of these processes which is controlled (i.e. requires more attention from the speaker), researchers (Bock, 1995, for instance) found out that if speakers prepare their L1 speech in advance, they may present less pauses, in other words, there is an impact on the conceptualizator. Thus, if preparation of speech can be impacting in L1, it may play even a greater role in L2 where knowledge is incomplete (Poulisse, 1999).

Turning to a task-based perspective, Skehan (1998) proposes a Cognitive approach in which planning is conceived as a pre-task condition. His approach was based on the assumption that language learning and processing occurs in two systems: exemplar-based system (lexical items and ready-made chunks), and rule-based system (abstract representations of language). The former heavily relies on the memory system, and does not need much internal computation, consequently it

does not require much control freeing up attentional resources to other tasks, while the latter is a form-oriented system which increases the processing burdens during performance; thus, requiring more control (Morita, 2000, p. 160).

Moreover, for Skehan (1998) speech is a multifaceted skill which can be divided into three dimensions: fluency (the capacity to produce speech in real time), accuracy (the ability to perform in the target language forms), and complexity (the use of more elaborated and complex language structure). In order to produce fluent speech, the speaker will rely more on his/her exemplar-based system, while he/she wants to produce more accurate and complex language, he/she will rely more on his/her rule-based system. Regarding complexity, the learner will take more risks, whereas, in accuracy, the learner will control existing resources in order to avoid errors (Ellis, 2005, p. 15). However, as the learner is limited in his/her attention capacity and has to cope with the demands of the task he/she faces, it is challenging to produce fluent, accurate and complex speech at the same time. Therefore, some dimensions will be prioritized at the expense of the other, which is a phenomenon called trade-off effect.

Taking into consideration research on strategic planning (Foster & Skehan, 1996), the results have shown an intricate relationship among strategic planning and the type of task use, students' familiarity with the task, and the nature of planning condition (either guided or unguided). All in all, regarding students' performance there are trade-offs, among the different dimensions of speech – fluency, accuracy and complexity, being accuracy the dimension less impacted.

In sum, the concept of strategic planning is supported by premises from models of speech production, and the Cognitive approach to language learning that highlight the needs and benefits of giving learners the opportunity to plan their speech in advance. Therefore, it is possible to state that strategic planning may assist the processes in the conceptualizer which may lessen the burden of attention used on-line. Strategic planning may also give the opportunity for learners to focus on form helping language learning. In addition, as learners' attentional resources are limited, planning time does not seem to lead learners to improve more than two speech dimensions when performing a task. And accurate language performance seems to be the dimension less amenable to changes, therefore, the one which suffers less impact.

In the next section, with the purpose of illustrating and understanding the issues that this study deals with, some studies are reviewed in order to show and discuss: the complex relationship

between planning and accuracy, the role of familiarity with the strategic planning condition, and the strategies used by learners during planning time.

2.2.2. Strategic Planning, its impact on accurate performance, the role of familiarity, and reported strategies used during planning time: studies review

Research on strategic planning and its effect on oral performance may be considered to be in its infancy in the SLA field. In fact, the first research study was conducted in 1996 by Pauline Foster who was motivated by encouraging results of an exploratory study whose focus was on the effect of planning (Crookes, 1989; Ellis, 1987).

In her study, Foster (1996) investigated what effect planning had on students' fluency, complexity and accuracy. She chose for the study three different tasks (personal exchange, narrative, and decision making), and separated her thirty-two intermediate ESL learners in three groups (detailed planning, undetailed planning[5], and control). The detailed and undetailed groups had ten minutes to plan and could make notes during the ten minutes; however, they could not use the notes during the task, while the control group had to perform the task with no planning time. The planners in general produced more fluent and complex outcome in comparison to the control group. In relation to accuracy, only undetailed planners showed beneficial results in two of the tasks - the personal exchange and decision making ones. Foster explains that "given the greater syntactic variety and complexity in the language of the students who had had planning time, it might have been expected that they would make more mistakes than the non-planners (who were taking fewer risks)" (p. 133).

As in Foster (1996), Foster and Skehan (1996) investigated the effect planning would have on fluency, complexity and accuracy, following the same group of participants (detailed, undetailed, and control), types of task (information exchange, narrative, and decision making), thus replicating Foster's study. However, Foster and Skehan hypothesized that this effect would depend on the type and complexity of the task. In relation to fluency and complexity, they showed that in general both detailed and undetailed planners produced more fluent and complex speech in the tasks, but they highlighted that in the narrative

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[5] In undetailed/unguided planning, learners only have time for planning, while in detailed/guided planning, learners receive metacognitive advice on what to focus while planning.

task, detailed planners were more fluent. The results related to accuracy are similar to Foster's (1996) as regards task type, that is, students produced more error-free clauses in the information exchange and decision making tasks, but not in the narrative tasks. However, no differences between detailed and undetailed planners were found. In the conclusion, Foster and Skehan suggested that additional research on the competing relationship between complexity and accuracy is necessary, considering the trade-off effects between them.

Mehnert (1998) was concerned with the effects different lengths of planning time could have on the oral performance of thirty-one undergraduate students of German. She had four groups of participants (no planning, 1 min, 5 min, and 10 min) and two tasks (instruction, and exposition). Besides measuring fluency, complexity and accuracy, Mehnert was also interested in measuring the density of the speech based on the hypothesis that "the degree to which discourse is planned may be a possible cause of differences in lexical density between different discourse forms" (p. 86). The results showed positive impact on fluency, no impact on complexity, only the participants in the 10-min group in the instruction task presented greater lexical density compared to the others, and finally, participants in the 1-min group in the exposition task produced more accurate outcome. In the conclusion of the study, Mehnert highlighted that individual differences in relation to the productive use of the planning time and familiarity with speech planning tasks may influence the impact of planning. The researcher suggests that it would be "useful to investigate methods to make L2 learners more effective planners, such as with the help of instruction" (p. 106).

Within the Brazilian context, D'Ely (2006) investigated the impact of four planning conditions on 47 intermediate learners: strategic planning (the participants performed one task under planning condition), repetition (in the first and second trial, the participants performed the same task with no opportunity to plan any of them), strategic planning *plus* repetition (in the first trial, the participants planned their task, and in the second trial, they repeated the same task), and strategic planning for repetition (in the first trial, the participants planned their task, after that they received instructional sessions, and in the second trial, they planned and repeated the same task). Participants in the strategic planning condition did not outperform the control and the other experimental groups. Thus, the researcher suggested that giving learners the opportunity to plan might not be sufficient for ensuring positive impacts on learners' oral performance. Nevertheless, it is worthy to

mention that even if there were no statistically significant results in the participants' performance, the participants' perception on the opportunity to plan was seen as positive, that is, they claimed that having time to plan was beneficial.

The studies previously reviewed illustrate the complex relationship between planning and accuracy. This complex relationship is due to a number of factors. The existence of 'trade-offs' seems to play a role in the process; however, no consistency in relation to the type of task, time to plan is seen. Participants' decision of taking risks can also be another factor. Nevertheless, familiarity with the planning time seems to be a concern for some researchers (Mehrnet, 1998, D'Ely, 2006, for instance). Ellis (2009) reviewed the main studies on strategic planning, and he pointed out that most of them did not report what the participants did when they planned. Simply giving the participants time to plan their oral performance does not guarantee they will use this time fully and adequately. The participants may not be familiar with speech planning tasks or with strategic planning itself.

Ortega (1999) goes beyond the linguistic quality of planned output. She was the first researcher to focus on the process which students undergo during the planning time. The researcher used retrospective interviews to document what the participants did during the 10 minutes they were given to plan their story-retelling narratives. Ortega reported that the participants usually used problem-solving strategies, such as: rehearsal and writing (p. 127). In 2005, Ortega repeated her study with a different group of participants, and she presented a table (Appendix H) based on O'Malley and Chamot (1990) and Oxford (1990) with 45 strategies reported by her participants in the retrospective interviews. The strategies used by more than half of the participants were: writing/outlining/summarizing, production monitoring, organizational planning, lexical compensation strategies, translating, emphasizing with the listener, and finally rehearsing.

Following Ortega (1999, 2005), Guará-Tavares (2008) who was mainly concerned in understanding the relationship among strategic planning, working memory capacity[6] and L2 fluent, complex and accurate speech performance also investigated in a Brazilian context what students did when they planned. Fifty Brazilian intermediate

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[6] Even though Guará-Tavares (2008) presented a well established discussion about the relationship among working memory capacity, strategic planning and speech production, due to the nature of this study, this review only focuses on the relationship between strategic planning and speech production, and the strategies the participants used while they planned the tasks.

participants were divided into two groups: control and experimental. Both groups performed two narrative tasks; the control group was not given the opportunity to plan any task, while the experimental group had time to plan in the second narrative task. The group that had the opportunity to plan performed better at the accuracy and complexity levels compared to the control group. Furthermore, with the experimental group, the researcher used retrospective online protocol and retrospective interviews in order to access the strategies they used. Guará-Tavares presented a table (Appendix H) with 15 strategies reported by her participants, being the most reported strategies: lexical search, organizational planning, rehearsal, writing/outlining/ summarizing, monitoring, and elaboration.

The most reported strategies presented in Guará-Tavares (2008)'s corroborate Ortega (2005)'s, except for two strategies: emphasizing with the listener and translating. The former would be not expected to be reported in Guará-Tavares, considering that she used monologic tasks to collect the data, while translating may have been used by Ortega's participants because they listened to the story in their first language before performing the task, according to Guará-Tavares.

Besides understanding what learners do while they plan, the concept of familiarity has been approached in terms of giving the participants support for their planning time, such as providing metacognitive advice to guide students (guided planning), and preparing the students to do the task through instructional sessions.

Sangarun (2005) investigated the impact of three different guided planning conditions. He had 40 Thai participants whose proficiency level was intermediate, and the participants were divided into four groups: the first group received written metacognitive advice that induced them to focus on meaning; the second group received metacognitive advice that induced them to focus on form; the third group received metacognitive advice that induced them to focus on meaning and form; and the forth group received no metacognitive advice and no planning time. The metacognitive advice the participants received was a list of instructions (see Table 1) which would guide them to focus on meaning or/and form while they were planning their oral performance. The participants performed two tasks. In the first task they had to leave a message on the telephone answering machine, while in the second one, they had to perform a monologue on a specific topic. Sangarun found out that guiding students to focus on meaning and form at the same time is more efficient because comparing to the other conditions it promotes "(1) an optimal balance of attention between the

planning of meaning and the planning of form; (2) the implementation of strategic plans; and (3) a balanced quality of speech" (p. 131, 132). The participants from the meaning/focus group presented more accurate speech performance in the two tasks. It was perceived that the participants paid more attention to monitoring grammatical accuracy than the participants from the form and meaning groups.

Table 1
Instructions used to guide participants' focus while planning

Focus on meaning	The participants were reminded to consider the kind of the information they need for the speech, and to shape the information according to the appropriate discourse structure.
Focus on form	The participants were reminded to plan vocabulary and grammar, to select sufficient vocabulary, to focus on the grammatical structures, to provide the participants with grammatical information about structures that are important for the speech, and to write down the main part of the grammatical structure.
Focus on meaning/form	The participants received the instructions from the meaning and form groups; however, they were guided to plan the meaning before they planned form.

Source: Sangarum (2005, pp. 119-121)

Finally, in the study conducted by D'Ely (2011), she investigated the role familiarity with the strategic planning condition and teacher-led planning may play in the oral performance of 10 Brazilian university students in focused (picture-cued narrative) and unfocused (video-based narrative) oral tasks in a classroom

environment. There were four encounters in which the students had opportunities for task preparation through instructional sessions. As means of analysis, each participant produced two tasks which were submitted to statistical analysis showing no significant impact on fluency, complexity, and accuracy. In the conclusion, D'Ely claimed that "the positive role that familiarity with strategic planning may have played [was] in maximizing the process of planning itself, thus diminishing the burden of performing on-line in both tasks." (p. 135). On the other hand, from the students' perception of the planning process, it was seen as positive, once the participants reported feeling more comfortable performing the tasks.

In sum, the studies briefly reported showed a complex relationship between pre-task planning and the speech dimensions, especially accuracy, which can be related to the type of task used, the amount of time given to the students, learners' individual differences, strategies used during planning time, the proper use of planning time, and familiarity with the process of planning tasks.

In what regards familiarity, the studies were interested in directing learners' attention to focus on meaning and/or form, giving them metacognitive advice on how to plan, or then, providing students with instructional sessions on the preparation of tasks focusing on the tasks which would be used. None of the studies concerning familiarity prepared the learners to learn how to plan using the planning condition strategically. In fact, some researchers believe that learners may not know exactly what to do during the planning time (Mehnert, 1998; D'Ely 2006; Ellis, 2009). They may not know the strategies they can use. Therefore, teaching learners strategies they can use is related to the strategy instruction field which is reviewed in the next subchapter.

2.3. Language learning strategy instruction

The objective of this subchapter is to illustrate and explain the individual variable that the field of Strategy instruction deals with (language learning strategy), as well as present the field of strategy instruction, introduce a model of strategy instruction and some studies on the impact of strategy instruction on oral performance.

2.3.1. Language learning strategies

There are several attempts to define language learning strategies, for instance, Wenden (1987) stated that the term "refers to

language learning behaviors learners actually engage in to learn and regulate the learning of a second language" (p. 6), while, Oxford (1989) shares a similar idea defining language learning strategies as "behaviors and actions which learners use to make language learning more successful, self-directed, and enjoyable" (p. 235). Considering other researchers in the field, all of them agree, to a certain extent, that they are conscious actions taken by learners to improve the learning process and use of a second language (Cohen, 1998).

Ellis (1997) explains that there are different kinds of strategies. He classifies them in cognitive strategies, which are related to analysis, synthesis, or transformation of learning materials; metacognitive strategies, related to planning, monitoring and evaluating learning and finally, social/affective strategies which are the ways learners interact with other speakers.

Eventually, learners can use a specific learning strategy, more than one or linked strategies. It all depends on the problem they are faced with and their level of motivation. Ehrman, Leaver and Oxford (2003) state that "a given learning strategy is neither good nor bad; it is essentially neutral until it is considered in context" (p. 315). Therefore, learners who can relate the strategy to the activity at hand, employ the strategy and link it to other strategies may make learning easier and more effective, moving towards greater learning, independence and autonomy.

2.3.2. Strategy instruction

Strategy Instruction has been viewed as a promising field for many researchers (Pressley, M., El-Dinary, P. B., Marks, M. B., Brown, R., & Stein, S, 1992, for instance), because teaching strategies may be very motivating and interesting to the students and also assist them in becoming more strategic in their learning process. Many researchers have presented frameworks of how to teach strategies which differ slightly from one another, nevertheless they share common goals, which are

"to raise the learners' awareness about learning strategies and model strategies overly along with the task; to encourage strategy use and give a rationale for it; to offer a wide menu of relevant strategies for learners to choose from; to offer controlled practice in the use of some strategies; and to provide some sort of post-task analysis which allows students to reflect

on their strategy use" (Dörnyei, 2005, p. 174).

In order to reach these goals, strategies can be taught in different ways. Oxford (1990, p. 202, 203) presented three types of instruction: awareness training, one-time strategy training, and long-term strategy training. Awareness training consists in making students become aware about the strategies they can use and how they can assist in their learning; however, in this type of instruction, students do not actually need to use the strategies. One-time strategy training involves learning and practicing one or more strategies with actual language tasks. It is used with students that need specific strategy (ies) that can be taught in one or a few more instructional sessions. And, long-term strategy training is similar to one-time strategy training, but it is more prolonged, involves more strategies and can be tied to the language program.

Oxford (1990) also proposed a model of strategy instruction which can be used in the one-time and long-term strategy trainings. She claims that it is not necessary to follow this model if you are only interested in raising students' awareness, since you are not practicing the strategies. The model consists of eight steps. The first five steps are related to planning and preparation, while the last three steps are concerned with conducting, evaluating and revising the training (see Table 2).

Table 2
Steps in the strategy training model

1. Determine the learners' needs and the time available.
2. Select strategies well.
3. Consider integration of strategy training.
4. Consider motivational issues.
5. Prepare material and activities.
6. Conduct "completely informed training".
7. Evaluate the strategy training.
8. Revise the strategy training.

Source: Oxford (1990, p. 204)

Researchers presented other models of strategy instruction (Macaro, 2001, for instance), however Dörnyei (2005) highlighted that it is not clear whether employing these models explicitly will guarantee that strategy instruction will be successful, considering that "learning strategies are related to the broad process of learning, and the

effectiveness of learning also depends on a host of other variables, ranging from other ID (individual differences) factors such as aptitude to situational determinants such as peer influence" (p. 177).

These learning variables are also cited as influential on the results of empirical studies on strategy instruction. Nevertheless, the role of strategy instruction has been controversial regarding its efficacy, since studies in the area have not always shown significant results. Thus, some researchers have made strong criticisms on the usefulness of teaching how to use strategies. Kellerman (1991, as cited in Cohen, 1998), for instance, claimed that teaching strategies on how to deal with vocabulary gaps in L2 to students is pointless, since they already deal with that in their L1. Moreover, for Kellerman, if students do not know how to use a strategy, it is due to their lack of proficiency in L2.

Despite this criticism, some studies were able to provide positive evidence to the field. Nakatani (2005) showed that a group of 28 female Japanese students that received metacognitive training, focusing on communicative strategies, significantly improved their oral performance in oral tests compared to a control group that received a regular communicative course. The training sessions were incorporated in a 12 week course, and they aimed at raising students' awareness on three employing communication strategies such as: asking for clarification, checking for comprehension, and paraphrasing.

Rossi (2006) investigated whether instructional sessions on metacognitive strategies (planning, monitoring and evaluation) impacted students' oral proficiency. The researcher had two groups of 11 Brazilian students each (the experimental group and the control group), and the experimental group received 11 hours of strategy instruction, whereas the control group received 11 hours of regular communicative classes. When comparing the two groups, through pre and post oral tasks (video-based narrative tasks), she concluded that the experimental group produced more complex, accurate, and lexical weighed language. Furthermore, Rossi highlighted that the better language production is associated to the use of the three metacognitive strategies taught in the instructional phase.

All in all, despite the negative criticism and results, strategy instruction is an attractive field in SLA. O'Malley and Chamot (1990) explained that it is possible to teach learning strategies in the classroom, but it may not be a simple and successful work because students' characteristics, motivation, aptitude, and educational and cultural background play a role in the effect of the instruction. Also, Chamot (2005) drew attention to the fact that conducting classroom research is

difficult.

   To conclude, researchers have carried out studies in the field of strategy instruction that have contributed to the development of the fields of SLA and Language Pedagogy. The contributions of the field can enlighten the design of instructional sessions that can assist students in becoming more strategic while planning. It seems to be a possible and coherent move which may optimize strategic planning as a pre-task condition. The next chapter presents the design of the instructional sessions used in this study and also describes the method used for data collection and data analysis.

CHAPTER 3

METHOD

3.1. Introduction

With the purpose of investigating the impact of instruction on strategic planning on learners' L2 oral performance and perception, this study, which had an experimental and a qualitative nature, was conducted with undergraduate students from *Letras – Inglês Licenciatura* at the *Universidade Estadual do Centro Oeste* (UNICENTRO) in Irati - PR. This specific university was chosen to be the data collection setting due to the fact that I graduated and worked there, spending a total of nine years of my life. Thus, I wanted to have a more systematic understanding of this setting and hopefully bring some academic contribution to the program.

The present chapter describes and justifies the method which was used to collect and analyze data as well as the participants, the setting, and the instruments. The chapter is organized into eight sections, which are further subdivided. Section 3.2 introduces the setting where the study was carried out. Section 3.3 introduces the objectives and research questions. Section 3.4 portrays the general design of the study. Section 3.5 refers to the pilot study. Sections 3.6, 3.7, 3.8, and 3.9 present the participants, the research instruments, and procedures for data collection and analysis, respectively.

3.2. Setting

This subsection introduces the institution in which the data was collected, as well as the Letras program and its English disciplines' syllabi in order to contextualize the setting where the present study was carried out.

3.2.1. Universidade Estadual do Centro Oeste – UNICENTRO

UNICENTRO is a public university located in the state of Paraná which offers 59 undergraduate programs in five towns: Guarapuava, Irati, Laranjeiras do Sul, Pitanga, and Prudentópolis. The campus of Irati, more specifically, offers 16 undergraduate programs, including *Letras* which is divided into: *Letras-Português*, *Letras-Espanhol*, and *Letras-Inglês*. The latter offers one selection process

(*vestibular*) every year with 14 vacancies for new students.

3.2.2. *Letras* and its English disciplines' syllabi

The department of *Letras* in Irati is responsible for graduating every year teachers of three different languages: Portuguese, Spanish, and English. The whole program lasts four years, and the courses are annual. There are courses which are common to every language program, such as: Linguistics, Literary theories, Philosophy, among others, and there are those which are specific to each language, such as specific literatures and languages. The language courses of *Letras-Inglês* are: *Língua Inglesa* I, *Língua Inglesa* II, *Língua Inglesa* III, and *Língua Inglesa* IV. *Língua Inglesa* I has a workload of six hours a week, and it is designed for students at the basic level. *Língua Inglesa* II has a workload of four hours a week, and its syllabus is designed for students at the pre-intermediate level. *Língua Inglesa* III has a workload of four hours a week, and it is designed for students at the intermediate level, as *Língua Inglesa* IV with the difference that its workload is of six hours a week. The syllabi of the language courses also encompass the teaching of Phonetics, Phonology (*Língua Inglesa I*), Morphology (*Língua Inglesa II*), Syntax (*Língua Inglesa III*), Semantics and Pragmatics (*Língua Inglesa IV*). Thus, besides learning English, the students also have to study the structures of the language in the English courses.

3.3. Objectives and Research questions

The present study aimed at investigating whether instructional sessions on how to properly use and optimize pre-task planning time impacted on learners' accurate planned oral performance. In order to reach this general goal, strategic planning instructional sessions were designed and delivered to the participants, and through a cycle of activities, it was verified whether the strategic planning instructional sessions and planned performance produced an impact on the learners' oral performance. Moreover, the study also aimed at understanding learners' perception[7] on the role that the instructional process and the planning process *per se* played in their oral performance.

In order to achieve the objectives aforementioned, the following research questions guided the present study:

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[7] For this research, the definition of perception will be "a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment." (Silva, 2004, p. 9)

a) Does strategic planning *per se* produce an impact on students' accurate oral performance on there-and-then narrative tasks[8]?

b) Does strategic planning after an instructional period produce an impact on the students' accurate oral performance on there-and-then narrative tasks?

c) Can strategic planning instructional sessions assist learners to become more strategic when they plan?

d) What are the students' views on the instructional sessions and the strategic planning process?

3.4. General research design

In order to fulfill the objectives of this research, which made use of both quantitative and qualitative tools; this study was carried out in six phases. Firstly, the researcher observed some English classes in order to be in contact with the students who would potentially be the participants of the present study, so that they would become more familiar with the researcher allowing for the creation of a more comfortable environment. Furthermore, the aim was also to collect some relevant information about the participants which could contribute to the qualitative part of the present study. Through observation and interaction among the professors and the students, it was also possible to estimate the students' proficiency level, since due to time constraint, this variable was not controlled by means of a proficiency test. Finally, the students – were invited to participate in the research and those who were interested received a consent letter (see Appendix A for the consent letter's content) which was read with them in order to avoid any misunderstanding. They also received a profile questionnaire, whose aim was to gather information about their background, such as: age, learning experience, among others.

Then, the students performed a there-and-then narrative task without time to plan, and right after that, they answered a post-task questionnaire. Later in the week, the participants performed another there-and-then narrative task, but this time they had ten minutes for planning. Right after that, they answered a post-task questionnaire.

Four-week instructional sessions took place, so that the participants could be familiar and practice the strategies they could use while planning. After the instructional sessions, the participants

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[8] A there-and then narrative is a task in which the participants narrate the story without having visual support during the planning time and/or the performance. More details are provided in the section 3.7.

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performed another there-and-then narrative task, with ten minutes
available for planning, and right after that, they filled in a post-task
questionnaire. Finally, the researcher interviewed the students
individually in order to scrutinize their perception of the overall process.
Table 1 illustrates the phases, dates, and instruments.

Table 3
General research design

Phases	Dates	Instruments
Phase 1	May 13rd and 17th	Class observation, consent letter, and profile questionnaire
Phase 2	May 20th	Task 1 - there-and-then narrative task with no planning time, and post-task questionnaire
Phase 3	May 27th	Task 2 – there-and-then narrative task with planning time, and post-task questionnaire
Phase 4	May 28th to June 18th	Instructional sessions
Phase 5	June 21st	Task 3 – there-and-then narrative task with planning time, and post-task questionnaire
Phase 6	June 21st to July 11th	Interview

3.5. Pilot study

Prior to the actual investigation, a pilot study had taken place from April 1st to April 19th. Students from the third phase of *Letras-Inglês* at UFSC were invited to participate in the pilot study; however, only one student showed interest. This particular level was chosen because it was believed that students at this phase had an intermediate level of English which would be similar to the proficiency level of the actual research participants.

Even with only one participant, the pilot study was conducted considering that the main goal of it was to test and refine the instruments for data collection and analysis, and the content and dynamics for the instructional sessions. After the pilot study took place, it was possible to refine (i) some aspects of the questionnaires which contained typing mistakes and unclear information; (ii) a task which initially was a video narrative task and was adapted to a picture-cue narrative task; and (iii) the order of strategies presented in the instructional session, besides including an extra strategy: paraphrasing[9]. Furthermore, it is important to highlight that experimental studies in the field of Applied Linguistics are seen as systematic experiences and piloting their instruments and data collection procedures are ideal for the success of the study (Bailer, Tomitch & D'Ely, 2011, p. 143).

3.6. Participants

Following other studies on oral production (D'Ely, 2006; Rossi, 2006; Guará-Tavares, 2008, Ortega, 1999, Foster & Skehan, 1996; Mehrnet, 1998, to name just a few), the target participants of the present study were students at an intermediate level of language proficiency. Thus, the students who were attending the courses of *Língua Inglesa* III and *Língua Inglesa* IV were potential participants for this study because, according to the courses' syllabi, they might be at the intermediate level of English. The fifteen students who were attending the disciplines were invited to participate in the study; however, only eleven of them accepted. Among the eleven students, only six of them could be part of the research, the other five students had either basic or advanced level of English proficiency[10]. Therefore, due to the reduced number of

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[9] More detail is provided in the sections 3.7.3 and 3.7.5.

[10] These students performed the narrative tasks, and the researcher perceived through the way in which they narrated the stories that they were at a beginning and advanced level of

participants, it was not possible to have a control group.

The participants' age ranged from 19 to 23 years, with a mean of 20.83. Among the six participants, two were male and four female. *Letras – Inglês* was their first undergraduate program, and they had never been to a foreign country before. All the participants wanted to become English teachers; some of them reported that they already taught. Additionally, the participants were named as: Carla, Daiane, Hugo, Mauro, Marcia, and Tatiane[11]. Table 2 provides details about the participants' age, years studying English at an English school or with some private teacher, how they perceive the oral activities in their English classes at the university, and how they evaluate their own speaking skills.

Table 4
Participants' profile

Participants	Age	Years studying English	Oral activities in class	Evaluation on own speaking
Carla	21	7	like	regular
Daiane	20	0	important	bad
Hugo	22	2 and a half	like	regular
Mauro	20	6	fun	good
Marcia	19	2	-	Bad
Tatiane	23	4	-	Regular

3.7. Research instruments

3.7.1. Class observation

Two classes of the disciplines *Língua Inglesa* III and *Língua Inglesa* IV were observed by the researcher in order to (a) collect relevant information about the students and the context; (b) allow the students to become more familiar with the researcher (Dörnyei, 2007); (c) observe the oral activities students performed in the classroom and the themes they were familiar with; (d) verify whether language learning strategies were used explicitly in the classroom; and, (e) ensure that students' level of proficiency regarding the speaking skill was the one

proficiency in English. Additionally, the researcher showed the narratives to the courses' professor who agreed that the students did not have an intermediate level of proficiency.
[11] Fictional names used to preserve participants' anonymity.

specified in the course description and syllabi, that is, the intermediate level.

3.7.2. Profile questionnaire

The profile questionnaire (see Appendix B for profile questionnaire) was administered in order to collect relevant information about the participants. It consisted of open-questions which yielded three types of data about the respondents (following Dörnyei, 2007, p. 102): (1) factual questions: name, age, profession, email address, telephone number, amount of time learning English (question 1), experience with English outside the university (question 2), or in a foreign country (question 3), and attendance to other undergraduate programs (question 4); (2) behavioral questions: reasons for being in the *Letras-Inglês* course (question 5), willingness to become a teacher, and motivations (question 6); and (3) attitudinal questions: opinion on being fluent in English (question 7 and 10), the most enjoyable oral activities in the classroom, and the most familiar and comfortable themes to talk in English (questions 8 and 9).

3.7.3. Tasks for data collection

In total, the participants performed three narrative tasks. The use of narrative tasks seems to be popular for research purposes (Skehan & Foster, 1997; Yung & Ellis, 2003; D'Ely, 2006). Also, the tasks were monologic, that is, students did not need a partner to perform them. This choice was made due to the purpose of the study, because if the participants had the opportunity to listen to their peers' story, this could be an intervening factor, impacting upon results. Moreover, monologic tasks are more cognitively demanding (Kawauchi, 2005), because they elicit "linguistically denser talk" (Bygate, 1999, p. 206), and as a consequence, being in line with this study's purpose.

The narratives were there-and-then tasks (Robinson, 1995), which are characterized by the lack of context support when students are retelling the story. That is, the participants watch a video or see a picture-cued story and they have to retell the story they watched or saw without having it before his/her eyes. D'Ely (2006, p. 96) points out that there-and-then tasks are very complex and demanding because the participants have to use some of their attentional resources to store the story events.

Although, there was no control for task effects[12], all the tasks were as similar as possible regarding the amount of pictures, lack of color, and task difficulty[13]. All the tasks shared the same theme which was relationship.

The first task, a picture-cued narrative, which shows the story of a guy who tries to seduce a girl by giving her many presents (see Appendix C) was performed under no planning condition before the instructional sessions. The second task was initially a video narrative (an episode of Tom and Jerry in which Tom falls in love with a female cat, but she ends up marrying a richer cat), which had been used by D'Ely (2006); however, analyzing the results from the pilot study, it was possible to perceive that the participant in the pilot study produced significantly more in the video-based narrative task than in the picture-cued tasks. It is believed that the visual support from the video narrative is ampler than the picture-cued narratives. Therefore, in order to diminish task effects, and ensure that all the tasks shared the very same characteristics a picture-cued task was created based on the episode (see Appendix D), and it was tested with a group of students[14] who had no problem in understanding the sequence of events. This picture-cued task was performed under planning condition before the instructional sessions. And finally, the last task, another picture-cued narrative, which shows the story of a couple possibly celebrating their wedding anniversary and having dinner at a fancy restaurant (see Appendix E) was performed under planning condition after the instructional sessions. Table 3 illustrates the distributions of the tasks and their conditions.

Table 5
Tasks and their conditions

Task	Conditions
Task 1 – The gift	No planning
Task 2 – Tom and Jerry	Planning
Task 3 – The dinner	Planning after instructional period

[12] At a first moment, it was considered to randomize the application of the tasks; however, it was decided not to take the risk of having the participants commenting to each other about the tasks, so they would previously know the content of the tasks they would be doing in the other trials.

[13] As difficulty is an aspect perceived by the learner, the tasks were perceived to have the very same level of difficulty when they were piloted.

[14] The group of students consisted of eight *Letras-Inglês* students at an intermediate level of English from a state university in Bahia (UNEB). The task was used with them as a means of assessment in their English course by the course's professor.

For every task the participants received a sheet of paper with procedures on how to perform it (see Appendix F for the instructions of tasks 1, 2 and 3 respectively). In addition, the researcher read the procedures with the participants in order to make sure there were not any doubts. They had fifty seconds[15] to see and understand the picture-cued narratives, and ten minutes to plan their performance in tasks 2 and 3. Moreover, the participants were allowed to make notes during the planning time, but the notes were not used at the time students were performing the task[16].

3.7.4. Post-task questionnaires

In order to unveil students' perception of the tasks, the instruction, the opportunity to plan, the process of planning and performing an oral task, and the strategies the students used when they planned, the students received a questionnaire after each task (see Appendix G for the post-task questionnaires 1, 2 and 3, respectively).

In the first questionnaire, considering that the students did not have the instructional sessions and the opportunity to plan, they were asked about: the difficulty of the task (question 1), their familiarity with the task (question 2), the aspects they were concerned with when they performed the task (question 3), the lack of an interlocutor (question 4), their evaluation of the oral text they produced (question 5), and the process they underwent (question 6).

In the second questionnaire, which was administered after the performance of the second task (under planning condition), the participants were asked about: the difficulty of the task (question 1); the effect of having performed a similar task before (question 2); the opportunity to plan (question 3); what they did when they planned (question 4); the aspects they were concerned with when they performed the task (question 5), the lack of an interlocutor (question 6), their evaluation of the oral text they produced (question 7), and the process they underwent (question 8).

Finally, the third questionnaire which was administered after the performance of the last task (after the instructional session and under

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[15] The choice for providing students with fifty seconds to look at the picture was based upon Guará Tavares (2008). Moreover, in the pilot this time frame was tested and considered adequate.

[16] This procedure is usually used in research on strategic planning (Foster & Skehan, 1996; D'Ely, 2006; Guará-Tavares, 2008; among others).

planning condition), the participants were asked about: the difficulty of the task (question 1); the effect of having performed similar tasks before (question 2); the aspects they were concerned with when they performed the task (question 3); their opinion about the instructional sessions (question 4); the opportunity to plan (question 5); their evaluation of the oral text they produced (question 6); what they did when they planned (question 7); and the speech aspects that improved, in their opinion (question 8).

3.7.5. Instructional sessions

In order to optimize students' planning time, the instructional sessions were designed based on the strategies reported by Guará-Tavares (2008), which will be explained in the following subsection. Moreover, it was noticed in the pilot study that the participant made use of paraphrasing (a communicative strategy), so it was decided to include a seventh strategy to the instructional sessions.

The objectives of the instructional sessions were a) to call learners' attention on how planning time can assist their oral performance; b) make learners familiar with the strategies they can use while they plan; and c) practice these strategies. And in order to reach these objectives, four instructional sessions were designed (see Appendix H for instructional session plans, activities, and exercises). Each instructional session lasted around 1h and 30 min and occurred once a week, in a total period of four weeks, and they were taught in English by the researcher.

The first session occurred one week after the participants had performed the first two narratives (under no planning condition and under detailed planning condition, respectively). Its main objective was to raise students' awareness in relation to the benefits that strategic planning could have in their oral performance, and also present strategies they could use while they plan. The session was divided into four phases. In the first phase, an informal discussion was conducted in order to gather students' opinion about the task they performed. In the second phase, the question "Do you think having ten minutes to plan your oral performance is helpful?" was posed to the students. In the third phase, considering that the participants were undergraduate students, a brief explanation about strategic planning and a presentation of some studies that reported positive results were done. And finally, in the fourth phase, the researcher presented to the students the seven strategies they could use while they plan.

In the next three instructional sessions, the participants were given the opportunity to practice the strategies: organizational planning, monitoring, rehearsal, writing/outlining/summarizing, elaboration, lexical search, and paraphrasing (see Section 3.7.5.1 for definitions). For each strategy, a definition of each strategy was presented, and an activity was designed, and after the performance of each activity, a discussion session took place, so that the students could be able to reflect upon the whole process.

Moreover, a group on Facebook was created (see Appendix J), so that the researcher and the participants could interact more than only in the face-to-face encounters. Questions were discussed, and activities and quizzes related to the strategies were posted on the virtual environment.

3.7.5.1. Defining the strategies

In order to consider the creation and the development of activities that were used to raise students awareness and practice the strategies they could use during planning time, the definitions of most strategies included in the instructional sessions are based on O'Malley and Chamot (1990), Ortega (2005) and Guará-Tavares (2008), but the definition of paraphrasing is from Lam (2006).

1) *Lexical search*: according to Guará-Tavares, this strategy was not included in O'Malley and Chamot's framework, and neither Ortega considered a strategy called *lexical search*. For them, "lexical compensations and avoidance imply lexical search" (Guará-Tavares, 2008, p. 66). However, for this study, *lexical search* consists in searching words related to the theme or semantic net that can be likely used in the oral performance. This strategy assists in having a rank of vocabulary that one can use when narrating a story, for instance.

2) *Elaboration*: "consists in improving one's performance by relating new information to prior knowledge, by making meaningful personal associations with the new information, and by attempting to improve and/or embellish performance." (Guará-Tavares, 2008, p. 66)

3) *Organizational planning* "concerns the planning of parts, sequence, and main ideas to be expressed" (Guará-Tavares, 2008, p. 64). This strategy assists in having an overview of everything one can say and organize it in order not to get lost in the middle of the speech.

4) *Monitoring:* For O'Malley and Chamot (1990), this strategy consists in "checking one's comprehension during listening or reading

or checking accuracy and/or appropriateness of one's oral or written production while it is taking place" (p. 119). However, as strategic planning happens before the production, *monitoring* can be applied during other strategies as *rehearsal* and *writing/outlining/summarizing*, for instance.

5) *Rehearsal* is concerned with practicing the language to be used. You can do it by reading what you planned or by practicing the narrative mentally.

6) *Writing/outlining/summarizing*: The three strategies are related to any kind of written production you can use during the planning time. This written production can be words, sentences, paragraphs, outlines, or summaries.

7) *Paraphrasing*: Lam (2006) defines paraphrasing as "the use of alternative expressions with similar meanings to replace those that the speaker does not know or cannot think of" (p. 145).

3.7.6. Interview and Researcher's diary

The interview (to see the interview guideline, see Appendix K) was used as an extra resource for collecting data to elicit the participants' perception on the whole process, because according to Bell (2005, p. 156) "a response in an interview can be developed and clarified", in case the questionnaires did not provide all the expected responses.

The interviews were the last phase of this study. Initially, they were thought to happen a week after the performance of task 3, however the participants claimed that they were busy in the next week, and due to time constraint, the interviews were conducted on Facebook individually a month later. The participants were encouraged to write freely about the process they went through, their opinion about the instructional sessions, and the opportunity to plan. The interviews were conducted in Portuguese to ensure that the participants would write as much as possible.

As an extra resource of data collection, a diary was used by the researcher in order to take notes of moments and situations that could be important for the data analysis.

3.8. Procedures for data collection

As already mentioned, after the observational period, the students were invited to take part in the study. These students were

required to read and sign a consent letter with some general information about the study, and also complete a profile questionnaire. Due to the low number of participants, there was only an experimental group.

For the first task, the participants performed a narrative task in the language laboratory. They received a picture-cued narrative and they had fifty seconds to see it, after that, they retold the story which was recorded. After performing the task, the participants were asked to fill in a post-task questionnaire. The same procedure was adopted with the second task, but this time, the participants had ten minutes to plan.

Then, instructional sessions took place. Considering that the participants were enrolled in different disciplines, the professor from the elective discipline "*Tradução*" gently offered her classes, so that the participants could attend the instructional meetings, and it would not be necessary for the researcher to deliver the instructional sessions twice.

After all the instructional sessions, the participants performed a narrative task and they had 10 minutes to plan their oral performance and make notes, but they were not allowed to use the notes during the performance. After the planning time, the participants retold the story which was recorded. Finally, they were required to fill in a post-task questionnaire and participate in an interview.

3.9. Procedures for data analysis

The objective of this subchapter is to present and justify the procedures used to analyze the data. Firstly, the procedures for quantitative analysis are presented, followed by the qualitative procedures.

3.9.1. Quantitative analysis

3.9.1.1. Data transcription

Participants' speech samples were recorded using the software GoldWave version 5.68 and digitized in wave formats, and afterwards transcribed and divided into clauses. The software was tested in the pilot phase, and the samples presented good and clear quality.

3.9.1.2. Accuracy measurement

Speaking is a multifaceted phenomenon and can be assessed in terms of fluency, complexity, accuracy, and lexical density. Most of the

studies which investigated the impact of strategic planning investigated the effect of planning on, at least, three dimensions: fluency, complexity, and accuracy. However, in the present study, only accuracy was assessed. This decision was due to the fact that most studies show a very complex relationship between strategic planning and accuracy. In Foster (1996) and Foster and Skehan (1996), strategic planning did not have a positive impact on learners' narratives regarding accuracy. These results are corroborated by Yuan and Ellis (2003) who could not claim any statistical significant effect on accuracy; however, in Guará-Tavares (2008), the experimental group was more accurate than the control group in a narrative task.

Accuracy concerns form, that is, error-free performance (Foster & Skehan, 1996, p. 304) and following the approach used in Skehan and Foster (1995, 2005), Skehan and Foster (1996), Fortkamp (2000), and mainly D'Ely (2006), in this study, accuracy was assessed by means of (a) percentage of error free clauses. Errors in relation to syntax, morphology, and lexical choice were computed. Mispronounced words, unless they are not understood, were not computed, neither errors in stress and intonation. The errors were also not counted when the participants self-correct themselves by the use of replacement, reformulation, and false starts.

For the sake of illustration, the following examples present instances of erroneous performance found in the participants oral texts: *(Clause 1) but when he arrived there, (Clause 2) was there the black cat with a beautiful new car* (P4/T2 - syntactic error); *She find a beautiful woman* (P6/T1 – morphological error); *we see how much egoist people are* (P5/T1 – erroneous lexical choice).

In relation to the percentage of error-free clauses, error-free clauses are considered those which do not present any error regarding syntax, morphology, and lexical choice. Again, mispronounced words, unless they are not understood, errors in stress and intonation, and replacement, reformulation and false starts when the participants self-correct themselves were not considered errors. The number of error free clauses was identified and divided by the total number of clauses produced, and the result was multiplied by 100 in order to obtain the percentage of error-free clauses.

3.9.1.3. Statistical treatment

In order to answer research questions 1 and 2, and provide a careful analysis of research results coming from the accuracy

measurement (number of errors per clause, number of error-free clauses), four statistical treatments were adopted. First, a descriptive analysis was conducted in order to give an overall picture of the group's performance in the three different conditions: no planning and no instruction; planning and no instruction; and planning and instruction. Moreover, descriptive statistics also provides the minimum, the maximum, the mean, and the standard deviation of the group under each condition.

Secondly, in order to understand individual performance and also explain and discuss the results, the gain scores of each participant in relation to each pair comparison was identified.

The thrid approach to data analysis was to perform the Friedman test in order to see if there was significance among the three task conditions. This test was chosen considering that in the study there were more than two conditions and the same participants participated in all the conditions (Field, 2009, p. 573). The probability level of $p < .05$ was used to determine statistical significance.

And finally, in order to see whether there was significance between pair task conditions (Task 1 − Task 2; Task 1 − Task 3; Task 2 − Task 3), and also to answer research questions 1, 2, and 3, Wilcoxon signed-rank tests were performed. This test "is used in situations in which there are two sets of scores to compare, but these scores come from the same participants" (Field, 2009, p. 552). In addition, it was used because the data was not normally distributed. As there was the need to run three pairs of comparisons, the probability level of p was adjusted to .0167, using Bonferoni correction (i.e., dividing .05 by the number of conditions) (Larson-Hall, 2010).

3.9.1.4. Raters

After transcribing the speech samples and dividing them into clauses, the transcribed narratives were submitted to two raters who were asked to highlight the errors considering the criteria established in this study. The raters were two students who were pursuing a Master and PhD degree in Applied Linguistics. No statistical treatment for Interrater reliability was applied, because there was no discrepancies between the two raters.

3.9.2. Qualitative analysis

In order to unveil the participants' perception on the tasks, the availability to plan their speech prior to their performance, and the instructional sessions, the post-task questionnaires, interviews, and the researcher's diary were submitted to language based analysis (Dörneyi, 2007, p. 243). For that, the information from these different sources was tabulated, so that similarities and differences could be detected.

3.10 Feedback to the participants

As a final step, I contacted the participants of the present study and provided them with feedback of their participation, more specifically of their performance on the tasks.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of the present chapter is to present and discuss the results of the quantitative and qualitative analysis performed in order to answer the four research questions addressed in the study: (a) Does strategic planning *per se* produce an impact on students' accurate oral performance on there-and-then narrative tasks? (b) Does strategic planning after an instructional period produce an impact on the students' accurate oral performance on there-and-then narrative tasks? (c) Can strategic planning instructional sessions assist learners to become more strategic when they plan? (d) What are the students' views on the instructional sessions and the strategic planning process?

This chapter is divided into three main sections which present and discuss the results of both quantitative and qualitative analyses. Section 4.2 deals with the quantitative analysis of data which is presented in two subsections. Subsections 4.2.1 and 4.2.2 are concerned, respectively, with the descriptive statistical results, and the results of the statistical procedures adopted in this study. Section 4.3 presents and discusses the qualitative analysis of data which is subdivided into two subsections that analyze the post-task questionnaires, interview and personal notes in order to understand the impact of the instructional sessions (Subsection 4.3.1), and unveil the participants' perception on the process (Subsection 4.3.2). And, finally, Section 4.4 summarizes the analyses presented in the previous sections answering the research questions of the study.

4.2 Quantitative Analysis of Data

The analysis of data from a quantitative perspective examined the participants' oral outcomes of the three tasks performed under different pre-task conditions in order to understand whether being exposed to these conditions causes impact on the participants' accurate performance. Therefore, this section analyzes the results of descriptive statistics and four statistical procedures which were adopted to investigate the effect of treatment.

4.2.1 Descriptive Statistical Results

This subsection aims at presenting the descriptive analysis of the oral performance of six participants in three tasks which were executed under three different conditions: Task 1: no planning, Task 2: planning before instructional period, and Task 3 planning after instructional period. Accuracy was the speech dimension analyzed and it was assessed by the percentage of error-free clauses. The descriptive statistics are presented in the Table 6 which provides the minimum and maximum scores, the mean performance of the group of six participants in each task, and also the standard deviation for the group performance in each task.

Table 6
Descriptive Statistics – Accuracy (percentage of error-free clauses)

	N	Minimum	Maximum	Mean	Std. Deviation
Task 1	6	16,7	60,0	37,567	16,8229
Task 2	6	7,2	78,6	36,950	28,2338
Task 3	6	14,3	84,7	50,133	25,6641

Considering the mean number for each task, it is possible to see that the group produced more error-free clauses in Task 3, which was expected since this task was performed under the more enhanced condition - the participants received instructional sessions on how to plan and after that, they had the opportunity to plan this task. In a speculative manner, this result can tentatively suggest that instruction on planning led the participants to focus their attention on accuracy, and therefore, produce more accurate outcome. On the other hand, the outcome from Tasks 1 and 2 presented close mean values which may suggest that only strategic planning itself seems not to present any impact on accuracy, considering the researched sample.

The standard deviation is high in every task, which indicates that there was a great variation in the scores of the participants in the tasks. For instance, in Task 2, one participant produced 7.2% of error-free clauses, and another produced 78.6%. This great difference in the participants' performance scores in the same task may be due a number of reasons: (1) different levels of proficiency in English which was not controlled by placement tests in the study; (2) the impact of trade-off effects among different dimensions of speech performances (Foster & Skehan, 1996). The participants may have improved in terms of fluency

and/or complexity at the expense of accuracy[17]; and (3) the participants' anxiety[18] in performing the task, which was reported by some of the participants. The participant that got 7.2% of error-free sentences in Task 2, for instance, was trembling while performing Task 1. In fact, some studies on anxiety point out that it may affect learners' performance negatively (Ellis, 1998, p. 482).

For the sake of illustration, Figure 1 shows the group performance in the three tasks based on the mean scores. As previously mentioned, it is possible to see an increase in the error-free clauses of the groups in Task 3, whereas there is no difference in the performance of Tasks 1 and 2, i.e. the error-free clauses in the two tasks are similar.

Figure 1

Estimated Marginal Means of MEASURE_1
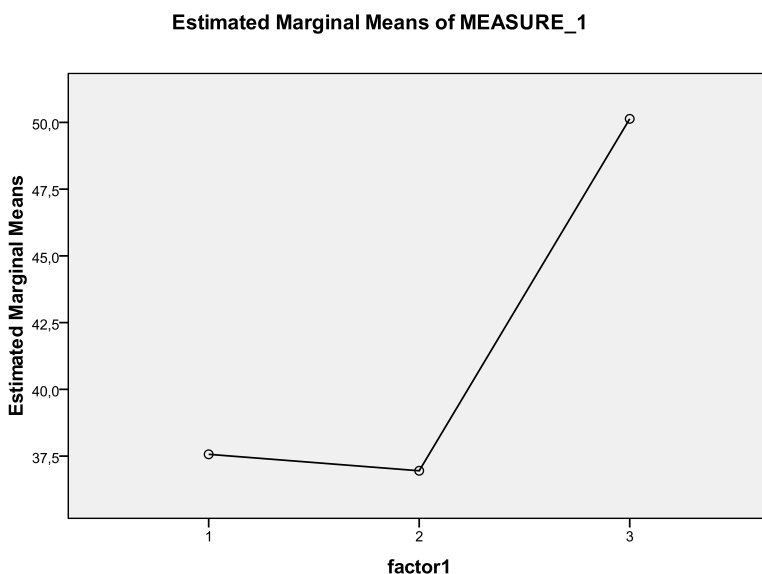
The individual scores of the participants, displayed in Table 7, show a confusing picture if task pair comparisons are made. From Task

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[17] Due to time constraint, participants' speech under the other two dimensions: complexity and fluency was not analyzed.

[18] Anxiety in this study is considered an individual learner variable "which is aroused by a specific type of situation or event such as public speaking, examinations, or class participations" (Ellis, 1999, p. 480).

1 to Task 2, and from Task 1 to Task 3, only two participants (Carla and Marcia) produced more accurate outcome in Task 2 compared to Task 1. The other four participants (Daiane, Hugo, Mauro, and Tatiane) produced more accurate outcome in Task 1 when they did not have time to plan. The same phenomenon occurs between Task 1 and 3. Three participants produced more accurate outcome in Task 3 compared to Task 1. The scenario seems to be more consistent between Task 2 and Task 3. Five participants produced more accurate outcomes in Task 3. The participant that did not present a more accurate performance in Task 3 compared to Task 2 was Carla; however, the difference is only of 5.8%, which is low. For a clearer picture, Table 8 shows the gain scores of the participants comparing the pairs of tasks.

Table 7
Individual scores of the participants in the three tasks

Participants	Task 1	Task 2	Task 3
Carla	16,7	78,6	72,8
Daiane	50	25	33,4
Hugo	41,2	9,1	50
Mauro	60	45,5	45,6
Marcia	37,5	56,3	84,7
Tatiane	20	7,2	14,3

.

Table 8
Individual Gain Scores

Participants	Task 2 – Task 1	Task 3 – Task 1	Task 3 – Task 2
Carla	61,9	56,1	-5,8
Daiane	-25,0	-16,6	8,4
Hugo	-32,1	8,8	40,9
Mauro	-14,50	-14,4	0,1
Marcia	18,80	47,2	28,4
Tatiane	-12,80	-5,7	7,1

In short, the results seem to favor the performance in Task 3, taking into consideration that the group presented more error-free clauses in this task, and the participants seemed to have improved from Task 2 to Task 3. Thus, receiving instructional sessions and having the opportunity to plan a task seems to have led the group to produce more

accurate outcomes. In the next section, the statistical analyses are presented.

4.2.2 Statistical Procedures

This section presents the results from two statistical treatments adopted: (i) Friedman test, and (ii) Wilcoxon Signed-Ranks Test. As already explained in section 3.10.3 of the method, these two statistical procedures were employed in order to test whether there were statistically significant differences among the three task conditions, and between task pairs, respectively. The results of each test are presented separately in the next subsections.

4.2.2.1 Friedman Test

In order to measure whether the results yielded by the three experimental conditions differed significantly, the Friedman Test was run. As presented in Table 9, the comparison among the three tasks is not statistically significant ($p = 0.311$). In other words, the performance improvement of the group in relation to accuracy could have been due to chance alone. This may be explained by the small quantity of participants and the different performances of the participants across tasks.

Table 9
Friedman Test – Comparing the three experimental conditions

N	6
Chi-Square	2,333
Df	2
Asymp. Sig.	,311

4.2.2.2 Wilcoxon Signed-Ranks Test

Even though the results from the Friedman Test did not present statistical significance- which means that no significance would be expected in the analysis results from Wilcoxon Signed-Ranks Test (Field, 2009), the test was run in order to scrutinize if the results from the comparison between each task pair approached significance.

Table 10 shows that no pair task comparison presents a significant difference given that the p. value for this test should be equal

or smaller than 0.0167 in order to be statistically significant. However, it is worth noticing that the results from the comparison between Tasks 3 and 2 approached significance at $p = 0.075$.

Table 10
Wilcoxon Signed Ranks Test

	Task 2 – Task 1	Task 3 – Task 1	Task 3 – Task 2
Z	-,314	-,524	-1,782
Asymp. Sig.	,753	,600	,075

This result is based on the positive ranks (see Table 11) which represent the participants that gained in accuracy from Task 2 to Task 3. Each participant represents approximately 16.7% of the group; therefore, a negative impact of a unique participant may have diminished the chances of having a statistically significant impact. Probably if the number of participants was larger, significance would be found. Nevertheless, almost the whole group improved in accuracy from Task 2 to Task 3, which does not occur in the other pair tasks. This fact might partially indicate that the optimization of performance condition through instructional sessions plays a role and positively impacts participants' accurate performance. In order to obtain a more consistent claim about the positive role of the instructional sessions, the comparison between Tasks 3 and 1 should have presented a higher level of significance, as well. However, this lack of consistency between Tasks 3 and 1 may be explained by the role of familiarity. The participants were not familiar with narrative tasks when they performed Task 1, which may have influenced their performance.

Table 11
Ranks

		N	Mean Rank	Sum of Ranks
Task 2 – Task 1	Negative Ranks	4	3,00	12,00
	Positive Ranks	2	4,50	9,00
	Ties	0		
	Total	6		
Task 3 – Task 1	Negative Ranks	3	2,67	8,00
	Positive Ranks	3	4,33	13,00
	Ties	0		
	Total	6		
Task 3 – Task 2	Negative Ranks	1	2,00	2,00
	Positive Ranks	5	3,80	19,00
	Ties	0		
	Total	6		

These results are partially in line with those of Sangarun (2005), and D'Ely (2011) which provided some type of instruction to their participants- either as metacognitive guidance, or teacher-led planning. The instructional sessions led the participants' attention to focus on meaning and form, which may have assisted them to plan strategically. In consequence, the processing in the conceptualizer and/or formulator may have been reduced, freeing up their attentional resources and allowing the participants to monitor their language structures on-line; thus producing accurate language.

To sum up, the quantitative analysis of this study did not show any significant impact on the accurate oral performance of the group regarding the task condition they were exposed, i.e., providing the opportunity for strategic planning (Task 2) and teaching students how to plan (Task 3) did not impact significantly students' accurate performance compared to Task 1 in which students did not have time to plan. However, comparing Task 2 and Task 3, significance was approached, which might indicate at some level that the optimization of strategic planning through instructional sessions plays a role and positively impacts participants' accurate performance. In the next

section, the qualitative analysis of data is presented taking into consideration the whole process they were exposed to: the role of the instructional sessions, and students' perception of the task conditions and the instructional sessions.

4.3. The Qualitative Analysis of Data

The analysis of data from a qualitative perspective examined the impact of the instructional sessions on the optimization of strategic planning, as well as the participants' perception on the process and the condition they were exposed to: strategic planning and instructional sessions on how to plan. Therefore, post-task questionnaires filled in by the participants after performing each task and an interview conducted with each of them were examined through qualitative analysis. Moreover, observations made by the researcher and registered and systematized in classroom diaries are also used in the analysis and the discussion.

4.3.1. The impact of instructional sessions on strategic planning

The main goal of the instructional sessions, as discussed in Chapter 3, was to optimize the strategic planning condition by presenting to the participants strategies they could use while planning and by practicing these strategies with them. This section presents the analysis of the post-task questionnaires regarding the participants' perception of the impact of the instructional sessions upon their oral performance and the use of strategies.

The analysis of question 4 from Post-task questionnaire 3, in which the participants were asked to report their opinion on the instructional sessions and whether they assisted them or not in doing Task 3, reveals that the sessions were perceived as positive to all the participants. The participants reported that the instructional sessions assisted them in learning new strategies that, in turn, were useful while they were planning their tasks. For instance, Carla stated that the instructional sessions "*me mostraram outras formas além das que eu já usava para planejar o que eu iria falar*"[19]. In the same view, Daiane said "*eu utilizei as estratégias na hora de planejar o que eu ia falar*".

Besides that, the instructional sessions provided the opportunity

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[19] Due to the fact that participants answered the questionnaire in Portuguese, their answer will not be altered; therefore the participants' excerpts will be presented in Portuguese.

for the participants to reflect upon the strategies they were using and try new strategies that could be more beneficial when planning their performance, which was the case of Mauro. In Task 2, he said he wrote down the entire story he would narrate and ended up forgetting parts of the story. This can be perceived in his voice when he says:

> **Mauro**: *(As sessões instrucionais) me ajudaram, pois nas atividades anteriores escrevia toda a história e acabava não me lembrando de tudo. Com o* organizational planning*, acredito que melhorei bastante.*

It is possible to notice in the participants' drafts of Task 2 that they all wrote down the entire story, and they complained having trouble remembering the story on-line and being nervous because of that. For a narrative task in which the participants had to tell a relatively long story, using this strategy does not seem beneficial, considering that our attentional resources are limited (Schmidt, 2001). When performing the task on-line which requires a lot of attention (Levelt, 1989), the participants could not direct enough attention to remember everything they wrote. For instance, Tatiane and Mauro emphasized that fact that

> **Tatiane**: *Eu planejei a minha história e na hora de contar acabei me atrapalhando.*
> **Mauro**: *Eu escrevi uma coisa, mas no momento de falar acrescentei outras coisas, tirei outras, ou seja, fiz diferente do papel.*

Still regarding strategies, the participants had to report the strategies they used while they were planning Tasks 2 and 3. In Post-task questionnaire 2, the most cited strategy was 'writing'. Some participants reported using **organizational planning** (Tatiane: *tentei montar uma história compatível com as figures*), **lexical search** (Daiane: *refleti sobre a escolha do vocabulário*), and **paraphrasing** (Carla: *substitui palavras que não lembrava*). In post-task questionnaire 3, the participants mentioned using the seven strategies presented to them in the instructional sessions. For the sake of illustration, Table 12 presents a comparison of the strategies used by each student in Task 2 and Task 3.

Table 12

Strategies used by the students in Tasks 2 and 3

Participants	Task 2	Task 3
Carla	Organizational planning; Writing; Paraphrasing; Lexical search	Organizational planning; Outline/ Summarizing; Paraphrasing; Lexical search; Rehearsal
Daiane	Writing; Lexical search	Outline/Summarizing; Organizational planning
Hugo	Organizational planning; writing	Organizational planning; Outline/ Summarizing; Rehearsal; Monitoring
Mauro	Writing	Outline/Summarizing; Organizational planning; Monitoring
Marcia	Writing	Outline/Summarizing; Organizational planning; Paraphrasing
Tatiane	Writing	Outline/Summarizing; Organizational planning; Monitoring

Even though, the participants reported the use of some strategies in Task 2, it is possible to notice in their answers that they were not strategic at using them. They did not use them as metacognitive strategies, because they had not reflected upon them before the instructional sessions. Hugo, for instance, reported using

"organizational planning" in Task 2; he also reported that the "organizational planning" he was presented to and practiced in the instructional sessions was the most useful strategy for him. The same applies to 'writing'; all the participants used 'writing' in Task 3, but not as in Task 2. They used it as outlining, and summarizing; therefore, the strategy "Writing/Outlining/Summarizing" in this study is divided into two qualitatively different strategies: "writing", and "outlining/summarizing".

Another way to unveil the impact of the instructional sessions is by analyzing the participants' evaluation on their own performance of each task. The analysis result of the post-task questionnaire indicates that the participants in general felt more comfortable with their performance in Task 3 compared to the two previous tasks, as it is possible to visualize in Table 13.

Table 13
Participants' evaluation on the oral text they produced

Participants	Task 1	Task 2	Task 3
Carla	Average	Good	Well planned
Daiane	Not too good	Not too good	Didn't like it
Hugo	Average	Average	Better than the previous
Mauro	Not too good	Awful	Good
Marcia	Weak	Better than the previous	Better pronunciation
Tatiane	Awful	Average	Good

Almost all the participants seemed to perceive an improvement in their last oral text compared to the previous ones. Daiane's opinion was the only one that did not corroborate the others', and it is worth mentioning that this participant, at first, did not want to do this task, but encouraged by the others decided to do it. Therefore, she was probably not motivated and engaged in the task. According to Ellis (2009), the learner's attitude toward the task is a variable that contributes to his perception and performance of the task.

In short, it is possible to see that the instructional sessions assisted learners in becoming more strategic when they plan. The instructional sessions assisted the participants in reflecting on the strategies they can use. They used the strategies they learned as was reported by them in the Post-task questionnaires. In addition, the participants seem to have become more confident about their oral

production. In the next section, the analysis of the participants' perception of the process they underwent is presented.

4.3.2. Students' perception on the process

In some questions of the post-task questionnaires and interview, the participants were encouraged to freely give their opinion on the process they were exposed to, and from the analysis of the participants' answers, it seems that having the opportunity to plan and being instructed on how to use the planning condition more strategically was positive for all of them.

Regarding Task 1 which was used by means of control, the participants reported that it was the first time they had to do a now-and-then narrative task, and some of them classified the task as being fun and challenging, but also scaring. In general, the speaking activities they are used to doing in the classes are related to answering questions or giving their opinion about some topic, and not actually performing tasks. During the class observation period, I could observe some speaking activities. The teacher provided time for the students to plan their oral performance. All of the students wrote what they would say, and when performing the activity, they ended up reading aloud what they had written, which would not be considered an effective speaking activity.

In the second trial, the participants had the opportunity to plan their tasks and most of them viewed this condition as positive. The participants claimed that it was the first time they were exposed to this condition - at least a pre-task condition in which they did not have access to the notes they made while planning -, and that they could use this planning time to organize what they would say. Mauro was the only participant that stated that having time to plan was not beneficial for him, because he did not implement on-line what he had previously planned, which may indicate that he did not know how to use the planning time strategically (D'Ely, 2006; Ellis 2009). Thus, leading to forgetting what was previously planned. Regarding the opportunity to plan Task 3, which occurred after the instructional sessions, all the participants claimed that they felt more comfortable to plan, because they could apply the strategies they learned in the instructional sessions.

In relation to the interviews, a link between the experience of learning how to plan and real life situation was brought by the participants. They claimed that this process assisted them in becoming more strategic while speaking in general, as can be perceived in the voices of Carla and Marcia

> **Carla**: *Aprendi melhor como posso organizar minha maneira de falar, o que falar quando for contar algo a alguém.*
> **Marcia:** *A experiência na qual fomos submetidos foi de grande validade, visto que não conhecíamos estratégias para falar. Com isso, ao poucos, está sendo muito gratificante poder aplicar estas estratégias e conseguir "soltar" o inglês.*

The strategies they learned in the instructional sessions seem to assist them in becoming aware of their speech production, which may impact their speaking skills.

In conclusion, the process to which the participants were exposed seems to have been positive and beneficial for them. The next section addresses and answers the research questions of this study, and brings a general discussion of the results.

4.4. General Discussion

This study was undertaken in order to investigate the impact of instructional sessions on strategic planning on learners' L2 oral performance and perception. The participants of this study were 6 undergraduate L2 learners who performed three tasks under different conditions: no planning, planning, and planning after instruction. The outcome of these tasks was recorded and later transcribed in order to analyze the impact of the conditions on the participants' accurate performance. After performing each task, the participants answered a post-task questionnaire whose answers were used as data to unveil their perception of the process. At the time of instructional sessions, the participants were presented to and practiced strategies they could use while planning. And, finally, the participants were interviewed in order to collect their overall opinion on the process.

This study addressed the following research questions: (1) Does strategic planning *per se* produce an impact on students' accurate oral performance on there-and-then narrative tasks? (2) Does strategic planning after an instructional period produce an impact on the students' accurate oral performance on there-and-then narrative tasks? (3) Can strategic planning instructional sessions assist learners to become more strategic when they plan? And (4) What are the students' views on the instructional sessions and the strategic planning process? The following sub-sections answer the research questions addressed in this study based on the results and discussion of quantitative and qualitative analysis of data.

4.4.1. Does strategic planning *per se* produce an impact on students' accurate oral performance on there-and-then narrative tasks?

Concerning the results of the quantitative analysis, there is no evidence that strategic planning itself produces an impact on students' accurate oral performance. The results from Wilcoxon Signed-Ranks Test showed no statistical significant differences in comparing the participants' score from Task 1 and Task 2, which indicates that having time to plan a task or not does not impact on accuracy. This result is in parallel with results in the area (Foster & Skehan, 1996; Mehnert, 1998; D'Ely, 2006), especially considering that accuracy seems to be the less impacted dimension (Ellis, 2005), which may happen due to trade-off effects (Foster & Skehan, 1996). The participants may have directed their attention to other speech dimensions: fluency and/or complexity at the expense of accuracy.

The fact of having time to plan but not knowing how to use it strategically may also have contributed to the lack of impact on accuracy (D'Ely, 2006; Ellis, 2009). While planning the task, the participants may have used their attentional resources to focus on conveying the story, and no attention was left to monitor the grammatical structures while telling the story.

4.4.2. Does strategic planning after an instructional period produce an impact on the students' accurate oral performance on there-and-then narrative tasks?

Concerning the quantitative analysis, the analysis results from Wilcoxon Signed-Ranks Test showed that when comparing Tasks 1 and 3, and Tasks 2 and 3, no statistical significance is reached; however, statistical significance was nearly approached in the comparison of Tasks 2 and 3, a fact that might partially indicate that strategic planning instruction plays a role and positively impacts participants' accurate performance as in D'Ely (2011). It was also expected a more consistent difference between Tasks 1 and 3 to raise a stronger claim regarding the efficiency of the instructional sessions. However, task familiarity seems to have played a positive role in the performance of Task 1, which might have influenced the participants' outcome in this task.

In general, the instructional sessions provided the participants with strategies that allowed them to focus on meaning and form, as in Sangarun (2005,) using the planning time more strategically. This may

have assisted the participants in reducing the processing in the conceptualizer and/or formulator setting aside more attentional resources to focus on not making mistakes.

4.4.3. Can strategic planning instructional sessions assist learners in becoming more strategic when they plan?

One of the reasons for providing instructional sessions on strategic planning was the assumption that only providing time for planning a task is not enough (D'Ely, 2006; Ellis, 2009), considering that the participants may not know what to do while they plan, that is. they may not be familiar with the strategic planning condition. The instructional sessions would raise the participants' awareness and open a space for practicing these strategies so they could reflect upon them, and fortunately become more strategic when planning their oral performance (Oxford, 1998).

Through qualitative analysis, it was possible to conclude that teaching the participants how to plan can assist them in becoming more strategic when they do so. The instructional sessions provided room for reflection in which the participants engaged themselves in metacognitive processing. Moreover, the participants became more comfortable with the task (Ortega, 1999; 2005) and had the opportunity of getting familiar with and practice strategies that can be used not only when planning a task, but also for speaking skills in general. These results do not corroborate Kellerman's assertion (1991, as cited in Cohen, 1998) that it is not useful to teach students strategies because they already know how to use them from their L1. The participants were already acquainted with some strategies, but considering the experience derived from the instructional sessions they could reflect upon their use and learn how to apply them more strategically.

4.4.4. What are the students' views on the instructional sessions and the strategic planning process?

Through the analysis of the post-task questionnaires and interviews in which the participants were encouraged to share their opinions on the tasks, conditions, and instructional sessions, it was possible to notice that the process as a whole was positive for the participants. They claimed that the instructional sessions assisted them in becoming more strategic while planning their speech, not only for tasks, but in general.

In a nutshell, the quantitative results of this study did not show any statistically significant impact on accurate oral performance. Nevertheless statistical significance was approached if students' performance from Task 2 to Task 3 is compared. Thus, it is possible to say that the instructional sessions on strategic planning seem to present positive effects regarding cognitive variables. There seems to be evidence that teaching the participants how to plan may direct their attention to focus on form while planning, which may free up their attentional resources to monitor grammatical structures on-line. From the qualitative analysis, it was possible to see an impact on affective and metacognitive variables. The participants became more confident and comfortable with planning their speech engaging themselves in metacognitive processes that gave them the opportunity to reflect on strategies they already used, applying them more strategically, and also learn new strategies.

The next chapter presents the conclusions obtained from the results of the present study, the limitations of this research, as well as some suggestions for further research.

CHAPTER 5

FINAL REMARKS

The objective of this chapter is to summarize the main findings of the present study, which aimed at investigating the impact of instructional sessions on strategic planning on learners' L2 oral performance and perception. This chapter is divided into 3 sections. Section 5.1 presents the major findings obtained from both quantitative and qualitative analysis of data. Section 5.2 features the limitations of the study as well as suggestions for further research. And, finally, section 5.3 highlights the pedagogical implications of these findings.

5.1 Conclusions

The findings obtained from both quantitative and qualitative data analysis in terms of the four research questions: 1. Does strategic planning *per se* produce an impact on students' accurate oral performance on there-and-then narrative tasks? 2. Does strategic planning after an instructional period produce an impact on the students' accurate oral performance on there-and-then narrative tasks? 3. Can strategic planning instructional sessions assist learners to become more strategic when they plan? 4. What are the students' views on the instructional sessions and the strategic planning process?; Are the following:

❖ Finding (1): Simply providing the opportunity for the students to plan did not produce any impact on the participants' accurate oral performance regarding quantitative analysis.

❖ Finding (2): There seems to be a positive effect of instructional sessions on how to plan on the participants' accurate oral performance, considering that the participants presented more accurate outcomes in Task 3 compared to Task 2.

❖ Finding (3): The instructional sessions on strategic planning may have led the participants' attention to focus on meaning and form while planning their tasks, which according to Sangarun (2005) and D'Ely (2011) may have diminished the load of attention used in the conceptualizer and formulator. This may have freed up attentional resources which, in turn, could be used to monitor form on-line, and consequently produce more accurate outcome.

❖ Finding (4): The instructional sessions on strategic planning were perceived as positive by the participants who were able to observe

the impact of them on their planning time as well as oral performance.

❖   <u>Finding (5):</u> The instructional sessions on strategic planning led the participants to engage in metacognitive processes which allowed them to reflect upon the strategies they already used and the ones they were presented to and practiced. The participants were able to recognize that some strategies such as organizational planning and rehearsal, for instance, could enhance their planning time more than simply writing everything they wanted to say.

❖   <u>Finding (6):</u> Writing/ Summarizing/ Outlining which was considered a single strategy which involved any type of writing was divided into two qualitatively different strategies regarding the strategies used during planning condition: Writing and Summarizing/Outlining. Writing concerns writing everything that will be narrated and Summarizing/Outlining is related to the use of writing to organize what is intended to be narrated. Ehrman, Leaver and Oxford (2003) state that "a given learning strategy is neither good nor bad; it is essentially neutral until it is considered in context" (p. 315). Therefore, the use of writing during planning a now-and-then narrative task may not be viewed as an effective strategy, especially considering that our attentional resources are limited and it is difficult to remember the entire written task when narrating the story.

❖   <u>Finding (7):</u> Individual Differences interact in the process and they may affect the performance. Two individual learner variables: anxiety and motivation seem to play a role in the performance and the participation of the research, respectively.

5.2. Limitations of the study and suggestions for future research

The present study is seen as a tentative and a preliminary attempt to systematically examine the role of instructional sessions on strategic planning on learners' accurate oral performance. Despite of the fact that it was theoretically and methodologically based on the existing literature; some limitations were present in the study. Thus, the results here presented should be treated with a great deal of caution and a number of limitations should be accounted for. Next, besides presenting the main limitations of this study, suggestions for future research are also presented.

(1) <u>Sample size:</u> Taking into consideration the small number of participants of this study which was a total of six, the results here presented cannot be generalized to the young Brazilian population of

intermediate *Letras-Inglês* students. Moreover, with only six participants, the results of statistical treatment of the study may have been affected in terms of statistical significance, that is each participant represents around 16.7% of the entire sample size; if one or two participant does not present score gain in a task comparison, for instance, the group comparison may not present statistical significant differences. Therefore, for future research, it would be preferable to increase the number of the participants. Nevertheless, it should be borne in mind that increasing the number of participants is not an easy task considering that this study was carried out in a classroom environment and its implementation and data collection took a relatively long period of time. This decreased the number of participants interested in participating in the study as it was possible to be perceived in the pilot and in the present study.

(2) Lack of a control group: According to Dörnyei (2007), a control group is used in experimental or quasi-experimental designed studies in order to provide a baseline for comparison, and guarantee validity for the study. Due to the small sample size of the study, it was not possible to have a control group. In the study, the speech productions of the group was compared regarding different task conditions, and the first task in which the participants did not have time to plan was used as a control task to be compared with the other two tasks (planning and planning after instructional sessions). Moreover, as the participants of the study had to attend instructional sessions during the period of one month, it would be difficult to control their interaction with a control group which would not attend instructional sessions. They could end up sharing information among themselves. All in all, a control group which does not attend instructional sessions would be preferable for future research, especially if this control group was from another institution, so interaction between control and experimental group would not be possible.

(3) Level of Proficiency: Although there was an attempt to control the participants' level of proficiency by (i) observing their performance in the classroom; (ii) analyzing the level of proficiency proposed by the English course's syllabi they were enrolled in; and (iii) talking with the courses' teachers. Due to time constraint, the participants were not examined by means of a placement or proficiency test. Therefore, it is not possible to guarantee that the participants were intermediate learners of English in the speaking skill. This may have influenced their performance considering that learners' level of proficiency impacts how learners' approach task conditions and, thus, their overall performance

(Kawauchi, 2005; Tavakoli & Skehan 2005).

(4) <u>Task effects:</u> Three different tasks were used in order to elicit L2 speech from the participants in three different conditions: no planning, planning, and planning after instruction. Although the three tasks were chosen based on their similarities regarding the type of the task (now-and-then picture-cued narrative tasks), number of figures available (eight figures), and topic (relationship), they had different stories that required specific vocabulary. A task could have been considered easier than the others, a fact which could have caused effects on the participants' production. All in all, task difficulty is a variable which lies inside the learner (Ellis, 1999), i.e. what is difficult for a learner might be more or less difficult for another learner.

(5) <u>Accuracy measure:</u> In the present study, only one index was chosen to assess accuracy: percentage of error-free clauses. D'Ely (2006) states that this accuracy measure "might disguise overall achievements in accuracy" (p. 220); therefore, other types of measure should be adopted. Furthermore, D'Ely highlights that assessing accuracy in these terms is considered highly conservative, since it evaluates learners' mistakes against native speakers' norms. She suggests that a more qualitative approach to assess accuracy would be desirable such as taking into consideration the mistakes that really hamper communication. Thus, taking into account the communicative value of the narrative, considering how effective the narrative was in terms of conveying the desirable message, being reliable to the story and the pictures that depicted the narratives.

(6) <u>Other speech dimensions measures:</u> Skehan (1998) claims that speaking is multifacetated and can be divided into three dimensions: fluency, complexity, and accuracy. All the studies on strategic planning have investigated at least the three dimensions in order to refer to speech in general. In this study, only accuracy was investigated due to the mixed results that the studies have presented regarding this specific dimension, and also due to time constraint. Nevertheless, analyzing the three dimensions would have provided a more complete scenario of the impact of instruction on strategic planning, and a deeper analysis would have been possible, considering trade-off effects, for instance. Nevertheless, this goal can be achieved in the future, by revisiting the data.

(7) <u>Strategies used by the participants:</u> The instruments used in this study to collect information about the strategies the participants used while planning both tasks 2 and 3 were post-task questionnaires. As they were applied after the participants planned and told the story, there is the

chance that they did not recall all the strategies they used while planning. A more efficient instrument could be the online protocol in which the participants relate what they are doing while planning. On the other hand, considering the major objective of the present study, the on-line protocol could have been considered a very intrusive instrument.

After considering the main limitations of the present study, it would be suggested for the future studies that the limitations aforementioned were taken into account in order to present a clearer view of the role of instruction on strategic planning. Next, the pedagogical implications are presented.

5.3 Pedagogical Implications

Although research in SLA is directly carried out in order to inform the second language acquisition phenomenon itself, Pica (1994, p. 50) states that many language researchers are deeply interested in teaching practices since they are also teachers or were teachers one day. Thus, some fields such as the Task-based approach and Strategy instruction have successfully attempted to shed some light on language pedagogy creating an interface among research, theory and practice. Moreover, strategic planning is an appealing construct because it could be pedagogically manipulated and incorporated in the classroom (Ellis, 2005).

Nevertheless, Foster (2009) drew our attention to the extent we can bring pedagogical claims based on task based research results. Task types used in research are quite different from those used in the classroom (p. 252). They are supposed to lead learners to produce more direct and precise outcome for research purposes compared to classroom tasks in which the learners' outcome cannot be predicted. Additionally, Foster emphasized that in order to allow stronger pedagogical claims, studies should be replicated by or triangulated with related studies to confirm the findings (p. 255), and even though, research studies are applied in specific contexts and their results if generalized may create judgmental pedagogical affirmations that dictate what is acceptable or not.

Researchers (Mehrnet, 1998; D'Ely, 2006; Ellis, 2009) have been claiming that only providing time for the students to plan is not enough. They may not be familiar with the planning condition, which was possible to be seen in the analysis of this study that was carried out in a controlled classroom environment. Bringing instructional sessions on strategic planning to the classroom might assist students in how to

plan and may be an important intervention that can be applied in the language classroom, especially considering that much strategy instruction research has been conducted in the classroom setting. Nevertheless, applying whole instructional sessions on strategic planning, as it was done in the present study, does not seem to be functional, considering that it would be decontextualized. On the other hand, the teaching of the strategies could be inserted in some specific moments of the lesson, particularly in the speaking activities where strategic planning could be used as a pre-task condition. Even though, this issue should be seen as a suggestion rather than a prescription. Teachers should analyze their own contexts in order to understand whether teaching their students strategies on how to plan should be part of their classes.

In addition, strategy instruction that focuses on strategies that can be used to improve speech performance may assist the students in becoming more comfortable when they have to perform speaking activities and also to speak in English in general, especially considering that several students do not have opportunities to speak English outside of the classroom, making the speaking skill one of the hardest to be developed in the Brazilian context.

5.4 Final words

In conclusion, the objective of this study, which was to investigate the impact of strategic planning instruction on learners' accurate oral performance and perception of the process, has brought some evidence for the positive effect of teaching how to plan and strategic planning as a pre-task condition, especially considering the integration of constructs and frameworks from the Strategy Instruction field which seems to have assisted in the development of the instructional sessions on strategic planning. The study's results have contributed to our understanding of the impact of a more enhanced strategic planning condition may play on oral performance at the accuracy dimension. Nevertheless, it must be borne in mind that much more research should be conducted on the theme in order to scrutinize the constructs dealt with in this study. And in a greater perspective, as asserted by D'Ely (2006) "it remains an intriguing avenue for further empirical study so that we can fully grasp the complexities involved in developing the speaking skill in classroom environments" (p. 228)

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APPENDICES

APPENDIX A

Consent Letter
Carta de Consentimento

Formulário do Consentimento Livre e Esclarecido

Título do Projeto: O impacto da instrução em planejamento estratégico na acurácia da produção oral em língua inglesa de futuros professores

Gostaria de lhe convidar a participar de um projeto de pesquisa sobre o desenvolvimento da habilidade oral. A fala é uma habilidade cognitiva, altamente complexa, e os processos meta cognitivos nos quais embarcamos ao falar uma língua estrangeira podem ter seu papel maximizado nas tentativas de sermos bem sucedidos ao comunicar-nos. Esse estudo busca escrutinar os processos de planejamento estratégico e instrução na tentativa de construir uma interface entre cognição e ações pedagógicas eficazes para o ensino da habilidade oral em ambiente de sala de aula. Você está sendo convidado (a) a participar deste estudo por estar em processo de desenvolvimento da habilidade oral em inglês. Se você aceitar participar, por favor, leia este consentimento e se concordar com a informação aqui apresentada, assine onde indicado. Uma cópia ficará comigo, pesquisador responsável pelo projeto, e outra com você.

Objetivo do Estudo:
O objetivo deste estudo é investigar o impacto do planejamento estratégico e da instrução no desempenho oral de futuros professores de inglês como língua estrangeira. Muitos estudos mostram que estes processos são eficazes em promover ganhos no desempenho oral dos aprendizes, entretanto mais pesquisas são necessárias para que possamos aprender mais sobre eles.

Procedimentos:
Se você aceitar participar deste estudo, você será solicitado a realizar as seguintes tarefas: (1) responder a um questionário que apontará o seu perfil (2) narrar duas estórias (narrativa de seqüência de figuras) em inglês, (3) responder a dois questionários pós-tarefa que tentará revelar a sua opinião em relação à tarefa e condições de desempenho experimentados, (4) participar de quatro sessões instrucionais que durarão aproximadamente 1 hora e 30 minutos cada uma e serão divididas em um período de 4 semanas, (5) narrar uma estória (narrativa

de sequência de figuras) em inglês, (6) responder um questionário pós-tarefa que tentará revelar a sua opinião em relação à tarefa e condições de desempenho experimentados e (7) participar de uma entrevista que tentará revelar a sua opinião sobre o processo como um todo. As suas três narrativas serão gravadas e as sessões instrucionais e a entrevista serão filmadas para posterior análise. A realização das tarefas ocorrerá nos horários vagos e as sessões instrucionais ocorrerão em horário de aula, gentilmente cedido por professores responsáveis.

Riscos e benefícios do estudo:
Não há riscos em participar deste estudo. Antes de realizar as tarefas, você terá tempo de se familiarizar com elas e fazer todas as perguntas que quiser até se sentir totalmente confortável com elas. Em contrapartida, você poderá aprender mais sobre o desenvolvimento da sua habilidade oral e receberá *feedback* sobre as atividades que você desenvolver. Ao final da pesquisa, os resultados do estudo serão tornados públicos, mas sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo (a). Somente o pesquisador deste projeto terá acesso aos dados coletados.

Natureza voluntária do estudo:
Sua decisão de participar ou não deste estudo não irá afetar você ou sua relação com a
Universidade de nenhuma forma. Se você decidir participar e depois decidir desistir, não tem problema. Você poderá desistir a qualquer momento. Peço apenas que você me notifique, através do e-mail listado abaixo. Para contato telefônico: (42 - 84175455). Você não precisa se justificar.

Contatos:
O pesquisador responsável por esse estudo é o Prof. André Luís Specht (decaspecht@yahoo.com.br). Para contatá-lo, você pode enviar um e-mail para o endereço acima.

Declaração de consentimento:
Declaro que li a informação acima. Quando necessário, fiz perguntas e recebi esclarecimentos. Eu concordo em participar deste estudo.

Nome:
Assinatura do participante
Assinatura do Pesquisador Responsável

APPENDIX B

Profile questionnaire

Questionário de Perfil (adaptado de D'Ely, 2006)

> Nome:
> Idade:
> Profissão (se houver):
> Endereço de email:
> Numero de telefone:

Responda as seguintes pesquisas em português ou em inglês. Não se preocupe com possíveis erros de gramática ou vocabulário que você possa cometer, pois não há nenhum intuito em avaliar a sua escrita. Queremos somente conhecê-lo melhor e conhecer, também, a sua opinião sobre algumas questões de aprendizagem de inglês como lingual estrangeira. Portanto, lembre-se: Não há respostas certas ou erradas, apenas expresse o seu ponto de vista.

1. Há quanto tempo você estuda inglês?
2. Você já teve aula de inglês em alguma escola de língua, ou com algum professor particular? Se sim, por quanto tempo?
3. Você já foi a algum país estrangeiro? Se sim, qual e por quanto tempo você ficou lá?
4. O curso de Letras-Inglês é o seu primeiro curso universitário? Se não, qual outro curso você fez?
5. Você quer se tornar professor de inglês? Se não, qual é o seu objetivo em fazer o curso de Letras-Inglês?
6. Se a sua resposta para a pergunta 5 foi afirmativa.
   Além de ser professor de inglês, o que mais lhe motiva para aprender a língua?
7. Como você avalia a sua fala em língua inglesa? Se possível, dê razões para a sua resposta.
8. Em relação às atividades orais que o seu professor faz em sala de aula, quais delas você mais aprecia (se existir), e quais delas você menos aprecia (se existir)? Se possível, dê razões para a sua resposta.
9. Quais os temas que você tem mais familiaridade para conversar em inglês? (Por exemplo: esportes, música, família, entre outros).

10. Em sua opinião, como é uma pessoa fluente em língua inglesa? Você se considera uma? Por quê?
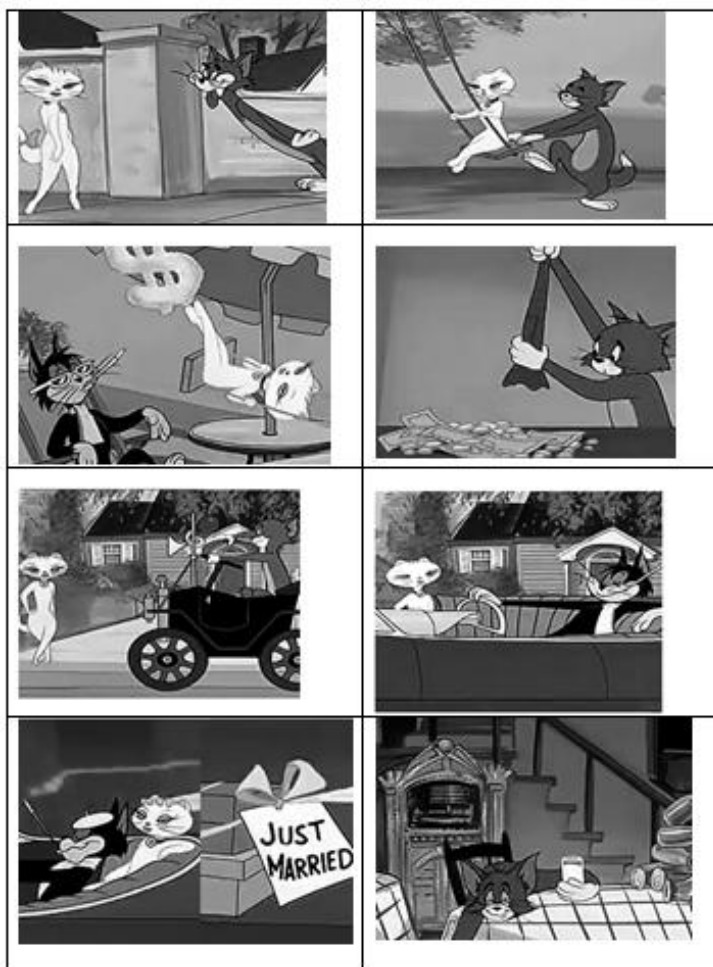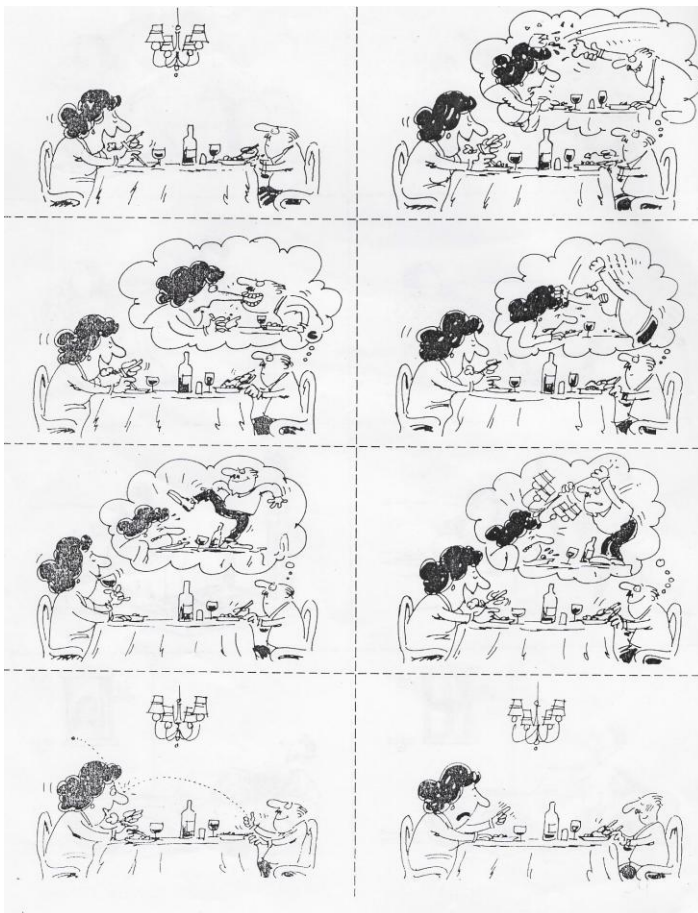
APPENDIX C

Task 'gift'
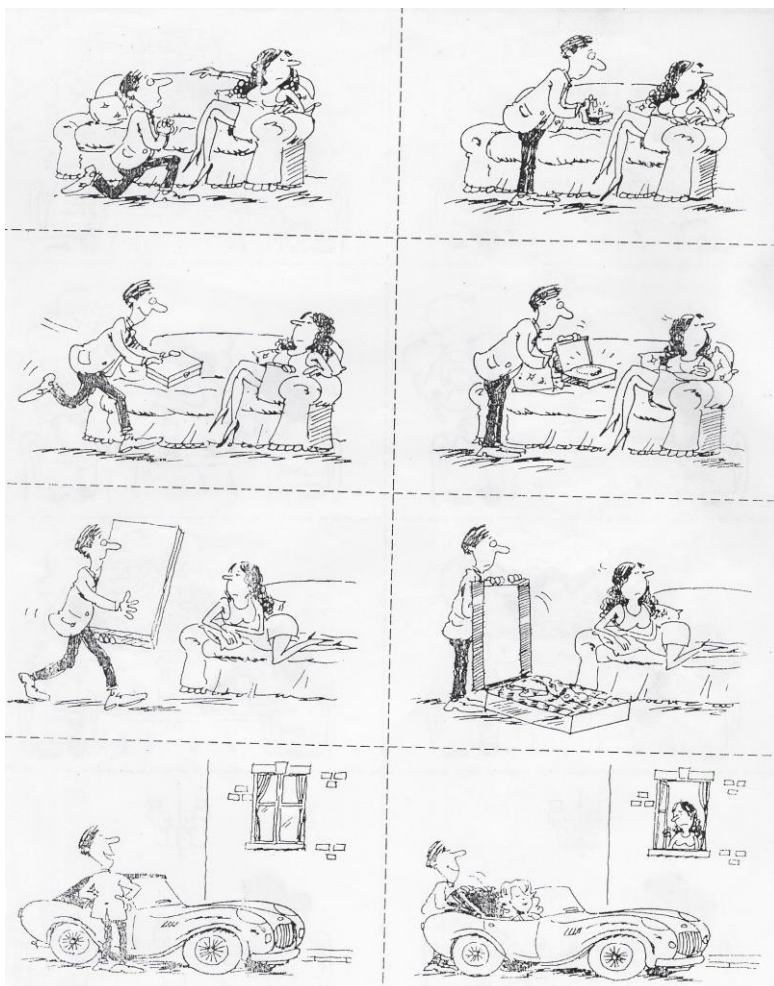
APPENDIX D

Task 'Tom and Jerry'

APPENDIX E

Task 'dinner'

APPENDIX F

Task Instructions

Task 1 – Instructions (adapted from Guará-Tavares, 2008)

1. Há uma folha em sua frente. Por favor, não vire a folha agora.

2. Na hora determinada, você terá 50 segundos para olhar esta folha que contém várias figuras formando uma estória.

3. Quando passar o tempo de 50 segundos, eu falarei "STOP".

4. Então, você virará a folha novamente e iniciará a narrativa de uma estória sobre as figuras vistas. Não se esqueça de apertar o botão "Iniciar gravação' para gravar a narrativa.

5. Não é permitido olhar às figuras durante a narrativa de suas estórias. Somente é permitido olhar a figura durante os 50 segundos.

6. Você não precisa seguir a sequência dos eventos para contar a estória. Você pode usar a criatividade para construir a ordem dos eventos e acrescentar informações que não estejam nas figuras, se desejar.

7. Não é necessário narrar todas as figuras, você pode usar a criatividade para preencher eventos, caso você esqueça alguma figura. O importante é você narrar uma estória.

8. Quando você iniciar a gravação, não é permitido pausá-la em momento algum da narrativa. Caso necessário, você pode parar de falar para pensar, espirrar, tossir, etc. durante a estória. Esses fatos não serão levados em consideração. Porém, não pode jamais pausar a gravação.

9. Por favor, após terminar de gravar aperte o botão "Interromper gravação". Aparecerá uma janela para salvar o arquivo. Deixe essa janela aberta e levante a mão para me indicar que terminou. Eu irei até você e salvarei o arquivo.

10. Muito obrigado

Task 2 – Instructions (adapted from Guará-Tavares, 2008)

1. Há uma folha em sua frente. Por favor, não vire a folha agora.

2. Na hora determinada, você terá 50 segundos para olhar esta folha que contém várias figuras formando uma estória.

3. Quando passar o tempo de 50 segundos, eu falarei "STOP" e você virará a folha novamente e terá 10 minutos para planejar aquilo que irá falar sem recorrer às imagens. Você pode fazer anotações, porém não poderá utilizá-las quando for narrar à estória.

4. Quando passar os 10 minutos, você guardará as anotações e iniciará a narrativa de uma estória sobre as figuras vistas. Não se esqueça de apertar o botão "Iniciar gravação' para gravar a narrativa.

5. Não há seqüência correta ou incorreta para a estória. Você pode usar a criatividade para construir a ordem dos eventos e caso você esqueça alguma figura, você pode preencher com informações adicionais.

6. Não é permitido pausar a gravação em momento algum da narrativa. Você pode parar de falar para pensar, espirrar, tossir, etc. durante a estória. Porém, não pode jamais pausar a gravação.

7. Por favor, após terminar de gravar aperte o botão "Interromper gravação". Aparecerá uma janela para salvar o arquivo. Deixe essa janela aberta e levante a mão para me indicar que terminou. Eu irei até você e salvarei o arquivo.

8. Muito obrigado.

Task 3 – Instructions (adapted from Guará-Tavares, 2008)

1. Há uma folha em sua frente. Por favor, não vire a folha agora.

2. Na hora determinada, você terá 50 segundos para olhar esta folha que contém várias figuras formando uma estória.

3. Quando passar o tempo de 50 segundos, eu falarei "STOP" e você virará a folha novamente e terá 10 minutos para planejar aquilo que irá falar sem recorrer às imagens. Você pode fazer anotações, porém não poderá utilizá-las quando for narrar a estória.

4. Quando passar os 10 minutos, você guardará as anotações e iniciará a narrativa de uma estória sobre as figuras vistas. Não se esqueça de apertar o botão "Iniciar gravação' para gravar a narrativa.

5. Não há seqüência correta ou incorreta para a estória. Você pode usar a criatividade para construir a ordem dos eventos.

6. Você pode usar a criatividade para preencher eventos os quais tenham esquecido sobre as figuras.

7. Não é permitido pausar a gravação em momento algum da narrativa. Você pode parar de falar para pensar, espirrar, tossir, etc. durante a estória. Porém, não pode jamais pausar a gravação.

8. Por favor, após terminar de gravar aperte o botão "Interromper gravação". Aparecerá uma janela para salvar o arquivo. Deixe essa janela aberta e levante a mão para me indicar que terminou. Eu irei até você e salvarei o arquivo.

9. Muito obrigado.

APPENDIX G

Post-task questionnaires

Questionário Pós-tarefa 1 (adapted from D'Ely, 2006)

Nome do participante:
Email do participante:

1) Como você considera a tarefa que você acabou de realizar?
( ) fácil
( ) razoável
( ) difícil
Outros: (Sinta-se a vontade para acrescentar qualquer comentário que você deseje.)

2) Você já havia realizado alguma tarefa oral parecida com essa?
( ) sim
( ) não
Comente:

3) Quais são os aspectos que você mais se preocupou enquanto realizava a tarefa? (Por exemplo, você se preocupou em ser fluente; usar uma linguagem mais complexa; não cometer erros)? Sinta-se a vontade para comentar todos ou algum(s) dos aspectos citados ou outros que lhe chamaram a atenção.

4) O fato de você não ter tido um interlocutor foi positivo, negativo ou não fez nenhuma diferença na realização da tarefa?

5) Como você avalia o texto oral que você produziu? Sinta-se a vontade para fazer os comentários que você desejar.

6) Você consegue descrever o processo pelo qual você passou enquanto contava a estória? Você pode fazer referências às estratégias que você usou ou, então, a problemas que você possa ter enfrentado.

Questionário Pós-tarefa 2 (adapted from D'Ely, 2006)

Nome do participante:
Email do participante:

1) Como você considera a tarefa que você acabou de realizar?
(   ) fácil
(   ) razoável
(   ) difícil
Outros: (Sinta-se a vontade de acrescentar qualquer comentário que você deseje.)

2) Você acha que o fato de você ter feito uma tarefa similar a essa anteriormente facilitou a realização dessa? Justifique a sua resposta.

3) Você acredita que ter tempo para planejar o que você falou lhe ajudou ou não a realizar essa tarefa? Dê razões para a sua resposta.

4) O que você fez enquanto planejava? Você seguiu as dicas que você recebeu? Tente dar uma descrição bastante detalhada.

5) Quais são os aspectos que você mais se preocupou enquanto realizava a tarefa? (Por exemplo, você se preocupou em ser fluente; usar uma linguagem mais complexa; não cometer erros)? Sinta-se a vontade para comentar todos ou algun(s) dos aspectos citados ou outros que lhe chamaram a atenção.

6) O fato de você não ter tido um interlocutor foi positivo, negativo ou não fez nenhuma diferença na realização da tarefa?

7) Como você avalia o texto oral que você produziu? Sinta-se a vontade para fazer os comentários que você desejar.

8) Você consegue descrever o processo em que você passou enquanto contava a história? Você pode fazer referências às estratégias que você usou ou, então, a problemas que você possa ter enfrentado.

Questionário pós-tarefa 3 (adapted from D'Ely, 2006)

Nome do participante:
Email do participante:

1) Como você considera a tarefa que você acabou de realizar?
(   ) fácil
(   ) razoável
(   ) difícil
Outros: (Sinta-se a vontade de acrescentar qualquer comentário que você deseje.)

2) Você acha que o fato de você ter feito tarefas similares a essa anteriormente facilitou a realização dessa? Justifique a sua resposta.

3) Quais são os aspectos que você mais se preocupou enquanto realizava a tarefa? (Por exemplo, você se preocupou em ser fluente; usar uma linguagem mais complexa; não cometer erros)? Sinta-se a vontade para comentar todos ou algum(s) dos aspectos citados ou outros que lhe chamaram a atenção.

4) Qual é a sua opinião em relação às sessões instrucionais? Elas lhe ajudaram ou não na realização dessa tarefa? Dê razões para a sua resposta.

5) Você acredita que ter tempo para planejar o que você falou lhe ajudou ou não a realizar essa tarefa? Dê razões para a sua resposta.

6) Como você avalia o texto oral que você produziu? Sinta-se a vontade para fazer os comentários que você desejar.

7) O que você fez enquanto planejava? Tente dar uma descrição bastante detalhada.

8) Em sua opinião, quais os aspectos da sua fala foram mais beneficiados pelo planejamento?

APPENDIX H

Ortega's and Guará-Tavares' complete strategy tables

Table 4. Strategies reported by the L2 Spanish speakers

Strategy types	Total sample (n=44)		Advanced level (n=32)		Low-intermediate level (n=12)	
	Raw	Percent	Raw	Percent	Raw	Percent
Metacognitive strategies						
1.1. Advance planning	19	43%	17	53%	2	17%
1.1.1. Previewing*	7	16%	6	19%	1	8%
1.1.2. Selective listening*	17	39%	16	50%	1	8%
1.2. Organizational planning	30	68%	20	62%	10	83%
2.1. Directed attention	9	20%	8	25%	1	8%
2.2. Selective attention	12	27%	7	22%	5	42%
2.3. Problem identification	15	34%	14	44%	1	8%
3.1. Production monitoring	33	75%	24	75%	9	75%
3.2. Monitoring impact on listener	19	43%	15	47%	4	33%
3.3. Auditory monitoring	10	23%	10	31%	0	0%
3.4. Visual monitoring	7	16%	6	19%	1	8%
3.5. Cross-language monitoring*	4	9%	4	12%	0	0%
3.6. Style monitoring	5	11%	4	12%	1	8%
3.7. Double-check monitoring	2	4%	2	6%	0	0%
4.1. Performance evaluation	18	41%	15	47%	3	25%
4.2. Repertoire evaluation	10	23%	6	19%	4	33%
4.3. Ability evaluation	8	18%	5	16%	3	25%
4.4. Strategy evaluation	16	36%	12	37%	4	33%
4.5. Prognostic evaluation*	7	16%	4	12%	3	25%

Table 4. (*continued*)

Strategy types	Total sample (n=44)		Advanced level (n=32)		Low-Intermediate level (n=12)	
	Raw	Percent	Raw	Percent	Raw	Percent
Cognitive strategies						
1.1. Writing for retrieval*	18	41%	14	44%	4	33%
1.2. Elaboration	10	23%	6	19%	4	33%
1.2.1. Academic elaboration	7	16%	3	9%	4	33%
1.2.3. Visualizing	7	16%	5	16%	2	17%
2.1. Writing for later recall*	10	23%	10	31%	0	0%
2.2. Rehearsing	21	48%	17	53%	4	33%
2.2.1. Mental rehearsal	9	20%	7	22%	2	17%
2.2.2. Subarticulatory rehearsal	5	11%	4	12%	1	8%
2.2.3. Reading rehearsal	6	14%	5	16%	1	8%
2.2.4. Selective rehearsal	3	7%	3	9%	0	0%
3.1. Highlight & postpone	4	9%	4	12%	0	0%
3.2. Make-up & stick to it	2	4%	2	6%	0	0%
3.3. Improvise if needed	4	9%	3	9%	1	8%
4. Avoidance	6	14%	3	9%	3	25%
5. Lexical compensation	28	64%	21	66%	7	58%
5.1. Approximating	22	50%	15	49%	7	58%
5.2. Circumlocution & synonyms	19	43%	15	49%	4	33%
5.3. Lexical transfer	4	9%	3	9%	1	8%
6. Translating	25	57%	18	56%	7	58%
7. Across-language analysis	1	2%	1	3%	0	0%
8. Outlining/summarizing	37	84%	27	84%	10	83%
9. Text enhancement	3	7%	3	9%	0	0%
10. Using available support	9	20%	9	28%	0	0%
Social/affective strategies						
1. Lowering anxiety	11	15%	10	31%	1	8%
2. Encouraging oneself	10	23%	8	25%	2	17%
3. Empathizing with the listener	23	52%	17	53%	6	50%

Note. Categories are based on O'Malley and Chamot (1990) and Oxford (1990). An asterisk indicates a new strategy type that emerged from the data.

Table 24

Strategies Reported by Participants

Strategy types	Total sample (N = 25)		Lower spans (N = 8)		Intermediate spans (N = 9)		Higher spans (N = 8)	
	Raw	Percent	Raw	Percent	Raw	Percent	Raw	Percent
METACOGNITIVE STRATEGIES								
Organizational planning	16	64%	4	50%	6	66.6%	6	75%
Problem identification	7	28%	2	25%	2	22.2%	3	37.5%
monitoring	15	60%	4	50%	4	44.4%	7	87.5%
evaluation	7	28%	3	37.5%	2	22.2%	3	7.5%
Rehearsal	11	44%	2	25%	5	55%	4	50%
COGNITIVE STRATEGIES								
Writing/outlining/ summarizing	21	84%	6	75%	7	77.7%	8	100%
Elaboration	10	40%	2	25%	4	44.4%	4	50%
Imagery	5	20%	1	12.5%	2	22.2%	2	25%
Lexical search	24	96%	7	87.5%	9	100%	8	100%
Avoidance	3	12%	1	12.5%	1	11.1%	1	12.5%
Lexical compensation	7	28%	1	12.5%	3	33.3%	3	37.5%
translating	2	8%	1	12.5%	1	11.1%	0	0 %
Cross language analysis	2	8%	1	12.5%	0	0%	1	12. 5%
SOCIAL/AFFECTIVE STRATEGIES								
Appeal for help	1	4%	1	12%	0	0%	0	0%
Lowering anxiety	1	4%	0	0%	0	0%	1	12.5%

APPENDIX I

Instructional session 1 – Raising students' awareness
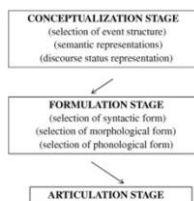

Strategic Planning

Levelt's Speech Model

CONCEPTUALIZATION STAGE
(selection of event structure)
(semantic representations)
(discourse status representation)

FORMULATION STAGE
(selection of syntactic form)
(selection of morphological form)
(selection of phonological form)

ARTICULATION STAGE

Planning

▸ Planning is an inehent process in human beings, and it may happen without our noticing (Levelt's Speech Model);

▸ Planning can be a metacognitive strategy, that is, we can be aware of using planning in our benefit;
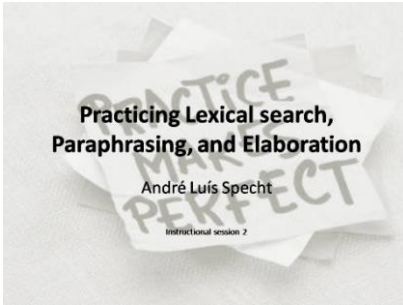
▸ Planning can be a task condition.

Strategic Planning

▸ Strategic planning is the opportunity to plan what we are going to say prior to the task performance;

▸ The planning time is usually 10 minutes; however, studies showed that even 1 minute can already be beneficial (i.e. Mehnert, 1998).

Research on Strategic Planning

▸ Skehan (1996);
▸ D'Ely (2006);
▸ D'Ely (2011).

▸ There is a positive impact, but it can't improve all the speech dimensions.

What to plan?

▸ Guará–Tavares (2008) presents a list of strategies her participants used while they were planning their oral performance.

▸ A) Organizational planning;
▸ B) Monitoring;
▸ C) Rehearsal;
▸ D) Writing, outlining, and summarizing;
▸ E) Elaboration;
▸ F) Lexical search.

Instructional session 2

Practicing Lexical search, Paraphrasing, and Elaboration

André Luís Specht

Instructional session 2

Lexical search

What is Lexical search?

• This strategy consists in searching words related to the theme or semantic net that can be likely used in the oral performance. This strategy helps us to have a rank of vocabulary that we can use when we have to narrate a story, for example. Moreover, by using this strategy, it is possible to replace words that we do not know how to say in the target language and/or avoid words we are not sure of their meaning or applicability.

Lexical search activity

You will be presented to some speaking situations. After reading each of them, you will have 1 minute to write down all the words that you could use while speaking.

Situation 1

You have to talk about ONE member of your family (any one).

Situation 2

You have to tell your classmates about your summer vacations.

Situation 3

You have to narrate the story below:

Paraphrasing

What is Paraphrasing?

• It is a communicative strategy that you can use when you do not remember how to say a word. You can use a similar word to replace the one you do not know, or you can explain the word describing it.

Paraphrasing activity

You will see some images, and you will have around 40 seconds to write down at least two words or explanation to describe each of them.

Elaboration

What is Elaboration?

- This strategy "concerns in improving one's performance by relating new information to prior knowledge, by making meaningful personal associations with the new information, and by attempting to improve and/or embellish performance." (Guará-Tavares, 2008, p. 66)

Elaboration activity

You will see images with sentences describing them. You will have around 1 minute to elaborate the sentences making them more complex and/or beautiful.

They play soccer.

They danced.

They love each other.

Let's discuss!

- What is your opinion about the three strategies you practiced today?

- Do you think they can help you to plan your performance?

- Have you ever used them (any of them) before? If not, would you start using them from now on?

Instructional session 3

Practicing Organizational planning and Monitoring

André Luís Specht

Instructional session 3

Organizational planning

What is organizational planning?

- Organizational planning "concerns the planning of parts, sequence, and main ideas to be expressed" (Guará-Tavares, 2008, p. 64). This strategy helps us to have an overview of everything we can say and organize it in order not to get lost in the middle of the speech.

Organizational planning activity

- Read the following situation:

"You didn't go to college yesterday, but you had a literature presentation. Now you have to make up a believable excuse for your professor, so s/he can allow you to present another time. You are at home and you have to plan what you are going to say."

Monitoring

What is monitoring?

- Monitoring is a strategy that we use in order to check what we are going to say (or we say) focusing on errors and mistakes we may produce. If we make mistakes and we are able to notice them by monitoring, we can self-correct ourselves making our speech clearer and mistake free.

Monitoring activity

I am going to read you a text and you are supposed to check if I will not make any mistake. If you hear any mistake, write it down.

Let's discuss!

- What is your opinion about the two strategies you practiced today?

- Do you think they can help you to plan your performance?

- Have you ever used them (any of them) before? If not, would you start using them from now on?

Instructional session 4

Practicing Rehearsal and Writing/outlining/summarizing
Instructional session 4

André Luís Specht

What is Rehearsal?
Basically, rehearsal concerns with practicing the language to be used. You can do it by reading what you planned or by practicing the narrative mentally.

What is Writing/outlining/summarizing?
The three strategies are related to any kind of written production you can use during the planning time. This written production can be words, sentences, paragraphs, outlines, or summaries.

Activity

You have learned and practiced 7 strategies in the last weeks: *lexical search, elaboration, paraphrasing, organizational planning, monitoring, rehearsal, and writing/outlining/summarizing*. Now it is time for you to practice them all together, so you can see if you really understand them and also check if they can be useful for you. You have two fairy tale illustrations, and you will have around ten minutes to plan what you would tell about them. Good luck!

1)   2)

APPENDIX J

Facebook group

APPENDIX K

Interview

Nome do participante:

1) Como você avalia o processo pelo qual você foi submetido como um todo?
2) Se você comparar a primeira narrativa que você produziu com a segunda, quais são as diferenças? Houve uma melhora ou não?
3) Você já conhecia as estratégias que foram apresentadas nas sessões instrucionais?
4) Você já havia feito alguma atividade oral na qual você tivesse a oportunidade de planejar aquilo que você falaria?
5) De tudo, o que você gostou mais? E o que você gostou menos?