Facilitating Self-Regulation with Mobile Devices to Improve Oral Production

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Abstract

The purpose of this study was to improve students’ oral production by instructing self-regulation strategies facilitated with mobile devices. This research was conducted with thirty-two-second baccalaureate students from a public institution in La Maná Parish, Cotopaxi, Ecuador. This research focused on oral production, because of the fact that students were not able to produce spoken language according to the required level. This action research project was implemented in seven weeks, gathering quantitative and qualitative data from pre and post-tests, a self-evaluation rubric, weekly learning logs, field notes, and a final interview. The effect size from quantitative data showed a moderate impact, Cohen’s $d=0.59$ as a result. Qualitative data and field notes yielded positive results in students’ oral production and a positive reception and implementation of self-regulation strategies to improve their language learning. The innovation benefited grammar and vocabulary, pronunciation, as well as communicative interaction. Some key findings emerged from this research; oral production was definitely improved by instructing self-assessment as part of self-regulation skills, helping students to become more autonomous as a result of the new technologies available. Findings from this innovation have implications for teachers who want to improve oral production in public schools in record time.

*Keywords:* self-regulation, self-assessment, oral production, mobile devices.
Resumen

El siguiente estudio tenía como objetivo mejorar la producción oral de los estudiantes al instruir estrategias de autorregulación facilitado mediante dispositivos móviles. Esta investigación se realizó con una muestra conformada por treinta y dos estudiantes de bachillerato, pertenecientes a una institución pública del Cantón La Maná, Cotopaxi, Ecuador. Esta investigación se centró en la producción oral debido al hecho de que los estudiantes no alcanzaron el nivel requerido en la habilidad de habla Inglesa. Este proyecto de investigación de acción se implementó en un período de siete semanas recolectando datos cuantitativos y cualitativos de las pruebas previas y posteriores, una rúbrica de autoevaluación, registros de aprendizaje semanales, notas de campo y una entrevista final. El tamaño del efecto de los datos cuantitativos mostró un impacto moderado, $d = 0.59$ de Cohen como resultado. Los datos cualitativos y las notas de campo arrojaron resultados positivos en la producción oral de los estudiantes y una recepción e implementación positivas de estrategias de autorregulación para mejorar su aprendizaje del idioma. La innovación benefició la gramática y el vocabulario, la pronunciación y la interacción comunicativa. Algunos hallazgos clave surgieron de esta investigación, la producción oral definitivamente mejoró al instruir la autoevaluación como parte de las habilidades de autorregulación, ayudando en la autonomía de los estudiantes como resultado de las nuevas tecnologías disponibles. Los resultados de esta innovación tienen implicaciones para los maestros que desean mejorar la producción oral en las escuelas públicas en un tiempo récord.

_palabras clave:_ autorregulación, autoevaluación, producción oral, dispositivos móviles.
Facilitating Self-Regulation with Mobile Devices to Improve Oral Production

The English language is a powerful tool for business and education as well as social interaction. The low level of proficiency in English is not an isolated problem in Ecuador, but a regional problem in Latin America. However, something that is really alarming is the fact that the EF English Proficiency Index (Education First, 2019) placed Ecuador at 81 out of 100 nations around the world. Additionally, in Latin America, Ecuador occupies the last place among 19 countries. Several changes have been implemented in the English learning field over the last six years in Ecuador, all of them related to the output level of proficiency which established B1 level as the objective to achieve at the end of the third year of baccalaureate.

The Ministry of Education (Ministerio de Educación, 2014b) highlighted how important it is to acquire a domain of a wide range of vocabulary, grammar, and communicative interaction to become independent users and express their opinions spontaneously in unpredictable situations. Likewise, the Ecuadorian Ministry of Education (Ministerio de Educación, 2012) avowed “Not only is much of our technological, scientific, academic, and social information written in English but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world” (p. 5). On this note, the main goal of English as a mandatory subject in Ecuadorian public schools is to achieve communication in a world that speaks English. However, the limited time in class does not help students achieve B1 Level, which is considered the ideal output profile.

Hence, it is necessary for learners to take an active role in their learning process, as well as use modern tools such as mobile devices to improve their language domain to achieve desirable outcomes. Richards (2006) affirmed that language learning is the
result of several competencies such as the interaction between the learner and users of the language, the feedback learners get when using the language, the experimentation that the learner does with different ways of saying things, the negotiation of meaning between the interlocutor and the learner, and the creation of meaningful and purposeful interaction using the target language.

In the past, English as a subject was taught in the private system but was neglected in the public system (Paredes et al., 2018). With time, parents in the public system have begun demanding better results in the public schools as well. They all realize the many possibilities and opportunities that speaking English as a second language presents for all citizens in Ecuador. Additionally, in order to have regulations for the implementation and operation of the international Baccalaureate program in Public, Fiscal and Private educational institutes, local authorities have issued some international agreements (Ministerio de Educación, 2014a). In 2014 the Ministry of Education through agreement 052-14 made some reforms that reassure and reinforce its commitment to strengthening English instruction in the public education institutes as a mandatory subject setting the starting year 2016 (Ministerio de Educación, 2014a).

Furthermore, several changes to standardize the output English proficiency profile of the students have been implemented (Ministerio de Educación, 2012). For example, at the end of 9th grade, students are supposed to be at the A1 Level. At the end of the 1st year of Baccalaureate, students are supposed to be at A2 Level. At the end of the 3rd year of Baccalaureate, students are supposed to be at B1 Level. In addition, the Ecuadorian Ministry of Education (Ministerio de Educación, 2012) set standards previously established by the Common European Framework of Reference (CEFR) and
aimed to cause Ecuadorian students to become competitive in a society which day by day demands not only bilingual but multilingual professionals.

Ramírez and Viteri (2016) found some specific factors in Ecuadorian classes that were problematic and aggravated the possibilities of obtaining desired outcomes such as overcrowded schools, teachers without an adequate level of instruction, and students’ lack of commitment. Additionally, the teacher’s level of proficiency is considered, in most instances, not appropriate to give adequate input to the language learners. On the other hand, the authors highlighted some positive aspects such as the level of satisfaction of the Ecuadorian teacher in their job places, which reaches a 96% in Ecuador. However, these high levels of satisfaction do not necessarily result in high student achievement results.

Even though Ecuadorian teachers and students have been guided by the Common European Framework of Reference (CEFR) standards, there is a lack of improvement in all the four English skills (Education First, 2019). The pressure to achieve a B1 level at the end of 3rd year of baccalaureate falls on both teachers and students. Whereas the Ecuadorian curriculum adds English as a mandatory subject since the first year of baccalaureate, five hours per week, the Ecuadorian students have to work against the clock to achieve such a goal. Hence, for Ecuadorian English teachers to get a Bachelor in teaching English it is not enough to work in a public high school, a B2 certificate is now also a mandatory requirement since 2012. That requisite provides at least some guarantees of the quality of the input that will be provided by the teacher.

Furthermore, Cronquist and Fiszbein (2017) stated that even when the level of proficiency is generally low based on international standards, it is comparable with the
other countries in Latin America, showing that reading and writing scores are higher than listening and speaking scores. Something that has become a pattern in any language course, giving the fact that writing allows for think time, there is a greater focus on writing at the expense of the other skills. The authors further suggested that “low proficiency is not due to an intrinsic learning difficulty experienced by Latin Americans.” (p. 15). On this basis, it is clear that speaking could be the highway to achieve B1.1 CEFR learning goals in Ecuadorian classrooms.

Nation and Newton (2009) pointed out that to push learner output skills, speaking included, there are some factors to take into consideration, these factors include “… covering a range of topics, a range of text types, and a range of performance conditions” (p. 116). On top of that, Tomlinson (2013) stated that the cognitive process is compounded by conceptualization (learners’ capacity to select content and ideas), formulation (Learners’ need to express content), articulation (Learners’ ability to articulate their ideas), and product (English language as a final product). Moreover, Krashen (2013) stated that there must be a certain domain of grammatical rules and language knowledge before a student could be capable of producing language.

Concerning student reluctance to speak, Tomlinson (2013) stated that reluctance could be directly interpreted as a lack of motivation, yet it is clear that there are several emotional or psychological factors that account for learners’ resistance to speak. Nation and Newton (2009) avowed that the process behind a successful speaking activity starts with setting realistic goals based on the age and level of the learners, giving them a real reason to use English to convey their ideas. It is also important to mention that sometimes a speaking activity could be engaging and keep them busy, yet it has little learning value (Nation & Newton, 2009).
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It is undeniable that the use of technology has brought benefits to the teaching of English. The National Research Council (2000) stated that access to students’ performance and feedback had improved thanks to the evolution of technology and its implementation in educational fields. Likewise, Miangah and Nezarat (2012) stated that technology facilitates students’ access to learning materials. The authors also emphasized the ease of recording students’ speaking to self-evaluation and goal setting (Miangah & Nezarat, 2012).

Brown and Harris (2014) declared self-assessment as a critical element of self-regulation and as a means to enhance academic performance. At the same time Hattie and Timperley (2007) pointed out the importance of self-assessment as a means to have students self-evaluate their level of understanding. Both authors asserted that self-assessment boosts the effort that the students make in developing a task, accomplishing a goal, setting plans, and improving academic expectations.

There are some studies about self-regulation that have been carried out that showed its effectiveness. Duckworth and Carlson (2013) concluded that children’s ability to self-regulate attentional, behavioral and emotional impulses are key to succeed academically. They also posited that self-regulation can be cultivated even when background conditions are not desirable.

There are also studies related to the use of mobile devices in language learning like Miangah and Nezarat (2012) who stated that mobile devices are involved in all aspects of life, learning processes included. They also mentioned that there is much work left to do in the educational field. On the other hand, some studies in Ecuador about the effectiveness of self-regulation training using mobile devices to improve oral production are available (Ontaneda, 2019; Saltos, 2019; Vega, 2019), all of them carried
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out in different contexts but also sharing some similar background, which helped to expand the perspective and the effectiveness of this research work.

Some of the problems the researcher dealt with were related to the background that the sample presented, which could be described as low level, especially since the national curriculum set a B.1 level for the second year of baccalaureate. However, at the moment, a B.1 level is far from reality because the sample barely reached an A.1 level of proficiency, results that were supported by a placement test. The oral production in the target language was nonexistent and the majority of classes used to be run in L1 before the implementation of this innovation. What is more, access to technology was also limited in the school in question.

The purpose of this study was to get students involved in their learning by using self-regulation processes to set achievable goals that ultimately improved oral production with the use of mobile devices. In order to accomplish all the previously mentioned, the present investigation formulated three research questions. 1. To what extent did students’ oral skills improve? 2. To what extent did students’ self-assessment improve? 3. What was the students’ perspective of the innovation? These questions were addressed in seven weeks after analyzing results from a public high school in La Maná Parish in the province of Cotopaxi- Ecuador. All the data was gathered from videos previously recorded by thirty-two students, who were also instructed to manage a rubric to self-evaluate their performance. It is noteworthy that any effort to improve oral production had not been carried out in any public or private institution in La Maná Parish until the development of this innovation.
This research aimed to improve oral production by instructing self-regulation techniques facilitated by mobile devices. All the activities developed helped to get answers about the effectiveness of instructing self-regulation to enhance academic performance (Duckworth & Carlson, 2013). The basis of this innovation builds on studies about the Communicative language learning (CLT) approach, Mobile assisted language learning (MALL), Self-regulation as related to self-assessment, Assessment of Speaking, and Understanding by design.

This paper begins with a review of the literature regarding self-assessment as a vital part of self-regulation (Brown & Harris, 2014). With the appropriate design of assessment tools, standards, as well as learning improved when compared to existing simple measurements of limited knowledge (Gibbs & Simpson, 2005). Mobile-assisted language learning (MALL) is considered an extension for learning in a virtual environment which, in turn, represents new opportunities due to its innovative nature. Along with MALL, Communicative Language teaching, and backward design are also tools used to structure the activities developed in this innovation.

Hattie and Timperley (2007) mentioned that self-regulation primarily involves close interaction among students' commitment, control, and confidence in seeking to enhance their own learning. The importance of Communicative language teaching (CLT) implied new roles for both teachers and students, who are expected to have a higher grade of responsibility in their learning process (Richards, 2006). CLT principles could be reinforced by innovative activities using the Understanding by design.
framework (UbD) to plan, develop and apply meaningful and transferable concepts (Wiggins & McTighe, 2011).

**Assessment of Speaking**

Harmer (2014) mentioned that speaking assessment could be as simple as an interview, a pair work activity, asking students to perform tasks, using picture descriptions, role play, and so on. However, the same author emphasized that those tasks could lead to a very subjective evaluation unless the evaluator does something to modify this subjectivity. In addition, the author asserted that simple marking scales could fix subjectivity and avoid clumsiness in speaking assessment. The Council of Europe (2018) settled speaking performance indicators to standardize speaking assessment in each level from A1 to C2 level of proficiency, which facilitates the assessment of speaking.

Gibbs and Simpson (2005) emphasized that assessment must be looked at as a means of supporting the learning process. These authors also stated that sufficient and engaging assessment tasks along with sufficient and students’ focused feedback are conditions under which assessment supports student learning. In addition, Brown and Abeywickrama (2010) declared that speaking cannot be assessed in isolation, because it is closely interrelated with listening. Additionally, they mentioned that it is possible to isolate some speaking performance tasks such as monologues, speeches, telling a story, reading out loud, that let teachers assess oral language without the aural participation of an interlocutor” (Brown & Abeywickrama, 2010, p. 183).

**Grammar and Vocabulary**

Harmer (2014) described grammar and vocabulary as part of the elements of language. The author considered that the meaning of a sentence is the result of putting
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these elements in the correct order, in which the vocabulary is the element, and the grammar is defined as the rules that establish the order. These rules are unbreakable, however, some changes are allowed and not in all cases that alter the meaning. The speaker has to manage the necessary vocabulary and also know the correct location a word has in speech.

Pronunciation

Having a stable pronunciation lets a new word or phrase be repeated by the brain over and over again. Consequently, this new knowledge will move from working memory to long-term memory. This mental process is called the phonological loop (Nation & Newton, 2009). On the other hand, Harmer (2014) posited that "the way the sentence is spoken will also determine exactly what it means" (p. 61). Hence, the meaning of a word or phrase in the spoken language depends upon different features since the way the speaker makes the sound, how it is stressed, the pitch and the intonation also define the meaning and could change the message.

Interaction and communication.

Brown (2000) stated that communication could take place once the learner becomes more familiarized with the foreign language. Richards (2006) declared that communicative competence is achieved once the speaker masters the functions needed to succeed across a wide range of spoken situations. The Ecuadorian Ministry of Education (Ministerio de Educación, 2014b) recognizes as its main objective to help students develop their communicative language skills knowing that interaction and communication are the primary functions of language.
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Self-regulation

Hattie and Timperley (2007) declared that self-regulation is possible if there is an “interplay between commitment, control, and confidence” (93). Furthermore, the authors asserted that creating an appropriate environment that fosters self-regulation contributes to empowering students’ performance and obtaining productive outcomes (Hattie & Timperley, 2007). Simultaneously, Zimmerman (as cited in Brown & Harris, 2014) claimed that self-regulation is the ability to find the motivation, the capability to set goals, and the ability to select methods that lead students to the goals they previously stated.

Self-assessment is an ability that could be taught and it should be learned as a component of self-regulation (Brown & Harris, 2014). In addition, Rolheiser and Ross (2013) claimed that appropriate self-evaluation training helps learners to accomplish tasks easily. What is more, self-evaluation increases self-confidence, improving students' compromise of setting higher goals, dedicating more effort to language learning. Those claims are endorsed by Brown and Harris (2014) when they declared that “self-assessment contributes to greater meta-cognitive skills associated with greater achievement” (p. 24). Brown and Abeywickrama (2010) went further and ensured that self-assessment helps more successful learners take the learning process beyond the classroom without the need of a tutor.

The Ecuadorian Ministry of Education in Standard 4.c.5 specifically states in the Classroom-Based Assessment for English Language Learners that teachers should “Prepare students to use self- and peer-assessment techniques when appropriate” (Ministerio de Educación, 2012, p 6). It is also called to do it regularly and as part of the transversal development axis. Furthermore, Duckworth and Carlson (2013) asserted that
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self-regulation can be cultivated. Besides, the authors encouraged self-regulation techniques that could be useful not only for a language learning process but for life, which is in agreement with what the Ecuadorian Ministry of Education tries to foster in-class time.

Mobile-Assisted Language Learning (MALL)

It did not take too much for mobile devices to be part of daily life and an essential tool for social interaction. Therefore, technology is presented in all aspects of life, from entertainment to business and education. Miangah and Nezarat (2012) highlighted the fact that mobile devices have expanded the concept of a classroom and go beyond the limits of a physical room, into a virtual classroom, with no limits and barriers that block student-teacher interaction and have turned, in terms of availability, to 24-hours a day and seven days a week. Nonetheless, Miangah and Nezarat (2012) also mentioned that collaborative learning is the key, because it is not just about the tools that a mobile device could offer but the chance to be in touch and get real-time interaction that makes mobile devices a key element in current and future education systems.

Pellerin (2012) affirmed that mobile devices not only improve oral skills, but also literacy skills, and go further in fostering motivation among young learners who are willing to use the target language and become part of their own learning process (self-regulation), by promoting new possibilities to be assessed by the teacher, by themselves (self-assessment), and by their classmates. To this respect, Tarighat and Khodabakhsh (2016) affirmed that Mobile-Assisted Language Learning (MALL) should be considered in the assessment process as a substantial factor that helps the transformation
from a static and traditional evaluation to something called as Dynamic Assessment (DA).

**Communicative Language Teaching (CLT)**

Richards (2006) highlighted how the communicative language teaching stepped away from the traditional lesson format, full of controlled activities, and teacher-centered, toward a student-centered model that focused more on communicative tasks such as group work, project work, and role-plays. Additionally, the author posited how important it is to develop fluency and how this could be improved through engaging meaningful interaction with activities that foster comprehensible and ongoing communication despite the communicative competence that the speaker has had (Richards, 2006).

The sample of this innovation was composed of 32 students. Jabeen (2014) mentioned that large classes are a deterrent to implementing CLT activities. Additionally, the author also recommended scaling down the size to something more manageable giving the chance to the students to get the appropriate attention from the teacher. However, the implementation of a CLT approach was possible thanks to technology as well as the self-regulation strategies implemented in this research project. The role of the teacher as facilitator and monitor as well as the role of the student as responsible for their own learning (Richards, 2006) were essential for the design of this project.

**Understanding by Design (UbD)**

Wiggins and McTighe (2011) declared Understanding by Design (UbD) as an alternative to traditional methods. The authors posited the idea of transferable concepts and how this could become lifelong learning if the teacher provides multiple
opportunities to apply what was learned in a meaningful context (Wiggins & McTighe, 2011). What is more, as the authors stated, the participants of this innovation got several opportunities to transfer their learning into authentic performance in new situations (Wiggins & McTighe, 2012), through projects that were video recorded in pair work, performing role-play situations. Additionally, Wiggins and McTighe (2012) highlighted self-knowledge as the last of six facets of understanding.

**General Objective**

What is the effect on oral production of using self-regulation facilitated by mobile devices in an A1 level class of 32 high school students of a public institution in La Maná Parish?

**Research Questions**

1. To what extent did students’ oral skills improve? (Quantitative)

2. To what extent did students’ self-assessment improve? (Quantitative)

3. What was the students’ perspective of this innovation? (Qualitative)

**Innovation**

The following innovation took place in La Maná Parish, Province of Cotopaxi – Ecuador. The study was conducted in a period of seven-weeks. The sample was composed of thirty-two students from a public institution, at the second year of Baccalaureate. This research had an ultimate goal to instruct self-regulation techniques as well as effective assessment practices using the technology available at that time to improve oral production. To do so, this research project describes the effect of
instructing self-regulation strategies (planning, self-assessment, learning logs, and reflections) to foster oral production, all of these helped by mobile applications.

Since the level of the students that composed the sample varied from A1 to A2, and their oral production could be described as nonexistent, it was expected to reach considerable improvement in their speaking skills. The expectation was that at the end of the seventh week, students should be able to talk about holiday plans, ask for information, express their opinion, give some recommendations, and make some suggestions about places they might visit with an A2 level of speaking proficiency. In order to facilitate self-evaluation and self-assessment, students worked in pairs to plan, scheduled and recorded five videos that later were uploaded by the teacher to a free version of Padlet.

All the topics to be covered in the application of this innovation were taken from the English B1.1 2016 book, which was provided by the Ecuadorian Ministry of Education at the very beginning of the school year. The students worked on Unit 5, where the content is presented through four lessons. It is worth mentioning that students were already accustomed to the book format, so the process went smoothly through every lesson. Finally, in order to keep a checklist of the activities to be carried out in the research, an innovation chronogram was designed (Appendix A).

At the beginning of the first week, the researcher presented basic and complex content about self-regulation (self-assessment, self-monitoring, and how students would set realistic and practical goals for every lesson). The training started with a presentation of a video about self-regulation and how important it is for achieving not only academic goals but also for personal growth. Besides, the students were orientated on how to self-evaluate their performance using a self-assessment rubric (Appendix B), using some
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official Cambridge printable material and videos available on YouTube. After watching each of the two videos, students evaluated speakers' performance and compared their grades with the Cambridge official scores. The comments and rationale of the grades were shared with the class. A semi-structured action plan to facilitate self-regulation was also included at the bottom in the rubric. At the end of the first week, the students recorded their first 2-minute video.

During the second week, and in order to know the background of the students an adaptation of the Strategy Inventory for Language Learners (SILL) developed by Rebecca Oxford was administered (Appendix C). Next, students self-evaluated their first video, and they wrote their first learning log (Appendix D) for further qualitative analysis. During this week, students worked in pairs to record a video asking and answering some questions that are detailed of the UBD Plan (Appendix E). Finally, the teacher prompted students to record the second 2-minute video.

In the third week, using the teacher and student self-evaluation rubric, students self-evaluated their second video. They also wrote their second learning log for further qualitative analysis. During this week students worked in groups of four to complete a dialogue and fill some blanks. Students listened to a radio spot about beach resorts and completed the chart. The teacher provided some listening strategies to identify details when formulating tag questions. Students chose a tourist place they considered worth visiting and chose three attractions, using their mobile devices to look for some information about the benefits of their selected holiday destination and its attractions. Once they finished, students took turns to act out their answers and record their third video. The length of the video was not limited by the teacher.
In the fourth week, students covered lesson number 2 “Amazing Things to Do”. The routine was the same as in previous weeks, students evaluated their third video, and wrote their third learning log (Appendix D). For the last time and in order to provide instant feedback and extra support, both self-assessment and learning logs activities were done during class time. As a warm-up, students listened to a conversation that was recorded using reported speech and wrote down as many sentences as possible from the audio. The teacher asked them to compare their sentences with the original script. Finally, students listened to the previous conversation as many times as they wanted, focusing on reproducing the original audio as much as possible, which lasted one minute and 12 seconds. The time limit for their fourth audio was set to two minutes maximum. This activity was recorded outside of school.

The fifth week was about covering Lesson 3: “Holiday Destination.” Students read a brochure with some gaps and chose a suitable sub-heading for each gap. The teacher asked students to watch the video “Iguazu Falls Vacation Travel Guide”. Students looked for extra information on their mobile devices about Iguazu falls and its location, attractions, and cost. Next, they walked around the class sharing information about Iguazu Falls and surrounding areas. Then, students watched the video “10 things to do in Ecuador”. Using their mobile devices, students looked for extra info about Ecuador and wrote their own top 10 cities to visit. Lastly, students created a brochure about places to visit around the world. They recorded their fifth video, which was no longer than three minutes.

In the sixth week, students covered the content from Lesson 4 entitled “Living Like a King.” Basically, this lesson was related to idioms and how to use it with informal speech. Students worked on their books and covered practical vocabulary to
give recommendations and make suggestions. Using their mobile devices, students wrote their scripts for a TV spot that contained useful information about the regions, gastronomy, and natural and man-made attractions to promote a holiday destination of their preference. Students watched the last TV spot "All you need is Ecuador" in order to get some extra ideas. The time limit for this last video was set from two to five minutes.

Finally, the seventh week of this innovation was focused on gathering all the self-evaluation rubrics and learning logs, six per student, as well as the final assessment. All the activities developed did not interfere with the national curriculum. On the contrary, as the innovation was conducted in the regular schedule and was developed covering the content mandated by the Ecuadorian Ministry of Education, the process enhanced the learning because it nurtured self-regulation habits and boosted oral production in record time.

**Methodology**

The following work is an action research project, based on what Sagor and Association for Supervision and Curriculum Development (2000) stated, action research could be conducted by a single teacher, the head teacher of the class in this particular case, who accomplished the following process:

1. Selecting focus: to figure out what aspects of student learning the author considers time-worthy to investigate.
2. Clarifying theories: to identify values, beliefs, and theories.
3. Identifying the research question: to guide the investigation process.
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4. Collecting data: to collect valid and reliable data using a variety of instruments.

5. Analyzing data: to find the story told by the data.

6. Reporting results: taking into consideration that several minds think better than one, it is vital to report the author’s findings to be used by the whole teaching-learning community.

7. Taking informed actions: to draw an action plan to improve teaching and student learning.

Sagor and Association for Supervision and Curriculum Development (2000) also insisted that taking actions from the resulting data after conducting action research is the only way to avoid vague efforts in giving the next logical step to improve the teaching-learning process. Ferrance (2000) agreed when he wrote: “action research is a process in which participants examine their own educational practice systematically and carefully” (p. 1).

This research gathered qualitative and quantitative data from the whole process. It started with a placement test to set reachable but ambitious goals and ended with a semi-structured interview to measure the perspective of the students towards this innovation. The purpose of this study was to instruct self-regulation techniques facilitated by mobile devices to improve students’ oral production. The latter was measurable due to the ability of the students to set and achieve their action plans, using quantitative and qualitative data gathered through the implementation of this research.

Participants

The sample was composed of thirty-two students from the second baccalaureate in a public institution situated in La Maná Parish, province of Cotopaxi-Ecuador, their
ages ranged from fifteen to nineteen years. This wide range of ages is primarily due to some members of the sample starting school late because they live far from school. The low to middle socio-economic status of students was another factor that affected the age range. However, students' socio-economic factors did not interfere with their ability to manage mobile devices. Furthermore, the whole sample did not have any problem sharing their technological resources.

Although they had been instructed and trained about the English language since the eighth grade, their level was not meeting expectations. According to the Ecuadorian Ministry of Education A2 is the desirable level to be achieved in the second baccalaureate, and a B1 level at the end of third year of baccalaureate, a goal far from being achieved as a result of the low English speaking level of the students in the sample. After analyzing an adapted version of the Unlimited Placement Test, the results showed that the vast majority of the students were barely reaching A1.2 level. Sixteen out of the thirty-two participants were boys, representing the 50%, and sixteen were girls representing the remaining 50%.

**Instruments**

Qualitative and quantitative data was collected via several instruments like the Strategy Inventory for Language Learning (Appendix C). The researcher administered a computer-based test to measure student level of proficiency (Appendix F). To measure students’ speaking skills, the sample was tested in pairs using Cambridge A2 Speaking Analytical Scale (Appendix G). Pre-post speaking proficiency tests were also administered (Appendix H). The researcher provided a speaking rubric adapted from the KEY Cambridge test (Appendix B), learning-logs (Appendix D), interviews (Appendix
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I), and self-evaluation sheets for each video recorded along the days that this innovation was carried out. The instruments for this innovation tried to answer the following questions:

1. To what extent did students’ oral skills improve? (Quantitative)
2. To what extent did students’ self-assessment improve? (Quantitative)
3. What was the students’ perspective of the innovation? (Qualitative)

Furthermore, the previously mentioned instruments gathered quantitative and qualitative data. The independent variables were six leaning logs per student that recorded students’ self-regulation process (quantitative methods) and eight semi-structured interviews to analyze the perception of the students toward this innovation (qualitative method). The dependent variable was oral interaction.

**Strategy Inventory for Language Learning (SILL)**

In order to get some information about students’ backgrounds, the researcher adapted Rebecca Oxford’s Strategy Inventory for Language Learners (Oxford, 2003) into students’ reality. As the sample was high school students with a low level, it was translated into Spanish to facilitate autonomous work. Since the students’ average level was A1.2, it would have been impossible to gather reliable data for the original English version (Appendix C).

The instrument gathered information about self-regulation strategies that students already use as language learners. What is more, this instrument also gave some information about favorite previous learning experiences that could be vital to set an action plan. In addition, the researcher noticed whether students tried to learn the language in their free time.
A2 KEY (KET) test

The Cambridge KET (Cambridge, 2020) was a tool that helped to determine the level of communicative abilities students had. It was administered at the beginning and at the end of the innovation (Appendix F). Due to the low proficiency level of the students, the oral test required lots of prompting and at the end the test was limited to the first part. It measured mostly understanding and interaction. Each test was video recorded for later evaluation.

Speaking Rubric and Self-regulation worksheet

The rubric was created for both the teacher's evaluation and the students' self-evaluation process (Appendix B). It was an adaptation in Spanish from Cambridge English KET A2 level (Cambridge, 2020). Due to the complexity of a self-evaluation process, students were instructed through videos and scripts that introduced them into self-assessment as a valuable part of a self-regulation strategy. Furthermore, the rubric provided quantitative data that was compared with the teacher assigned grade.

Hence, the rubric provided a record of students’ progress through five videos that compose this innovation. Besides, the rubric graded students’ performance in three categories such as 1. Grammar and Vocabulary, 2. Pronunciation, 3. Interaction and communication. Finally, the final part of the rubric, specifically in a section called “what I am going to do to improve”, students had the chance to check some statements related to self-regulation strategies that were taken directly from the answers the students provided in the SILL (Appendix C).
Interview and Reflections

For the qualitative part of this innovation, the researcher gathered information from students’ point of view using a learning log sheet (Appendix D) after each self-evaluation (Appendix B). Furthermore, students described their perspective about 1. What they did, 2. How they worked, and 3. What they learned. At the end of this research, eight students, who were chosen randomly, provided their perceptions for the innovation by responding to a set of interview questions (Appendix I). The interview contained seven semi-structured questions in Spanish. The researcher covered a wide range of the student’s personal perception about this innovation. Transcripts were carried out for further analysis. The questions were the following:

1. What did you learn during the innovation?

2. What did you do to learn?

3. What did you like about the innovation?

4. What were the challenges?

5. What did you feel while recording the videos?

6. What strategy did you consider the most useful?

7. Would you like to continue working with mobile devices for the next school year?
Ethical Considerations

As the research that was conducted involved minors, an authorization letter was previously sent to the parents to ensure the permission and the participation of their children to upload videos on Padlet as a vital part of the innovation. When doing research, the researcher had to get permission from parents or supervisors that involves children's participation (McNiff & Whitehead, 2010). Additionally, an authorization from the school authorities was requested. Students’ personal information was anonymously maintained.

Furthermore, it is critical to ensure confidentiality and anonymity to publish information that involves children (McNiff & Whitehead, 2010). Pandey (as cited in O’Brien, 2017) emphasized the importance of avoiding ethical transgressions as the intentional or unintentional use of unreliable techniques to alter the final results. Moreover, in order to avoid deceptive outcomes, the data collection and interpretation were unbiasedly analyzed at the end.

Results of the Study

This research obtained results from three different sources. The first source was a Padlet page that contains a chronological register of the students' performance with five videos recorded from each student in a period of seven weeks. The second source, an individual self-assessment rubric for quantitative data, was the students' tool to evaluate their performance of each video, and the teacher's tool to evaluate the impact of instructing self-regulation skills. The third source consisted of a semi-structured interview that aimed at getting qualitative data. Eight students from the sample were chosen by using a random mobile app to participate in the meetings. Finally, the results
SELF-REGULATION TO IMPROVE ORAL PRODUCTION

answered the three research questions: 1. To what extent did students’ oral skills improve? 2. To what extent did students’ self-assessment improve? 3. What was the students’ perspective of the innovation?

1. **To what extent did students’ oral skills improve?** Table 1 shows the sample number, the teacher’s mean pre-test and post-test values, standard deviation and the effect size. As it could be appreciated the effect size value ($d=0.59$) which is considered as a medium effect. Data from pre-test shows a mean of 7.56 (SD=1.05). On the other hand, data from post-test shows a mean of 8.25 (SD=1.25). Additionally, the range value between the teacher’s pre and post-test is 0.69.

Table 1

*Pre and post-test descriptive statistics*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>32</td>
<td>7.56</td>
<td>1.05</td>
<td>0.59</td>
</tr>
<tr>
<td>Post-test</td>
<td>32</td>
<td>8.25</td>
<td>1.25</td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, Figure 1 presents the teacher’s average results compared from both the pre and post-test of all three sub-skill categories such as vocabulary, pronunciation, interaction, and plan as part of the data required in this innovation. Each of the sub-skills were rated from one to three points, and the plan was awarded one point. All three sub-skills showed an improvement of 0.23 for vocabulary, 0.27 for pronunciation and 0.19 for interaction, pronunciation being the sub-skill which gets the highest improvement.
2. **To what extent did students’ self-assessment improve?** To answer this question, the teachers’ grades and students’ self-assessment were considered (Appendix B). The data gathered from the 32 participants’ pre and post-tests are presented in Figure 2. It shows average values from both teacher and students from the first and final graded activity. While the students’ average values showed an almost imperceptible improvement from the first and the last activity, from (M=8.27) in the pretest to (M=8.30) in the post-test, a mere couple of points gained since starting the innovation. However, students’ values get closer to the teachers’ final results, which goes from (M=7.56) in the pretest to (M=8.25) in the post-test. Finally, the difference between students and teacher’s pre-test was 0.71, the final activity average mean was 0.05.
Figure 2. Teacher's - students’ pre-test post-test comparison

3. What was the students' perspective towards this innovation? In this part of the innovation, three instruments collected data to answer this question. The first one came from the SILL (Appendix C). After analyzing the first part of the SILL test, the researcher found that the students determined that their own English proficiency was poor. In addition, students perceived their own individual level as inferior when compared to their classmates. However, they did not have a strong conviction about the worth of English learning for their academic future. Additionally, students showed a negative attitude towards English as a mandatory subject. Finally, they did not take time to practice the target language outside the classroom or beyond the required learning activities.

Table 2 presents the results from the second part of the SILL test. It showed that most of the students were ready to learn with others (Part F) as demonstrated in the results with a mode of 3.16. They also showed an acceptable management of their emotions, a vital part of self-regulation strategies (Part E), mode of 3.33. Just a few of
them evaluated their learning process (Part D), mode of 2.50. The majority compensated for missing knowledge (Part C), mode of 3.00 and mean of 3.02. Students in some measure were committed to use their mental process (Part B), mode of 2.44. Finally, students needed to work more on remembering and applying new vocabulary (Part A), with a mode and a mean equal to 2.66. The analysis of the first and the second part helped the researcher to set up a list of self-regulation strategies commonly used by students.

Table 2.

*Profile strategies results*

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remembering more effectively</td>
<td>Using all your mental processes</td>
<td>Compensating for missing knowledge)</td>
<td>Organizing and evaluating your learning</td>
<td>Managing your emotions</td>
<td>Learning with others</td>
</tr>
<tr>
<td>MEAN</td>
<td>2.66</td>
<td>2.93</td>
<td>3.02</td>
<td>2.78</td>
<td>2.63</td>
<td>2.53</td>
</tr>
<tr>
<td>MODE</td>
<td>2.66</td>
<td>2.44</td>
<td>3.00</td>
<td>2.50</td>
<td>3.33</td>
<td>3.16</td>
</tr>
</tbody>
</table>

The final part of the results presents an overview of the students’ perception towards this innovation, all the following answers were taken from the final interview (Appendix I). There are also some field notes that provided a general view of how
students acquired self-regulation skills as time passed progressively during the innovation.

Q1. What did you learn during the innovation? In this question, students remarked the fact that they learned both English as a language and as content from the book during the innovation. Students also remarked that among all the speaking sub-skills, pronunciation achieved the highest improvement in the short run. It was also mentioned that working in pairs, helped them to share responsibility and improve their communication skills.

“I was able to learn different information about some cities that we studied in the various lessons, the correct pronunciation of several words from the dialogues.”

“I learned about tourist places but this time it wasn't in Spanish, I realized that I could learn something new in a different language.”

Students also remarked on the advantages of self-regulation instruction. All the processes behind each activity helped them to set a schedule and respect the specific time for each activity to meet the deadline.

Q2. What did you do to learn? (Learning strategies) In question number two, students learned the whole process that leads to the execution of a task, starting with scheduling all the activities before, during, and after recording the videos. Students also mentioned using images to remember words, taking notes, summarizing, highlighting, and cooperating with peers as their favorite strategies. Finally, they highlighted how beneficial it was for them to ask for assistance from the teacher or from the more knowledgeable students about polishing their final scripts.
“Within the strategies to develop a good job, we first write a script to learn, review with English audios and try to practice the pronunciation as much as possible to present a good job.”

“First, I asked for help from the teacher, he recorded my script for me and I listened to it and practiced to present a good video.”

**Q3. What did you like about the innovation? (Positive aspects)** On the positive side, the students emphasized the novelty of innovation and its technological nature. Some of them also mentioned that it was the first time in their entire school life that they used their cell phones in a learning activity. Some of them mentioned that they had not developed an activity recorded on video, even in their mother tongue.

“It was an exciting experience to speak in front of a camera in English, I haven't even done it before in Spanish.”

“I liked that I learned English in a natural way and how to interact better.”

**Q4. What were the challenges? (Difficult aspects)** Among the challenges, Students wrote their concern about their lack of knowledge and their poor background, and pronunciation was their main preoccupation. In the end, they recognized they overcame such challenges by improving self-regulation skills and receiving some help from more proficient students.

“Among the first videos, what was more complicated was the interaction between classmates and also the pronunciation, but my improvement was noticeable video after video.”

“I could hardly express myself very well and needed help from someone more proficient at helping me improve.”
Q5. What did you feel while recording the videos? Embarrassment, fear, nervousness, and excitement were repetitive feelings among the eight interviewees, at the beginning. On the other hand, students registered more confidence and excitement recording their final videos.

“I felt nervous, and had to make many drafts because sometimes it made it difficult to speak.”

“A nice feeling because when I see that I am recording a video in another language, I feel that I am learning, at the same time nervous because it is a language that I am barely practicing and learning.”

Q6. What strategy did you consider the most useful? Repetition, writing drafts, using visuals, drilling activities were the most common strategies used by students prior to the development of any of the five videos.

“Guiding myself through images helped me to remember what I was going to say.”

“Well, first, I tried making drafts and practicing to improve until it was understandable.”

The learning logs were also a good source of qualitative data. The second more recurrent strategy used by the students was pair work, several students said how comfortable they felt working in pairs and sharing responsibilities.

“Working in pairs helped me to be more confident to help each other.”

“Working in pairs helps to alleviate the working load and facilitated the English learning.”

Q7. Would you like to continue working with mobile devices for the next school year? Eight out of eight answers were affirmative. The same question was raised
to the whole class and all the students showed enthusiasm to keep working with this kind of innovative activity.

“Yes, because it feels that it has been an outstanding improvement, if we compare from the first video to the last, there is an enormous change. We have improved our level of English a lot.”

Discussion

From the short review above, key findings emerged. In regard to the first question, to what extent will students improve their oral skills, the results are substantially better than it was expected at the beginning of this innovation. The final results present a significant improvement even when this innovation was conceived in a period of seven weeks which could be considered as a short period of time. According to Cambridge (2020), the time suggested for reaching an A2 level goes from 180 to 200 hours. The teacher’s pre and post-test started with a mean of 7.56 and went up to reach 8.25. Finally, the range value between pre and post-test showed an improvement of 0.69 points. Nonetheless, going deeper into the analysis of the students’ reflections and researcher’s field notes, it was evident that students’ speaking skills improvement was higher than what registered in the quantitative data. This significant improvement could be caused thanks to acquisition, as Krashen (2013) stated that it occurs subconsciously while reading, writing and having a conversation, which along with self-regulation were the basic core of this innovation.

As far as the second question is concerned, to what extent does student self-assessment improve, quantitative data showed that students’ grades were higher than teacher’s grades at the beginning. Rolheiser and Ross (2013) asserted that student’s
tendency to inflate their grades decreases by sharing assessment responsibility and control. Perhaps, students were afraid of getting low grades and inflated their results in the self-evaluation rubric. Brown and Abeywickrama (2010) described self-assessment as the most rewarding type of assessment and highlighted that it would be more beneficial after students understand the advantages of an honest and objective opinion. However, at the end of the innovation, the students’ grades were similar to the teacher’s. The average mean between teacher’s and students’ final grades was a mere 0.05. A difference like this can only be attributed to the acquisition of self-assessment skills, and an appropriate understanding of the self-assessment rubric.

Moreover, the qualitative data showed that students asserted that they acquired a certain self-discipline and ownership throughout the whole innovation, starting with setting a schedule for their videos until the final presentation and self-evaluation of their work. At this stage of understanding, students improved their self-regulation abilities, and this improvement has a lasting effect that would help them to set goals and have high expectations about their future. As Hattie and Timperley (2007) declared, once learners master metacognition of self-assessment “they can evaluate their levels of understanding, their effort and strategies used on tasks, their attributions and opinions of others about their performance, and their improvement in relation to their goals and expectations” (p.94). Those expectations could be appreciated in the students’ learning logs where several students highlight how easy it could be to acquire some English language skills and sub-skills through setting and accomplishing a learning plan.

The third question was, what is the students’ perspective towards this innovation? At the beginning, the sample students showed their concern about not being familiar with the concept of self-regulation, and declared not to have previous
experience with the practical usage of mobile devices in the educational field. They barely used their mobile devices to look for some information once in a while, but none for activities related to second language learning.

Student attitude towards feedback changed progressively; at the beginning, students were reluctant to ask for feedback. Eventually, students were willing to ask questions without fear. Some of them claimed to become more critical about their performance, a similar pattern of behavior is described by Hattie and Timperley (2007) when students develop the capability to create internal feedback and to self-assess.

Students also described as positive their experience working in pairs, they emphasized that reaching an agreement to develop an idea in their scripts became easy with time, and let them take some risk in going further with their tasks. This is consistent with Richards (2006) who claimed that the amount of language students produce in pair work activities is greater than in teacher-fronted activities.

In general, students defined as positive the result they appreciated from the beginning until the end of this innovation. Students expressed how motivated they felt by being in charge of their learning. Most of the students demonstrated responsibility with the deadlines and claimed to be motivated by the innovative nature of the activities. Rolheiser and Ross (2013) posited that students who are instructed in self-assessment are more committed and show greater responsibility for their work. In the end, the whole class was excited to keep working with activities that include mobile devices in the near future.
Conclusions

The analysis leads to the following conclusions: oral production was definitely improved by fostering self-regulation skills, even when the innovation was conducted in a short period of time. Both, pre and post-test results showed a moderate improvement in the students’ oral production. SIL, confirmed null and poor self-regulation skills of the sample, and the negative perception of the English learning process that students had at the beginning of this innovation. At the end of the innovation, learning logs and interviews illustrated a positive reception of the self-regulation instruction and a significant improvement in students’ self-confidence.

Quantitative data gathered from the Cambridge adapted rubric proved that vocabulary, grammatical features from texts provided by local authorities (Ministerio de Educación, 2012) as well as interactive communication skills showed a moderate improvement. Furthermore, by the end of the seventh week, pronunciation was the sub-skill which improved the most during the innovation. The additional impact in pronunciation was due to the process the students underwent to produce their videos.

Data displayed positive results about the acquisition of self-regulation skills by the sample at the end of the innovation. Both teacher and students’ post-test mean got almost similar results, with a slight difference of 0.5 points. The author realized that this difference proved the acquisition of self-assessment skills by the sample. The innovation addressed the requirements of the educational authorities in Ecuador, which demanded that teachers should prepare students to use self- and peer-assessment techniques.
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The qualitative data from the students’ reflection showed how important it was for them to take an active role in their learning process by developing self-regulation skills and motivated by using modern tools such as mobile devices and online apps like Padlet. They were also motivated to work in pairs, and at some point, choose their partners. Students declared in the interviews their willingness to keep working with mobile devices recording and self-evaluating their performance as well as setting action plans to accomplish short-term learning goals.

Field notes also highlighted the substantial improvement that the researcher could appreciate in terms of self-confidence, vocabulary, pronunciation, communicative, and self-regulation skills during the planning and recording process, as well as the self-evaluation skills at the end. Moreover, the researcher witnessed all the effort behind planning and implementing each video, from the pre-writing activities until the final editing. Most of the students set action plans which were covered and successfully accomplished. On this basis, the researcher concluded that this innovation was successful.

Limitations

Some of the limitations mentioned in this section were evident before the start of this innovation. A main factor was the number of available mobile devices in a class of 32 students. That issue limited the design of the innovation that required mobile devices. Another major problem was the lack of proper internet access at the public institution where the innovation took place. Therefore, students were limited in their ability to upload their videos as soon as they finished taping.
Another limitation at the beginning of this research was that parents did not understand the value of instructing self-regulation skills to their children. After administering the Strategy Inventory for Language Learners, it was evident that students did not have adequate strategies for learning English. Additionally, another key limitation after finishing this innovation was the limited time set for the application of this innovation to provide stronger and longer-lasting results. Finally, the absence of a control group limited the possibility for comparing the effectiveness of this action research.

**Recommendations**

The author of this innovation suggests the following recommendations. First, the researcher recommends working with the school ICT department to increase the availability of technology and to improve internet access. Moreover, this researcher recommends allowing the use of personal mobile devices to expand the options that technology offers in learning a foreign language. Second, the author also suggests involving parents at the beginning of the research to familiarize them with the benefits of self-regulation to improve student achievement. Third, the researcher recommends taking at least a school year to instruct self-assessment and feedback principles. Finally, it will be important that future researchers implement a control group to get stronger results.
References


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https://www.ef.com.ec/epi/regions/latin-america/ecuadort/


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# Appendix A

## Innovation Chronogram

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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</thead>
<tbody>
<tr>
<td>Nov 25th - 29th</td>
<td>Dec 2nd - 6th</td>
<td>Dec 9th - 13th</td>
<td>Dec 16th - 20th</td>
<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
</tr>
</tbody>
</table>

1. Speaking Proficiency Test: Students set goals and strategies
2. A2 Key test video on YouTube
3. Self-regulation strategies socialization

- Rubric and self-evaluation socialization
4. Unit 5: "Getting Away" SS will record video #1 answering discussion prompts

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<td>Nov 25th - 29th</td>
<td>Dec 2nd - 6th</td>
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<td>Dec 16th - 20th</td>
<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
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</tbody>
</table>

1. Feedback: Self-assessment from video #1
2. Learning Log #1
3. Lesson 1: "Going on vacation", video #2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
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<td>Dec 2nd - 6th</td>
<td>Dec 9th - 13th</td>
<td>Dec 16th - 20th</td>
<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
</tr>
</tbody>
</table>

1. Feedback: Self-assessment from video #2
2. Learning Log #2
3. Lesson 1: "Going on vacation", video #3

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<td>Dec 2nd - 6th</td>
<td>Dec 9th - 13th</td>
<td>Dec 16th - 20th</td>
<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
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</tbody>
</table>

1. Feedback: Self-assessment from video #3
2. Learning Log #3
3. Lesson 2: "Amazing Things to Do", video #4

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
</tr>
</tbody>
</table>

1. Feedback: Self-assessment from video #4
2. Learning Log #4
3. Lesson 3: "Holiday Destination", video #5

<table>
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<th>Week 1</th>
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<th>Week 5</th>
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<td>Dec 16th - 20th</td>
<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
</tr>
</tbody>
</table>

1. Feedback: Self-assessment from video #5
2. Learning Log #5
3. Lesson 4: "Living Like a King", video #6

<table>
<thead>
<tr>
<th>Week 1</th>
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<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<td>Jan 6th - 10th</td>
<td>Jan 13th - 17th</td>
<td>Jan 20th - 24th</td>
</tr>
</tbody>
</table>

1. Feedback: Self-assessment from video #6
2. Learning Log #6
3. Speaking post-test A2 M
4. Students will write a reflection about the innovation
5. Interviews
Appendix B

Speaking Self-Regulation rubric
(Student and Teacher)

Autoevaluación Individual

(Adaptado de Cambridge KET y escalas de evaluación de texto) (Self-Regulation Stage 3 Reflect)

Tiempo: 80 minutos (2 períodos 40 minutos cada uno).

1. **Instrucciones** – (1-5 minutos)
2. **Diálogo** – Crear un diálogo utilizando gramática, vocabulario y ejemplos proporcionados en el texto. (20 minutos)
3. **Grabación de video.** Graba el vídeo (aproximadamente 2 minutos de duración) en función del diálogo creado. (15 minutos)
4. **Autoevaluación Utilice la rúbrica.** Vea el video y asigne una calificación del 1 al 5 para cada elemento. (15 minutos)
5. **Progreso de la reflexión.** Escribe un registro de unas 50 palabras para describir tu experiencia. (20 minutos)

Unidad 5 GETTING AWAY: Prueba de Progreso Oral A2

Vídeo #........... Tema del video: ......................................................

<table>
<thead>
<tr>
<th>Indicadores de calidad</th>
<th>1.0 puntos (diálogo Lecturas)</th>
<th>1.5 puntos (leer el diálogo)</th>
<th>2.0 puntos (A veces lee el diálogo)</th>
<th>2.5 puntos (leer el diálogo)</th>
</tr>
</thead>
</table>

**Gramática y vocabulario**
Control / rango / apropiación
Sólo puede utilizar algunas formas gramaticales introducidas en esta unidad. Vocabulario de palabras y frases aisladas
A l g u
Puede utilizar formas gramaticales simples, incluidas las de esta unidad. Puede usar un nuevo vocabulario adecuado para hablar sobre situaciones cotidianas.
A l g u n o
Utiliza muchas palabras nuevas apropiadamente cuando se habla de situaciones cotidianas.

**Pronunciación**
Estrés / sonidos individuales
Tiene un control limitado de las características fonológicas y a menudo es ininteligible.
P e c t o s
Es sobre todo inteligible, aunque necesita un mejor control de las características fonológicas.
P e c t o s
Es en su mayoría inteligible y tiene cierto control de las características fonológicas.

Fecha: Grado T: /10

Nombre: Grado Ss: /10

Grado Ss: Gram/voc: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL

Fecha: Grado T: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL

TOTAL /10

Fecha: Grado T: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL

TOTAL /10

Fecha: Grado T: /3.0 Pron: /3.0 IC: /3.0 Plan: /1.0 TOTAL

TOTAL /10
### PLAN (Variable independiente – autorregulación) (1punto – (1/2 pt. si sólo por elegir, 1/2 justificado)

¿Qué **quiero** mejorar en mi próximo vídeo? (Autorregulación - Objetivos de la Etapa 1)

<table>
<thead>
<tr>
<th>__ Gramática</th>
<th>__ Vocabulario</th>
<th>__ Pronunciación</th>
<th>__ Interacción</th>
<th>__ Otro</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Concentrarme en palabras difíciles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Leer en voz alta y grabarme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Practicar siempre con alguien</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Practicar con música y películas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Escuchar lo que hablo y corregirlo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Tratar de identificar cómo la pronunciación de la gente es diferente a la mía.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Buscar las palabras en un diccionario y practicarla</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Practicar sonidos especiales en inglés que pueden ser difíciles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Prestar atención al estrés de palabras y frases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Adapted from: Cambridge, Rubric A2 KEY Assessment Scale. Retrieved from:

Appendix C

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)

Cuestionario de Antecedentes

<table>
<thead>
<tr>
<th>1. Nombre</th>
<th>2. Fecha</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Edad</td>
<td>4. Sexo.</td>
</tr>
</tbody>
</table>

6. ¿Cuánto tiempo has estado aprendiendo inglés?

7. ¿Cómo calificas el dominio de tu manejo de este nuevo idioma, comparado con otros compañeros de clase?
(Encierre una de estas opciones):
   Excelente | Bueno | Bajo | Pobre

8. ¿Cómo calificas el dominio de tu manejo del inglés, comparado con un nativo hablante?
(Encierre una de estas opciones):
   Excelente | Bueno | Bajo | Pobre

9. ¿Qué tan importante consideras el dominio del inglés?
(Encierre una de estas opciones):
   Muy importante | Importante | No muy importante

10. ¿Por qué quieres aprender inglés si este fuera el caso?:
    ……… Interesado en el idioma
    ……… Interesado en la cultura.
    ……… Tengo amigos que hablan inglés
    ……… Es requisito para graduarme
    ……… Lo necesito para mi futura carrera
    ……… Lo necesito para viajar.
    ……… Otro (expícalo)..............................................................
    …..............................................................

11. ¿Disfrutas el aprender Ingles? (Encierre una de estas opciones):
    Si | No

12. ¿Al ver una película o escuchar canciones en inglés dedicas tiempo a entender lo que dice?
    Si | No

13. ¿Has pensado en cambiar la configuración de idioma de tu teléfono para aprender algunas palabras nuevas?
    Si | No

14. ¿Dedicas horas extra en casa para aprender inglés?
    Si | No
15. ¿Te interesa aprender otro idioma?

16. ¿Cuál ha sido tu experiencia favorita en el proceso de aprendizaje del inglés?

PARA RESPONDER A LAS PREGUNTAS UTILIZA LOS NUMEROS DEL 1 AL 5.

1. Nunca o casi nunca es cierto de mí.
2. Usualmente no es cierto de mí. (Menos de la mitad de las veces)
3. Un poco es cierto de mí. (La mitad del tiempo)
4. Usualmente es cierto de mí. (Mas de la mitad de las veces)
5. Siempre o casi siempre es cierto de mí.

Parte A

1. Hago diferencias entre lo que ya aprendí y las cosas nuevas que aprendo en inglés.
2. Uso nuevas palabras en Inglés en una oración o ejercicio para poder recordarlas.
3. Practico el sonido de una nueva palabra en Inglés para ayudarme a recordarla.
4. Recuerdo una nueva palabra en Inglés haciendo una imagen mental de una situación en la que la palabra sea utilizada.
5. Utilizo rimas para recordar nuevas palabras en Inglés.
6. Utilizo tarjetas para recordar nuevas palabras en Inglés.
7. Actúo físicamente las nuevas palabras en Inglés.
8. Repaso Inglés con frecuencia.
9. Recuerdo nuevas palabras o frases en Inglés por medio de recordar su ubicación en la página, en la pizarra o en una señal vial.

Parte B

10. Digo o escribo nuevas palabras en Inglés varias veces.
11. Trato de hablar en Inglés como nativo.
12. Practico los sonidos de Inglés.
13. Utilizo palabras en Inglés que conozco de diferentes maneras.
14. Trato de entender conversaciones en Inglés.
15. Observo televisión en Inglés o películas habladas en Inglés.
16. Escucho música en Inglés.
17. Escribo notas, mensajes, cartas o en Inglés.
18. Busco el significado de una palabra en diccionarios.
SELF-REGULATION TO IMPROVE ORAL PRODUCTION

Parte C

19. Para entender palabras desconocidas en Inglés, adivino.
20. Cuando no puedo pensar en una palabra durante una conversación en Inglés, uso gestos.
21. Invento nuevas palabras si no se las correctas en Inglés.
22. Leo en Inglés sin buscar el significado de cada nueva palabra.
23. Trato de adivinar lo que la otra persona dirá a continuación en Inglés.
24. Si no puedo pensar en una palabra en Inglés, uso una palabra o frase que signifique lo mismo.

Parte D

25. Trato de encontrar tantas maneras como puedo de usar el Inglés.
26. Me doy cuenta de mis errores en Inglés y uso esa información para mejorar.
27. Pongo atención cuando alguien está hablando en Inglés.
28. Trato de encontrar como ser mejor estudiante de Inglés.
29. Planifico mi horario para tener suficiente tiempo para estudiar Inglés.
30. Busco oportunidades de hablar en Inglés con alguien.

Parte E

31. Trato de relajarme cuando tengo miedo de usar el Inglés.
32. Me animo a mí mismo a hablar en Inglés aun cuando tengo miedo de cometer errores.
33. Me doy recompensas cuando he usado bien el Inglés.
34. Me doy cuenta si estoy tenso o nervioso cuando estoy estudiando o usando el Inglés.
35. A menudo anoto los inconvenientes que tengo en el aprendizaje de Inglés.
36. Hablo con alguien acerca de cómo me siento cuando estoy aprendiendo Inglés.

Parte F

37. Si yo no entiendo algo en Inglés, pido a la persona que hable más despacio o que repita lo dicho.
38. Pido a personas que hablan Inglés que me corrijan cuando hablo.
39. Practico Inglés con otros estudiantes.
40. Pido ayuda a personas que hablan Inglés.
41. Hago preguntas en Inglés.
42. Trato de aprender acerca de la cultura de las personas que hablan Inglés.
Hoja de Cálculo del Inventario de Estrategias

1. Los espacios en blanco (…..) están numerados para cada ítem del Inventario.
2. Escriba su respuesta en cada ítem (escriba 1, 2, 3, 4 o 5) en el espacio en blanco.
3. Sume cada columna. Ponga el resultado en la línea marcado como SUMA.
4. Divida el número en la sumatoria para obtener el promedio de cada columna.
   Redondee el promedio al decimal más cercano, así como en 3.4. (Ej. 3.36 = 3.4)
6. Cuando haya terminado, mire en el perfil de resultados. Copie sus promedios de la hoja de cálculo de a la hoja del perfil.

<table>
<thead>
<tr>
<th>Parte A</th>
<th>Parte B</th>
<th>Parte C</th>
<th>Parte D</th>
<th>Parte E</th>
<th>Parte F</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>P10</td>
<td>P19</td>
<td>P25</td>
<td>P31</td>
<td>P37</td>
</tr>
<tr>
<td>P2</td>
<td>P11</td>
<td>P20</td>
<td>P26</td>
<td>P32</td>
<td>P38</td>
</tr>
<tr>
<td>P3</td>
<td>P12</td>
<td>P21</td>
<td>P27</td>
<td>P33</td>
<td>P39</td>
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<tr>
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<td>P22</td>
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<td>P34</td>
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<td>P14</td>
<td>P23</td>
<td>P29</td>
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<td>P41</td>
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<td>P15</td>
<td>P24</td>
<td>P30</td>
<td>P36</td>
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<tr>
<td>SUMA</td>
<td>SUMA</td>
<td>SUMA</td>
<td>SUMA</td>
<td>SUMA</td>
<td>SUMA</td>
</tr>
<tr>
<td>Parte A:</td>
<td>Parte B:</td>
<td>Parte C:</td>
<td>Parte D:</td>
<td>Parte E:</td>
<td>Parte F:</td>
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<tr>
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<tr>
<td>SUMA 9</td>
<td>SUMA 9</td>
<td>SUMA 6</td>
<td>SUMA 6</td>
<td>SUMA 6</td>
<td>SUMA 6</td>
</tr>
<tr>
<td>(Promedio)</td>
<td>(Promedio)</td>
<td>(Promedio)</td>
<td>(Promedio)</td>
<td>(Promedio)</td>
<td>(Promedio)</td>
</tr>
<tr>
<td>A+B+C+D+E+F =</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Perfiles de Resultados

Este Perfil muestra los resultados del Inventario de Aprendizaje. Los resultados le dirán los tipos de estrategias que usted usa en el aprendizaje de inglés. No hay respuesta correcta o incorrecta. Para completar este perfil transfiera sus promedios de cada una de las partes del Inventario de Lenguaje y su promedio total de todo el Inventario de Lenguaje. Estos promedios se encuentran al final de la Hoja de Cálculo.

<table>
<thead>
<tr>
<th>Parte</th>
<th>Cuales estrategias son usadas</th>
<th>Su Promedio en esta parte</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Recordar más efectivamente</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Usar todos los procesos mentales</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Compensar por falta de conocimiento</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Organizar y evaluar su aprendizaje</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Manejar las emociones</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Aprender con otros</td>
<td></td>
</tr>
</tbody>
</table>

Clave para entender los promedios:

<table>
<thead>
<tr>
<th>Grado</th>
<th>Descripción</th>
<th>Promedio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alto</td>
<td>Siempre o casi siempre usado</td>
<td>4.5 a 5.0</td>
</tr>
<tr>
<td></td>
<td>Usualmente usado</td>
<td>3.5 a 4.4</td>
</tr>
<tr>
<td>Medio</td>
<td>A veces usado</td>
<td>2.5 a 3.4</td>
</tr>
<tr>
<td></td>
<td>Generalmente no usado</td>
<td>1.5 a 2.4</td>
</tr>
<tr>
<td>Bajo</td>
<td>Nunca o casi nunca usado</td>
<td>1.0 a 1.4</td>
</tr>
</tbody>
</table>

Graficar Resultados

<table>
<thead>
<tr>
<th>5.0</th>
<th>4.5</th>
<th>4.0</th>
<th>3.5</th>
<th>3.0</th>
<th>2.5</th>
<th>2.0</th>
<th>1.5</th>
<th>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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</tr>
<tr>
<td>A – F Promedio total</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

El Promedio Total indica la frecuencia que usa estrategias para aprender Inglés. Cada parte representa un grupo de estrategias. Los promedios para cada parte indica los grupos de estrategias que usa más para aprender Inglés.

Registro de Aprendizaje (Learning Log)

**Instrucciones:** Llene el siguiente registro de aprendizaje basado en lo que aprendió en la actividad realizada

<table>
<thead>
<tr>
<th>Que hice?</th>
<th>Como Trabajé?</th>
<th>Que aprendí?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix E
Lesson Plan

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

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Unidad Educativa Narciso Cerda Maldonado 2nd BGU “C”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study:</td>
<td>EFL A2.1</td>
</tr>
<tr>
<td>Student description: (include English Level)</td>
<td>Diego Paul Bonifaz Vallejo</td>
</tr>
<tr>
<td>Professor:</td>
<td>Unit 5 “Getting Away”</td>
</tr>
<tr>
<td>Unit title:</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Weeks:</td>
<td>3 periods (200 minutes) per week</td>
</tr>
<tr>
<td>Hours:</td>
<td></td>
</tr>
</tbody>
</table>

I. Transfer Goal

Standards the unit will work with: A2.1 Speaking Production

- Students can use a range of appropriate vocabulary when talking about holiday destination
- Students show a good degree of control of simple grammatical forms when producing orally.

Speaking Interaction:

- Students can interact, asking and answering simple questions about routine task requiring a simple and direct exchange of information on holiday destinations, weather, typical food, activities, and attractions.

Goal:

- I want my A1.2 students in the second baccalaureate to improve their speaking skills (grammar and vocabulary, pronunciation, communicative interaction) so that in the long run and on their own they can handle a brief but consistent oral interaction showing a certain domain of the contents of the unit (holiday destinations, reporting speech, traveling idioms).

Breakdown of transfer goal

<table>
<thead>
<tr>
<th>A. If we see &amp; hear them do this, they can transfer this learning:</th>
<th>B. If we see &amp; hear them do this, then they cannot (yet) transfer:</th>
<th>C. What I will commit to doing differently in my classroom to ensure my results look like Column A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If able to transfer will see and hear students initiating conversations about holiday</td>
<td>If not able to transfer will see and hear short answers or no answers,</td>
<td>Train students to self-assess helping them to be aware of their knowledge gaps and</td>
</tr>
</tbody>
</table>

plans, participating in their own learning, asking for information about the places they might visit, writing reviews about the place they will visit.

| | need translation from instructor, unable to use vocabulary learned in class, unsure of themselves. They need their book to write a dialogue verbatim. They only use the answers the book offers an example | fostering self-regulation principles leading them to set a plan that increases student’s responsibility in their own learning process. Lead students to the most appropriate use of mobile devices to keep a record of the progress of their interaction and engage them to create a script based on text topics and self-assess their progress using a rubric. |

II. Summative Assessment Task (Unit project)

| Goal | To speak about activities and places visited while on vacation, to speak about their next holiday destination |
| Role | Influencer |
| Audience | People who watch the video spot on the Internet |
| Situation | You have been asked to record a video spot about a holiday destination that you will visit or one you want to visit (how to get there, when to go, what to do, what to eat, budget). |
| Performance | You will create a promotional YouTube advertisement (2 minute) to promote a national or international holiday destination. You should state three attractions and the benefit of their selected holiday destination. |
| Standards | Rubric for grammar, pronunciation-some control of phonological features, and vocabulary used appropriately. |

III. Knowledge and skills: the students need to succeed in the assessment

<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. Vocabulary: words related to holiday destinations, weather, typical food, activities and attractions.</td>
<td>Select and use digital tools to improve speaking</td>
</tr>
</tbody>
</table>
SELF-REGULATION TO IMPROVE ORAL PRODUCTION

2. Grammar: Tag questions, Reported speech, compound adjectives.
3. Pronunciation: word stress and sentence stress when asking and answering questions.

Self-regulate in order to achieve learning goals
Write a plan
Self-evaluate

IV. Essential Question

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.

What strategies can I use to improve my speaking skills? How can I use a mobile device to improve my oral production?

V. Learning Activities

<table>
<thead>
<tr>
<th>Learning Activities (students’ perspective)</th>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5 : “Getting Away”</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Lesson:</strong> Opening page</td>
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<tr>
<td><strong>Objective:</strong> TLW learn how to self-evaluate.</td>
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</tr>
<tr>
<td><strong>Day 1</strong> Monday (40 minutes)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Brief introduction about Cambridge A1 &amp; A2 speaking test (10 min)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Students watch the video “A1 Movers speaking test – Sole” (10 minutes) <a href="https://www.youtube.com/watch?v=PHCBO0qu11M">https://www.youtube.com/watch?v=PHCBO0qu11M</a></td>
<td></td>
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</tr>
<tr>
<td>3. TLW respond to questions and answers about the video (5 min)</td>
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<td>X</td>
</tr>
<tr>
<td>4. Ss watch the video “Cambridge English: Key for Schools, Sharissa and Jannis”(10 min) <a href="https://www.youtube.com/watch?v=ycc2G4Ryn3Y">https://www.youtube.com/watch?v=ycc2G4Ryn3Y</a></td>
<td></td>
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</tr>
<tr>
<td>5. Ss answer questions about the video (5 min)</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Day 2</strong> Tuesday (80 minutes)</td>
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</tr>
<tr>
<td>1. Students take the “English unlimited placement speaking test” (40 minutes)</td>
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</tr>
</tbody>
</table>

Train students to self-assess
Placement test
2. The teacher will deliver a brief explanation about Strategy Inventory of Language Learning (SILL) (10 minutes)
3. Students fill out the SILL quiz in order to establish successful language learners’ routines. (10 minutes)
4. Students and the teacher set goals and strategies to achieve learning goals. (20 minutes)  

<table>
<thead>
<tr>
<th>Day 3 Friday (80 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-assessment rubric socialization (20 minutes)</td>
<td>X</td>
</tr>
<tr>
<td>2. Ss questions and answer about self-assessment (20 minutes)</td>
<td>X</td>
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<tr>
<td>3. Pre-task activity: Teacher pastes some pictures from Opening page of Cambridge A2 Level at the back of the class. In groups, students identify and talk about those holiday destinations. (10 minutes)</td>
<td>X</td>
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<td>4. Students answers the questions from the “Discuss” part from the unit opening page (20 minutes)</td>
<td>X</td>
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</tbody>
</table>

Discuss:
• Have you planned your vacation already?
• Have you chosen your holiday destination?
• What places are worth visiting?
• What activities can you do there?
• What’s the weather like there?
• What’s the typical food like?

1. Students record and upload a two-minute video with their answers (10 minutes)

**Week 2**
**Unit 5 : “Getting Away”**
**Lesson 1: “Going on Vacation”**

**Objective: TLW learn basic vocabulary about holiday destinations**

**Day 1 Monday (40 minutes)**

1. Last class review: Teacher recaps and reinforces information about self-regulation strategies to improve Speaking (10 minutes) 
2. Ss self-assess, T provides feedback from video #1 (20 minutes)
3. Students fill out speaking learning log #1 (10 minutes)

**Day 2 Tuesday (80 minutes)**
SELF-REGULATION TO IMPROVE ORAL PRODUCTION

Day 1 Monday (40 minutes)
1. Last class review: Teacher recaps and reinforces information about self-regulation strategies to improve Speaking (10 minutes)
2. Ss self-assess, T provides feedback from video #2 (20 minutes)
3. Students fill out speaking learning log #2 (10 minutes)

Day 2 Tuesday (80 minutes)

Week 3
Unit 5: “Getting Away”
Lesson 1: “Going on Vacation”
Objective: TLW learn to formulate and use tag questions.

Day 3 Friday (80 minutes)
1. Pre-task activity: Teacher asks students to describe some pictures from page 61 and answer the following questions (30 minutes):
   - What are they doing?
   - Are they happy/sad?
   - Do they look excited?
   - Where are they?
   - What sort of clothes are they wearing?
   - Have you ever gone to the beach?
   - Which has been your best vacation?
   - What activities did you do there?
   - Where did you go on your last vacation?
2. Free speaking activity: students walk around the class to compare their answers. (20 minutes)
3. Teacher prompts students by recording their second video (30 minutes)
1. Teacher asks students to complete the grammar chart about “tag questions” in Simple Present tense (10 minutes)
2. Teacher invites students to watch the following video explanation about tag questions (10 minutes) https://www.youtube.com/watch?v=ZLiNyZ5sdmg
3. Teacher asks students to watch the video and write down as many sentences as they could grab from the video (Question Tags) (10 minutes)
4. Students write a YouTube blog script to teach “tag question” in simple present, present continuous, future and present perfect (40 minutes)
5. Students will record their script to get some confidence, non-graded activity. (20 minutes)

Day 3 Friday (80 minutes)
1. Students listen to a radio spot about beach resorts and complete the chart (10 minutes)
2. Teacher provides some listening strategies to identify details when formulating tag questions. (10 minutes)
3. Students think of a tourist place they consider worth visiting and state three attractions (20 minutes)
4. Students use their mobile devices to look for some information about the benefits of their selected holiday destination and its attractions (20 minutes)
5. Once they finish students take turns to act out their answers, and record their third video (20 minutes)

Week 4

Unit 5: “Getting Away”
Lesson 2: “Amazing Things to Do”
Objective: TLW learn how to describe a tourist destination and give information about it

Day 1 Monday (40 minutes)
1. Last class review: Teacher will recap and reinforce information about self-regulation strategies to improve Speaking (10 minutes)
2. Ss self-assess, T provides feedback from video #3 (20 minutes)
3. Students fill out speaking learning log #3 (10 minutes)

Day 2 Tuesday (80 minutes)
1. Hook: Students work in groups to pick some letters and form outdoors activities. (20 minutes)
2. Vocabulary activity: students write the vocabulary from lesson 2 on some cardboards, then they cut them into individual letters (30 minutes)
### Week 5

**Unit 5: “Getting Away”**

**Lesson 3: “Holiday Destination”**

**Objective:**

#### Day 1 Monday (40 minutes)

1. **Last class review:** Teacher will recap and reinforce information about self-regulation strategies to improve Speaking (10 minutes)

2. **Ss self-assess, T provides feedback from video #4**

3. **Students fill out speaking learning log #4**

#### Day 2 Tuesday (80 minutes)

1. **Students read a brochure with some gaps and choose a suitable sub-heading for each gap**

2. **Teacher asks students to watch the video “Iguazu Falls Vacation Travel Guide”**

3. **Students will look for extra information about Iguazu falls and its location, attractions, cost on their mobile devices**

4. **Students walk around the class to share info about Iguazu Falls as a whole class activity**

#### Day 3 Friday (80 minutes)

1. **Students watch the following video about reporting speech**

2. **Students will write down as many sentences as possible from the video**

3. **Teacher asks students to rewrite some sentences as reporting speech from page 65**

4. **Project stage #2 Students look for some information about selected destinations including pictures, facts and videos**

5. **Students write a script about the value and benefits of the tourist place by describing the landscapes, transportation, activities, attractions, weather, food, and cost, and they will record their fourth video**

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<table>
<thead>
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<tr>
<td>3. Grammar presentation: Teacher ask students to complete the “Report Speech” grammar chart (20 minutes)</td>
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<tr>
<td>4. Teacher checks answers and reinforces knowledge. (10 minutes)</td>
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<td></td>
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<tr>
<td><strong>Day 3 Friday (80 minutes)</strong></td>
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<tr>
<td>1. Students watch the following video about reporting speech (10 minutes) <a href="https://www.youtube.com/watch?v=oOxcIbk_F1M">https://www.youtube.com/watch?v=oOxcIbk_F1M</a></td>
<td>X</td>
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<tr>
<td>2. Students will write down as many sentences as possible from the video (10 minutes)</td>
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<td>X</td>
</tr>
<tr>
<td>3. Teacher asks students to rewrite some sentences as reporting speech from page 65 (20 minutes)</td>
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<td>X</td>
</tr>
<tr>
<td>4. Project stage #2 Students look for some information about selected destinations including pictures, facts and videos (20 minutes)</td>
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<td>X</td>
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<tr>
<td>5. Students write a script about the value and benefits of the tourist place by describing the landscapes, transportation, activities, attractions, weather, food, and cost, and they will record their fourth video (20 minutes)</td>
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<td>X</td>
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</tbody>
</table>
**Day 3 Friday (80 minutes)**
1. Students watch the video “10 things to do in Ecuador” (20 minutes)
   https://www.youtube.com/watch?v=Nry1SO45RT4
2. Students, using their mobile devices, look for extra info about Ecuador and write their own top 10 cities to visit (20 minutes)
3. Students create a brochure about places to visit around the world using their mobile device as a source of information. (40 minutes)

**Week 6**

**Unit 5 : “Getting Away”**
**Lesson 4: “Living Like a King”**

**Objective: TLW learn how to use idiomatic expressions to improve conversation**

**Day 1 Monday (40 minutes)**
1. Last class review: Teacher will recap and reinforce information about self-regulation strategies to improve Speaking (10 minutes)
2. Ss self-assess, T provides feedback from video #5 (20 minutes)
3. Students fill out speaking learning log #5 (10 minutes)

**Day 2 Tuesday (80 minutes)**
1. Listening activity: students listen, read and choose the corresponding meaning of some **Colloquial Expressions** (20 minutes)
2. Students work in groups to write some extra sentences using those colloquial expressions into a conversation (20 minutes)
3. Students watch the videos “all you need is Ecuador, Love is in the air” (10 minutes)
   https://www.youtube.com/watch?v=mTyhK_-CP64”
4. Students watch the videos “all you need is Ecuador, all you need is love” (10 minutes)
   https://www.youtube.com/watch?v=JCtl3qCdBiM
5. Students will choose a song to be read while they grab a picture of Ecuador and record their final video. (20 minutes)

**Day 3 Friday (80 minutes)**
1. Students use their mobile devices to create their script for a TV spot that contains valuable information about the regions, gastronomy, and natural and no-natural attraction of Ecuador (20 minutes)
2. Students watch the last TV spot about Ecuador in order to get some extra ideas (10 minutes)  
https://www.youtube.com/watch?v=Lm-Sh3d97gg&list=TLQMDeXMTjwMTl0yzmG-W5aHA&index=2  
3. Students record their last video (50 minutes)

**Week 7**

**Unit 5**: “Getting Away”  
**Lesson**: Unit Project  
**Day 1** Monday (40 minutes)  
1. Last class review: Teacher will recap and reinforce information about self-regulation strategies to improve Speaking (10 minutes)  
2. Feedback and self-assessment from video #6 (20 minutes)  
3. Students fill out speaking learning log #6 (10 minutes)  

**Day 2** Tuesday (80 minutes)  
1. Speaking post-test (60 minutes)  
2. Post-test Feedback (20 minutes)  

**Day 3** Friday (80 minutes)  
1. Students final reflection (40 minutes)  
2. Sample interview (40 minutes)

**VI. On-going Self-Assessment**

As I reflect on student learning, what will I do if my plan is not yielding my expected results?

If all the activities developed in the unit were not as profitable as I predicted in improving students’ oral production, I will support my activities with more visual and listening material, and also will focus on lower performers in the Unit number 6 called “Teenage Matters”, a topic that could be more appealing for teens
Appendix F

Computer-based test
This test measures students’ proficiency level before the implementation of the innovation. This is a free computer-based online test.

● Para ver su nivel de progreso en este nivel, conteste todas las preguntas y luego haga click en 'Resultado Test' para obtener el resultado.

● To test your progress at this level answer all questions, then click 'Test Result' for on-line corrections.

Students could access the test through this link:
https://www.englishjet.com/cursos_ingles_files/test_pre-intermedio.asp
### Appendix G

#### Speaking Rubric Test

**Cambridge English: Key (KET) A2 level**

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<thead>
<tr>
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<th>0</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Grammar and Vocabulary</strong></td>
<td>Performance does not satisfy the Band 1 descriptor.</td>
<td>• Shows only limited control of a few grammatical forms.</td>
<td>• Some features of 3.0 and some features of 1.0 in approximately equal measure.</td>
<td>• Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.</td>
<td>• Some features of 3.0 and some features of 5.0 in approximately equal measure.</td>
<td>• Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.</td>
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<tr>
<td><strong>Control Range</strong></td>
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<td><strong>Appropriacy</strong></td>
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<tr>
<td><strong>Performance</strong></td>
<td>• Shows only limited control of a few grammatical forms.</td>
<td>• Some features of 3.0 and some features of 1.0 in approximately equal measure.</td>
<td>• Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.</td>
<td>• Some features of 3.0 and some features of 5.0 in approximately equal measure.</td>
<td>• Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.</td>
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<tr>
<td><strong>Pronunciation</strong></td>
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<tr>
<td><strong>Stress</strong></td>
<td>• Has very limited control of phonological features and is often unintelligible.</td>
<td>• Is mostly intelligible, despite limited control of phonological features.</td>
<td>• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</td>
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<tr>
<td><strong>Individual sounds</strong></td>
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<td><strong>Interactive Communication</strong></td>
<td>• Has considerable difficulty maintaining simple exchanges.</td>
<td>• Maintains simple exchanges, despite some difficulty.</td>
<td>• Maintains simple exchanges. Requires very little prompting and support.</td>
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<td><strong>Responding Support required</strong></td>
<td>• Requires additional prompting and support.</td>
<td>• Requires prompting and support.</td>
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Appendix H

Oral Placement Test

Appendix I

Interview Protocol

General Objective

What is the effect on oral interaction of using self-regulation facilitated by mobile devices in an A1 level class of 32 high school students of a public institution in La Maná Parish?

Specific Questions

1. To what extent did students’ oral interaction improve? (Quantitative)
2. To what extent did students’ self-assessment improve? (Quantitative)
3. What was the students’ perspective of the innovation? (Qualitative)

Interview objectives – (To answer RQ#3)

1. Describe the strategies students used for self-regulation.
2. Describe the participants’ perspective of the innovation.
3. Describe the improvement acquired of the students after the innovation?

Interview protocol – (Plan where and when will you do the interviews? How will you record them? If you are curious about something, you can add one or two questions.)

1. What did you learn during the innovation?
2. What did you do to learn? (strategies)
3. What did you like about the innovation? (positive aspects)
4. What were the challenges? (difficult aspects)

Qualitative Analysis Categories (for 6-8 interviews depending on the size of your class, 2 student reflections, your field notes/journal)

1. Learning
2. Strategies
3. Positive aspects
4. Challenges