



**UNIVERSIDAD
ANDRÉS BELLO**

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FACULTAD DE HUMANIDADES Y EDUCACIÓN

Programa de
Magister en la enseñanza del inglés como lengua extranjera
(Master of Arts in Teaching English as a Foreign Language)

LEARNER TO LEARNER (LTL) UNIT REVIEW

A teaching strategy designed to improve competence of Chilean pedagogy students
majoring in Teaching of English as a Foreign Language.

**Thesis to obtain the Master of Arts degree in Teaching of
English as a Foreign Language**

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DEDICATION

I dedicate this work to my dear Mother, my lovely wife and my two wonderful daughters, and especially to my Father Adrián González Arriagada, whose example showed me, until his last breath, that perfection is possible with dedication and patience. I am still learning this.

Docendo Discimus: "We learn by teaching."

Lucius Anaeus Seneca (4 BC - 65 AD)

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I would also like to extend my heartfelt thanks to our Director of the English Department at the Viña del Mar campus of Universidad Andres Bello Dr. Ximena Casanueva, for her patience and for accepting me as a member of her elite team of professors.

ABSTRACT

This is an exploratory study of a teaching strategy based on a task denominated “Learner-to-Learner (LTL) Unit Review” designed for a Pedagogy Major in “Teaching of English as a Foreign Language”, at Universidad Andres Bello, Viña del Mar, Chile. To carry out the task each English Language course is organized into groups. Each of them is assigned the review of a teaching unit. Therefore, at the end of each unit the learners assume the role of teachers and review unit contents for their classmates. The professor assumes the role of a more advanced student who serves only as support to the acting teachers. Theories sustaining similar teaching strategies, such as “Microteaching” and “Lernen durch Lehren” (LdL: German for “Learning by Teaching”) are discussed. Also, the concepts of meta-cognition in the reconstruction of information, and competence based teaching are analyzed to support the effectiveness of the task as a strategy to facilitate EFL learning. A survey was conducted during the experimental implementation of this strategy which has taken place within a two year period. As a result, the task has been perceived by teachers and learners themselves to have had positive outcomes in the improvement of their competencies, involving EFL learning, and development of teaching skills.

RESUMEN

Este es un estudio exploratorio de una estrategia de enseñanza basada en una tarea denominada “Repaso de Unidades realizada por Estudiantes para Estudiantes” (LTL por su sigla en inglés), diseñada para la carrera de Pedagogía en Inglés como Lengua Extranjera, de la Universidad Andrés Bello, Viña del Mar, Chile. Para llevar a cabo la estrategia, el curso de Lengua Inglesa se organiza en grupos, a los cuales se les asigna el repaso de una unidad de enseñanza, por lo tanto, al final de cada unidad los estudiantes asumen un rol docente, y repasan los contenidos para sus compañeros de curso, donde el profesor asume un rol de alumno aventajado que solo sirve de apoyo al grupo que asume el rol docente. Se analizan teorías que apoyan estrategias similares de enseñanza como la “Micro-enseñanza” y “Lernen durch Lehren” (LdL por su sigla en alemán: “Aprender enseñando”). Además se analizan conceptos de meta-cognición en la reconstrucción de la información, y de enseñanza basada en competencias para apoyar la efectividad de la tarea como una estrategia para facilitar el aprendizaje de Inglés como Lengua Extranjera. Tanto profesores como la mayoría de los alumnos han percibido que la implementación experimental de esta estrategia, en un período de tres años, ha tenido resultados positivos en el mejoramiento de sus competencias, incluyendo el aprendizaje del idioma inglés como lengua extranjera y el desarrollo de habilidades para la enseñanza.

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CHAPTER 1
INTRODUCTION

1.1. STATEMENT OF PURPOSE AND RATIONALE

Universidad Andrés Bello, as many other universities in Chile, promotes and applies a paradigm which adheres to a professional profile based on competence.¹ The School of Pedagogy in Teaching English as a Foreign Language, belonging to the Faculty of Humanities and Education forms Teachers of English as a Foreign Language for Primary and Secondary Education. It is important to clarify at this point that most Chilean students who enrol in this major do not possess an advanced command of the English language, rather, they start their first year at a pre-intermediate level or lower, and therefore, learning English language skills up to an advanced level is a must in order to graduate as EFL teachers.

Throughout the teacher-training programme, the teaching staff plans, creates, and applies the best possible tools to develop cognitive, procedural, and attitudinal competence in all the necessary areas to form a competent EFL teacher. However, there is a never-ending need to improve such competence through tasks, methods and strategies.

It was while planning the fifth level of the English language course that the task presented in this study was devised as a strategic approach to fulfil two particular needs:

1.

Introduction to the major on English Pedagogy at Universidad Andres Bello:

“New challenges in training teachers of English constitute a powerful reason for Universidad Andres Bello to use a modern competence-based curricular program to train teachers who will be in full command of the English language at an advanced level, with solid linguistic, pedagogical and methodological basis”.

(Translated from its original in Spanish found at: <http://facultades.unab.cl/fhe/carreras/escuela-de-pedagogia-en-ingles/>)

Firstly, there was the need to help trainees improve their English language skills by allowing them to take part in their own learning process. They would achieve this by being submitted to the responsibility of having to tutor their classmates on English grammar, vocabulary, and other skills. This is done by means of a task assigned to a group of learners. The task consists on reviewing the contents of a teaching-unit which has been previously covered by the teacher. In order to do so, the assigned reviewers need to be aware of the fact that they would have to make the greatest effort to fully understand every aspect of the unit content so as to perform an accurate review.

Secondly, there is the need to get trainees acquainted with their role as future EFL teachers from the earliest stage of their Pedagogy Major, by providing them with the opportunity to have a first encounter with a teaching experience, so that they may develop their own teaching strategies when devising their review activities, such as the application of didactic techniques to facilitate the teaching–learning process during the activities, and the use of pedagogical methods to maintain an enthusiastic and positive demeanor at all times to encourage and promote teamwork and interaction in the classroom.

Additionally, the need to improve EFL-teacher training calls for the task to be innovative enough to develop teaching competence to prepare EFL-teacher trainees

for their professional career; it also needs to develop meta-cognition, so as to facilitate learning and eventual acquisition of the English language. Considering this, it was observed that there were many tasks available to develop one aspect or the other, but not both.

These needs gave origin to the “Learner-to-Learner Unit Review” task (henceforth named as “LTL” for short), designed specifically to help improve the necessary skills to acquire proficient command of the English language, as well as putting into practice some teaching skills needed to consolidate the competence of future Chilean EFL teachers graduated at Universidad Andres Bello in Viña del Mar, Chile.

It must be mentioned at this point that the task was originally named “Peer Review” however, one of teachers who collaborated in this study pointed out that the name could be misleading due to the fact that “Peer review” has been coined as a revision of written work done by professionals of the same area previous to publication. The word “review” in this task is meant as recovery of information, also known as reconstruction of knowledge or renewed study of previously learnt material which is carried out by “peers”, in this case, learners who teach their own classmates. Therefore, Learner to Learner review seemed to be more accurate to describe the task.

During the research for validated information regarding teaching competence, and foreign language learning, it was found that if this task was to be implemented as an additional teaching strategy in an EFL pedagogy major, it might be used to supplement the Microteaching method, which is widely used in teacher training

because they share similar aims, in the sense that both tasks create a class environment to help pre-graduates gain early teaching experience and apply teaching tools. It was also found that the LTL strategy resembles a German teaching model fostered by Jon P. Martin called “Lernen durch Lehren” (LdL: German for “Learning by Teaching”). This model has been implemented in secondary and higher education in many German schools to successfully improve foreign language learning. Both models will be analyzed in the chapter of referential framework, but the LTL task will be described in a separate chapter which includes the role of teachers and learners, and a detailed assessment method for the task.

Within the theoretical considerations, a comparative analysis of microteaching, LdL and LTL will be conducted to state differences and similarities in their objectives, theoretical background, and method of implementation.

Meta-cognition and the recovery of knowledge, as well as the Construction and Reconstruction of Meaning will be discussed to show how the reviewing of recently learnt information may facilitate EFL learning to enhance cognitive competence.

Procedural competence, on the other hand, may be directly related to production through interaction. Therefore, the effects of classroom environment and social affinity are two factors which will also be briefly analysed in relation to the task proposed here.

Further on, Bloom’s taxonomy will be used here to sustain whether the LTL task as a teaching strategy may help to develop attitudinal or emotional competence.

Based on the analysis of theories and data gathered in this study, the conclusion will attempt to respond the assumptions stated in this chapter, and a discussion will be included to propose possible openings for further study and research.

1.2 GENERAL AND SPECIFIC OBJECTIVES

The general aim of this study is to analyse the teachers' and learners' perception of the LTL task during its experimental implementation in a two year period.

The first specific objective of this research is to explore learners' perception of this strategy in relation to their own EFL learning process, and their first experience in actual teaching within a classroom environment.

The second specific objective is to explore teachers' perception of the task as a teaching strategy to aid learners' acquisition of professional competence, including improvement in their knowledge of English grammar and vocabulary, written and oral production skills, and teaching methodology.

The third specific objective is expose theories which may sustain or deny the effectiveness of teaching fellow learners in order to enhance self-acquisition of competence; in other words, learning by teaching.

1.3 ASSUMPTIONS

Learners' perception of the LTL may be mostly positive in terms of early teaching experience, English language learning, meta-cognition, and attitude towards collaborative group work.

Teachers' perception of the LTL may be mostly positive regarding its effectiveness in learners' EFL learning process, as a learner's early teaching experience, and in the development of meta-cognition.

Based on theory this task may be used as a strategy to improve learners' attitudinal competence, to encourage collaborative group work, and to help them become aware of their vocational aptitudes for a teaching career.

CHAPTER 2

OVERVIEW AND RATIONALE OF THE LTL UNIT REVIEW TASK

2.1. DESCRIPTION

The LTL was devised as a task which would strategically fulfil the need to allow EFL learners of an EFL-Teacher-Training programme to consolidate newly acquired knowledge of the English language by teaching it to their peers as a review. At the same time, the review requires planning a lesson; including classroom activities, resources, and other necessary teaching tools, as well as developing an attitude consistent with a teacher's role.

The LTL takes place at the end of each teaching unit, however, instead of the teacher doing the review; it is done by the learners themselves. The class is divided into groups, with one full unit assigned to each group. Then, they prepare a lesson plan according to the full content of the unit or those parts of it which the teacher suggests that need to be reviewed for clarification of doubts, further practice, or updating.

Within 90 minutes reviewers should go over the unit or sub-units intended for their task. They should condense the content of the unit and then, research for didactic ways of explaining how it is all applied in language use. To get their explanations across, they should resort to clear examples already used in class by the teacher or they may use new or modified ones. Their lesson plan should include activities for their peers to apply grammar rules, vocabulary, and any other unit content under review. The reviewers may organize the class as they wish for didactical purposes. They may also arrange the classroom as they think fit to accomplish their teaching goals. Reviewers may organize their presentation of the

task assigning a specific part of the unit to each member of the group, who will be assisted by the collaboration of the other group members whenever necessary, as if it were a unified teaching entity. Finally, If possible, it is advisable that reviewers close with a reflective self assessment or a critical view of their work as a group, to share with their peers a brief account of their learning experience throughout the preparation of this task.

2.2. THE ROLE OF THE TEACHER

The role of the teacher is semi passive. The teacher will act as just one more learner in the class. However, as a more “advanced” learner, the teacher should collaborate with the reviewers if they find themselves in a difficult teaching situation due to their lack of experience, or if they do not realize that they are leading their peers into error. Research on Learning by Teaching in Germany states that during similar teaching strategies, “the role of the teacher consists of preparing, supporting, moderating and supervising” (Grzega, 2005). In the task proposed here, the teacher should remain passive, but should be regarded by learners as an active “backup” to clear up any doubts, correct mistakes, fine-tune explanations to clarify errors, and “polish up” basic teaching techniques. The teacher must also observe and note down possible weaknesses and fossilized mistakes which need to be worked on, even if not included in the course plan or syllabus for that particular level.

2.3. THE LEARNER AS “LEARNER” IN THE CLASSROOM

Another aspect to be considered is the fact that in microteaching, as well as in LdL, the focus is placed on the advantages of these learning techniques when the learner is acting as a teacher. According to Grzega “the German experience has shown that learners enhance cognitively and emotionally by assuming a teacher’s role”. However, not much is discussed about the learners who are sitting in the classroom as “learners”. As in LdL and microteaching, the task proposed here provides these “students” with a completely different paradigm. They are being taught by their classmates about topics from text units which they should already be acquainted with, because their teacher has already taught them, hence the name “Unit Review”, except that this time they are faced with a different classroom hierarchy, and a more relaxed atmosphere, which in turn, may render them the possibility to feel less constrained and more motivated to interact with the acting teachers, by asking questions for clarification, asking for examples, demanding repetition, and so on; which are all manifestations of “selective attention”, a learning strategy where the learner “chooses” to interact with others (Ellis R., 1997, p. 77). Perhaps we might add that according to observation during this study, this interaction in such a relaxed environment usually stimulates the learners to critique, make suggestions, pinpoint each other’s errors, self-correct their mistakes, and even utter humoristic remarks within the context of the situation. This whole new experience may be recorded in video tape to give our prospective teachers the opportunity for self-observation, which will, in turn, provide them with meaningful insight into their future profession by going beyond the traditional way of learning a language (Gebhard and Oprandy, 2005, ch. 9).

Also, the relaxed atmosphere produced by the learner-to learner situation may facilitate English language acquisition due to the fact that the reviewers restate recently learned input and, according to this research, their classmates feel more confident and less afraid or intimidated by the direct figure of a professor in front of the class, thus they might have a more positive attitude towards this classroom situation, resulting in a better understanding of such input, and the recent learning process may quickly become an EFL acquisition process, at least for the specific content of the reviewed units. As Stevick (1975) points out, learners who have attitudinal problems towards a second-language-learning situation will develop a strong affective filter which will hinder the part of the brain, which is responsible for language acquisition, however, if the filter is lowered, their attitude will be more receptive, they will accept and request more new input which will, in turn, be acquired rather than just learnt (Stevick, 1976. Cited in Krashen, 1982, p. 30).

2.4. LTL ASSESSMENT METHOD

2.4.1. ASSESSMENT OF THE TASK AS TEACHING PRACTICE

Learners are given just a few hints as to how they should plan their lesson in order to include didactic exercises and classroom activities for their peers. Therefore, at earlier levels of the Pedagogy major, when students have not had any subjects related to the fields of pedagogy, they usually rely on their experience as students and tend to imitate their teachers' methodologies or create and design their own.

Therefore, this aspect is not assessed at beginners' levels (See Fig. 1). However, there are comments as feedback and support from the teacher in this regard. As for learners who are at higher levels, they are expected to apply such methods for lesson planning and in-classroom activities; therefore such methodology will be assessed according to the suggested rubric (See Fig. 2).

2.4.2. ASSESSMENT OF THE TASK AS COLLABORATIVE GROUP WORK

Learners are instructed on how to organize and manage collaborative group work so as to obtain maximum performance from each individual member, and achieve the best results as a group.

Aims:

1. The review should be logically organized by the group according to the content of the Unit reviewed.
2. The class and the teacher may ask relevant questions about any aspect of the unit being reviewed. Clear and accurate answers must be rendered by any member of the group. Therefore, each member of the group is expected to know everyone else's part of the review as well as his/her own.
3. The task should thoroughly comprise the Unit to be reviewed as suggested by the teacher.

Evidence of these three aims will be assessed.

2.4.3. ASSESSMENT OF ERRORS AND MISTAKES

Mistakes or errors of any kind produced by any member of the group during their LTL are not considered as a flaw on their work if they correct themselves on the spot or if a member of the same group points out the mistake or error, and makes the necessary corrections immediately. In other words, learners are expected to develop a self induced sense of accuracy; therefore, individual or group self correction is not only accepted but encouraged at all times.

2.4.4. ASSESSMENT OF THE CONTENT OF THE LTL REVIEW

At the beginning of each term (Semester) the class is divided into groups assigned to review one unit each from the course plan. Thus, each group is aware of the fact that it is on their own interest to attend and pay special attention in those classes when the teacher is going through the unit which they will review for their peers.

According to the experience so far in the implementation of this task, learners tend to prefer reviews with a focus on grammar and vocabulary rather than phonetics, reading and listening comprehension, supra segmental skills, or others. So far, it seems that the general perception is that such focus helps learners to develop meta-cognitive skills when preparing their reviews.

Objectives to be accomplished when working with the content of a unit:

1. Reviewers shall render clear explanations and examples of reviewed English grammar rules.
2. The exercises and activities presented by reviewers for the application of grammar rules should be coherent and effective.
3. Reviewers should render clear explanations of new words, concepts and expressions included in the Unit or Sub-units reviewed.
4. Reviewers should devise coherent and effective exercises and activities for the application of new English words, concepts and expressions.

Evidence of these 4 aims will be assessed.

2.4.5. ASSESSMENT OF ATTITUDINAL COMPETENCY

As this task promotes not only cognitive and procedural development, but also seeks to instil attitudinal competencies in our learners, they will be assessed in overall attitude during their task, i.e. they should maintain an enthusiastic and positive, respectful, and cordial demeanour at all times, trying to encourage and promote class participation, creating a relaxed environment, and if possible, using some humour to reduce affective filter. Evidence of this will also be assessed.

2.4.6. ASSESSMENT OF INDIVIDUAL PERFORMANCE

Assessment is also applied to each member of the group for individual performance, considering that in collaborative group work they should have full

knowledge of the whole content reviewed by the group, and should comply with the following objectives:

1. The class and the teacher may ask relevant questions about any aspect of the unit being reviewed. Clear and accurate answers must be rendered by any member of the group. Therefore, each member of the group is expected to know everyone else's part of the review as well as his/her own.

2. The task assigned to each student by the group should be correctly rendered.

3. The exercises and activities presented by each member of the group should be properly, clearly and accurately explained.

4. Each reviewer should render clear explanations using correct grammatical structures, and vocabulary of new words, concepts and expressions included in the Unit or Sub-units reviewed.

5. Each group member should render his or her collaboration showing a positive attitude and a respectful, responsible and polite demeanour at all times during their participation in this task.

Evidence of these goals will be assessed using a check list which includes these criteria and the corresponding indicators (Fig. 3).

2.4.7. SCORING SYSTEM

The level of difficulty will consider 60% as sufficient for a minimum passing mark (4.0). The minimum failing mark is 1.0. Maximum passing mark is 7.0.

Each reviewer will be awarded one mark shared by all members of the group, and one mark for individual performance. These marks will be worth 50% each of the total mark awarded for each reviewer.

2.4.8. VALIDATION OF ASSESSMENT RUBRICS

All rubrics were validated by Professor Paula Jotar U. Primary School Teacher, MA in University Education and Assistant Professor of Curriculum and Assessment at Universidad Andres Bello, Chile. Professor Jotar based her evaluation on the following indicators: (Appendix 15)

- Concepts are clear and indicate what is expected from the students
- Instructions and aims are coherent with the criteria to be measured
- Instructions, aims, and grading criteria is clear enough to be understood and applied by any teacher assessing the LTL task
- Evaluative terms are precise and coherent with the content of the descriptors according to the skill level shown by the students

LTl UNIT REVIEW RUBRIC
Levels 1, 2, 3, 4

Student's Name: _____ Date: _____

	7 EXCELLENT	5 - 6 GOOD	4 SUFFICIENT	1 - 2 - 3 FAIL	Score
Group work 15%	-Members' participation is organized in an orderly fashion, according to reviewed content. -Review comprises the chosen Unit or sub-units thoroughly. -Group work is evident as clear and accurate answers are rendered by every member of the group to questions which are relevant to their assigned unit	-Members' participation is organized in some order, according to reviewed content. -Review comprises most of the chosen Unit or sub-units. -Group work is fairly evident as clear and accurate-enough answers are rendered by most members of the group to questions which are relevant to their assigned unit	-Members' participation is organized in a complex unclear fashion, according to reviewed content. -Review comprises some parts of the chosen Unit or sub-units. -Group work is somewhat evident as clear and accurate answers are rendered by just one member of the group to questions which are relevant to their assigned unit	-Members' participation is completely disorganized, according to reviewed content. -Review comprises a scarce part of the chosen Unit or sub-units. -Group work is not evident as clear and accurate answers are not rendered by any member of the group to questions which are relevant to their assigned unit	
Errors and Mistakes 10%	-Proper, effective and timely management of errors and mistakes during the task.	Good management of errors and mistakes during the task. Fairly effective and timely.	Some overlooked errors and mistakes during the task or managed untimely.	Poor, ineffective management of errors and mistakes during the task (too many of them overlooked)	
Content: Grammar 30%	-Clear explanations and examples of reviewed English grammar rules. -Adequate number of Coherent and effective exercises and activities for the application of grammar rules.	-Minor problems explaining and providing examples of reviewed English grammar rules. - Number of coherent and effective exercises and activities is OK for the application of grammar rules	-Somewhat clear explanations and examples of reviewed English grammar rules. -Few coherent and effective exercises and activities for the application of grammar rules.	-Some unclear explanations and examples of reviewed English grammar rules. -Very few coherent and effective exercises and activities for the application of grammar rules.	
Content: Vocabulary 30%	-Clear explanations and examples of reviewed English vocabulary and expressions. -Adequate number of coherent and effective exercises and activities for the application of new English words, concepts and expressions.	-Minor problems explaining and providing examples of reviewed English vocabulary and expressions. -Number of coherent and effective exercises and activities is OK for the application of new English words, concepts and expressions.	-Somewhat Clear explanations and examples of reviewed English vocabulary and expressions. -Few coherent and effective exercises and activities for the application of new English words, concepts and expressions.	-Some unclear explanations and examples of reviewed English vocabulary and expressions. -Very few coherent and effective exercises and activities for the application of new English words, concepts and expressions.	
Attitude 15%	All members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during the review.	All members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during most part of the review.	Some members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during some part the review.	The group does not maintain an Enthusiastic, positive, respectful, and cordial overall attitude during any part of the review.	
					Total score
					Mark

Teacher's comments:

Fig. 1

Design based on Mertler, Craig A. (2001). "Designing scoring rubrics for your Classroom". *Practical Assessment, Research & Evaluation*, 7(25).

Levels 5, 6, 7

Student's Name: _____ Date: _____

	7	5 - 6	4	1 - 2 - 3	Score	
Criteria	EXCELLENT	GOOD	SUFFICIENT	FAIL		
Methodology 10%	-Adequate application of teaching methodology by all members of the group -Excellent organization of the Lesson Plan.	-Adequate application of teaching methodology by some members of the group - Well organized Lesson Plan.	-Somewhat adequate teaching methodology applied by all members of the group -poorly organized Lesson Plan.	-Inadequate application of teaching methodology, -Unorganized Lesson Plan.		
Group work 10%	-Members' participation is organized in an orderly fashion, according to reviewed content. -Review comprises the chosen Unit or sub-units thoroughly. -Group work is evident as clear and accurate answers are rendered by every member of the group to questions which are relevant to their assigned unit	-Members' participation is organized in some order, according to reviewed content. -Review comprises most of the chosen Unit or sub-units. -Group work is fairly evident as clear and accurate-enough answers are rendered by most members of the group to questions which are relevant to their assigned unit	-Members' participation is organized in a complex unclear fashion, according to reviewed content. -Review comprises some parts of the chosen Unit or sub-units. -Group work is somewhat evident as clear and accurate answers are rendered by just one member of the group to questions which are relevant to their assigned unit	-Members' participation is completely disorganized, according to reviewed content. -Review comprises a scarce part of the chosen Unit or sub-units. -Group work is not evident as clear and accurate answers are not rendered by any member of the group to questions which are relevant to their assigned unit		
Errors and Mistakes 10%	-Proper, effective and timely management of errors and mistakes during the task.	Good management of errors and mistakes during the task. Fairly effective and timely.	Some overlooked errors and mistakes during the task or managed untimely.	Poor, ineffective management of errors and mistakes during the task (too many of them overlooked)		
Content: Grammar 30%	-Clear explanations and examples of reviewed English grammar rules. -Adequate number of Coherent and effective exercises and activities for the application of grammar rules.	-Minor problems explaining and providing examples of reviewed English grammar rules. - Number of coherent and effective exercises and activities is OK for the application of grammar rules	-Somewhat clear explanations and examples of reviewed English grammar rules. -Few coherent and effective exercises and activities for the application of grammar rules.	-Some unclear explanations and examples of reviewed English grammar rules. -Very few coherent and effective exercises and activities for the application of grammar rules.		
Content: Vocabulary 30%	-Clear explanations and examples of reviewed English vocabulary and expressions. -Adequate number of coherent and effective exercises and activities for the application of new English words, concepts and expressions.	-Minor problems explaining and providing examples of reviewed English vocabulary and expressions. -Number of coherent and effective exercises and activities is OK for the application of new English words, concepts and expressions.	-Somewhat Clear explanations and examples of reviewed English vocabulary and expressions. -Few coherent and effective exercises and activities for the application of new English words, concepts and expressions.	-Some unclear explanations and examples of reviewed English vocabulary and expressions. -Very few coherent and effective exercises and activities for the application of new English words, concepts and expressions.		
Attitude 10%	All members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during the review.	All members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during most part of the review.	Some members of the group maintain an Enthusiastic, positive, respectful, and cordial overall attitude during some part the review.	The group does not maintain an Enthusiastic, positive, respectful, and cordial overall attitude during any part of the review.		
					Total score	
					Mark	

Teacher's comments:

Fig. 2

LEARNER-TO-LEARNER UNIT REVIEW
Assessment Check List

INDIVIDUAL ASSESSMENT

Course: English Language _____

Date: _____

Participants' Name: _____

Instructions and Aims:

1. The class and the teacher may ask relevant questions about any aspect of the unit being reviewed. Clear and accurate answers must be rendered by any member of the group. Therefore, each member of the group is expected to know everyone else's part of the review as well as his/her own.
2. The task assigned to each student by the group should be correctly rendered.
3. The exercises and activities presented by each member of the group should be properly, clearly and accurately explained.
4. Each reviewer should render clear explanations using correct grammatical structures, and vocabulary of new words, concepts and expressions included in the Unit or Sub-units reviewed.

This rubric should be applied to each member of the group considering that in collaborative group work they should have full knowledge of the whole content reviewed by the group. This knowledge should also be rendered showing a positive attitude and a respectful, responsible and polite demeanor at all times during their participation in this task.

Criteria	Indicators	Grading Concepts				Mark
		Excellent	Well Done	Fair	Insufficient	
		7	6 - 5	4	3 - 2 - 1	
Knowledge	Clear and accurate answers rendered to questions posed by peers or teacher (if any)					
Language skills: Grammar and vocabulary	Uses correct English syntax (according to course level).					
	Correct use of concepts and vocabulary (according to course level).					
	Adequate pronunciation and intonation (according to course level).					
Attitude	Collaborates with proper, enthusiastic, timely, and effective management of the task.					
				Individual Mark		

Fig. 3

Design based on Mertler, Craig A. (2001). "Designing scoring rubrics for your Classroom". *Practical Assessment, Research & Evaluation*, 7(25).

CHAPTER 3
REFERENTIAL FRAMEWORK

3.1. INTRODUCTION TO CHAPTER 3

The strategy proposed in this study was originally designed based on the concept of constructivism and on professional competency as explained by Bloom's taxonomy, and a small dose of intuitive creativity based on fifteen years of teaching experience, however, it was discovered through further research, that there were two teaching methods which had already been applied for similar purposes with certain success. These two methods are "Micro-teaching", and "Lernen durch Lehren" (LdL: German for "Learning by Teaching"). Therefore, it was decided that both methods may help to endorse the LTL strategy as it is based on similar theoretical frameworks, but perhaps places slightly more emphasis on the concept of "meta-cognition", derived from the constructivist theory; and on the concept of "attitude" derived from Emotional Competency.

3.2. THE MICROTEACHING METHOD

It may be considered that microteaching is a fairly well accepted method used in the training of teachers of any specialty, although still evolving and in need of more empirical studies to prove its value as an efficient method to develop cognitive structures within a constructivist paradigm (McGarvey and Swallow, 1986).

This method is generally incorporated in the design of curricula for modern education, following a constructivist approach. This modern approach, According to Carretero (1993), is based on general principles known as the psychological sources

of the curriculum, which are composed of tasks and activities to ensure meaningful learning, meta-cognition, modification and enrichment of knowledge (Carretero, 1993, p. 19). Microteaching can be defined as a “training process in a context in which a real teaching situation is emulated in the classroom, but reduced in scope or simplified in some systematic ways” (Forum Journal article by Essam Hanna Wahba, 2003). This means that the task may be simplified to the teaching of a specific topic or skill to be mastered by the trainee, and allows the teacher to focus on the learners’ development of that particular teaching skill. The duration of the rendering in the classroom may be shortened from 5 to 20 minutes or so; and, for a large number of students, the size of the class may be reduced to a number suitable to the goals of the task. The class should be recorded, and reviewed by the trainee, and then reflected upon to fine-tune any flaws; finally the trainee re-teaches the lesson again.

Microteaching began at Stanford University in the early 1970s. It was first applied as a technique to train teachers of science, but then it began to be applied in language teaching to practice teaching methods and didactics, with a particular emphasis on reflection regarding the teaching profession because it promoted reflective thoughts on teacher trainees’ vocation and their social role as educators of future generations. Microteaching also helps future teachers to apply all they have learnt about teaching in relation to methodology and didactics. This teaching experience in front of an actual class of real students or their peers provides them with useful feedback, self assessment, and a pre-practicum hands-on training to develop effective teaching skills (Cooper and Allen, 1970).

Allen and Ryan (1969) stated that microteaching is a concept of teacher training which can be applied at a pre-service stage of the trainees in order to expose them to a more realistic teaching environment, with the possibility of receiving feedback on their performance from the observing teacher or supervisor. There have been many empirical studies showing the effects of this approach on teacher trainees as an alternative to conventional teacher training. Part of this research, is summarized in an article by Sadker and Cooper (1972). Here they show that microteaching resulted in the trainees becoming more aware of their “personal habits and mannerisms; how they applied non verbal techniques; their specific teaching acts; interrelationships of children within the classroom; and the problems of structuring and pacing in the instructional program”. However, according to an article by Ian R. Cornford (1991) citing further research on microteaching: “Only a small number of reliable studies examining the durability, generalization, and transfer of skills learned in the microteaching laboratory have been widely reported. Most of the studies investigating these issues have found no superiority of microteaching over conventional methods with inexperienced trainee teacher subjects”, (Allen, McDonald, and Orme, 1966; Copeland and Doyle, 1973; Peterson, 1973; Copeland, 1975; cited in Cornford’s article).

In the same article, it is stated that from the cognitive point of view, microteaching may take shorter periods of time to acquire certain cognitive skills, but research has shown deficient results regarding long term retention, consolidation, and recall of skills acquired through microteaching. This may be due to the fact that micro-teaching is based on Skinner's operant conditioning theory (Skinner, 1938), and should not be considered a teaching technique to retain cognitive information, but

rather, a training technique for teacher-trainees to experience actual classroom situations.

The limitations stated by the many studies since the 70's regarding the success of microteaching (McGarvey and Swallow, 1986), have led to chose from certain lines of development, of which three shall be mentioned here: a) to reject microteaching as an effective training process; b) to continue to use conventional microteaching without any innovations or with minor variations and c) to develop ways to supplement microteaching. This last line of development may be regarded as an incentive to produce teaching strategies such as the one presented in this study.

Secondly, if we consider that our concern is specifically the training of teachers of English as a Foreign Language, we must admit in view of the studies on microteaching, that this method has shown to be effective in many ways, but as mentioned above, needs supplementing and more innovative approaches, especially when modern education focuses on competencies in order to fulfil the qualities needed by a teacher in a knowledge - based society.

3.3. THE LDL MODEL

An innovative approach in teaching-methods is the modern development of the didactic model LdL, originally designed by Jean-Pol Martin in the early 1980s for secondary schools in Germany, and proposed as a model for German teachers to teach French as a reaction to the emphasis on communicative skills since the 1970s. Thus, students were to prepare a lesson or part of it and teach their peers using the

highest possible degree of interactive activities, instead of giving a presentation or a lecture on the topic to be taught. This was particularly helpful for them to create their own teaching methodology and to develop a way of grasping knowledge in order to understand it clearly before conveying it to their classmates (Taken from <http://www.ldl.de>).

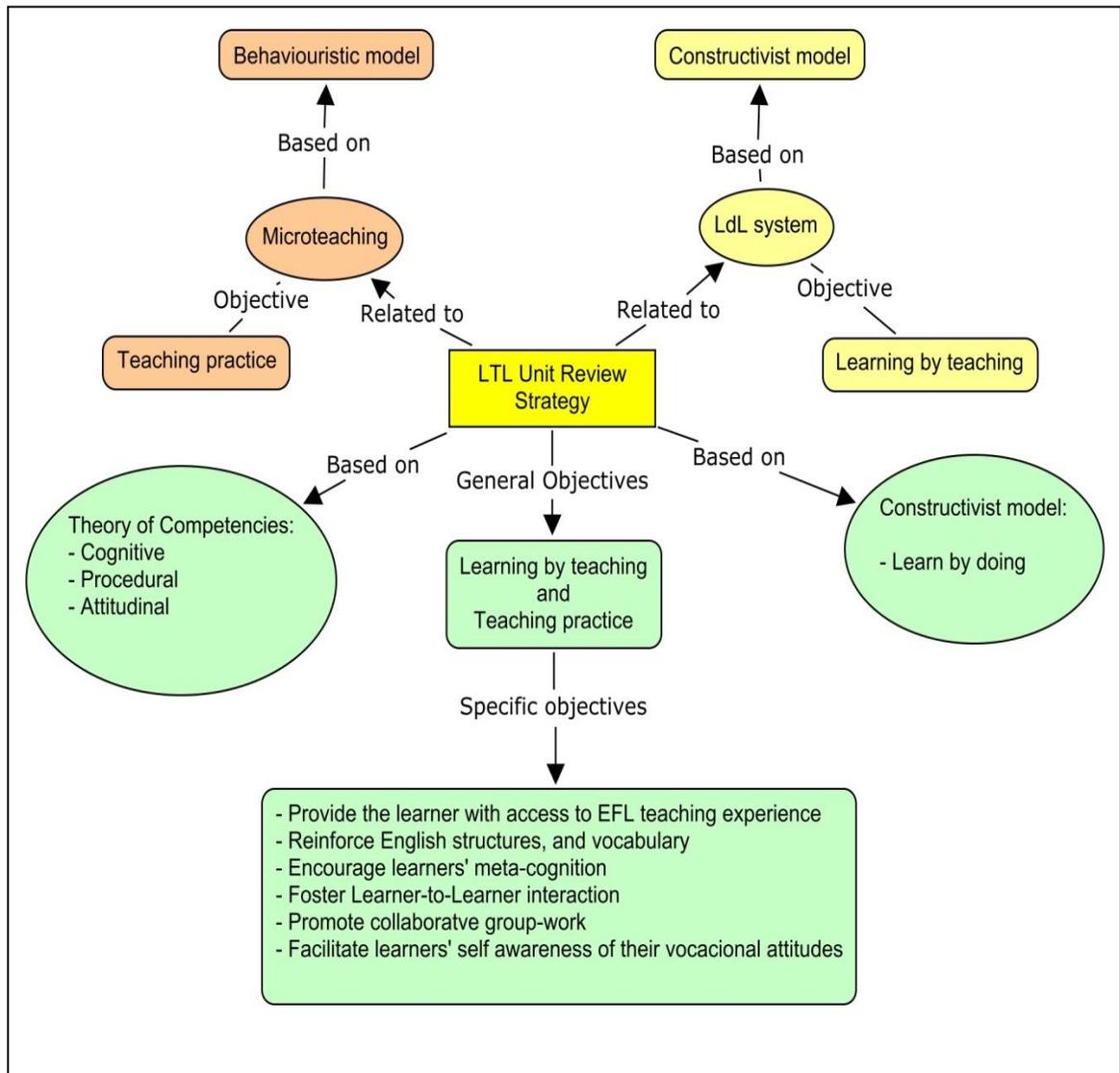
This method has developed into a form of teaching based on competencies, and is now applied at university level in Germany by professors such as Joachim Grzega with some modifications as to the topics and the goals pursued. Since the late 1990s LdL has been, refined and used in linguistics classes in various universities, for groups of 6 to groups of 65, by Grzega (2005) in order to show that the model also works in classes where highly academic approaches are viewed. The learners prepare their ideas in the form of a thesis or antithesis to establish a ‘polylogue’ instead of a dialogue. Grzega argues that “by developing the skill of synthesis learners can improve their abilities to structure, link and expand their cognitive maps through the activation of as many synapses as possible” (Idem).

The methodological main idea of the model is “to have a pair or group of students instruct the majority of topics (selected by the teacher or by the students themselves) to their classmates, but in a way that activates their classmates’ participation and communication in the best possible way” (Grzega 2005b, 2006; Martin 1985, cited by Grzega in his article: “Learning by Teaching”, The Didactic Model LDL in University Classes, 2005). It is not the teacher-students’ task to just present an issue in a “linear manner”, but to think about ways that will have their

classmates find the answers to questions and thus only gradually build up structured knowledge (in Martin's words: 'linearity a posteriori').

An explicative map of how LTL is related to these models is shown below:

REFERENTIAL MODELS



Simplified concept map showing the referential framework sustaining the LTL task as a strategy to aid EFL teacher training.

CHAPTER 4
THEORETICAL CONSIDERATIONS

4.1. COMPARATIVE ANALYSIS OF MICROTEACHING, LDL, AND LTL

Both methods described in this study, including our proposed task, share one fundamental principle, which is the learners assuming the responsibility of teaching a certain topic to their peers in the classroom.

The LTL task, as in microteaching, is focused on learners acting as teachers during their EFL teacher-training process. They are supervised by their English Language teacher and given feedback on their performance. They design a lesson plan, including exercises, relevant activities, and resources to fulfil their objectives. However, in the LTL task, the members of the class will always be their own classmates; the setting will be their usual classroom with its normal number of students, even if it is a large number; they will always use no less than two whole class periods of 45 minutes each. Lesson plans are always focused mainly on the review of English grammar and vocabulary; teaching skills are always a secondary goal which applies only to higher levels of the pedagogy major. The task is never individual work; every review is done by groups of learners who should work collaboratively and be knowledgeable of the content to be reviewed; every member of the group is accountable for the group's performance. Reviewers and classmates may freely agree on the parts of the unit which they feel need a more detailed review so as to achieve a clearer understanding and a proper application of such content.

On the other hand, the LTL task resembles LdL due to its focus on competency acquisition, i.e. cognitive, procedural and emotional factors which, as Grzega and Schöner (2008) sustain, may be developed by learners who teach their peers.

4.2. META-COGNITION AND THE RECOVERY OF KNOWLEDGE

Pozo, (2008) claims that following certain principles could help learners become conscious of their own learning process and recover previously learnt knowledge. These principles are: 1) Attend to relevant contextual elements to be recognized as indicators for recovery, 2) design learning tasks to recover knowledge as used in real contexts, 3) recover the same knowledge through varied paths, and 4) organize tasks to promote reflective thinking and conceptual comprehension.

Considering these principles, the LTL is designed so that before performing the task, the reviewers first recover previously learnt knowledge for themselves by reinterpreting it consciously and deliberately in order to facilitate its recovery, so that hopefully, “learning” will become “acquisition”.

Once this process is attained, reviewers may help their peers to go through the same process of recovering knowledge by devising varied classroom activities to review previously learnt unit content. This review should be more meaningful than just a systematic association of memorised elements, thus, not only the group of

learners who prepared the review benefit from the task, but also their peers attending as regular learners.

4.3. CONSTRUCTION AND RECONSTRUCTION OF MEANING

A similar theory to sustain that a review task may help meta-cognition is that of “active cognitive reconstruction”, (Bruning, Schraw, and Ronning, 2002).

Since the task proposed here is a review of a unit already taught to the class, we may also refer to it as a re-learning process, and the principle of meta-cognition remains the same, especially when considering that the recently obtained new input may still be in the process of being learnt when it is reinforced by the active review, i.e. the reconstructive process of recuperating information, which may probably initiate cognitive acquisition as an upgraded learning process.

According to these authors, learning increases when it is the learner who constructs a meaningful context. Therefore, it may be assumed that reviews of recently obtained knowledge should facilitate guided cognitive reconstruction. The reason being, that students learn more and remember better when they are active learners who elaborate meaningful knowledge by taking it from previous one, and processing it at a deeper level (Bruning et al., 2002).

4.4. CLASSROOM ENVIRONMENT FAVOURS INTERACTION

It is assumed that the unique characteristics of a relaxed class environment, where the authority is adopted by a group of learners instead of the teacher, may enhance communicative interaction between learners and reviewers, and even the teacher will interact whenever there is a need for intervention, but always within this unorthodox learner-to-learner teaching and learning atmosphere. This assumption is based on Krashen's affective filter hypothesis, which claims that if learners feel self-confident and motivated in a classroom environment due to low levels of anxiety, it would appear that these factors could take the learner from a learning stage of the second or foreign language form, to a stage of acquisition (Krashen, 1982).

4.5. SOCIAL AFFINITY ALSO FAVOURS INTERACTION

Vygotsky states that language is not innate. It is the product of activities practiced in the social institution (family) within the culture where the child grows up. This implies that internal developmental process will only occur when the child is interacting with other people in his environment and in cooperation with his peers (Vygotsky, 1978).

This theory has important implications in teaching EFL, especially in relation to the LTL task, as it proposes that there is a correspondence between thought and speech drawing from the idea that language is essential in forming thought.

According to this theory, individual internal process will only take place in an environment which is easily associated to authentic situations and where the learners are interacting with others who are regarded as having similar interests or in affinity with them. In this particular study of the LTL task, the classroom and the students become the natural setting for the groups acting as student-teachers (reviewers), since the learners are all pre-graduate students of an EFL Pedagogy major.

It may also be sustained that the LdL model as analysed by Grzega (2005), and the LTL experience share similar outcomes which might be summarized as follows: Learners may acquire creativity to plan classroom activities, independence to be in charge of their own learning process, self-confidence through proper readiness, and key competencies, such as constant improvement in EFL skills, application of teaching skills, and collaborative teamwork. They may also be said to be better equipped to develop complex thinking, achieve the competence to research for information, improve Internet skills, develop an urge to gain further knowledge, acquire a sense of punctuality, reliability and confidence. (Emotional competency is further analysed below.)

The role of the teacher in the LdL model (Grzega. 2005) is also similar to that of the one explained above in the LTL task. In both, the teacher pre-selects or suggests topics, gives certain guidelines to the reviewers regarding didactic possibilities and the relevance of content; assists them in class; observes the learning process reflected by their actions and reactions in class; and makes sure that the learner understands every aspect of the lesson at hand. The teacher and learners are

conceived as partners, so that the lack of hierarchy allows them to assume a more realistic role of teacher.

4.6. THE LTL UNIT REVIEW STRATEGY TO DEVELOP EMOTIONAL COMPETENCY

It is important to remember that our EFL Teacher-Training program at Universidad Andres Bello adheres to a professional profile based on competencies. Therefore, this task promotes not only cognitive and procedural development, but also seeks to instil attitudinal or emotional competencies in our learners.

Considering the above, learners are urged to become self-conscious of their overall attitude during their task; for example, during their group work they should adopt a collaborative sense of participation, respond efficiently and responsibly to the group's demands, take a democratic and fair stand when organizing their task, and merge into a relaxed atmosphere created by the group itself. When they carry out the task, they should maintain an enthusiastic, positive, respectful, and cordial demeanour at all times, trying to encourage and promote class participation, creating a relaxed environment, and if possible, use some humour to promote a pleasant atmosphere. This will, ideally, reduce the affective filter which, according to Krashen's hypothesis (Idem), may limit or facilitate second language acquisition. Therefore, if the level of anxiety is reduced, the level of acquisition of any language skill being learnt will consequently rise, whether it is during the reviewers' group work or during the LTL class, where the learners will also be exposed to a low anxiety atmosphere because

they would be taught by their own classmates, whose emotional conduct is modified to maintain a cordial, non-hierarchical demeanour. However, these emotional conducts are not easily and readily acquired; according to Bloom (1971) they require a continuum of activities where such emotional objectives are well defined, otherwise the subject will only achieve partial results such as learning to accept, admit and deal with certain correct behaviour for a definite context of ethical values sustained by society, a process known as “socialization”. This supports the idea of proposing the LTL task as a teaching strategy to be repeated every semester during the pedagogy major so that not only the continuum factor is present, but also the fact that the learners get older, and enhance their personal internal growth or “internalization”, which according to Bloom, happens when “the learners incorporate and adopt these required emotional factors as a part of themselves and react accordingly without having to reflect upon each value”. Bloom also writes that there is evidence suggesting that emotional behaviour may only be developed when the learner has the opportunity to participate in a continuum of tasks or activities partly designed for that particular purpose, planned to fulfil three stages of emotional development within an appropriate span of time for such purpose: a) becoming aware of the emotional factors needed for certain contexts and circumstances; b) responding with adequate attitude and emotional behaviour, but only when supervised by a recognized external authority, in this case, the teacher; and c) responding adequately in any circumstances when faced with obstacles or barriers, without any supervision. It is only at this stage that emotional behaviour has been internalized (Idem). Bearing this theory in mind, the LTL strategy was designed to produce such attitudinal results so as to internalize the required emotional competency.

CHAPTER 5

RESEARCH METHODOLOGY

5.1. RESEARCH METHODOLOGY

This is an exploratory study carried out during the experimental implementation of the LTL task during a three-year period, from 2010 to 2013, seeking to show how learners and teachers have perceived this task in terms of a strategy to aid the improvement of learners' competences in EFL-learning, EFL-teaching, group work, vocational awareness, self reflection, and an overall positive attitude towards self improvement, which may foster meta-cognition in EFL learning. Also, this study shows learners' and teachers' opinion regarding the relevance of this task with the EFL Pedagogy Major.

Location

The study was carried out at the Faculty of Humanities and Education, Department of Pedagogy in English Teaching, Universidad Andres Bello (UNAB). Campus: Viña del Mar, Chile.

Participants

Two groups of subjects were surveyed: A group of university professors, currently teaching English language at the UNAB and a group of undergraduate students taking different courses from first to seventh term (semester), majoring in Pedagogy in English Teaching, at the same campus.

The location and the subjects were chosen in view of the surveyor's direct involvement, as member of the EFL-teaching team, in the elaboration of innovative

resources and tasks required to accomplish the professional competences needed by future EFL teachers. Therefore, proximity and compatible schedules were considered, given the fact that this task was implemented in one of the courses mentioned above, as an experiment to assess its value as an effective strategy to improve EFL learning and provide teaching experience. However, the task was perceived as successful and continued to be applied in other courses by other teachers at this campus. Therefore, the chosen location and participants seemed to be the most adequate to the circumstances.

5.1.1. SURVEYING INSTRUMENTATION

Written surveys included 2 questionnaires for teachers, 1 questionnaire for students, and 1 check list for students' self assessment.

- Questionnaire 1 for teachers (Appendix 1) provided the 6 main objectives of the LTL as a teaching strategy and 2 questions related to those objectives. Number of respondents: 6 teachers

- Questionnaire 2 for teachers (Appendix 2) included 14 closed-ended questions related to their perception of LTL as a classroom task.
Number of respondents: 6 teachers

- Questionnaire 3 for students above 3rd semester (Appendix 3), and for students of 1st and 2nd semester (Appendix 3a), included closed-ended questions related to

their perception of LTL as a classroom task. Some of those questions were in English and some in Spanish to ensure full comprehension of each.

Number of respondents: 84 students

- The Self assessment check list for students above 3rd semester (Appendix 4), and for 1st and 2nd semester (Appendix 4a), provided 6 main objectives as reference, so that students may relate those objectives to the shown indicators and then respond with one out of three appreciation values. The check list provides 6 indicators directly related to the objectives of this task as a teaching strategy.

Number of respondents: 68 students

Due to the large amount of questionnaires responded by students in paper, only 2 samples of each, chosen at random, will be included in the appendixes mentioned above.

5.1.2. VIDEO-RECORDED INTERVIEWS

The survey included:

- 5 individual teacher interviews with open questions (Appendix 5);
 - 21 interviews of individual students using open questions (Appendix 6), 4 of those were not transcribed because the recording quality was poor. Therefore, those responses were not sampled, but were considered in the analysis.
- Due to the amount of videos transcribed and the obvious space constrains in this

work, only 3 of those transcriptions, chosen at random, will be sampled in paper in appendix 6.

- One videotaped interview of a group of learners in a classroom setting with open questions (Transcription in Appendix 7).
- Number of Respondents: 12 students

All videotaped interviews of teachers and learners were recorded in a DVD enclosed in an envelope attached to the back cover of the hard copy of this thesis. Also included in the DVD is a compilation of samples of actual LTL Unit Reviews done by some of the students who participated in this study.

The LTL compilation video includes: teaching activities, tasks, use of resources, teacher interventions, and interaction. (Appendix 8)

All written material in Word format from the transcriptions will be included in a second DVD. (Appendix 9)

5.1.3. VALIDATION OF QUESTIONNAIRES USED IN THIS SURVEY

5 validations were requested based on the following indicators: (Appendixes 10-15)

- Content of the questionnaires address the topic of the research overall.
- Questions are coherent with the items to be measured in the study (Items listed above as goals).

- Questionnaires intended for teachers and learners show coherence among them to measure perceptions of either group of subjects.
- Questions are clearly devised to predict whether subject's perceptions are favourable or unfavourable towards the proposed task.
- The questionnaire is written and composed using understandable and relevant terminology.

The questionnaires were validated by the following academics:

- Professor Danisa Salinas C. English Teacher. Primary School Teacher. MA in Linguistics. PHD (c) Educational Management and Policies. Universidad de Playa Ancha, Chile.
- Professor Jaime Pizarro A. English Teacher. MA in EFL Teaching. Universidad Andres Bello, Chile.
- Professor Angela Lara. English Teacher. MS in Eduaction Esp. In TESOL. University of Pennsylvania. USA.
- Professor Maria Angelica Inostroza M. English Teacher. MA in EFL Teaching. Universidad Andres Bello, Chile.
- Professor Flora Mandiola U. English Teacher. MA in EFL Teaching Universidad Andres Bello, Chile.

CHAPTER 6
RESULTS AND ANALYSIS

6.1. INTRODUCTION TO RESULTS AND ANALYSIS

The recollection of data for this research began a year ago, therefore the instruments of recollection were adapted, modified and increased according to improvements made to the LTL task itself. The learners who experienced the task for the first time were interviewed and video-taped, but there were no hints as to how this task and its results could be analyzed, so the questions were open and trying to cover issues beyond the scope of the objectives presented in this study. Therefore, once the general and specific objectives were made clear, new instruments with more specific questions were incorporated in the data recollection. This gave origin to written questionnaires with closed questions and an optional entry for personal comments in two of them.

6.2. VIDEO TAPED INTERVIEWS

6.2.1. RESULTS AND ANALYSIS OF AN LTL UNIT REVIEW SAMPLE

The group of learners acting as reviewers begin by explaining the grammar rules seen in unit 8. Then, they ask the class questions to make sure that those rules were understood during regular classes or whether they need clarification. When the learners in the class have questions or doubts, the reviewers collaborate with each other and take turns to make sure they respond to every doubt or question.

The reviewers hand out exercises on paper and carry out activities designed by them to review the application of grammar rules and monitor the activities. They check the learners' work, and give one-on-one explanations.

Afterwards, the group goes through other contents of their lesson plan and repeat the same teaching strategy.

There is a relaxed atmosphere at all times which is evidenced by smiley faces and occasional laughter, and an overall very pleasant atmosphere.

The other learners show motivation and willingness to do the activities presented by the reviewers. Learners ask questions and give the impression that they are always involved in the class.

He teacher is also asked to clarify certain examples. He also intervenes when further clarification is required.

The voice in off heard in the video is the teacher's voice. He intervenes to correct or clarify, or sometimes to ask for clarification of certain unit content. This intervention is markedly reduced as the class continues.

Also, since the teacher's role is that of another learner in the class who happens to be more advanced than the rest of his peers, it is observed that the teacher asks questions or requests further information when there is genuine lack of understanding, and not only to test the reviewers.

It was observed that the reviewers were well prepared and had acquired good knowledge of the grammar rules and how they should be applied. It was also noted that they had worked collaboratively during the preparation of the task because even though they had divided the review to teach one part each, they all knew each other's

part and were able to contribute with explanations and corrective feedback whenever necessary.

The class, in turn, carried out the activities and showed comprehension of the contents reviewed, and asked questions when in doubt. Those questions were directed to their classmates doing the teaching, not to the professor.

This sample is representative of a typical LTL task which, if implemented as a teaching strategy, may encourage meta-cognition through interaction, it may also produce changes in learners' attitudes towards their own learning and their view of a future teaching career, and might facilitate learning through recovery of information.

6.2.2. RESULTS AND ANALYSIS OF AN INTERVIEW OF A GROUP OF LEARNERS

At first the subjects are somewhat reluctant to speak out, maybe due to the fact that they are being taped on video, but as they relax and get used to the camera being there, they begin to respond more spontaneously.

Their responses regarding perception evidence that they understand the learning process involved in having to re-study the content of a unit in order to convey that knowledge to their peers. They perceive that they learn the content better when they know they have the responsibility to teach it to others. However, they find it very difficult to explain their newly experienced learning process in terms of "meta-cognition". They explain that they first had to study the content for themselves, and then they had to study it "for their peers" so the reviewers had to be very certain of their knowledge to feel confident enough to stand in front of the class and teach their

peers. This double studying process may only be regarded as a self-reinforcement process of newly acquired knowledge which, as theory states, may encourage meta-cognition to improve L2 acquisition.

They were asked about the teaching methodology they applied to teach their peers because these particular learners had not had any subjects related to methodology at all. The answers confirmed that they had used a mixture of methods and teaching styles taken from different EFL teachers with whom they had had classes, plus some intuitive creativity of their own. They also mention that in a typical EFL class the teacher follows a lesson plan to cover certain content, however when they prepare the LTL they place more emphasis on parts of that content which the learners feel weaker on. This demonstrates that a collaborative attitude is also at work in the class group.

The responses confirm the assumption that learners' perception of the LTL may be mostly positive as an early teaching experience, and valuable for English language learning, meta-cognition, and self reflection.

6.2.3. RESULTS AND ANALYSIS OF 21 INDIVIDUAL INTERVIEWS OF LEARNERS

The subjects' opinions coincided in that the LTL is an important and valuable experience which helps them to become aware of their L2 learning process so that they may find better ways to organize and strengthen that process. They also manifest that although there are similarities with the micro-teaching tasks, the main difference is that the LTL task is more effective when it comes to learning English grammar and vocabulary. Also, this task is regarded as a valuable first encounter with real and

challenging teaching situations because they are teaching content which is fairly new to them and to their peers in the class. It is also suggested that the LTL should be implemented from the first semester onwards. This was suggested because this task was applied for the first time in a 3rd semester course. They view this task as an encouragement to do research on teaching methodology to prepare their lesson plan. Actually, one of the subjects states that he did not learn much in the preparation of this task “because ... er... we are irresponsible...we did it “at last time” (*at the last minute*) ...that’s the truth”. This may be interpreted as a self reflective conduct which might ignite a positive change in attitude. Another opinion regarding attitude is that teaching peers fosters respect, good behaviour, self confidence, and other personal values gained by doing collaborative group work, even though a few learners would rather work on their own because they are afraid that some group members may “hold them back” in their learning process. They clearly need further instruction on collaborative group work.

So far in this research most subjects have had a positive perception of the LTL task in terms of facilitating the learning process of L2 skills. They also value it as a pre-service teaching experience.

6.2.4. RESULTS AND ANALYSIS OF 5 INTERVIEWS OF TEACHERS

It is admitted according to the experience so far, that if the LTL is not well prepared by the learner-reviewers their performance as teachers would be weak and their explanations of grammar or other content would be confusing, and consequently, the actual teacher monitoring the task should intervene more often than expected. Notwithstanding this, it is also claimed that the task is still beneficial to improve English language learning. This may be because the learners become aware of their weaknesses in language and would learn from their errors and mistakes when they get their corrective feedback from the teacher or their own peers. This is coincidental with the perception exposed by some learners in this study.

Another perception common to all teachers interviewed is that when they were undergraduates they would have found a task like this to be very beneficial for them, if done before their internship or practicum.

Teachers agree that “learning by doing” is an effective method which promotes attitudinal development such as responsibility, teamwork, creativity for problem resolution, and motivation. Some learners become so engaged that they even volunteer to do an extra LTL task for their peers.

6.3. QUESTIONNAIRES

6.3.1. RESULTS AND ANALYSIS OF A QUESTIONNAIRE ANSWERED BY 84 STUDENTS

Included in this part of the survey there were 1st year students who had done the task for the first time.

The great majority of subjects responded positively to all the questions formulated in both parts of the questionnaire. This may be interpreted as the fact that most learners find this task comprehensible, effective for their learning process, and rewarding as an early teaching experience. However, there was a minority who responded that they were somewhat motivated or confident, but most answered that they had been highly motivated by their teacher. This variance may be due the lack of full understanding of the objectives of the task.

Half of the subjects also found it useful to work in groups with their classmates and the other half found it somewhat useful. As mentioned above, this variance may be minimized by explaining clearly the concept of “collaborative group work”, as well as its importance in their future professional competence. This is especially crucial when implementing this task in the first semester of the university major, when our learners come from a school system which is still undergoing changes from an old educational paradigm.

Another result is that the majority responded that they used their intuition and creativity to prepare the lesson plan and the activities of the task and had somewhat used a methodology similar to that of their teachers. This may be attributed to the fact that the strategy is to use this task to foster learners’ creativity and proactive competence so that when they learn proper teaching methodology they will relate to it with deeper understanding and conviction.

6.3.2. RESULTS AND ANALYSIS OF 68 SELF ASSESSMENTS ANSWERED BY STUDENTS

The responses in this questionnaire show that the subjects value the task as an early teaching experience, and as a means to become more aware of their teaching aptitudes. From the cognitive point of view, most of them feel that preparing an LTL task helped their learning of grammar and vocabulary, and their development of meta-cognition by finding their own way of understanding the content to be reviewed.

According to the amount of positive answers regarding emotional or attitudinal competence, it may also be said that the task produces a somewhat relaxed classroom environment which, according to varied theories, especially Krashen's "affective filter" hypothesis, might facilitate learning through interaction with peers and the teacher (Idem). This aspect needs further attention as to what may be the reasons why some learners still feel that the atmosphere is not relaxed enough.

Similarly, collaborative group work understood as being more effective than individual work when carrying out the task, however, there is a number of learners who would rather work individually instead of sharing a mark with classmates who are less collaborative.

It should be mentioned at this point, that at the beginning of the implementation of this task there was only a group mark, then after a year or so of implementation, one of the EFL teachers suggested that an individual mark should be granted along with the group mark because it was observed that some members of the groups were unprepared and due to that the group suffered the consequences, thus the few opinions against group work. This important aspect also needs further revising to assure that all learners understand what collaborative group work is all about.

6.3.3. LEARNERS' COMMENTS

27 learners added comments to their questionnaires, some of the subjects are in their first year and others are in their third year. All of them express that LTL is a good task which mainly helps their learning process. They also value the task as an opportunity to experience teaching at an early stage of their major, especially because it has helped them to confront their own doubts as to whether teaching is their real vocation.

6.3.4. RESULTS AND ANALYSIS OF 2 QUESTIONNAIRES FROM 6 TEACHERS

The majority of subjects feel that the following 6 goals were possible to be fulfilled by implementing the LTL task:

1. Provide the learner with access to EFL teaching experience.
2. Reinforce English language structures and vocabulary
3. Encourage learner's meta-cognition,
4. Foster learner-to-learner interaction within a low affective filter environment.
5. Promote collaborative group-work, and
6. Facilitate learners' self awareness of their vocational aptitudes at an early stage of their EFL teacher training program.

However, according to the subjects, the goals which have been fulfilled to a greater extent after implementing this task as a teaching strategy are: 2, 3, 5, and 6.

Therefore, it may be stated that teachers feel that they have successfully helped their learners to achieve cognitive, procedural, and attitudinal competence by implementing this task as a teaching strategy.

As for their perception of the effectiveness of the task to facilitate learners' learning process, they responded positively, mainly in regards to the learners who are receiving the information from their peers in the classroom, especially in connection to grammar and vocabulary. All teachers also agree that this task fosters interaction and "scaffolding", two methods which according to research facilitate L2 learning and acquisition, since students are active learners who construct their own knowledge (Bruner 1961).

As to the relevance of this task with course plans of EFL pedagogy major, the majority of teachers surveyed feel that it is relevant.

Every teacher surveyed thinks that the experience in applying LTL so far has been a positive one, and they feel that the task has been fairly easy to apply.

Most of the teachers with one exception feel that this task contributes to learners' teaching experience. However, half of the teachers think that learners were somewhat self motivated about the task. This may be due to lack of explanatory instructions of how to carry out the task, and more importantly, lack of a deeper understanding of the purpose and objectives of the task. This aspect needs revision.

6.3.5. TEACHERS' COMMENTS

All comments express their approval regarding this task as a good experience so far which should be used from first year of the major. It is also mentioned that

learners acting as reviewers should be well prepared for the task to be effective. This may need careful attention from the teacher applying the task.

6.4. LIMITATIONS WITHIN THE SURVEY

It was observed that most of the few learners who rendered negative responses to the questionnaires had been awarded very low marks for their task; therefore further study would be necessary to assure the accuracy of their responses.

As a result of all learners surveyed it may be pointed out that another constrain may have been the fact that the questionnaires were in English and most of the respondents were in their first year of their major, therefore their comprehension may have been limited by misunderstanding some questions. This is evidenced by some incongruence noted when a parallel was made between their responses and their written comments at the end of the surveys.

CONCLUSION

Learning grammar rules and vocabulary of an L2 is perhaps the most difficult part of learning a foreign language. The study of these rules and trying to memorize thousands of words is tiresome and discouraging, therefore recent approaches focus on communicative fluency rather than accuracy, which is quite beneficial for learners wishing or having to learn an L2 for communicative purposes. However, learners who are studying English as a foreign language in order to become EFL teachers cannot afford to disregard any grammatical aspect or any word definition which they may have to teach their students eventually. Therefore, learning such content for self improvement, and then reprocessing it in order to teach it to their peers may develop self awareness of their own learning process and make their learning-teaching experience so meaningful that it may actually enhance their cognitive and procedural competencies as they move from one level to the next within the Pedagogy programme.

Another outcome from this study is that the LTL strategy has been perceived as a means to rationalise and reflect on the real perspective of undertaking a teaching career, specifically teaching EFL. Moreover, this teaching strategy may be considered as a means to make the learners aware of their own emotional capabilities to cope with the great diversity of challenges and complexities involved in teaching.

In theory, this task may be used as a teaching strategy which could contribute to the enhancement of the competence needed to become a professional EFL teacher.

The outcome of this research shows beyond any doubt that the perception of the subjects involved in the study favours the implementation of LTL in the English language courses because they find it useful to support learning, a good tool to apply knowledge and teaching techniques, and they regard it as an overall positive activity in direct connection to their future as EFL teachers.

Hopefully, the results of the local implementation of this strategy in our university may encourage further study, and eventually, prove to be a positive pre-service teaching experience, which may help learners to develop the necessary competencies to become more effective and efficient EFL teachers.

DISCUSSION

Further research is suggested to determine advantages or drawbacks of this strategy for the learners who remain as “the class” and participate as “learners only” during the LTL. Relevant questions may be asked, for example: How do the learners feel when their classmates assume the role of teachers? Should they assess their peers too? Should the teacher have some sort of feedback from the class as to whether the review done by their classmates was actually been helpful for their leaning process? Similarly, many other questions may arise to determine the effectiveness of this task as a strategy used in training EFL teacher trainees.

Another opening for further study to supplement this work is the “Social Representations” theory. This is an interesting approach which, due to time constraints, was impossible to discuss here. Two topics relevant to this area of study could be: the possible changes in social representations of subjects involved in the LTL teaching strategy, and the importance of those changes in the EFL learning process.

According to Jodelet (1984), Social representations constitute cognitive systems which allow the recognition of stereotypes, opinions, beliefs, values, and norms which usually reveal positive or negative attitudes towards an object. These attitudes include code systems, principles, categorization logic, and ways to interpret events. Jodelet claims that the definition of this collective conscience sets rules, norms, and boundaries of the way people act in the world.

Considering this, the question arises as to whether the LTL might produce any changes in EFL Pedagogy students in relation to their social representation of EFL teachers, EFL learners, and how this might have an influence in learners’ attitude and teachers’ methodological approach.

Another question is whether social representation may produce enough self awareness to help learners become more responsible of their own learning. Further studies may consider the following idea:

During the LTL, the teacher is always present and somewhat active in the classroom in order to supervise and support reviewers to make sure that errors and mistakes are corrected to aid in explanations which may not be clear enough, and to make sure that examples are relevant and clarifying. However, the teacher’s interventions should be perceived from a different perspective: the teacher must “step

down” from the usual hierarchical rostrum to act as a sort of “advanced student”, who is also learning from the reviewers, but who is willing to help them if necessary. The teacher must not forget that it is the reviewers who are in charge of the class. (See attached DVD, Appendix 9, for LTL sample, or refer to links of videos on JP Martin’s LdL model). This complete change of roles may mutate learners’ social representation of a typical EFL class and of themselves as learners. It is this “switch” of new representations what may actually produce meta-cognition, in other words, give way to self awareness of their own learning process (Pozo, J.I., 2008).

Finally, based on the outcome of this study, it may be suggested that the LTL strategy might produce similar good results, if implemented in other areas of study. The outcome of the present study may be summarized as an overall good perception of the strategy according to learners and teachers involved in its implementation. The theories analysed here also support it in relation to: learning to learn, learning by doing, learning collaborative group work, learning by teaching, and developing correct attitude as an essential competency. All these approaches sustain that they facilitate and enhance learning effectiveness. Therefore, the LTL might be adapted and implemented as a teaching strategy in many other fields of study.

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Martin Jean-Pol's articles and reference to his books may be found at: www.ldr.de

LdL videos links:

<http://www.youtube.com/watch?v=kwQM4WFpXug> (In German)

<http://www.youtube.com/watch?feature=endscreen&v=zn0f-7r2jl4&NR=1> (In

English by Grzega)

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=cRxY2jSUahU> (In

German)