Facilitating Self-regulation with Mobile Devices to Improve Speaking Skills in Elementary School Students

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SERF-REGULATION TO IMPROVE SPEAKING

Abstract

This study aimed at improving speaking skills through self-regulation with mobile devices in elementary school students of a public institution. The weakness in the students’ speaking was the reason of implementing this innovation. This mixed-method research used qualitative and quantitative methods during seven weeks. Twenty-six students participated in this innovation and they took pre-tests and post-tests, self-assessed using a rubric, completed a survey, wrote reflections, and were interviewed. After the innovation, results showed that the intervention had a large effect size, Cohen’s $d=0.99$. The findings also showed that students’ perspectives were positive towards the use of self-regulation since it helped them noticing their mistakes and let them practice inside and outside school. This study affirms that if public school elementary students are trained to self-regulate using mobile devices they improve their oral skills as well as gain strategies to become active, and independent learners.

.Keywords: self-regulation, speaking skill, mobile devices, elementary school.
Resumen

El objetivo de este estudio es mejorar las habilidades orales a través de la auto-regulación utilizando dispositivos móviles en una institución pública en alumnos de escuela de educación básica. La debilidad en el habla de los estudiantes, fue la razón para implementar esta innovación. La investigación-acción duró siete semanas, Veintiséis estudiantes participaron en esta innovación, dieron pruebas previas y posteriores, se autoevaluaron utilizando una rúbrica, completaron una entrevista, escribieron reflexiones y fueron entrevistados. Luego de la innovación los resultados mostraron que la intervención fue altamente significativa con un valor de Cohen $d = 0.99$. Los resultados también mostraron que las perspectivas de los estudiantes fueron positivas en cuanto al uso de la auto-regulación ya que les ayudaba a notar sus errores y poder practicar tanto dentro como fuera de la escuela. Este estudio afirma que si los alumnos de las escuelas públicas son entrenados para auto-regularse apoyada por dispositivos móviles puede ayudar a mejorar las habilidades en los estudiantes así como a obtener estrategias para convertirse en aprendices activos e independientes

Palabras claves: auto-regulación, habilidades orales, dispositivos móviles, investigación-acción, escuela educación básica.
Facilitating Self-regulation with Mobile Devices to Improve Speaking Skills in Elementary School Students

In the new international and globalized world, speaking English has become one of the most used means to connect people (Shi, 2010). This language has turned into one of the essential subjects in most schools in non-English speaking countries (Oxford, 2003). For that reason, in 2014, the Ecuadorian Ministry of Education established through agreement 052-14 (Ministerio de Educacion, 2014), a new curriculum that required students from age five and on to have at least two hours of English per week. This new regulation has been implemented in primary schools since 2016, but English levels are still weak (Paredes, 2019).

For most English as a Foreign Language (EFL) students around the world, being able to communicate ideas orally is a fundamental skill in language learning and it represents a considerable challenge for all levels. The EF English Proficiency Index (EF-EPI) in 2018 found that in most South American countries, the English level is low, and far from what is expected from each level of the Common European Framework of Reference (CEFR). In Ecuador, the situation is worse than other Latin American countries, with a ranking of 65 out of 80 participating countries (Education First, 2018). The British Council (2015) explained that the Ministry of Education has supported learning English with different English programs such as scholarships for teachers (Go Teachers), bringing in English speakers from all over the world (It is time to teach) and investing in teachers’ professional development. However, there is still no major increase in English proficiency.

Castaneda and Rodriguez-González (2011) pointed out that speaking is still one of the most challenging skills to be developed in learners since it involves meaning construction by using dialect control and non-verbal communication. According to Brown (2000),
SELF-REGULATION TO IMPROVE SPEAKING

conversations engage participants in negotiating meaning, so it is hard for learners to feel sure about what to say, when to speak and how to say things. During my teaching experience in sixth grade of Educacion General Básica (Basic General Education), students struggle to maintain a simple dialog; and, they want to speak the same way as they speak their mother tongue. According to national requirements, the students’ knowledge in this level should be A1.1 as described by the CEFR, but most of them are still pre A1 according to a proficiency test adapted from Cambridge starter level at the beginning of this study.

Self-regulation is a strategy supported by the literature that could help students progress. It provides the students with the opportunity to set goals, find and choose the best methods to reach their learning goals, and self-assess using a rubric (Brown & Harris, 2014). It allows students to determine how and how well they can learn a foreign language. Oxford (2003b) indicated that when learners consciously choose the best learning style strategies, it helps to develop in learners a system that influences learning directly. If students are trained to use specific strategies such as rehearsal, planning, monitoring, and goal orientation it will help them to understand their own capabilities and make learning to speak more enjoyable.

Technology is a tool to help students learn English. The National Research Council (2000) showed that since most technologies are user-friendly, they could help to create digital environments that support learning. Moreover, technology helps students receive feedback and build their knowledge inside and outside school. The Ecuadorian Ministry of Education (Ministerio de Educación, 2012) established in Standard 3c.4 “teachers should use technological resources to enhance language and content-area instruction for students.” (p. 5). Also, Pellerin (2012) indicated that teachers have realized the potential use of technology to improve and assess new language learning experiences. Technology is the vehicle to access
the new modernized world because it engages students to learn, but it represents a big investment to set up computer labs with internet access and to train teachers and most untrained and inexperienced teachers are reluctant to use it.

Therefore, the major purpose of the present innovation was to describe to what extent self-regulation facilitated by technology could improve students’ oral skills. Specific questions included determining improvement in oral skills and self-regulation as well as interviews to know students’ perspectives of the innovation. The study took place over seven weeks in a public elementary school located in downtown Guayaquil, Ecuador. The participants were twenty-six level A1 students in sixth-grade and they were 10 or 11 years old. The participants used mobile devices to video record spoken interaction among them; the video recorded helped them to later self-assess their oral skills.

Even though there are several studies about self-regulation to improve speaking, Miangah and Nezarat (2012) have not found studies using mobile devices to improve oral skills in public elementary school children coming from disadvantaged economic sectors. Since the requirement for teaching English in public schools is recent, there is a need in Ecuador for research in teaching English as a foreign language to young learners in public schools. This study contributes to understanding how to help young learners become more active in their own learning, in this case speaking, via self-regulation. It also contributes ideas for facilitating speaking skills with mobile devices in young learners in a classroom with little access to technology. Self-regulation in this study includes self-assessment and an action plan, something that was never done before in the school where the action research took place.
SELF-REGULATION TO IMPROVE SPEAKING

Literature Review

Nowadays, millions of people are currently looking for ways to improve their oral command of English and parents want their children to become fluent in English (Richards, 2006). Besides, the Ecuadorian English regulation law (Art. 31) established the required English level for each level of education. With this in mind, it is necessary for students to learn how to reflect on and evaluate the quality of their work and their learning (self-assess and self-regulate) set goals, and make an action plan to reach them. This innovation applied main studies about Second Language Acquisition, Self-assessment and Self-regulation and the use of Mobile-assisted language learning.

Second Language Acquisition (SLA)

According to Krashen (2013), there are two ways of developing a language. Students can acquire or learn a language. While acquiring a language is subconscious, the other way is a conscious process. In looking at SLA in children, it is important to distinguish between younger and older children. Preadolescents, aged ten or eleven, tend to develop inhibitions. If the acquirer is anxious, he or she does not see himself or herself as part of the group that speaks the language, he or she will understand the input, but will not acquire the language (Krashen, 2013).

Lessard-Clouston, (2018) explained that input is necessary to acquire English. No one can learn a language without the right input. Ellis (2005) said that when learners do not receive exposure to the language, they cannot acquire it; and, the more exposure learners receive, the faster they learn.

Just as important as input is output. It plays a significant role in the acquisition process as well. Output refers to the ability in learners to produce language both speaking and writing
SELF-REGULATION TO IMPROVE SPEAKING

(Lessard-Clouston, 2018). It provides the student the opportunity for meaningful practice, it turns into input from others, and promotes interaction among peers (Lessard-Clouston, 2018).

Lastly, interaction requires the students to modify their input and output by negotiating meaning (Lessard-Clouston, 2018). Likewise, Ellis (2005) concluded that interaction helps the learner to make input comprehensible and to modify output in order to make it more comprehensible. Moreover, interaction helps the learner to identify the gaps in their knowledge and helps the teacher to provide feedback and suggestions. According to the Council of Europe (2018) regarding interaction, Pre-A1 level students are able to ask and answer questions about themselves by using short expressions and relying on body language from the transmitter.

Self-assessment and Self-regulation

Due to the growing necessity of creating learning independence and autonomy, self-assessment has gained attention. Sisquiarco, Sanchez, and Abad (2018) stated that self-assessment is an ongoing procedure in which learners detect their strengths and weaknesses and they make the necessary changes for improvement. Self-assessment refers to the process in which students evaluate the quality of their learning through different criteria, and it holds a pedagogic value. Pathak (2018) explained that students find it difficult to self-assess because in some cases they have never self-assessed their performance in English.

Another problem students’ face when self-assessing is that they tend to be generous or too rigorous when self-assessing (Pathak, 2018). Hattie and Timperley (2007) established that self-assessment helps students improve by using both formative and summative feedback. In addition, Shute (2008) concluded that feedback is crucial to improve knowledge and skill acquisition. Feedback helps to motivate learners, to reinforce, make changes, and improve in
the learning process, by connecting learning to their lives and the real world and by being more active in the learning process. However, a study carried out by Ross (as cited in Joo, 2016) found that when learners self-assessed speaking, they were unable to estimate their speaking ability. Also, a study done by Raaijmakers, et al. (2019) reported that feedback on self-assessment did not have an effect on speaking. The authors found no evidence that feedback on self-assessment accuracy leads to improve accuracy in oral skills.

On the other hand, self-regulation refers to goal setting and planning to reach goals. Brown and Harris (2014) maintained that self-regulation promotes motivational and behavioral processes where students’ abilities take control of different outcomes in diverse learning contexts. Self-regulation aims to explain student’s achievement through learning variables, such as learning strategies, goal orientation, and metacognitive strategies.

Brown (2000) asserted that “intrinsic motivation is one of the most powerful rewards motivated within the learner” (p. 59). There is a close relationship between self-regulation and intrinsic motivation. Students are more likely to conquer challenging tasks, and feel more confident about their abilities, hence, increasing motivation (Crowell, 2015). Self-regulation also increases self-satisfaction and motivation to continue and adapt new methods of learning, students who learn to self-regulate are more likely not only to improve, but also to view their future optimistically (Zimmerman, 2000).

Zimmerman (2000) also explained that self-regulation in education is important because one of the major goals of education is to develop lifelong learning skills. Students who learn to self-regulate constantly set goals on a daily basis and they implement their own strategies to reach those goals, thus, increasing their effectiveness. Moreover, a study done by Zimmerman and Martinez-Pons (1986) found a positive relationship between the use of self-
regulation and student performance. On the contrary, the results from the study done by Mahjoob (2015) showed that there was a weak relationship between self-regulation and speaking proficiency. In his study, he found that there were no significant differences between the control group and the experimental group.

**Assessment of Speaking**

Of the four skills, speaking is one of the most difficult to assess, since it involves observing a live oral performance or recording the performance for later evaluation. It is important to recall that when learning a new language, teachers need to differentiate between teaching an adult and a young learner. The National Research Council (2000) stated that “…children and adults have roughly the same mental capacity, but that with development children acquire knowledge and develop effective activities to use their minds well” (p. 96). In children, formative assessment invites them to reflect on their work and helps to track learners’ growth of self-confidence in their ability to use the L2. Training Young Learners of English (YLE) to self-assess has a major impact on students’ self-assessment.

Ross (2006) expressed that teachers focus on particular aspects of the students’ performance, modifying the standards to promote students’ success, and by providing feedback to help learners to improve the quality of their work. Also, Dann (2002) explained that successful self-assessment training in YLE included students a) understanding criteria clearly, b) having enough opportunities to self-reflect on their work, c) teachers recognizing and closing gaps; and, d) linking to future learning activities.

Lessard-Clouston (2018) indicated that “comprehensible input is necessary for SLA but added that modified interaction makes such input comprehensible” (p. 9). According to Richards (2006) meaningful practice is an activity where students are required to practice
activities which reassemble real-life situations. To assess speaking classes teachers need to put emphasis on comprehensible and meaningful tasks. This helps students connect what they are learning to real life situations. They also need interaction with others to associate what they learnt to authentic performance, therefore this process increases learners participation and motivation to learn more.

According to Brown (2000) many factors are taken into consideration to assess speaking in the classroom: fluency, pronunciation, communication abilities, and understanding, among others. Richards (2006) explained that fluency is a process in which the speaker interacts naturally in a comprehensible way despite limitations. Pronunciation refers to the way of speaking a word in a way that is understood by the receiver (Otlowski, 1998). On the other hand, communication abilities include the capability to start and control conversations, ask questions and interact with others (Brown, 2000). Lastly, understanding is the ability to recognize who is speaking to whom, under what circumstances and for what reason (Bashir, Azeem, & Dogar, 2011).

Coombe and Hubley (2011) determined that teachers, when assessing students, need to simulate real life interaction where students interchange questions and answers and act out in the same way as in their mother tongue. Krashen (2013) explained, “when tests are communicative, students acquire more than in traditional grammar-based classes” (p. 6). Given that the primary goal of speaking is to communicate with others, tests should help to create a collaborative environment where interaction arises, anxiety levels decrease so students are no longer afraid to be the object of ridicule.

Joo (2016) stated that speaking assessment requires a profound understanding of assessment criteria and the learners’ ability to accurately assess their performance. When
assessing criteria, Thornbury (2005) indicated that holistic and analytical scores are used. Once teachers get to know the learner’s speaking ability either method for scoring could be applied. The first one includes an overall impression and overall mark, and it is quicker to assess, but they are used for informal testing of progress. On the other hand, analytic scores take longer to assess, but they provide a variety of categories that help both the student and teachers to find out what area of speaking needs more training.

**Mobile Assisted Language Learning (MALL)**

Technological advances including the invention of the internet and mobile devices have contributed to language teaching and learning (Shi, 2010). Back in 1973, when the first mobile device appeared, no one could have foreseen how mobile learning would affect education (Hassan, et al., 2016). Pellerin (2012) reported that MALL is a good strategy for the development of oral skills, especially in young learners. In education, MALL is a new pedagogical application for language learning and it can be used to improve any skill. Also, Tarighat and Khodabakhsh (2016) said that MALL uses portable devices that help the learning process by offering new ways of interaction. Learners not only practice at school with the facilitator, but they also get to practice and to improve at their own pace. MALL helps personalizing learning given each student is unique and should be approached differently to make learning more effective (Tarighat & Khodabakhsh, 2016).

Kukulska-Hulme and Shield (2008) found that mobile devices have been used to improve pronunciation through different channels such as pod-cast, video recording and social network embedded in mobile devices. With MALL, students can practice English with modern devices. Besides, digital devices tend to encourage Second Language Acquisition (SLA) because they are a source of comprehensible input. However, Luque-Agulló and
Martos-Vallejo (2015) found that even though the use of mobile learning has a high potential for learning there is still a long distance to be covered to introduce these devices for learning environment because the devices need adaptation of the learning content.

Therefore, the positive effect that self-regulation has on speaking was explored with young learners. The use of mobile technology was used to facilitate self-assessment since public schools have limited technology in the classroom.

**Innovation**

The participants for this innovation were 10 to 11 years old. Once they finished the innovation, it was expected that they would be able to perform a Starter YLE test. Students should be able to understand some very simple spoken descriptions, give very basic descriptions of some objects and animals, and respond to very simple questions with single words or a ‘yes/no’ response. Since the students are in pre A1.1 level, some instructions and explanations were in English as well as in Spanish. They used mobile devices and Padlet for self-assessment and self-reflection. The innovation lasted seven weeks and the students performed five self-assessments, goal settings, and action plans.

For this innovation, students worked in pairs in class. They wrote short dialogs based on units from their English text. Then they recorded themselves using mobile devices, and uploaded their videos to Padlet, a free website to display information on any topic. In this case, it was used for the purpose of self-assessment and self-regulation.

Most of the students in this grade had previous knowledge about using internet for looking up for information, checking social media, and watching videos. In order to sign in to YouTube as well as Padlet, the teacher trained students first to generate an email account using Gmail. Then, the researcher explained how to register in YouTube and have their own
channel so they can upload their five videos. Also, participants learnt how to use Padlet and built their board so they can paste the link from YouTube and then wrote comments of their action plan for each video. However, there were not enough cellphones for the innovation and they took turns in order to record the videos.

When the researcher started the innovation, the participants with the teacher’s guidance, set goals, strategies, and a little action plan to reach the desired results. They were based on Cambridge video Starter level. The students self-assessed using a rubric that included vocabulary range, pronunciation, communication abilities, and understanding. These components were similar to the Cambridge YLE starter level rubric. Given that most of the students did not know how to self-regulate, the teacher was the model in the class for students to be aware of recognizing correct use of vocabulary, pronunciation, communication abilities, and understanding given in each lesson. Before self-assessment and goal setting took place, students needed training in order to make reliable and valid assessments.

For the training, both students and teacher watched videos related to the YLE level to be aware of expectations for their level. When they finished watching the video, the students with the teacher’s guidance, completed the rubric to practice before the first in-class video took place. Pre A1 learners tend to memorize phrases to make it easier to communicate with others. At this level, students planned and rehearsed the dialogs before video recording them. Even though they did not represent real-life interaction, it was expected that the practice would help to improve the time needed for planning and rehearsing the dialogs as well as improving their speaking.
SELF-REGULATION TO IMPROVE SPEAKING

For this grade, learning objectives included learning how to talk about lunch preferences; order food and drink, as well as to recognize musical instruments; express ability; talk about preferences; request what is done/saying what one does.

Methodology

The present work is an action research, a process in which teachers investigate teaching and learning to improve their own and their students' learning (Ferrance, 2000). It is a mixed-method study collecting and analyzing both quantitative and qualitative data, and it was done in two phases and it was carried out in a primary public school.

This study describes the effect on speaking skills of using self-regulation facilitated by mobile devices. The following questions were answered:

1. To what extent did students improve in self-assessing?
2. To what extent did students improve their oral skills?
3. What are students’ strategies for self-regulation?
4. What are students’ perspectives towards this innovation?

The purpose of this study was to benefit students from this action research by improving their English level, in this particular case speaking, by self-regulation through mobile devices. Self-regulation has never been implemented before in this school. In addition, the study reported strategies participants used to self-regulate as well as the participants’ perspectives of the innovation.

The first phase was quantitative using a pre-post design to determine improvement in speaking and in self-regulation. The second phase consisted of semi-structured interviews of a sample after the conclusion of the innovation to know the students’ strategies for self-regulation as well as perspective of the innovation.
Participants

The convenient sample was made of 26 students in sixth basic year of general Education. They belonged to a public school in downtown Guayaquil, Ecuador. For this research, the participants were assigned to the teacher to work with them during the whole school year. Their ages ranged from 10 to 11, and they came from different socioeconomic groups, of the 26 participants 14 were boys, representing the 54% of this sample and 12 were girls representing the 46%.

According to the Ministry of Education for this grade, the students should be A1 level. Once they finish seventh basic year and go to high school (eighth grade), they should be A1.2. Nonetheless, a placement test showed that most students were still pre-A1. The test was adapted from the Cambridge starter level. It showed that 90% of the students were at pre-A1 level and only 10% had reached an A1 level.

Even though all of the participants were minors, a few of them had smartphones or tablets. Most of the participants were familiar with the use of technology. So, they were able to absorb the training and were eager to use YouTube and Padlet to improve their oral skills.

Ethical Considerations

Many factors are taken into consideration when conducting an action research, particularly when children are involved. McNiff and Whitehead (2010) explained when working with children, the researcher needs to make sure to get the authorization from parents. For that reason, a permission letter was sent to the parents to approve the participation of their children in the innovation as well as to upload videos on YouTube (Appendix A).
Another ethical issue according to Banegas and Villacañas de Castro (2015) is that objectivity needs to be taken into consideration. When working with children, the research needed to be sure not to lead the learners to obtain positive data. Also, the researcher avoided bias in both collecting and interpreting the data. Finally, to maintain students’ anonymity, information given by them remained private. For tabulating, and interpreting the data, students’ names were replaced with a code.

**Instruments**

The instruments for this innovation gathered relevant information to answer the following question: To what extent self-regulation can improve the students’ oral skills? The research included quantitative and qualitative methods. Quantitative methods included the use of a worksheet as well as the use of rubric to measure student improvement in self-regulation (independent variable). Qualitative methods included semi-structured interviews and document analysis to find out about students’ perceptions of the innovation. In the present study, the independent variable is self-regulation using mobile devices and the dependent variable is speaking.

**YLE Proficiency test**

Participants took a proficiency test similar to the one taken by Cambridge Young Learners Starter. It was used to describe the participants’ level before the innovation started (Appendix B). Five participants piloted the test before the innovation started. Compared to the original test from Cambridge a few changes were made, such as the amount of questions and it was done in pairs. Each test was audio recorded for later evaluation. It measured mostly understanding and interaction, it was graded over ten (Appendix C).
SELF-REGULATION TO IMPROVE SPEAKING

Self-regulation Worksheet

To answer question one, a self-regulation worksheet was used by both the teacher and the students. It consisted of two parts: a speaking rubric and an action plan. The rubric helped to determine improvement in self-assessment. Students used the Self-regulation worksheet in Spanish and the teacher used it to know the quality of self-assessment (Appendix D). To assess the videos, the students first uploaded them to Padlet, and then they used the Speaking Rubric, which had four descriptors: Vocabulary range (right use of the vocabulary learned in class), Pronunciation (speaking clearly, almost no mistakes), Communication abilities (ask questions related to the topic), and Understanding (answer questions related to the topic). They were graded from one the lowest to four the highest. During the seven weeks the innovation lasted, students uploaded five videos to Padlet based on the units of the books. For each video they self-assessed speaking skills, set goals, and made an action plan.

The self-regulation sheet was created by the teacher-researcher and was used for speaking performance analysis. It was adapted using the CEFR descriptors. The components of the rubric tested aspects of speaking and established different criteria following the Cambridge format.

Each week the rubric changed according to the vocabulary of the lesson and the video recorded. Students self-assessed and self-reflected using the sheet. At the end of the sheet, there was a section referring to the action plan that aimed to find about the strategies students were to use to improve by answering three questions related to actions they were to take in order to reach their goals.
To pilot the innovation and the worksheet, the researcher selected six participants. The participants recorded a short video. It was self-assessed using the pilot worksheet. After finishing the piloting, the researcher came to the conclusion that grammar should not be considered and that the worksheet should focus more on vocabulary, pronunciation, comprehension, and understanding. For the rest of the participants who were not part of the pilot video, they were able to practice with the worksheet but by using the video from the six selected participants.

To measure improvement in self-assessment results from the Speaking Rubric, pre-post student and teacher results were compared. If the results gathered showed that both teacher and students’ means were closer than at the beginning, it meant there was an improvement.

**Teacher’s Speaking Rubric**

The rubric was created for the teacher to answer question two to determine improvement in speaking. The rubric had three components: vocabulary, pronunciation, and interaction (Appendix E). It was created following the appropriate amount and type of language for YLE starters’ level. The rubric differed from the self-regulation worksheet in the action plan. Also, the speaking rubric graded interaction as one component for both understanding and communication abilities.

The teacher used the rubric for the five videos students recorded; then, she gave feedback using the option comments in each student’s Padlet wall. The rubric helped the teacher to monitor progress during the innovation.

To determine improvement in speaking, the teacher used the pre-post test (Videos 1 and 5) to see if the class mean improved during the weeks the innovation lasted. Additionally, Cohen’s $d$ effect size was calculated to find the impact of the innovation.
SELF-REGULATION TO IMPROVE SPEAKING

Strategy Inventory of Language Learning (SILL)

To find out about students’ background, an adaptation of the Strategy Inventory for Language Learning (SILL) developed by Rebecca Oxford was used (Oxford, 2003a). The survey was adapted for children. It was in Spanish given that most of the participants’ low proficiency to answer in English (Appendix F.)

To answer question three related to describe strategies for self-regulation the researcher used the SILL survey open-ended questions and the action plans. The survey was adapted for children and it was in Spanish, given the participants were Pre A1 children who were still not ready to answer in English.

The results from the survey gathered valuable information about the strategies participants used to learn English before the innovation began. The survey document held strategies for participants to select. The strategies included time spent learning English outside the school, the use of different communication resources and technology at home. At the end of the self-regulation sheet, the students answered three questions related to the action plan they would follow in order to reach their goals. Answers provided information as to what students wanted to improve and what they were going to do to improve.

Interviews and reflections

For the qualitative part of the innovation, students were interviewed and students’ reflections were used to answer question four describing the participants’ perspective of self-regulation and the use of mobile devices.

Students wrote two reflections at the middle and at the end of the innovation. The reflection was written in Spanish and it had a minimum of one hundred words. It helped them to reflect during the interview.
SELF-REGULATION TO IMPROVE SPEAKING

Interviews (semi-structured) were made to a representative sample of eight students who were selected at the end of the innovation to answer research question number four to determine students’ perspective of the challenges and positive aspects of the innovation. Once the results from the post-test were calculated, the teacher put the results in order from highest to lowest to select the eight interview participants with diverse experiences. The interview was in Spanish (Appendix G). It explored what was learned, how it was learned, challenges, and aspects that facilitated learning. Transcripts were made for the analysis. The questions were as follows:

1. What strategies did you apply to self-regulate?
2. What learning strategies did you apply to reinforce your learning?
3. What do you think is the most valuable thing you learned during the innovation?
4. What do you think was the most difficult and easy during the innovation?
5. After finishing this project do you think that there has been an improvement?

Data analysis

Quantitative data was gathered from the self-regulation worksheet and the rubric at the beginning and at the end of the innovation. Data were entered and codified in a spreadsheet using Microsoft Excel. It was later migrated to IBM SPSS to analyze and to generate descriptive statistics. The researcher first used the quantitative results to establish relationship between variables.

The quantitative analysis used a paired sample t-test to pair both: the scores from the pre and posttest. The confidence interval was of 95% with a level of significance of 0.05. After calculating statistics measures such as means, and standard deviations, the researcher calculated the effect size. According to Rhea (2004), it represents the difference between two
means, divided by the standard deviation from both variables. Cohen suggested that an effect size of 0.20 is small, 0.50 is medium, and 0.80 is large (Thalheimer & Cook, 2002).

Document analysis was used to find out about participants’ perspectives as well as self-regulation strategies. They were divided into two categories. The first one was about challenges the participants faced during the innovation and the second one was about the positive effects the students found being part of the research. The qualitative results were analyzed by re-reading the transcripts from the interviews to find trends or patterns and by selecting quotes from both the self-regulation worksheet as well as the reflection students wrote.

**Results**

The first part of the methodology describes quantitative results obtained from the self-regulation worksheet and the rubric. The results were organized to answer the research questions.

To what extent did students improve in self-assessing? To answer the first question, the self-regulation worksheet collected the data used to measure participants’ improvement in self-assessment. The data gathered from the 26 participants’ pretest and posttests are presented in Figure 1 which shows the average values students got from self-assessing from the start of the innovation and from the final assignment as well as the mean values from the teacher’s pre and posttest.

The means from the students’ posttest and the teachers’ got closer as the innovation went by. The results from the students’ self-evaluation showed the following values Pretest (M=7.53) – Posttest (M=8.12). On the contrary, the teacher’s mean showed a value of 7.19 for the pretest and a mean of 8.48 for the posttest. The teacher’s mean was lower than the
students’ mean at first, but higher at the end. Also, the difference between student’s and teacher’s pretest was 0.34. However, results from the students’ and teacher’s posttest showed a difference of 0.36.

*Figure 1. Self-assessment overall improvement.*

![Graph showing self-assessment overall improvement](image)

To what extent did students improve their oral skills? Table 1 shows the mean, standard deviation, and effect size. The teacher’s speaking rubric measured improvement in the students’ overall speaking skills as well as sub-skills. Data from the pretest and the posttest showed a mean of 7.02 (SD 1.39) for the pretest. On the other hand, the mean of the posttest showed a value of 8.33 (SD 1.36). The *p* value with an alpha of 5% is less than 0.005, which shows there is a strong evidence that the improvement was due to the innovation and not external factors. Also, the results showed that the difference between means (MD= 1.31 SD=1.32) had an effect size of 0.99 which according to Cohen (1988) is a large effect size.
Table 1

*Speaking improvement: Overall*

<table>
<thead>
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<th></th>
<th>N</th>
<th>Mean</th>
<th>Std.</th>
<th>P value</th>
<th>Effect size</th>
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<td>7.02</td>
<td>1.39</td>
<td>&lt; 0.005</td>
<td></td>
</tr>
<tr>
<td>Post-Test</td>
<td>26</td>
<td>8.33</td>
<td>1.36</td>
<td>0.000</td>
<td>0.99</td>
</tr>
</tbody>
</table>

Note: N= Sample. M= Mean. SD= Standard Deviation. MD=Mean difference d=effect size

Figure 2 focuses on the sub-skill categories such as vocabulary, pronunciation, and interaction. The three of them were graded over four. The sub-skill that improved more was pronunciation with a mean of 3.53. There was an improvement in all components but the one that had the higher impact was pronunciation.

*Figure 2. Speaking improvement by sub-skill.*

What are students’ strategies for self-regulation? The SILL survey helped the researcher to identify strategies used by the students to self-regulate before the innovation.

The results showed that 98% used internet to improve learning (to watch videos and to listen
to music), also 61.50% spent one hour learning English outside school, 35.50% two-three hours, and 3% four-five hours. In addition, 88% of the students had access to technology at their homes.

Regarding questions of the action plan on the self-regulation worksheet asking about their improvement goals as well as strategies at the bottom of the self-regulation worksheet, students expressed the following: For question 1, the goals they expressed: “I want to understand what people say when they are speaking in English” (S3). “I want to pronounce words better and not to make mistakes…” (S12). For questions two and three: “I am going to practice with my aunt who lives in USA” (S6), and “My sister is helping me correct my mistakes” (S18). The analysis of the action plan showed that most students wanted to improve pronunciation and understanding.

What are students’ perspectives towards this innovation? The participants wrote reflections, which were used to find out about the participants’ perspectives during the seven weeks the innovation lasted. It was their first time learning to self-regulate, they had not experienced before, not even in Spanish. Students expressed that it was difficult at first, but as they practiced more, it started to become an easy process.

“I notice now my mistakes and I can help my other peers when they are not sure how to pronounce words.” (S7)

“Although I felt nervous at the beginning I now feel sure to notice my mistakes and understand what others say.” (S24)

By self-assessing for the first time, they were noticing the mistakes they were making and reflected on what they were doing wrong so they would not repeat the same mistakes in
the next video. The participants explained that they were willing to practice with others in order to improve their oral skills.

Before the innovation, students expressed that they used strategies such as using technology at home to practice English and they spent two to three hours a day practicing. The researcher used interview results to find out if students’ perspectives were positive. The participants who took part of the interview expressed the following:

“It was difficult at first, because it was something new for me.” (S8)

“I feel it helped me to notice what I was doing wrong.” (S9) (See participants’ responses in Appendix F.)

Regarding question two of the interview, participants recognized that by using learning strategies (see participants’ responses in Appendix F) they feel more confident to communicate with others. Students expressed: “I had not been part in something like this before, so I was nervous during the first classes” (S2). “I feel ready to interact with others” (S1).

Participants said that, “When I practiced with the videos, it helped me to interact in real-life situations like ordering food in a restaurant” (S11). “I liked using the cellphones and technology - it helped me to learn better.” (S5)

During the innovation, the students expressed they faced different challenges. Students expressed that “It was difficult for me to pronounce words that I have never seen before” (S20). “It was difficult to record the videos because we kept on making mistakes, so we had to do it again” (S16). Self-assessing during the first videos was another challenge they faced. Learners said that “It was something new for me, it was difficult to do it” (S19).
After finishing this project, the participants felt there has been an improvement in their oral skills. Participants expressed “I think that now I can pronounce words without fear” (S25). “I understand what the teacher says and what my partner asks me” (S14). The participants also expressed that “I notice that I have improved in my speaking” (S19). This helped them to notice the importance of self-regulating to improve their oral skills.

Discussion

Both quantitative and qualitative data showed that self-regulation could help the learners to improve their oral skills. In relation to research, question one: To what extent did students improve in self-assessing, the results showed that the differences between teacher and students were not high. The difference was not much to begin with only four percent and at the end the same value. The students graded themselves higher than the teacher did at the beginning, but lower than the teacher did at the end. Perhaps the more the students understood the rubric they started to underestimate their work. The expectation was that the students’ grades would be closer to the teachers’ grade, but the difference did not change much indicating that there was only a small increase in the improvement. However, the participants became more autonomous in self-assessing; they realized on their own what they were doing wrong and became more rigorous on their grades. This is in line with the findings of Spiller (2012) who explained that self-regulation helps students to assess autonomously, the same was found by Kormos and Csizer (2014).

Considering the second research question, to what extent did students improve their oral skills, the participants oral skills improved from the first video to the last one. The results from the pre-test and the post-test showed a mean difference of 1.29 with a large effect size of 0.99, which means the innovation promoted learning to a great extent. The improvement
SELF-REGULATION TO IMPROVE SPEAKING

may be a result of the self-assessment training. Joo, (2016) backed up the outcome of this research by showing that when conditions are met such as sufficient training and students’ perceptions, it can enhance L2 ability. Similar results were found by El-Sakka (2016) whose study revealed that that self-regulation was effective to develop speaking proficiency.

For question, number three: What are students’ strategies for self-regulation? Qualitative data showed that the students applied different strategies. The SILL helped to discover strategies students applied before the innovation; they were mainly about the use of technology at home. However, as the innovation went by, the students expressed that they started using other strategies such as practicing with others, but they still kept on using technology as well. According to King et al (2015), self-regulated students frequently apply strategies to achieve goals and self-evaluate for further improvement.

Lastly, question four: What are students’ perspectives towards this innovation? The participants involved in this action research expressed they enjoyed being part of this innovation and benefited from self-regulating, thus improving their oral skills. Also, the qualitative data proved that by self-regulating, participants felt eager to use mobile devices to record themselves given they had not had that experience before. They also benefitted by recording the video dialogs several times. It is possible that the self-assessment process raised their personal goals and motivated them to do better. These research findings support Aregu (2013) who suggested using self-regulation is a great resource since it plays a great role in improving oral skills. Also, Brady, et al. (2018) expressed that by applying self-regulation, students are motivated to carry out goal-directed actions, such as learning.

Participants said that pronunciation and understanding were the two things they felt they have improved and this motivated them to practice with others inside and outside the
SELF-REGULATION TO IMPROVE SPEAKING

school, without the teacher’s support. This agrees with Brown (2000) that the most powerful reward is the one that comes from inside the learner, given their motivation comes from needs or desire within themselves. Participants described they felt encouraged and eager to participate in each of the assignments, and they felt that by grading themselves their opinions were important, something which had never happened before.

Overall, the participants manifested a positive acceptance of being part in this action research. Therefore, it is important to point out that the benefits of participant self-regulation and self-assessing to improve their oral skills give them an opportunity for interaction. Thus, findings match with Boekaerts (1997) who explained that interaction in a non-traditional classroom increases their motivation to participate since the participants communicate with others thus, increasing their oral skills by rehearsing, monitoring, creating, and developing their videos assignments which were enhanced by self-regulating.

Conclusion

This action-research aimed to find out how self-regulation can improve speaking. After completing this study and comparing the results with other research studies, it can be concluded that participants’ oral skills benefitted from the process of self-regulation. Moreover, the participants expressed a positive perception of the innovation and felt their vocabulary, pronunciation and communication skills had benefitted from reflecting on their work. The rubric helped the students not only to self-assess their oral skills, but to follow an action plan to reach their personal learning goals.

Furthermore, the researcher noticed the importance of training the participants to self-assess because it motivated effectiveness, practice and rehearsal for each video assignment. Students were willing to use the new vocabulary and improve their pronunciation as well as
SELF-REGULATION TO IMPROVE SPEAKING

their understanding and communication abilities. The use of technology helped to increase the motivation. Participants felt more involved in learning activities and they felt they were learning even more than in a teacher-centered classroom.

While the study lasted, the researcher observed the participants were able to speak and interact with others, without being afraid of making mistakes. The assigned videos helped to decrease the hesitation they felt. Additionally, the participants involved in this research showed positive perceptions toward the innovation, and noticed their mistakes without relying only on the teacher. In other words they have learnt to self-regulate. They were eager to use self-regulation strategies to overcome their difficulties and become better learners.

Limitations

It is essential to point out some of the limitations of the present study. First, the sample was small there were only 26 students. Larger sizes contribute to less error variance; bigger samples from different educational levels would contribute to test the result. Also, there was no control group which would improve reliability so the results cannot be generalized due to the small sample.

Second, the research is only limited to speaking in this case prepared interaction due to the students’ proficiency level. For their ages the English level should be higher, but the students had been exposed to the language just for a few months the year before.

Third, not having enough mobile devices was another limitation of the study. Most students had electronic devices, but there were times where there were 15 mobile devices, but there were other days they only had less than 10 devices, which made it harder to record the videos within the time available. Lastly, even though the classroom had access to the internet,
it took some time to upload the videos given than multiple devices were connected at the same time.

**Recommendations**

After finishing this study the recommendations are as follows. To replicate this project in other educational institutions, it would be advisable to work with students from six grade on, because at that level and age most students are familiar with the use of technology. Time students spend practicing to become better speakers should be longer, so in the long run they will be able to speak according to the proficiency level expected by the Ministry of Education.

It is recommended to have a control group to contrast the finding and demonstrate that as time passes the participants of the innovation are in fact improving more than the control group. Also, a bigger sample would permit the results to be generalized thus improving reliability of the answers to the research questions of this innovation.

Finally, for future references the facilitator should give individual specific feedback on the students’ self-assessment rather than only in speaking, so the participants benefit from their self-assessment too.
References


SELF-REGULATION TO IMPROVE SPEAKING


SELF-REGULATION TO IMPROVE SPEAKING


Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL, 20*(3), 271-289. doi:10.1017/S0958344008000335
SELF-REGULATION TO IMPROVE SPEAKING


SELF-REGULATION TO IMPROVE SPEAKING


SELF-REGULATION TO IMPROVE SPEAKING


SELF-REGULATION TO IMPROVE SPEAKING


SELF-REGULATION TO IMPROVE SPEAKING

Yo,__________________________________ con C.I________________________
representante legal de _______________________________con
C.I _______________________ mediante el presente acepto que mi representado(a) sea
parte del proyecto investigativo:

Facilitating Self-Regulation with Mobile Devices to Improve Speaking Skills
que se llevará a cabo bajo la supervisión de la Ing. Verónica Vega Rugel docente tutora de
Sexto Año básico paralelo B, en el mes de Diciembre como parte del proyecto arriba
mencionado.

Atentamente

___________________________________________
Representante Legal
Appendix B

Proficiency pair test

Starters Speaking Summary of Procedures

Starters Speaking

Summary of procedures

1. After asking each student in pairs ‘What’s your name?’, the examiner familiarizes the group with the picture first and then asks each student in pair to point out certain items on the scene picture, e.g. ‘Where’s the door?’ The examiner then asks each child to put two object cards in various locations on the scene picture, e.g. ‘Put the robot on the red chair.’

2. The examiner asks questions about two of the people or things in the scene picture, e.g. ‘What’s this?’ (Answer: banana) ‘What colour is it?’ (Answer: yellow). The examiner also asks each student in the group to describe an object from the scene, e.g. ‘Tell me about this box.’

3. The examiner asks questions about four object cards, e.g. ‘What’s this?’ (Answer: (orange) juice) and ‘What do you drink for lunch?’

4. The examiner asks questions about each student in the group e.g. ‘Which sport do you like?’
SELF-REGULATION TO IMPROVE SPEAKING
Appendix C
Speaking rubric (test)

Name:__________________________________________________________

Date:_________________________________________________________

Objective: Determine students’ interaction in oral development

<table>
<thead>
<tr>
<th>Parts</th>
<th>Main Skill Focus</th>
<th>Expected response</th>
<th>Poor (0.5)</th>
<th>Good (1)</th>
<th>Excellent (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding and following spoken instructions (scene picture)</td>
<td>Point correct part of the picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understand and following spoken instructions (scene picture and 8 small object cards)</td>
<td>Place object cards on the scene picture as directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Understand and following spoken instructions</td>
<td>Answer questions with short answers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Understand and following spoken instructions 3 objects cards</td>
<td>Answer questions with short answers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Understanding and responding to personal questions</td>
<td>Answer questions with short answers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score /10
**Appendix D**  
**Speaking Self-regulation rubric**  
(Student and Teacher)  
Rubrica de evaluación Oral  
Auto-evaluación

**Name:** ____________________________________________________________

**Date:** ___________________________________________________________

**Objetivo:** Evaluar la capacidad del aprendiz para mantener una conversación con su compañero (a), de 1-5, sobre el tema indicado.

**VIDEO Instructions – 1-2 minutes  08:20-9:00**

a. 8:20-08:40 (15 minutos)
   - **Dialogo:** Vaya a la página 67 y use el contenido de la misma para crear un diálogo con su compañera, incluya todo lo que más pueda de la página 67. Use lo aprendido acerca de responder preguntas personales.

b. 08H40-21:00 (15 minutos)
   - **Hacer el video en clase con un compañero. Sin leer.**

c. **Vea de nuevo el video, use la rúbrica y califíquese del 1 al 4 (5 minutos)**

<table>
<thead>
<tr>
<th>Criterios o categorías de evaluación</th>
<th>Excelente</th>
<th>Buen trabajo</th>
<th>Necesito Mejorar</th>
<th>Puntaje Otorgado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulario</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizo correctamente el vocabulario estudiado en clase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hablo claro. Casi no cometo errores de pronunciación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Habilidades de comunicación
Elabora al menos tres preguntas sobre el tema indicado a su pareja

#### Comprensión
Entender preguntas simples relacionadas a información personal.

<table>
<thead>
<tr>
<th>Hace esfuerzo</th>
<th>Medio</th>
<th>No esfuerzo</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
</tr>
</tbody>
</table>

#### PLAN (1 punto, cada respuesta 0.33)

<table>
<thead>
<tr>
<th>¿Qué quiero mejorar?</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué haré para mejorar?</td>
</tr>
<tr>
<td>¿Cómo mejoraré?</td>
</tr>
</tbody>
</table>
Appendix E
Speaking rubric (teacher)

Name:__________________________________________________________

Date:_________________________________________________________

Objective: Evaluate the ability to maintain a conversation with a partner about a given topic.

**VIDEO Instructions – 1-2 minutes  08:20-9:00**

- 8:20-08:40 (15 minutos)
- 08H40-21:00 (15 minutos)

<table>
<thead>
<tr>
<th>Criterios o categorías de evaluación</th>
<th>Excellent</th>
<th>Good job</th>
<th>Needs improvement</th>
<th>Puntaje Otorgado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right use of the vocabulary learnt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak loud and clear, barely makes mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS are able to ask and answer question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Strategy Inventory of Language Learning

Describe under the participants for demographics

Versión para Hablantes de Otros Idiomas Aprendiendo Inglés
- Cuestionario de Antecedentes (adaptación)
SILL
Versión para Hablantes de Otros Idiomas Aprendiendo Inglés

<table>
<thead>
<tr>
<th>1. Nombre.</th>
<th>2. Fecha.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Edad. 4. Género

5. ¿Por qué quiere aprender Inglés?:


6. ¿Disfruta el aprendizaje de Inglés? (Encierre una de estas opción/es):

<table>
<thead>
<tr>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. ¿Cuál ha sido una experiencia agradable en el aprendizaje de Inglés?


1. Ve películas en Inglés o escucha canciones en Inglés

<table>
<thead>
<tr>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Utiliza la tecnología en casa para mejorar su aprendizaje del idioma Inglés.

<table>
<thead>
<tr>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. ¿Cuántas horas en casa, dedica al aprendizaje del idioma Inglés

<table>
<thead>
<tr>
<th>0-1</th>
<th>2-3</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G

Interview transcripts (Spanish version)

Participant interview #01

Entrevista participante 01

Investigador: Veronica Vega (SS): Hola, ¿Cómo estás?

P01: Bien

VV: Dígame, ¿Qué estrategias aplico para auto-regularse?

P01: este, bueno yo me ponía a repetir en casa sola para mejorar.

VV ok, bueno ¿Qué estrategias aplicó para reforzar su aprendizaje?

P01: Practicaba con mi compañero en el receso, y él me corrregía cuando me equivocaba.

VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P01: A pronunciar mejor, y ahora puedo practicar en la vida real con lo aprendido.

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P01: Lo más difícil fue hablar sin miedo y lo más fácil fue subir los videos a youtube.

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P01: Creo que a darme cuenta de mis errores y a pronunciar mejor las palabras.

Participant interview #02

Entrevista participante 02

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P02: Bien, gracias

VV: Dígame, ¿Qué estrategias aplico para auto-regularse?
P02: Cuando empezó la miss nos explicó que era auto-regularse y empecé por querer lograr entender lo que la miss decía.

VV ok, bueno ¿Qué estrategias aplicó para reforzar su aprendizaje?

P02: Practicaba antes de grabar los videos

VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P02: Entender las preguntas que me hacían y utilizarlo en la vida real como lo del restaurante.

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P02: Lo más difícil fue subir los videos a YouTube y hablar sin miedo

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P02: Ha hablar sin miedo y si me equivoco notar mis errores.

**Participant interview #03**

**Entrevista participante 03**

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P03: mas o menos

VV: ¿Por qué?

P03: nunca me habían entrevistado antes

VV: Dígame, ¿qué estrategias aplico para auto-regularse?

P03: bueno, me motivaba a mi mismo sintiéndome bien cuando no cometía errores.

VV ok, bueno ¿Qué estrategias aplicó para reforzar su aprendizaje?

P03: Practicaba con mi hermano que está en el colegio

VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P03: usar lo que aprendí en situaciones reales como la del restaurante
SELF-REGULATION TO IMPROVE SPEAKING

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?
P03: Lo más difícil fue inicio hablar en inglés en mi escuela anterior no me habían enseñado.
VV: Después de terminar este proyecto ¿cree que ha mejorado?
P03: Sí, porque antes no podía decir nada y ahora me puedo comunicar mejor.

Participant interview #04

Entrevista participante 04

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?
P04: Bien y usted?
VV: Bien gracias por preguntar, Dígame, que estrategias aplico para auto-regularse
P04: pensaba en lo que tenía que decir para darme cuenta si me equivocaba en mi mente.
VV : Ok. ¿Qué estrategias aplicó para reforzar su aprendizaje?
P01: después de grabar mi video lo veía en casa y le pedía a mi hermana que me ayude a practicar otra vez.
VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?
P04: A entender lo qué me preguntaban y a hacer preguntas yo también
VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?
P04: Lo más difícil fue al inicio me ponía nerviosa y lo más fácil utilizar los celulares para aprender mejor.
VV: Después de terminar este proyecto ¿cree que ha mejorado?
P04: Sí, a pronunciar mejor.

Participant interview #05
Entrevista participante 05

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P05: Bien

VV: Dígame, que estrategias aplico para auto-regularse

P05: Con la hoja que nos daba la miss miraba donde me había equivocado más para no equivocarme

VV : Ok. ¿Qué estrategias aplicó para reforzar su aprendizaje?

P05: Practicaba en casa y usaba el internet para escuchar la pronunciación

VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P05: A hablar mejor

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P05: Lo más difícil fue hablar bien y lo más fácil usar youtube

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P05: Si, ahora entiendo un poco inglés.

Participant interview #06

Entrevista participante 06

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P06: nervioso

VV: ¿Porqué?

P06: Nunca me habían entrevistado

VV: Dígame, que estrategias aplico para auto-regularse

P06: Repetía en casa lo que había hecho en el video y buscaba los errores

VV : Ok. ¿Qué estrategias aplicó para reforzar su aprendizaje?
SELF-REGULATION TO IMPROVE SPEAKING

P06: Practicaba con mi compañero

VV: ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P06: A comunicarme en inglés

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P06: El primer video hablar sin errores, lo más fácil crear mi correo.

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P04: Sí, puedo hablar más claro.

Participant interview #07

Entrevista participante 07

Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P07: Bien, gracias

VV: Dígame, que estrategias aplico para auto-regularse

P07: trataba de esforzarme lo que más podía para no equivocarme

VV: Ok. ¿Qué estrategias aplicó para reforzar su aprendizaje?

P07: Practicaba con una tía que vive en Estados Unidos

VV: ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P07: A hablar casi sin equivocarme y corregir mis errores.

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P07: Los primeros videos me ponía nerviosa y me equivocaba

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P07: Sí, porque antes no le podía decir nada a mi tía y ahora sí.

Participant interview #07

Entrevista participante 08
Investigador: Veronica Vega (SS): Buenos días, ¿Cómo está?

P08: Bien,

VV: Dígame, que estrategias aplico para auto-regularse

P08: buscaba ayuda para no cometer errores.

VV: Ok. ¿Qué estrategias aplicó para reforzar su aprendizaje?

P08: Practicaba con mi compañera y memorizaba lo que había escrito

VV ¿Qué cree que es lo más valioso que ha aprendido durante este proyecto?

P08: A darme cuenta de mis errores de pronunciación.

VV: ¿Qué fue lo más difícil y lo más fácil durante esta innovación?

P08: A hablar sin miedo porque esto es nuevo para mí y lo más fácil subir los videos.

VV: Después de terminar este proyecto ¿cree que ha mejorado?

P08: Sí, porque puedo hablar un poco más.
Appendix H

Lesson plan

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

| Institution: Public primary school in downtown Guayaquil | Week 1: What do you want to eat? |
| Year of study: Sixth grade | 7 weeks |
| Student description: 2 students | Hours: 2 hours (120 minutes) per week |
| (include English Level) A1.1 | Professor: Veronica Vega C.pe |
| Professor: | |

I. Transfer Goal (Stage 1)

**Standards the unit will work with: A1 Speaking Production**

Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair).

**Speaking Interaction:**

Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background.

**Goal:**

I want my students to improve their pronunciation and learn new vocabulary, grammar strategies so that, in the long run and on their own, they can participate in short and simple interaction based on social and personal background related to the units given.

**Breakdown of transfer goal**

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they CAN transfer this learning.</th>
<th>B. If we see and hear them do this, then they CANNOT (yet) transfer:</th>
<th>C. What I will commit to doing differently in my</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-REGULATION TO IMPROVE SPEAKING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Can use some simple grammatical</strong>&lt;br&gt;structures, and vocabulary words or phrases.</td>
<td><strong>2. Can pronounce properly short dialogues with limited control of word stress and intonation.</strong></td>
<td><strong>3. Lead students into an active learning process for gaining more confidence on themselves through self-regulation by using mobile devices (reflecting on their own progress through a rubric) (setting goals, planning/actions/strategies to improve and reflecting on progress.)</strong></td>
</tr>
<tr>
<td><strong>1. Attempts a few simple utterances, making a few mistakes.</strong></td>
<td><strong>2. Afraid of mispronouncing in front of others.</strong></td>
<td><strong>2. Motivate them by using mobile devices to record their interactions and engage them to easily interact based on text topics and to self-</strong></td>
</tr>
</tbody>
</table>

3. Provide opportunities to learn from mistakes and be more willing to take part in oral production (using vocabulary and grammar from each unit).

4. Use pair work activities to facilitate the evaluation process and get more opportunities to learn from each other.

### II. Summative Performance Assessment Task (Stage 2)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Provide students with the opportunity to talk about lunch preferences; order food and drink.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Waiter/Waitress, costumer</td>
</tr>
<tr>
<td>Audience</td>
<td>People in a cafetería</td>
</tr>
</tbody>
</table>
Situation: Students receive invitations from another friend on the phone to visit a new cafeteria open nearby their neighborhood where they will express their preferences according to the menu given and enjoy their time together.

Performance: Students will act out (2 minutes each pair - 30 minutes) according to the setting and the intervention of the waiters/waitresses assistants. Student A will be the waiter/waitress and the other will be the customer.

Standards: Use short simple dialogues to communicate with each other. Good pronunciation and performance in requesting meals.

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

<table>
<thead>
<tr>
<th>What students will need to know</th>
<th>The skills students will need to be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Vocabulary</strong> related to:</td>
<td>4. Identify speaking goals</td>
</tr>
<tr>
<td>Food, drinks, likes-dislikes</td>
<td>5. Plan strategies to reach goals</td>
</tr>
<tr>
<td>2. <strong>Grammar</strong> related to subject and object pronouns, possessives, articles, adjectives, verb to be (present), simple present, questions (verb to be, simple present), singular and plural.</td>
<td>6. Use mobile devices to video and organize speaking progress.</td>
</tr>
<tr>
<td></td>
<td>7. Reflect on progress (self-assessment)</td>
</tr>
<tr>
<td></td>
<td>8. Interact intelligibly on familiar topics using new vocabulary and grammar though may have some difficulty.</td>
</tr>
</tbody>
</table>
SELF-REGULATION TO IMPROVE SPEAKING

3. **Pronunciation** related to syllables, word stress and sentence stress

9. Use interaction strategies to communicate with each other.

10. Learn how to talk about lunch preferences; order preferences food and drink.

### 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.

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What can I do with A1 proficiency level?</td>
<td>Students can recognize and understand basic words and phrases about food.</td>
</tr>
<tr>
<td>2. What will my speaking goals be?</td>
<td>Students improve their oral skills based on given criteria.</td>
</tr>
<tr>
<td>3. What can I do to speak better?</td>
<td>Students set goals, and self-assess to reach A1.2 level faster.</td>
</tr>
</tbody>
</table>

### V. Learning Activities (Stage 3) Summary of activities for first unit.

**Transfer goal:**

**Abbreviated Performance Task:**
## Learning Activities (from student’s perspective)

<table>
<thead>
<tr>
<th>Week 1 — (Number of hours) What’s your favorite food</th>
</tr>
</thead>
</table>

### Day 1

1. Proficiency test (45 minutes)

### Day 2

#### Class 1

2. Learning how to self-assess (15 minutes)
3. Set goals and strategies with students to establish desired results (10 minutes)
4. Watch YouTube videos to practice with the rubric. (15 minutes)
   - [https://www.youtube.com/watch?v=uEXL_IpFzUQ](https://www.youtube.com/watch?v=uEXL_IpFzUQ)
   - [https://www.youtube.com/watch?v=oVCtNA4hn_U](https://www.youtube.com/watch?v=oVCtNA4hn_U)
   - [https://www.youtube.com/watch?v=_-tm-QiGjAU](https://www.youtube.com/watch?v=_-tm-QiGjAU)

#### Class 2

5. Feedback on proficiency test (15 minutes)
6. Warm up activity, memory game, with pictures of food and drinks (10 minutes)
7. Compare and contrast about their favorite food in the cards (5 minutes)
8. **Pair Work. Practice with peers the dialogs from the book (Do you like/Do you Want) and add new questions. Then Mingle with to practice. (10 mins.)**

### Week 2

<table>
<thead>
<tr>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify the students’ level.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For practicing before the real assessment activities take place</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For formative purposes.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Day 3

#### Class 1

9. **Game: I spy with my little eye**  
   (describing food and drinks using adjectives) (5 minutes)  
10. **Song: What do you want** (5 minutes)  
11. **Fill in the blank with words from the song** (5 minutes)  
12. **Picture arranging according to the song** (5 minutes)  
13. **Video about healthy and unhealthy food** (5 minutes)  
   [https://www.youtube.com/watch?v=KTdxTk7J0rM](https://www.youtube.com/watch?v=KTdxTk7J0rM)  
14. **Students complete a chart about healthy and unhealthy food** (5 minutes)

#### DAY 4

#### Class 1

15. **Recap of previous class** (3 minutes)  
16. **Leading activity: Recall food and drinks words using visual aids about food** (7 minutes)  
17. **Game: Rotten apples** in this game student will develop their listening skill (7 minutes)  
18. **Workbook about the unit 3, including listening and writing activities** (23 minutes)

#### Class 2

19. **Guided practice: SS role play the dialog from the book “At the supermarket”**. (10 minutes)  
20. **Independent practice: Students record themselves about the dialog they created the previous classs**. (10 minutes)
### Week 3
**Day 5**

21. SS upload the first video to Padlet and then they self-assess using the rubric (20 minutes) each student will create its own board.

### Day 6

22. Recap of previous class (3 minutes)
23. SS will watch a video “How to make a fruit salad” (10 minutes) [https://www.youtube.com/watch?v=JoU3hkyZ8e8](https://www.youtube.com/watch?v=JoU3hkyZ8e8)
24. Complete with the words from the recipe (7 minutes)
25. In groups of four students will follow the instruction from the recipe and prepare the fruit salad (20 minutes)

### Week 4
**Day 7**

26. Recap of previous class (3 minutes)
27. Writing: Students will write a short dialogue about likes and dislikes relating to food (7 minutes)
28. Independent practice: Students record themselves about the dialog they created. (15 minutes)
29. Students upload video #2 to Padlet to later self-assess at home (10 minutes)

### Day 8

30. Students will act out according to the setting and the intervention of the waiters/waitresses assistants. (30 minutes)
31. Students upload the video to YouTube for later self-assessment.

<table>
<thead>
<tr>
<th>Research video #2</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Video #3</td>
<td>X</td>
</tr>
<tr>
<td>To check improvement</td>
<td>X</td>
</tr>
</tbody>
</table>
33. Students reflect on their progress by writing about their experiences during the three weeks. (10 minutes)  

Week 5  
Unit 4 Can you play the piano?  

Day 9  
Class 1  
34. Warm up activity, guess the name of the instrument by listening to its sound (10 minutes)  
35. Compare and contrast about their favorite type of music and favorite singer (5 minutes)  
36. Pair Work. Practice with peers the dialogs from the book (Can you play the piano?) and add new questions. Then Mingle with to practice. (10 mins.)  

Day 10  
Class 1  
37. Recap of previous class (3 minutes)  
38. Memory game, with their cellphones students with play in pairs a memory game about musical instruments (5 minutes) http://www.playrific.com/z/21241  
39. Song: What do you do at music class (10 minutes)  
40. In pairs a set of six “Musical instruments” game cards. Ask each pair to arrange the cards in order as they listen to the song (5 minutes)  
41. Picture arranging according to the song (5 minutes)  
42. Video about musical instruments https://www.youtube.com/watch?v=3ogepZsCnbY. (5 minutes)  
43. SS create a chart about the instruments
they like on the video (5 minutes)

**Class 2**
44. Recap of previous class (3 minutes)
45. Guided practice: SS role play the dialog from the book “Can you play the piano”. (10 minutes)
46. Independent practice: Students record themselves about the dialog they created the previous class. (10 minutes)
47. SS upload the first video to Padlet and then they self-assess using the rubric (15 minutes)

**Day 11**
**Week 6**

**Class 1**
48. Recap of previous class (3 minutes)
49. SS will watch a video “How to create a maraca” (10 minutes) https://www.youtube.com/watch?v=DqeKYEg
50. Complete with the words from the instructions (7 minutes)
51. In groups of four students will follow the instruction and create their own musical instrument (20 minutes)

**Day 12**

**Class 1**
52. Recap of previous class (5 minutes)
53. Oral spelling game to review words for musical instruments. (15 minutes)
54. Writing: Students will write a short dialogue about what do they do at music class, their music preferences (20 minutes)

**Class 2**
55. Independent practice: Students record themselves about the dialog **they created**. (15 minutes)
56. Students upload video #5 to Padlet to later self-assess at home (10 minutes)
57. Speaking test about Unit 4 (30 minutes)
58. Speaking post test (30 minutes)
59. Feedback on post test (10 minutes)

Class 2
60. Students will reflect on their progress during the innovation. They will write a short reflection about it (20 minutes)
61. Interviews of 8 students from the sample (20 minutes)

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?

In case my plan is not yielding the expected result I would consider my plan B, include more meaningful activities and pay more attention to the ones learning and a slower pace.
Appendix I

Chronogram

Project: Facilitating Self-Regulation with Mobile Devices to Improve Speaking Skills

INNOVATION CRONOGRAM – December-2018---January

<table>
<thead>
<tr>
<th>Week</th>
<th>Task / Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking Proficiency-Test SILL Students set goals and strategies</td>
</tr>
</tbody>
</table>
|      | (1) **Teach** to use rubric assessing  
|      | (2) YouTube practice  
|      | (3) Feedback on proficiency-test |
| 2    | • Independent practice: Students record and self-assess the first role play “At the supermarket”.  
|      | • Students self-assess using the rubric  
|      | • self-regulation pre-test RO#1 RO#2  
|      | 90 minutes) |
| 3    | • Students record themselves about the dialog they created.  
|      | • Unit 3 lesson 1 speaking test |
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| 4 | Students role-play a scene from a restaurant and they record themselves  
   | Unit 3 lesson 2 speaking test and self-regulation RO#1  
   | Students write 100-word Progress Reflection #1. RO#  
   | Feedback on self-regulation |

| 5 | Students record asking about music preferences  
   | Students self-assess using the rubric  
   | Feedback on self-regulation |

| 6 | Students record themselves about the things they do at music class.  
   | Students self-assess using the rubric  
   | Feedback on self-regulation  
   | speaking test and self-regulation RO#1 |

| 7 | Speaking **post-test** and self-regulation RO#1 RO#2  
   | Students write 100-word Progress |
| Reflection on progress. RO#3 • Interviews |  |  |  |  |
SELF-REGULATION TO IMPROVE SPEAKING

My wix site

mariavega3.wixsite.com/my-site