



Facilitating Self-Regulation with Mobile Devices to Improve Oral Interaction

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Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-SO-25-Nº.416-2016. Cohort 2018 - 2020. Author's email: cristhian.lucas@casagrande.edu.ec
Guayaquil, May 25th, 2020.

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Abstract

The purpose of this action research was to determine the effectiveness of self-assessment as a component of self-regulation strategy assisted by mobile devices. The investigation lasted seven weeks and involved 27 teenage students from a private institution in La Libertad-Ecuador. Participants were at A2 level according to the CEFR and had problems trying to interact in a conversation. The investigation involved the application of a pre and posttest. Participants were trained in and exposed to self-regulation through the use of an adapted rubric and the subsequent elaboration of an improvement plan. They created dialogues and recorded videos using their mobile devices and self-assessed their work. Quantitative analysis showed that the application had an impact on interactive communication by presenting a result of $d=0.642$ according to the Cohen scale. Qualitative results showed that self-regulation, as a strategy, as well as proper feedback supported by mobile devices, increased the students' motivation to participate in class, improving their oral interaction. The conclusions of this investigation have implications for teachers and those who design curriculums and find ways to innovate standard classes.

Keywords: Self-regulation, self-assessment, oral interaction, mobile-assisted language learning, feedback.

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Resumen

El objetivo de esta investigación fue determinar la eficacia de la autoevaluación como componente estratégico de autorregulación asistida por dispositivos móviles. La investigación duró siete semanas e involucró a 27 estudiantes adolescentes de una institución privada en La Libertad-Ecuador. Los participantes se ubicaban en un nivel A2 de acuerdo con el Marco Común Europeo de Referencia y presentaban problemas para tratar de interactuar en una conversación. La investigación implicó la aplicación de una prueba previa y una posterior. Los participantes fueron entrenados y expuestos a la autorregulación mediante el uso de una rúbrica adaptada y la posterior elaboración de un plan de mejora. Los participantes crearon diálogos y grabaron videos usando sus dispositivos móviles y auto-evaluaron su trabajo. El análisis cuantitativo mostró que la aplicación tuvo un impacto significativo en la comunicación interactiva al presentar un resultado de $d=0,642$ de acuerdo con la escala de Cohen. Los resultados cualitativos demostraron que la autorregulación como estrategia, así como la retroalimentación adecuada respaldada por el uso de dispositivos móviles, aumentaron la motivación de los estudiantes para participar en la clase mejorando su interacción oral. Las conclusiones de esta investigación tienen implicaciones para los profesores y aquellos que diseñan currículos y buscan formas de innovar en las clases.

Palabras clave: Autorregulación, autoevaluación, interacción oral, aprendizaje de idiomas asistido por dispositivos móviles, retroalimentación.

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Facilitating Self-Regulation with Mobile Devices to Improve Oral Interaction

Speaking is considered one of the most used means to connect people (Shi, 2010).

The international and globalized world presents this necessity as a requirement to be considered highly competent in every field. However, the development of the speaking skill is considered an issue in English learning countries such as Ecuador where “The population is comprised of groups from different cultural and linguistic backgrounds... and there are varying degrees of bilingualism across communities” (Ministerio de Educación, 2012a, p. 2). Teachers agree that opportunities to learn in a real environment are limited since English is considered only a subject in the curriculum. Due to this concern, the opportunities to authentically practice English outside of the classroom are almost nonexistent. This lack of daily connections decreases students’ ability to communicate and improve language learning effectively (Sevy-Biloon & Chroman, 2019, p. 1).

The Ecuadorian population in classrooms increases the problem since it sometimes surpasses the average of 50 students. To this, Al-Jarf (2006) expounded that "Due to the size of the class, teachers do not have enough time to pay attention to each and give every student a chance to speak and participate" (p. 24). Also, Richards (2014) claimed that “Unfavorable class-size; classes of 50 or more represent lack of opportunities for authentic communication” (p. 2).

Richards (2014) demanded that teachers nowadays deal with the same technological advances and tools students have, so, it is possible to take advantage of using them as learning tools. The English Proficiency Index (EPI) published by Education First (2019) supports the previous statement that access to the internet and technology has a positive correlation with a better English level. They have found consistent correlations between

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English proficiency and measures of technology adoption. "Access to English-language media speeds up many people's learning process too" (p. 4). However, the same report for the year 2019, after applying the EF English Standard test, places Ecuador as 81 out of 100 countries around the world and places it in #19 out of 19 countries in Latin America with a score of 46.57 out of 100, which represents a too low English proficiency level. This result is alarming when comparing the figures for EPI Education First (2014), where Ecuador was in the #3 position among 14 countries in Latin America with a growth of 6.75%.

With the results shown by EPI, the Ecuadorian government has implemented alternatives to deal with this concern. Through departments such as the Secretary of Higher Education, Science, Technology, and Innovation (SENESCYT), the GO TEACHER supported scholarships between 2014 to 2018 to qualify teachers. Besides, the Ministry of Education, through the agreement 052-14 (Ministerio de Educación, 2012a), established a new curriculum that requires students from elementary grades and on to have (at least) two hours of English per week. However, English levels are still weak (Paredes, 2019). It is clearly observed in the results presented by EPI Education First (2019), where there was a decrease of 1.95% concerning the year 2018 is noticeable (p. 31).

On the other hand, mobile phones are the most powerful communication medium among all modern communication devices, not only because they allow the use of facilities such as e-mail or chat but also, as they can be considered as learning devices. With such a learning device, the learner controls the learning process and progress in his/her own space based on his/her cognitive state (Miangah, 2012a, p. 310). This kind of control is possible since users can access online information and storage everywhere and every time. Miangah (2012) stated, "Mobile devices support various activities related to language learning,

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among which can be named the camera, audio/video recording, and video messaging (MMS)” (p. 312).

Many researchers (Desai & Graves, 2006; Farmer, 2003; Rambe & Bere, 2013) pointed out the primary role that feedback plays in learning development. Wiggins (2012) stated that if the student obtains feedback and then has the opportunity to use that information, this practice will provoke an improvement in the student's learning. Based on that, teachers must take into account that the feedback process must be continued even when the class is in the planning process. Hattie and Temperley (2007) stated that:

Feedback is crucial during the formative process. It provides the specific indications that students have to follow to achieve their goals and not only come from teachers but also partners through the interaction and self-assessment when students can control how they are improving by themselves. (p. 81)

As a component of self-regulation, self-assessment is sustained by the literature as a tool that could help student's development. It allows students to set goals, find and choose the best methods to achieve their learning objectives, and self-assess using a rubric (Brown & Harris, 2014). It means that students can determine how and to what extent to learn and improve a foreign language. Oxford (2003) stated that if students can select the right learning strategy, it supports the development of learners and directly influences the learning process. Some of the most notable researchers in the field such Chen (2008); Ibersson (2012); Luoma (2004); Rivers (2001); Saito (2008); and Topping and Ehly (1998); all of them stated that self-assessment, as a strategy of Self-regulation, enhances student's speaking improvement.

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However, there is a group of researchers in this field that are in opposition.

Andrade, Du, and Mycek (2010) considered that "realism or veracity in self-assessment is debatable" since the self-assessment process helps students develop greater awareness of the quality of their work and criteria by which their work can be evaluated (p. 3). Butler (2011) also concluded that self-assessment indicates that although it is inaccurate but positively biased, student self-assessment leads to improved outcomes, while imprecise, negatively biased, and self-assessment has a negative impact on students' achievement.

In Ecuador, at Casa Grande University, many investigations have been conducted since 2017 related to self-assessment and self-regulation as strategies to improve English skills. Other support for this investigation is Tenelanda and Castelo (2016), which is the first study found in Ecuador, which included the use of technology to assist the learning process. However, the results presented in the EPI report (2019) suggested that there is still a gap in this area.

Brown (2000), related to the interaction, mentioned that conversations engage participants in meaning negotiating. Hence, it is hard for learners to feel sure about what to say when to speak and how to say things. However, Burgin and Daniel (2017) reported: "We noted the absence of opportunities for students to engage in debates or to present their ideas as most instructions reflected a question and answer format" (p. 119).

The Council of Europe (2018) claimed that for A2 established level learners, they "Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list" (p. 69). Equally important, the Ecuadorian In-Service English Standards of speaking production in Level A2, states that students could "Handle very short social

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exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves” (Ministerio de Educación, 2012b, p.10).

Due to a problem of the low level of oral interaction detected in a private institution located in La Libertad, the present action research was carried out focusing on one aspect of spoken production, such oral interaction using self-regulation as a self-assessment strategy assisted by the use of mobile devices. Therefore, there are three main research questions for this study:

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

Literature Review

This action research focused on self-regulation as a strategy to improve oral interaction assisted by mobile devices on EFL learners. The independent variables involved self-regulation, and the dependent variable is oral interaction. This section explains theories as well as concepts that support this study. Second Language Acquisition is related to the study of how students learn a second language. Communicative Language Teaching emphasizes strategies such as pair-work and negotiation of meaning to achieve the interaction. Social Constructivism is associated with how human development is socially constructed. Speaking Skills Assessment and Improvement since oral production is the hardest skill to improve. Self-Assessment and Self-Regulation concern the behavioral learner control processes. Lastly, Mobile-Assisted Language Learning since smartphones and other mobile technologies encourage the language learning process.

Second Language Acquisition

Second Language Acquisition (SLA) theory emphasizes the value of output. Ellis (2005) mentioned a set of ten principles of language learning. Those principles indicated that instructions have to provoke that; learners develop both a rich repertoire expression and a rule-based competence. Learners have to focus on meaning. Also, they have to focus on form. Learners develop implicit knowledge of the L2. Learner's built-in syllabus, learning requires extensive L2 input. It also requires opportunities for output. The opportunity to interact in the L2 is central to developing L2 proficiency, taking into account individual differences in learners, and in L2 proficiency, it is essential to examine free and controlled production.

Krashen (2013) also summarized five hypotheses to support SLA theory; Acquisition vs. Learning, Monitoring, Input, Affective Filter, and Natural Order and stated that "The goal of language classes is to bring students to the point where they can begin to understand at least some authentic (real-world) input" (p. 5). The third principle from Krashen (2013) is the Monitor Hypothesis, which states that language "is normally produced using our acquired linguistic competence" (p. 2). This hypothesis is relevant to this research since self-assessment is a self-regulation strategy used for students to control improvement on their own.

Equally important, Michael Long (as cited in Lessard-Clouston, 2018) agreed that "Interaction hypothesis agreed that comprehensible input is necessary for SLA, but added that modified interaction makes such input comprehensible, where students negotiate for meaning and reach mutual comprehension" (p. 19). Long also claimed that without comprehensible input, oral interaction would not have been carried out if language learners

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do not understand the message. Finally, Lessard-Clouston (2018) stated that "Without input, no one can learn a language. Input is the model language that learners are exposed to, including all the English that students encounter through listening and reading" (p. 11).

Communicative Language Teaching

Richards (2006) maintained that Communicative Language Teaching (CLT) objectives are basically to improve communicative competence. Students are encouraged to choose the strategies they feel comfortable with to enhance oral interaction with the design of engaging activities in class. Loewen (2015) proposed numerous pedagogical suggestions. First, he indicated the significance of designing "communicative tasks into the classroom to allow the exchange and negotiation of meaning among students" (p. 52). Second, those activities should provide opportunities for students to communicate in the target language, which is "important for the development of implicit knowledge, procedural knowledge, and communicative competence" (p. 53). Third, teachers in foreign language contexts ought to tell students "the benefits of interaction" and advise them on "how to recognize learning opportunities during interaction and how to seek and provide communicative assistance" (p. 53).

Although CLT has been demonstrated to be efficient in several educational contexts, there is a debate about its limitations and advantages so far (Alamri 2018). For example, while Savignon (2018) concluded that CLT generates positive results regarding language proficiency, Bax (2003), Butler (2011), and Littlewood (2013) agreed that CLT presents some challenges for classroom management, unfamiliar activities, the inconsistency of contextualization, inconstant practices, and some participants' resistance.

Social Constructivism

Social Constructivism emphasizes that learning occurs through pair work, feedback, and self-regulation (Suhendi, 2018) and is intrinsically intervened by connecting new learning to prior knowledge (Brown, 2000). Social constructivism accepts that learners socially construct knowledge while making sense of their learning (Driscoll, 2000). From this perception, knowledge is created through learners' engagement in the meaning-making process in which they collaboratively form, develop, and construct explanations (Swain, 2010).

Similarly, Woo and Reeves (2007) supported that social constructivism provokes meaningful learning, and this is possible when interaction among learners is motivated during the meaning-making process. This interaction among students would enhance learners' linguistic knowledge construction and should contribute to the learning progress in the L2 classroom (Swain, 2010; Swain, M., Lapkin, S., Knouzi, I., Suzuki, W., & Brooks, L., 2009).

Speaking Skills Assessment and Improvement

Speaking is an essential part of the goal of learning a foreign language. Authors such as Lazaraton (2001) stated that "Oral communication is based on four dimensions or competencies: grammatical (phonology, vocabulary, and sentence formation); sociolinguistic competence (rules for interaction); discourse (cohesion and how sentences are linked together); and strategic (compensatory strategies to use in difficult strategies)" (p. 104). In this sense, teachers analyze the students' necessities, face their problems, and find solutions that help them to improve their speaking skills.

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Joo (2016) stated that speaking assessment requires a profound understanding of assessment criteria and the learners' ability to assess their performance accurately. In this case, it is necessary to use a rubric that helps teachers to assess students. This rubric had to consider grammar and vocabulary, pronunciation, and oral interaction. Grammar and vocabulary are necessary in order to build up appropriate structures. A wide variety of lexical resources (Council of Europe, 2018, p. 131) and pronunciation are essential for the speakers to be understood (p. 81). Oral interaction is a way to participate with a primarily social function: the establishment and maintenance of personal relationships (p. 83).

Besides, Goodin (2001) claimed that “In teaching pronunciation the goal of instruction is threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech” (p. 131). Also, 'pronunciation is never an end in itself but a means of negotiating meaning in the discourse, embedded in specific socio-cultural and interpersonal contexts' (p. 117).

Self-assessment and Self-regulation

There is strong evidence that students can improve through self-assessment. Students can set goals, evaluate progress relative to language targets, and improve their learning outcomes (Andrade, Du, & Mycek, 2010). Additionally, self-assessment is connected to improved motivation, engagement, and efficiency (Griffiths & Davies, 1993); self-regulation reduces the dependence on the teacher's constant monitoring (Sadler, 1989). Thus, consistent with the self-regulation theory, self-assessment contributes to better meta-cognitive skills associated with achievement.

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Brown and Harris (2014) concluded that although self-assessment could present threads of invalidity, it should be developed in schools since it contributes positively to learning outcomes. Brown and Harris also presented a different kind of practice grouped into three primary categories: self-estimation of performance, self-rating, and rubric-based results. These three sets contain a variety of processes, such as using a model answer as a reference (Hewitt, 2001), integrating teacher-evaluation with self-evaluation (Olina & Sullivan, 2002), and self-correction (Harward, Allred, & Sudweeks, 1994).

Joo (2016) concluded that self-assessment requires "...the provision of clear task-related criteria, sufficient training, considerations of the learner's traits and their perception as well as the strong integration with the curriculum" (p. 80). She added that learners are able to self-assess oral skills if certain conditions are met so that the process of being involved in self- and peer-assessment practices can enhance L2 speaking ability.

Understanding by Design

According to Bowen (2017), expected results should be the product of a logical organization of the lessons to be developed and not of the methods with which the teacher feels comfortable. Understanding by Design (UBD) provided the researcher with an organized and structured process to create, instruct, and assess a unit. The plan considers a set of seven key points; The purpose of the unit includes, the ability to use the content, the indicators of understanding, the desired results, the meaning-making, and learning transference, the engagement, and the adjustments. Also, UBD is divided into three stages. First, identify desired results where the teacher has to consider the learning goals of the unit. Second, determine acceptable evidence related to the assessments and performance

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tasks students will complete to demonstrate understanding and learning. Third, the stage regarding the instructional strategies and learning activities teachers should create.

Mobile-Assisted Language Learning (MALL)

Recently, the researching activity in the field of technology related to education has shown a noticeable increment. Every day, more and more researchers all around the world are analyzing the benefits that the use of technology and specifically mobile devices provide to the teaching-learning process. Ahmad (2018) reported that most of the students enjoyed using their cell phones as a learning tool during class discussions. Mobile devices give students the flexibility to follow their interests, increasing their motivation to pursue learning opportunities (West & Vosloo, 2013). Additionally, mobile devices used by learners and educators to “access information, streamline administration, facilitate learning in new and innovative ways” (West & Vosloo, 2013, p. 6).

Mobile-Assisted Language Learning (MALL) can be used for improving speaking skills, like pronunciation, since the mobile devices allow voice recording to compare with the ideal one. According to Xu, Dong, Jiang (2017), students demonstrate more confidence in speaking English while using mobile devices outside of class or in non-conventional speaking activities, and their participation is much more enthusiastic. Krashen (2013) stated that while reducing tension or anxiety in classrooms, the affective filter facilitates a learning atmosphere. The integration of technology in the teaching-learning process allows more practice opportunities and promotes student's participation (Ko, 2015). Vygotsky (as cited in Woolfolk, 2016) also believed that technological devices such as mobile devices, computers, and the internet have an essential role in the student's cognitive improvement.

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Innovation

For seven weeks (28 teaching periods), students were provided with an amount of vocabulary and grammatical construction as well as many communicative learning activities. Those contents were organized in a lesson plan that observed backward design principles. The plan encouraged students to create dialogues to interact with a proposed conversation topic (see Appendix A).

The innovation consisted in the use of the self-regulation strategy to improve oral interaction through the use of mobile devices. Firstly, students received instruction on how to use the rubric to self-assess. Secondly, by watching, analyzing, and assessing an official video example from Cambridge (2013), students were trained to use the rubric. After that, students had to record a pilot video and apply the rubric to confirm they were able to use it by the time they record the videos required. The teacher immediately provided the proper feedback pointing out the main areas of interest that the rubric grades: Grammar, Vocabulary, Pronunciation, and Interaction. Since students were between A1 and A2 levels, some instructions and explanations were presented in English as well as in Spanish.

Once students were clear enough about the innovation and how to manage the rubric, they were asked to record five two-minute videos having natural conversations. Conversations had to include as much content as possible of the unit proposed. Once the videos were recorded, students shared them with the teacher via the WhatsApp group, E-mail, or flash memories. The teacher opened a private site in Padlet, (a popular and useful webpage) and uploaded all the videos there. Immediately, students downloaded the Padlet App on their own mobile devices, opened an account, and scanned a QR code in the teacher's cellphone to get access to the main page.

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By accessing the web page, students were asked to self-assess their improvement by analyzing each video with a Speaking Individual Self-Assessment Rubric (adapted from Cambridge KET and text assessment scales). After each self-assessment process, students were encouraged to set an action plan to self-regulate their oral interaction. To set the action plan, the teacher provided a suggested list of strategies such as focus on difficult words, read aloud and record, practice with someone, practice with music and movies, among others for students to take into consideration and give examples about how they could help them to improve. For this innovation, students worked in both small groups to develop the vocabulary and communicative activities and in pairs to create and record the videos.

Methodology

The present work is action research where teachers investigate teaching and learning processes to improve their own and their students' learning (Ferrance, 2000). A mixed-method study analyzes the effect of self-regulation (independent variable) to improve oral interaction (dependent variable) and gather the information of both quantitative and qualitative data. It was developed in two phases for seven weeks, four periods each (28 periods in total). It was carried out in a private institution located in Canton La Libertad, Santa Elena Province.

Participants

The participants for this innovation were 27 students between 15 to 16 years old (13 boys, 14 girls) who were in the second Baccalaureate. They come from different socio-economic levels, and some of them live in suburban areas of La Libertad. The ethnicity of the students was varied among Cholos, Montubios, Mestizos, and Highlander. Their mother

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tongue was Spanish and, in some cases, Quichua. All of them have access to the internet and their smartphones.

The size of a sample dictates the amount of information the researcher has, and therefore, it determines a precision or level of confidence (Littler, 2018). Since the authority of the institution assigned what group participated as a sample for the study, it was not possible to apply any selection process. The study was conducted with students of mixed English levels (A1-44%, A2-41%, B1-15%) according to the Common European Framework classification of English levels. These results were obtained through the application of the EF Standard English Test online version (See Appendix B).

Instruments and Data Collection

Data collection is the process of gathering and measuring information on variables of interest (Sutton & Austin 2015). The development of the research project included; The strategy inventory for language learning (SILL) to establish the students' background regarding the use of technology with learning purposes. A KET Cambridge oral test to identify the students speaking level at the beginning of the program. A teacher's speaking rubric to measure the learners' ability about oral improvement, Self-regulation worksheet for students to self-assess and elaborate an improvement plan, and interviews, reflections, and field notes to analyze the participant's perspective about the innovation.

The research incorporated both quantitative and qualitative methods. Quantitative methods (to answer the questions: 1) To what extent did students' oral interaction improve?; 2) To what extent did students' self-assessment improve?) consisted of the use of an A2 adapted rubric used by both teachers and students to quantify students' speaking skills improvement based on self-regulation strategies and self-assessment assisted by

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mobile devices (independent variable). Qualitative methods (to answer the research question 3) What was the students' perspective of the innovation?) contained a semi-structured interview to figure out students' perceptions of the innovation to improve oral interaction (dependent variable).

Strategy inventory for language learning (SILL).

One of the most efficient and comprehensive ways to assess the frequency of language learning strategy use is a questionnaire, also referred to as an inventory or a summative rating scale (Griffiths, 2007). Additionally, Griffiths said that the Strategy Inventory for Language Learning (SILL) is used to make comparisons and draw contrasts between students' learning styles and teachers' instruction styles. In order to establish the students' background, during the first week, participants were surveyed about their technological preference to establish a profile. To do this, the researcher used a Spanish adaptation of the SILL developed by Rebecca Oxford (Oxford, 2003). See Appendix C. The survey's adaptation was due to participants' proficiency, not achieving the A2 level. The results obtained gathered valued information about the strategies participants used to learn English before the innovation. Among the strategies presented in the survey were time spent learning English outside the school, the use of different communication resources and technology at home.

KET Cambridge oral test.

The format of standardized tests can encourage the measurement of factual knowledge rather than conceptual understanding, but it also facilitates objective scoring (Saito, 2008). Participants were assessed through KET Cambridge oral test (See Appendix D). It was used to assure and describe the participants' level at the beginning of the

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innovation to compare the results. Those results answered the research question number one. The researcher tested the participants, and the evidence was recorded in both pictures and videos. The teacher managed both the difficulty and number of questions (15 questions). To measure the results, the investigator used an A2 Cambridge speaking rubric.

Teacher's speaking rubric.

Joo (2006) stated that "...speaking assessment requires a profound understanding of assessment criteria so that teachers are able to measure the learners' ability about oral performance" (p. 69). Based on this fact, the researcher used a Cambridge A2 adapted rubric to determine the participants' speaking improvement. The rubric had three components: vocabulary and grammar, pronunciation, and interaction. It was created following the appropriate amount and type of language for the A2 level. Different from the self-regulation worksheet, the teacher's rubric did not take into consideration the action plan (See Appendix E). Additionally, the speaking rubric graded interaction as one component for both understanding and communication abilities. The results obtained from this instrument answered the research questions number one and two. The teacher's rubric determined whether speaking improved, and at the same time, it was used to determine how closely the teacher's assessment matched the student's self-assessment.

Self-regulation worksheet.

Self-regulation models are concerned with what individuals choose to do and how they go about trying to accomplish their goals (Joo, 2006, p. 72). This instrument is about a self-regulation worksheet. The worksheet was divided into two parts. The first was a rubric sub-divided into three descriptors Grammar and Vocabulary range (to measure vocabulary and grammar learned in classes), Pronunciation (to establish the clarity of the oral

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production), Interaction, and Communication abilities (to range the ability to say and understand an oral message). The results obtained helped the students to set the second part of the worksheet. The second part was an action plan with the list of strategies suggested by the teacher. While the rubric helped participants control their self-assessment improvement, the action plan motivated students to focus on what they wanted to improve and what strategies they had to apply to achieve it (See Appendix F).

Interviews, reflections, and field notes.

Moss (as cited in Turner & Purpura, 2015) stated that with an increasing interest in the dynamic interplay between the learners' internal and external factors, interviews, field notes, and reflection reports are used to conceptualize the validity of self-assessment. For the qualitative part of the innovation, the students were asked to collect memories by writing a reflection paragraph after videos number three and five describing the process and strategies they followed to improve. Depending on the student's confidence and the writing level, the memories could be written in both Spanish and English. The length of those memories was about 50 words.

By the end of the program, participants were interviewed by using an open-ended bank of question to gather information about their perspective toward the application of self-regulation strategies and the use of mobile devices to improve their speaking skills. The reflections were provided to students as helpful notes to participate in a free and natural way during the interview (See Protocol and transcripts in Appendix G). Reflections were registered in a digital form into the Padlet site. The evidence of the reflections was included in the Padlet site (See Appendix H). Lastly, while the innovation was applied, the researcher registered dated field notes to support his findings.

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Data Analysis

The data from pre and post-test were collected, registered, and organized in an Excel file to analyze the information obtained after applying the innovation. This file was then exported to the SPSS program to obtain descriptive statistics. The pre-test and post-test data were analyzed using Paired Sample T-Test to show minimum, maximum, means, standard deviation differences, and the effect size. The results were used to answer the research questions one and two (quantitative analysis) related to the effect of self-regulation as a strategy to improve oral interaction. The results were presented in both tables and graphics. To answer the third research question (qualitative analysis), the researcher reported; Dated field notes to describe students' reactions to the innovation, conducted interviews to collect participant's perceptions about the innovation. The information collected during the interviews was organized, reporting patterns of responses.

Ethical Considerations

“The confidentiality of the information supplied by research subjects and the anonymity of respondents must be respected” (Academy, 2019). It is necessary to mention that at the beginning of the research study, it was necessary to request the authorization of the educational institution authorities due to its protocols of care and integrity of the student (See Appendix H). Likewise, it was necessary to request authorization from the legal representatives who were informed of the implementation of this innovation. However, the entire project was carried out during class hours and following the course content. Due to ethical considerations, neither the school's name nor the student's name disclosed (See Appendix I). The videos that the students produced were used only for self-assessment purposes, so they were not posted on any public site.

Results

The results presented in this research are divided into three sections. Every single section answered one of the research questions proposed at the end of the introductory part. Questions one and two describe the quantitative results; question three shows the qualitative student's perspective about the innovation. Results demonstrate that the application of the innovation had a medium effect in oral interaction improvement.

Question #1. To what extent did students' oral interaction improve? To answer this question, the researcher analyzed the information from the teacher's speaking rubric to measure participants' improvement in oral interaction. Table 1 illustrates the mean, standard deviation, and effect size. The rubric measured improvement in the students' overall speaking skills as well as sub-skills. The pre-test showed a mean of 4.86 (SD 1.99), while the posttest displayed value of 6.04 (SD 1.67). The *p*-value with an alpha of 5% is under 0.005, which is strong evidence that the enhancement was due to the innovation. Also, the results showed that the difference between means (MD= 1.177 SD=0.32) had an effect size of 0.642, which, according to Cohen (1988), is medium effect size.

Table 1

Speaking Overall Improvement

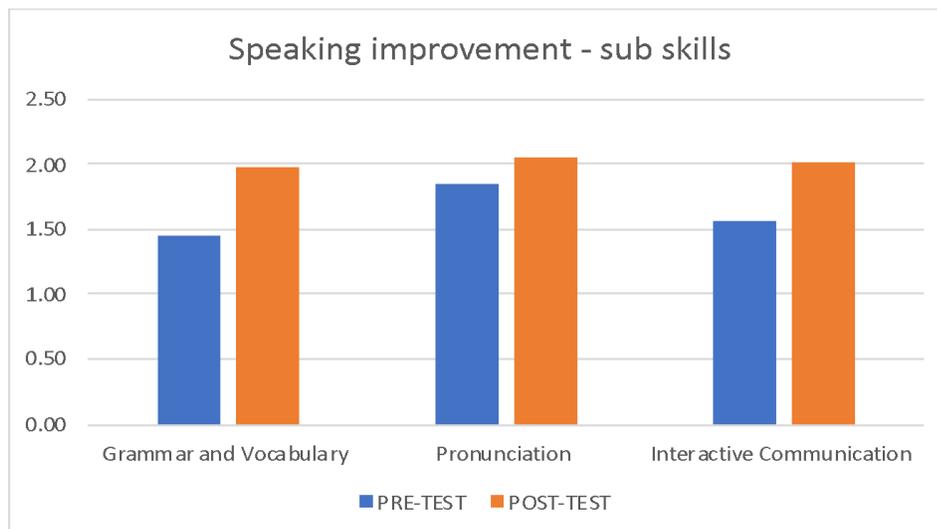
	N	Mean	Std. Deviation	<i>p</i> . value	Effect size
Pre	27	4.86	1.99	< 0.005	0.642
Post	27	6.04	1.67		

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Figure 1 focuses on the sub-skill categories, such as vocabulary, pronunciation, and interaction. The three of them were graded over three. The sub-skill that presented a higher score was pronunciation with a mean of 2.06. However, grammar and vocabulary and interactive communications show improvements comparing pre and post results.

Figure 1

Speaking improvement by sub-skills.

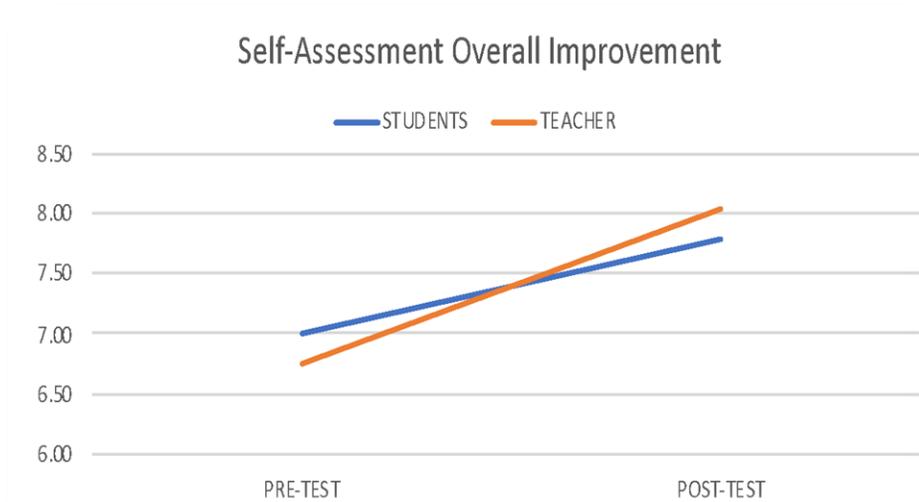


Question #2. To what extent did students' self-assessment improve? On the one hand, the results from the students' self-evaluation worksheets showed the following values: Pretest (M=7.18) – Posttest (M=7.79). On the other hand, the teacher's mean showed; (M=6.75) for the pre-test and (M= 8.03) for the posttest. There are variances in teacher's registers compared to student's records. Student's and teacher's pre-tests differ in 0.43, while results from the students` and teacher`s posttests showed a difference of 0.24.

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Figure 2.

Self-assessment Overall Improvement.



Question # 3. What was the students' perspective of the innovation? To answer this question, the researcher conducted individual interviews with seven students. To develop those interviews, previously, participants were asked to write reflections after videos three and five during the seven-week application. Those reflection notes were used by participants to support their responses to the interview questions. Also, during the application time, the researcher applied general observations and registered field notes about the process. Those field notes are listed according to the date.

November 4th, "While the teacher introduces the innovation objectives and stages, some students showed anxiety, while some expressed their opposition." The researcher interpreted their opposition as a result of beginning recordings with a mobile device, which had not been an everyday activity.

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November 8th, "Some participants mentioned that the rubric was a little confusing" The researcher interpreted their confusion resulting from the fact that students were self-assessing their work for the first time.

November 22nd, "While recording video number one, some students became angry when their partner got confused or forgot the dialogue." It was also noticed that "Most students focused on grammar and vocabulary rather than pronunciation and interaction."

December 16th, after feedback where the teacher explained once again the purpose of the investigation, participants became more self-demanding. "Students who wanted to feel comfortable with the product (video), recorded at least three times, putting more emphasis on pronunciation and interaction than grammar and vocabulary."

It appeared to the observer that some of the participants did not take the improvement plan and strategies seriously at the end of the third video because the worksheet proposed one strategy in the action plan. The participants mentioned a different one in the reflections. However, students who showed noticeable improvement after the third video were using audio dictionaries during almost the entire process. After the first reflection, the researcher noticed that most students took the process seriously since the content as part of their partial evaluation.

In order to conduct the interviews, seven students were selected as a random sample to answer seven open-ended questions:

1. What did you learn during the innovation? The majority of students considered that the innovation allowed them to practice and improve the skills described in the rubric. They mentioned that, while recording and revising their performance, they realized mispronunciation mistakes. It demonstrates that the application provoked a real

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immersion and exposure to the language. Additionally, participants mentioned as an essential fact the opportunity to feel free and confident to make mistakes without receiving any penalty.

"I learned to improve my pronunciation, easy words, and difficult ones a little bit"

(S25).

"I learned to study English more because before I practiced but not as much as now"

(S17).

"I improved my self-confidence" (S11).

2. What did you do to learn? (strategies) To this question, participants mentioned that the choice of strategies was interesting because they had a novel use. Students affirmed that listening to music and watching movies, as well as using a digital dictionary with voice assistance and setting their devices in English were really helpful to practice real English.

"Well, I have listened to music, and so I have repeated the same word several times to learn it" (S9).

"I started watching movies in English without the subtitles; I also started listening to music in English. I also set my phone in English mode for a week, but it became complicated" (S27).

"The most common and the most interesting I consider are the videos, to listen to music, and also watch videos of people from abroad" (S6).

3. What did you like about the innovation? (positive aspects) The principal aspect mentioned by the majority of participants was the opportunity to work collaboratively with a partner and have continuous feedback from the teacher. Some

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students mentioned that after three weeks of practice, they considered they were able to help others. Additionally, students consider as positive the opportunity to use mobile devices in class as a tool to practice the language. Finally, they considered that it was a fun experience.

"Being able to work with a partner, maybe all that knowledge we could not implement or do it more naturally or fluidly, but thanks to this, we have lost our fears, being able to share ideas with my classmates" (S6).

"Thanks to this, we were able to work more with the partner assigned; we were able to try to understand each other and make our pronunciation more fluid" (S16).

"There were quite positive aspects, for example, using a phone because I think it is very easy instead of using a dictionary" (S11).

"I had a fun recording with my teammates; I had a good time" (S21).

4. What were the challenges? (difficult aspects) One of the aspects that the innovation proposed was the challenge for participants to use the content of the unit to create and learn dialogues to perform and record the videos. Regarding this concern, students mentioned that it was complicated to deal with the construction of the dialogues trying to maintain a natural conversation. Also, participants agreed that grammar constructions were challenging since some activities mixed more than one structure to present a situation.

"The implementation of grammar in the videos that were being made with their different themes" (S6).

"When recording the learning of the dialogues and sometimes we forgot the dialogue, and we had to re-record" (S25).

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"Well, learning the dialogues because you are not so used to learning things"

(S27).

5. How did you feel using your mobile device to record your videos? For this question, interesting answers were mentioned since, as noticed before, this was the first time for students to feel free to use their mobile devices in class. Students said that at the beginning, they believed that the ability to use a phone in class was a joke. All students agreed that using their own devices is more comfortable than being recorded by someone. Besides, one student mentioned that by using his device, he felt less nervous.

"I felt really good because I already had registered both my videos and my scripts on my phone" (S11).

"I have my own evidence; I can visualize my own development, my process" (S17).

"Well, using my phone is something like getting into a little trust in me because if I did it from another camera, it would give me a little more nerve to see that someone else is recording me" (S9).

6. After finishing this project, what was the most useful strategy that helped you to improve? This question showed different perspectives. On the one hand, half of the sample stated that the most useful strategies were listening to music and watching videos and films. On the other hand, the second half of the sample mentioned that the use of dictionaries with voice assistance helped them to practice pronunciation. Finally, just one participant mentioned that she tried to set her device in English as a strategy to practice; however, after two weeks, she desisted and set it back to Spanish. This comment and others led the researcher to conclude that the majority of the participants prefer to use L1 in their technological devices.

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“Watching films, because in the movies you notice that they use the grammar that we were studying. That facilitated me to understand and apply those constructions” (S27).

“I used the dictionary to listen to some pronunciations” (S21).

“When you set the phone in English and try to enter Facebook, everything changes” (S11).

7. Would you like to have more activities that involve the latest technology as a part of the activities to improve your overall skills? Explain your answer

All students agreed that they are interested in still using technology since they consider that it is beneficial, fun, dynamic, and attractive for young learners. Also, they consider themselves as technological natives so that using technology becomes a natural environment for them to improve their learning process. Finally, they consider this kind of initiative to be applied to other subjects to motivate students to learn.

“Of course, I think that focusing more on the subject of books or things like that is a bit boring and it is more fun, more dynamic to do it through the cell phone or recordings, formulating ideas, generating opinions within the course is more interactive” (S26).

“Yes, because it is very beneficial to us, we can learn more” (S27).

Discussion

The study revealed that both quantitative and qualitative data demonstrated that self-regulation as a strategy could improve students' oral interaction. Regarding research question number one, although the application of the innovation was about just seven weeks (twenty-four class periods, forty minutes each), the pre and posttest results showed

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substantial development in the ranges proposed by the rubric such as Grammar and Vocabulary and Oral Interaction. This result is excellent considering that the Cambridge English Support Site affirms that it takes approximately between one hundred eighty to two hundred hours of training to progress from one level to another of the CEFR (Cambridge, 2019).

The sub-skill that presented the higher mean (2.06) was Pronunciation (P). However, grammar and vocabulary and interactive communications showed improvements comparing pre and post results. Also, an effect size of 0.642 represented a medium improvement as a product of the innovation. Those results are congruent with Lessard-Clouston (2018) who stated that “students learn to correct themselves as they notice aspects of their English speech that need improvement” (p. 29) and “instructors must teach in ways that incorporate such valuable input, output, and interaction” (p. 39). Joo (2016) reinforced the findings of these inquiries by demonstrating that it will increase the performance of L2 when requirements such as adequate preparation and student expectations are fulfilled.

The results presented regarding question two, show that through self-assessment, students gained a good level of accuracy by using the adapted Cambridge level A2 rubric. According to Brown and Harris (2014), this could be attributed to the number of training participants received in using the scale. This innovation incorporated class periods dedicated to watching and analyzing sample videos about the projected level, training students to use the rubric effectively, and feedback, helping them improve their assessment skills prior to self-evaluation. It is evident that this training and practice process produced positive results since the difference between the scores provided by the students and by the teacher showed a slight variation of 0.43 and 0.25 in the pre and posttests, respectively.

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The process of managing the rubric seems to have had a significant impact on the students before moving on to the self-assessment as they felt confident knowing the process to follow. This finding is in agreement with what was stated by Brown and Harris (2014), who claimed that "Student self-assessment needs a curricular framework to ensure it is effectively treated as a self-regulating competence" (p. 27). Additionally, Brown and Harris stated that continuous and timely feedback from the teacher causes them to become more demanding of themselves and their performance. This affirmation is congruent with the findings observed by the researcher in the result of video number 3, where both teachers and students coincide with the scores. Also, Joo (2016) concluded that "Clear provision of task-related criteria, sufficient training, considerations of the learner traits' and their perception, as well as the strong integration with the curriculum, can enhance L2 speaking ability" (p. 80).

Finally, on question three: What were students' perspectives on this innovation? Participants in this action research expressed that they enjoyed participating in this innovation and concluded that it was beneficial to apply self-regulation as a study to improve their oral skills. This conception is consistent with Brown and Harris (2014) who stated that "One of the best ways of getting students intrinsically involved in their language learning is to offer them the opportunity to develop their own set of strategies for success" (p. 227). Additionally, qualitative data from the researcher field's notes from November 6th showed that initially, there was anxiety in students who later became engaged, motivated, and critical of their work of self-regulation. At the beginning, participants were afraid to use their mobile devices to record themselves, have someone watch, and have their peer group viewing their work. Although they had had similar experiences before, they did not

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have the role of evaluators of their work. Another finding from the researcher's field notes was that in student reflections and the interviews they mentioned that being able to practice their recordings and re-record, allowed them to feel confident and familiar with the topic they discussed on the video. The results even suggest that the self-assessment and the reflections prompted them to expand their personal goals by doing a better job in each subsequent video.

Participants mentioned that as they improved their pronunciation, they felt safer to engage in a simple conversation not only within the classroom but outside the classroom. This behavior is consistent with Brown (2000), who argued that the greatest reward comes from the student as a result of self-motivation. Participants also indicated that those activities promoted the loss of panic to speak in public. This kind of confidence is beneficial not only to learn another language but also for the integral and holistic development of the students in all their areas and stages.

Conclusion

This research had as a purpose to investigate to what extent it was feasible to use self-regulation as a strategy to improve interaction. Once the application of a pedagogic innovation was finished, both the quantitative and qualitative data were collected. The respective analysis was carried out to compare and contrast with previous studies demonstrating that this strategy improved the skills of students of a second language L2.

The use of an adapted rubric helped students self-assess their oral skills and develop and follow an action plan to achieve their personal learning goals. Those actions are consistent with intrinsic motivation. According to the results, this motivation causes students to feel part of the construction and development of their knowledge. This fact is

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relevant since students become engaged in their learning, not merely observers and automatic followers of orders given by the teacher.

Another critical factor was the incorporation of technology as a means of storage. This innovation differs from a typical class where technology is only in the hands of the teacher (at best), and students only observe it. This innovation permitted participants to manipulate their mobile devices to record, delete, and re-record a video before storing it. This kind of freedom provoked autonomy in the student's learning process.

During the innovation, the researcher was able to observe the development of the students. The process started from the inherent fear to a new practice, then the adaptation to an innovative strategy, and finally, the stage of comfort and confidence by feeling free to achieve self-programmed goals. It was clear that towards the end of the application, students did not need the teacher's ongoing assistance to notice their mistakes. Participants were able to notice the errors for themselves and correct them before delivering their videos.

In conclusion, the most relevant results were the improvement of pronunciation and self-regulation. Those results are the consequence of a structured process. The process included: enough training on scale usage, dialogue creation, video recording and self-regulation sessions, creation of an improvement plan, and continuous feedback associated with the use of technology. Those elements aligned promoted the achievement of the SLA's basic premise, which is the achievement of communication. This achievement promotes the natural interaction between speakers.

Limitations

It is essential to point out three key aspects that became limiting to the implementation of the innovative proposal, which undoubtedly prevented this proposal's scope and success from being more significant. First, studies demonstrate that larger samples contribute to much more reliable data and with little margin for error. The sample in this application was composed of only 27 students. Simultaneously, since the innovation required pair work, participant number 27 required working with different classmates to be part of the innovation. Besides, in the absence of a control group, there was no opportunity to compare and contrast results. This comparison is a blank space left in the investigation.

Second, the time was a factor of limitation since the investigation only lasted seven weeks with a periodicity of four hours per class. It is necessary to mention that those seven weeks took place parallel to the Ministry of Education of Ecuador's schedule. This schedule included academic activities such as evaluations of the first and second partials of the second term, Educational fairs, and end year's holidays. This fact presented a real challenge to meet all the projected programming for the application of pedagogical innovation in the specific time planned.

Finally, because the establishment's infrastructure was very small, there was excessive noise around. As a result, it was impossible to record the videos within classrooms during periods of application. Since there were not enough open areas, the videos were recorded after the end of the day using the unique common space (multiple courts) to fulfill the activity. Hence some videos at the beginning had audio problems. Because of this issue, it was necessary to request the parents' consent so that the students could stay in the institution an additional hour to the typical day.

Recommendations

The implementation of this strategy will offer a set of research possibilities and innovative applications that will allow students to achieve not only the apprenticeship standards promoted by the ministry of education but also their own goals. In this sense, it is recommended to consider the following facts. First, procure to select both a large and paired sample. This selection will provide more reliable results. Also, promote comparison with a selected control group. This action will provide better analysis to the researcher.

Second, use this strategy in a broader period that could be even that of the entire school year in order to have an optimal improvement in the study habits not only within the institution but outside it since it turns them into autonomous learners. It is recommended to replicate this experience at the level where it was applied and all levels with the inherent degree of complexity, considering that access to technology nowadays is available to a large segment of the student population.

Lastly, consider the physical space required for the development of a project. In small institutions, it is necessary to set previously an area where participants can develop their activities without interruptions such as noise, people walking, and other distractors. Also, it is recommended that teachers take an interest in such innovations where the theory, practice, and the use of technological resources converge.

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[info/pdf/0134013522.pdf](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/higher-ed/en/products-services/course-products/woolfolk-13e-info/pdf/0134013522.pdf)

Xu, Q., Dong, X., & Jiang, L. (2017). EFL Learners' Perceptions of Mobile-Assisted

Feedback on Oral Production. *TESOL Quarterly*, 51, 408-417.

Appendix A

Lesson plan

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Institution:	Private high school in Salinas
Year of study:	2nd Baccalaureate
Student description: (include English Level)	27 Students A2
Professor:	Cristhian Lucas B. E.
Unit title:	Very Important People
Weeks:	7 weeks
Hours:	4 periods (160 minutes per week)

Transfer Goal (Stage 1)

Standards the unit will work with: A2 Speaking Production

Use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.

Speaking Interaction:

Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.

Goal:

I want my students to learn new vocabulary, new grammar structures, self-assessment, and self-regulation so that on their own and down the road they will be able to describe themselves to become a member of a friendly group.

Breakdown of transfer goal

SELF-REGULATION TO IMPROVE ORAL INTERACTION

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
<ol style="list-style-type: none"> 1. When they can transfer, I will see and hear them using daily expressions of attitudes and moods, using natural not mechanical expressions as they interact in English 2. Use new vocabulary and grammar structures related to relationship. 3. Describe different kinds of people's personality and relationships. 	<ol style="list-style-type: none"> 1. Attempting a simple utterance, making a few mistakes. 2. Anxious mispronouncing in front of others. 3. Have difficulties to find the right word to communicate their idea, when recording, they forget what they want to say and use fillers. 4. Difficult to maintain a simple but fluent conversation because they mispronounce or remain silent when attempting to speak silent. 5. If unable to transfer, the student asks for the meaning of the word in Spanish and their facial expression shows no understanding of the other's words and phrases. 	<ol style="list-style-type: none"> 1. Display safe environment (Do not allow bullying or anyone ridiculed) for students to engage and feel confident about their learning process in an active way through self-regulation. 2. Motivate them by using mobile devices to record their performances, interact among them based on topics, and to self- assess their productions (videos. 3. Design different activities and propose daily situations for students to create and record videos using the vocabulary and grammar structures proposed in the unit. 4. Suggest different strategies to facilitate the self-regulation process and prepare some vocabulary building activities before students begin to create their dialogues getting more opportunities to learn from each other. 5. Allow the use of L1 in specific cases, student to teacher

II. Summative Performance Assessment Task (Stage 2)

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Goal	To provide pairs of students an opportunity to communicate/interact about personal information using pictures as the conversation starter.
Role	Friends - Interviewers
Audience	Classmates – Teacher – Online audience
Situation	Two friends are having a conversation (2-3 minutes conversation).
Performance	Student A and Student B initiate a conversation by looking at a picture album. They will notice and point to the other specific emotional and personal traits evident in the pictures. They will ask each other questions and comment on the answers.
Standards	<ul style="list-style-type: none"> ● Initiate and/or participate effectively in a discussion building on own/others' ideas and expressing their own clearly. ● Integrate multiple sources of information (vocabulary and grammar structures) presented along the unit. ● Present information addressing viewpoints and using supporting evidence for a specific purpose.

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

What students will need to know	The skills students will need to be able to do
<ol style="list-style-type: none"> 1. Vocabulary Adjectives related to: Personalities, characteristics, relationships 2. Grammar Talk about imaginary situations in the present and future (First and Second conditional) 3. Pronunciation Word stress, intonation, emphasis. 4. Interaction Through speaking, students present information clearly and effectively about people known, make and react to questions, describe imaginary situations. 	<ol style="list-style-type: none"> 1. Be able to use vocabulary and grammar structures learned in the unit. 2. Identify speaking goals 3. Set strategies to improve pronunciation. 4. Use mobile devices to record videos. 5. Interact intelligibly on familiar topics using new vocabulary and grammar. 6. Learn how to talk about relationships, personalities, and characteristics. 7. Use interaction strategies to communicate with each other. 8. Be able to self- assess 9. Reflect about improvement

IV. Essential Questions (Stage 1)

SELF-REGULATION TO IMPROVE ORAL INTERACTION

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.	
<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Who is a real friend? 2. Why is it sometimes hard to make friends? 3. How can I improve my pronunciation? 	<p>UNDERSTANDINGS</p> <p>Students will understand that good relationships are difficult to form.</p> <p>Students will understand that to improve their oral skills they need to use specific strategies.</p>

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

Transfer goal: I want my students to improve their pronunciation skills, learn new vocabulary, and use new grammar structures; Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.

Abbreviated Performance Task: Create a video having a conversation explaining your partner your point of view regarding the question: Why is it sometimes hard to make friends? Your partner has to agree or disagree comparing and contrasting ideas. Make sure to support your allegations with positive and negative aspects of friendship. Your talk must last 2-3 minutes, include appropriate grammar structures and vocabulary. Your goal is to give some tips and recommendations to your partner about how to choose friends.

Learning Activities (from student's perspective)	Intention	A	M	T
<p>Week 1 Day 1 Objective: By the end of this session, students will understand both the purpose and the benefits about applying pedagogical innovation.</p> <ol style="list-style-type: none"> 1. Introduction and explanation about the innovation. (T) 2. Speaking Proficiency test A2 Key Handbook for Teachers for exams from 2020 (T) https://www.cambridgeenglish.org/pl/Images/504505-a2-key-handbook-2020.pdf 3. Use the SILL to survey the students (S) 	<p>Introducing the innovation Classify the students' level.</p> <p>Classify the students'</p>	X		

SELF-REGULATION TO IMPROVE ORAL INTERACTION

<p>Day 2 Objective: By the end of this session, students will be able to use the rubric for self-regulation process.</p> <ol style="list-style-type: none"> 4. Self-regulation strategies socialization. (T) 5. Using the rubric assessing teaching session. (S) 6. Practice by using YouTube videos A2 level (S) https://www.youtube.com/watch?v=ycc2G4Ryn3Y https://www.youtube.com/watch?v=HMXAiwOKeOw 7. Feedback on proficiency. (T) 	<p>profile.</p> <p>For self-regulation process</p> <p>For practicing before the real assessment.</p> <p>For developing skills.</p> <p>For formative purposes.</p>	<p></p> <p></p> <p>X</p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p>X</p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p>
<p>Week 2 Day 1 Objective: By the end of this session, students will be able to use specific vocabulary related to personal traits.</p> <ol style="list-style-type: none"> 8. Brainstorming. Vocabulary related to personalities and characteristics. (T) 9. Independent practice: Recognize and identify specific vocabulary in textbooks. (S) 10. Watch a video about personality (S) https://www.youtube.com/watch?v=uRGVtGfoXvI <p>Note. In the case that students have problems acquiring the new vocabulary introduced, extra activities will be developed.</p>	<p>For developing skills.</p> <p>For developing skills.</p> <p>For developing skills.</p>	<p></p> <p></p> <p>X</p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p>X</p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p>
<p>Day 2 Objective: By the end of this session, students will be able to create and practice a dialogue, record, and upload a video.</p> <ol style="list-style-type: none"> 11. Create and rehearse a dialogue following the video as an example. (S) 12. Students record and self-assess the video #1 role play “My personality” (S) 	<p>For developing skills.</p>	<p></p> <p>X</p>	<p></p> <p></p>	<p></p> <p></p> <p>X</p>

SELF-REGULATION TO IMPROVE ORAL INTERACTION

<p>13. Upload the video to: https://padlet.com/cristhianlucas79/acu0knr90kgw (S)</p> <p>14. Students self-assess using the rubric (S)</p>	<p>For self-regulation process</p>	<p>X</p>	
<p>Week 3</p>			
<p>Day 1</p>			
<p>Objective: By the end of this session, students will be able to compare and contrast information about friendship.</p>			
<p>15. Feedback video #1 (T)</p>	<p>For formative purposes.</p>	<p>X</p>	
<p>16. Students select suggested strategies to improve their oral skills (S)</p>	<p>For developing skills.</p>	<p>X</p>	
<p>17. Discuss which qualities are more important in a friendship. (S)</p>	<p>For developing skills.</p>	<p>X</p>	
<p>18. Watch the video “differences between good friends vs toxic friends” https://www.youtube.com/watch?v=774HJQ9AdRk (S)</p>	<p>For developing skills.</p>	<p>X</p>	
<p>19. Check new vocabulary and use it to complete unfinished sentences proposed by the teacher. (S)</p>	<p>For developing skills.</p>	<p>X</p>	
<p>Note. In the case that students have problems to acquire the new vocabulary introduced, extra activities will be developed.</p>			
<p>Day 2</p>			
<p>Objective: By the end of this session, students will be able to create and practice a dialogue, record, and upload a video.</p>			
<p>20. Create a dialogue based on the new class. (S)</p>	<p>For developing skills.</p>		<p>X</p>
<p>21. Students record video #2 “My closer friends” Unit 4 lesson 1</p>			
<p>22. Upload the video to: https://padlet.com/cristhianlucas79/acu0knr90kgw (S)</p>			
<p>23. Self-regulation session- individually students use their devices to analyze the video. Using the rubric, students will self-assess and reflect on their</p>	<p>For self-regulation process</p>	<p>X</p>	

SELF-REGULATION TO IMPROVE ORAL INTERACTION

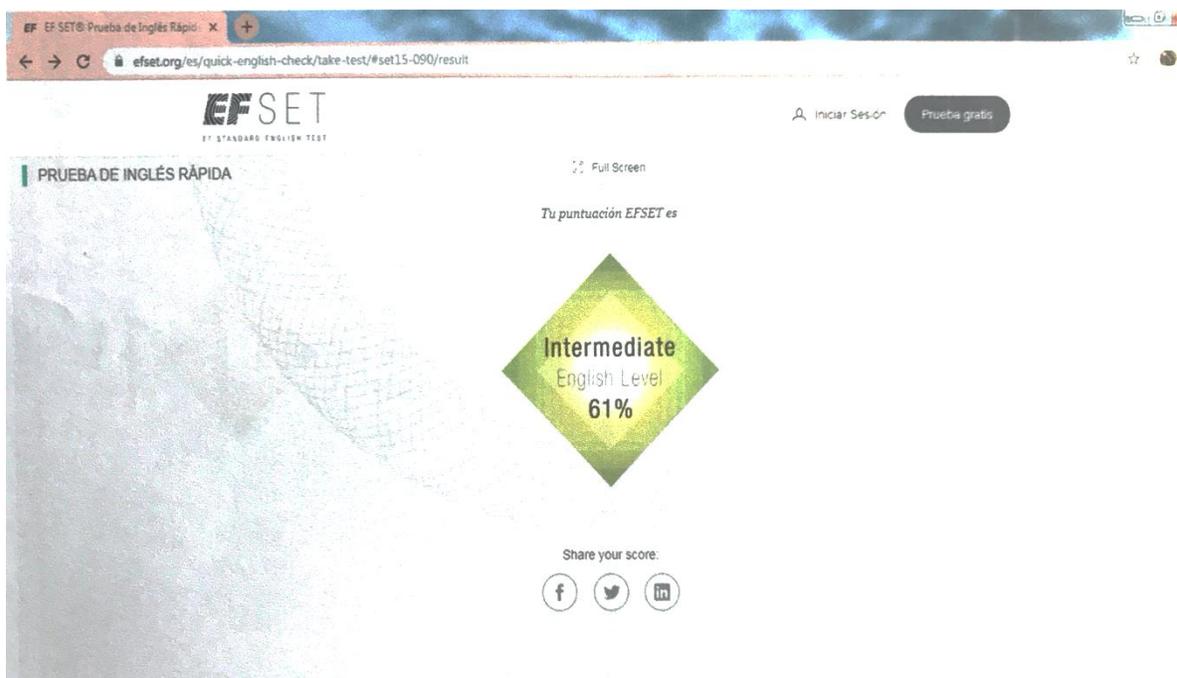
work as they choose strategies to improve on the SILL. Students will also use teacher’s feedback. (S)				
Week 4				
Day 1				
Objective: By the end of this session, students will be able to compare and contrast information about different kinds of relationships.				
24. Feedback video #2 (T)	For formative purposes.			X
25. Students select suggested strategies to improve their oral skills (S)	For developing skills.	X		
26. Read and listen to a conversation to make an invitation to a birthday barbecue. (S)	For developing skills.			X
27. Revise grammar structures and change sentences into first conditional . (S)	For developing skills.	X		
28. Students write their ideas about relationships and have a discussion.	For developing skills.			X
Note. In the case that students have problems to acquire the new grammar introduced, it will be developed extra grammar explanations and exercises.				
Day 2				
Objective: By the end of this session, students will be able to create and practice a dialogue, record, and upload a video.				
29. Students create and rehearse a dialogue based on the new class. (S)	For developing skills.	X		
30. Students record video #3 “VIP- very important people for me” Unit 4 lesson 2 speaking (S)				
31. Upload the video to: https://padlet.com/cristhianlucas79/acu0knr90kgw (S)				
32. Self-regulation session- individually students use their devices to analyze the video. Using the rubric, students will self-assess and reflect on their work as they choose strategies to	For self-regulation process			X

SELF-REGULATION TO IMPROVE ORAL INTERACTION

<p>improve on the SILL. Students will also use teacher’s feedback.</p>				
<p>Week 6</p>				
<p>Day 1</p>				
<p>Objective: By the end of this session, students will be able to recall and use both the grammar structures and vocabulary used in the previous sessions.</p>				
<p>44. Feedback video #4 (T)</p>	<p>For formative purposes.</p>			X
<p>45. Students select suggested strategies to improve their oral skills</p>	<p>For developing skills.</p>			X
<p>46. Recycle words to describe both, the best friend and the worst friend they ever had. (S)</p>	<p>For developing skills.</p>			X
<p>47. Remember adjectives (S)</p>	<p>For developing skills.</p>		X	
<p>48. Watch a video provided by online textbook resources about closer relationships. (S)</p> <p>https://mee2.macmillan.education/coursePlayer/librodigital_html.php?idclass=64939100&idcurso=1163919#</p>	<p>For developing skills.</p>		X	
<p>Day 2</p>				
<p>Objective: By the end of this session, students will be able to create and practice a dialogue, record, and upload a video.</p>				
<p>49. Students discuss and create a dialogue based on the new grammar and vocabulary</p>	<p>For developing skills.</p>			X
<p>50. Students record video #5 “My Relationship Tree” Unit 4 lesson 3 speaking</p>				
<p>51. Upload the video to: https://padlet.com/cristhianlucas79/acu0knr90kgw</p>				
<p>52. Self-regulation session- individually students use their devices to analyze the video. Using the rubric, students will self-assess and reflect on their work as they choose strategies to improve on the SILL. Students will also use teacher’s feedback.</p>	<p>For self-regulation process</p>		X	
<p>53. Progress Reflection writing (S)</p>	<p>For developing skills.</p>			X

Appendix B

EF Standard English Test online version



Appendix C

Describe under the participants for demographics Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

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

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

Background Questionnaire

1. Name	2. Date	
3. Age	4. Sex.	5. Mother tongue

SELF-REGULATION TO IMPROVE ORAL INTERACTION

6. Language you speak at home.				
7. Language you are now learning.				
8. How long have you been learning the language in #7?				
9. How do you rate your proficiency in the language in #7, compared with other students in your class?				
(Circle one of these options):	Excellent	Good	Fair	Poor
10. How do you rate your proficiency in the language in #7, compared with native speakers?				
(Circle one of these options):	Excellent	Good	Fair	Poor
11. How important is it for you to become proficient in the language in #7?				
(Circle one of these options):	Very important	Important	Not important	
12. Why do you want to learn the language in #7? :				
..... interested in the language.				
..... interested in the culture.				
..... have friends who speak the language				
..... required to take a language course to graduate.				
..... need it for my future career.				
..... need it for travel.				
..... other (explain)				
.....				
.....				
13. Do you enjoy language learning? (Circle one of these options):			Yes	No
14. What other languages have you studied?				
15. What has been your favorite experience in language learning?				
.....				
.....				
.....				

Version for Speakers of Other Languages Learning English
 Version 7.0 (ESL/EFL) ♥ R.L.Oxford, 1989
 Korean version prepared by Park Bun-seon, Kwon Mi-jeong, Hwang Jung-hwa, 1998

Appendix D

KET Cambridge Oral Test

Proficiency pair test

Starters Speaking Summary of procedures

This material has been taken from Cambridge English Exam Updates 2020 – A2 Key and Key for Schools and B1 Preliminary and Preliminary for Schools. <https://cambridge-exams.ch/cambridge-english-exam-updates-2020-a2-key-and-key-schools-and-b1-preliminary-and-preliminary>

THE TASK

In Part 1, Phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn.

Part 1, Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, interests, likes, dislikes etc. followed by one longer 'Tell me something about ...' question.

Candidates respond directly to the interlocutor – they do not talk to each other in this task.

Part 1 lasts 3–4 minutes in total.

ASSESSMENT This part of the test assesses the candidates' ability to answer simple questions about themselves. The focus is on interactional and social language.

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor
⊙ 3-4 minutes

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

2

Phase 2
Interlocutor
Now, let's talk about friends.

A, how often do you see your friends?
What do you like doing with your friends?

B, where do your friends live?
When do you see your friends?

Extended Response
Now **A**, please tell me something about one of your friends.

Interlocutor
Now, let's talk about home.

B, who do you live with?
How many bedrooms are there in your house / flat?

A, where do you watch TV at home?
What's your favourite room in the house?

Extended Response
Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts
Do you see your friends every day?
Do you like going to the cinema?
Do your friends live near you?
Do you see your friends at weekends?

Back-up questions
Do you like your friend?
Where did you meet your friend?
Did you see your friends last weekend?

Back-up prompts
Do you live with your family?
Are there three bedrooms in your house / flat?
Do you watch TV in the kitchen?
Is your bedroom your favourite room?

Back-up questions
Do you like cooking at the weekends?
Do you play computer games at the weekends?
What did you do at home, last weekend?

3

Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⊙ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show different places to eat.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates
⊙ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think...
... eating on the beach is fun?
... eating in restaurants is expensive?
... eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?
What do you think?

Interlocutor
So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2
Interlocutor
⊙ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

4

Do you like these different places to eat?



5

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Appendix E Speaking rubric (test)

Speaking assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- grammar and vocabulary
- pronunciation
- interactive communication.

The interlocutor awards a mark for global achievement using the global achievement scale.

A2	Global achievement
5	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Has difficulty conveying basic meaning even in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

Assessment for A2 Key is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for A2 Key (shown on the following page) are extracted from the overall Speaking scales on page 46.

Appendix F Speaking Self-regulation rubric (Student and Teacher) Self-regulation Worksheet & Action Plan

UCG English Unlimited – Elementary A2

Individual Self-Assessment

(adapted from Cambridge IET and text assessment scales) (Self-Regulation Stage 3 Reflect)

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)
- Video recording. Record the video (about 2 minutes long) based on the dialogue created. (15 minutes)
- Self-assessment Use the rubric. Watch the video and give yourself a grade from 1 to 5 for each item. (15 minutes)
- Reflection progress. Write a log about 50 words to describe your experience. (20 minutes)

Unit 4 Very Important People: A2 Oral Progress Test

Video #.....	Topic of the video:										
Name:	Ss Grade:	Gram/voc:	/3.0	Pron:	/3.0	IC:	/3.0	Plan:	/1.0	TOTAL	/10
Date:	T Grade:	Gram/voc:	/3.0	Pron:	/3.0	IC:	/3.0	Plan:	/1.0	TOTAL	/10

Quality Indicators	1.0 points (Reads dialog) 	1.5	2.0 points (Sometimes reads dialog) 	2.5	3.0 points (Does not read dialog) 
Grammar and Vocabulary Control / range / appropriacy	Can only use a few grammatical forms introduced in the unit. Vocabulary of isolated words and phrases	Some aspects of 1.0 and 2.0	Can use simple grammatical forms including ones from this unit. Can use appropriate new vocabulary to talk about everyday situations.	Some aspects of 2.0 and 3.0	Can use simple grammatical forms including ones from this unit. Uses many new words appropriately when talking about everyday situations.
Pronunciation Stress / individual sounds	Has limited control of phonological features and is often unintelligible.		Is mostly intelligible though needs better control of phonological features.		Is mostly intelligible and has some control of phonological features.
Interactive Communication Responding / Support required (based on unit)	It is difficult to maintain the simple exchanges introduced in Unit 4 Requires additional prompting and support.		Difficult. <ul style="list-style-type: none"> • Maintains exchanges • Requires prompting and support. 		Can <ul style="list-style-type: none"> • Maintains exchanges. • Requires very little/ none prompting and support.

PLAN (Independent variable – self-regulation) (1 point – (½ pt. if just for choosing, ½ justified)

What do I **want** to improve in my next video? (Self-regulation - Stage 1 Goals)

- Grammar Vocabulary Pronunciation Interaction

Why?.....

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

- | | |
|---|--|
| <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?.....

Appendix G
Interview Protocol

Interview: students' perception towards innovation

Interview Questionnaire

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)
5. How did you feel using your mobile device to record your videos?
6. After finishing this project, what was the most useful strategy that help you to improve?
7. Would you like to have more activities that involve the latest technology as a part of the activities to improve your overall skills? Explain your answer

This interview has been adapted from studies made by Soa, Shin, Wong, Seoa and Davaasuren (2017) and Sari (2017) on learners' perspectives of the use of ICTs such as mobiles, vlogs, and Youtube channels to improve students' English-speaking skills.

Interview transcripts (Spanish version)

Participant interview #01

Entrevista participante 01

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P01: Un poco nervioso por la entrevista

CL: Tranquilo. Comencemos. ¿Qué aprendiste en esta innovación?

P01: Bueno sinceramente para lo que sabía anteriormente he avanzado un poco en la parte de fluidez y aprenderme algunas frases o palabras nuevas.

CL: ¿Qué hiciste para aprender esas palabras nuevas me refiero a las estrategias que usaste?

P01: Bueno pues he escuchado música y así he repetido varias veces la misma palabra para aprenderla

CL: Entiendo, ahora te pregunto, ¿Te gusto la aplicación de la innovación?

SELF-REGULATION TO IMPROVE ORAL INTERACTION

P01: Si, es muy interesante y el proceso que se sigue también es interesante para mejorar la gramática o algo que necesite uno

CL: Ahora te pregunto, ¿Cuáles fueron los desafíos que tuviste, es decir, lo más difícil que pudiste hacer?

P01: Bueno lo más difícil fue el crear un diálogo y al momento aprenderlo para poder interactuar con otra persona y conversar de la manera más natural, fluida que puedas, si se me complicó un poquito pero bueno.

CL: ¿Qué tal te sentiste al usar tu teléfono para grabar tus videos?

P01: Bueno pues el usar mi teléfono es algo más, como entrar en un poco de confianza conmigo ya que si lo hacía de otra cámara me daba como un poco más de nervios al ver que otra persona me está grabando.

CL: ah ok, tenías un poco más de confianza en ti mismo

P01: Si

CL: Ahora bien, ahora te pregunto, después de terminar este proyecto, ¿cuál fue la estrategia más útil que te ayudó a mejorar?

P01: Empecé a usar diccionarios en línea para escuchar la pronunciación sobre palabras nuevas que no sabía decir. Además, como me gusta tocar la guitarra, empecé a aprender y tocar música en inglés para escuchar la pronunciación y memorizar las frases.

CL: Para finalizar esta entrevista, ¿Te gustaría que se pudiera continuar con este tipo de actividades que tú crees que te han ayudado en la interacción, en tu desarrollo a través del uso de la tecnología?

P01: Si, para que así puedan mejorar o aumentar mis conocimientos y también es importante que otras personas aprenda más y conozcan de este proyecto.

CL: Muchísimas gracias por tu aporte Bryan y que tengas un muy buen día.

Participant interview #02

Entrevista participante 02

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P02: Hola, pues la verdad yo estoy muy emocionada.

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CL: Bien Mabel, tú has sido parte de la aplicación de este proyecto y quería hacerte algunas preguntas, si tienes alguna duda también me la puedes decir.

Pregunta número uno, ¿Qué aprendiste durante esta innovación?

P02: Bueno específicamente yo aprendí a estudiar más el Inglés, porque antes si lo practicaba pero no tanto como ahora.

CL: Ok, pregunta número dos, ¿Qué hiciste para aprender, me refiero a las estrategias que utilizaste?

P02: Bien, veía muchas películas, me gustaba escuchar las canciones en Inglés y ahora también uso el traductor que se usa normalmente pero con ciertas palabras y ciertos términos los buscaba en los libros que tengo en mi casa.

CL: pregunta número tres, ¿Te gusto la innovación?

P02: Si, porque pienso que es una manera de llamar la atención a través del método digital de nuestro grupo población.

CL: Muy bien, ¿Cuáles fueron los desafíos es decir los aspectos más difíciles de hacer esto?

P02: Bueno yo pienso que en la organización de mi tiempo, bueno esas son cosas que ya dependen de mí, eso es lo que yo considero al menos un desafío porque yo tenía otras actividades de acá del colegio y en otras cosas que hago y si como preocuparme un poquito más en el tiempo de la organización del video con mi compañera.

CL: Correcto, ¿Qué tal te sentiste al utilizar tu teléfono para grabar tus videos?

P02: Bien porque pienso que estaba más segura de mi misma, al momento de que otra persona me esta grabando, yo tener mis propias evidencias, yo poder visualizar mi propio desarrollo, mi proceso.

CL: Ahora, después de terminar este proyecto, ¿cuál fue la estrategia más útil que te ayudó a mejorar?

P0: Si mucho, como menciono antes, me gusta escuchar las canciones en inglés y también usar el traductor, pero con ciertas palabras y ciertos términos las busqué en los libros que tengo en mi casa ahora he tenido más vocabulario y creo que eso es

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lo que más me impacta, porque sé nuevas palabras, de la nada empiezo a hablar solo como loco en inglés frente al espejo.

CL: Perfecto, ahora una última pregunta, ¿te gustaría continuar con otras actividades similares a esto, que te ayude a desarrollar tu destreza oral y tu comunicación a través del uso de la tecnología como los teléfonos?

P02: Si porque pienso que no podemos dejar morir por así decirlo la convicción de aprender inglés y también otros idiomas, no solo inglés sino despertar la convicción valga la redundancia de conocer otros idiomas, otras lenguas, otras gramáticas, vocabularios y eso

CL: Muchas gracias por tu aporte y por tu tiempo, que tengas muy buen día

Participant interview #03

Entrevista participante 03

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P03: Muy bien aquí contento por haber apoyado en este proyecto

CL: Primero, ¿Qué aprendiste durante esta innovación?

P03: Aprendí a mejorar mi vocabulario y mi pronunciación porque al principio se me hacía complicado pronunciar algunas palabras pero he ido mejorando

CL: Ok ahora me dices que has mejorado en la pronunciación, quiero preguntarte, ¿Qué hiciste para aprender, me refiero a las estrategias, que utilizaste?

P03: a veces solicitar ayuda a mis compañeros, a los que sabían que me enseñen o si no el traductor o ver tutoriales en internet para aprender a pronunciar mejor las palabras

CL: Ahora te pregunto, ¿te gusto la innovación?

P03: Si, me divertí grabando con mis compañeros, me la pase bien

CL: Ahora ¿Qué fue lo más complicado, cuáles fueron los desafíos que tuviste?

P03: A la hora de aprender a pronunciar en Inglés porque no soy tan bueno que digamos, me cuesta mucho pronunciar las palabras.

CL: Ahora, ¿Qué tal te sentiste al utilizar tu teléfono o el de tu compañero para grabar los videos?

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P03: Me sentí bien, no me sentí ni incómodo ni raro, si fue bien, fue divertido

CL: Ok, ahora ¿Después de terminar este proyecto tú crees que has mejorado?

P03: Si, si he mejorado bastante pero no así hartísimo pero si he mejorado

CL: Última pregunta, ¿Te gustaría continuar con este tipo de actividades que te permitan interactuar, desarrollar tus destrezas orales en inglés por ejemplo, a través de la tecnología como los teléfonos?

P03: Si me gustaría para aprender más sobre el inglés, porque me gusta

CL: Fue un placer contigo

Participant interview #04

Entrevista participante 04

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P04: muy bien

CL: Quiero preguntarte primero, ¿Qué aprendiste durante esta innovación?

P04: Aprendí a mejorar un poco mi pronunciación, palabras fáciles y las difíciles, a escuchar lo que me dicen, se reconocer las palabras

CL: Cuéntame ¿Qué hiciste para aprender, me refiero a qué estrategias utilizaste?

P04: Con mi hermana ella sabe un poco Inglés y con ella me ponía a dialogar y también escuchaba música en inglés, veía película en Inglés con subtítulos y así.

CL: Ahora, ¿Qué es lo que te gustó de esta innovación?

P04: Osea que reconozco un poco más el Inglés a comparación que no sabía nada y ahora ya sea un poco, conozco nuevas palabras tanto pronunciación como escrito

CL: ¿Cuáles fueron los desafíos, que fue lo más difícil que se te presentó?

P04: Al momento de grabar el aprenderme los diálogos y a veces olvidábamos el diálogo y teníamos que volver a grabar

CL: Ahora, ¿Cómo te sentiste al usar tu teléfono para grabar los videos?

P04: Bien porque con todos los videos me he dado cuenta que si he mejorado

CL: Perfecto, ahora ¿En qué mas crees que has mejorado?

P04: Al momento de escribir yo usaba términos tal como los pronunciaba en español y me he dado cuenta que no es igual, porque hay palabras que cambian o van después o antes y es lo que he conocido

CL: Correcto, muchas gracias por tu aporte.

Participant interview #05

Entrevista participante 05

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P05: Bien, bien hoy es un día excelente, un poco estresada por las evaluaciones pero bueno.

CL: Quiero comenzar preguntándote primero, ¿Qué es lo que aprendiste de esta innovación?

P05: Bueno pues aprendí muchas cosas en el sentido del vocabulario, gramática, poder implementar cosas que en un momento yo no conocía, desenvolverse más en el aspecto de hablar con mis otros compañeros, ser más fluida con mi pronunciación y eso

CL: Interesante. ¿Qué has hecho para aprender, qué estrategias utilizaste?

P05: Bueno la más común y la más interesante considero que son los videos, con respecto a canciones a escuchar las músicas y pronunciaciones acerca de sus melodías, también ver videos de personas del extranjero o cuando no conozco una palabra trato de ver cómo se pronuncia, como se escribe y también acompañada de películas

CL: Ahora ¿Qué te gusto de la innovación?

P05: A mí el poder trabajar con un compañero, quizás todos esos conocimientos no lo podíamos implementar o hacerlo de una manera más natural o fluida pero gracias a esto hemos perdido nuestros miedos, el poder compartir ideas con personas respecto al área de inglés con mis compañeros clases.

CL: Ahora, ¿Cuáles fueron los desafíos, que fue lo más difícil que se te presentó?

P05: Los desafíos pues la implementación de gramática, en los videos que se estaban haciendo con sus diferentes temáticas, porque hay que pensar en donde hay que aplicarlo y creo que eso es lo más complejo.

CL: Correcto y ahora, ¿Cómo te sentiste al usar tu teléfono o el de tu compañero para grabar los videos?

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P05: Bueno pues al principio fue un poco extraño porque el grabarme a mi misma en un idioma que no es el mío entonces al principio como todos si fue un poco incomodo, estuvimos muy nerviosos porque no podemos parar la grabación para poder acordarnos y seguir con lo nuestro pero ya después con el pasar de los días fue mejorando

Entrevistador: ¿Después de terminar este proyecto crees que has mejorado?

P05: Claro, en tema de poder analizar, poder traducir mejor, poder implementar una conversación con otra persona, no es que ya sea una maestra pero si nos ha ayudado, al menos a mi me ha ayudado a mejorar

CL: Perfecto, ahora ¿te gustaría continuar con actividades similares a esta para poder desarrollar tu confianza, que te permite también poder utilizar la tecnología?

P05: Claro, considero yo que enfocándonos más en el tema de los libros o cosas así es un poco aburrido y es más divertido, más dinámico hacerlo por medio del celular o grabaciones, formulando ideas, hacer lluvia de opiniones dentro del curso es más interactivo. Pues considero que sería excelente que el próximo año poder seguir con un proyecto parecido o con este tipo de dinámicas

CL: Bien, gracias por tu apreciación.

Participant interview #06

Entrevista participante 06

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

P06: Cansada y eso que recién es martes

CL: Bueno comenzamos, pregunta número uno, ¿Qué fue lo que aprendiste durante la innovación?

P06: Aprendí a desenvolverme más, a poder mejorar en mi pronunciación

CL: Ahora, ¿Qué hiciste para mejorar, me refiero a las estrategias que utilizaste?

P06: Pues empecé a ver películas en inglés sin los subtítulos, también comencé a escuchar músicas en Inglés puse también mi teléfono en modo inglés por una semana pero se me hizo complicado.

CL: Ok listo y ahora, ¿Qué te gusto de la innovación? ¿Hubo aspectos positivos?

SELF-REGULATION TO IMPROVE ORAL INTERACTION

P06: Si, los aspectos positivos pues que nos ayudaron muchos a todos. Gracias a esto pudimos convivir más con la pareja que nos tocó, pudimos tratar de entendernos y que nuestra pronunciación sea más fluida y tratar de que entre los dos pongamos empeño por así decirlo

CL: Y, ¿Cuáles fueron los desafíos que tuviste es decir que se te hizo mas complicado?

P06: Pues el aprenderse los diálogos porque uno no está tan acostumbrados a aprenderse cosas.

CL: ¿Cómo te sentiste al usar tu teléfono o el de tu compañera para hacer esta actividad?

P06: Bien porque estaba usando mi celular y yo me siento más cómoda con el mío y así mismo al tomarme una selfie es difícil que yo me tome en otro celular que no sea el mío y pues así mismo con los videos

CL: Después de haber utilizado las estrategias que me mencionaste ¿Cuál crees que te ayudo mas y por qué?

P06: La que me ayudó más fue el ver películas, porque en las películas se ve que usan las gramáticas que nosotros estábamos utilizando y eso como que me hacia mas práctico

CL: Ahora, ¿Te gustaría continuar con este tipo de actividades que te ayuden a desarrollar tu destreza oral y que de paso de permitan usar el teléfono?

P06: Si porque es muy beneficioso para nosotros porque así podemos desenvolvemos, podemos aprender más, así sea una sola palabra pero la aprendemos y bueno y esa palabra quedará grabada en nuestra mente y en algún momento la podremos usar. Aunque es un poco complicado grabar en el colegio es como que no satisface mucho por la bulla y eso

Entrevistador: Muchas gracias por haber participado

Participant interview #07

Entrevista participante 07

Investigador: Cristhian Lucas (CL): Buenos días, ¿Cómo está?

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P07: Bien muy bien y usted?

CL: Bien, primera pregunta, ¿Qué fue lo que aprendiste durante la innovación?

P07: Durante la innovación aprendí en especial a utilizar más lo que es la gramática, hablar mucho más ese idioma, a manejarme ya sea en los videos o con otras personas porque por lo general yo hablo en Inglés a solas pero en público no porque me aterra un poco siento como que me voy a equivocar y eso como que te priva un poco y pues también aprendí a mejorar esa parte.

CL: Perfecto, ahora te pregunto ¿Qué hiciste para aprender, me refiero a las estrategias que utilizaste?

P07: Una de mis estrategias pues, siempre he sido fan de las músicas en Inglés pero ahora el escucharla y prestarle atención un poquito más en la letra, cual es su significado en español y el ver su contexto y las películas subtituladas, las series más que nada porque me encanta ver series

CL: Correcto, pregunta número tres ¿Qué te gusto de la innovación me refiero a que si vez si tuvo algún aspecto positivo?

P07: Si hubo bastantes aspectos positivos, por ejemplo el utilizar teléfono porque yo creo que es muy fácil en vez de utilizar diccionario y te ayuda un poco, es mucho más factible y otro que me haya ayudado, en el ambiente el convivir con tus compañeros, conversar de otro idioma

CL: Entiendo, ¿Cuáles fueron los desafíos que tuviste, me refiero a los aspectos más difíciles?

P07: Como lo dije hace un momento el hablar en público, por ejemplo, los videos así yo los grababa en el curso por lo mismo, porque siento que al grabarlo en el patio todo el mundo me iba a estar mirando y es un poco incomodo, ya los últimos videos los grabe y vi mejoría porque no me importo que me estuvieran viendo si no que mi cabeza maneje y pueda hablar bien y pues creo que ya mejore en esa parte

CL: Muy bien, ahora pregunto ¿Qué tal te sentiste al grabar tus videos con tu teléfono?

SELF-REGULATION TO IMPROVE ORAL INTERACTION

P07: Muy bien, me sentí muy bien porque ya lo tenía registrado por así decirlo, yo mis guiones yo los tenía registrados en mi teléfono y puse mi teléfono en modo inglés y eso también fue como una estrategia

CL: Bien, ahora después de haber usado esas estrategias ¿Cuál crees que de esas te ayudo más a mejorar?

P07: Poner el teléfono en Inglés porque a lo que entras a facebook sale todo cambiado, entonces como que uno ya se va acostumbrando a las letras y ya pues uno se acostumbra

CL: Última pregunta, ¿Te gustaría continuar con actividades que te ayuden a desarrollar tus destrezas orales y que incluyan de paso el uso de los teléfonos o cualquier otro dispositivo tecnológico?

P07: Encantada, porque yo creo que a todos los estudiantes nos gustan esta parte de la tecnología y unir el conocimiento con la tecnología es increíble.

CL: Muy bien, gracias por tus comentarios.

Appendix H

Authorization Letter

La Libertad, Octubre 29, 2019

MSc.
Jannet Moreno de Guamán
Rectora
Unidad Educativa Liceo Cristiano Peninsular

Yo, Lcdo. Cristhian Joel Lucas Soledispa, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en la Enseñanza de Inglés, Cohorte 2018 - 2020, por este medio comunico que actualmente me encuentro en el proceso de trabajo de titulación.

El trabajo de titulación que he elegido es la escritura de un artículo que reporta los resultados de una innovación educativa. Por este motivo, solicito a usted muy respetuosamente, me permita realizar la innovación "**Facilitating Self-regulation with Mobile Devices to Improve Speaking.**" Esta innovación se enfoca en el desarrollo de la habilidad comunicativa oral basada en el uso de dispositivos móviles.

El objetivo final de la innovación es mejorar las prácticas de enseñanza en beneficio de los estudiantes. Este trabajo se desarrollará dentro de las horas de clase. Los costos de copias y otros materiales estarán a mi cargo. El periodo de aplicación será durante los meses de Noviembre y Diciembre (7 semanas de aplicación).

Estaré atento a contestar cualquier inquietud. Adjunto la propuesta de la innovación.

Atentamente,



Lcdo. Cristhian Lucas S.

0919793075



Appendix I

Parents Permission

AUTORIZACION

Favor llenar en el siguiente formulario los espacios en blanco con los datos requeridos como consentimiento del permiso arriba mencionado.

La Libertad, octubre, 2019

Yo,, portador de la cédula de identidad #, en calidad de representante legal/padre de familia del/la estudiante....., perteneciente al 2do BGU “B”, autorizo a que mi representado(a) sea parte de la aplicación del proyecto **“Facilitating Self-regulation with Mobile Devices to Improve Oral Interaction”** conducido por el Lcdo. Cristhian Lucas docente de la asignatura de Inglés de la Unidad Educativa Liceo Cristiano Peninsular.

.....

Firma.

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Appendix J
Chronogram
ACTION PLAN

Project: Facilitating Self-Regulation with Mobile Devices to Improve Oral Interaction

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
TASKS/ACTIVITIES	Nov 4th - 8th	Nov 11th - 15th	Nov 18th - 22nd	Nov 25th - 29th	Dic 2nd - 6th	Dic 9th - 13th	Dic 16th - 20th	Jan 6th - 10th	Jan 13th - 17th
1. Speaking Proficiency test 2. Test SILL Students 3. Self-regulation strategies socialization.									
4. Using the rubric assessing teaching session. 5. Practice by using YouTube videos A2 level - Feedback on proficiency.									
6. Independent practice: Students record and self-assess the video #1 role play “My personality” 7. Students self-assess using the rubric 8. Speaking pre-test									
9. Feedback video #1 10. Students discuss and create a dialogue base on the new grammar and vocabulary									

SELF-REGULATION TO IMPROVE ORAL INTERACTION

<p>11. Students record video #2 “My Relationship Tree” Unit 4 lesson 3 speaking</p> <p>12. Self-regulation session</p> <p>13. Progress Reflection writing</p>									
<p>14. Feedback video #2</p> <p>15. Students discuss and create a dialogue base on the new grammar and vocabulary</p> <p>16. Students record video #3 “The one who I admire” Unit 4 lesson 4 speaking</p> <p>17. Self-regulation session</p> <p>18. Progress Reflection writing</p>									
<p>19. Feedback video #3</p> <p>20. Students discuss and create a dialogue base on the new grammar and vocabulary</p> <p>21. Students record video #4 “.....” Unit 5 lesson 1 speaking</p> <p>22. Self-regulation session</p> <p>23. Progress Reflection writing</p>					<p>S E C O N D P A R T I A L E V A L U A T I O</p>				

SELF-REGULATION TO IMPROVE ORAL INTERACTION

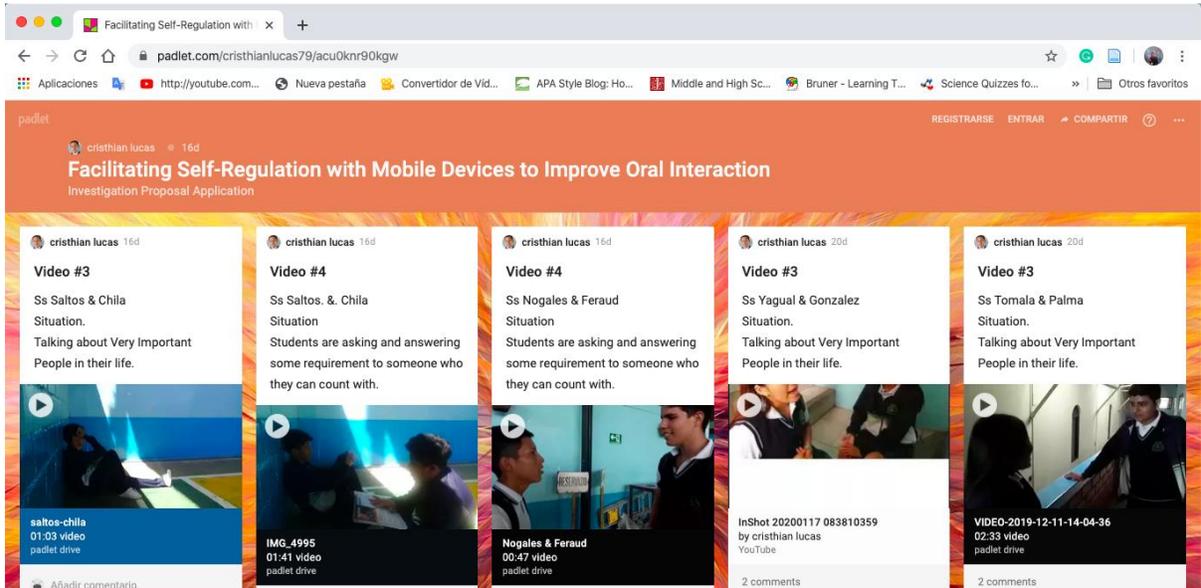
						N S			
24. Feedback video #4									
25. Students discuss and create a dialogue base on the new grammar and vocabulary									
26. Students record video #5 “.....”									
Unit 5 lesson 2 speaking									
27. Self-regulation session									
28. Progress Reflection writing									
29. Feedback video #5									
30. Reflection on progress.									
31. Speaking post-test and self-regulation									
32. Interviews									

SELF-REGULATION TO IMPROVE ORAL INTERACTION

Appendix K

Padlet web page created

<https://padlet.com/cristhianlucas79/acu0knr90kgw>



Digital Portfolio

<https://sites.google.com/casagrande.edu.ec/mrlucasenglishteacher/welcome>

