



Facilitating Self-Regulation by Mobile Devices to Improve Speaking Skills
in a Post Baccalaureate Technical School

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Abstract

This study was conducted in a post-baccalaureate public institution in Guayaquil to facilitate self-regulation through mobile devices and improve students' speaking skills. The methodology applied was a mixed-method two-phase action research study that lasted ten weeks. Pre and post-tests were used to know if students improved their self-assessment and speaking skills. Students were interviewed to know their perspective of the innovation as well as the self-regulation strategies. The effect size of the pre- and post-tests (Cohen's $d=1,48$) indicated a large impact for speaking. Comparisons of students' and teacher's results evidenced students improved in self-assessing their speaking skills. Implications of this study involve other EFL colleagues who would like to raise students' oral production.

Keywords: self-regulation, speaking skills, post-baccalaureate institution.

Resumen

Este estudio se llevó a cabo en una institución pública post-bachillerato en Guayaquil con la finalidad de facilitar la autorregulación a través de dispositivos móviles y mejorar las habilidades comunicativas de los estudiantes. La metodología aplicada fue un estudio de investigación de acción en dos fases de método mixto que duró diez semanas. Antes y después de las pruebas se utilizaron para saber si los estudiantes mejoraron su autoevaluación y habilidades para hablar. Los estudiantes fueron entrevistados para conocer su perspectiva de la innovación, así como las estrategias de autorregulación aplicadas por los estudiantes. El tamaño del efecto de las pruebas previas y posteriores ($d = 1,48$ de Cohen) indican un gran impacto en el aprendizaje. Se comparó los resultados de los estudiantes y docentes, esto mostró que los estudiantes mejoraron en su autoevaluación. Implicaciones del estudio integran a otros docentes de inglés como lengua extranjera quienes desean elevar el nivel de producción oral de los estudiantes.

Palabras claves: autorregulación, habilidades de habla, institución post-bachillerato.

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Facilitating Self-Regulation through Mobile Devices to Improve Speaking Skills in a Post Baccalaureate Technical School

If students from a post baccalaureate technical school have studied English many years in schools, high schools, and academies, why have they not developed the English speaking proficiency required by the Ecuadorian government for them to graduate? In this study, students were asked to complete the Strategy Inventory for Language Learning (SILL) (Oxford, 2003), a survey to know their English background and communicative strategies used before. Students stated that they have studied English for many years, but they still do not reach their level of proficiency of B1 required by Ecuador for post-baccalaureate technical schools.

In Ecuador, students from public schools are compelled to have a B1 English proficiency level by the time they finish their secondary studies. This means that by the time they entered their post-baccalaureate technical schools they should demonstrate that proficiency (Ministerio de Educación, 2014). These standards are based on the Common European Framework of Reference (CEFR). Ecuador's English standards are aligned with the CEFR, so students who are in the B1 English proficiency level, also known as *Independent User*, are supposed to be able to enter unprepared into conversations on familiar topics, follow clearly articulated speech directed at him/her in repetition of particular words and phrases, and maintain a conversation or discussion (Council of Europe, 2018).

Rolheiser and Ross (2013) highlighted that self-regulation is known as a powerful learning strategy since intrinsic motivation is increased through self-evaluation especially for academic purposes, but students' assessment ought to be transparent and appropriate for their tasks. Authentic assessment standards worked with specific criteria of what would be measured and let students be assessed according to their own level of difficulty (Rolheiser & Ross, 2013). Their research has confirmed this.

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Another study by Brady, Johnson, Meek, Herzog, and Clohessy (2018) indicated benefits of applying self-regulation within the school setting to foster self-regulation and engage students in goal-directed actions. Brown and Harris (2014) mentioned the difficulties in teaching students to self-regulate. They indicated that self-assessment must not be treated as an assessment, but instead as a competence for self-regulation because self-assessment does not contribute significantly to learning outcomes like self-regulation does by self-assessment, setting goals, and making a plan to reach them. Students' self-assessment is necessary to be implemented in classroom practices to explore language and notice mistakes.

Another difficulty, as stated by Brown and Harris (2014), implies that developing a curriculum of self-assessment as a prior component of self-regulation requires giving sufficient attention to questions like: (a) What self-assessment skills should be taught? (b) What would be the sequence for teaching self-assessment skills? (c) How should self-assessment skills be taught? (d) What are the appropriate goals according to student age and ability? (e) What is the useful criteria for evaluating student competence in self-assessment? (f) What are the appropriate mechanisms by which students self-assessment reports could be evaluated if required? (Brown & Harris, 2014).

Miangah and Nezarat (2012) emphasized that technology is a great tool to help learners self-regulate, since mobile phones can help them record their speaking in order to self-assess and set goals. Wireless communication including mobile phones has plenty of capabilities in different fields of human life. It has become accessible for all urban and rural areas in many countries. It is said that in a near future these devices will be more sophisticated and less expensive and will be known as the next generation of e-learning, where new thoughts, ideas, capabilities and environment would be developed (p. 311).

The same author considers that mobile devices play an important role in the quality of mobile-based tasks and provide lots of benefits for learning English. Students can improve

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their own limitations in pronunciation, grammar and vocabulary, and communicative interactions. This innovation and study took place in a post-baccalaureate technical school in Guayaquil, Ecuador, with a class of nine level A2.1 adults ranging in ages from 19 to 65. The technical school offers careers in Assembling and Networking, Fashion Design, Tourism, Accounting, and International Trading. This study proposed to improve learners' speaking skills by using self-regulation and technology.

Students used Padlet to create an online bulletin board where they displayed their videos. This friendly virtual tool is not only available on the web but also available for free as both an Android and iOS app. Through Padlet, students explored language, noticed, and reflected on spoken mistakes and at the same time received the teacher's feedback. They also used self-regulation strategies to learn spoken language. Through a rubric, students estimated how well they did in comparison to their last performance by setting goals and deciding on communicative strategies, which let them improve their spoken language.

After identifying students' knowledge gap through the Strategy Inventory for Language Learning (SILL) (Appendix A), results showed most of the participants had limited knowledge in the kind of strategies they previously used to learn English especially in using all their mental processes and compensating for missing knowledge. To fill these research gaps, the present study facilitated self-regulation strategies through SILL such as remembering more effectively, using all your mental processes, compensating for missing knowledge, organizing and evaluating your learning, managing your emotions, and learning with others in order to improve speaking skills through mobile devices.

Even though, there are not the same studies done in Ecuador, there are two main ones very related to each study variable about self-assessment and mobile devices to improve speaking skills. One is about the effective use of performance-based assessments to identify English knowledge and skills of EFL students in Tena, Ecuador (Espinoza, 2015) and the

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other is about mobile application in the development of English speaking skill in the languages career at Universidad Técnica de Ambato (Lezano, 2018). Therefore, both studies provide valuable information about assessment practices in EFL classrooms to help teachers to grow as educators and the last one focuses on technology as a way of learning especially when it is a foreign language.

Facilitating self-regulation does not only motivate students to learn faster, but also helps them fulfill the graduation requirement of B1 (Independent User) and take them from the current level A2.1 to A2.2 (Basic User). The specific objectives for this research study are the following: (1) determine improvement in self-assessment; (2) determine speaking improvement; (3) describe strategies used for self-regulation; (4) describe the participant perspective of the innovation.

To what extent can self-regulation facilitated by mobile devices improve speaking skills?

It is now time to shift focus to the literature review about writings of recognized experts, who have significant insights to the problem under investigation and who help identify the main variables of this study.

Literature Review

Nowadays, there is an Ecuadorian law regulating English learning (Art 31) for public and private post-baccalaureate technical schools from (Consejo de Educación Superior, 2016) that requires students to get their B1 level (Independent User) before getting their professional degrees. That is why it is necessary to implement effective assessment practices and technology that enhance communication like facilitating self-regulation through mobile devices to improve speaking skills. This innovation applies some CLT principles applied in the instructional design, as well as ideas from main studies about self-regulation, assessment of speaking and also the use of mobile-assisted language learning (MALL).

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CLT Principles and Self-regulation

Richards (2006) stated that Communicative Language Teaching (CLT) uses language for a range of different purposes and functions and vary language based on students' English level in order to produce different types of texts such as narratives, reports, interviews, and conversations so as to keep communication despite limitations in one's knowledge. The same author said language learning involved interaction between pairs who collaborate in meaning creation, negotiate meaning to arrive at understanding, pay attention to the teacher's feedback, and incorporate the new input into new forms of communication.

Ochoa, Cabrera, Quiñonez, Castillo and González (2016) indicated CLT principles have been recognized by language teachers as a main method to improve sociolinguistic and linguistic competences. Activities engage learners into authentic communication and activate their pre-communicative knowledge and abilities to be used in communicative tasks. All of those tasks are characterized by interaction to respond and support each other, through motivational strategies that are culturally dependent (p. 41).

Lessard-Clouston (2018) also said that interaction has given students a way of negotiation meaning and understanding each other through communicative interaction that makes such input very comprehensible. In this case, self-regulation strategies such as self-awareness of spoken errors were essential for learners to set up their own goals and avoid repeating mistakes. Furthermore, a range of activities done in class required models where students had to negotiate for meaning as much as possible to develop their self-confidence language learning (p. 20).

Brown and Harris (2014) said that *self-regulation* involves setting goals, evaluating progress related to the target criteria, and improving learning results. Self-assessment can engage students efficiently by making students more active in measuring their progress and using feedback properly. Also, self-regulation leads to motivational, metacognitive and

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behavioral processes that let learners use their own abilities into control of events in a variety of contexts through action plans, where some communicative strategies were chosen by them to reach their own goals and monitor their progress in the learning process.

Even though, Brown and Harris (2014) have found self-assessment makes students more responsible for tracking their progress, there are some psychological factors that lead them to dishonesty for protecting their images. Hence, students' self-assessment fails the validity and reliability requirements of an assessment (p. 23 & 24). So, it is important that teachers also evaluate their performances, and give feedback about students' weaknesses based on a criteria given within a rubric.

Moreover, Bransford, Brown, and Cocking (2000) stated self-regulation as a self-directed, metacognitive process could improve motivation to learn. Students learnt how to self-regulate by wondering what they wanted to improve and what they did to improve their speaking mistakes by setting their own goals or strategies and to improve their speaking proficiency. All participants in this study got more confidence in the English language.

Rolheiser and Ross (2013) defined self-assessment as assessment based on evidence and clear criteria; so learners can do their best next time. It is necessary to teach students how to assess their own progress against quality standards for them to improve by self-evaluating their own performance. In that way, evidence of self-evaluation has a positive effect, especially for hard academic tasks.

Similarly, for Brown and Harris (2014), self-assessment within self-regulation let students regulate their own emotions, thoughts, and behaviors when using English and at the same time evaluate their own progress against criteria and realize their learning outcomes have improved in the learning process. Besides, self-evaluation means an opportunity for students to grade themselves, where their effort would probably score higher; however if students are taught systematically through a self-evaluation process, their judgement

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improves and they can judge classroom production and use the same criteria to judge themselves (Brown & Harris, 2014).

Additionally, Crowell (2015) said that student training in fostering the necessary skills for appropriate grading is beneficial. When teachers provided effective training on self-evaluating tasks for grading, it reduces the difficulty and emotional factors on students. When students took part in self-evaluation processes, their judgements started improving significantly and let them get a better understanding of what is expected. It is necessary to understand students' own perspectives and experience with self-evaluation while training.

On the other hand, Shute (2008) focused on feedback from the teacher as well as self or peer assessment as one of the most important tools in the learning process and very powerful to improve academic performance. Hattie and Timperly (2007) said "The process itself takes on the form of new instruction, rather than informing the student solely about correctness" (p. 82). Thus, feedback provides useful information for learners related to any task in the learning process, which must be effective and explicit to increase learners' effort, motivation, and engagement. It is also necessary to provide a clear summary, including domain knowledge, so students can understand how to improve and get more confidence, without diminishing their efforts through formative feedback (Hattie and Timperly, 2007).

According to Shute (2008), formative feedback tries to modify the learner's thinking and behavior for improving learning, so this action research works with formative feedback as a corrective function so students know if they are reaching the appropriate speaking proficiency according to their A2.1 level, and by providing information to the learner about what they need to still improve. Thus, the teacher's feedback is in response to those efforts.

Assessment of Speaking

The new Ecuadorian Curriculum Development (Soto & Espinoza, 2016) is based on the Common European Framework of Reference (CEFR) which unified criteria for different

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foreign language proficiency levels. The CEFR encourages teachers to use real-life situations that let learners express themselves and do different tasks in relation to their current English level ability from A1 to C2, based on a criterion for assessment. For this research, the rubric follows an assessment criterion for grammar and vocabulary; pronunciation; and interactive communication required for these students who belong to A2 level (Council of Europe, 2018).

Wiggins (2014) stated that assessing authentic academic achievement represents a challenge within a given discipline, so teachers need to emphasize realistic tasks. Students need to look for powerful relationships to connect their imagination to plug in interesting tasks because their performance must be authentic. For instance in speaking classes learners create situational conversation to demonstrate their use of language properly.

Joo (2016) stated that the nature of learners judgements of L2 speaking requires learners to focus on their roles as raters, and try to match the teacher's rating. Therefore, teachers should know if learners have the ability to assess the oral performances on their own and what factors affect their self-assessment in order to do it properly. Self-assessment could be a reliable and valid method for assessing communicative competence (Coombe & Hubley, 2011; Lessard-Clouston, 2018).

Pathak (2018) also considered that oral assessment criteria involve four main factors: use of spoken media, use of visuals, interrelationships, and communicative effect. Training before being engaged in the assessment tasks is necessary in order to transmit effectively results to teachers. There should be well-documented criteria that enable students to evaluate their own oral performance such as a rubric. In this innovation, students used mobile devices, a Padlet platform to upload videos and a rubric to self-assess their speaking abilities based on Cambridge Speaking Assessment, including action plans to regulate students' learning process to improve their speaking skills that are part of the rubric itself.

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Mobile-Assisted Language Learning (MALL)

Mobile learning is one of the fastest growing innovations in the XXI century, mainly used to support social communication and for collaborative learning. Mobile Assisted Language Learning (MALL) is a great approach to improve students' oral production via social communication. Smart phones help learners to improve their attitudes towards the learning process. These technologies not only enhance social communication, but also contribute to communicate in flexible ways such as voice, image, text, and video (Minalla, 2018; Xu, Dong, & Jiang, 2017).

Lezano (2018) found that mobile devices have changed the way in which learners have communication, due to the different alternatives new technologies offer such as social networking, podcasting, or speech recognition embedded in mobile devices. Mobile-Assisted Language Learning (MALL) gave students the opportunity to refine their learning styles and it also changed the way people communicate and live nowadays. It also included new forms of communication like podcasting, social networking or speech recognition that enhanced the different learning styles.

On the contrary, a study conducted by Rodrigues and Vethamani (2015) proved that results on the effectiveness of the English Proficiency in Conversation (EPiC) online learning programme performed better than the non-EPiC group in terms of improving speaking scores, and vocabulary and listening skills despite an unstable Internet connection and six out nineteen students failed. It is opposed to what Minalla (2018) said: "Students nowadays have a strong passion towards the smart mobile phones with all their smart applications, to increase the students' motivation" (p. 2). This trend made learners adopt mobile phones in English classes.

Another inconsistent study is related to oral presentations and which compared to the impact of peer and teacher's feedback, where peer assessment was more critically intensified

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from their peers than when it came from teachers who underestimated students' difficulties and therefore, students did not pay attention to the evaluation comments given by teachers who should be the most assertive ones in giving a proper feedback (Murillo-Zamorano & Montanero, 2017).

Innovation

This innovation sought to facilitate self regulation to improve speaking skills by means of mobile devices. There were nine students enrolled in module 3 (Pre-Intermediate level), whose hours of study were 10 per week. It took place in a post baccalaureate technical school in Guayaquil, Ecuador, where the English program must assure that students reach the B1.2 proficiency level, required by law to graduate (Consejo de Educación Superior, 2016).

These students were trained to self-regulate their own performance through videos from units one to five, where they practiced speaking assessment by using a rubric (Appendix B). Posteriorly, they were trained in setting goals based on their self-assessment and making action plans to fulfill these goals successfully. They were trained to notice and discover spoken mistakes, as well as to work on strategies to improve their abilities.

Students used their mobile devices to record role-plays based on unit topics such as talking about famous icons, past events, going shopping, getting a job, and inviting a friend to watch a movie. To do role plays, they were provided with a task description and prompts to help them improvise the interaction. Then, they had to upload those videos from their cellphones to Padlet, where they watched them, looking for errors and self-evaluating their performance with a rubric, to then write their own action plans and receive teacher's feedback through Padlet, too. In this study, self-regulation is split into four stages as followed:

Stage 1- Training—Videos by Cambridge English Language Assessment were used to train students to self-evaluate their oral performance with a rubric. They received instructions

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on how to use Padlet, and how to upload videos properly. The three main aspects considered in the rubric were: pronunciation, grammar/vocabulary and communicative interaction.

These were the aspects that students would be focusing on when self-assessing their spoken performance in the videos that were immediately uploaded to Padlet.

Stage 2- Self-regulation-The teacher trained students to self-regulate by giving feedback in self-regulation strategies such as: remembering more effectively, using mental processes, compensating for missing knowledge, organizing and evaluating their learning, and managing their emotions. The action plan allowed students to set up their own goals and use self-regulation strategies from the Strategy-Inventory Language Learning (SILL) and at the same time reach high proficiency in their target level.

In addition, using these strategies for self-regulation provided students with the additional benefits of gaining confidence and learning more. Possible language learning strategies can be relaxing while using English, and motivate students to speak English more frequently; interacting with native speakers, and watching English videos. Students used these self-regulation strategies to improve the communicative abilities and compensate for missing knowledge. Other good strategies included using rhymes to remember new English words, and looking for opportunities to read texts in English, trying to use new words while having conversations; asking their partner to slow down or say something again, and also make questions in case they do not understand.

Then the self-assessment returned to the teacher, so she evaluated their oral performance and provided feedback. Sometimes, the rubric scores of students and teacher could differ from one another because students could underestimate or overestimate their oral performance.

Stage 3- Transfer of learning- Developing students' abilities to transfer, required time and practice before students could get confidence on themselves for flexible learning and,

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realized how well learners were acquiring new knowledge, evaluated their performance tasks and improved instruction. Practice in class was essential for improving their speaking skills based on real-life situations very similar to the ones given as performance tasks after each unit, where vocabulary, grammar, pronunciation, and interaction were used as deliberate practice, where feedback led to understanding. This process of exposing students to a variety of contexts supported transfer learning into a new domain also known as an active process of learning that was evaluated and obviously would affect subsequent learning.

Stage 4- Implementing the action plan –To help students make their action plans, two questions were included on rubric worksheet. These two questions were “What do I want to improve?”, and “What will I do to improve?” The first question was answered after making the self-assessment and the second by stating self-regulation strategies discussed previously in class. Then, students had to check the teacher’s feedback through Padlet to recalibrate their understanding and apply learning strategies to overcome speaking mistakes and gain more confidence in the use of the target language.

Without the teacher’s support to facilitate self-regulation, it would be uncertain that students could attain any goal. Participants’ performance tasks were done in pairs by interacting with one another. Therefore, pairs would not only share mobile devices, but also supported each other to upload videos at the end of each unit.

Methodology

Ochoa et al. (2016) said a mixed-method also called a two-phase action research include both quantitative and qualitative data analyses so as to compare and analyze the data obtained from both sources, and provide a more complete understanding of the research problem. This study was conducted in a post baccalaureate technical school in Guayaquil, Ecuador. It aimed at determining whether self-regulation facilitated by mobile devices helped

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improve speaking skills. Burns (2009) highlighted that this mixed-method research gives solutions to problems found in our own social environment.

In this case, this research work studied at the beginning, middle, and end of the innovation the effect of trying to improve the speaking proficiency of learners, but also to assess students' ability to self-regulate by setting up goals and making action plans. The independent variable for this study is self-regulation and the dependent one was improving speaking skills. This research answered the following specific questions:

1. Did students improve in self-assessment? (Quantitative)
2. Did speaking skills improve? (Quantitative)
3. What strategies were used for self-regulation? (Qualitative)
4. What was the participant's perspective of the innovation? (Qualitative)

Participants

Of the nine participants, three were males, representing 33% of the sample, and six of them were females that represented 67% of the sample. Their ages ranged from 19 to 65, and they were in the second term of their careers. The ten students who took part in this study were placed in A2.1 level by using an adapted version of the Headway Placement Test (Appendix C), which was necessary as an initial assessment to know each student's proficiency in the English language.

Most of the participants had smartphones, and they were quite comfortable using technology and Padlet for uploading videos and writing their action plans to improve their speaking skills through self-regulation. When a participant did not have a smartphone, they shared their peer's phone to create the videos.

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Instruments

The data collection was done through the Strategy Inventory for Language Learning (SILL). Followed by the Speaking Rubric within a criteria given by the teacher to measure learners' speaking proficiency, where a self-regulation plan was included. At the end of the English module a semi-structured interview was applied to know the impact and the students' perspectives based on this innovation.

Strategy Inventory for Language Learning (SILL)

In order to know what strategies the students used previously for learning English, the Strategy Inventory for Language Learning (SILL), developed by Rebecca Oxford (Oxford, 2003) was applied not only as a demographic information, but also to let student learn more useful strategies for learning English. This instrument was necessary to identify learners' knowledge gap in using strategies for self-regulation (Oxford, 2003). SILL has the following categories: (A) remembering more effectively; (B) using all your mental processes; (C) Compensating for missing knowledge; (D) organizing and evaluating your learning; (E) Managing your emotions; and (F) leaning with others.

Speaking Rubric

Quantitative results were collected from the pre and post test results. Students worked in pairs and uploaded videos of role-plays to Padlet based on real-life situations at the end of each unit to self-assess speaking skills, set goals, and make action plans (self-regulate). The Speaking Rubric was adapted from the Cambridge A2 Oral Progress Test to analyze the speaking performance on the videos as well as improvement in self-assessment. The rubric had three main indicators to measure improvement in speaking skills. It assessed the use of new grammar and vocabulary (control/range/appropriacy) in the performance task; it assessed pronunciation (stress/individual sounds); and, interactive communication (responding/support required) in each unit covered. The content of the rubric changed according to the

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vocabulary and use of English in the unit being studied. Students used the rubric for their individual self-assessment and self-regulation, and the teacher also assessed speaking progress over the five units in order to give feedback. Teacher and student assessments were compared to determine improvement in self-assessment to answer research question one and the teacher used the same rubric as pre and post test to determine improvement in their speaking to answer the second research question.

For the reliability and validity of the rubric, it was previously given to a jury made of a group of colleagues from the same research work in order to verify its validity with regard to grammar and vocabulary, pronunciation, and interaction as part of this device. Then, the rubric as an instrument of self-assessment and teacher's assessment was modified according to the jury recommendation and students' current level.

Self-regulation Action Plan:

The Speaking Rubric has two parts: the speaking rubric for teacher and student self-assessment and two action plan questions below the rubric, where students had to tell what they wanted to improve and then the strategies they would use to improve. To do this, they listened to their own videos and noticed their own mistakes by grading themselves then decided what they wanted to improve and what they would do to improve their own mistakes. This qualitative data was analyzed by the teacher to determine what learning strategies were the most useful to fit with learners' needs; so that they could reach their speaking goals and at the same time, answer the third research question about describing strategies for self-regulation. They also had to show evidence of using strategies to reach goals.

Semi-structured Interview

At the end of this innovation, students were interviewed by the teacher to find out their reaction about applying this innovation, if they were satisfied with the progress in speaking skills, and what challenges they had to face throughout this innovative process. Six

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students were selected for the interview. Because of the English level, the interview was conducted in Spanish. This qualitative data was collected to answer the fourth research questions about describing participants' perspective of self-regulation and use of mobile devices to improve their speaking skills.

The interview questionnaire as shown in Table 1 details what learners understood by self-regulation; what strategies were mostly used for self-regulation; what aspects of the rubric were easy and difficult and if they would apply this innovation again, and the last part about using technology. This interview in the Spanish version is also seen in (Appendix D).

Table 1.

The questionnaire.

No.	Questions
1.	What do you understand for self-regulation?
2.	What did you learn as a result from self-regulation?
3.	What did you do to learn from it? What strategies did you learn to apply self-regulation?
4.	What were the most difficult aspects of self-regulation? Self-regulation takes time – do you think you would use self-regulation in the future to keep on learning English?
5.	Did you self-evaluate your speaking?
6.	What aspects for using the rubric were easy?
7.	What was the hardest aspects of dealing with the rubric?
8.	What goals do you have for the future to improve your speaking?
9.	How are you going to achieve goals? (Action Plan)
10.	Do you like technology? Why? What technology do you use the most?
11.	What do you think of Padlet? Was Padlet easy or difficult to use it?
12.	How were your recordings in your cell phone?

Ethical considerations

Pillay (2014) related ethics to research as an important value where moral principles, and obligations, and the protection of participants were considered. Therefore, participants' names would not be revealed, including the name of place where the study took place so as to avoid any harm or danger throughout the research process. All of the above values were fulfilled in this research study.

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The information of this study is highly relevant within the context of educational research and also certain ethical considerations were considered when collecting information to show reliable results (Pillay, 2014).

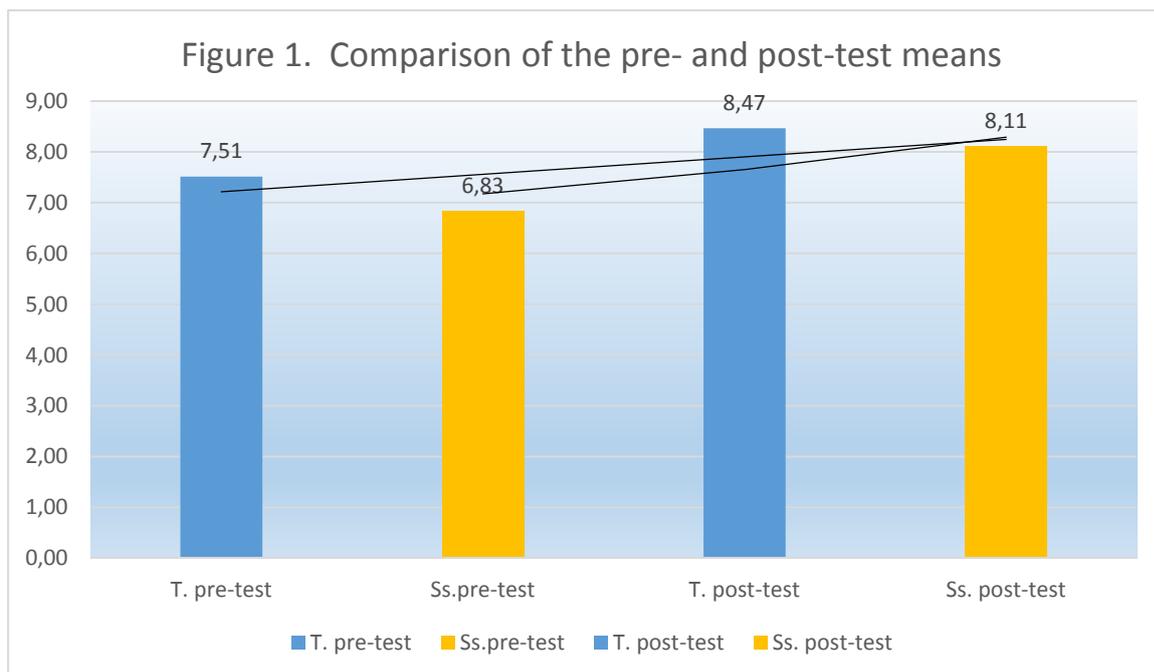
Results of the Study

In this section, the quantitative results were obtained from an individual self-assessment rubric as well as qualitative results obtained from a semi-structured interview done to nine students at the end of this study. These results answered the four main specific objectives: (1) determine improvement in self-assessment; (2) determine speaking improvement; (3) describe strategies for self-regulation; and (4) describe participant perspective of self-regulation and use of mobile phones as follow:

1. Determine improvement in self-assessment. Figure 1 compares class average for the teacher and the students' mean, in which the students' post-test (8,11) is higher than students' pre-test mean (6,83), very similar to the mean results obtained from the teacher's pre-test (7,51) and the teacher's post-test (8,47). The difference between pre-test teacher and student scores was (.68) and in the post comparison, the difference was only (.36) indicating that students ability to self-assess had improved and was closer to the teacher assessment and obviously an improvement of 47% in the ability to self-assess. At the beginning, students underestimated their speaking abilities, but at the end their results show how close their averages were in comparison to the teacher's averages. This indicated self-assessment as part of self-regulation not only let students discover and notice their mistakes, but also improved their self-assessment abilities by using a rubric.

Figure 1. Comparison of teacher's and students' assessment of speaking.

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2. Determine speaking improvement. Table 2 Pre-post Test Analysis show the teacher's means, standard deviation, minimum and maximum and the effect size, which are important to be compared as an overall class averages from the teacher to measure students' speaking improvement that answers the second research question. As shown in the effect size that measures the teacher's pre-post magnitudes, showing a large effect of ($d= 1, 48$). Therefore, students' speaking skills improved by using strategies for self-regulation.

Table 2.

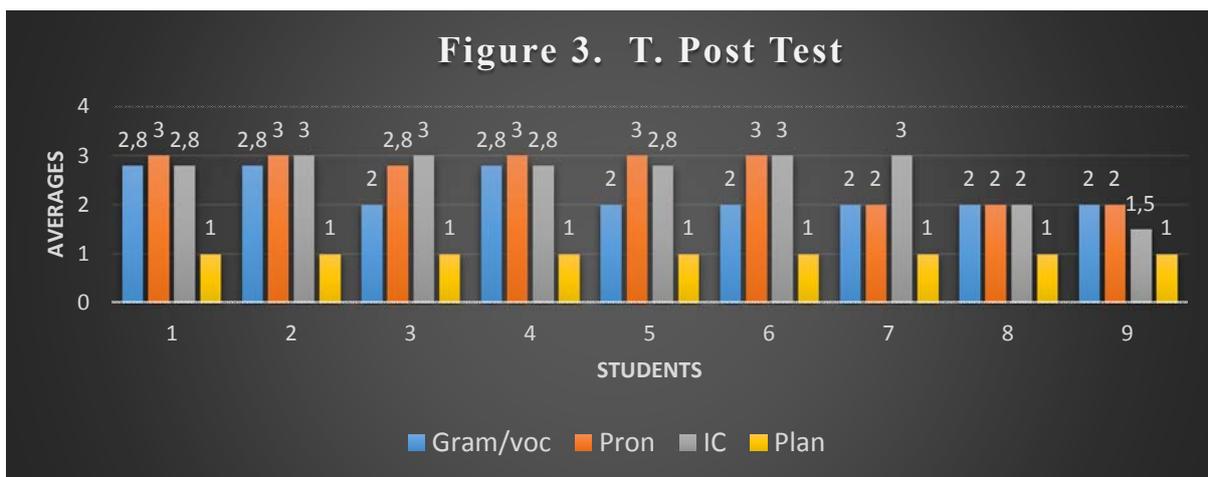
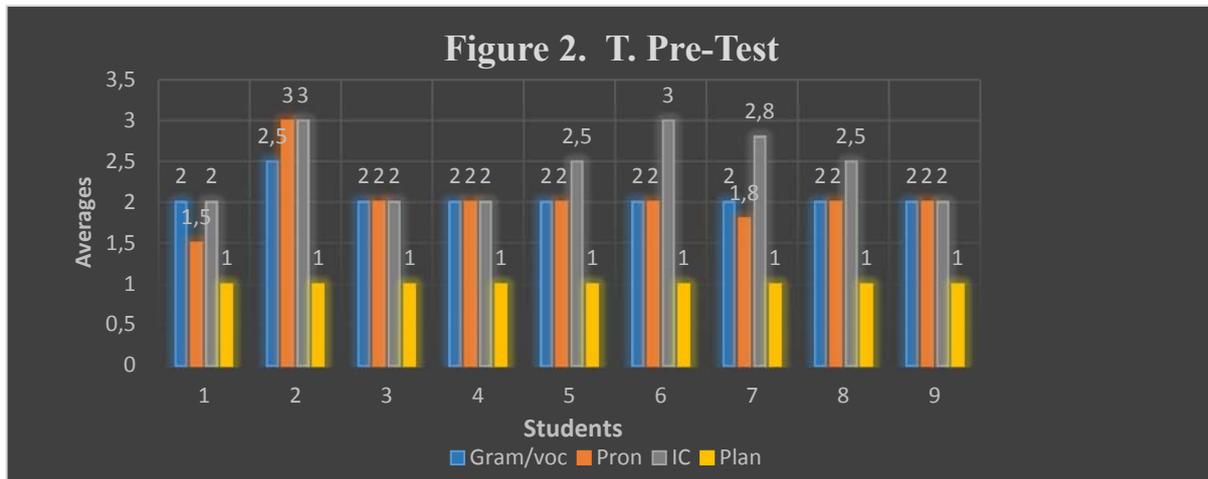
Pre and post-tests descriptive statistics

Pre-test	N	Mean	Std. Deviation	Minimum	Maximum	Effect size
T. Pre-test	9	7,51	0,87	6,5	9,5	d= 1,48
T. Post-test	9	8,47	0,43	6,5	9,8	

Moreover, Figure 2 and 3 focus on the sub-skill categories such as grammar/vocabulary, pronunciation, interactive communication and the action plan as part of

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the rubric. All of them were over three points each one, except the plan was over a point. In the teacher's pre-test the standard average is *two* mostly seen among sub-skill categories such as pronunciation and grammar and interactive communication, and only two students got the maximum score over three points.



Meanwhile, the teacher's post-test reflects a standardization in most of the scores given to students according to sub-skill categories. Showing an improvement in students' videos performance. The highest peaks among sub-skill categories were pronunciation and interactive communication.

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3. Describe strategies for self-regulation

Results indicated most of the participants had limited knowledge in the kind of strategies they previously used to learn English especially in using all their mental processes and compensating for missing knowledge that are relevant to learn English. The one mostly applied by learners before this innovation was organizing and evaluating their learning. Students think English is interesting and very important for their graduation process and their professional development, including traveling abroad.

The rubric included two questions. The first question was about what students wanted to improve, and they just jot down their own speaking mistakes in grammar/vocabulary, pronunciation and interactive communication for each category. These are some excerpts of what the students said:

“I said he instead of she and pronounced wrongly some verbs in past. I will use them more frequently not to repeat the same mistakes” (S1); “I considered that I used new vocabulary to talk about every situations and I want to improve interactive communication” (S2); “I think I did it well, I worked a lot on my pronunciation and I did not cover my mouth”(S3); “I need to improve in my pronunciation”(S4) ~~and~~ I consider that I have to improve a little more my pronunciation, grammar and vocabulary and my interactive communication”(S5).

The second questions about what they wanted to do for improving their speaking skills, they clearly described some strategies for self-regulation that contributed to their speaking progress and they also received the teacher’s feedback after it. These are some excerpts of what the students said:

“I will try to find as many ways as possible to use my English and look for opportunities to read as much as possible in English” (S1); “I notice my English mistakes and use that information to help me do better. I should try to find as many ways as possible to

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use my English and look for opportunities to read as much as possible in English” (S2); “I will practice the sounds of English and I will give myself a reward or treat when I do well in English” (S3); I will use appropriate new vocabulary to talk about everyday situations and follow simple instructions” (S4).

They also mentioned other categories from managing their own emotions (E) like relaxing whenever they feel afraid of using English, noticing their English mistakes and using the information to make conversations better and learning with others (F) for instance practicing English with others, asking others to correct themselves when talking, and asking questions in English and writing new English words several times, watch English TV shows or movies, reading for pleasure in English, finding the meaning of English words which belongs to using all their mental processes (B).

4. Describe participant perspective of self-regulation and use of mobile phones

Students 2, 4, 6, 8 answered that self-regulation is a way to self-regulate their speaking skills by applying action plans and using the different strategies that contributed to their learning process for speaking better, getting more confidence in the English language, and finding mechanisms for not making errors again.

For the second aspect about difficulties and facilities to handle the rubric, students 1, 3, 7, 9 said it was well designed according to their level, but the most difficult parts of it were self-evaluating their pronunciation and the interactive communication where they had to respond and be able to control their emotions while doing their oral performance tasks. Grammar and vocabulary were the easiest part because they practiced during the class period. Student 2 said that at the beginning it was a challenge to set up an honest score in the rubric. Obviously, they would apply it again not only to notice and discover their speaking mistakes, but also to learn more from self-regulation strategies. The strategies mostly applied in a near

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future would be watching English videos, listening to music in English, reading English books and keeping good relationship with people who can speak English well.

The last questions about using technology. Students 2, 4, 6, and 8 replied that technology in general was very necessary and a good tool nowadays, especially cell-phones to get in touch with others in any place and at any time. They also mentioned Padlet platform was easy and friendly to upload videos, and also a source for setting up their action plans and receiving teacher's feedback. They would use Padlet again to keep improving.

Discussion of Results

In relation to what extent self-regulation through mobile devices improved speaking skills, this study implied that this post-baccalaureate technical school benefited in applying self-regulation to engage students in goal-directed actions to enrich their self-assessment skills. Finding reveals students' post-test (8,11) in comparison to the teacher's post-test (8,47) shows a slight difference of 4,25%, in which students neither overestimated nor underestimated their own efforts in self-assessment. These findings coincide with the results of Brady et al. (2018); Brown and Harris (2014); Rolheiser and Ross (2013).

The components to measure speaking abilities and realize if students' speaking abilities improved were: grammar/vocabulary (control, range, and appropriacy); pronunciation (stress and individual sounds); and communicative interaction (responding and support required from others) that reveals a large effect size ($d=1,48$). Besides, the main components taken from the teacher's post-assessment indicated that pronunciation and interactive communication were the ones that increased more significantly. Similar results were reported by Joo (2016) and Pathak (2018).

Qualitative data obtained from describing strategies for self-regulation that replies research question three, where students applied an action plan by responding two main questions about "What do I want to improve?" (self-regulation- stage-1 goals) and "What will

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I do to improve?” (Self-regulation- stage 1 plan, strategies). They were very honest to notice and discover their own speaking mistakes in question 1 and very strategically in using strategies according to their needs such as: managing their own emotions, using the information to make conversations better and learning with others, using all their mental processes, among others.

For the last three questions about describing participants’ opinions on self-regulation and the use of mobile devices. All participants manifested very positive perceptions in the interview that had twelve questions related to what they understood by self-regulation; what aspects of the rubric were easy and difficult and if they would apply it again, and the last part was about using technology. In general, students’ perspective of using self-regulation through mobile devices to improve speaking skills was an interesting mechanism to foster learner’ self-assessment abilities and improve their speaking abilities. The results of this study confirms the results of other studies like Minalla (2018); and, Xu, Dong, and Jiang (2017).

Conclusions and Implications

According to the results found in this study that were also supported by other research theories. Learners’ judgments of L2 speaking required planning based on relevant categories like grammar/vocabulary, pronunciation and communicative interaction that were stated within a rubric where students not only had to self-assess their oral performance tasks, but also to work on an action plan followed by some strategies for self-regulation.

The self-regulation process was split into four stages as training, giving feedback for self-regulation strategies taken from the Strategy Inventory Language Learning (SILL) and transfer of learning by acquiring new knowledge, evaluating their performance tasks, and improving instructions. Practice was an essential element for each performance task after each unit before video recordings. Students were more willing to use grammatical structures, vocabulary phrases, and improve their pronunciation. Similarly, the application of mobile devices to record videos increased their motivation and self-confidence because they had the chance of

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repeating them several times. Bataineh (2014) said that communication happens among people through computers, mobile phones or similar media that allow students to interact with one another instead of just lecturing.

When observing students' oral task performance. Most of them knew what SILL strategies were necessary based on their needs and they also noticed speaking mistakes during the video performances. The videos were carried out with great enthusiasm despite controlling their own emotions and avoiding anxiety while working on them. On the other hand, using a rubric to self-assess their speaking abilities before receiving teacher's feedback, gave learners the opportunity to be honest in giving a score and do not overestimate their own performance as they were previously trained through Cambridge videos and had lots of opportunities for practice.

Limitations

The study was limited to only nine Ecuadorian EFL students from a post-baccalaureate technical school in Guayaquil. The study lasted only ten weeks. The implementation of this study was limited by the lack of internet services. This was the only group exposed to the treatment. The participants involved in this treatment were only to improve their speaking skills. The SILL showed the lack of strategies previously acquired by learners for learning English.

Recommendation

In the light of the findings of this study, teachers, supervisors, and researchers are advised to consider the following recommendations:

First, it is essential to use a larger sample of participants to know their own perspective and get a variety of results in order to combine other English skills. Second, it is recommended to use another technological tool for instance Padlet to upload videos and make easier the assessment process. Third, include a control group to contrast findings and consider other types of strategies to make correlations with the demographic information (SILL) obtained from participants. Fourth, teachers from public institutions should be trained before assessing

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speaking skills according to a criteria based on CEFR and validate instrument before its application. Sixth, find solution for internet lacking service as sharing the internet from teachers' mobile devices to their laptops and keep students motivated to adopt mobile phones in English classes. Finally, continue promoting more research studies that improve students' learning process by using self-regulation and applying more technological sources that facilitated not only teachers' jobs, but also increased students' motivation like using mobile devices to enhance speaking skills.

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APPENDICES AND SUPPLEMENTAL MATERIALS

Appendix A

Instruments: surveys

Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

Korean version prepared by Park Bun-seon, Kwon Mi-Jeong, Hwang Jung-Hwa, 1998

Background Questionnaire

Cuestionario de antecedentes

1. Name (Nombre)		2. Date (Fecha)			
3. Age(Edad)	4. Sex (Género)	5. Mother tongue(Lengua materna)			
6. Language you speak at home (Idioma que se habla en casa)					
7. Language you are now learning (Idioma que está aprendiendo ahora)					
8. How long have you been learning the language in #7? ¿Cuánto tiempo ha estado aprendiendo el idioma en #7?					
9. How do you rate your proficiency in the language in #7, compared with other students in your class? (Circle one of these options):					
¿Cómo evalúas tu competencia lingüística en el #7, en comparación a otros alumnos en tu clase? (Elige una opción):		Excellent (Excelente)	Good(Buena)	Fair(Regular)	Poor(Pobre)
10. How do you rate your proficiency in the language in #7, compared with native speakers?(Circle one of these options):					
¿Cómo evalúas tu competencia lingüística en el #7, en comparación a otros alumnos en tu clase? (Elige una opción):		Excellent (Excelente)	Good(Buena)	Fair(Regular)	Poor(Pobre)
11. How important is it for you to become proficient in the language in #7? ¿Cuán importante es para ti llegar a ser competente en el idioma en #7? (Elige una opción):					
(Circle one of these options):		Very important (Muy importante)	Important(Importante)	Not important(No es importante)	

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<p>12. Why do you want to learn the language in #7? : ¿Por qué quieres aprender el idioma en #7? interested in the language(interésado/a en el idioma). interested in the culture (interésado/a en la cultura). have friends who speak the language(tengo amigos que hablan el idioma). required to take a language course to graduate (necesita tomar un curso de idiomas para graduarse). need it for my future career(lo necesito para mi future carrera). need it for travel(lo necesito para graduarme). other (explain)(otro – explicar).....</p>		
<p>13. Do you enjoy language learning? (Circle one of these options): ¿Disfrutas aprender inglés? (Elige una opción)</p>	Yes	No
<p>14. What other languages have you studied? (¿Qué idiomas ha estudiado?)</p>		
<p>15. What has been your favorite experience in language learning? (Cuál ha sido tu major experiencia en aprendizaje de idiomas?) </p>		

Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

Korean version prepared by Park Bun-seon, Kwon Mi-jeong, Hwang Jung-hwa, 1998

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the worksheet, write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

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NEVER OR ALMOST NEVER TRUE OF ME

means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME.

means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME.

means that the statement is true about half the time.

USUALLY TRUE OF ME

means that the statement is true more than half the time

ALWAYS OR ALMOST ALWAYS TRUE OF ME

means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes 20 – 30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE:

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Read the item, and choose a response (1 through 5, as above). And write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

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You have just completed the example item. Answer the rest of the items on the Worksheet.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read it quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.

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21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or to say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

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Worksheet for Answering and Scoring the SILL

1. The blanks (.....) are numbered for each item on the SILL.
2. Write your response to each item (write 1,2,3,4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMS for the different parts of the SILL. Then divide by 50.
6. When you have finished, look at the Profile of Results. Copy your averages from the Worksheet onto the Profile.

Part A		Part B		Part C		Part D		Part E			
Q1.		Q10		Q24.		Q30		Q39.		Q45	
Q2.		Q11		Q25.		Q31		Q40.		Q46.	
Q3.		Q12		Q26		Q32		Q41.		Q47.	
Q4.		Q13		Q27.		Q33		Q42.		Q48.	
Q5		Q14		Q28.		Q34		Q43.		Q49.	
Q6.		Q15		Q29		Q35		Q44.		Q50.	
Q7.		Q16				Q36					
Q8.		Q17				Q37					

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Q9		Q18			Q38			
		Q19						
		Q20						
		Q21						
		Q22						
		Q23						
SUM Part A:		SUM Part B:		SUM Part C:	SUM Part D:	SUM Part E:	SUM Part F:	A+B+C+ D+E+F =
SUM ÷ 9 (Average)		SUM ÷ 14 (Average)		SUM ÷ 6 (Average)	SUM ÷ 9 (Average)	SUM ÷ 6 (Average)	SUM ÷ 6 (Average)	A+B+C+ D+E+F ÷ 50=

Profile of Results

This Profile shows your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers. To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet, at the bottom.

Part	Which strategies are covered	Your Average on this part
A	Remembering more effectively.	
B	Using all your mental processes.	
C	Compensating for missing knowledge.	
D	Organising and evaluating your learning.	
E	Managing your emotions.	

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F	Learning with others.	
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Key to understanding your averages:

High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
	Generally not used.	1.5 to 2.4
Low	Never or almost never used.	1.0 to 1.4

0						
.5						
1						
.5						
1						
.5						
1						
.5						
1						

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0						
5						
0						
A Remem- bering more effectivel y	B Using all your mental processes	C Compenat- ing for missing knowledge	D_{Or} ganising and evaluating your learning	E Managing your emotions	F Learning with others.	A – F Your overall average.

The overall average tells you how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use most for learning English.

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Appendix B

Speaking Rubric

Unit 1 Your Life: A2.1 Oral Progress Test

Individual Self-Assessment (adapted from Cambridge KET and text assessment scales) (Self-Regulation)

Name:	S Grade: Gram/voc: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL /10
Date:	T Grade: Gram/voc: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL /10

VIDEO Instructions – 1-5 minutes 13h00-15h00

a. 13h00-13h20 (20 minutes) **Dialog** - Use page 13 to ask and answer about your favorite famous icons with your partner. Include as many new vocabulary words from unit 2 as possible. Remember, we have learned about interacting in pairs by asking and answering questions, speak aloud to record it well and show you understand.

b. 14h00-14h45 (45 minutes) **Make the video. DO NOT READ. (45 minutes)**

Quality Indicators	1.0 points (Reads dialog) 	1.5	2.0 points (Sometimes reads dialog) 	2.5	3.0 points (Does not read dialog) 
Grammar and Vocabulary Control / range / appropriacy	Can only use a few grammatical forms introduced in the unit. Vocabulary of isolated words and phrases	Some aspects of 1.0 and 2.0	Can use simple grammatical forms of present simple & continuous, questions words, past simple & past continuous, comparatives & superlatives, too & enough, wishes & intentions, gerunds & infinitives, should & must. Can use appropriate new vocabulary to talk about everyday situations.	Some aspects of 2.0 and 3.0	Can use simple grammatical forms including ones from this unit. Uses new words appropriately when talking about everyday situations. Refers to present simple & continuous, questions words, past simple & past continuous, comparatives & superlatives, too & enough, wishes & intentions, gerunds & infinitives, should & must.
Pronunciation	Has limited control of phonological		Is mostly intelligible though		Is mostly intelligible and has

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Stress / individual sounds	features and is often unintelligible.		needs better control of phonological features.		some control of phonological features.
Interactive Communication Responding / Support required (based on online supplementary teacher's material very similar from the book.	It is difficult to maintain the simple exchanges introduced in Unit 1		It is sometimes difficult to... <ul style="list-style-type: none"> • make and answer questions. • Have a phone conversation between peers. • make an invitation to a friend, 		Can... <ul style="list-style-type: none"> • Prepare questions for an interview, and conduct it. • Have a phone conversation between peers. • make an invitation to a friend,.

ACTION PLAN (Independent variable – self-regulation) (1 point – each ½ pt if named and justified, ¼ pt if only named)

What do I **want** to improve? [\(Self-regulation - Stage 1 Goals\)](#)

What will I **DO** to improve? [\(Self-regulation - Stage 1 plan, strategies\)](#)

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Appendix C

Placement test to measure students' abilities in the English language as placement test before starting the course.

The test result CEFR level and Headway CEFR edition indicators are as follows:

0–40 A1 – low start of A1

41–48 A1 – high second half of A1

49–56 A2 – low start of A2

57–65 A2 – high second half of A2

66–74 B1 – low first half of B1 Part One

75–83 B1 – low-medium second half of B1 Part One

84–92 B1 – medium-high first half of B1 Part Two

93–100 B1 – high second half of B1 Part Two

Instituto Tecnológico Superior Vicente Rocafuerte Part of Headway placement Test

Name: _____ **Date:** _____

Part 1 Section 1

Choose the correct answer (a, b, c, or d) to fill each blank.

1 Jessica _____ a good dancer.

- a aren't
- b be
- c not
- d isn't

2 It's a _____.

- a e-book
- b cell phone
- c umbrella
- d watches

7 _____ this song?

- a Are you like
- b Are you likes
- c Do you like
- d Do you likes

8 _____ a lot of food.

- a There are
- b There is
- c Are there
- d Is there

9 What _____?

- a are they do

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b are they doing
c does they do
d is they doing

10 I _____ go out in the evening, but not every evening.

- a always
- b never
- c rarely
- d sometimes

11 Can you pass me _____ black jeans?

- a that
- b this
- c these
- d those

12 This cell phone is _____ than that one.

- a better
- b good
- c gooder
- d well

A: What time were you born?

B: _____

- a My birthday's in August.
- b On the third of March.
- c At six o'clock in the morning.
- d In 1999.

13 A: _____?

B: I have a headache, that's all.

- a What's the matter?
- b Can I have a coffee, please?
- c Thanks for everything.
- d Here's a present for you.

14 A: What's your job?

B: I'm _____.

- a married
- b a doctor
- c from Italy
- d Paul Johnson

15 I don't like preparing food, but I like _____
in restaurants.

- a cooking
- b eating
- c going
- d using

16 The plates are in the _____ .

- a cups
- b fridge
- c cooker
- d cupboard

17 Can you _____ this from German to English?

- a speak
- b make
- c think
- d translate

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18 She speaks _____ Spanish.

- a fluent
- b hard
- c well
- d very

19 It's a lovely day. It's _____. Let's go to the beach.

- a cool and cloudy
- b cold and foggy
- c sunny and warm
- d wet and windy

20 My father is a nurse. He works in a _____

- a cinema
- b hospital
- c factory
- d shop

21. Rachel _____ surfing.

- a has never been
- b isn't good at
- c has won awards for
- d hates

22, Rachel's brother is _____ surfer than his classmates.

- a an older
- b a safer
- c a worse
- d a better

23. I'm thinking _____ to Japan next year.

- a of going
- b I go
- c goes
- d going

24 One day, I hope _____ China.

- a will visit
- b visit
- c visiting
- d to visit

25 If I _____ travelling, I'll send you lots of postcards.

- a 'll go
- b went
- c go
- d 'll

26 In the future, cities _____ on Mars .

- a are being built
- b can build
- c will be built
- d are building

27 All of the sandwiches _____ .

- a were eaten
- b are eating
- c were eating

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d have eaten

28 I didn't have much time, so I did my homework

a quickly

b lazily

c peacefully

d tragically

Read the text below. For questions 21 to 25, choose the best answer (a, b, c, or d).

Dan Cole is 19 and he's a student. Right now I'm making changes to the way I live. I want to have a green lifestyle. I can't ride a bike, so I always walk to college. I take the bus when I go shopping and I always buy organic food. It's healthy for me and for the planet. I'm also reusing my bags and not throwing them away. I'm doing a lot of things at home to help. I don't leave my computer on when I'm not using it and I recycle all my trash. I have a different recycling bin for paper, plastic, and glass and I'm trying not to throw lots of food away. I know it's important to save water as well as energy. When I brush my teeth, I turn off the faucet, and I don't use the dishwasher. I think I'm very green now.

29 How does Dan go to college?

a He rides his bike

b He takes the bus

c He walks

d He shares a car

30 Why does Dan eat organic food?

a It's not expensive

b It's good for him

c He doesn't want to throw any food away

d He likes it

31 What doesn't Dan throw away?

a His shopping bags

b Plastic

c Food

d Glass

32 What does recycle in line 7 mean?

a Throw away

b Use again

c Go by bike

d Turn off

33 How does he try to save energy?

a He doesn't use his computer

b He doesn't brush his teeth

c He takes the bus when he goes shopping

d He doesn't use the dishwasher

Writing:

Write a paragraph about what you did yesterday. (no more than 6 lines)

Appendix D

Interview Protocol

La entrevista debe responder a estas dos preguntas.

1. Describir las estrategias utilizadas para la autorregulación. Cualitativa
2. Describir la perspectiva participante de la innovación. Cualitativa Entrevista

Introducción para los estudiantes que son un nivel que debemos hacer en español.

“Hola. Esta entrevista es para saber tus ideas sobre la innovación. La innovación usó auto-regulación y tecnología (Padlet y celulares) para ayudarte hablar en inglés mejor.

Quiero saber....

1. ¿Qué se entiende por auto-regulación? (Si no pueden contestar tu indicas que auto-regulación es primero auto-evaluar, fijar metas y luego hacer un plan de acción)
 - a. ¿Qué aprendió como resultado de auto-regulación?
 - b. ¿Qué hizo para aprender eso? (O ¿Qué estrategias usó para aprender eso?)
 - c. ¿Qué aspecto fue más difícil?
 - d. ¿Auto-regulación requiere tiempo – piensas que usaría auto-regulación en el futuro para seguir aprendiendo inglés?

¿Tuviste que auto-evaluar tus conversaciones en pareja?

- a. ¿Qué opinas sobre evaluar tu propia fluidez en inglés?
 - b. ¿Qué aspectos de tu autoevaluación de fluidez oral te resultaron más fáciles?
 - c. ¿Qué fue lo más difícil?
 - d. ¿Qué metas tienes para el futuro para tu speaking? (goals)
 - e. ¿Cómo vas a lograr tu meta? (action plan)
2. ¿Te gusta la tecnología? ¿Porque? ¿Qué tecnología usas más?
 - a. ¿Qué opinión tienes de Padlet? ¿Qué fue fácil y que fue difícil? ¿Usarías Padlet de nuevo para aprender? ¿Cómo lo usarías?
 - b. ¿Cómo salieron las grabaciones con tu celular?

INTERVIEW PROTOCOL (ENGLISH VERSION)

The interview should answer these two questions.

3. Describe strategies used for self-regulation. (Qualitative)
4. Describe participant perspective of the innovation. (Qualitative)

Interview introduction for students which if they are A levels we should do them in Spanish.

1. What do you understand for self-regulation?

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- a. What did you learn as a result from self-regulation?
 - b. What did you do to learn from it? (Or what strategies did you learn to apply self-regulation?)
 - c. What were the most difficult aspects?
 - d. Self-regulation takes time – do you think you would use self-regulation in the future to keep learning English?
2. Did you self-evaluate your speaking?
- a. What do you think about evaluating your own speaking?
 - b. What aspects for using the rubric were easy?
 - c. What was the hardest thing to do?
 - d. What goals do you have for the future to improve your speaking? Goals
 - e. How are you going to achieve goals? (Action Plan)
3. Do you like technology? Why? What technology do you use the most?
- a. What do you think of Padlet? Was Padlet easy or difficult to use it? Would you use Padlet again to learn? How would you use it?
 - b. How were your recordings in your cell phone?

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Appendix E

Innovation Chronogram (September-November-2018)

	Task / Week	09/17	09/24	09/28	10/12	10/19	10/26	11/9
1	Proficiency test Pre-test (SILL) Demographic data Teaching them to upload videos from YouTube to padlet.	✓						
2	S. Performance (1 & 2): Practicing Self-Regulation by receiving feedback from the teacher.		✓					
3	Training: self-assessment rubric (Cambridge Rubric) from S: Performance (3&5) Training: self-regulation		✓	✓	✓	✓		
4	RO#1 Determine improvement in self-assessment. Training: self-assessment rubric (Cambridge videos)				✓	✓		
5	Speaking pre-test (Unit 1- Video 1) & post-test (Unit 5- Video 5) and self-regulation RO#1 RO#2 Students write 80-word Progress Reflection in Padlet based on their progress. RO#3 By performing the Authentic Task and receiving feedback from the teacher.			✓			✓	
6	Interviews RO#4 Describe participants' perspective of self-regulation and use of mobile devices.							✓

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Appendix F

Lesson plan

Instructional design of units for transfer of learning to real life contexts

Institution:	Instituto Tecnológico Superior
Year of study:	Second Term
Student description: (include English Level)	English A2.1
Professor:	Mónica Ontaneda, M. Ed.
Unit title:	Your life
Weeks:	1 week
Hours:	13h00-15h00

I. Transfer Goal (Stage 1)

Standards the unit will work with:

Goal: I want my students to improve their pronunciation and to learn new vocabulary, grammar and interactive communication so that, in the long run and on their own, they can communicate in simple familiar and routine matters and able to understand enough to keep conversation on his/her own. (CEFR Companion, p. 83 Overall spoken interaction level A2)

Breakdown of transfer goal

A. If we see & hear them do this, they <u>can</u> transfer this learning:	B. If we see & hear them do this, then they <u>cannot</u> (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A: (Based on innovation)
<ol style="list-style-type: none"> Can use simple grammatical forms and appropriate vocabulary to talk about family & social life situations. (Gram/Voc) Pronunciation is mostly intelligible despite stress and individual sounds could improve. Can manage simple interaction in pairs. 	<ol style="list-style-type: none"> Can show only limited control of a few grammatical forms and use vocabulary of isolated words and phrases. Has a limited control of pronunciation and sometimes it is unintelligible. Has difficulty in managing simple exchanges of information & requires support from the teacher. 	<ol style="list-style-type: none"> Provide Ss opportunities to be more active in the learning process through self-regulation to reflect on their oral speaking progress. Use mobile devices to facilitate self-assessment to motivate as well as administer videos. Ss practice interaction in pairs to use new vocabulary/grammar into a real context.

II. Tv. Reporters talking about famous icons Summative Task (Stage 2)

Goal	Talking about the most famous icons in history.
Role	TV reporters

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Audience	A TV audience
Situation	Interviews about music icons stating opinions.
Performance	Talking about your favorite famous person at a TV show.
Standards	<p>Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.</p> <p>Can exchange opinions and compare things and people using simple language.</p> <p>Can make and respond to suggestions and opinions.</p> <p>Can agree and disagree with others. A2 Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p>

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	The skills students will need to demonstrate
<p>1. Vocabulary related to talking about people's lives. (Unit 1), family & social life (Unit 2), live events & personal characteristics. (Unit 3) Places and people; money. (Unit 4) Education, training & work (Unit 5) Health & food.</p> <p>Grammar refers to present simple & continuous, questions words, past simple & past continuous, comparatives & superlatives, too & enough, wishes & intentions, gerunds & infinitives, should & must.</p> <p>Pronunciation refers to sentence stress and rising and falling tones, and control of phonological features.</p>	<ol style="list-style-type: none"> 1. Prepare questions for an interview, and conduct it. 2. Identify speaking goals 3. Plan strategies to reach goals 4. Use mobile devices to video and organize speaking progress. 5. Reflect on progress (self-assessment) 6. Interact intelligibly on familiar topics using new vocabulary and grammar though may have some difficulty. 7. Use interaction strategies of turn taking, cooperating and clarifying, meeting a new classmate to know more about him/her. Talk about a famous actress, or a famous musician. Describe their favorite place to their partners and talk about meals.
<p style="text-align: center;">Stage 2 – Assessment - Evidence of Transfer</p> <p>Unit1, 2, 3, 4, 5 quizzes, the placement test and the summative test.</p> <p>5 video dialogs including self-regulation</p>	<ol style="list-style-type: none"> 1. Stage 2 – Assessment - Evidence of Transfer Self-assessment and reflection Self-regulation form for each unit including goal setting, actions and self-assessment. Units 1, 2 and 3 reflect on your progress by recording their performance and leading them into self-regulation and self-assessment. Write an 80 word reflection progress on Padlet. Unit 1: Final Task Assessment (Role-play)

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IV. Essential Questions (Stage 1)

Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
<ol style="list-style-type: none"> 1. What can students do at this level? 2. How useful is self-regulation to improve speaking skills? 3. What actions plans must be considered to reach A2.2 level? 	<p>Ss can use simple grammatical forms and appropriate vocabulary to talk about family & social life situations.</p> <p>Ss apply self-regulation to regulate their speaking skills by applying new strategies and self-assess their own performance and gain more confidence when speaking or interacting with others.</p> <p>Action plans to be developed by setting up new goals to improve their oral production and by following teacher's model & instructions properly.</p>

V. Learning Activities (Stage 3) For Avance I, include a summary of activities for first unit. For Grado you must include a separate plan for each unit

Transfer goal:

Learning Activities (from student's perspective)	Intention	A	M	T
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Learning process: A = Acquisition, M = Meaning Making, T = Transfer

Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other.

Indicate Week 1, 2, etc. and number of hours.

VI. On-going Self-Assessment

As I reflect on student learning, what will I do if my plan is not yielding my expected results?
<p>My plan B would be rehearse more communicative activities focusing on grammar and vocabulary aspects; so that they can improve their oral production and grade the rubric based on a valid judgment from previous feedback.</p>

Appendix G

Padlet links:

https://padlet.com/andytobar17_8/Leslieandrea17

<https://padlet.com/arifergo1995/2gxp8gdq0jth>

<https://padlet.com/chalacojunior1998/ydguespe8u3z>

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<p>Week 1 – Total time – 8 hours Starter Intro About You (2 hours) activities – Describe yourself and fill out a form (SILL) Day 1– (13h00/15h00) GETTING STARTED Demographics: SILL (30 min) Proficiency test (Headway Placement test) Training: Self-regulation (1) Read rubric together (20 min) First, ask - What aspect of speaking do you want to improve? How can you improve it? Then finalize rubric. (2) Teach to use rubric assessing A2 video – (40 min) (3) Speaking pre-test (Unit 1- Video 1) – Guide how to upload videos from mobile devices to YouTube and then in Padlet (30 min) to contribute with action plans to carry out RO#1, RO#2. Plan goals and strategies (30 min) Day 2– (13h00/15h00) <p style="text-align: center;">Unit 1 Family and Social Life</p> L. Function: Greeting, meeting and getting to know people Hook: (Lead-in: Read the captions at the photos and guess the title for it) Direct Teaching of Reading and Listening activities where SS have to complete reading information and match the rules with the sentences. (10 min) Guided practice: Notice the difference between present simple and continuous forms according to their time expression and underline it on each statement. Pair practice about describing themselves (30 min) Independence practice: (S. Teacher asks students to videotape their performance about giving their own description to partners with their mobile devices and self-assessed it with the help of the teacher. (20 min) Day 3– (13h00/15h00) Lead in: Read the title and guess from pictures what the meaning of chilled and hyper is. (10 min) Guided practice: (30 min) Complete the collocation words as they listen to a cd. Then ask them questions about what they usually do in the evening/at the weekend/in the holidays by</p>	<p>Starting to develop the SILL and having the placement test</p> <p>Ss are trained through videos and according to the criteria given in the rubric, the way they should grade themselves.</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p>	
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<p>practicing in open pairs first, showing students how to develop the discussion using How about you? Ss listen and complete the questions with the right questions words. Then, do a role-play in class for going shopping in Guayaquil to get some clothes. Independence practice: (20 min) Give them the chance to reproduce the scenario in a real context where they can act out spontaneously and videotape their oral performance and give their feedback, while they will self-assessed themselves through a rubric.</p> <p>Day 4– (13h00/15h00) Lead in: Make predictions (10 min) Answer the questions based on pictures What do you think the people in the photos are talking about? How are they feeling? Work in pairs. In two minutes, write down as may family words as you can and then match them with the wordbank. Guided practice: (30 min) Ss read the survey and complete gaps 1-6 with the questions a-f. Then read the survey and respond true or false according to the reading. Then complete definition with a word from the text.</p> <p>Independence practice: role play the task performance (about talking about famous icons) and later upload the video # 1 in YouTube to be graded by themselves and by the teacher, too. (20 min) (Pre-Test Unit 1- Video 1).</p> <p>Unit 2 The greats L. Function: Requesting in polite forms and responding.</p> <p>Day 1 Lead in: Read and discuss the questions about any of the people in photos and think of other three people who are icons', too. Guided practice: Read the text and match phrases from (a to j) in exercise 2 with gaps in the text. Then listen and check answers. Underline all the examples of the past simple in the text about Kurt Cobain, and write what verbs are regular and which are irregular? Independence practice: Complete the sentences in pasta and make two sentences false, then change them to questions and ask your partner.</p>	<p>speaking test and self-regulation</p>			
		x	x	x

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<p>Find out why these people are “icons” and write questions below. Then discuss those questions with your partner.</p> <p>Day 2</p> <p>Lead in:</p> <p>Introduce the concept of Joe Average (a typical British guy). Draw a stick figure on the board and use it to elicit their ideas about a typical guy in their country. Make it light-hearted and fun. Suggest a name for him, elicit a job and leisure activities, music he likes and the car he has. Do the same for a typical young woman</p> <p>Guided practice:</p> <p>Put life events in each section in the best order and compare answer with your partner.</p> <p>Make collocation words from the word bank and review the meaning of collocation with the reading.</p> <p>Remind students to use collocation words in the second part of the story and add three more pieces of information to it.</p> <p>Independence practice:</p> <p>Complete the questions in the past continuous and in pairs, ask and answer the questions and know how good your partner’s memory is.</p> <p>Do workbook activities exercise 5-6 respectively?</p> <p>Day 3</p> <p>Lead in:</p> <p>Write Great _____ (students’ nationality) on the board. Give students one minute to think of some great people from their country then elicit some of their ideas. They have to give brief reasons.</p> <p>Guided practice:</p> <p>Check workbooks in pairs and report your classmate’s result to the teacher.</p> <p>Scan the text about the BBC poll on the Greatest Britons. Find the names of (a military leader, an engineer, a writer, a scientist, a political leader and royalty)</p> <p>Match descriptions from 1-8, to the people in the text. Who finished first? will be the winner group.</p> <p>Read the winner of the BBC poll and try to predict the answers before you listen. Then listen and compare your answers.</p> <p>Independence practice:</p>	<p>speaking test and self-regulation</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	
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SELF-REGULATION IMPROVING SPEAKING

<p>Imagine there is a poll to find the greatest men/women in your country's story and in pairs, think of 4 people from the list below and explain why they were great.</p> <p>Day 4 Lead in: Use the communicative worksheet and arrange question in pasta and let your partner choose 1 set of questions to keep a simple conversation in past.</p> <p>Guided practice: Elicit the adjectives onto the board under two headings (positive and negative adjectives). Provide an example which combines positive and negative characteristics to show when to use and or but. (e.g. My sister's popular and talented but rather selfish.</p> <p>Independence practice: Once each pair has decided on four people, they discuss their reasons for nominating each one. This is important for the debate and discussion.</p> <p>Day 5 Lead in: Introduce self-regulation strategies and make them choose the most important ones according to their needs from the Strategy Inventory for Language Learning (SILL). Let them do it to know their own results from it.</p> <p>Guided practice: Show them padlet and where Ss should write action plans after self-assessing their oral performance with a rubric.</p> <p>Independence practice: Make a video: Talking about your favorite famous person. Include the following ideas:</p> <ul style="list-style-type: none"> • what this person is famous for (music, painting, films, sports, politics) • when and why you became interested in this person's life and career • what is this person's greatest achievement • describe this person's personality <p>Unit 3 Your style L. Function: Making arrangements Day 1</p>		<p>x</p>	<p>x</p>	<p>x</p>
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SELF-REGULATION IMPROVING SPEAKING

<p>Lead in: Ss write one adjective on a small a piece of paper which describes their bedroom. Collect the papers and put them in a bag. Take one, read it out and let the students try and guess whose bedroom it is. Continue with some of the other words.</p> <p>Guided practice: Talk about and describe the bedrooms in the pictures by asking themselves what they like about it, what they dislike about it and why they think it is (tidy)?</p> <p>Independence practice: Ss write three true and false sentences comparing the bedrooms. Then work in pairs and say if your partner's sentences are true or false. Describe other picture on page 135 and seven differences between the two pictures. Write an essay of 100 words about the most useful strategies from self-regulation that you mostly apply in your previous videos (1 and 2).</p> <p>Day 2 Lead in: In groups of four, students take turns to tell each other their favorite clothing item and why. Provide an example before they do the activity (e.g. I feel great wearing them and they were a good deal, too.</p> <p>Guided practice: Ss do the exercise in pair, guessing/checking meanings with their partners. When checking the answers, make sure students understand/pronounce correctly the words in blue. Elicit information about the photos (e.g. B is wearing something old-fashion)</p> <p>Ss can add other similar comments of their own about the pictures.</p> <p>Independence practice: Read comments and complete sentences using too or enough and the adjective in brackets and let them use also nouns to notice the differences. (e.g. this top isn't tight enough/ I don't have enough money for that one).</p> <p>Discuss what students in a fashion victim is (someone who always has to wear the latest fashions) before they listen. Play the CD again before the discussion. Students have to defend/explain their opinions.</p>		<p style="color: blue;">✕</p>		<p style="color: blue;">✕</p>
		<p style="color: blue;">✕</p>		<p style="color: blue;">✕</p>
				<p style="color: blue;">✕</p>

SELF-REGULATION IMPROVING SPEAKING

<p>Day 3</p> <p>Lead in:</p> <p>Pair work activity to tell partners what they usually spend their money on apart from clothes. Provide examples if necessary. Elicit from the class and find out what the popular item is.</p> <p>Guided practice:</p> <p>Check students understanding with the vocabulary words before they listen and repeat.</p> <p>Take a straw poll (hands up) to find out which groups students fell into for their answers. Start the discussion first as a whole class, prompting students to use whole sentences as in the examples. Ss then discuss their answers in groups.</p> <p>Independence practice:</p> <p>Ss repeat the phrases along with the CD and practice in pairs. Then roleplay one or more of the conversations: Conversation a) in groups of three, b) and c) in pairs. Encourage students to act out the conversation about going shopping.</p> <p>Do workbook pages 26,27.</p>	<p>Students write 100-word Progress Reflection #1. RO#3</p>		x	
<p>Day 4</p> <p>Lead in:</p> <p>Ss describe and who what they can see in the photo. Prompt them to also talk about the people's reactions and feelings where they are. Read the caption with students and check understanding of pack.</p> <p>Guided practice:</p> <p>Let them check the workbook assignments and report the results to the teacher.</p> <p>Open Padlet and work on their writing essay, about the most useful strategies they usually apply when self-assessing their speaking skills.</p> <p>Independence practice:</p> <p>Ss make a video about Going shopping where they buy different types of clothes according to their own styles.</p> <p>Then Ss will be self-assessed by the teacher and receive a feedback.</p>	<p>Describe strategies for self-regulation Feedback on self-regulation</p>	x		x
<p>Day 5</p> <p>Lead in:</p> <p>Review three texts from the previous lesson with the students and with their books closed ask questions</p>			x	

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<p>about the different people (e.g. what happens when she goes shopping? What does she say about her latest bargain? Where did he buy them?</p> <p>Guided practice: Read the questions and choose the correct answer, then check their understanding by asking them questions. Match the questions with the people in the text. Do a mini-quiz about the previous unit.</p> <p>Independence practice: Make a video about going shopping and add expressions you learnt through this unit. Do not forget to upload to Padlet in order to self-assess your performance with a rubric, write your action plans and receive the teacher's feedback.</p> <p>Unit 4 Your goals</p> <p>L. Function: Asking and giving advice.</p> <p>Day 1</p> <p>Lead in: Elicit from students which they think the most popular subject in their school are and why. Ask if they think it is different for boys and girls – and again ask them to say why.</p> <p>Guided practice: Check students understand the new words before they discuss the questions and the text. Then, listen to Part 1 of an interview with Jess about her school life and underline the correct answer.</p> <p>Check Ss understand the statement before they listen to the CD. Then Listen to Part 2 and match the subjects (1-5) with statement (a-e)</p> <p>Independence practice: Work with groups and discuss the questions by putting students in groups of fours and give each student a letter A,B, C, D. Group A start by giving their opinions. From time to time call out other letters till D and then take over leading the discussion.</p> <p>Check partner's workbook pages 28-29 and report results to the teacher.</p> <p>Day 2</p> <p>Lead in: Give students one minute to write down all the words/phrases about school that they can remember from the previous lesson. Elicit how many they got</p>		<p>x</p>	<p>x</p>	<p>x</p>
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<p>and which ones before they look in their students books.</p> <p>Guided practice: Play Parts 1 and 2 of the interview with Jess and answer questions properly. Students can cover the text in the books if appropriate.</p> <p>Check understanding of intentions and wishes and how Ss definite their own.</p> <p>Check Ss use intonation and weak forms correctly in the oral stage of this activity.</p> <p>Independence practice: Ss use the prompts to complete the questions and then ask and answer in pairs.</p> <p>Ss also use the word bank to talk about their future plans. Do a short quiz about what they learnt in the previous unit.</p> <p>Day 3 Lead in: Ask how many students work a) during the school terms, b) during the holidays and what jobs they do. Ask how many students don't work. Ask if they'd like to and what they'd like to do.</p> <p>Ss can describe what they can see in the picture. Prompt them by asking questions.</p> <p>Guided practice: In pairs, check the word bank and put Adam's story in the right order. Then listen and check.</p> <p>Independence practice: In pairs, answer the market research questionnaire below by interviewing each other.</p> <p>Check your partner's workbook pages (30-31) report results to the teacher.</p> <p>Day 4 Lead in: Review typical "Saturday" or holiday jobs that teenagers in the UK do and give your opinion.</p> <p>Read the internet posting a-d on page 31 and match them to the people 1.4. Are their experiences positive or negative?</p> <p>Guided practice: In pairs, read and complete with the word bank the exercise 5 about gerunds and infinitives.</p>		<p>x</p> <p>x</p> <p>x</p> <p>x</p>		
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<p>Ss take turns to read sentences aloud (not just say what the verbs are). When checking the verb forms, ask questions to check students understood the texts.</p> <p>Independence practice: Do a mini quiz about the previous unit.</p> <p>Day 5 Lead in: Give Ss one minute to look back at the jobs in the unit so far. In groups of four, students take turns to describe a job for the others to guess. They can mine aspects of the job if they can't say them in English. Do one job as an example first if necessary.</p> <p>Guided practice: Complete the definitions 1-6 with words from the word bank then then check in pairs. Then think of two jobs to match each description.</p> <p>Read the text and tick true and cross false statements. Then exchange books and check your answers. Work in groups and decide who is the best au pair and why.</p> <p>Independence practice: Make a video in pairs about getting a job. You are a student and you want to get a part-time job at a restaurant in Manchester in your gap year. You are phoning the restaurant's manager to:</p> <ul style="list-style-type: none"> • introduce yourself and give reasons for phoning • give reasons why you want the job • say if you have any restaurant work experience • ask about documents you need to send (CV, an Application form?) <p>Upload to Padlet and use your rubric to self-evaluate your own performance and give your action plans and receive the teacher's feedback</p> <p>Unit 5 Stay well L. Function: Making complains.</p> <p>Day 1 Lead in: Ask students to list what they've eaten and drunk today. Elicit lists from a few student and ask if those items are healthy or not. Elicit what else people can do to stay healthy, eg. Take exercise, drink water.</p> <p>Guided practice:</p>	<p>Unit 4 speaking test and self-regulation</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>
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<p>Check understanding of the new words before playing the CD. Students discuss their answers to the questions in pairs/small groups. Then do a quick hands-up to find out who thinks they know how to be healthy.</p> <p>Ss listen to Julie Maitland, a fitness expert, answering the quiz questions on a radio programme. Ss compare if their answers are the same as Julie's.</p> <p>Read the grammar chart as a class and elicit examples for each modal on the topic of health. Then Ss match 1-6 with a-f to make rules about running by choosing the right modal.</p> <p>Independence practice: Check workbooks in pairs pages 38-39, by using answer keys</p> <p>Do a role play in pairs, based on a Doctor's appointment to explain to him/her your health problems. Apply modals learnt in class (must and should)</p> <p>Day 2 Lead in: With students books closed ask students to tell you some things that are good for health and some that are bad for health. Play the CD of the fitness expert as a review.</p> <p>Guided practice: Students read the grammar chart and then look at their answers again. Discuss and check with the class. Try and elicit the notions of advice and rules/very strong advice/orders.</p> <p>Ss use the illustration to briefly practice picture description (What students can see). Ask if people in the pictures are healthy. Then complete the exercise in pairs. In feedback discuss the reasons each time to help students with the concept of advice/strong advice.</p> <p>Independence practice: Do a role play by reading the prompts from the book and add your own idea to give advice with should, shouldn't, must or mustn't. (pg. 37).</p> <p>Work on the mini workbook exercises 1-4 page 108.</p> <p>Day 3 Lead in: Elicit from students suggestions and advice for staying healthy (from the previous lessons), e.g. you should take regular exercise, you mustn't smoke.</p>		<p>x</p>	<p>x</p>	<p>x</p>
<p>Interviews RO#4 Describe participants' perspective of self-regulation and use of mobile devices.</p>		<p>x</p>		
			<p>x</p>	

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<p>Guided practice: Students complete the task before they listen to the CD. Check which are the odd ones out. Then, match group's a-f in exercise 1 with categories 1-6 below. Listen and check. Then, Ss find these things in the picture. What other food goes with the words in blue.</p> <p>Independence practice: In pairs, answer the questions. Use the vocabulary word. Look at the photos and answer the questions about the people then read about Sony and underline definite and indefinite articles. Use words in A and B below to make generalizations. Then listen and compare your ideas to the recording.</p> <p>Day 4</p> <p>Lead in: Elicit from students how many meals they eat in a day, when they eat each one and what they normally eat. Ask them if they know the names of meals people eat in the UK. This leads into exercise 1. Before students do the task, ask them what meal(s) they usually eat on Saturdays.</p> <p>Guided practice: Elicit from students the key features of scanning. Let them check at the back of the SB if necessary. Read the bullet points through with the class before they do the task on page 40. Remind students of the procedure: a) read the text again, b) read the questions and look for the answers in the relevant parts of the text.</p> <p>Independence practice: Focus students on the phrases before they do the activity. Encourage students to add other questions (as long as there are answers in the text). Some pairs can perform their roleplays to the class.</p> <p>Day 5</p> <p>Lead in: Write the words for the different meals as anagrams on the board. Students unscramble them and give an example of what is eaten at each one.</p> <p>Guided practice: Prompt students to describe the picture using the phrases for describing pictures. Read and match the words in A and B to make compound nouns from the text.</p>				
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<p>Work in pairs. One of you is British visitor. Ask and answer questions about food in your country; use the phrases learnt in class.</p> <p>Independence practice:</p> <p>Post-test: Make a video about inviting a friend to the cinema.</p> <p>You want to invite your friend to the cinema on Friday evening. Phone your friend to:</p> <ul style="list-style-type: none"> • ask if he/she would like to go to the cinema • ask if he/she is free on Friday evening • ask him/her to suggest another day and time • agree and suggest a meeting time. <p>Upload to Padlet and use your rubric to self-evaluate your own performance and give your action plans and receive the teacher's feedback</p> <p style="padding-left: 40px;">The End of the module A2.1.</p> <p style="padding-left: 40px;">Finally the interview.</p> <p>Give them final results and conduct the interview to all of them in Spanish, so they can feel free to answer properly according to their own experiences throughout this great project to improve their speaking skills.</p>			x	
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