A Research about changes in oral productive communication strategies in English mention teaching degree students

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ABSTRACT: This aim of this research is to provide information about any changes that may occur in the strategies declared to solve oral production problems by future Primary Education teachers of English as a foreign language, in accordance with Nakatani's Inventory of Oral Communication Strategies (2006). The participants are teacher training students of English studying at the University of Granada (UGR), the University of Malaga (UMA) and the Associated Teaching Cent**re** María Inmaculada of Antequera (Málaga) (CAMMIA). The data was taken at: at the beginning of the Mention of English and at its conclusion. In this research, a descriptive study was carried out for the initial phase, since the number of volunteer participants was greater than in the final sample. For the final sample, the results were statistically analysed and compared. In two kinds of strategies, significant changes have taken place however in the other types, no significant changes are evident. It could be concluded that the Mention has contributed to these changes and perhaps, if specific instructions had been included, it would have contributed to an even greater difference in the use of this type of strategies between the beginning of the Mention and its ending.
Keywords: Oral competence, oral communication strategies, oral productive skill, foreign language learning, Primary Education Curriculum

Una Investigación sobre Cambios en Estrategias de Comunicación Oral Productivas en Estudiantes de Magisterio Mención de Inglés

RESUMEN: El objetivo de esta investigación es aportar información sobre los cambios que pueden producirse en las estrategias declaradas para resolver los problemas de producción oral por parte de los futuros profesores de Educación Primaria de Inglés como lengua extranjera, según el Inventory of Oral Communication Strategies de Nakatani (2006). Los participantes son estudiantes de Magisterio de Inglés, pertenecientes a la Universidad de Granada (UGR), la Universidad de Málaga (UMA) y el Centro Adscrito María Inmaculada de Antequera (Málaga) (CAMMIA). Los datos fueron tomados en dos etapas o momentos, al inicio de la Mención de Inglés y en su conclusión. En esta investigación se realizó un estudio descriptivo para la fase inicial, ya que el número de participantes voluntarios fue mayor que en la muestra final. Para esta última, los resultados se analizaron y compararon estadísticamente. En dos tipos de estrategias se han producido cambios significativos, sin embargo, en los otros tipos no se evidencian cambios significativos. Se puede concluir que la Mención ha contribuido a estos y quizás, si se hubieran incluido instrucciones específicas, habría contribuido a mayores diferencias en el uso de este tipo de estrategias entre el momento inicial de la Mención y el momento en que finalizó.
Palabras clave: Competencia oral, estrategias comunicativas orales, destreza de producción oral, aprendizaje de la lengua extranjera, Curriculum de Educación Primaria

1. Introduction

Oral communication is a basic and inherent tool in human beings, and in the process of language learning it becomes essential but, on some occasions, it can also pose problems. For this reason, oral communication strategies are of the greatest importance since they prove to be a powerful tool when it comes to speaking or conversing in a foreign language.

Given that English is the tool that teaching students implement to communicate with their future pupils, a deficiency in their instruction of oral production, speaking and conversing in English has been detectedand this in its turn has motivated the present research.

The concept of oral strategic competence has been used to introduce the communication strategies. Ting et al. (2017) and Dula (2001) enumerated various strategies through different authors in order to show that these are an aid to solve communication problems and the development and learning of them favour the general communicative competence of the speaker.

As a means of providing information about the use of oral productive strategies, this research focuses on Nakatani's Inventory of Oral Communication Strategies (2006) to discover which problems related to these types of strategies are the most common in students and what changes may occur in the strategies declared to solve oral production problems by future Primary Education teachers of English as a foreign language.

There are two main objectives of this research, these focus on finding out what strategies are used in relation to productive oral skills in English by students of the Teaching Degree in Primary Education, analysing the strategies used by students to deal with any problems they have when speaking and conversing, and identifying possible changes between the beginning (pre-stage) and the conclusion of the Mention (post-stage). The participants are students of English Teaching, who belong to the University of Granada (UGR), the University of Malaga (UMA) and Associated Teaching Center María Inmaculada of Antequera (Málaga) (CAMMIA). The data was taken in two stages or moments, at the beginning of the Mention of English and at its conclusion. This research includes two research questions, firstly the oral productive strategies that future teachers state they use at the beginning of the mention. Secondly, the changes produced in these strategies between the beginning and the end of the Mention when these students deal with problems which may arise while speaking and conversing in English as foreign language. A descriptive analysis is carried out only of the pre-stage, since the number of volunteer students was greater than in the final sample. This analysis provides information on what strategies these students declare to employ at the beginning of the mention. A descriptive and statistical analysis of the data of the final sample is carried out taking into account students who carried out the tests in the two moments (pre and post).

2. Theoretical framework

The theoretical framework on which the review of the literature on communication strategies can be framed, firstly, treats oral strategic competence as part of communicative competence. For this reason, a short review is made of the different views of relevant authors in this regard. Secondly it focuses on a chronological review of the authors who provide

different views on communication strategies. Finally, a revision of the curriculum design of Primary Education in Andalusia is related to Nakatani's Oral Communication Strategy Inventory (OCSI) (2006), the tool on which this research is based.

2.1. Oral Strategic Competence

Strategic competence is one of the competences involved in the effective use of language by a person. According to the Centro Virtual Cervantes (2020), it refers to the ability to use verbal and non-verbal resources in order both to promote effectiveness in communication and to compensate for any failures that may occur in it, derived from gaps in knowledge of the language or of other languages.

Since 1980, the study of communication strategies has become the focus of many researchers. Canale and Swain (1980) and Canale (1983) included them in their model of communicative competence as strategic competence. In Canale and Swain strategic competence consists of "verbal and non-verbal CSs that may be called into action to compensate for breakdown in communication due to performance variables or to insufficient competence". (p.30). To compensate the imperfect knowledge or limiting factors, some strategies are used and they are part of the strategic competence.

Bachman (1990), presents a different model where strategic competence is considered as an external component of what he calls linguistic competence. For this author, the strategic competence is a general ability with a psychological component, which allows the speaker to be more effective in a given task.

The Common European Framework (CEFR) (2002) directly refers to the term communication strategies and explain this must not only be understood as a way to compensate for an inability to communicate, but also govern the application of a series of metacognitive principles such as planning, execution, control and repair whose fundamental objective is to aid the user of the L2 in the learning process.

To sum up, this competence has been used to introduce the communication strategies as the development and learning of techniques for a better command of the language, which favours the general communicative competence of the speaker.

2.1.1. Communication Strategies

The term 'communication strategies' first appeared in Selinker's study (1972) entitled "Interlanguage". This refers to the systematic knowledge of a second language which is independent of both the learner's first language (LI) and the target language where different classes of errors made by L2 learners were exposed. Corder (1983) also gave a definition of this term "a systematic technique employed by a speaker to express his meaning when faced with some difficulty." (p. 103)

Canale, in the same year, defined communication strategies as the abilities "to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more areas of communicative competence" (1983, p. 12).

Faerch & Kasper (1980, 1983a, 1983b, 1984) considered there was a psycholinguistic factor in communication strategies, focused on problem solving and verbal plans inside a speech production framework. For these authors, there are two phases of speech produc-

tion: a planning phase and an execution phase. In the first phase, the language user/learner endeavours to choose the appropriate rules and items to establish a plan. In the second phase, the verbal execution of this plan leads the user to achieve the original comminicative objective. The communication strategies are part of the first phase, these attempt to avoid a problem in the execution phase.

On the other hand, Tarone (1980, 1981) from a discourse analysis perspective, adopted an interactional perspective focused on negotiation of meaning "the term relates locutors to agree on a meaning in situations which do not seem to be shared. (Meaning structures here would include both linguistic structures and sociolinguistic rule structures)" (p. 288).

Politzer (1983) proposed a series of items which focused on strategies for communication. He developed a self-report questionnaire divided intro three parts: general behaviours, classroom behaviors, and interaction behaviors. Higher-level foreign language students reported using more positive, student-directed communicative or functional strategies.

According to Rubin (1987), communication strategies are employed when the speakers are faced with some difficulties such as when the act of communication finishes faster than their abilities or tools for communication or when they encounter a misunderstanding. In this way, the communication strategies are related to the participation in conversations or to clarify the speakers' intention.

For Stern (1992), the purpose of the communicative-experiential strategies or communication strategies is to avoid the interruption of the flow of communication. Therefore, the strategies must be directed to contact with native speakers and cooperate with them, so, the learners can monitor their development and evaluate their own performance (cirlumlotion, gesturing, paraphrase, or asking for repetition and explanation)

Poulisse's (1989) presented a taxonomy which characterized the cognitive nature of communication and distinguished between 'conceptual' strategies, where learners were involved in manipulating the concept that they were trying to convey, and 'linguistic' strategies, where learners referred to their first language (or another second language) and used morphological creativity.

Communication strategies were regarded by Bialystok (1990) as primarily mental events, excluding the idea of 'consciousness' in communication strategies definition because the author affirms learners can be aware, for example, of using a word or another, but the fact of intentionality of using communication strategies was questionable.

Later, Clennell (1994, 1995) proposed a discourse view of communication strategies based on Faerch and Kasper's (1984) notion of advance planning. The author makes a classification in categories: Category 1 improvisation/avoidance, Category 2 negotiation/interaction and Category 3 collaboration/planning.

Dörnyei (1995) classified communication strategies into two groups: avoidance strategies and compensation strategies. The first group is subdivided into message abandonment and topic avoidance. In this way L2 learners try to avoid conveying messages and this affect the negotiation in a negative way. Dörnyei and Scott (1995a, 1995b) suggested communication strategies had a potential intentional attempt to help the speaker with any language-related problem.

The other crucial communication strategies, which are the ones highlighted in Celce-Murcia et al. (1995), include the following

- *achievement*: strategies of approximation, circumlocution, codeswitching, miming, etc.
- *stalling* or time gaining: using phrases like *Where was I? Could you repeat that?*
- *self-monitoring*: using phrases that allow for self repair like *I mean….*
- *interacting*: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.
- *social*: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language. (p. 26-29)

According to Oxford (2001), strategies for language learning and use are "specific behaviors or thought processes that students use to enhance their own L2 learning". (p.362). Such behaviors are either (1) learning strategies or (2) communication strategies. We know that learners who can make effective use of strategies (i.e. who have strategic competence) have a tendency to learn languages better and faster than those who are strategically inept.

CEFR (2001) affirms that the communication strategies are related to the classic approach of interlanguage communication: planning execution, monitoring and repair. Planning has to do with mental preparation before speaking "It can involve thinking consciously about what to say and how to formulate it; it can also involve rehearsal or the preparation of drafts" (p.69). It considers that 'execution' strategy or 'compensating' was to be the most important before the appearance of CEFR and defines it as "for maintaining communication when one cannot think of the appropriate expression" (p.69). Monitoring or repairing contains two aspects "(a) the spontaneous realisation that one has made a slip or run into a problem and (b) the more conscious and perhaps planned process of going back over what has been said and checking it for correctness and appropriateness" (p.70)

Nakatani (2006) designed the Oral Communication Strategy Inventory (OCSI). It was divided into two parts, the first examined the strategies related to speaking problems during the communicative task. The second one was related to listening problems about comprehension during interaction. This research has as its bases the first section which includes 32 strategies to deal with problems when speaking and conversing. The following factors in this type of strategy are identified in the research as: 1) Social Affective. 2) Fluency-Oriented, 3) Negotiation for Meaning While Speaking, 4) Accuracy-Oriented, 5) Message Reduction and Alteration, 6) Nonverbal Strategies While Speaking

1) Social-affective strategies (items 23, 25, 26, 27, 28 and 29). These strategies are associated with affective factors of the learner in a social context.
2) Fluency-Oriented (items 9, 10, 11, 12, 13 and 14). Learners pay attention to the rhythm, intonation, pronunciation, clarity of their speech to enable good comprehension by the listener and the communicative context
3) Negotiation for Meaning While Speaking (items 19, 21 and 22). In order to maintain a good interaction and avoid problems in the communicative act, the speakers need to check that the listeners have understood their intentions.
4) Accuracy-Oriented (items 7, 17, 18 and 30). Learners want to speak correctly and seek grammatical adequacy by correcting themselves and realizing their mistakes, and attempting to speak appropriately like a native speaker.

5) Message Reduction and Alteration (items 3, 4 and 5). Learners employ strategies that prevent oral communication from breaking down, simplify their messages, or resort to similar expressions that they can safely use.
6) Nonverbal Strategies While Speaking (items 15 and 16). These are strategies related to the use of non-verbal language to achieve communicative objectives such as eye contact to attract the listener's attention or facial expressions that help comprenhension.
7) Message Abandonment (item 6, 24, 31, 32). When learners have difficulty executing their original communication plan when speaking, they often leave the message unfinished or seek help from other speakers to continue the conversation.
8) Attempt to Think in English (items 1 and 2). It is very useful for learners to think in the foreign language as much as possible during communication, since it requires a quick response to the interlocutors.

According to Mirzaei, A., & Heidari, N. (2012), there is a classification of the communication strategies into three types: psycholinguistic, cross-cultural, and interactional perspectives directly related to problem-solving in the act of communication.

The afore mentioned review of literature of communication strategies concludes this part of the theoretical framework in which different authors have shown that communication strategies have been and are part of the teaching of foreign languages due to their importance in how students face the problems that oral communication can pose.

2.1.2. Strategies as Curricular Content in Primary Education.

The Order of January 15, 2021, which develops the curriculum corresponding to the Primary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the ordering of the evaluation of the process of student learning and determines the process of transit between different educational stages.

In the Primary Education stage, the starting point is still a very elementary oral competence in the language, therefore, throughout the stages, students will acquire the knowledge, skills and experiences in the foreign languages that they need to understand and build meanings, structures and strategies during their participation in acts of communication. The understanding of different communication situations and knowledge of the structure of the texts, will help them to identify and acquire the specific linguistic elements present in a given communicative act.

Considering the objectives for the First Foreign Language of this Order, there are two which are directly related to the oral productive skill, in which the communication strategies are implicit to achieve the goals

2.Expresarse e interactuar en situaciones sencillas y habituales, utilizando procedimientos verbales y no verbales y atendiendo a las reglas propias del intercambio comunicativo para responder con autonomía suficiente y de forma adecuada, respetuosa y de cooperación y correcta en situaciones de la vida cotidiana.
6.Utilizar eficazmente los conocimientos, experiencias y estrategias de comunicación adquiridos en otras lenguas para una adquisición más rápida, eficaz y autónoma de la lengua extranjera. (2021, p.107)

According to the methodological strategies, these are focused on the development of communication skills prioritizing oral skills in the first years, while in the following ones, the skills will develop gradually and in an integrated way.

Teachers and future teachers must know that the communication strategies are essential for a personal knowledge of the foreign language, and at the same time to improve both the teaching and learning process. Therefore, a relation between the contents, the evaluation criteria and the learning standards in each stage with Nakatani's inventory is carried out, taking into account the charts of the oral production skills in the three Primary Education stages of this Order

In the first stage of Primary Education, the content 2.2. refers to the identification of some basic strategies for oral expression: use of imitation and repetition of models, use of known vocabulary, use of body language and posture (gesture), support with images or performing actions to clarify the meaning, respect for rules for oral interaction: turn to speak, appropriate voice volume… (p 112). This is directly related to Nakatani's strategies (2006): 1, 2, 3, and 8.

For the second stage, the contents 2.3. Use of some basic strategies for oral expression: use of known vocabulary, use of the imitation and repetition of models, of language body and posture (gesture), support with images or performing to clarify the meaning while respecting the rules of interaction oral: turn to speak, appropriate volume of voice (p. 122). These are related to Nakatani's strategies (2006): 1, 2, 3, 4, 6 and 8.

In the third stage, the strategies of these contents 2.2. Knowledge and application of basic strategies to produce monologues and simple dialogues using prior knowledge and compensating linguistic deficiencies through linguistic, paralinguistic or paratextual procedures (p. 123), are related to all Nakatani's factors from 1 to 8.

After studying the relationship made between the contents of oral production in the three stages of Primary Education in Andalusia and the factors that regulate the strategies of Nakatani (2006), it is evident that this inventory is part of the curricular content. Therefore, learning strategies are regarded as content in the Primary curriculum in foreign language education and as a result, provides a powerful reason for prospective teachers to be taught **them** and how to implement them, so that they can then teach their future students why they are important for communication and how to use them correctly.

3. Context and participants

The sample for this current research was volunteer students of the Primary Education Degree with a Mention in Foreign Language (English) belonging to the University of Granada (UGR), the University of Malaga (UMA) and the Associated Teaching Center María Inmaculada de Antequera (CAMMIA), attached to the University of Malaga. The first two are state funded higher education institutions and the third is privately owned. The questionnaire was prepared online using the Google Forms© application. The participants were provided with the link to the three questionnaires and answered them after completing the oral production test.

In the pre-stage the students were a total of 95 among the 3 institutions. The age of the student sample ranged between 19 and 41 years. Men represent the 14.7% and women

represented 85.3% of the sample. Regarding the country of origin of the participants, 95.8 % were of Spanish origin.

The final sample is made up of 31 students who decided to participate by completing the requested questionnaire. The age of the student sample ranges between 20 and 43 years. The mean age is 23.26 years (SD = 0.864; Mo = 21; Me = 22). Women represented 93.55% of the sample. Regarding the country of origin of the participants, 90.32% are Spanish.

3.1. Objectives, Research Questions and Data Collection.

There are two main objectives of this research. These focus on finding out what strategies are used in relation to productive oral skills in English by students of the Teaching Degree in Primary Education, analysing the strategies used by these to deal with the problems they have when speaking and conversing, and identifying possible changes between the beginning (pre-stage) and the end of the Mention (post-stage). The data collection was carried out between 2017 and 2019, since the duration of the mentions and their structuring at the University of Granada and Malaga had to be taken into account.

The questionnaires were prepared online using the Google Forms© application. The participants were volunteers and were provided with the link and answered in the two moments mentioned before (pre-stage and post-stage)

These objectives are synthesized in the following research questions (RI):

A. What oral productive strategies do future teachers state they use when dealing with the problems they have when speaking and conversing in English as a Foreign Language at the beginning of the Mention?

B. What changes occur in the oral productive strategies used by students to deal with the problems they have when speaking and conversing in English as a Foreign Language between the beginning and the end of the Mention?

Different analyses will be carried out for each research question.

A. What oral productive strategies do future teachers state they use when dealing with the problems they have when speaking and conversing in English as a Foreign Language at the beginning of the Mention?

According to the first research question, a descriptive analysis is going to be carried out bearing in mind the study by Nakatani (2006). The descriptive analysis concerns the answers chosen by the participants in each of the items. It explains which answer option was chosen by the majority according to the division by factors and if the number of students in that answer is the largest, approximately half, more than half or less than the same, taking into account the entire sample.

1) Social Affective (items 23, 25, 26, 27, 28 and 29)
   The answer most chosen in all the items is number 4 (Generally true of me). The number of answers in the items ranges between 35 and 44, so it can be considered that practically half of the students use social affective strategies.
2) Fluency-Oriented (items 9, 10, 11, 12, 13 and 14).
   The most chosen answer in all the items is number 4 (Generally true of me), with the exception of item 10 of which the most chosen answer is 3 (Somewhat true of

me). The number of answers in the items of the answer 4 ranges between 35 and 43, so less than a half of the students affirm the use of these strategies, except 40 participants who have chosen answer 3 declare they use fluency-oriented strategies in few occasions.

3) Negotiation for Meaning While Speaking (items 19, 21 and 22).
   The answer chosen for these 3 items is number 4 (Generally true of me). The number of answers in the items ranges between 29 and 48 participants. In item 19, half of the participants (48) generally pay attention to the listener's reaction. In items 21 and 22, less than half of the participants, 29 and 38 respectively, declare they usually repeat and check what they mean to be understood.

4) Accuracy-Oriented (items 7, 17, 18 and 30).
   In item 7, 31 participants declare that there is some truth in paying attention to grammar during the conversation and another 31 participants declare that generally they do, so more than half of them use this strategy. In item 17, 51 of the 95 participants state that they correct themselves when they realize they are going to make a mistake. In item 18, less than half of the participants (37) declare that they usually appreciate that they use an expression that contains a grammatical rule that they have learned. Regarding item 30, less than half of the participants (32) state that they sometimes try to speak like a native.

5) Message Reduction and Alteration (items 3, 4 and 5).
   In items 3,4 and 5, less than a half of the participants state that they generally use more simplified vocabulary or expressions to be able to express themselves.

6) Nonverbal Strategies While Speaking (items 15 and 16).
   The two items of this factor are answered with answer 4 (Generally true of me) by practically half of the participants, it can indicate that almost half of the participants use non-verbal strategies while speaking as a help for their communication.

7) Message Abandonment (item 6, 24, 31, and 32).
   Items 6, 24 and 32, the most chosen answer has been 2 (Generally not true of me) in a range between 33 and 40 participants. Less than half of the students do not use the strategy of abandoning the message. In item 31 has been answered with option 4 (Generally true of me) by 41 students, so also less than a half of the participants ask for help when they cannot communicate well.

8) Attempt to Think in English (items 1 and 2).
   In items 1 and 2, 30 and 31 participants respectively declare that they try to think and express themselves in English. However, the rest of the participants declare that they have a greater tendency to do so in their native language

As a summary of the results, it can be seen that the answer which was chosen the most is number 4 (Generally true of me), but most of the participants do not always choose this answer, but rather choose other options.

Now, we continue with the research into the second inquiry in order to obtain results of the final sample in the two moments (pre-stage and post-stage)

B. What changes occur in the oral productive strategies used by students to deal with the problems they have when speaking and conversing in English as a Foreign Language between the beginning and the end of the Mention?

For the second research question we have the two moments or stages (pre-stage and post-stage) to compare and analyse. Using Cronbach's alpha, we proceeded to calculate the reliability of Nakatani's strategies inventory to solve problems when speaking and conversing with the data obtained at the beginning of the Mention and the result ($\alpha = .804$) indicates that it has adequate reliability (in the study by Nakatani (2006), the internal consistency of this section of their inventory was $\alpha = .86$).

In the analysis of this research question, a descriptive statistical analysis is used, with measures of central tendency (mean and median) and dispersion (standard deviation), as well as inferential statistical analysis, in the latter case to make comparisons between measures obtained at the beginning and at the end of the Mention of Foreign language. To check whether the distribution of the data to be compared was normal in order to select the statistical procedure in the case of measurement comparisons, the Kolmogorov-Smirnov test was employed. In the cases in which the data had a normal distribution, the Student's t-test was used; in those cases, in which the data were not normally distributed, the non-parametric Mann-Whitney U test was used. In the comparisons, the effect size was estimated using Cohen's d (Cohen, 1988) when the Student's t-test was used and by means of the eta-squared in the case of comparisons using the Mann-Whitney U-test (Lenhard & Lenhard, 2016). The results will also be discussed based on the factors identified in the study by Nakatani (2006)

1) Social Affective (items 23, 25, 26, 27, 28 and 29).

The results corresponding to the items of this factor, indicate that there are no statistically significant changes between before and after the Mention in the students of the sample, although, as indicated by the descriptive data of the average, with respect to some strategies, there are some changes between the two moments or stages, especially in terms of risk-taking and emotional self-control (items 26, 27 and 28) (Table 1). Probably, the fact that the participants have a higher level of competence at the end of the Mention generates these slight changes in the use of socio-affective strategies.

Table 1. *Results of the Items related to the 'Social-affective strategies' of the Nakatani Oral Communication Strategy Inventory (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
23. I try to use fillers when I cannot think of what to say.	3,45 (1,06)	3,42 (1,11)	-,287	,774	0,001
25. I try to give a good impression to the listener.	4,23 (0,76)	3,90 (0,65)	-1,806	,071	0,053
26. I don't mind taking risks even though I might make mistakes.	3,03 (1,11)	3,26 (1,03)	-1,280	,201	0,027
27. I try to enjoy the conversation.	3,68 (0,90)	3,90 (0,79)	-1,427	,154	0,033
28. I try to relax when I feel anxious.	3,68 (0,87)	3,77 (0,88)	-,346	,729	0,002
29. I actively encourage myself to express what I want to say.	3,71 (0,86)	3,55 (0,88)	-,802	,423	0,01

2) Fluency-Oriented (items 9, 10, 11, 12, 13 and 14).

There are no statistically significant changes in the data corresponding to the "fluency-oriented" strategies (Table 2) between the moment before starting the Mention and after having done it. In items 9, 10 and 13, there is, however, a drop in the mean according to the descriptive data in the table and these three cases may be related to the fact that the level of productive oral competence has increased. In this way, in item 9 it can be made explicit that it is no longer necessary for students to change the way they say things according to the context. With regard to item 10, it may also be because, due to this level increase, they do not need to take more time to express what they want to say. In item 13, this decrease may be due to the fact that they have to devote less conscious attention to oral production. The fact that the same data is maintained in item 11 is perhaps due to the fact that they continue to pay a lot of attention to production. In items 12 and 14 an increase in data is seen which could be understood as evidence that the participants are still concerned about speaking clearly and loudly to be heard as well as about their level of fluency.

Table 2. *Results of the Items related to the 'Fluency-oriented Strategies' of the Oral Communication Strategy Inventory by Nakatani (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE $\eta2$
9. I change my way of saying things according to the context.	3,87 (1,08)	3,84 (0,82)	-,030	976	0
10. I take my time to express what I want to say.	3,52 (1,12)	3,35 (0,91)	-,787	,431	0.01
11. I pay attention to my pronunciation.	3,71 (0,93)	3,71 (0,82)	-,030	,976	0
12. I try to speak clearly and loudly to make myself heard.	3,77 (0,92)	3,81 (0,79)	-,215	,830	0,001
13. I pay attention to my rhythm and intonation.	3,61 (1,08)	3,29 (1,13)	-1,492	,136	0,036
14. I pay attention to the conversation flow.	3,84 (0,89)	3,81 (1,01)	-,295	,768	0,001

3) Negotiation for Meaning While Speaking (items 19, 20, 21 and 22).

In the results corresponding to these items related to the negotiation of meaning (Table 3), there is a statistically significant change between the beginning of the Mention and at the end of it in item 21. This change may mean that for the participants it is easier to explain and be better understood by the listener and therefore repetition is not longer required to achieve the listener's comprehension. In this same ítem, there is a reduction in the mean that may be related to a higher level of productive oral competence. In items 19 and 22, there is also a decrease in the mean that may also be related to an increase in this meaning negotiation strategy, since paying attention to the listener's reaction to what is expressed and the verification that they have understood the message that is transmitted, is related to more security on the part of the participants before the projection and objective of the message. In item 20, there is an increase in the mean in terms of giving examples if the listener does not understand the meaning. This could be related to the fact that the participants may continue to have the need to exemplify the message they transmit, however, further investigations should be carried out in this regard.

Table 3. *Results of the items related to the 'Negotiation for Meaning While Speaking' of Nakatani's Oral Communication Strategy Inventory (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
19. While speaking, I pay attention to the listener's reaction to my speech.	4,35 (0,66)	4,23 (0,80)	-,471	,637	0,004
20. I give examples if the listener doesn't understand what I am saying.	3,97 (1,22)	4,16 (0,93)	-,726	,468	0,009
21. I repeat what I want to say until the listener understands.	3,71 (1,10)	3,032 (1,13)	-2,058	,040	0,068
22. I make comprehension checks to ensure the listener understands what I want to say.	4,06 (0,77)	4,03 (0,79)	-,250	,802	0.001

4) Accuracy-Oriented (items 7, 8, 17, 18 and 30).

There are no statistically significant changes as regards the items of these so-called "correction-oriented" strategies with respect to the moment before starting the Mention or at the end of it (Table 4). There is a decrease in the mean in items 7, 17, 18 and 30, this may be due to the fact that the participants have a higher level in their correction-oriented strategies as regards paying attention to grammatical aspects or using rules consciously, among others, and that in this way they can have a higher level of productive oral ability. Regarding item 8, the results indicate that there may still be concern on the part of the participants in terms of emphasizing the subject and the verb of the sentence.

Table 4. *Results of the Items related to the 'Accuracy-Oriented' of the Oral Communication Strategy Inventory by Nakatani (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
7. I pay attention to grammar and word order during conversation.	3,32 (1,30)	3,10 (1,24)	-1,073	,283	0,019
8. I try to emphasize the subject and verb of the sentence.	3,06 (1,12)	3,06 (1,15)	-,302	,763	0,001
17. I correct myself when I notice that I have made a mistake.	4,42 (0,56)	4,35 (0,60)	-,577	,564	0,005
18. I notice myself using an expression which fits a rule that I have learned.	3,81 (0,94)	3,58 (0,84)	-1,301	,193	0,027
30. I try to talk like a native speaker.	3,10 (1,01)	3,00 (1,12)	-,408	,683	0,004

5) Message Reduction and Alteration (items 3, 4 and 5).

The results of the items of this factor (Table 5), indicate that there has only been a statistically significant change in these in item 5, between before and after finishing the Mention, related to replacing the original message with another message when participants feel unable to carry out their original intention. This change suggests that participants can have self confidence when transmitting a message for the first time, without the need to reinforce it with another message that has a more explanatory and interpretive function in order that the listener understands it better. This self confidence on the part of the participants also implies a higher level of productive oral ability, but at the same time, the increase in the mean may also reflect that this item continues to be of great importance for the participants, but it would be necessary to carry out a further study on this. In items 3 and 4, there are also minor changes, since there is an increase in the mean between the two data collection moments of the Mention, so it can be thought that the use of unfamiliar words and the fact of using simple messages continues to worry the participants.

Table 5. *Results of the Items related to the 'Message Reduction and Alteration' of the Oral Communication Strategy Inventory by Nakatani (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
3. I use words which are familiar to me.	4,06 (0,85)	4,16 (0,82)	-775	,439	0.01
4. I reduce the message and use simple expressions.	3,35 (1,11)	3,74 (0,99)	-1,739	,082	0,049
5. I replace the original message with another message because of feeling incapable of executing my original intent.	2,97 (1,14)	3,61 (0,99)	-2,202	,028	0,078

6) Non-verbal strategies While Speaking (items 15 and 16).

The results of the items of the factor related to non-verbal strategies indicate that there have been no statistically significant changes (Table 6). Both in items 15 and 16 there has been a decrease in the mean with respect to the two moments of data collection between the moment of beginning the mention and at the end of it. This decrease can be understood as the fact that participants feel more confident about making eye contact while speaking and using non-verbal language when they cannot communicate what they want to say with words.

Table 6. *Results of the Items related to the 'Non-verbal strategies' of the Nakatani Oral Communication Strategy Inventory (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
15. I try to make eye-contact when I am talking.	4,19 (0,79)	4,10 (1,04)	-,474	,635	0,004
16. I use gestures and facial expressions if I can't communicate how to express myself.	4,16 (0,86)	4,03 (0,91)	-,733	,464	0,009

7) Message Abandonment (item 6, 24, 31, 32).

The corresponding results of the data obtained from the items of the factor called "message abandonment" indicate that there have been no statistically significant changes (Table 7). There have been some minor changes in the four items as regards to the decrease in the mean at the final moment with respect to the initial moment of data collection at the beginning of the Mention. This decrease could be directly related to the fact that the participants

have a higher level of oral productive ability which influences the abandonment of a verbal plan and the choice of only a few words when they do not know what to say, leaving a message unfinished because of some difficulties with the language, asking other participants for help when there is difficulty in expressing a message and giving up when one cannot make oneself understood. These conjectures should be confirmed in a study on the matter.

Table 7. *Results of the Items related to the 'Message abandonment strategies' of the Nakatani Oral Communication Strategy Inventory (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
6. I abandon the execution of a verbal plan and just say some words when I don't know what to say.	2,39 (1,11)	2,26 (1,09)	-,786	,432	0,01
24. I leave a message unfinished because of some language diffi-culty.	2,65 (1,08)	2,55 (0,96)	-,437	,662	0.003
31. I ask other people to help when I can't communicate well.	3,68 (1,30)	3,35 (1,08)	-1,658	,097	0,044
32. I give up when I can't make myself understood.	2,00 (1,15)	1,81 (0,91)	-1,363	,173	0,03

8) Attempt to Think in English (items 1 and 2).

The data corresponding to the items of the factor called "attempt to think in English" indicate that there have been no statistically significant changes (Table 8). There have been some slight changes in items 1 and 2 with respect to the mean between the two moments of data collection at the beginning of the mention and at the end of it. In item 1, there has been a decrease in the mean and this may be a consequence of the fact that having a higher level of productive oral competence in the foreign language, the case studies can think directly in English without the need to use the mother tongue as a starting point. However, in item 2 there has been an increase in the mean, so this may signify that it is still very helpful for the participants to first think of a sentence in English and then change it and adapt it to the situation.

Table 8. *Results of the Items related to the 'Attempt think in English' of the Oral Communication Strategy Inventory by Nakatani (2006).*

ITEM	STAGE PRE M (DE)	STAGE POST M (DE)	Z	P	EFFECT SIZE η2
1. First I think what I want to say in my mother tongue and then I build the sentence in English.	3,19 (1,29)	2,97 (1,22)	-,986	,324	0,016
2. First I think of a sentence that I already know in English and then I try to change it to suit the situation.	2,55 (1,21)	2,77 (0,92)	-,990	,322	0,016

4. Conclusions

As a conclusion of the analysis, it is important to highlight the following considerations:

– Performing an assessment by type of strategy according to OCSI, of the 8 types only in strategies 3 (negotiation of meaning) and 5 (message reduction and alteration) some significant changes occur, although it can also be seen that there have been changes in the rest of the types of strategies. This leads us to believe that the mention may have contributed greatly to these differences between the two moments (pre-stage and post-stage).
– Taking into account the data reflected in the tables and with respect to all the assessments that have been made regarding the strategies related to the fact of solving problems when speaking and conversing in English, it could be concluded that perhaps an specific instruction of these strategies during the Mention would have perhaps contributed to the fact that the differences between the use of this type of strategies between the time the Mention began and the time it concluded were greater.
– We cannot make comparisons between the initial and the final sample due to the low number of volunteer participants in the final phase of the research. This fact could motivate further study that could shed more light on the changes that can occur in the strategies declared to solve problems of oral production by future teachers of English as a foreign language in Primary Education.

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