



Facilitating Self-Regulation Using Mobile Devices to Improve Oral Interactions

Miguel Angel Rivera Calderon, miguel.rivera@casagrande.edu.ec

Guide: Dr. Margo Guilott, guil@bellsouth.net

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Abstract

This study aimed at the improvement of oral interactions through the use of self-regulation supported by an application called Padlet, where students could upload and self-assess their videos. The sample involved 31 second-year students of BaccaLaureate with an A1 English level. The study was done at a public high school in a rural zone in Calceta, Manabi Province, Ecuador. Learners developed five speaking videos about different topics and self-assessed their work against a rubric. The teacher provided feedback for each task. Instruments included a rubric and an interview of a random group of participants about their perspectives. The global oral interactions improvement was a large and positive effect size (ES) of 1.04. The findings also showed a significant improvement in teacher and student average scores on the recordings with a slight difference of 0.22 between both means at the end of the innovation. Furthermore, results showed that students improved their oral interactions. Since the use of self-regulation was found to be beneficial, EFL teachers may find the results and discussion of this research useful for its implementation in the classroom.

Keywords: self-assessment, self-regulation, oral interactions, video recording, Padlet.

Resumen

Este estudio tuvo como objetivo la mejora de las interacciones orales mediante el uso de la autorregulación respaldada por una aplicación llamada Padlet, donde los estudiantes podían subir y autoevaluar sus videos. La muestra incluyó a 31 estudiantes de bachillerato de segundo año con un nivel de inglés A1. El estudio se realizó en una escuela secundaria pública en una zona rural en Calceta, Provincia de Manabí, Ecuador. Los estudiantes desarrollaron y publicaron cinco videos para hablar sobre diferentes temas y auto evaluaron su trabajo con una rúbrica. El profesor proporcionó retroalimentación de conocimientos para cada tarea. Los instrumentos incluyeron una rúbrica y una entrevista de un grupo aleatorio de participantes sobre sus perspectivas. La mejora global de las interacciones orales tuvo un impacto grande de tamaño grande y positivo (ES) de 1,04. Los resultados también mostraron una mejora significativa en los puntajes promedio de docentes y estudiantes en las grabaciones con una ligera diferencia de 0,22 entre ambos puntajes al final de la innovación. Además, los resultados mostraron que los estudiantes mejoraron sus interacciones orales. Dado que se encontró que el uso de la autorregulación es beneficioso, los maestros de inglés como lengua extranjera pueden encontrar que los resultados y la discusión de esta investigación son útiles para su implementación en el aula.

Palabras clave: autoevaluación, autorregulación, habilidades orales, grabación de video, Padlet.

Facilitating Self-Regulation Using Mobile Devices to Improve Oral Interactions

English is the language to communicate with all the people worldwide for different purposes, such as business, tourism, or education. Thierry (2018) expressed that English is currently the most spoken language worldwide. It is spoken in one hundred and one countries, ahead of Arabic, which is expressed in sixty, French, which is spoken in fifty-one, and finally in Spanish in thirty-one countries.

Rao (2019) mentioned that speaking English seems to be the most challenging ability to develop because speakers have to produce sentences at the same time they think the words. It is quite difficult for learners to create sentences without learning the grammatical structures and a proper knowledge of adequate vocabulary. The current action research is aimed at the improvement of oral interactions focused on how to develop oral production in English language learners in the field of education using mobile phones to self-assess the learning.

In 1992, English became compulsory in secondary schools in Ecuador, as mentioned by the British Council (2015a). The author also said that a Foreign Language Administration agreement established between the Ministry of Education and Culture (MEC) of Ecuador and the British Council, with the “Curriculum Reform Aimed at the Development of the Learning of English” (CRADLE) project was created to improve the English curriculum in the school system. This project employed around 8,000 teachers to build a strong base in English to be developed in the future.

In 2012, the Ministry of Education launched a new National English Curriculum administered by a newly formed English section. The “Ecuadorian in-service English Teacher Standards” uploaded in 2012 to improve the English language teaching that is currently divided into five domains: Language, culture, curriculum development, assessment, and professionalism and ethical commitment (Ministerio de Educación del Ecuador, 2012). There

were never any goals for the EFL area; however, these domains were accompanied by specific objectives per language skill and interactive competence (British Council, 2015b).

The National Plan for Good Living (2013) mentioned that the Citizen's Revolution government administered by Rafael Correa Delgado from 2007 to 2017 made headway in recovering the state for its citizens in each of its territories (p. 38). English education became a priority in Rafael Correa's government, and in 2012, created the Go Teacher Program. This immersion program prepared 3,000 English educators following a vetting process. The chosen ones were finally 1,083 teachers who received this TESL programming developed by Kansas State University (KSU) to improve English education in Ecuadorian schools (KSU, 2019).

Education First (2019) stated that laws made English a mandatory subject in most Latin American countries. Still, in Ecuador in 2014, the improvement was less than seven percent due to the significant differences in access to English education for determining the real teaching-learning process between rural and urban areas, and between private and public schools (p. 30). The Ministerio de Educación (2014) mentioned in the National Curriculum Guidelines, the English levels which students must obtain before finishing their secondary studies. The B1 level is reached when learners are capable of understanding and mastering the language as independent users.

The Problem of the Study

According to experiences told by some educators who currently teach in Ecuador, it has been complicated to apply new strategies to teach in classrooms, especially in rural schools. Michael Zambrano, Principal of the school where the study took place, expressed that in 2015, there were many constraints like school dropouts or juvenile delinquency, which made the teaching-learning process harder. Those facts caused English classes to be replaced

by some seminars and workshops on pregnancy, drugs, and other social issues to attempt to prevent the problems.

When finally, this English teacher came to class, the foreign language was not a priority, and students were utterly unmotivated to participate in the new methodologies to improve their learning. Bueno, Madrid, and McLaren (2006) stated that the speaking skill is one of the most challenging skills that language learners have to face, and to compound the problem, it has been virtually ignored in favor of the other skills (p. 321). Consequently, it was evident that students lacked the motivation to learn this foreign language, which drove this research study that was part of a university project designed to improve oral interactions.

Krashen (2013) stated that students with motivation, auto-confidence, a high self-image, a lower level of anxiety, and extroversion are better prepared for success in second language acquisition. The filter is low when the learner is not anxious or is trying to get involved in the language. Tsaousides (2017) offered good advice to lower the fear of speaking when facing people, which could be to share ideas, to speak about the work, to give good comments, and to present solutions to problems rather than making those worse.

Sigona and Barros del Río (2016) mentioned that two essential facts allow learners to acquire a second language more effectively. First, the environment where the target language is taught and learned. Urrutia and Vega (2010) mentioned that a significant constraint for EFL is classroom size and number of people. Many times, there are large classes that exceed the ideal number to practice speaking. The second factor is the teacher's attitude and performance during the teaching, such as friendliness, tone of voice, self-introduction, and active participation. Arnaiz and Pérez-Luzardo (2014) mentioned that anxiety plays a very close negative role linked to oral development and achievement in second language acquisition.

Lucas (2015) expressed that “A lot of people who can talk easily in all kinds of everyday situations become frightened about the idea of standing up in front of the public to give a speech” (p. 9). In many cases, the speakers feel a similar nervousness. According to Raja (2017), learners can overcome the trouble by practicing in small groups of pals and, after that, do it with larger audiences. Another constraint for the correct development of oral interactions was the lack of use of technology in education as an essential tool since teachers needed to be updated with the technological knowledge that their learners have and require as necessary (Richards, 2014).

There is little research about the use of technology to improve speaking skills in the reality of Latin America and Ecuador. The study in Ecuador by Tenelanda and Castelo (2016) analyzed the use of mobile phones through audio and voice recordings to improve pronunciation and intonation, and they determined that learners felt more confident working at their own pace through listening to audios in English. Also, Saltos (2019) found that self-assessment was an essential tool to foster self-regulation with a high degree of commitment and accuracy with the use of mobile devices.

There are some researchers such as Ontaneda (2019); Saltos (2019), and Vega (2019) who demonstrated in their studies made in Ecuador that there is a significant gap in the speaking skills development, and in the use of mobile phones for self-assessment in Ecuador at the high school level. So, the researcher prepared the innovation to try to involve students in their learning through the use of self-regulation. The study provided further data for improving oral interactions and teaching practices in Ecuador.

The required standards for English level learners who finish high school is B1. Nevertheless, the current situation of the rural high school located in the city of Calceta in Manabi Province where the study took place with students in their second year of

baccalaureate showed a different reality. Furthermore, the results obtained from the proficiency online test from the Kaplan International website (2020), which measured students' English level, outcomes demonstrated that only eight students who represent the twenty-six percent of the whole class reached the A2 level.

The action research study looked into how a group of EFL learners could have more opportunities to develop their oral interactions through self-assessment, and by using Padlet the progression could be noticeable. Moreira (2019) mentioned that "Padlet motivated and promoted students' participation because of the low-risk nature of Padlet platform, even the more introverted students showed a readiness to participate in group discussions and give their opinions and ideas" (p. 22).

Finally, to assess speaking, it is a requirement to focus on the production of each learner, and it is a priority to have a recording for recall, to teach them to self-assess, set goals, and make an action plan to reach objectives (Organization for Economic Cooperation and Development, 2013). That was why this innovation used self-regulation facilitated by mobile devices to improve oral interactions by checking the different descriptors with a specific rubric to reach the required goals.

Literature Review

The current study was led to improve oral interaction through the application of self-assessment. Mobile devices were necessary to record spoken interactions to assist in the learning process and to self-reflect on the video works. This innovation applied primary studies about the main topic which are detailed in this section. Topics included are the following: function, structure, grammar, and vocabulary, assessment of oral interactions, rubrics, self-assessment and self-regulation, strategy Inventory for language learning, the use

of mobile-assisted language learning, Padlet, communicative language teaching, and unit backward design.

Function, Structure, Grammar, and Vocabulary of the Words

Galante (2015) expressed that functions are what students do with the language. Learners can express their ideas through the use of language functions to communicate with others and demonstrate comprehension in academic content. In spoken words, some usual functions may include: giving directions, asking questions, and defending a point of view. Galante also stated that language demands make students participate in the content to demonstrate their understanding.

Nordquist (2019) stated that language forms deal with the grammatical structure of words and phrases. For instance, a syntactic comparison of similarity and difference between singular and plural like “boy // boys,” “man // men,” or with accuracy like in “he // she,” considers the relationship between language forms and structures. Dutro and Moran (2002) stated that language forms also describe academic processes, which include verbs like to hypothesize, analyze, complex prepositions like in contrast to; and nouns like comparison, conclusion, and analysis.

“Vocabulary, as one of the essential areas in language, plays an important role for learners in acquiring a language” (Cameron, 2001). Schmitt (2000) emphasized that “lexical knowledge is central to communicative competence and the acquisition of a second language” (p. 55). Researchers such as Laufer and Nation (1999) expressed that the learning of vocabulary is necessary to have a significant second language application in the spoken and written texts.

Wang (2010) stated that “Grammar cannot be separated from the language” (p. 316). Moreover, grammar is crucial in learning and acquiring a specific language. Not all grammar

features are necessary to be the same level of difficulty; some may be more complicated than others and take more time to manage it.

Assessment of Oral Interactions

Joughin (2010) defined oral assessment as any assessment which involves student learning, and it is conducted just by the spoken word. The author continued saying that assessment can be specifically oral, or combined with other types of communication according to the assessment task. Assessment is a strategy that allows learners and educators to begin to judge the quality of student accomplishment, and make inferences about the knowledge acquisition (Sarwar, Alam, Hussain, Shah, & Jabeen, 2014).

Ginther (2013) stated that assessing the oral interactions requires that participants get a real process where participants can obtain the necessary information to grade what they can receive accurately. The method for achieving results can be through the use of rating scales and interviews; therefore, the participants must be trained before.

Teachers might need more examples and detailed procedures in the application of these tasks to the assessment situation. Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) stated that high school textbooks offer some guidelines and procedures in test development to explore a little more of them to include specific examples to adapt them in the classroom. Fulcher (2015) said that the result of the assessment commonly determines the success of a learning program.

The Council of Europe (2018), according to the publications of the Common European Framework of Reference “CEFR” in (2001) could significantly assess learners in their specific levels and stated that dialogues for level A1 were planned and practiced trying to represent a real-life interaction. They expressed basic greetings, commands, and the answer about how people can react to different situations, according to practice, and how the time

needed could be reduced. Instead of having students memorize phrases in different circumstances. Oral interaction is best improved using real situations, tasks, and contexts.

Rubrics

The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks. According to Dawson (2015), “Rubric” is a term with a variety of meanings and uses which have increased in research and practice, the term has come to represent divergent practices like range from scoring sheets held by teachers to student-developed articulations of quality.

To provide clarity through the opacity of the word, Popham (1997) mentioned that a rubric must contain criteria like evaluative descriptors, quality definitions for those criteria at particular levels, and a scoring strategy. Panadero and Jönsson (2013) expressed that the use of rubrics has been shown to mediate improved student performance. However, the research on the use of rubrics is not unanimous. While some studies report on highly significant effects on student performance, others present only small changes or none at all (p. 6).

Jönsson and Svingby (2007) stated that rubrics could promote learning and improve instruction. Rubrics are prepared with the expectations and explicit criteria, which facilitate feedback and self-assessment (p. 130-144). Rubrics provide an enormous visual way to organize feedback and can be a quick and transparent way for educators to give feedback to learners promptly (Lipnevich, McCallen, Miles, & Smith, 2014).

Self-Assessment and Self-Regulation

Self-assessment refers to judging, evaluating, and taking into consideration the qualities of one’s academic facts or abilities (Panadero, Brown, & Courtney, 2014). Self-regulation is the aim of setting and assessing progress to select and adapt strategies to reach those aims. In some cases, reliability of student evaluations can be questioned since students

may not be properly guided or trained in self-assessment (Tan, as cited in Tejeiro et al., 2012). Self-assessment must be taught as a component of self-regulation, which should be a competency developed in school with appropriate guidelines to develop self-regulation learning strategies (Brown & Harris, 2014).

Students who self-regulate their learning are confident in their efficiency and abilities and are intrinsically motivated to learn (Pintrich & De Groot, 1990). On his part, Zimmerman (2000) believed that self-regulation is of great importance for the existence of humankind because it is directly linked to being socially accepted in the group. Rivers, as cited in Joo, (2016), stated that Self-assessment and peer-assessment change their form according to their purposes. For instance, first could be a questionnaire for general speaking abilities, and a learning log so that students can reflect on their work. Secondly, there is a classroom activity where participants use the same rating criteria as their teachers.

Andrade (2019) expressed that it is necessary to take into consideration some aspects referred to as self-assessment. Researchers such as Panadero, Brown, and Strijbos (2016) who defined self-assessment as a “variety of mechanisms and techniques in which students describe (i.e., assets) and possibly assign merit like (i.e., evaluate) the qualities of their learning processes and products” (p. 804). Brown and Harris (2013) conceptualized self-assessment in teenager context as a “descriptive and evaluative act carried out by the learner concerning his or her work and academic abilities” (p. 368), but in her article Andrade stated that this process works because the teacher monitors and supports the process with feedback.

However, Andrade continued expressing that each definition missed the purpose of the act of self-assessment. These authors could point out that the object is implied. Still, according to Andrade (2010), the use of feedback is to inform adjustments to processes and

products that deepen learning and enhance performance. If there is no opportunity for modification and correction, self-assessment is almost pointless.

Brown and Harris (2014b) recommend that student self-assessment no longer be treated as an assessment, but as an essential competence for self-regulation. Butler and Winne (1995) presented the role of auto-generated feedback in self-regulation some years before: All self-regulated activities, feedback is crucial and necessary. As students monitor their learning with tasks, internal feedback is generated by intrinsic monitoring. That feedback describes the results nature and the qualities of the cognitive processes that led to those states (p. 245).

Strategy Inventory for Language Learning (SILL)

Ellis (1994) stated that the study of learning strategies is highly significant for explaining isolated differences in second language learning. Some researchers in the area of learning strategies have posited that there is a close relationship between high strategy use and high achievement or success in language learning (Griffiths, 2003; Oxford, 1990). That is why the learning strategy was considered useful in establishing the participants' background effectively to make students face their reality and take advantage of their prior knowledge to connect with the new learning inputs. In that way, learners created their learning based on their experiences and helped with the use of the required strategies.

Oxford (2003a) stated that Strategy Inventory for Language Learning (SILL) is a tool that helps to determine how—and how well—students acquire a second or a foreign language (Appendix A). According to Russell (2010), Language learning strategies (LLS) are applied to students to get efficient learning of a foreign language, which will be evaluated for the frequency of use and relationship to measures of linguistic competence and grades. The author continues saying that 5.1 is applied for native English speakers acquiring a new

language, and version 7.0 is used by non-English speakers who are English second language learners.

Mobile-Assisted Language Learning (MALL)

Today, mobile phones are essential in all parts of the world, especially in the field of education. Therefore, there is a need to think of using this technology in a language learning activity (Abusa'aleek, 2014). Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) stated that if the content is provided with enough efficacy, the learner will be able to use it inside and outside the classroom, virtually, or face to face. Consequently, many learners are practicing to improve, and the most relevant mobile learning projects focused on training Dykes & Knight (2012).

Padlet

Deni and Zainal (2018) defined Padlet as a 'free' web 2.0 tool, which is a platform where virtual walls can be created. A virtual wall functions like a notice or a whiteboard where one can 'pin' multiple and different types of files, word documents, images, audio files, and videos on it. The video-annotating tools provide opportunities to see the actions and reactions of real learning behaviors (Shaw, 2017).

According to Fuchs (2014) Padlet (www.padlet.com) provides a free, technologically friendly wall used to encourage whole-class participation and assessment at the same time. The author also noted that students were capable of writing ideas on sticky notes and then posted their signs on the Padlet wall online (Appendix B).

Communicative Language Teaching (CLT)

Kasumi (2015) expressed that Communicative Language Teaching (CLT) is the engagement of learners in communication to allow them to develop their interactive competence (p. 155). Also, the author expressed that Communicative Language Teaching as a

method of the 21st century in terms of learning foreign languages undoubtedly takes a significant place. Speaking about CLT characteristics, Richards (2006) stated that people learn one language when practicing things or doing, rather than by studying. Many learners acquire a second foreign language because of their necessities for the target language.

Larsen-Freeman and Anderson (2011) explained that CLT aims to apply a theoretical perspective of the communicative approach, becoming its purpose of teaching and accepting interconnection of a language and communication (p. 157). Richards (2006) also expressed that one of the goals of CLT is to develop fluency in language use, better known as the meaningful interaction maintained in a conversation among more than two people.

Unit Backward Design (UBD)

Wiggins and McTighe (2005) mentioned that the Backward Design, a term introduced by the two authors, describes the curriculum design process, which helps to clarify the intended outcomes. It consists of three steps: 1) Identifying the desired result, 2) Determining the acceptable evidence, and 3) Planning the learning experiences and instructional materials to use. Ontaneda and Roman (2019) said that Backward Design is a tool to be applied for schools where most of the classes are textbook centered, and lets teachers be creative and use skills and methodologies according to students' needs.

According to Jensen, Bailey, Kummer, and Weber (2017), Backward Design (Appendix C) is an appropriate way to approach education research. Even though many researchers find it frustrating to apply objective, quantifiable, scientific, experimental design, they use it in their field of education research and experiments involving human subjects, classroom environments, and less controlled conditions.

To acquire a real improvement from the innovation, and trying to do a proper job with this study, the researcher used the following research question: What is the effect on oral

interaction (dependent variable) of using self-regulation (independent variable) facilitated by mobile devices? To answer the main research question, there are three specific questions to guide and facilitate the understanding of this investigation.

1. To what extent did oral interactions improve?
2. To what extent did self-assessment improve?
3. What were the students' perspectives about the innovation?

Innovation

The objective of the innovation was to improve students' oral and English proficiency levels through the use of self-assessment facilitated by mobile devices in different contexts. Students had to apply the strategies on the video recording task, self-assess the task with a rubric, reflect on each video, preparing an action plan to improve the next video recording. Parents signed their consent letters giving permission (Appendix D).

The participants in the study were thirty-one students from the Second year of Unified General Baccalaureate (BGU) with A1 level who were ages 15 to 17. The innovation took place during November-December 2019, and January 2020. The innovation lasted seven weeks with (35) thirty-five hours of class periods with five self-assessments of students' recordings. Since the school did not provide the necessary technology, the researcher provided extra time beyond the regular schedule so that students could record their videos.

The work was supposed to be hard, and learners were not highly motivated to develop this project. The researcher applied the SILL (Appendix A) with students to understand how well and how often they could learn and practice the second language. To increase the low motivation in class, the researcher created a learning environment to use some strategies like short conversations based on pictures or trying to develop little role playing. Learners talked

about personal experiences, their holidays, future events, and even helped fellow students create their emails and Padlet accounts (Appendix B).

To know students' English knowledge, the teacher prepared a proficiency test to define their real level of English. Kaplan's online test (Appendix E) was the selected website to take the test. In this innovation, students were taught self-regulation instruction and its components to improve on their own. During this working time, students learned about relevant topics which the educator considered significant in its development. Before starting with the real issues, some training and piloting were done to encourage students to practice a little performance where they demonstrated with pictures, asking and answering questions prior to recording (Appendix F). The unit in the textbook students used was number five, named "GettingAway!" (Ministerio de Educación del Ecuador, 2016).

In the next sessions of classes, students were trained in vocabulary, grammar, pronunciation, and interaction to obtain a better achievement. The content, tasks, video recordings, and all the homework related varied according to the teacher's program and curriculum. Along the way, the class continued its normal rhythm; the teacher developed the Unit Backward Design (Appendix C) with its three main objectives. First, identify the transfer goal, second determine the evidence of learning, and third, develop the teaching strategies to develop students' abilities and skills.

Learners were taught to self-assess using the rubric (Appendix G), where the teacher indicated every descriptor and its components. The participants listened to an explanation of every part, understanding what was included and how each descriptor should be graded. There was a model of the rubric which the researcher had to adapt before working in real self-assessment in the classroom. After that, the participants could see the rubric prepared for the

work, and they noticed their own mistakes, reflected, and made changes to write a self-reflection, which they uploaded on their Padlet.

Learners read aloud all the descriptors, their components, and the requirements to get a better score. After every stage, the teacher explained it with a practical exercise. For instance, in pronunciation, if the descriptor said, "Sometimes it may be difficult to understand," the learner just received 1 point over three adapted from A1 rubric (Council of Europe, 2011). The participants practiced more examples, using themselves as the best mirrors to teach-learn with their partners.

Learners after continuous training practiced the required dialogues avoiding memorization and using a more reflexive work to achieve their goals. Before self-assessment and goal setting could take place, both teachers and students needed the training to make reliable, valid assessments. The four steps for teaching students to self-assess were used, and these are the following. Stage 1: Engage learners to define the criteria to judge their performance. Stage 2: Teach learners to apply the criteria. Stage 3: Give students feedback on their self-evaluations. Finally, Stage 4: Develop successful goals, and action plans (Rollheiser & Ross 2013).

Learners posted and shared video recordings to improve their own set of personal goals, thus becoming more autonomous. In this part, also, the participants wrote some appropriate comments to their partners to offer a little more motivation to improve their learning. It was a must to have a teacher's support and feedback about self-assessment after each activity because without a guide helping, it would be doubtful if students would achieve their objectives.

Previously in the classroom, the teacher remarked on the self-regulation strategies and techniques. Then, students had to review the teacher's feedback through their Padlet

application to recognize and reorganize their mistakes to facilitate their learning. Once students obtained a better understanding of each task, they were able to self-assess their work and prepare an action plan to turn failures into success, gain confidence, and get to speak in the second language.

Methodology

This was a mixed-method two-phase action research. According to Shorten and Smith (2017), in a research approach investigators collect and analyze both quantitative and qualitative data within the same study. The independent variable was self-regulation, and the dependent variable was oral interaction.

Lucas-Alfieri (2015) said that a quantitative result is the type of method that shows the results after comparing the variables implemented by the use of a numerical system that measures and analyzes the required measurements applying a variety of statistic models. In this study, the results were collected two times: at the beginning, and at the end, followed by semi-structured interviews where the investigator asked participants a series of predetermined open-ended questions to get results.

Participants

The study with a group of students was carried out in the school where the researcher works in Calceta City, Manabi Province. The sample was thirty-one (31) students in their second year of high school. The ages of the participants ranged between 15 and 17 years old, twenty-one males and ten females. The school does not have any computer labs, 75% of students did not have telephones or tablets, and 90% of them did not have email accounts to create their Padlet accounts.

The students' English level was elementary at the beginning of the study (A1: 22 participants 71%, A2: eight participants 26%, and B1: one participant 3%), according to the

Common European Framework classification of English levels. These results were obtained through the website Kaplan International which measures the English Proficiency Level of people involved in English language learning. The test was taken at the beginning of the innovation.

Reliability

Akib (2015) mentioned that loyalty is an essential aspect of the implementation of instruments if they have been used in other different research or if the tool is built for research. The reliability of the quantitative study was obtained by conducting the Proficiency Test to prepare the work, strategies, the rubric, and teaching-learning process according to the results obtained from the first video. The pretest and posttest were measured by the rubric, which determined the effects. Additionally, the improvement of self-assessment checking all the subskills was reviewed by using the rubric and commented on the Padlet as reflections and comments to improve the requirement according to the action plan.

Validity

Li (2011) validity refers to the appropriateness of a test or any of its components as a measure of what it is supposed to measure. It is the aspect that most affects the value of a test, before, though dependent on, reliability. However, validity is related to the content and construct of evaluation, while reliability is related to the score. To achieve the efficacy, an oral examination, the researcher could use direct methods such as picture tasks, dialogues, pair or group discussion, role play, interpreting, or imitation. The oral method made oral tests more authentic, creating better interaction between the task and the task takers.

The SILL survey also had validity for demonstrating students' background, giving all the useful information from the students. Another important fact was the use of the final protocol interview (See Appendix H), which was necessary to know the students' perspectives

on the improvement of the oral interactions. Additionally, the researcher checked results, gave feedback to learners, and asked for some help from a colleague from the English area to calibrate results and opinions about the innovation and its progression.

Ethical Considerations

As this investigation was conducted in a public school setting in a rural area, some ethical issues were a possibility. Guillemin and Gillam (2004) said that many situations are unexpected when doing the investigation that can potentially have adverse consequences. However, the work must be done honestly, with confidentiality, with respect for privacy. Before beginning with the work, the researcher received the consent letter (See Appendix B) from the institution to allow innovation with the students. Students and their parents were previously notified to be part of this study to get their approval. The participants were protected at all times during the research and after it.

Instruments and Data Collecting

The Strategy Inventory for Language Learning (SILL) (See Appendix A) was used in the Spanish version (Nieto, Menjivar, & Quintana, 2012) because the participants of the study needed to understand all the information asked in those papers, and the researcher was required to acquire the most reliable information from them. A strategy was developed by Rebecca Oxford (Oxford, 2003b). It was applied not only as a piece of demographic data but also to let the student learn more strategies for acquiring the English language and identify learners' gaps through the following self-regulation strategies: (A) remembering more effectively; (B) using all mental processes; (C) compensating for forgotten knowledge; (D) organizing and evaluating the learning; (E) Controlling emotions; and (F) learning with others.

Learners used the same rubric for each task. The speaking tasks were evaluated by two fellow EFL teachers using the same rubric. The speaking rubric considered three descriptors: Grammar and Vocabulary, Pronunciation, and Interaction. Each descriptor was scored over 3 points, and then the results were averaged. Moreover, there was a descriptor that was the Plan scored over 1 point to complete a total of 10 points.

The interview protocol (See Appendix H) was used by the teacher at the end of the project, and it was conducted using a convenience sample with random selection. Eight of the participants were asked some questions related to the different categories chosen for qualitative analysis in this research like their perspective, their feelings towards the use of self-regulation, their achievements, challenges or even failures. The interview focused on students' acquired learning, also what they did to improve; additionally, it asked about strategies applied to progress in L2, such as reading or recording their voices apart from the recordings.

Quantitative – Assessment was analytical, and using the Kaplan International Tests for A1 level exams, the researcher could identify the English level that learners had. The proficiency test showed the results obtained for the group of students that, in their majority, took a stressful placement test. Additionally, the five video recordings scored against a rubric produced data to determine growth in oral production.

Students and the teacher used a self-assessment speaking rubric, and the expectation was to get similar results (between teacher and students) in the posttest of speaking skills. The pretest was the first video recorded by students, and the posttest was the last video recorded by these participants. In the second research question for assessing self-assessment improvement, the speaking rubric and a goal setting action plan at the beginning, middle, and end of the innovation were applied.

Qualitative – (1) The analysis of the Action Plan was done in the middle part and at the final part of the innovation to define the learner strategies and areas of personal progress and self-regulation. (2) Interviews (semi-structured) (See Appendix H) of a representative sample of eight students were conducted in English as well as Spanish to learn about the students' perspective of the challenges and positive aspects of the innovation. The protocol interview explored what was learned, how it was determined, how do students know they learned, and the challenges and the positive aspects that facilitated learning.

Data Analysis

Quantitative – To determine progress in self-assessment, teacher and student assessments were compared at the starting part and the end of the innovation. Moreover, students' self-assessment improved if students and teacher averages at the end of the study were closer. The data for the thirty-one students were tabulated on Excel, the online spreadsheet. After that, these results were rechecked in the IBM SPSS Statistics 24, to generate descriptive statistics for respective analysis. The mean and the standard deviation were calculated. Then, these results were used to calculate Cohen's d Effect Size (ES). Cohen said that 0.20 is considered a small effect size, 0.50 as a medium, and 0.80 or more as large (Thalheimer & Cook, 2002).

Additionally, the use of Padlet (See Appendix B), was necessary to post their work to be assessed with the use of the speaking rubric. Videos scores number one and number five were evaluated in-depth. They were compared with the grades which students provided against the researcher's scores. To obtain the answer to question number two, the researcher compared the students' ratings to the teacher's scores on the sub-skills, named Grammar and Vocabulary, Pronunciation, and Interaction. Results are shown in table two and bar chart three, where the comparison between students and the teacher grades was essential to

demonstrate the difference between the Means and determine the improvement in the self-assessment.

Qualitative analyses of the action plan and interviews were focused on the categories established a priori on the interview protocol as well as any emerging categories of interest. Transcripts were made of the interviews taken with eight students. The content was categorized and coded for learning, for strategies, for positive aspects and for challenges. The students were randomly chosen to have real perspectives from the innovation. Results were compared to assess the steadiness of data, and finally found the real students' perspective on the improvement of oral interactions through self-regulation.

Results

To answer the first research question: *To what extent did oral interactions improve?* To resolve this question, the results of pretest and posttests were compared and analyzed. The table number one shows that the effect size for the global oral interactions improvement was 1.04, which is a large and positive effect size (ES). Moreover, the p value with an alpha of 5% was less than 0.005, which means there is a piece of strong evidence which demonstrated that the improvement was due to the innovation. All this information is detailed in table number one, and in the Figure number one that follow.

Table 1

Descriptive statistic of oral interaction pretest and posttest

	N Sample	M Mean	SD Std. Devt.	p value < 0. 005	Effect Size d
Pretest	31	5.55	0.94	0. 00	
Posttest	31	6.59	1.07	0. 00	1.04

Table N° 1 reflects the pretest and posttest' results demonstrating the effect size which shows a large and positive improvement in the oral interactions.

Figure 1
Pretest and Posttest Comparison

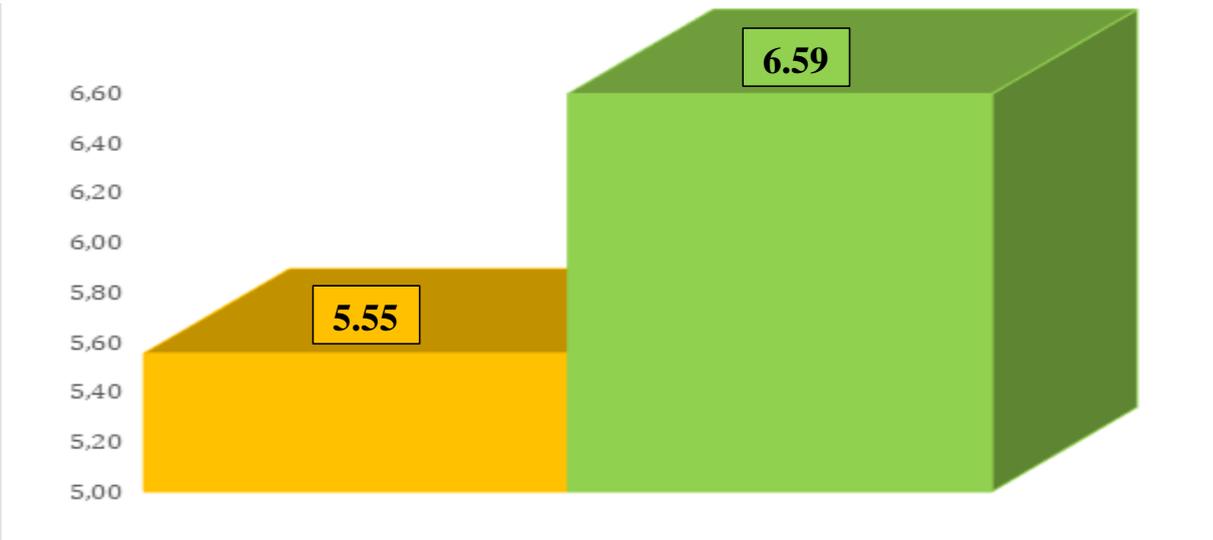


Figure N° 1 reflects the Pretest and Posttest results demonstrating a clear improvement at the final part of the innovation.

To answer the second research question: *To what extent did self-assessment improve?*

The teacher assessed the students’ feedback given by themselves in the first and the last speaking task using the feedback rubric. The results of self-assessment improvement at the beginning and the end of the innovation are shown in Table number two and the Figure 2 that follow.

Table 2 compared the mean of the scores obtained by the students and the grades given by the teacher at the beginning and the end of the innovation demonstrating a clear improvement in last video. The 31 participants graded each their own video recorded by themselves, and the difference between the students’ mean score and the grade provided by the teacher in last video was 0.22. It demonstrated a significant improvement in the self-assessment.

Table 2

Comparison between the Mean of students and teacher's grades.

Items	Mean Video 1	Mean Video 5
Students' Grades	6.90	6.81
Teacher's Grades	5.55	6.59
Difference	1.35	0.22

Table N° 2 reflects the Comparison between students' scores against Teacher's scores Means which demonstrate a clear improvement at the final of the innovation.

Figure 2 showed a divergence of around one point and a half above, which is considered an acceptable divergence. This is the case that happened in Video 1 in which the students' grades have acceptably deviated from the teacher's scores. Figure 2 also showed that at the end of the self-assessment training, the divergence was reduced considerably, obtaining a visible indication of improvement.

Figure 2 Comparison between the Mean of Students and Teacher's grades.

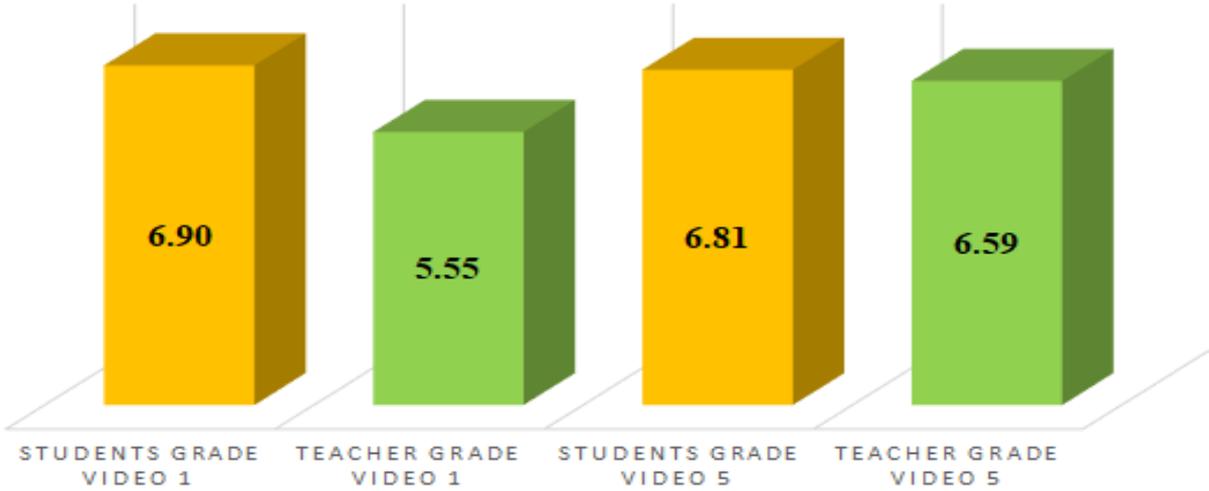


Figure N° 2 which reflects the Comparison between the Means of the students' scores against the Teacher's scores through the innovation.

To demonstrate the Self-Assessment: Comparison of Student and Teacher ratings during the evolution of the innovation, in the Figure N° 3 is shown the averages (Means) of the videos scored by the students, and the ones scored by the Teacher. It is noticeable that improvement was positive in both sides at the final part of the innovation. At the beginning, students' pretest score mean of 6.90 was higher than the teacher's pretest mean of 5.55 because in this part, learners did not really understand how to grade themselves. They learned how to do it in the process and in the evolution of their learning. At the last part of the innovation, the improvement in self-assessment increased because results were closer to each other and almost closed the gap between the students' posttest of 6.81 and the teacher's posttest mean of 6.59.

Figure 3
Comparison of Student and Teacher ratings.

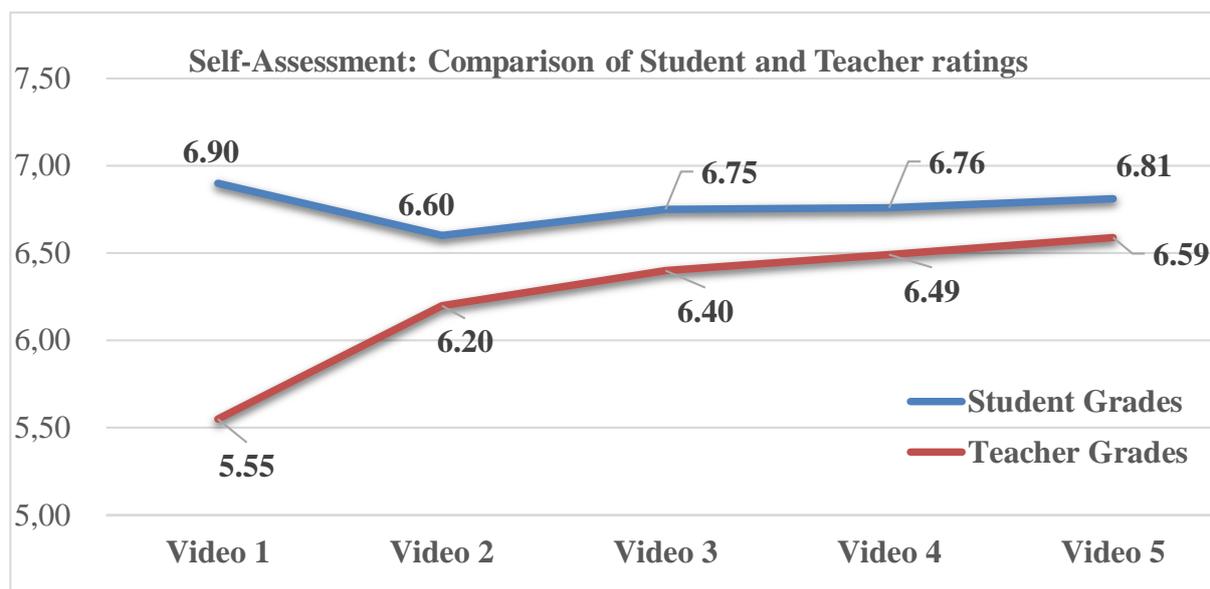


Figure N°3 reflects the Self-Assessment: Comparison of Student and Teacher ratings at the final part of the innovation.

To answer the research question number three: *What were the students' perspectives about the innovation?* It was necessary to work in a qualitative approach to do a general review of their whole work and improvement through this learning process. Using the field

notes and other resources like the rubrics, the researcher created an interview protocol, and eight participants randomly were chosen to answer the next six questions to understand better their perspectives. The answers were a transcription and translation to English because questions were made in Spanish to students thoroughly understand the questions.

Final Interview with the Students

1. *What did you learn during the innovation?* Three students said that they overcame their nervousness producing a second language more fluently than before in front of a public, they also gained self-confidence and they are believing in themselves more than ever before. The other five students commented that they were blind before, and now they can see an improvement in their learning. Student (4) *“I learned to believe more in myself, teacher, doing a better job than before.” [Aprendí a creer más en mí mismo profesor, haciendo un mejor trabajo que antes].*

2. *What did you do to learn?* Five students said they learned by listening to music, by reading subtitles in English, by writing new words and by watching a few pieces of movies in the original version. The other three students used to write new words found in dictionaries and pronounced them in a loud voice. Student (27) expressed that *“I learned to acquire more vocabulary when I read my partner's post in Padlet and then, I looked for the meanings in the dictionary. I liked to read those comments”. [Aprendí a adquirir más vocabulario cuando leía los Padlet de mis compañeros y entonces, buscaba los significados en el diccionario. Me gustaba mucho leer esos comentarios].*

3. *What did you learn from watching your videos?* Students agreed that seeing their own mistakes was very important to improve the next task. Additionally, they expressed that it was like being in a movie looking at themselves. It was also a great motivator. Student (14) expressed that *“At the beginning, it was really hard for me teacher, but after that I saw myself*

in the videos and it encouraged me to do it better every time, and also my learning improved". [Al principio, fue bastante duro para mi profesor, pero después que me vi a mi mismo en los videos me hizo sentirme valiente para hacerlo mejor cada vez, y mi aprendizaje mejoró].

4. *What were the challenges during the innovation?* Students generally agreed that the lack of technology such as not having their own mobile devices to record or proper internet access at the high school were problems. Another issue was the occasional lack of preparation of some fellow participants. Student (31) expressed that *"Many times, the lack of concentration and preparation of my partner made me lose more time than necessary, and my mother became upset about spending much time outside the home."* [*Muchas veces, la falta de concentración y preparación de mi compañera me hicieron perder más tiempo de lo necesario, y mi mami se puso brava porque pasaba mucho tiempo fuera de la casa*].

5. *Do you think your English level is adequate to have a conversation by yourself?* Students agreed on the fact that their current level is not enough to develop a conversation by themselves. Responses ranged from being prepared to needing more practice and time. Student (31) expressed, *"Well, I feel very confident about myself, but I need more preparation than I have."* [*Bien, siento mucha confianza en mí mismo, pero necesito más preparación de la que tengo*].

6. *Would you like to use the Self-Regulation strategy for the next school year?* All students said they would and some were excited to do so. Student (15) said that *"yes, please teacher, I want to use it next year."* [*Si, por favor profesor, Yo quiero usarlo el próximo año*].

Discussion

When the study began, results of the students' evaluations could be questioned as mentioned Tan, cited in (Tejeiro et al., 2012), but after proper training, students did their work

more reliably and confidently. This happened when learners graded their first video.

Concerning the first research question: To what extent did oral interactions improve? Results were positive in all sub-skills. The differences between the pretests and posttests showed definite improvement, especially in Grammar and Vocabulary. In Pronunciation and Interaction, the improvement was also positive, but with a smaller difference than the first sub-skill.

The reasons for the improvement in grammar and vocabulary could be attributed to the number of times students had to practice at home, practicing writing, and doing research. On the other hand, pronunciation and interaction required more time, listening to resources at home, and feedback, none of which they could get at home. As mentioned by Wang (2010), not all the grammar skills have to be at the same level; some of them require more time of training to manage them properly.

Results indicated similarities with the relevant literature like Bueno, Madrid, and McLaren (2006), who wrote about the challenge to learn speaking skills, and how participants could face these challenges because they are more comfortable practicing what they already know staying in their comfort zone. Moreover, Lucas (2015) talked about the nervousness that participants have, especially when they have to speak in front of their peers. Some critical fact to take into consideration is that teachers have to understand the language form and the tasks correctly.

Schmitt (2000) mentioned the importance of increasing students' lexical knowledge to enrich the communicative competences in L2 acquisition. Self-regulated students are intrinsically motivated to learn, understand better the task to be done and the use of the proper activities to find solutions and solving activities (Pintrich & De Groot, 1990). For instance, in

the SILL activity, learners noticed how their English management before was and how they were able to improve, as told in (Griffiths (2003) and Oxford (1990).

For the second research question: To what extent did the self-assessment improve? Results were positive in the comparison between students' grades against teachers' grades. The videos number one and number five were used to evaluate the possible improvement in self-assessment measuring and considering the means of the scores which students graded and the mean which the teacher graded. The use of the adapted speaking rubrics was crucial to measure the real growth in this stage. As in the document, Jönsson, and Svingby (2007) mentioned, rubrics are the primary resource that explains what to do and how to do it.

Students and teachers spent their learning time in an educational environment, where all participants of the innovation knew what to do, and all the specific details were assessed and evaluated within a particular rubric to have proper feedback (Rivers as cited in Joo, 2016). When comparing student and teacher assessment grades, there was improvement from the first videos to the last videos. It means that students' self-assessment mean score was closer to the teacher's average score at the end of the innovation. They self-assessed, reflected, and planned for the recorded task for doing better in their next video recorded assignment.

Concerning the third research question: What were the students' perspectives about innovation? To answer this question, the researcher created an interview protocol. The students were randomly chosen to participate in the interview. The perspective of those interviewed was very positive because the tasks motivated them to improve. They felt strongly motivated during this learning process just as Krashen (2013) stated that if students feel better, they will learn better, and it happened in this way.

It is necessary to mention that students overcame many challenges during this learning process. Urrutia and Vega (2010) referred to the limitations as the educational necessities

which Ecuadorian learners have. This limitation, together with other ones presented during the innovation like the absence of mobile phones, the inaccessibility to the internet were real challenges that students tried to overcome during the training and development of this action research project.

Richards (2014), also mentioned the vital role which technology has with learners in the current time. In this case, technology was necessary for this project because by using technology, the participants developed, recorded, and posted their work. Moreira (2019) expressed that the use of Padlet facilitated the shy students' inclusion in applying this resource to develop their participation in the study. A big majority of participants had a positive perception about the use of Padlet and found its use creative, very interesting and useful, not only for English as a second language but in other subjects as well. Today, students are technology literate from an early age. Using technology to record their videos, assess them, and post them on Padlet increased student motivation and contributed to the results of the innovation.

Conclusions

To conclude the study, the researcher demonstrated that the implementation of the self-regulation strategy with the use of mobile devices was essential in the participants' oral interactions improvement. Despite not having all the technological resources or enough training time, students' learning was very positive, and the most evident testimony was reflected in their attitudes and perspectives about the innovation.

It is noticeable that participants in this study gained self-confidence based on their efficiency and abilities because they were intrinsically motivated for learning, overcoming their constraints, transferring the new knowledge to reach the required goals. Self-assessment was an impressive tool to promote self-regulation, the results showed a positive and

significant improvement in pretest and posttest's mean results demonstrating a large effect size in all the sub-skills immersed in the innovation process as well. Students additionally used the Padlet as the online tool to post all their video recordings and self-assess their work.

Finally, as was evident in the researcher's field notes and the student reflections, working towards self-regulation was a decisive strategy to enhance students' oral interactions. As stated by Brown and Harris (2014), self-regulation should be a competency developed in school with appropriate guidelines.

Limitations

The limitations in this action research began with a short time of implementation because when students were most engaged in the learning, the time of the innovation ended. Another limitation was that the sample of implementation of the innovation was reduced in the small number of participants. The learners were only thirty-one students, whose English level was deficient for their expected level at that level of preparation.

Most of the limitations found at the start of this action research, like the lack of mobile phones, the internet connection, or merely the appropriate classroom to record videos to self-assess the work, were addressed as challenges and became strengths. However, it was still tricky because most of the learners did not have any help in their homes because their families could not help them. Despite the hardships, all students learned and enjoyed the project. Finally, most of the students did not have an English teacher before this innovation, therefore, they had limited training in previous school years.

Recommendations

One recommendation is that internet access and technology be made available to teachers and students. Another recommendation is to allow more time and a larger sample size for a similar research project. Finally, all participants recommended the innovative

practices of this research study. However, one student said it best, “try to apply this action research study with all the learners in all levels of education, and also apply it in different subjects.” If it were possible, self-regulation would become a regular goal of teaching-learning in the curricular studies in all schools. Learners could even receive self-regulation training in their first years of education to create a healthy learning base. It would be advisable to offer self-regulation learning opportunities to teachers so that they may spread this knowledge in their classrooms. Finally, to promote the speaking skills, it would be great if innovations like this could last longer covering essential parts of the curriculum through the academic year, by the use of interactive activities, or through assessing the improvement before the ending of each term.

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Appendixes**Appendix A****Strategy Inventory for Language Learning (SILL)**

Versión para Hablantes de Otros Idiomas Aprendiendo Inglés

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

Versión Español preparada por Karen Nieto, Rosa Clara Menjivar

y Samantha Quintana 2012

Cuestionario de Antecedentes

Encuestador: Lic. Miguel Rivera Calderon

Grado: 2nd B. BGU

Institución: UE Atahualpa, Calceta – Manabí.

1. Nombre.		2. Fecha.			
3. Edad.	4. Sexo.	5. Idioma nativo.			
6. Idioma que habla en casa.					
7. ¿Cuántos años ha estado aprendiendo Inglés?					
8. ¿Cómo califica su nivel del Inglés, comparado con el nivel de inglés de sus compañeros?					
(Encierre una de estas opciones):		Excelente	Bueno	Razonable	Malo
9. ¿Cómo califica su conocimiento del Inglés comparado con hablantes nativos?					
(Encierre una de estas opciones):		Excelente	Bueno	Razonable	Malo
10. ¿Cuán importante es para Ud. aprender a comunicarse en Inglés?					
(Encierre una de estas opciones):		Muy importante	Importante	No importante	
11. ¿Por qué quiere aprender Inglés?:					
12. ¿Se le hace difícil aprender inglés? (Encierre una de estas opciones):			Si	No	
13. ¿Estudia inglés en algún otro lado (instituto de inglés)?			Si	No	
14. ¿Tiene nervios al hablar en inglés con tus compañeros?			Si	No	
15. ¿Por qué tiene nervios al hablar inglés?					

16. ¿Pronuncia palabras o frases en inglés? (Encierre una de estas opciones):	Si	No
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Versión para Hablantes de Otros Idiomas Aprendiendo Inglés

Versión 7.0 (ESL/EFL) ♥ R.L.Oxford, 1989

Versión Español preparada por Karen Nieto, Rosa Clara Menjivar y Samantha Quintana 2012

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.

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

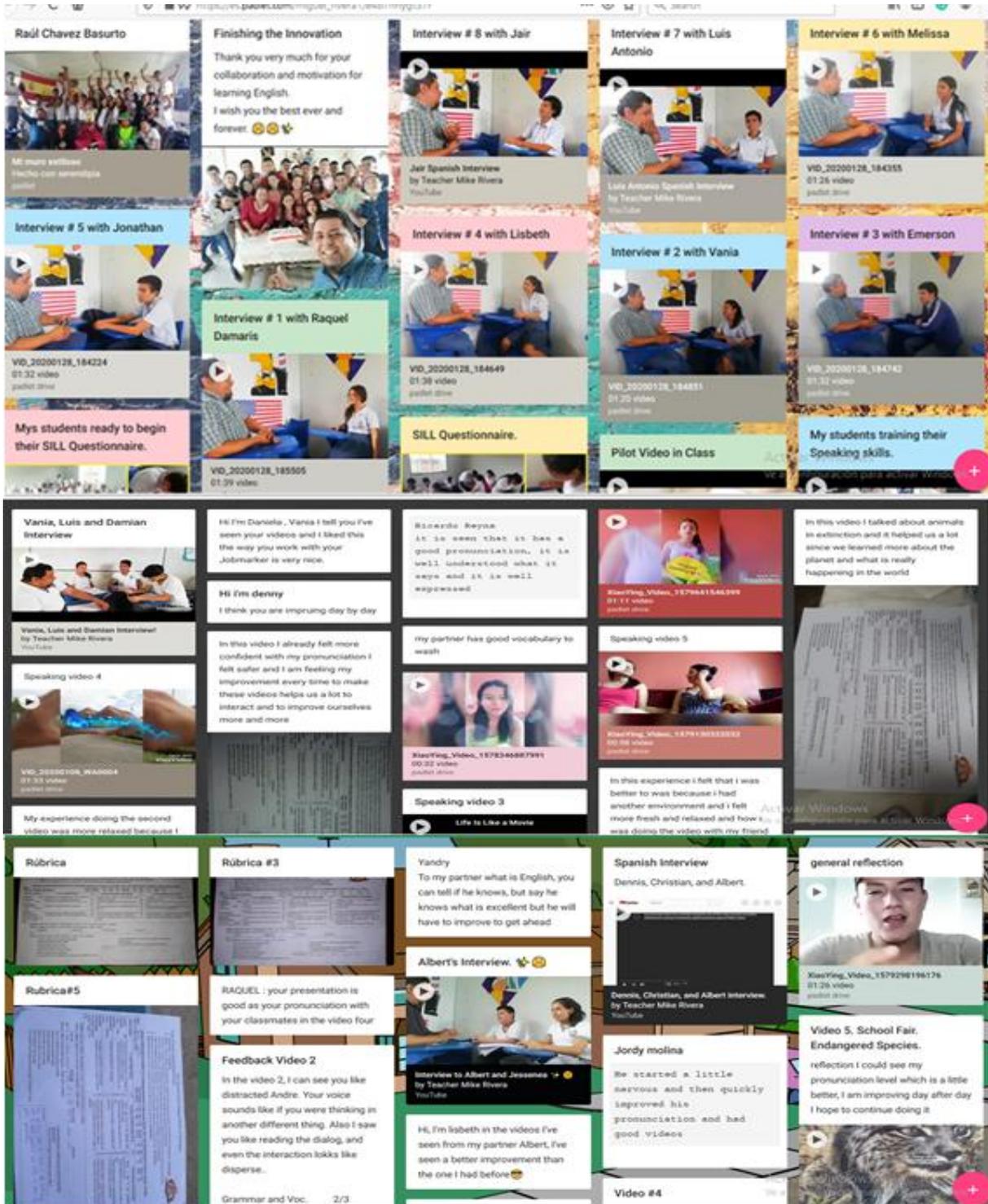
31. Trato de relajarme cuando tengo miedo de usar el Inglés.
32. Me animo a mí mismo a hablar en Inglés aun cuando tengo miedo de cometer errores.
33. Me doy recompensas cuando he usado bien el Inglés.
34. Me doy cuenta si estoy tenso o nervioso cuando estoy estudiando o usando el Inglés.
35. A menudo escribo 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.

Appendix B

Padlet



Appendix C

Unit Background Design. Lesson Plan

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

Institution:	Unidad Educativa “Atahualpa”.
Year of study:	Second Year of Baccalaureate.
Students description: (include English Level)	31 EFL Young learners with ages between fifteen to seventeen years old. All the students have an A1 CEFR level. It is a mixed group, which in its majority come from rural areas of the city, and many of them have broken or incomplete families with a not so good economic situation.
Professor:	Miguel Angel Rivera Calderon.
Unit title:	Getting Away!
Weeks:	7 weeks
Hours:	35 periods of classes, plus 10 extra-curricular hours.

I. Transfer Goal (Stage 1)

Standards the unit will work with: A1 CEFR Young learners 2018 updated version

Spoken Production. A1: These learners can describe him/herself, what he/she does, and where he/she lives. A1: User can give a simple description of an object or picture while showing it to others using essential words, phrases, and formulaic expressions, provided he/she can prepare in advance. A1: Can read a concise, rehearsed statement, e.g., to introduce a speaker, propose a toast

Spoken Interaction. A1: Can interact directly, but communication is dependent on repetition at a slow rate of speech, redoing, and repair. Learners can ask and answer a few simple questions, initiate and answer to simple statements in some areas of immediate need or

on very familiar topics. A1 learners can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

A1: Learners can take part in a simple conversation of a fundamental factual nature on a predictable topic, e.g., his/her home country, family, school. They can make an introduction and use basic greeting and leave-taking expressions. Also, they can ask how people are and react to news.

Transfer Goal:

I want my A1 2nd-year Bachillerato students to learn vocabulary related to travel (vacation, holidays, and leisure time), verb tenses, pronunciation, and how to think in English before speaking, so that on their own and down the road, they can dialogue with a fellow student about a topic of interest without looking at written prompts.

Breakdown of Transfer Goal.

As the teacher, I will teach my students to learn to record videos using a teacher prepared speech at the beginning. After the first video and their self-reflection, they will begin to speak without help, as much as possible.

Goal: Students will initiate communication with a partner

<p>A. If we see and hear them do this, they CAN transfer this learning.</p>	<p>B. If we see and hear them do this, then they CAN NOT (yet) transfer:</p>	<p>C. What I will commit to doing differently in my classroom to ensure my results look like Column A.</p>
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<p>I will see my students recording videos without help.</p> <p>I will see my students reflecting on their own videos.</p> <p>I will hear them speak with confidence.</p> <p>I will see them choosing to do the work and produce the videos.</p> <p>I will see and hear them interacting with their partners and correcting each other's pronunciation and prompts.</p>	<p>I will see and hear students quiet and nervous.</p> <p>I will see my students unable to manage words to make correct sentences.</p> <p>I will see my students doubtful reading the dialogs from the paper and unable to speak.</p> <p>I will see and hear them asking their peers.</p> <p>I will see them with sketchy notes.</p> <p>I will hear them asking me to repeat everything.</p>	<p>I will provide multiple opportunities to ask and answer questions to exchange used pictures to help students.</p> <p>I will listen to individual pronunciation and I will make time to listen to everyone before recording their videos despite the short amount of time available.</p> <p>I will create some routines to interact with descriptions using vocabulary of the lesson.</p> <p>I want students will notice and describe enough details to enhance oral production.</p> <p>I will provide games to engage students' motivation to keep trying when using vocabulary and grammar.</p>
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II. Summative Performance Assessment Task (Stage 2)

<p>Goal</p>	<p>Students will initiate a conversation between two friends.</p>
<p>Role</p>	<p>You are recording a video with a partner concerning current events or future plans.</p>
<p>Audience</p>	<p>The Internet.</p>
<p>Situation</p>	<p>On video, you will share opinions, likes, dislikes and ideas about your topic in the book using the specific vocabulary which will be related to the lesson and activities from the textbook.</p>

<p>Performance</p>	<p>You will speak to a partner about important details about something you have done during a holiday. You can use your textbooks, magazines, TV or other resources to create your dialogues.</p> <p>During your conversation on tape, you will ask and answer some questions to give your partners some clues about places and plans. You will describe pictures or talk about your plans and events and provide as much detail as you can.</p>
<p>Standards</p>	<p>Standards for scoring: Rubric.</p> <p>Demonstrate the use of grammar and vocabulary efficiently and accurately. Students must read, write and practice to familiarize with the second language. they also have to check different information in English to increase their words, phrases and expressions to develop better communication between every one.</p> <p>Good pronunciation, accent and stress of words. In this part, a good advice to improve could be, listening to some speech, some lecture, or even music. After that the repetition and recording in a mobile device could be a great tool to discover mistakes faster and improve them.</p> <p>Real Interaction between peers. In their pair interaction, they have to: Ask and answer questions trying to have a more natural conversation, giving opinions, and trying to give some coherence to the conversations.</p> <p>After each video, prepare the Action Plan to avoid mistakes in next recordings, to improve in weak parts of the current video. Practice and mark new goals to reach and improve those which need a little more training.</p>

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

<p>What students will need to know</p>	<p>The skills students will need to be able to do</p>
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<ul style="list-style-type: none"> • Vocabulary related to Unit 5 • Basic verbs as: like, go, • Connectors: but, and or. • Phrases to begin a description like “in the picture I can see...” • Recycled vocabulary learned in the previous unit. 	<ul style="list-style-type: none"> • Describe pictures about going on vacation. • Exchange information with their classmates. • Ask and answer short questions. • Name and describe objects, animals, people, places, sizes and location.
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IV. Essential Questions (Stage 1)

Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.

1. How do I feel when I am able to understand some phrases in English and I can participate in a conversation?
2. How can self-assessment help me improve my speaking in English?

V. Learning Activities

Students will learn to record videos giving some speeches in English by themselves speaking to someone else, having a conversation, and after that self-reflect on the results, so that on their own and in the long run they can improve their oral fluency, grammar, vocabulary, pronunciation, and think in English before speaking using the description of different topics presented as a linear sequence of events.

Abbreviated Performance Task:

A student (A) asks and answers a partner (B) questions about getting away, going on vacation, leisure time, or sports. His/her partner (B) will have some questions and requirements to be answered for student (A). All details, pronunciation, intonation, pauses, everything counts. The teacher or the student will record all the interaction between students.

<ul style="list-style-type: none"> The phrase must give an idea of the importance of improving in their second language. <p>Special Note:</p> <p>Once students understood the class, we could continue with the new step.</p> <p>As a requirement for the next class, the teacher asked for parents' permission to be recorded for a new English project.</p> <p><u>Day 2 (3 periods) (120 minutes)</u></p> <p><u>Objective:</u> My students in pairs will learn how to create a little conversation, and after that they will be able to record it on mobile devices such as telephones or tablets.</p> <p>1. Introduction and Warm up.</p> <ul style="list-style-type: none"> Using the activity called “the fruits basket” to motivate the class. Students formed groups of two people matching the same fruits. The Teacher brought some pictures to class and introduced them to the students. Students in pairs, received two pictures which they had to analyze. Students were trying to say the names of the images from each picture received. <p>2. Development of Activities</p> <ul style="list-style-type: none"> The teacher asked students to describe the first image. With the second image, students tried to create a conversation using all the elements of the picture. Students listened to the teacher explaining about how to create a little conversation. Students carefully began to create their descriptions in pairs. Students were allowed to use dictionaries. Students were taught the vocabulary related to the pictures. The vocabulary was classroom, school, airport, colors, and size of things. Students were also taught again the demonstrative articles This, That, These, and Those to describe the picture number one. <p>3. Closure.</p> <ul style="list-style-type: none"> Students pronounced the items which were in the picture number one. Students in pairs created a conversation using the demonstrative articles. 	<p>Hook</p> <p>Initiating</p> <p>Developing</p>	<p>X</p> <p>X</p>	<p>X</p>	
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<p>pronounce the vocabulary immersed in the piloting video used about people in an airport.</p> <p>3. Development of Activities</p> <ul style="list-style-type: none"> • Students listened to the teacher talking about the last video recorded. The teacher used his own laptop and connected his mobile WIFI to see the video from YouTube. • Students were engaged and motivated to talk about the videos. • They expressed their opinions using their rubrics and expressing their successes and their failures. • After listening to some students giving their speech, the teacher explained step by step each part of the rubric. • Focusing on Grammar and Vocabulary students were required to write and pronounce some exercises using words related to the specific lesson and adding more information from the unit. • A good way to improve the pronunciation, students were required to practice and read the conversations in a loud voice without a microphone. As an example, students listened to the teacher describing some of the videos, and each step to do better than some students had in the videos. • Focusing on Interaction the students were required to have the conversation again, reading or not, but doing it real. They could get it by practicing reading, and answering the question asked by the partner. • Repetition and practices with a good attitude were required in every stage of the class. 	<p>Developing</p>		<p>X</p>	
<p>4. Closure</p> <ul style="list-style-type: none"> • Students began to self-reflect on the piloting video. • Everyone was supposed to reflect on their video and pronounce the items in the picture number one. • Everyone took notes of their own work and reflected how they could improve next time. <p>Special Note:</p> <p>If students understood the class, we could continue with the new step.</p> <p>Students brought the teacher the citation signed by their parents.</p>	<p>Formative Assessment</p>			<p>X</p>
<p><u>Day 4 (2 periods) (80 minutes)</u></p> <p><u>Objective:</u> My students will complete the SILL Strategy Inventory to meet them better because reading and completing all its aspects students will understand better about their partners’ background and way of living.</p>	<p>Initiating</p>	<p>X</p>		

<p>1. Introduction</p> <ul style="list-style-type: none"> • Students listened to the teacher instructions to complete the SILL correctly. • Students commented to the teacher their questions and doubts. <p>2. Development of Activities</p> <ul style="list-style-type: none"> • Strategy Inventory for Language Learning (SILL) in English and in Spanish. <p>Week 3 – (5 periods)</p>	<p>Developing</p>		<p>X</p>	
<p><u>Day 5 (3 periods) (120 minutes)</u></p> <p><u>Objective:</u> My students will apply the Kaplan International test to know their English Proficiency and level.</p>	<p>Initiating</p>	<p>X</p>		
<p>1. Introduction</p> <ul style="list-style-type: none"> • Students were divided in five groups of six people. They used the six available computers to work at the same time. • Students used the teacher’s email account because most of them did not have any Gmail account yet. <p>2. Development of Activities</p> <ul style="list-style-type: none"> • International Kaplan test to measure students’ English level. https://www.kaplaninternational.com/free-english-test-online 	<p>Developing</p>		<p>X</p>	
<p>Special Note:</p> <p>As we did not finish the English level test, the students were required to come in the afternoon. Also in that time, I helped them to create their Gmail accounts to also create their Padlet accounts. They spent two extra hours in school creating their email accounts and completing the level test.</p>				
<p>The Next day, parents involved in the study came to school to have a meeting. The teacher and partners spent two extra hours explaining to them the innovation and everything related to the study.</p>	<p>Formative Assessment</p>			<p>X</p>
<p><u>Day 6 (2 period) (80 minutes)</u></p> <p style="text-align: center;"><u>Going on Vacations! Video 1.</u></p> <p><u>Objective:</u> My students learned how to talk, and to record their own video about tourist places for visiting inside and outside Ecuador found</p>	<p>Hook</p>	<p>X</p>		

<p>sports, and so on to make students able to develop their speaking skills.</p> <p>3. Closing</p> <ul style="list-style-type: none"> • Role-play: Students work in pairs and recreate a scene of two people who are practicing extreme sports, or are planning to travel somewhere to have some sport experiences. • Students interacted and interchanged their dialogs practicing with their scripts, and without them. • Students saw an example done by the teacher with a student. • Good intonation and pronunciation were important for improving in class. • Students presented the role-play in front of the teacher. • Teacher monitored the activity and corrected mistakes at the end, not during the activity. 	<p>Formative Assessment</p>			<p>X</p>
<p><u>Day 9 (1 period) (40 minutes)</u></p>				
<p><u>Objective:</u> My students graded their video using a rubric.</p>				
<p>1. Introduction</p> <ul style="list-style-type: none"> • Watching the previous video done in the extracurricular classes, students reviewed how to grade their own work. • The teacher reinforced each stage of the rubric and the points to be obtained at each step. 	<p>Hook</p>	<p>X</p>		
<p>2. Development Activities</p> <ul style="list-style-type: none"> • For Grammar and Vocabulary the teacher explained that students must read, write and reflect about grammar, the lectures and the word bank on page 64 – 65. • For Pronunciation, the teacher recommended that students listen to some speeches or video conversations, according to the current English level. • For interaction, students exchange ideas, ask and answer questions, and use body language to acquire an effective understanding • To grade the plan, students had to see their action plans to improve in each video. 	<p>Initiating</p>	<p>X</p>		
<p>3. Closing</p> <ul style="list-style-type: none"> • Students showed the good or bad use of grammar and vocabulary writing and developing a dialog to have a conversation with a partner. 	<p>Developing</p>	<p>X</p>		<p>X</p>
<p>3. Closing</p> <ul style="list-style-type: none"> • Students showed the good or bad use of grammar and vocabulary writing and developing a dialog to have a conversation with a partner. 	<p>Formative Assessment</p>			<p>X</p>

<ul style="list-style-type: none"> • Students recorded their voices on the phone and listened to their pronunciation, and after listening to themselves, they marked their score. • Students saw their interaction and good or bad preparation of the activity and marked the grades. • Students by themselves applied the teacher feedback and scored his/her work. 				
<p>Special Note: Students graded their work and uploaded their rubric to their Padlet.</p>				
<p>Week 5 – (5 periods)</p>				
<p><u>Day 10 (3 periods) (120 minutes)</u></p>				
<p><u>A Plan for the Future. A Future Event. Video 3.</u></p>				
<p><u>Objective:</u> My students learned how to talk, to record their own video and self-assess about a plan for the future, the creation of one event for the future using pages 66 – 67 as reference. Learners used vocabulary words related to vacations, extreme sports, weather destination, food, activities, interesting locations, how to get there and attractions among others found on page 72.</p>				
<p>1. Warm up</p>				
<ul style="list-style-type: none"> • All the students received their bill account summary. All of them have won a great prize in the lottery. • They planned a future event in their new rich status. 				
<p>2. Development Activities</p>				
<ul style="list-style-type: none"> • Students saw some pictures of fabulous destinations for rich and marvelous people. • Teacher began with a little lecture and asked students to continue with the reading. • Teacher and students focused on the correct intonation and pronunciation in glossary words found on page 72, that learners were checking at the reading time. 				
<p>3. Closure.</p>				
<ul style="list-style-type: none"> • Students divided in little groups presented a family trip. They were a family and planned this trip together. • After that in pairs, students recorded their own work. They asked and answered questions about the fabulous trip 				
<p>• Where are you going to travel?</p>				

<p>2. Development Activities</p> <ul style="list-style-type: none"> In this stage, students wrote field notes about their five videos that previously recorded. After that, they reflected about each video and finally, recorded their speeches together. <p>3. Closing</p> <ul style="list-style-type: none"> In their reflection they stated their current learning situation. They stated about their feelings and emotions on their first video. They stated about their improvement in better or worse grammar and use of vocabulary. They reflected about their pronunciation and strategies to improve in every video. They reflected about positive aspects or challenges They also stated how action plans were good strategies to focus on the next improvement. <p>Special Note: Students uploaded their rubric to their Padlet.</p>	<p>Formative Assessment</p>			<p>X</p>
<p><u>Day 15 (2 periods) (80 minutes)</u></p> <p style="text-align: center;"><u>Interview Protocol.</u></p> <p><u>Objective:</u> Students had to talk about their experiences in this innovation. Students had to demonstrate how their improvement and development of their oral fluency was.</p>	<p>Initiating</p>	<p>X</p>		
<p>1. Warm up</p> <p>General Question</p> <p>What was the effect on oral interaction of using self-regulation facilitated by mobile devices in an A1 class of high school students?</p>	<p>Data Collecting</p>	<p>X</p>		
<p>2. Development Activities</p> <ul style="list-style-type: none"> In this stage, students had to focus on the specific questions prepared for the final interview, and try to answer according to file notes and lived experiences. <p>3. Closing</p>	<p>Developing</p>	<p>X</p>	<p>X</p>	
<p>Specific Questions. Final Interview Questions</p> <p>1. What did you learn during the innovation?</p>	<p>Data Collecting</p>			

<p>2. What did you do to learn?</p> <p>3. What did you learn from watching your videos?</p> <p>4. What were the challenges during the innovation?</p> <p>5. Do you think your English level is adequate to have a conversation by yourself?</p> <p>6. Would you use this strategy of Self-Regulation for the next year of learning?</p>				
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Appendix D**Consent Letter from the Institution**

UNIDAD EDUCATIVA "ATAHUALPA"
Código AMIE 13H00784 – Distrito 13D06- Circuito 02 Calceta – Bolívar
Correo: escuelatahualpa1977@hotmail.com Número de Telf.: 2686450

Calceta, a 23 de octubre de 2019

Lic. Miguel Rivera Calderón
DOCENTE DE LA UNIDAD EDUCATIVA "ATAHUALPA"
Presente.-

De mi consideración:

Por medio del presente, me permito indicar que la Unidad Educativa "Atahualpa" ha considerado aceptar y otorgar a usted Licenciado Miguel Ángel Rivera Calderón, estudiante del Postgrado de Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Idioma Inglés, el permiso a fin de que realice las prácticas profesionales de Innovación Pedagógica de conformidad con la información presentada, y por el tiempo estipulado en su misiva.

Sin más por el momento, agradecemos la atención que brinde a la presente.

Atentamente,



ING. MICHAEL ZAMBRANO ZAMBRANO, Mgs.
RECTOR (E) UE "ATAHUALPA"

Appendix E

Proficiency Test

Kaplan International

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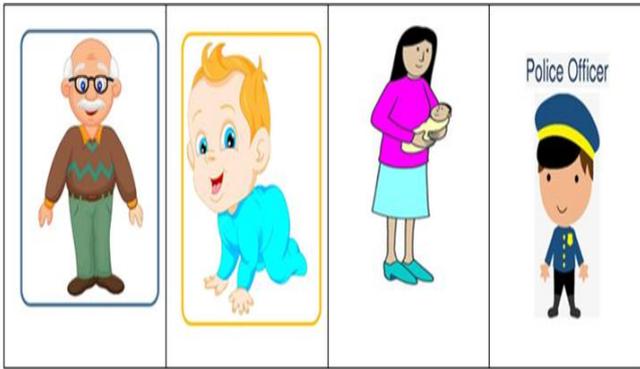
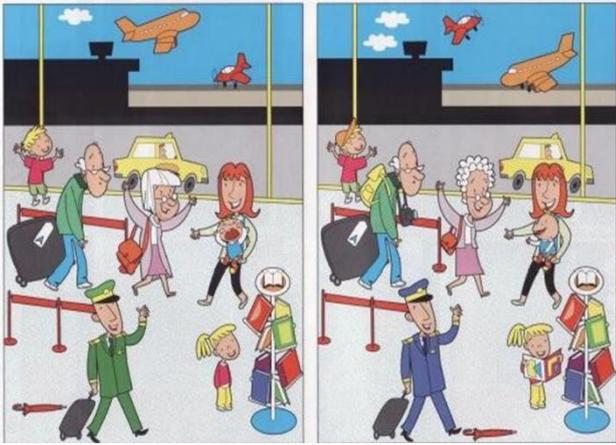
Descubre cuánto inglés sabes en solo 10 minutos con nuestro test online gratuito KITE Lite. KITE Lite es una versión rápida de KITE, la innovadora herramienta de Kaplan que evalúa tu nivel de inglés en las diferentes áreas de aprendizaje del idioma.

Conoce tu nivel de inglés en solo 10 minutos

¡TOMA LA PRUEBA GRATUITA!

Appendix F

Piloting Images and Video



Self assessment practice

Appendix G

Rubric

Topic: _____ Preparation for the Evaluations. AI Oral Progress.

Timing: 80 minutes (2 periods 40 minutes each).

- Instructions – (1-5 minutes)
- Dialog – Create a dialogue using grammar, vocabulary and examples provided in text. (20 minutes)
Remember: Grammar & Vocabulary: Do not forget to use the Grammar and vocabulary covered on class.
- Video recording. Record the video (about 1:30 or 2 minutes long) based on the dialogue created. (20 minutes)
- Self-assessment Use the rubric. Watch the video and give yourself a grade from 1 to 3 for each item. (20 minutes)
- Reflection progress. Write a log about 50 words to describe your experience. (20 minutes)



Individual Self-Assessment (adapted from Cambridge Assessment, AI Movers and iRubric: ELD 1 (AI). Video # _____ Date: _____.

Name:		Grade: Gram/voc: /3.0 Pron: /3.0 Int. Com: /3.0 Plan: /1.0 TOTAL /10			
Teacher: Lic. Miguel Rivera Calderon		Grade: Gram/voc: /3.0 Pron: /3.0 Int. Com: /3.0 Plan: /1.0 TOTAL /10			
Quality Indicators	1.0 points (Reads dialog)	1.5	2.0 points (Sometimes reads dialog)	2.5	3.0 points (Does not read dialog)
Grammar and Vocabulary Control / range / appropriacy.	. Student uses a minimal amount (1 or 2 words) of the grammar and vocabulary of the lesson. . Student joins words with simple linkers (e.g. <i>and</i>).	Some aspects of 1.0 and 2.0	. Student uses some of the grammar and vocabulary of the lesson. . Student joins ideas with a few simple linkers (e.g. <i>and</i>).	Some aspects of 2.0 and 3.0	. Student is able to use vocabulary and structure of the lesson. . Student responds at word, phrase or longer utterance level.
Pronunciation Stress / individual sounds	. Sometimes may be difficult to understand.		. Student's pronunciation is understandable with some error.		. Student's pronunciation is understandable with errors that did not interfere with comprehension.
Interactive Communication Responding / Support required (based on unit)	. The answer is very limited to one or two words. . Students may attempt to ask for support if required.		. Student sometimes interacts in a simple way but communication totally dependent on repetition. . Student is sometimes able to ask for support if required.		. Student can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. . Student is able to ask for support if required.

Action Plan. What do I want to improve in my next video?

- Grammar
 Vocabulary
 Pronunciation
 Interaction

Why?

What will I DO to improve?

- | | |
|---|--|
| <input type="checkbox"/> Focus on words that are giving me trouble
<input type="checkbox"/> Read out loud and record myself
<input type="checkbox"/> Always practice with someone
<input type="checkbox"/> Practice with music and movies
<input type="checkbox"/> Make sure to listen as well as speak
<input type="checkbox"/> Get the melody of the language
<input type="checkbox"/> Try to identify how the people's pronunciation is different to mine. | <input type="checkbox"/> Look up the words in a dictionary provided with audio files pronunciation
<input type="checkbox"/> Practice special English sounds that may be difficult.
<input type="checkbox"/> Pay attention to word & sentence stress. |
|---|--|

How/When?

Acti
Ve a C

Appendix H**Interview**

Final Interview with the students.
Entrevista Final con los Estudiantes.
1. What did you learn during the innovation?
¿Qué aprendió durante la innovación?
2. What did you do to learn?
¿Qué hizo usted para aprender?
3. What did you learn from watching your videos?
¿Qué aprendió de ver sus videos?
4. What were the challenges during the innovation?
¿Cuáles fueron los retos durante la innovación?
5. Do you think your English level is adequate to have a conversation by yourself?
¿Piensa usted que su nivel inglés es adecuado para tener una conversación por usted mismo?
6. Would you use this strategy of Self-Regulation for the next school year?
¿Le gustaría utilizar esta estrategia de Autorregulación para el próximo año escolar?