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TEMA: THE INFLUENCE OF SELF-REGULATED LEARNING IN THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS ATTENDING THE EIGHTH BASIC YEAR AT ANDRES BELLO PUBLIC HIGH SCHOOL DURING THE SECOND TERM, 2012 – 2013 SCHOOL YEAR.

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APPROVAL SHEET

We, Lic. MSc. Patricio Serrano, Director and MSc. Olga Cárdenas Co-director, duly certify that the thesis under the title: "THE INFLUENCE OF SELF-REGULATED LEARNING IN THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS ATTENDING THE EIGHTH BASIC YEAR AT ANDRES BELLO PUBLIC HIGH SCHOOL DURING THE SECOND TERM, 2012 – 2013 SCHOOL YEAR" was carried out by Sonia Marisol Armijos Jumbo. It has also been revised and analyzed, and consequently its presentation is authorized as a legal document in order to get the Bachelor's degree.

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Sonia Armijos Jumbo

DEDICATORY

This work is dedicated to my parents and friends who have always supported and motivated me to finish this career. It is also dedicated to me, to all my effort and dedication that I have put to make my dreams become true.

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ABSTRACT

This research has to see with the influence of Self-Regulated Learning in the development of the speaking skill on students attending the eighth basic year at Andres Bello Public High School. It was carried out with the objective of determining the effectiveness of a self-regulated learning method and its application to develop the speaking skill in the classroom. Learning is the principal tool human beings have in order to make the world become better in different aspects like personal, social, economic, political, and cultural, among others. The Language plays an important role in societies, because countries use it to connect to each other. Nowadays, English teachers use different strategies to reach the learning objective which is that the students' be able to master the four communication skills, listening, reading, writing and speaking. Learners need to be involved in all aspects of the learning process and why not to become self-regulated learners. It means to give more responsibility to the students regarding their own learning. The command of a second language learning gives better results if students focused on a self-regulated learning because they were more conscious about what they want to learn and how to get it.

KEY WORDS

- Teaching methodology

- Learning strategies

- Motivation

- Communicative skills

PART ONE

1   RESEARCH THEME

The influence of Self-Regulated Learning in the development of the speaking skill on students attending the eighth basic year at Andres Bello Public High School, during the second term, 2012-2013 school year.

RESEARCH PROBLEM

1.1   Problem identification

As time passes, global changes like socio-economic and political ones have affected education. Low level of education is increasing and life quality is decreasing. The majority of students are dependent individuals who follow rules, accept what the authority establishes, and learn at the rhythm the teacher wants. Now, we need not only individuals who in fact respect the authority and follow rules, but also people who know themselves, their interests, ideals, dreams, so in this way, they can manage any kind of life situation; based on language learning.

The educational curriculum has settled the English language as a principal subject due to its importance for working, studying or any other activity individuals perform every day. Even though, a variety of learning materials have been designed and developed, varied techniques to learn and teach English have been tried out in different context, but a successful model is yet to emerge for our students. Because of the fact that students do not focus on a Self-Regulated Learning, they have lost interest in the English subject. The old fashioned methodologies and techniques have also contributed to this problem turns up. The programs put emphasis mostly on

the skills like reading, writing, and listening, but the speaking one is being left behind.

Self-Regulated Learning appears like an option to enhance the students' interest in learning English. It gives the opportunity to think about likes, strategies, and ways of performance in order to develop the four language skills in a funny and exciting way, specially the speaking which is the hardest skill to practice in a classroom correctly.

Other causes of not developing the speaking skill on students are the teaching ambiguity and the inappropriate use of didactic material. They have a negative effect on students who get confused with all the information received. When the strategies are not well-directed applied, students just keep some things in their mind and some knowledge empty, that it is how they do not reach a meaningful learning. Furthermore, the repetitive and sometimes confused activities students are required to do in classes joint with the lack of teacher's expertise in technology in this institution make both, facilitators and students get bored and dissatisfied. In addition, the development of instructional activities without focusing on students' likes and interests have made them lose motivation and drop out, or failure the English subject.

Finally, the use of traditional learning method does not only indicate the lack of willingness to change, but it is the main cause to maintain the conditions that facilitate the teacher-student low performance. As a result, the educational quality system continues being low every day.

It is true that the speaking skill seems to be the most difficult when learning a second language, and all the people who have learned a second

language can affirm that. In fact, it is said that speaking correctly and fluently indicates the domain of the second language. The absence of the Self-Regulated Learning method is the principal cause for the speaking skill does not emerge in classrooms. Students are individuals who need to be educated being involved in the process of learning. They think differently and they have personal goals, likes, and necessities as their own personal learning strategies. The way that teachers sometimes give just contents and do not seem to be interest in what students want, causes disinterest and boredom in students. It, as a consequence, affects the accurate teaching of English in this institution.

The teaching of speaking kept applying the same elements and methodologies through the pass of the years. Strategies like memorization, repetition of words, closed questions and answers, have being used until these days to develop the speaking skill on students. They have not brought about the results that learners expected. It means, the speaking skill practice in classrooms have not been given the importance it has. Teachers have mostly focused on practicing strategies to develop the reading, writing and listening skills. They, of course have improved, in a high level in the educational institutions where these skills have been applied well. Whereas the majority of strategies have focused on the development of those skills, the speaking skill has not been exploited in classrooms. The low level of knowledge to apply the English language in class, plus the lack lesson planning, have resulted in the students' misunderstanding of the subject when teachers speak in English. The absence of the use of the target language in classroom has provoked that students do not get familiar with the

language. In addition, there is a lack of resources to work on the skill such as pictures, videos, books, photos, etc., all those resources that are useful to catch the attention of the students when the teacher is explaining and practicing a theme. Finally, the lack of time to do research and the use of technology make the problem increases every day in classrooms, too.

It is true that few students in educational institutions are able to speak in English but a great majority does not speak in the second language neither in class nor outside of it. It must be clear the fact getting speaking is a process that needs to be practiced inside and outside the classroom. The use of language and the students' active participation in their learning are things that give good results.

Effect 1.1 Only certain skills are developed	*Effect 2.1* Not meaningful learning	*Effect 3.1* Lack of interest in the subject	*Effect 4.1* Drops out and failures
Effect 1 Not well developed	*Effect 2* Learning become confused	*Effect 3* Boredom and dissatisfaction	*Effect 4* Low motivation and uninterested

English speaking skill is not well developed in classroom

Cause 1 Self-regulated learning is not taking into account	*Cause 2* Teaching is ambiguous	*Cause 3* Lack of approach in technology use	*Cause 4* Lack of focus on students needs and likes
Cause 1.1 Inadequate methodology	*Cause 2.1* Inappropriate didactic material	*Cause 3.1* Facilitators and learners are not prepared to this field	*Cause 4.1* Not well developed instructional activities

1.2 Problem-formulation

Taking into consideration all the causes and effects that this situation has, a problem question arises:

¿What is the influence of self-regulated learning in the speaking skill development on the students attending the eighth year of Basic Education at Andres Bello High School, during the second term, 2012-2013 school year?

1.3 Variables matrix

VARIABLES	DEFINITION	DIMENSIONS	SUB-DIMENSIONS
(Independent variable) Self-regulated learning	The learning results from students' self-generated thoughts and behaviors that are systematically oriented toward the attainment of their learning goals. It is a relatively new concept in educational psychology, research on self-regulated learning has resulted in large areas of domain-specific knowledge about self-regulated learning, each covering specific aspects of self-regulated learning.	Participants	Students Teachers
		Procedure	Planning Monitoring Control Reaction and reflection
		Components/ Aspects	Cognitive Motivational Emotional
		Applied instruments	Questionnaires Learning strategies Causal attributions

(Dependent variable) The English speaking skill	Defined as a tool to assist the identification and classification of components of linguistic interaction in order to speak a language correctly. A person needs not only to learn vocabulary and grammar, but also the context in which words are used in language.	Methods	Direct approach and Indirect approach
		Functions	Transaction, interaction and performance
		Social and cultural rules and norms	Turn-taking, rate of speech, length of pauses between speakers, relative roles of participants

1.4   Objectives

General

- To determine the influence of Self-Regulated Learning in the speaking skill development.

Specific

- To establish new perspectives about the application of Self-Regulated Learning in English as a foreign language.
- To find out some teaching techniques that contribute to the improvement of the English speaking skill based on the Self-Regulated Learning.
- To recommend the best learning strategy to develop the speaking skill.

1.5   Justification

In these days, the English language has become an important requirement in the society if one wants to have better professional opportunities. It is a need for individuals of all ages to be fluent in English in order to compete on today's professional world. There have been some studies dealing with the Self-Regulated Learning (SRL) method until these days. There was one similar to it, carried on in Ethiopia, "Enhancing Self-Regulated Learning in Teaching Spoken communication: Does it affect speaking-efficacy and performance?" – Bekele Birhanie Aregu (2013).

It presents the situation that was affecting the teaching of English as second language; the problem was that the traditional methods were still persistently in use at all level in the teaching of English. The results stated by the researcher were, that the experimental group students' post-intervention scores were higher than their pre-intervention scores for all of the variables treated, that the differences seemed to have resulted from the intervention conducted to promote SRL in teaching spoken communication. The results also indicated that 56% of the variance in students' speaking performance was attributed to the SRL intervention. Most importantly, such results imply that the SRL intervention conducted in the experimental group significantly contributed to the development of students' speaking skills.

Because of my work as an English teacher in a school, I could say that the English speaking skill is not well developed in classrooms. Then, it arises the necessity of applying a new educational process focusing on students'

decisions based on self-knowledge. SRL appears as an integrated learning method, consisting on the development of a set of constructive behaviors that affect student's learning. It has planned and adapted processes to support the pursuit of personal goals and focus on changing learning environments.

Self-regulated teachers need to be reflective and analytical about their own beliefs and practices to be able to acquire a deep understanding of cognitive and motivational principles of learning and teaching. The SRL describes the learning guided by thinking about one's thoughts, ideas, preferences, the strategic action and motivation to learn. The self-regulated learners are aware of their academic strengths and weaknesses, and they have a repertoire of strategies stare appropriately applied to deal with the day-to-day speaking challenge. For instance, writing notes, the use of pictures for descriptions, memorization of information, reading and synthesis through mind or concept maps, also the use of games or music to improve the pronunciation.

The application of Self-Regulated Learning urges in Ecuadorian education because with this, we are not only improving the quality of education but also we are taking into account students' preferences. We are showing them ways to approach problems by applying strategies, monitoring their performance, interpreting the outcomes of their effort; in fact we are letting them be active participants in their apprenticeship and forming them as more responsible human beings with their actions. The only thing educators need to make it possible is by learning to educate not only in knowledge but also in values

and attitudes. The process to get this is being in continuous research, preparation and motivation. The good teaching of English language pretends to have students ready to handle the increasing demands of this future globalized and computerized world.

We as teachers, by knowing new generation necessities, must accept the challenge to guide students to a self-regulated learning because we know how to develop it. Teachers turn into real leader educators and students into potential learners educated on values and knowledge fitting in and making this society better.

PART

TWO

2   THEORETICAL FRAMEWORK

CHAPTER I

2.1   GENERAL DESCRIPTION OF ANDRES BELLO HIGH SCHOOL STRATEGIC PLAN

Ecuadorian education is changing; students are not now passive agents in the teaching-learning process, now the schools and high schools are working to have a better quality of education. To start working on it, they are required to establish an Educational Project accepting the new challenges of the current society.

The vision, mission and objectives of the educational institution where this research was applied are considered the root to begin this new project, so they have to be clear and simple in order to all the people who belong to it can understand and work with these. It is vital that the teaching-learning process considers what is written in these three parts for developing any educational activity. It is important to mention the vision, mission and objectives of the institution I worked on, to know the reality and aspirations of Andres Bello high school better.

2.1.1 Vision

The vision is the way to which the institution is going to be in a long-time period. It has to see with the orientations on decision-making strategies for growing together competitively in the current society. The fact of establishing clearly what they are doing today, states goals for the future. It has a

necessity of incorporating new human or material elements that bring about better conditions for all state-holders. The administrative staff is required to see forward than the necessities of these days. They have to think in the future needs taking into consideration the new technologies, market conditions, science advancements, among others.

Besides, Andres Bello High School has the following vision statement:

"Andres Bello High School" has constituted in a model Institution of a Basic General Education, highly competitive, oriented to the formation of human being leaders. Individuals with integrity, excellence and values, owners of an affective, cognitive, and expressive formation in the scientific and humanistic fields, individuals who respond to the expectative of the society, according to the new quality standards given by the new National System of Education."

2.1.2 Mission

The mission is the general purpose of the institution. It enunciates to whom it works, the necessities it satisfies, the service it offers and the limits of its activities. Therefore, mission is all what people in the institution do in present and future. It serves as a reference frame that guides the actions, establishes conditions of activities, offer teamwork, sense of direction and guide on taking strategic decisions.

In the same way, we want to introduce the Andres Bello High School mission:

"Andres Bello High School" is a public Institution of laical, scientific, pluri-cultural, democratic, dynamic and free education joined to the society and which mission pursues:

The youth integral formation promotes the social and genre equality, with the academic excellence; provided of skills, abilities and values that permit to reach the incorporation of the superior level of studies; committed with the practices of "El buen vivir", so by this way it contributes to the change of the Ecuadorian society."

2.1.3 Teaching objectives of the Andres Bello High School

The objectives do not constitute an independent element within the educational process. They are an important part during the whole institutional process since they are the starting point to choose, organize, lead the contents, and introduce some modifications during the development of the teaching-learning process. These goals are the guide to determine what and how to teach. The objectives of the institution determine the degree of the students' development and facilitate teacher's work when defining the aspects to be strengthened with the group of students.

General Objective*:*

◆ To guarantee a humanistic and efficient education through the development of competencies, respecting the individual and cultural differences in order to contribute to the society with individuals who will be able to face the challenges of current times.

Specific Objectives:

- To design the curricular educational system of the High School based on the necessities and requirements of the country and the advance of the science and technology.

- To educate students on the different specializations in accordance with the labor demands.

- To generate projects of research and development of processes joined to the specializations of accounting, science, and computing as an essential part of the teaching-learning process.

- To plan and execute the system of specialization practices looking for the connection to the High School with the productive work of the community.

- To propose new alternatives that reaches the requirements of the educational system and the socio-economic and politic development of the country.

CHAPTER II

2.2 THEORIES REVIEW

2.2.1 SELF-REGULATED LEARNING (SRL)

Learning is the most important fact that we as human beings build up in our daily lives. People all over the world learn something new every day and that is the principal thing for life. To learn is to acquire the knowledge through the studying or the experience, it is to take something and keep in mind. People are accustomed to and practice it in everyday living. Learning is the process with which we grow since we were born; at first we start to speak, then we walk, we run and so on. These skills among many others are learned by individuals step by step as time passes by.

The Self-Regulated Learning, that is not so different from the process explained before, has existed since former times. (Winograd, 1990), this SRL became popular in the 80's because at that time it emphasized the emerging autonomy and responsibility of students to take charge of their own learning. Self-Regulated Learning deals more with the acquisition of knowledge in the different educational areas and it is sometimes like a person's narrative story, both a cause and consequence of their identity. The individual learns about what is in their surroundings: family, job, friendship, social situations, etc. The media is also a big transmitter of ideas, those which are going to be adopted in different ways according to the people' thinking.

The Self-Regulated Learning has focused more in studies than in personal life, maybe because each person is different and because of the ways of teaching applied did not give the expected results. Schools, high schools, universities and other educational institutions are searching for ways to offer the best service. They know education is relevant for the

development of the society, not only economically but also in art, culture, science, and politics. Definitely the growing of the country depends on each educated individual.

A great deal of research has focused on a constructivist perspective on SRL like (Byrnes, 1989), on social foundations of SRL (Pressley, 1995); Zimmerman, 1989) on developmental changes in SRL (Newman, 1990), and on instructional tactics for promoting SRL (Winne, 1995). The integrative nature of SRL stimulated researchers to study broader and more contextualized issues of teaching and learning while also showing the value of SRL as an educational objective at all grade levels. SRL can help the teachers educators describe the ways that people approach problems, apply strategies, monitor their performance, and interpret the outcomes of their efforts.

2.2.1.1   AUTHORS

Zimmerman (2001) holds that students could be described as self-regulated to the degree that they are meta-cognitive, motivationally and behaviorally active participants in their own learning process.

Students personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents or other agents of instruction. Students learning have to involve the use of specified strategies to achieve academic goals based on self-efficacy perceptions of performance skill, and dedication to academic goals. There are three elements within this definition: SRL strategies, self-efficacy perceptions of performance skill and

dedication to academic goals. The strategies are processes directed to acquire information or skill by learners. They include such methods as organization and transformation of information, self-consequence, seek of information and rehearsing or using memory (Zimmerman & Martinez – 1986).

Self-efficacy refers to the perceptions about one's abilities to organize and employ necessary actions in order to attain designated performance of skill for specific task (Bandura, 1986). Academic goals such as grades, social esteem or employment opportunities can vary extensively in nature and in time of attainment.

We can say that this theory makes clear the objective of the SRL, which is the necessity that students do a self-work by applying their attitudes and aptitudes in order to manage their own learning process.

(Butler, 1995) established that the self-regulated learning is used to describe learning that is guided by meta-cognition, strategic action and motivation to learn. Self- regulated learning is a relatively new concept in educational psychology; research on self-regulated learning has resulted in large areas of domain-specific knowledge about self-regulated learning, each covering specific aspects of self-regulated learning. As a result, models were developed, which articulate specific links between different cognitive, motivational and emotional components, the SRL.

This new concept is not well known in many parts of the world, and they continue working with the traditional methods where the teacher is the authority and students just follow rules inside and outside classrooms.

However, the concept established by Butler, Winne, Perry, and Zimmerman takes this out of practice, this concept deals with giving the students the opportunity to choose the best way, the strategies to learn any theme given for them, not leaving aside the motivation that plays an important role in everyday activities.

Merely personal processes do not determine SRL; these processes are assumed to be influenced by environmental and behavioral events in reciprocal fashion. For example a student's solution response to an addition problem such as 2 + 6 =? It is assumed to be determined not only by personal perceptions of efficacy but also by such environmental stimuli as encouragement from a teacher and by enactive outcomes, like obtaining a correct answer to previous problem. This reciprocal formulation allows that such regulative responses as self-recording can influence both the environment (document is created) and various personal processes (self-efficacy perceptions).

With this, we can say that environmental influences may be stronger than behavioral or personal ones in some contexts or at certain points during behavioral interaction sequences. In schools for example, where they have a highly structured curriculum or a restrictive code for classroom conduct, many ways of self-regulated learning such as student planning or self-reward may be silent. On the contrary, in schools with situational restrictions are limited, as alternative school, personal or behavioral factors may be the dominant influence regulating functioning. Self-regulated occurs to the

degree that a student can use personal (self-) processes to strategically regulate behavior and the immediate learning environment.

Social cognitive theorists define self-efficacy as a key variable affecting self-regulated learning (Bandura, 1986; Rosenthal & Bandura, 1978; Schunk, 1986; Zimmerman, 1986). In support of this, students' self-efficacy perceptions have been found to be related to two key aspects of the proposed reciprocal feedback circle: students use of learning strategies and self-monitoring. Students with high self-efficacy have displayed better quality learning strategies and more self-monitoring of their learning outcomes than have students with low self-efficacy. Researchers have found that students' perceptions of self-efficacy are positively related to such learning outcomes as task persistence, task choice, effective study activities, skill acquisition and academic achievement. Students' behavioral performance is assumed to influence their perceptions of self-efficacy, as well as the reverse.

(Schunk, 1996) proposed a theory based on a socio-cognitive perspective, its objective is to classify and analyze the different processes that play a part in self-regulated learning, as asserted by scientific literature. In this model, regulatory processes are organized according to four phases: planning, self-monitoring, control and evaluation. Within each of these phases, self-regulation activities are in turn structured into four areas: cognitive, motivational/affective, behavioral and contextual.

Self-regulation from the *social cognitive perspective* looks at the interaction among the person (e.g. beliefs about success), his/her behavior

(e.g. engaging in a task) and the environment (e.g. feedback from a teacher). Self-regulation consists in three phases, a forethought phase – refers to influential processes that precede efforts to acts and set the stage for it – and students set learning goals and plan and select strategies for attaining these goals. Underlying forethought processes of goal setting and strategic planning are self-motivational beliefs: self-efficacy, outcome expectations, intrinsic interest and goal orientation. During the performance control phase students focus on the task and optimize their effort, in addition, they follow specific aspects of their own performance and the conditions that surround it and its effects. In this phase, students implement learning strategies that affect motivation and learning. Throughout the self-reflective phase processes, students evaluate their performance and make causal attributions for performance. The cyclical nature of this process is demonstrated by the influence of the self-reflection phase on the following forethought phase. Consequently, an essential feature of self-regulation is a self-oriented feedback circle in which students monitor the effectiveness of their learning attempts and respond to this feedback in a variety of ways, ranging from covert changes in self-perception, to overt changes in behavior.

We find out this theory from the socio-cognitive perspective involves the active, goal-directed, self-control of behavior, motivation, and cognition for academic tasks by an individual student; in other words the interaction among the person, his behavior and the environment. The first step asked the learner does is to know what are their learning objectives – outcome expectations, the beliefs that impelled to attain them, their interests and

preferences. As a second step the performance control phase deals with the effort and actions the student makes to reach objectives, also the student must be considering the evolution of his performance and the conditions which are causing his advancing or the contrary the delaying of the process in order to apply new learning strategies. Finally, in the self-reflective phase, the student evaluates himself, receive feedback and make the causal attributions for performance.

(Bandura,1997) considers that "human functioning results from reciprocal interactions among personal factors like: cognitions, emotions, behaviors, and environmental conditions".

Self-regulated learning fits well with this idea of reciprocal interactions because personal factors, behaviors, and environmental conditions change during learning and must be monitored. Such self-monitoring can lead to additional changes in students' strategies, cognitions, affects and behaviors.

We notice that this theory deals with interaction of factors within the process of knowledge. These factors involve cognitions, emotions, behaviors and environmental conditions. Interaction can be considered as a connection, the parts of a whole, in this case "knowledge", are always giving and receiving something in order to keep a balance of that whole. A person itself is able to manage all the personal factors. It means, the way one thinks, feels or acts is a fact of knowledge and of course of decision. "Think then act", is a well-known phrase; however, the practice of it is not usually demonstrated in everyday living, that is the reason why the social environment is sometimes affected. The individual is the base of the society and needs to be ok in order

to keep the balance among these elements part of knowledge and of the society advancement. Bandura also listed a self-monitoring item, which really must be kept in mind in learning. Any process needs to be studied, evaluated and the acting of people is not the exception; the growing of the human being depends on it, when we are short the adults are in charge to make us realize of good or bad behavior and to make the corrections when necessary, then as time passes, the responsibility is ours; sadly, we are not accustomed to it, most of the people are becoming passive actors in their lives, in everything they do, and maybe the education is going by side letting this happens.

(Winograd, 1990) say that self-regulated learning includes research on cognitive strategies, meta-cognition and motivation in one coherent construct that emphasized the interplay among these forces.

It was regarded as valuable term because it emphasized how the "self" was the agent in establishing learning goals and tactics and how each individual's perceptions of the self and task influenced the quality of learning that happened. They stated three central characteristics, the awareness of thinking, the use of strategies and the sustained motivation.

The awareness of thinking involves knowledge of effective thinking and analyses of one's thinking habits - *(meta-cognition) - processes, self-learners plan, set goals, organize, self-monitor and self-evaluate at various points during the process of acquisition, these processes enable them to be self-aware, knowledgeable and decisive in their approach to learning (Zimmerman, 1986).*

Studies showed that children from five to sixteen years old become increasingly aware of their own personal knowledge states, the features of tasks that influence learning, and their own strategies for monitoring learning. The educational goal was not simply to make children think about their own thinking but instead, to use meta-cognitive knowledge to guide the plans they make, the strategies they select, and the interpretations of their performance, so that awareness leads to effective problem-solving.

On the other side the use of strategies refers to a person's growing repertoire of strategies for learning, studying, controlling emotions, pursuing goals, and so on. We must have clear the concern of "being" strategic or "having" a strategy. These are quite different points, having a strategy is to know about it, its definitions, features, uses, etc., but being strategic is inclined to use a strategy, to modify it as task conditions change, and to be able to discuss it and teach it. Strategies have three important aspects: *declarative knowledge (what the strategy is), procedural knowledge (how the strategy operates), and conditional knowledge (when and why a strategy should be applied (*Paris, 1983)*.* If the learner understand these three characteristics, they can discriminate useful from useless methods and then to apply appropriate strategies. This means when students are strategic, they can consider options before choosing methods to solve problems and give their best effort in using a strategy; these choices they made involve self-regulated learning, because they are the result of cognitive analyses of alternative routes to problem solving.

(Combs, 2006) *s*howed through her research that there are some things for students to be optimally motivated to learn. They must:

- See schooling and education as personally relevant to their interests and goals.

- Believe that they possess the skills and competencies to successfully accomplish these learning goals.

- See themselves as responsible agents in the definition and accomplishment of personal goals

- Understand their higher-level thinking and self-regulation skills that lead to goal attainment.

- Call into play processes for effectively and efficiently encoding, processing, and recalling information.

- Control emotions and moods that can facilitate of interfere with learning and motivation.

- Produce the performance outcomes that signal successful goal attainment.

These seven aspects translating of personal motivation into components of teaching, takes some careful consideration, not just thinking about specific teaching techniques or strategies but also in designing a course and considering a structure by which students will be led to achieve course goals. As learning is the most important element of and for life, motivation has a special place within the Self-Regulated Learning, because everywhere students enter our classes with different degrees of knowledge in the discipline and interests.

(Schunk) provides us a theory based on Self-Regulated Learning and Goal setting. "Goals enhance self-regulation through their effects of motivation, learning, self-efficacy (perceived capabilities for learning or performing actions at given levels), and self-evaluations of progress.

Goals motivate people to exert effort necessary to meet task demands and persist over the time. Goals also direct individuals' attention to relevant task features, behaviors to be performed, and potential outcomes, and goals can affect how people process information. When people focus on task, select and apply appropriate strategies, and monitor progress and as they work on task, they compare their current performance with the goal. Self-evaluations of progress strengthen self-efficacy and sustain motivation, a perceived discrepancy between present performance and the goal may create dissatisfaction, which can enhance effort. Although dissatisfaction can lead to quitting, this will not happen if people believe they can succeed such as by changing this strategy or seeking assistance. Goal achievement builds self-efficacy and leads people to select new, challenging goals.

Despite these benefits, goals do not automatically enhance self-regulation, those which incorporate specific performance standards are more likely to enhance self-regulation and activate self-evaluations that are such general goals as "do my best" or "try hard" (Locke, 1990).

There are different kinds of goals: specific, proximal, distant, difficult, overly easy and self-set goals, but now let's emphasize on the last ones. (Schunk), states that allowing individuals to set their goals enhances motivation and self-regulation, perhaps because self-set goals produce higher goal commitment. When people accept the legitimacy of assigned

goals and commit themselves to achieve them, the benefits are as strong as when they set goals themselves. In working with students and clients it may be necessary initially to assign goals while simultaneously teaching them goal-setting strategies. As people set realistic goals, we might expect that self –set goals would produce higher self-efficacy and better self-regulated performance than assigned goals because they will be committed to attaining their goals and feel efficacious about doing so.

We can state based on this theory the importance of goals, it is true that goals are not new for anyone, personal, academic or social ones are present in everyday living, and if someone says "no", maybe this person does not have a clear life objective. Actually, goals are necessary in any field and more in educational one. Schools look for the formation of leaders; people with well-settled life goals, objectives and with moral and ethical values. The authors talked about the similarity between assigned and self-set goals, also realistic and impossible ones. The first comparison is real because both are strong and have benefits for the student, on the other side, to be realistic is very important and if the learner sets a higher level of difficulty, it can causes boredom, dissatisfaction, low motivation and finally disinterest.

(Vygotsky) wants us to know a theory of development - a social constructivist account of self-regulation (1962). He believed that people and their cultural environments constitute an interacting social system. Through their communication and actions, people in children's environment teach children tools needed for developing competence. By using these tools

(language, symbols) within the social system, learners develop a higher-level cognitive functions such as problem solving and self-regulation.

Self-Regulated Learning includes the coordination of such mental processes as memory, planning, synthesis, and evaluation. These coordinated processes do not work independently of the context in which they are formed. A student's SRL processes reflect those that are valued and taught in the culture of the student's home and school.

Vygotsky believed that people learn to self-regulate through control of their own actions. He stated that the principal mechanisms affecting self-regulation are language and the zone of proximal development (ZPD), or the amount of learning possible by a student given the proper instructional conditions. First, the children's actions are directed by language (speech) of others but children gradually internalize this self-directing language and use it to self-regulate. Through the interaction with adults in the ZPD children make the transition from behaviors regulated by others to behaviors regulated by themselves, or Self-Regulated Learning.

"What a child is able to do in collaboration today, he will be able to do independently tomorrow".   Lev Vygotsky

In order to have a better understanding of (Vygotsky)'s theory, we are fairy to describe the Zone of Proximal Development theory, which is a concept originally established as an outline to describe the process of self-development (Chaiklin) as it occurs with the guidance of adults and peers in the learning environment. This concept arose as Vygotsky's response to the

use of intelligence testing as a measure of student's knowledge and skills as well as an indication of what should be taught (Blanck). Vygotsky's original research focused on the role of social interactions in human development. In his investigation of cognition, he examined the complex relationships between language and thought as well as learning and play. Children's social interactions with significant individuals in their lives like parents, peers, teachers, among others, deeply shape their interpretations of the world and higher order thought processes.

Then, he described the beneficial instruction of each student just beyond his current level of independent capability. Instruction focused within each student's ZPD is not too difficult or too easy, but just challenging enough to help him develop new skills building on ones that have already been established. Students are most receptive to instruction within their ZPD because it represents the next logical step in their ongoing skill development. On the contrary, without reliable information on students constantly evolving ZPD, it is difficult to identify who is ready for more challenging material and who needs additional assistance.

The concept of the zone of proximal development opposes the use of standardized tests as a mean to measure student's intelligence. He suggests that instead of assessing what a student knows to determine intelligence, it is more helpful to compare their ability to solve the problems independently with their ability to solve problems with the assistance of someone who has mastered the concepts learned. Vygotsky began this research because he wanted to understand how children's functions like: attention, memory and perception development are individual to the learner. He argued that children

develop deliberate control over everyday concept through contact with scientific concepts. Within the concept established by Vygotsky of ZPD, the social interaction is the basis for cognitive growth; the communication that emerges in a social setting with more knowledgeable or skillful people assists children in building an understanding of the concept.

Vygotsky "ZPD is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development)."

(Bruner, 1982) describes the zone of proximal development as "the child ability to recognize the value of hinges and props even before he is conscious of their full significance."

The theory of Vygotsky is based on a social constructivist. He stated the language and the zone of proximal development are the principal mechanisms affecting the self-regulated learning. This statement is true and makes clear the social constructivist theory of the author. It is interesting to do not deal with identifying the levels of intelligence of students through a paper test but their ability to solve problems by himself or with the aid of someone else.

(Dweck, 1999) refer to, "students use of learning strategies – and their continued use of them in the face of difficulty – is based on the beliefs that

these strategies are necessary for learning, and that they are effective ways of overcoming obstacles."

Students who are not self-regulated learners may daydream, rarely complete assignments or forget assignments completely. Those who practice self-regulation ask questions, take notes, allocate their time effectively, and use resources available to them. These behaviors include, but are not limited to the following: finishing homework assignments by deadlines, studying when there are other interesting things to do, concentrating on school subjects. We have also, the taking useful class notes of class instruction, using the library for information for class assignments, effectively planning schoolwork, organizing schoolwork, remembering information presented in class and textbooks. Students also arrange a place to study at home without distractions; they motivate themselves to do schoolwork, and participate in class discussions.

In fact, we can hold that SRL cannot be reduced to a list of steps to follow nor a menu of options because the construct denotes dynamic actions of learners engaged in complex problem solving. Therefore, management of resources including time and collaboration with others must be negotiated and renegotiated with management of one's available strategies, motivation, and affect. Self-regulated learners do not simply follow a plan of action, they adapt to changing conditions and know what to do when they encounter problems, it is the flexible responses to unforeseen circumstances that typify self-regulation, and it is important to note that self-regulated learners do not

lose sight of their goals or lose positive perceptions of themselves when things do not result as planned.

Self-regulated learners are successful because they control their learning environment. They exert this control by directing and regulation their own actions towards their learning goals.

2.2.2 THE SPEAKING SKILL APPROACHES

Everyone uses interpersonal communication skills every day. We use them at home with our families, in the workplace with our boss and coworkers, on the telephone when we speak with friends or we order a pizza; that is why the necessity to improve interpersonal communication skills and develop new skills to become an effective communicator is growing all over the world.

Interpersonal communication applies to all of our relationships being these personal or commercial. Others respect or reject us based on our interpersonal communication skills; it is the characteristic of the individuals, it is the way they have to share ideas or criteria about different themes. Messages are present in every interpersonal communication encounter, those can be explicit (verbal comments) or implicit (nonverbal facial expressions, other body language or physical space).

2.2.2.1   AUTHORS

(Thornbury, 2006) establish that speaking is everywhere in daily language usage. Speaking is so linked with daily interactions and it is difficult to define

it in simple words. The best we can do is to define speaking by its feature, its functions and its conditions.

Viewing from its feature, speaking could be defined as a social, multisensory speech event whose topic is unpredictable. Speaking is social in the sense that it establishes relationship and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can disagree with the formal nature of the classroom when teaching speaking.

Speaking is also a multisensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned.

Within this theory, we notice that speaking is seen as a speech event no predictable or before planned, in fact it appears according to the living situations (conversations – social interactions); most of the time it defines the personality and speaking skills of an individual through the expressing ideas of agreement or disagreement about a theme, within a group of people. This does not mean that speaking is never planned, of course it can be, the formal speaking is present too, and schools focus more to prepare students for it than for the informal one, the question here is that. Do teachers start teaching the formal or informal speaking first?

(Gumperz, 1999) holds that speaking is cooperatively constructed and it is based on contributions, assumptions, expectations, and interpretations of the participants' utterances.

Since it is cooperative, it becomes a negotiated, self-regulated process that is segmentally created through short, frequent turns consisting of phrases and clauses. This cooperative discourse is motivated by interactive rules and routines where these structures guide how silence, volume, intonation, conventional language, information and norms of interaction are used to organize speaking. This organization is culture-bound as conversational routines are implemented differently in different countries; features of these routines are openings and closings, turn-taking mechanisms and adjacency pairs such as greetings and apologies.

Speaking is topically unpredictable and therefore native speakers tend to have a linguistic repertoire of regularly used phrases that help to create various speaking. In relation to the teaching of speaking these rules, routines and linguistic features would be valuable to highlight in a speaking class.

We know that it is true people use just a few percentage of the whole vocabulary existing in any language. People have some repertoire defined for use and that is one reason why the language knowledge start from this, from the daily routines, that is how children learn, they hear words, phrases, utterances many times per day so they start understanding those and then they use them.

Speaking can be defined as cooperatively constructed because an individual alone cannot give existence to this; he needs to be in touch with

other people in order to share words, ideas, thoughts and so take conclusions about what they are speaking about. Speaking is the way to create new things, when we have the opportunity to listen other people and talk to them, for sure we are going to find out something new that maybe stay in mind but also practical ideas which can be useful to improve human lives.

(Nunan, 1999) defined speaking as a way to verbally communicate for mostly interpersonal and somewhat transactional purpose.

Interactional language engages people for social reasons as explained previously. Transactional language is for service encounters like ordering drinks or booking a ticket. However, these purposes are usually intertwined and so the distinction between interactional and transactional language seems to be used for language learning awareness.

We can say that it refers to the functions of language since the speaking is a way to communicate with other people in any life field like work, commerce, social meetings, economic, political or cultural encounters, and definitely in studies. When the author stayed "interpersonal purpose" he means that two or more people are involved in the process of speaking with the determined intention of doing or not doing something. In fact, speaking is also guided to that, to express feelings, necessities, dreams i.e. feelings of happiness/sadness, material necessities of buying a car or house and the options to do these, the spiritual necessities of finding hope and faith in God, and the common dream of travel abroad and know new places, people and cultures for what the necessity to speak a second language is indispensable.

The transactional purpose on the other side is more related with the economic; here the author refers from the daily economic activities a person realizes, as when taking the bus, buying food or the newspaper, entering the museum or any cultural places, to the big transactional situations like buying of clothes, houses, cars, etc.

Transaction purpose is more about commerce; it deals with money movements matters, here we talk about the "sale's world through the speaking", the manner people arrange it to reach their economic goals by selling their product and as everybody knows, the powerful tool here is the *word*.

(Van, 1989) holds that speaking usually happens when people are face-to- face. This makes speaking highly interactional and social. However, (Thornbury, 2006) point out that computer mediated communication shares many conversational characteristics where face-to-face may not be the only way to have a conversation. Speaking happens in small group of people with a minimum of two. It happens within shared contexts such as in situational, institutional, social and cultural environments. Speaking takes place in real time and demands spontaneous decision making and improvisation leading to a very dynamic discourse.

This theory of face-to-face established by Van Lier make us think about the real communication lived by people every day. Society is the big field where the individual can demonstrate its language knowledge level could it been in the native or second one. Formal or informal speaking are important

since as reviewed previously, speaking can define the individual's personality and so the education and cultural levels. With this we understand that to see a person is not enough but listen to him is the base to any relationship.

(Hymes, 1974) defines the speaking as "a model of socio-linguistic study"; it means as a tool to assist the identification and labeling of components of linguistic interaction in order to speak a language correctly. These components are: Setting and scene, Participants, Ends, Acts sequence, Key, Instrumentalities, Norms, and Genre.

Maybe it is the most complete theory of speaking; it has the components occurring when speaking a language. The author started with the scene that is the place/situation where exists the communication of two or more individuals; these are the participants who play the role of the transmitter and receiver – by turns since we are referring to a conversation, not an exposition, then we need a clear message based on the correct grammar structure. It is going to be exposed by the transmitter and understood by the receiver, of course within this process the participants are not just standing up straight looking at one each other, on the other side they do body/face gestures, they use intonation and rhythm in their voice. They also have to follow norms like respect turns and the ideas of the other people.

As we can see, the linguistic interaction exposed by the author has factors connected in order to develop the process of communication. People need to use language correctly, they must be aware of the importance of the good language use, I do not only refer when learning a second language one has

to be attempt to any aspect, but also beginning with the mother tongue. A good speaker can be educated from early ages and it is better if he knows and use within different contexts, as many words as he can, it for sure will help with the learning of the foreign language. The importance of learning a second language has been gaining importance at all levels. Language skills in real life situations, expressing concerns about social issues which overwhelmed our society while concentrating on a particular skill, in this case speaking, will let teachers provoke students' interest in sharing ideas, no matter the language, they will only will be focused on be listened by others.

(Jones, 1996) states that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together while in writing, we may be creating a record, committing events or moments to paper.

Humans always tend to be getting something done through investigation, working alone or accompanied by someone else that is why we belong to a *society*. Now, communication is the base of this society and it is proved that the life-style depends on the way we are able to communicate among us.

Speaking skill is the most demanded learning skill in educational institutions since the globalization started going up; it is considered the fastest method to get something done because it has an instant response to any life situation since people do not like to wait for a response to their requirements, they prefer personal interviews than written documents.

People agree in the importance of time, while it is crucial to solve demands, if time passes without having expected results, people turn

demands into problems and this will always affect the communication and so the life-style. Learning to speak is seen as the most important skill from this point of view; humans want to make better the life style that is the goal we all work for every day.

Many learners consider the speaking as the measure of knowing a language. They stated they can prove it with their fluency when talking to others that they can assess their progress in terms of accomplishments in the spoken communication. The ability to read, write, or comprehend a message have its level of importance; however the oral one has the highest one in these days. Teachers are in charge of help their students to develop the oral ability, to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to use comprehensible pronunciation. Teachers need to prepare students to real life communications situations by applying good strategies, using minimal responses, recognizing scripts and using language to talk about language so, by this way the students can improve their knowledge and their confidence in using it.

Finally, we must have clear that the speaking skill is a crucial part of the language learning process and effective teachers must guide students to the self-regulation, education should help students to be aware of their own thinking, to be strategic and to direct their motivation toward valuable goals. The goal is for students to learn to be their own teachers to learn to speak so that students can use speaking to learn.

Self-Regulated Learning is a response for dealing with new things, to find opportunities where others see problems. This kind of learning is a process which looks to obtain individual's behavior changes, forming students who believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and use effort will give increase to academic success.

CHAPTER III

2.3   THE SELF-REGULATED LEARNING METHOD

Self-Regulated Learning refers to the processes by which individual learners attempt to monitor and control their own learning. There are many different models of Self-Regulated Learning, that propose different constructs and processes but they do share some basic assumptions about learning and regulation.

According to (Carver), the SRL is a cyclical process in which students check their progress, and adjust their approach as needed. Students need opportunities for self-evaluation because they may not do it automatically and it affects their motivation and learning. Developmental factor must be taken into account in teaching students to be better self-regulated learners. Self-monitoring is simple for young children, such as having them use a checklist or count how many problems they have completed. With development, students can put into practice more elaborate self-regulation strategies. Motivational variables also should be included because developing effective self-regulation strategies take time and effort, and students may not be motivated to self-regulate unless they see benefits compared with their usual approaches.

(Dweck) states, the SRL suggest that students may discover strategies on their own, they benefit from sound instructions and models that explain and demonstrate strategies. This does not imply that strategy instruction program must be formally structured but, some guidance to students is important

especially in the early stages of learning. As students become proficient, they are able to construct effective strategies on their own and pursue outcome rather than learning process goals.

(Zimmerman, 1996) states that, the SRL should be taught in conjunction with an academic subject because students benefit from seeing how they can use what they learn. Strategies can be applied to different content, but their implementation will vary depending on the content area.

Researchers as Zimmerman, Martinez, Borkowski, Carr, Rellinger, among others hold that Self-Regulated Learning is an important aspect of learning and achievement in academic contexts. Students who are self-regulating are much more likely to be successful in school, to learn more, and to achieve at higher levels. It is important for schools and classrooms to promote the development of expertise in self-regulated learning. Of course, there are developmental, motivational, and contextual factors that can facilitate or limit Self-Regulated Learning, but there are implicit and explicit ways to help foster self-regulated learning. Individuals must know how to self-regulate their learning and that fostering SRL becomes an important goal for all educational systems.

School learning is typically focused on academic content. Self-regulated learning skills do not develop automatically, but these skills will benefit students for life-long learning. It is necessary teachers and parents to help students develop their self-regulatory competencies and encourage them to practice using them in all aspects of their lives.

2.3.1 PARTICIPANTS

2.3.1.1   Teachers

The teacher in this kind of learning is a guide, a leader who is in charge of identifying the students' necessities and helps them to found and foster their learning abilities to reach the hoped educational objectives.

At first, the teacher must define the course goals and help the students think about personal learning goals. Students often feel overwhelmed by ideas of memorization or misunderstanding not only in English courses but in general education courses. The explanation of goals must include not only a summary of the knowledge you expect students to master, but also the expectations for their own participation. Barbara Davis points out *"Research has shown that teacher's expectations have a powerful effect on a student's performance,"* so that demonstrating enthusiasm, setting realistic content goals, and clarifying expectations about the degree of commitment the course will require help students plan for their participation and measure their progress. A teacher is in charge of assisting students become reflective about their interests and knowledge, and ask them to relate of adapt course information to their concerns in their assignments and in the classroom. He must start it by engaging students' interests to learning, it is fundamental. Interest is a directive force, it able to explain the students' choice of an area in which they endeavor for high levels of performance or exhibit intrinsic motivation. However, building on this natural motivation is crucial for another reason *"interest is an important motivator for the use of learning strategies that facilitate deep processing*." For students to go further than surface

knowledge, or the memorization of information without a conceptual understanding of its significance of application, connecting course work to students' interests is essential.

(Nunan et al.) state that teachers, who know what really means learning, decide what kinds of learning they want their learners to achieve. In other words, teachers must know what their learners want and by this way prepare their teaching strategy. They have to focus on the students' aim and take into consideration some factors for getting students to learn to take control and responsibility for their own learning, so they become more effective and independent learners.

- ✓ To help students to *"set their own goals"* in life and in their learning. To get this, they need to know what they want and not force them in anyway. These goals must be achieved in a planned and realistic manner with the aid of the teacher who is the facilitator and motivator.
- ✓ To develop in the student a *"sense of competence"* through encouraging a positive self-image, self-esteem, self-confidence of the learner and a feeling of "I can do it". With this, students will feel confident when speaking the foreign language.
- ✓ To teach students to have *"control of behavior"*, I mean to guide learners in order to break a problem down, to gather and assess information, to process the information and to express results logically. That process makes learners responsible for their own learning.

✓ To make students *"be aware of changes"* in the different aspects which are: emotionally, physically, socially and cognitively. Teachers must work here with monitoring and evaluating because those changes play an important role in all learning especially in the so complex language learning.

✓ To return the *"sense of challenge".* Challenges have to be present in the tasks the teachers prepared for students but also the appropriate strategies to achieve them. Aims have to be set according to the capabilities of the learners.

✓ To encourage in learners *"a belief in positive outcomes".* They need to understand that for any problem, there is always a solution and the only thing they have to do is being persistent. It is also necessary to convince learners that everything is possible, that all in this life have a positive side and if they want something, they have to pass barriers and get that.

It is essential to recognize the importance of change as a process itself, that the whole education system must change in the direction of teaching people how to become flexible thinkers in this world of continuous change.

2.3.1.2   Students

Students within this kind of learning start being passive agents for then become active ones. They develop the ability to manage their own learning based on self- important factors.

The self-regulated learner must be conscious on his purpose, direction, and the appropriate strategies to get them, so by this way the student becomes an active agent within the instruction. This kind of learning does not demands the student follow standards of instruction but he makes decisions, puts in practice them and the results of this effort will be noticed in the next future. Barbara Mc Combs says that motivation and behavior are two important elements within SRL. They are both together because they need one each other; the self-regulated student looks for motivational orientations since he sets his learning objectives through the whole process of instruction, on the other hand it depends on his behavior based on that motivational orientations that he is going to perform the specific tasks guided to acquire the new knowledge.

(Schunk, 1994) among other researchers state that students are able to develop their own learning since the early ages of course but they also need interaction and help from people around them to develop cognitive functions and social competence. Self-Regulated Learning in fact includes mental processes of memory, planning, synthesis and evaluation it is not a matter of doing unconscious things, without a goal. Since children, they do things based on their wants, emotions, adults based on the logical decisions with future consequences and also wants and emotions in the best cases.

Following the process previous stated on teachers' part, we could say the students need:

➢ To *"set their own goals"* in life and in their learning. They are not going to be forced in anyway. These goals have to be achieved in a planned and realistic manner with the aid of the teacher who is the facilitator and motivator.

➢ To develop *"sense of competence"* through practicing a positive self-image, self-esteem, self-confidence and a feeling of "I can do it". In that way they will feel confident when speaking the foreign language.

➢ To have *"control of behavior"*, in other words to break a problem down, to gather and assess information, to process the information and to express results logically. Within this process, they will become responsible for their own learning.

➢ To *"be aware of changes"* in the different aspects like emotionally, physically, socially and cognitively. They need to work on their self-monitoring and self-evaluating because this will let them know this situation in order to arrange strategies to overcome those changes and by this way those changes won't make language learning seems so complex.

➢ To live the *"sense of challenge"*. They have to use the appropriate strategies to achieve challenges, which are present in the tasks the teachers prepared for them.

➢ To have *"a belief in positive outcomes"*, they have to be persistent. At first, to understand that for any problem there is always a solution, then to be convinced that everything is possible, that all in this life have a positive side and if they want something, they have to pass barriers and just get that.

(Zimmerman S. &., 2007) hold that SRL requires that the students have in mind some goals and in academic settings, specific targets, criteria, standards and other external reference points help define them. Students can generate internal feedback as they monitor their engagement with learning activities, tasks and assess progress towards goals. Self-regulated learners also actively interpret external feedback, from teachers and other students, in relation to their internal goals.

Something important students cannot forget is to be honest, responsible and persistent when working in all of these factors, because on they depend to have good results by applying this kind of learning.

2.3.2   PROCEDURE

(Schunk, 1994) holds that to educate in Self-Regulated learning is a slow process but the development of these skills will benefit students for life-long learning.

Initially, learners process information about the conditions that characterize the task to clear define it. Sources of information include task conditions and cognitive conditions that learners retrieve from long-term memory such as how they did on prior tasks and motivational information. In the second phase learners set a goal and a plan for attaining it to include the learning strategies they will use. During the third phase learners apply their strategies, and in the fourth phase they adapt their plans and strategies based on self-evaluations of their success.

Self-regulated learning can be explained better based on the information of *Pintrich model.* He states that the four involved stages are not separate, that they occur simultaneously and dynamically, producing multiple interactions among the components included there.

1. Planning

2. Monitoring

3. Control

4. Reaction and reflection

At first, in the *beginning phase*, there are activities like setting desired goals of the specific objective, the activation of prior knowledge about the material and meta-cognitive knowledge (cognitive area that involves the recognition of difficulties involved in the different tasks). The identification of knowledge and skills needed for addressing the task, the activation of motivational beliefs and of emotions, the planning of time and effort to be used in the tasks (behavioral area), and finally the activation of perceptions regarding the task and the class context.

Then in the *monitoring phase*, we can find activities that help student becomes aware of his state of cognition, motivation, emotions, use of time and effort, as well as conditions of the task and of the context. For example, activities related to:

- Self-observation of comprehension

- Self-awareness of motivational patterns

- Self-awareness of behavior

- Classroom context (rules, tasks, performance, rewards, punishment, teaching behavior, among others)

After this in *control phase*, the activities are played by including the selection and utilization of thought control strategies, motivation and emotions as well as those related to regulating time and effort and to control of diverse academic tasks, and control of the atmosphere and structure of the class.

Finally, the *reflection phase* includes judgments and evaluations that the student makes regarding his task execution. They compare previously established criteria (his own or teacher's), attributions made regarding the causes of successes of failures, affective reactions experienced due to the results as a consequence of attributions made, choice of behavior to be followed in the future, as well as general assessments about the task and the class environment.

2.3.3   COMPONENTS / ASPECTS
2.3.3.1 Cognitive domain

According to (Bloom)'s theory, it includes the various cognitive strategies that learners can use to help them remember, understand, reason, and problem solve. Much of the work in this domain has focused on the learning strategies that students can use in academic contexts to comprehend text, to learn from lectures, to take notes, to solve math problems, to write papers, (e.g., testing their comprehension as they read a text).

The cognitive domain especially as we get to synthesis and evaluation, collaborative assignments requiring students to engage in problem-based or project-based activities serve as important ways to determine if students have reached that level of learning. These projects not only lend themselves to face-to-face interaction, but also, they can be done online. If face-to-face interaction is not possible, synchronous mediated events such as web casting, interactive video, or conference calls facilitate project development. In addition, higher cognitive skills provide opportunities for student to develop interpersonal domain learning. To the extent that we desire interpersonal learning outcomes, we should consider how to facilitate face-to-face interactions.

The cognitive domain is well suited to the online environment. Face-to-face courses benefit from using the web as a way to complement classroom lectures that are cognitive in nature. This supplemental material may include the following:

- Additional explanations of key concepts

- Graphics to show relationships between ideas

- Organized class notes

- Tables that provide summary information

- PowerPoint slides

- Additional examples

- Self-check quizzes

- A discussion board

- Case studies

Research has focused on meta-cognitive strategies that learners can use to plan, monitor, and control their own cognition. In many ways, meta-cognition is seen as one part of the more general construct of Self-Regulated Learning. In general, good self-regulating learners use a number of different strategies to control their cognition in ways that help them reach their goals.

2.3.3.2   Motivation and affective domain

According to (Hewitt), it includes the various strategies that individuals can use to try to control and regulate their own motivation and emotions. This can include strategies for improving their self-confidence or self-efficacy such as positive self-talk ("I know I can do this task") as well as strategies to try to control their interest (e.g., making the task more interesting by making a game out of it). Other strategies can be aimed at controlling negative emotions such as anxiety that can interfere with learning.   In some research, these motivational and emotional control strategies are called volitional control strategies. They can be seen also as part of the larger construct of self-regulated learning. As with cognition, good self-regulating learners do attempt to control their motivation and emotions in order to facilitate attainment of their goals.

(Karathwohl, et al) affirm that the affective domain is critical for learning but is not often specifically addressed. It deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life. Stages in that

domain are not as sequential as the cognitive domain, but have been described as the following:

- Receiving (willing to listen)

- Responding (willing to participate)

- Valuing (willing to be involved)

- Organizing (willing to be an advocate)

- Characterization (willing to change one's behavior, lifestyle, or way of life)

To divide information into small parts and designing opportunities for the students to be successful will facilitate affective learning for students. Courses should allow students to have place to make questions, get feedback and hear encouraging messages from the teacher. Encouraging students to set reasonable goals for themselves can also enhance affective learning. To the extent that students are challenged or are new to a content area, they expect teachers to include more affective learning outcomes.

(Combs, 2006) states that motivation depends on a feeling of control over challenges in order to progressive master the required skills. This feeling of control is more likely to occur if skills are introduced gradually, if timely feedback on the use of skills is offered, and if students are encouraged to apply their skills in active problem solving. To have a lasting effect on the quality of students' intellectual lives, teachers must be able to help students understand and incorporate principles of independent learning into their

academic work, this aspect of education is often termed as "Self-Regulated Learning."

(Pintrich) holds that SRL involves motivational decisions about the goal of an activity, the perceived difficulty and value of the task, the self-perceptions of the learner's ability to accomplish the task, and the potential benefit of success of liability of failure.

Awareness and reflection can lead to a variety of actions depending on the motivation of the person. SRL is characterized as a positive set of attitudes, strategies and motivations for enhancing thoughtful engagement with tasks but students can be self-directed to avoid learning, to minimize challenges. When students act to avoid failure instead of pursue success, they attribute their performance to external of uncontrollable forces, and use inappropriate goals and strategies; with this, they are declining their own learning. These behaviors are self-regulated but may lead to diminished effort, task avoidance and other actions that decrease engagement and learning. Because of these behaviors, teachers need to understand students' motivation in order to understand how they learn, what tasks they choose and why they may show persistence and effort or, on the contrary, avoidance and apathy.

SRL recognized that individuals have some control over their own learning, across contexts, relationships and situations. It is important to analyze students' awareness, use of strategies and motivation.

2.3.3.3 Behavior domain

Learning occurs when behavior is reinforced positively by having the learner acting out behaviors constantly with desired attitude. Because attitudes cannot be directly observed, they are inferred from behavior, usually in the form of verbal responses or observable actions. Most of the existing measurement instruments for assessing attitudes and attitude change employ quantitative survey scales with the assumption that different respondents will interpret items in a similar manner.

According to (Bloom & D.), we can consider the behavior as the result of a complex combination of, or conflict between, cognitive and affective processes. Neither process alone, or in its pure state, explains behavior. Research can show us three important features of behavior:

- Individuals are most likely to change behavior while in a negative affective state in order to eliminate these feelings (negative reinforcement). When a negative affective state is extremely strong, there is considerable pressure to reduce it, in this case the individual may respond in a totally reactive or impulsive manner.

- Individuals can choose among alternative actions to direct behavior. When they make decisions on feelings associated with each of the alternatives, they are using an affective choice process. This choice process often involves visualization of themselves performing each of the alternatives.

- Positive reinforcement stabilizes or sustains a particular behavioral pattern. When individuals are experiencing a positive affect the state, they tend to continue what they are doing.

According to data of the State University, this domain includes actual attempts to control overt behavior, not just internal cognitions or motivational beliefs and emotions. This could involve increasing or decreasing effort on a task, as well as persisting on a task or giving up. Help-seeking behavior is another important self-regulatory behavior. Good self-regulators would adjust their effort levels to the task and their goals; they know when to persist, when to ask for help, and when to stop doing the task.

2.3.3.4 Environment domain

Learning is the result of environmental rather than genetic factors. As teachers we know that if behavior is reinforced could be rewarded of punished, then probability of that behavior occurring on a following occasion will be increased or decreased, so in this way any range of behaviors could be steadily and quickly increased by reinforcing the behavior required.

(Corno, 2013) states that Self-regulated learners can attempt to monitor and control the environment. Of course, they will not have as much control over the general classroom context or academic tasks as they do over their own cognition, motivation, and behavior, but there are some aspects of the context that can be controlled. For example:

- Good self-regulated learners will try to control distractions by asking others to be quiet or by moving to another location.
- Good self-regulators also try to understand the task demands and the classroom norms and then try to adjust their learning to fit these demands.

In other words, they are sensitive to the contextual demands and restrictions that are operating in the classroom and try to handle with them in an adaptive manner.

Having good strategies, the school can become a small foreign country in their own one, through the capacitating and will of all the personnel in the school. The use of the second language is essential for getting effective results of bilingualism because by this way, students will have better opportunities in their future no matter if they are rich or poor. The practice of the second language must be normal for them and with the time, they will be accustomed to it and act like if living in two sectors where they have to adapt but with normality not with obligation.

(Coleman) said that school could get good results on language learning by making some adjustments not big but proper, I mean making the second language a good experience for children to remember their school time as the best without pressure and full of interesting things.

2.3.4   APPLIED INSTRUMENTS OF SRL

The importance to measure or estimate the different components and processes in self-regulated learning must not leave aside. Here we have some methods and instruments used by researchers to measure processes involved in the self-regulation of learning, also it is included a brief explanation of causal attributions which are considered as an instrument in the SRL process. Finally, we have some examples of self-regulated learning strategies.

2.3.4.1   Questionnaires

These are instruments that measure self-regulated learning as an aptitude:

Self- reporting questionnaires

- The learning and study strategies inventory (LASSI)

    (Weinstein, Schulte & Palmer, 1987)

This self-reporting questionnaire has 77 items; it was designed to asses learning strategies used by university students. Items are grouped in 10 scales: attitude, motivation, time organization, anxiety, concentration, information processing, selection of main ideas, use of techniques and support materials, self-assessment and testing strategies. It has been one of the most widely used scales for measuring learning strategies; however, it needs to be examined and revised before using it.

- The motivated strategies for learning questionnaire (MSLQ)

    (Pintrich et al.,1991)

This self-reporting tool has 81 items and its objective is to measure the different motivational components and the use of learning strategies in a given course or subject matter. One of its advantages is that it has been applied and validated at different educational levels.

- The components of self-regulated learning (CSRL)

    (Niemivirta, 1998)

This questionnaire was created to measure motivational and cognitive components involved in self-regulated learning. With regard to academic motivation, the CSRL assesses the construct of goals, control beliefs and self-esteem. On the other side, regarding with cognition, students' use of learning and self-regulation strategies is assessed. It includes different strategies associated with different levels of information processing from a superficial level, where memorization strategies are classified to a deep level, encompassing strategies of elaboration, goal planning and self-observation of one's comprehension.

Structured interviews

- Self-regulated learning interview schedule (SRLIS)

  (Zimmerman & Martinez-Pons, 1986, 1988)

It was created after identifying fourteen types of strategies used by secondary students to self-regulate learning in and out of the classroom. This tool measured the use of self-regulation strategies and for discriminating between high and low performance students according to their use of these. The strategies which was measured by this procedure are: information, organization and transformation, self-evaluation, goal setting and planning, information seeking, registry and control, environmental structuring, self-consequences, repetition and memorization, seeking help from teachers, seeking help from adults, and reviewing the tests, notes and textbooks.

Teacher judgments

- Rating student self-regulated learning outcomes: A teacher scale

    (Zimmerman & Martinez-Pons, 1988)

With this instrument, the teacher is in charge of evaluating the quality of self-regulated learning in students, by using daily academic activities. It has 12 items, teachers can score on a 5-point scale whether students use the strategies identified on the SRLIS.

Instruments that measure self-regulated learning as an activity:

Think-aloud measures   (Pressley & Afflerbach, 1995)

It is a procedure where the student reports his thoughts, the processes, and the cognitive strategies he puts in practice while carrying out a task.

Trace methodologies   (Baker and Cerro, 2000)

These instruments are based on signs of observable indicators regarding cognitive processes that students organize when performing tasks, for example, whether the student takes notes, summaries, personal comments, comparisons of information with other sources, etc.

Measure that observe task execution   (Perry, 1998 – Turner, 1995)

These measures are based on observations made by judges as to what the students are doing as they perform the tasks. Frequently, these are complemented with interviews, they are objective measures of what learners are doing instead of what they remember or think that they do, and they allow relating students' behaviors to the conditions required by the tasks.

2.3.4.2 Causal attributions

These are considered within the self-regulated learning as an instrument because they explain individual's behavior towards the different life situation being these personal or social. The prejudice that is connected to the way that in-group and out-group members explain each other's behavior. These explanations are known in psychology as "*causal attributions*" and these are both a symptom and source of prejudice.

Giliovich, Keltner and Nisbett explain the processes of causal attributions like the following:

1. Attribution and Single-Instance Observation

It has two principles, the discounting one that deals with the idea we should assign reduced weight to a particular cause of behavior if there are other reasonable causes that might have produced it. The argumentation one refers the idea we should assign greater weight to a particular cause of behavior if there are other causes present that normally would produce the opposite outcome.

2. Attribution and Single-Instance Observation

It refers to a correspondent inference. I mean that we can tell something about an individual's personality from observing their behavior, especially when behavior – is freely chosen (i.e. person rallying for women's rights is feminist), - is socially undesirable/unusual (i.e. old woman who wears mini-skirt is young spirit) – yields non-common effects (i.e. woman who marries rich, stupid, ugly man is probably marrying for money).

3. Attribution and Multiple Observations

This process show us the three ways we use to explain other's behavior. One is consensus - the extent others behave in same way, two is the consistency – the extent person always behaves this way and three the distinctiveness – the extent person acts differently in other situations.

4. Attribution and Imagining an Alternate Chain of Events

As it says it explains a chain of events or counterfactual thoughts, this means thoughts that might have, could have or should have happened "if only" something had been done differently, imagining "what might have been" (mentally undoing events).

The counterfactual thinking can regret over missed opportunities, increase our understanding of what even happened or affect our current moods upward (imagining better outcomes – i.e. silver medalist who imagines winning gold) and downward (imagining worse outcomes – i.e. bronze medalist who imagines winning no medal at all).

The emotional amplification is moving up an emotional reaction to an event that is proportional to how easy it is to imagine the event not happening.

The problem, when it comes to prejudice, is that people often make uncharitable attributions (attribution errors) for the behavior of out-group members. They do this in at least three ways:

- A fundamental attribution error, a tendency to overestimate internal causes of other's behavior while ignoring external causes.

- Actor-observer effect, a tendency to attribute own behavior to external causes, but others to internal.

- Self-serving prejudice, a tendency to take credit for success and blame failures on the situation.

Personal and social behavior is seen as an important element within the self-regulated learning, since they demonstrate the individual' attitudes to the different situations in the process of the apprenticeship. Students need to be conscious of the things related or those which can affect their personality and so the social incidence on it.

2.3.4.3 Learning strategies

There are practical applications for self-regulated learning in schools and classrooms today. (Paris P. &.) hold that in the area of literacy instruction, educators can teach students the skills necessary to lead them to becoming self-regulated learners by using strategies such as reciprocal teaching, open-ended tasks, and project-based learning. Other tasks that promote self-regulated learning are authentic assessments, autonomy-based assignments, and portfolios. These strategies are student-centered and inquiry based, which cause students gradually become more autonomous, creating an environment of self-regulated learning. However, students do not simply need to know the strategies, but they need to realize the importance of utilizing them in order to experience academic success.

Examples of self-regulated learning strategies in practice:

- *Self-Assessment:* It fosters planning and assesses what skills the learner has and what skills need; it also allows students to internalize standards of learning so they can regulate their own learning. (Laskey & Hetzel, 2010)

- *Wrapper Activity:* It is based on pre-existing learning or assessment task. This can be done as a homework assignment. It consist of self-assessment questions to complete before completing homework and then after completion of homework. This will allow the learners to draw their own conclusions about the learning process. (Laskey & Hetzel, 2010)

- *Think Aloud:* This involves the teacher describing their thought process to solve a problem. (Joseph, 2010)

- *Questioning:* Following new material, student develops questions about the material. (Joseph, 2010)

- *Reciprocal Teaching:* the learner teaches new material to fellow learners. (Joseph, 2010)

According to (Dweck M. &., 1999), students who are not self-regulated learners may daydream, rarely complete assignments or forget assignments

completely. Those who do practice self-regulation ask questions, take notes, allocate their time effectively, and use resources available to them. There some behaviors considered as learning strategies too:

- finishing homework assignments by deadlines,

- studying when there are other interesting things to do,

- concentrating on school subjects,

- taking useful class notes of class instruction,

- using the library for information for class assignments,

- effectively planning schoolwork,

- effectively organizing schoolwork,

- remembering information presented in class and textbooks,

- arranging a place to study at home without distractions,

- motivating oneself to do schoolwork,

- Participating in class discussions.

CHAPTER IV

2.4   THE SPEAKING SKILL

Speaking is the ability to communicate since simple answers to discourses in a particular language by generating grammatically correct, logically connected and well pronounced sentences that fit appropriately in specific contexts. Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons:

First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire.

According to (Nunan R. &., 1990), speaking is an interpersonal communication skill applied in our personal and business life. We used it at home with our families, in the workplace with our bosses and coworkers, on our computers and on the telephone. Speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. Grace Stovall Burnkart explains that speaking entails three areas of knowledge:

- The mechanical elements of language "pronunciation, grammar and vocabulary". It allows the speaker to use the right words in the correct sequence and appropriate pronunciation.

- The speaking functions "transaction and interaction", which enables the speaker to know when the clarity of the message is needed - as in carrying out the transaction - or - in exchanging of the information - when a deep understanding is not necessary - as in development of relations.

- The socio-cultural such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants which enable an individual to realize the conversational situation; I mean – whom he is talking to – and what the purpose of speaking is. By understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak and how long he should pause.

(Thornbury, 2006) states that speaking is not only simple utterances or interchange of information but also reactions, accuracy, body gestures, intonation and rhythm. It is a matter of communication for purposes; it is to make the world grow with words, to find the way of sharing clear and understandable messages.

Speaking is something properly human. We were able to produce a system of communication to make others comprehend our necessities being these: social, economic, political, emotional, etc. In those times when language started to be shaped and until these days, it has gained its importance in fact it is what makes the world functions.

People also states that technology could be an aid if one wants to learn a foreign language, and it is totally true but in skills like reading, writing, and listening but with the speaking one, machines will never respond like another human being. Speaking skill depends on the use of language in non-planned situations; it requires real ones, those where the speakers can have a natural reaction or production of language, that is why only when they are ready to think and answer naturally in the foreign language, they could be sure of their speaking skill development.

2.4.1   METHODS

2.4.1.1 Direct approach

Language is a big field and the teaching of it could seem complicated sometimes. Nowadays, there are many ways of research in order to investigate how to teach a second language. There are different teaching-strategies and we could find them by using books or today strong tool, the internet.

According to (Brown), the Direct Method developed towards the end of the 19th century represents a critical response to the teaching methods of the ancient Grammar Translation Method that produced knowledge about language rather than knowledge of language. The goal of the Direct Method is to provide learners with a practically useful knowledge of language by learning to speak and understand the target language in everyday situations. Learners sometimes present disinterest to learn when they are accumulated of abstract knowledge about rules of grammar, so this method put emphasis

on providing a useful knowledge of target language with its direct use in class. It is an opportunity to learn the language like children learn their first language, just by using it, developing activities accompanied by verbal comments like: I stand up / I go to the door / I open the door / I close the door / I return to my place, among others.

The Direct approach focus on knowledge of everyday life phrases, the students' surroundings, cities, commerce, industry, etc. It contrasts to that reading of texts which is typical of the Grammar translation method, but, it is important to note that teaching activities and goals have been based on the Grammar translation method rather than the concepts of the Direct Method. In fact, the good education has its principles on the high-level knowledge of grammar that students have.

(Purwarno) says that the Direct Method has appeared like a choice to develop the speaking skill in classrooms. It is based on the assumption that the learner of a second language should think directly in the target language. According to this method, English is taught through English.

The Direct method looks for the connection between thought and expressions or between experience and language. In other words, the learner should experience the new language in the same way he experienced his mother tongue. Translation here is seen like a cause of confusion to the learner, since he does two processes, the translation and the understanding one. On the other side the Direct Method lets the learner uses his instinct, resting at the bottom on the direct association between experience and expression.

According to (Palmer), there are some principles that guide this method:

1. Oral training

2. Inhibition of the mother tongue

3. Sentence is the unit of speech

4. Inductive teaching of grammar

The first principle states that the direct method emphasizes the value of oral training in learning a foreign language, that the student needs to practice listening and then speaking the language. This helps to establish the direct association between experience and expression. The second principle refers to the necessity of teaching the students the new words by showing them objects, illustrating different contexts and performing actions. This helps students to think and respond in English. Then, the third principle refers to the importance of teaching sentence patterns and not individual words. New vocabulary items are taught through material association, explanation and use in suitable context.

Finally the fourth principle refers to the induction of grammar within the process of learning. The teacher always prepares the lessons according to some grammatical plan and the exposure of the students to it can enable them to form his own rules of the language.

This method as others has its advantages and disadvantages, some of them are cited below:

ADVANTAGES:

- It is a natural method

To learn a foreign language as the same way one learns the mother tongue. Demonstration and conversations help the students to acquire fluency, easy understanding and speaking.

- No gap between active and passive vocabulary

  The vocabulary is extended, as the student is required to understand or express in the foreign language.

- It is based on sound principles of education

  It focuses on practice before theory.

DISADVANTAGES:

- Don't take into account all aspects of language teaching

  It centres only in the linking of the foreign word with the idea it represents.

- Not comprehensive

  It concentrates only in listening and speaking skills while the language learning involves the acquisition of four skills: listening, speaking, reading and writing.

- It would only produce in the individual, an imitation state or condition.

Individuals are different in their way of learning and so the strategies for teaching a foreign language should be different too. The Grammar Translation Method could be effective when developing reading and writing skills but the Direct one helps in the development of the listening and speaking skills.

As we could see, what is interesting of the direct method is that it avoids the close association between the foreign language and the mother tongue. It lays emphasis on speech by teaching language by use and not by rule.

2.4.1.2 Indirect approach

The indirect method has been studied from different points of view – now we have taken (Hart)'s theory that states *"to achieve tactical, operational and strategic surprise, one must endeavor to do the unexpected at all times."* We can cite two metaphors to make clear this method:

- He who wishes to teach us a truth should not tell it to us, but simply suggest it with a brief gesture, a gesture which starts an ideal trajectory in the air along which we glide until we find ourselves at the feet of the new truth…. He who wants to teach a truth should place us in the position to discover it ourselves. (Ortega, 1961)
- Giving a man a fish only feeds him for a day while teaching him how to fish feed him for a lifetime. Chinese story.

(Dornyei, 1997) holds that in the indirect method, the teacher encourages and awakens an intrinsic learning desire on the learner, who then takes the active role in discovering and appropriating knowledge. Here, the teacher does not transmit knowledge, but guides the learner into the way of being able to form the learner's own adaptation, guided in detail by the environment.

Old and modern times carry out a variety of strategies and theories that promote an indirect approach to learning, management, developing critical reason, spiritual progress, and to a broader social and institutional change. The indirect approaches fall in line as ways for helpers to help others to help themselves to do something, while direct approaches are ways of influencing others to do something, but not ways of helping others to become autonomous.

(Hart) states that when the teacher gives the knowledge to the student, he probably has little understanding or ownership of the knowledge, but if the student actively rediscovers and appropriates the knowledge by his own, then the knowledge does not come from the teacher. In the language of autonomy, the problems with the direct approaches are immediate, they affect the autonomy of the agents, since the agent is controlled, he is not able to become more self-acting or autonomous; on the other hand an indirect approach, is compatible with maintaining, if not increasing the agent's autonomy.

Intrinsic and Extrinsic motivation related with indirect approach

INTRINSIC

- It is carried out by individuals for its own sake (self-identity); the activity is an end in itself, not an instrumental means to some other end.

- It is accompanied by extrinsic motivators if the latter are not controlling. For example: a teacher practices his professional work for

its own sake, however there is a salary and other elements in the background.

- Intrinsic rewards are inherent in the activity itself; the reward is the achievement.

- It cannot be directly controlled externally, although characteristics of the environment can enhance or limit the individual's opportunities to obtain them. For example, the achievement of knowledge or skill, of autonomy, of self-respect and of solutions to problems.

EXTRINSIC

- In the economic theory, it focuses on design incentive structures (monetary rewards or penalties) to elicit the desired results from the agent.

- Money is the most evident extrinsic motivator, but promotion, praise, recognition, criticism, social acceptance and rejection are other examples.

According to (Dewey), in the indirect approach actions have motives just as beliefs have basis. In order to develop the "human activities", the motives must come inside, as the same as the rational beliefs need to be based on the exercise of our own critical judgment. People's role is to make their actions and beliefs their own, nobody is able to supply them with motives or reasons, because of this we could say that the indirect method is only looking for bring the agents to the entrance so then, they can do the rest and the results will come by their own.

Here we have an advantage's example of the indirect method – (Ashby, 1960)

A father only had ten minutes to teach his child the meanings of English words. Using the direct method, the father would teach the child the meaning of a certain small number of words. The indirect method is for the father to spend the ten minutes showing the child how to use a dictionary. At the end of the ten minutes the child is, in one sense, not better off, for not a single word has been added to his vocabulary. However, the second method has a fundamental advantage; for in the future the number of words that the child can understand is no longer bounded by the limit imposed by the ten minutes. The reason is that if the information about meanings has to come through the father directly, it is limited to ten minutes' worth; in the indirect method the information comes partly through the father and partly through another channel (the dictionary).

2.4.2   Functions

Researchers as (Nunan, 1999), explain speaking functions which are: the *transaction, interaction* and *performance* taking into account the clarity of message transmitted and received, in order to exchange information and build relationships.

2.4.2.1 Transaction

It refers to situations where the focus is on what is said or done. The message is the central focus here, the way one makes oneself understood

clearly and accurately rather than the socially interaction between the participants. There are two types of talks as transaction: one is the situation when the focus is on giving and receiving information and the other is where the participants focus primarily on what is said or achieved, (i.e. asking someone for time). Accuracy may not be a priority as long as information is successfully communicated or understood.

The second type of transaction is when the focus is on obtaining goods or services such as buying a car.

Features of transaction are:

- Has a primarily information focus
- The main focus is the message and no the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions and comprehension checks
- There may be negotiation and digression
- Linguistic accuracy is not always important

Some skills involved in transaction situations are:

- Describing something
- Explaining a need or intention
- Asking questioning
- Justifying an opinion
- Confirming information

- Making suggestions

- Making comparisons

- Agreeing and disagreeing

- Clarifying understanding

2.4.2.2 Interaction

It refers to the social, the communication between or cooperative activity involving two or more people. I mean they can speak about problems for together finding a solution, show cultures and help them to function effectively in any of them. Within this, people learn to become freethinkers and problem-solvers. The focus is more on the speakers and the way they want to present themselves to each other rather than on the message. Such exchanges can be casual or more formal depending on the circumstances.

Some of the features of interaction are the following:
- Has a primarily social function

- May be formal or casual

- Reflects role relationships

- Reflects speaker's identity

- Reflects degrees of politeness

- Uses conversational conventions

- Employs many generic words

- It is jointly constructed

It is difficult to master the art of interaction and it may not be a priority for all learners. However, students who need to develop such skills and find them lacking report, they sometimes feel uncomfortable and a loss or words when they find themselves in situation that requires talks for interaction. These learners feel difficulty in presenting a good image of them and sometimes avoid situations that call for this kind of talk. This can be a disadvantage for those learners who the ability to use talk for conversation can be important.

2.4.2.3 Performance

It refers to public talk, that which transmits information to an audience such as morning talks, public announcements and speeches.

Performance tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language. It is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with interaction and transaction.

Features of performance are:

- There is a focus on both message and audience

- Reflects organization and sequencing

- Form and accuracy are important

- Language is more like written language

Skills involved when using talks as performance are:

- Presenting information in an appropriate sequence

- Maintaining audience engagement

- Creating an effect on the audience

- Using correct pronunciation and grammar

- Using appropriate vocabulary

- Using appropriate opening and closing

2.4.3   SOCIAL-CULTURAL RULES AND NORMS

These are a social matter, which governs in a society of respect and aperture to others' ideas, thoughts, feelings, experiences, etc. The development of the social rule system's theory and concept emerged in the late 1970 in the collaborative work of (Burns, et al), as the following:

It notes that most human social activity is organized and regulated by socially produced and reproduced systems of rules. These rules have a tangible existence in societies – in language, customs and codes of conduct, norms and laws, and in social institutions such as family, community, market, business enterprises, and government agencies.

Individuals, groups, organizations, communities, and other collectivities produce, carry, and reform these systems of social rules, and this frequently takes place in ways they neither intend nor expect. The implementation of rules and the maintenance of some always call for cumulative experience, adjustment, adaptation, etc. What is more, at the same time that social rule system strongly influence actions and interactions of the actors involved – the human society is evident in this dialectical process, played out by participating actors having their specific competencies and endowments,

their situational analyses, interpretations, and strategic responses to immediate pushes and pulls to which they are subject.

Social rule systems are used to examine all levels of human interaction. They provide more than potential limitations on action possibilities. They also create opportunities for social actors to behave in ways that would otherwise be impossible like the following:

- To coordinate with others

- To mobilize and to gain systematic access to strategic resources

- To command and allocate substantial human and physical resources

- To solve complex social problems by organizing collective actions.

In guiding and regulating interaction, social rules give behavior, characteristic patterns, and make such patterns understandable and meaningful for those who share in the rule knowledge. Social rule system theorists point to three major power mechanisms of rule system reproduction and change to explain the evolution of social rule systems and institutional arrangements: the selective action of the environment; the constraining and facilitating conditions of institutional arrangements with their technologies, available resources, and participants; and creative-destructive human agency.

In oral communication, we have turn-taking, rate of speech, length of pauses between speakers, relative roles of participants so we can understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Turn taking can be defined as a manner of respecting others' speaking. One after one is the best way to share ideas within a group. The rate of speech and length of pauses are similar because they deal with fluency (it can be defined as the ability to speak fluently and accurately). Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message, the communication too fast or slow is not good, it can show features of insecurity, lack of knowledge of the theme, lack of interest, among others.

The relative role of participants deals with the necessity of knowing the communicative situation, because it is not the same the communicative process and vocabulary used in a work meeting with the boss or coworkers, than a familiar or social one when sharing time with family or friends. The circumstances and reasons will be different in all cases. Communication for purposes is diverse that is why one must know what to say, when to talk, to whom and for what reason.

CHAPTER V

2.5   THE SELF-REGULATED LEARNING IN RELATION TO THE

ENGLISH SPEAKING SKILL

(Pintrich) hold that self-regulation typically includes motivation in terms of goals, and places emphasis on extrinsic motivation and on the meta-cognitive variables that contribute to this goal-striving process. Monitoring and regulating motivation, and not only progress towards goals, are important aspects of self-regulation.

The development of the speaking skill in class is a challenge to everyone and being a good speaker requires practice, ability and desire of learning. It is a good response to this challenge the guidance of students to a self-regulated learning for they can plan, develop and motivate themselves to improve knowledge and exercise this language skill.

Self-regulated intervention has a significant effect on students' speaking. Students can be able to develop significant changes when they feel responsible of their own learning. Instruction with the help of self-regulated learning strategies like self-assessment, think aloud, questioning, reciprocal teaching among others, enhances the development of self-efficacy and performance. The influence of this kind of instruction on learners speaking efficacy could be attributed to the fact that the SRL intervention has key features, which are similar to the major sources of self-efficacy. Thus, it seems that the knowledge and use of the self-regulated learning strategies help students succeed in spoken communication and develop their speaking. It is clear that the feedback and persuasion that students received from the

teacher, peers, and even from themselves contributed to the development of their speaking skill.

According to (Pintrich), students who work with SRL strategies enjoy and become benefited a lot improving their speaking since they realize their interests, likes as the same as their responsibility are taking into account in the process of language learning. SRL contributes to the development of students' affects because it involves various strategies that learners use in order to manage their tasks, emotions and likes, it contributes directly or indirectly to the enhancement or their self-beliefs; for example positive self-talk, managing stressors, making meaning and joy out of the task itself, controlling negative emotions.

Black & Deci, Boggiano et al, Vallerand, et al, say that since SRL learners can adjust their effort and strategies to the task and to their goals, they know when to persist, when to ask for help, where and how to perform tasks successfully. Learners become autonomy-supportive classes experience not only greater perceived autonomy but also more functioning in terms of their engagement, creativity, intrinsic motivation, academic performance, persistence in school and so forth.

The SRL strategies that students acquire and use in the process of learning spoken communication play a great role in improving their speaking performances. In fact, students who are taught spoken communication with a traditional approach improve their speaking performances in a lesser extent than those students who use SRL strategies. From this, one could argue that the current crisis of spoken communication can be resolved to a significant

extent, if self-regulated learning is effectively applied in the teaching of spoken communication.

Students with adequate knowledge and use of the SRL strategies (as a result of the intervention) apply self-regulated learning to enhance their learning of spoken communication, as the strategies help them manage their speaking activities. They even tend to transfer strategies to the learning of other language skills too. It seems, therefore, easier for learners who have acquired self-regulated learning strategies to manage their spoken communication. In contrast, students who lack SRL skills are more likely to suffer from speaking deficiency and a lower level of speaking performance.

Self-regulated learning in spoken communication classes would improve students' speaking performances, because they get motivated and persistently take responsibility for their learning, and eventually show improvement in performances and beliefs, if they are not only equipped with strategies of self-regulated learning, but also receive support in exercising self-regulated learning in spoken communication class.

(Huitt) states that it is very important for teachers to value the knowledge, skills, and affects the students have and to show concern for the development of such skills and beliefs. Teachers also need to appreciate students' effort and activities, because it is when teachers are practically considerate and appreciative that students try their best to make a difference in both their speaking skills as well as their speaking performance beliefs. Teachers should try their best to assist students to overcome problems that lead to poor speaking performance and a low level of speaking skill. It is

important too, the teachers liberate themselves from the traditional ways of teaching and effectively apply the self-regulated learning method.

To get good results, the self-regulated method must be effectively applied when teaching speaking; focusing on the students could take control over and responsibility for their learning. It is true that some arrangements need to be made in advance, for example, teachers should be trained in how to enhance self-regulated learning, and teaching materials should also be redesigned in a way that enables students to develop their speaking skills by employing SRL strategies. Teachers should also be well aware of the powerful role of self-regulated learning and try their best to help students get to know and use the principles and strategies of self-regulated learning. When students are effective in their learning in general and speaking in particular, it is useful for them to be familiar with the following things:

- The setting of goals and standards

- Planning activities

- Organizing information

- Managing time

- Rehearsing information that need to be remembered

- Asking for help

- Getting feedback

- Evaluating weaknesses, strengths and taking corrective actions

- The acting based on principles and phases of self-regulated learning (planning, monitoring, control, reaction and reflection).

Self-regulated learning intervention on the apprenticeship of other students' courses and its effects should be also investigated.

CHAPTER VI

2.6   OTHER CAUSES OF THE CORE PROBLEM

   2.6.1   Inadequate didactic material

   (Gartner) defines didactic material as didactic support, being it any kind of dispositive designed and elaborated with the intention of facilitating the apprenticeship process. It is employed by teachers in the didactic planning of their classes in order to transmit educational messages, for this they have to take into account the public to whom they are directed, I mean as well its objective quality he must consider in what measure its specific features (contents, activities, tutoring, etc.) are in consonance with curricular aspects in the educative context.

   As we could see the didactic material is the support to explain better the class, but the problem appears when it is not designed according to the age and course of the students. Maybe because times are different and students are growing faster in knowledge, we demand the students advance at that rhythm but we have to realize that a great percentage of students in class become affected with this. Everyone is different and we need to prepare the correct teaching strategies and also the didactic material.

It would be a problem for example to use:

   - Toys, child posters (for teenagers and adults)

   - Internet (for children less than 5 years old)

   - Books with themes which are not according to the age of students

2.6.2   Lack of approach in technology use

(Bain) defines technology as the making, modification, usage and knowledge of tools, machines, techniques, systems and methods of organization, in order to solve a problem, improve solutions to a problem, achieve a goal or perform a specific function. Technology significantly has affected society and its surroundings in a number of ways within the fields economic, political, social, cultural, and of course educational. The rise of communication technology has lessened barriers to human interaction and as a result, has helped generate new sub-cultures; the rise of cyber-culture has, as its basis, the development or the Internet and the computer.

As we could see technology is an important tool in many fields especially in the educational one. Listening, reading, writing and speaking skills can be practiced through the use of technology; we have movies, videos, music, internet (social networks, chats, video conferences, etc.). These factors let the students be in contact with the language, they can start with a simple chatting with the teacher or classmates to expositions or dramatizations about movies, music or videos they watched. Technology can be applied in the improvement of the four language skills depending on the availability in the institutions but if not having it the teacher for sure will find other simple resources to work with.

The problem now is that technology is not given the importance it deserves, on the contrary it is seen as a tool which makes the things too easy for the students and it does not let the students become free-thinkers.

Nowadays, there is a problem in the educational field because many teachers do not know how to use it as a useful tool for classes, some of them cannot use a computer, but some others do not like the idea of changing the old teaching methods and taking machines as an aid.

Not only the resistance to change is the problem, also there are administrative factors like the economic situation in the country do not permit the acquisition of computers in all the educational institutions. Other administrative factors can be:

- Maintenance problems

- Budget problems

- Insufficient space for extra labs

- Lack of acquisition of capacitating courses in technology

2.6.3   Lack of focus on students' likes

(Kolb) holds that individuals differ in how they learn; that individuals have natural or habitual patterns of acquiring and processing information in learning situations. This idea of individualized learning styles originated in 1970's, and has greatly influenced education.

The class in conformed by individuals who think different, by people who have their own ideas, preferences, likes, etc. Everyone learn in different ways, some can assimilate in a better way the knowledge received visually, auditory or through certain sense. When students enjoy participating in teaching programs, there is no reason for them having behavior problems or rejection to the class. Students want to use different resources, materials

according to their necessities and it must be taken into account when designing the teaching planning. A great goal for the teacher is to identify the students' preferences and then designing teaching programs in consideration of those preferences. Items and activities students prefer should be incorporated within the teaching process; in addition, activities or events that students dislike should be removed from the process where possible. This is a way to motivate the student to learn, we all know that the process of apprenticeship need to be enjoyable and easy to understand, only when the teacher get that, he will be doing a good job.

However, it is important to teach rules of group in class, because with this we are forming students on human and social values like responsibility, respect, humility, justice, freedom, etc. We need individuals who fit in the society as valuable and productive citizens. The problem begins when students become passive agents in class accepting the authority without sharing opinions while they need to be part of the process of apprenticeship, they ought to be active participants responsible for the activities given by the teacher and also individuals able to create their own learning strategies based on their likes guided by the teacher; they must know themselves and how to belong to a group.

The lack of focus on students' likes is seen as a problem since some teachers do not get the time to do research about what are the preferences that children, teenagers and adults have in these days and because of this they prepare inadequate instructional activities which do not fit for each

particular group. Some repetitive and inadequate instructional activities can be:

- Puzzles or crosswords (for children less than 5 years old).

- Grammar rules explanations (for children less than 8 years old).

- Books with themes which are not according to the age of students.

- Inadequate vocabulary when teaching language to different areas of study.

2.7 Hypothesis system

2.7.1 Working Hypothesis

"There is a relationship between the self-regulated learning and the development of the speaking skill on students attending the eighth year of basic education in Andres Bello High School during the school year 2012 – 2013 second term".

2.7.2 Null Hypothesis

"There is not any relationship between the self-regulated learning and the development of the speaking skill on students attending the eighth year of basic education at Andres Bello High School during the school year 2012 – 2013 second term".

PART
THREE

3   METHODOLOGICAL DESIGN

3.1   Research type and design

This research is basic, descriptive and of field. Pre- and post- interviews were applied to collect data. The study is quantitative and transversal. The research design is quasi-experimental; the population was the eighth basic year of Andres Bello High School. There were eighty students divided into two groups (forty students each). Course "A" was the experimental group and Course "D" was the control one.

First, the pre-interview was applied to students of both courses to evaluate their previous knowledge of the speaking skill. After this, the Self-Regulated Learning methodology for developing speaking skill was applied to the experimental group during a term. Finally, a post-interview was administered to both groups.

3.2   Population and sample size

The population was of eighty students attending the eighth basic year at Andres Bello High School. There were two courses A and D. Children were twelve, thirteen, and fifteen years old. The courses were of forty students each one.

Course A (the experimental group) had eighteen girls and twenty two boys. Six students were thirteen years old, thirty three students were twelve years old and one student was eleven years old.

Course D (the control group) had eighteen girls and twenty two boys. One student was fifteen years old, twelve students were thirteen years old and twenty seven students were twelve years old.

3.3   Field work

The research was applied to eighty students of Andres Bello High School, attending the eighth basic year, during the second period, 2012-2013 school' year.

Interviews were done in order to determine the speaking skill knowledge without Self-Regulated Learning and to prove the speaking skill development with the Self-Regulated Learning. Yes-no questions and open-ended questions were used in the interview, with the corresponding assessment indicators based on a Rubric, in order to have clear results about the level of speaking of the students in both courses. The final results obtained were the base to provide new ideas of change joined with the possibility of improving the students' speaking skill.

3.4   Instrument for data collection

The questionnaire was the instrument used for gathering data. The same questionnaire was applied at the beginning and at the end of the research. It has eleven questions and they are based on themes of personal information like: name, age, neighborhood, future objectives, family, and description of a picture.

The assessment indicators were based on Rubrics from level 0 to 5, being five the highest level and 0 the lowest one explained as the following:

RUBRIC

To determine the speaking skill level of students attending the eight basic year at Andres Bello High School, before and after the application of the SRL method.

	0	1	2	3	4	5
To answer questions about personal information	No answer. The question was not understood.	Incorrect answer	Indicates an answer using only single words, without a grammatical structure.	Answer mixing the languages English and Spanish	Unstructured but understandable answers, little grammatical and of pronunciation demand.	Well-structured and understandable answers (grammar and pronunciation

3.5   Processing and analysis

The data obtained was analyzed through measures of descriptive statistics such as percentages, rates, mean, variance and standard deviation. T-test was used too, in order to determine if the data of the two groups were significantly different from each other.

PART
FOUR

4   ANALYSIS AND INTERPRETATION OF DATA

4.1   Graphical exposition of results

The graphs of the pre-interview and the post-interview are detailed below in order to realize the corresponding statistical analysis:
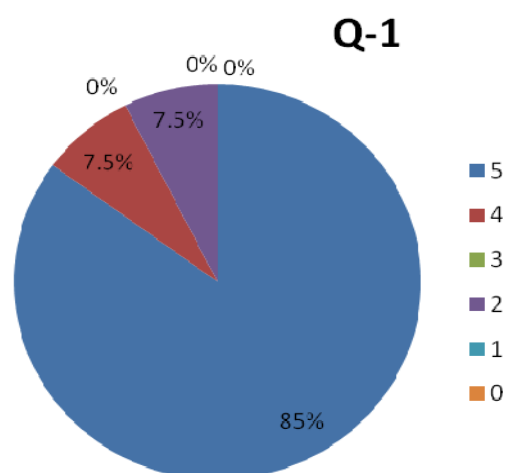
4.1.1   Experimental Group

4.1.1.1   Pre-Interview

Question 1

What is your name?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	34	85
4	Unstructured but understandable answers	3	7,5
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	0	0
0	No answer	0	0
		40	**100%**

The 85% of the students got 5 in question N°1 of the pre-interview. The 7.5% of students got 4. The 7.5% of students got 2, and there are no students with grades of 3, 1, and 0.

Question 2

How old are you?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	4	10
4	Unstructured but understandable answers	3	7,5
3	Spanish-English mixture	0	0
2	Single words	6	15
1	Incorrect answer	5	12,5
0	No answer	22	55
		40	**100%**
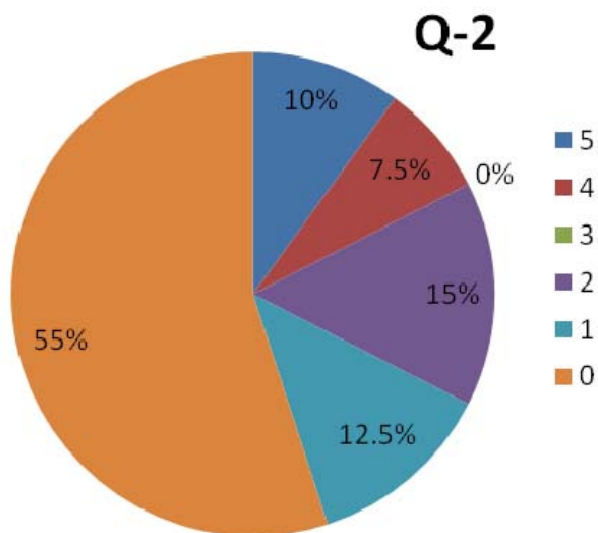
The 10% of students got 5 in question N°2. The 7.5% of students obtained 4. The 15% of students got 2. The 12.5% got 1, and a 55% of students got 0. There are no students with grade 3.

Question 3

What do you do in your free time?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	1	2,5
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	0	0
0	No answer	39	97,5
		40	**100%**

The 2.5% of students obtained 5 in question N°3, and the other 97.5% of students got 0. There are no students with grades 4, 3, 2 and 1.

Question 4

What do you want to be in the future?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	1	2,5
1	Incorrect answer	0	0
0	No answer	39	97,5
		40	100%

The 2.5% of students obtained the score of 2 in question N°4 while the 97.5% got 0. There are no students with grades 5, 4, 3 and 1.

Question 5

Where do you live?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	24	60
4	Unstructured but understandable answers	6	15
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	0	0
0	No answer	7	17,5
		40	**100%**
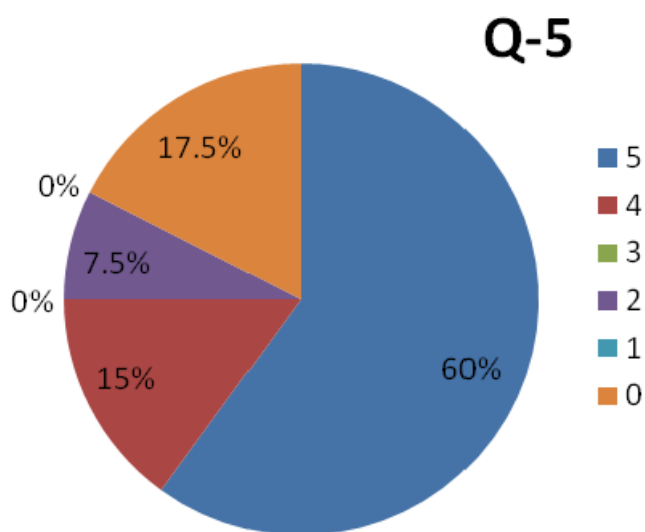
A 60% of students got 5 in question N° 5. The 15% of students got 4. The 7.5% of students got 2, and the 17.5% of students got 0. There are no students with grades 3 and 1.

Question 6

Is it quiet or noisy?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	4	10
0	No answer	36	90
		40	**100%**

The 10% of students got 1 in question N°6 while the 90% of students got 0. There are no students with grades 5, 4, 3 and 2.

Question 7

Are there any parks or green areas?

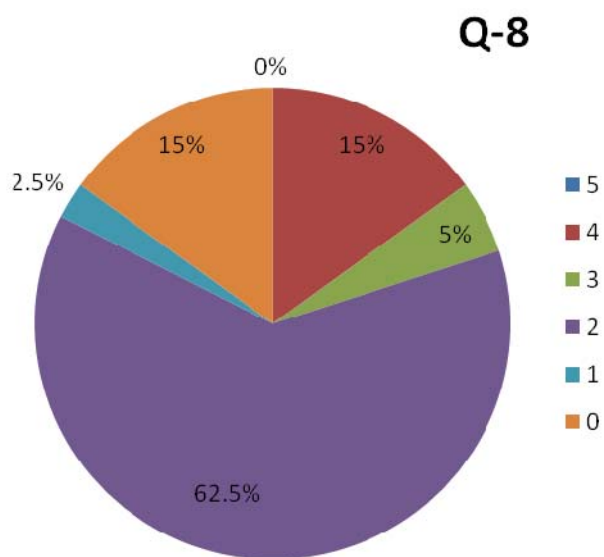|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	6	15
1	Incorrect answer	0	0
0	No answer	34	85
		40	**100%**
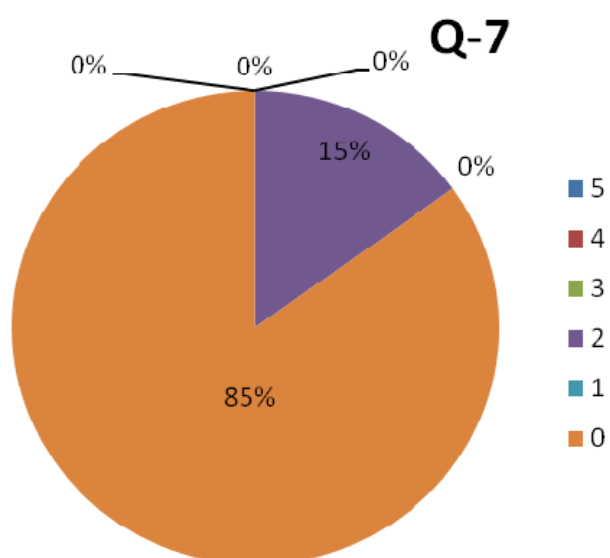
The 15% of students obtained 2 in question N°7 and the other 85% of students got 0. There are no students with grades 5, 4, 3 and 1.

Question 8

Tell me about your family

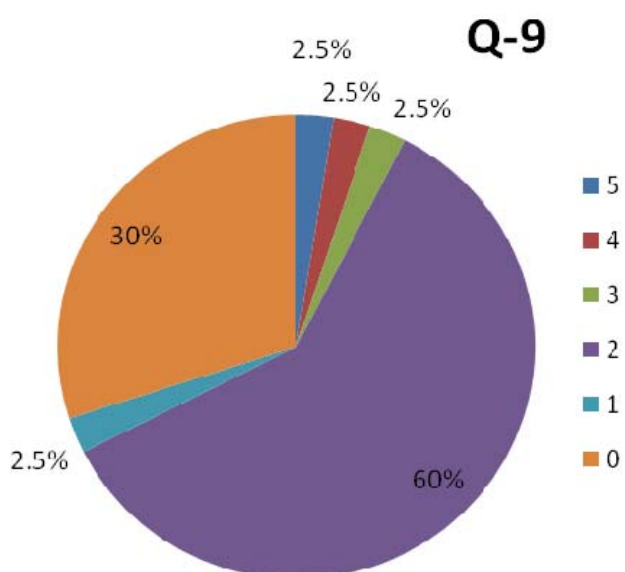|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	6	15
3	Spanish-English mixture	2	5
2	Single words	25	62,5
1	Incorrect answer	1	2,5
0	No answer	6	15
		40	**100%**

The 15% of students got 4 in question N°8. The 5% of students had 3. Another 62, 5% of students got 2. A 2.5% had 1 while another 15% got 0. Finally, there are no students with grade 5.

Question 9

Do you like to study English?

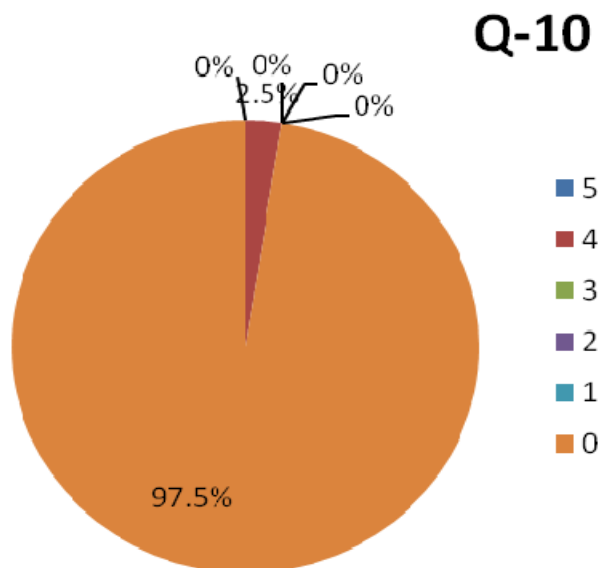|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	1	2,5
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	1	2,5
2	Single words	24	60
1	Incorrect answer	1	2,5
0	No answer	12	30
		40	**100%**

There are equal percentages of students in the grades 5, 4, 3 and 1 which represents 2.5% in each of them. There are also a 60% of students with grade 2 and a 30% with grade 0.

Question 10

What subject do you like?

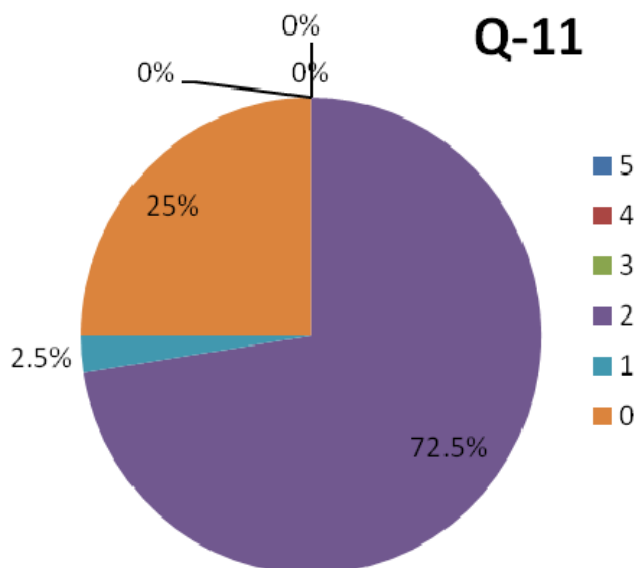|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	0	0
0	No answer	39	97,5
		40	**100%**

The 2.5% of students got a 4 grade in question N°10 while the 97.5% got 0. There are no students with grades 5, 3, 2 and 1.

Question 11

Could you describe the picture, please?

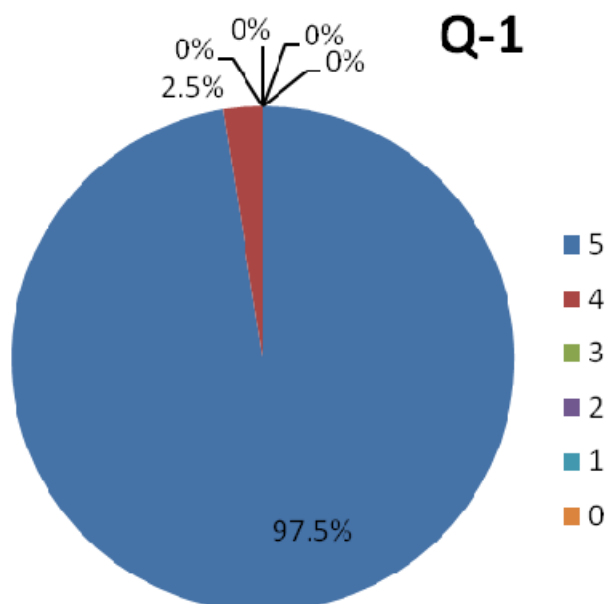|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	29	72,5
1	Incorrect answer	1	2,5
0	No answer	10	25
		40	100%

The 72.5% of students got 2 in question N°11. The 2.5% of students got 1 and a 25% of students got 0. There are no students with grades 5, 4 and 3.

4.1.1.2   Post-Interview

Question 1

What is your name?

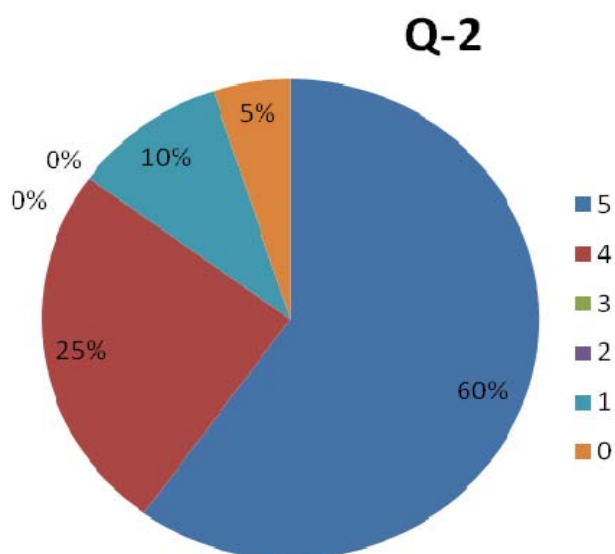|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	39	97,5
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	0	0
0	No answer	0	0
		40	**100%**

The 97.5 % of students got 5 in question N°1 in the post-interview and the 2.5% of students got 4. There are no students with low grades of 3, 2, 1 and 0.

Question 2

How old are you?

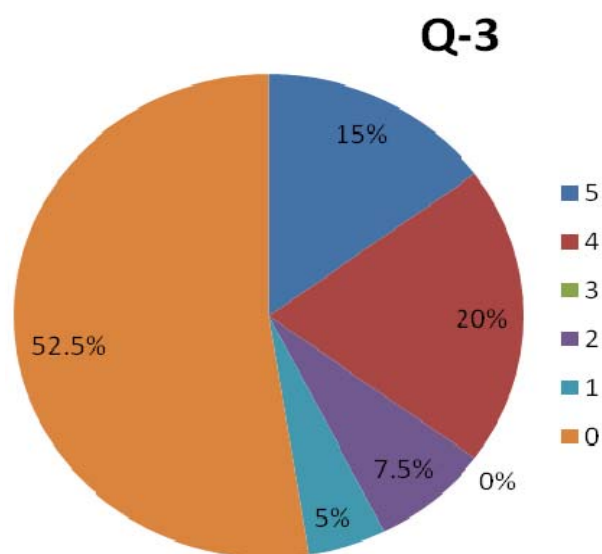|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	24	60
4	Unstructured but understandable answers	10	25
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	4	10
0	No answer	2	5
		40	**100%**

The 60% of students obtained 5 in question N°2. The 25% of students got 4. The 10% of students got 1, and a 5% of students got 0. There are no students with grades of 3 and 2.

Question 3

What do you do in your free time?

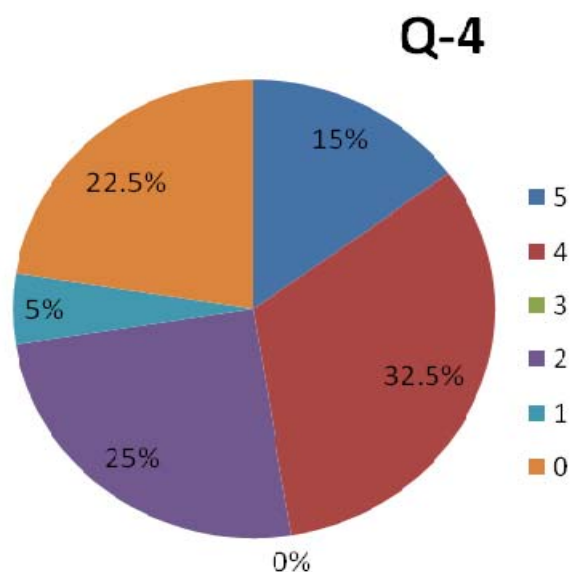|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	6	15
4	Unstructured but understandable answers	8	20
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	2	5
0	No answer	21	52,5
		40	**100%**

The 15% of students got 5 in question N° 3. The 20% of students got 4, a 7.5% of students got 2. The 5% of students obtained 1, and a 52.5% of students got 0. There are no students with grade 3.

Question 4

What do you want to be in the future?

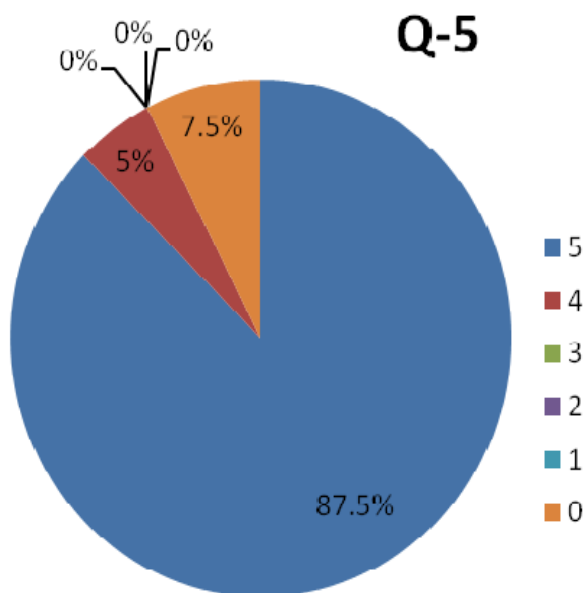|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	6	15
4	Unstructured but understandable answers	13	32,5
3	Spanish-English mixture	0	0
2	Single words	10	25
1	Incorrect answer	2	5
0	No answer	9	22,5
		40	**100%**

The 15% of students obtained 5 in question N°4. The 32.5% of students got 4. The 25% of students got 2. The 5% of students got 1, and the 22.5% got 0. There are no students with grade 3.

Question 5

Where do you live?

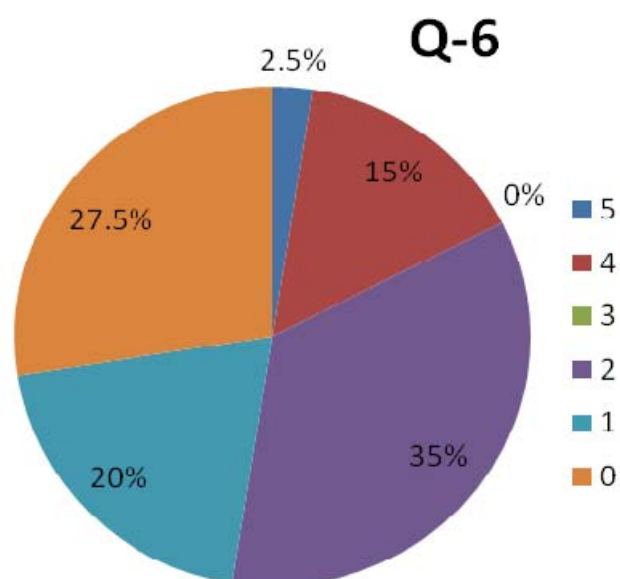|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	35	87,5
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	0	0
2	Single words	0	0
1	Incorrect answer	0	0
0	No answer	3	7,5
		40	**100%**

In question N° 5, the 87.5% of students got grade 5. The 5% of students got 4, and a 7.5% obtained 0. There are no students with grades 3, 2, and 1.

Question 6

Is it quiet or noisy?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	1	2,5
4	Unstructured but understandable answers	6	15
3	Spanish-English mixture	0	0
2	Single words	14	35
1	Incorrect answer	8	20
0	No answer	11	27,5
		40	**100%**

The 2.5% of students obtained 5 in question N°6. The 15% of students got 4. The 35% of students got 2. The 20% of students obtained 1, and the 27.5% of students got 0.

Question 7

Are there any parks or green areas?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	31	77,5
1	Incorrect answer	0	0
0	No answer	9	22,5
		40	**100%**
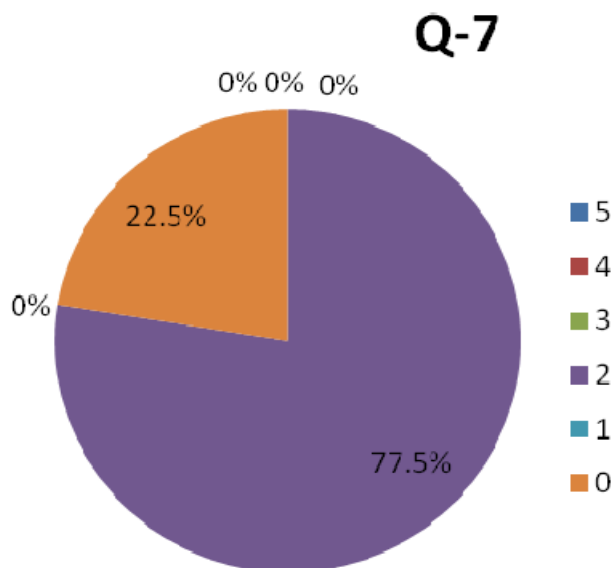
The 77.5% of students obtained 2 in question N° 7 while a 22.5% of students got 0. There are no students with grades 5, 4, 3 and 1.

Question 8

Tell me about your family.

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	8	20
3	Spanish-English mixture	2	5
2	Single words	29	72,5
1	Incorrect answer	0	0
0	No answer	1	2,5
		40	**100%**
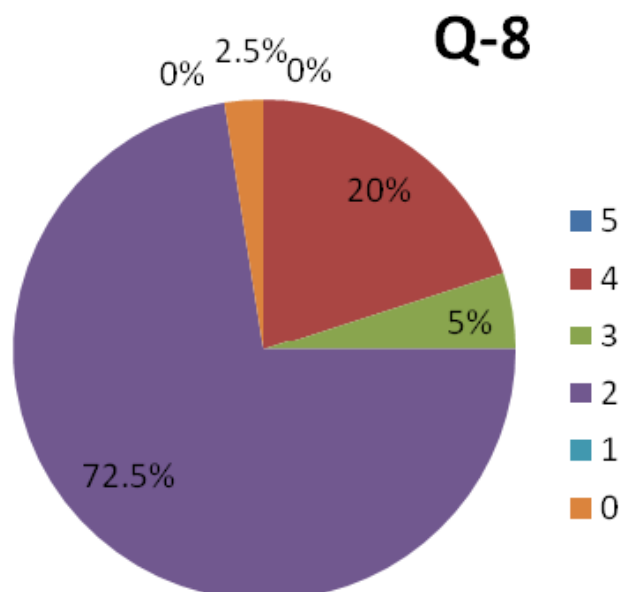
The 20% of students got 4 in question N °8. The 5% of students got 3. The 72.5% of students got 2, and the 2.5% of students got 0. There are no students with grades of 5 and 1.

Question 9

Do you like to study English?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	7	17,5
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	0	0
2	Single words	32	80
1	Incorrect answer	0	0
0	No answer	0	0
		40	**100%**
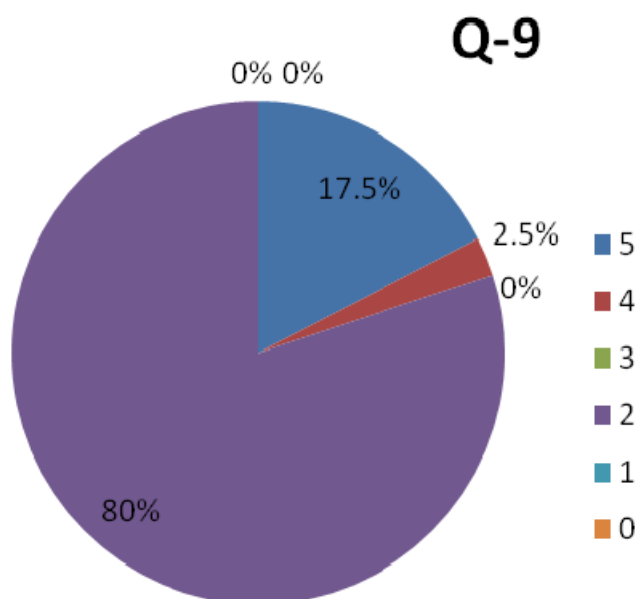
The 17.5% of students got 5 in question N°9. The 2.5% of students got 4, and the 80% of students obtained 2. There are no students with grades 3, 1 and 0.

Question 10

What subject do you like?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	11	27,5
4	Unstructured but understandable answers	3	7,5
3	Spanish-English mixture	0	0
2	Single words	8	20
1	Incorrect answer	2	5
0	No answer	16	40
		40	**100%**

The 27.5% of students obtained 5 in question N°10. The 7.5% of students got 4. The 20% of students got 2A, another 5% of students got 1, and the 40% obtained 0. There are no students with grade 3.

Question 11

Could you describe the picture, please?

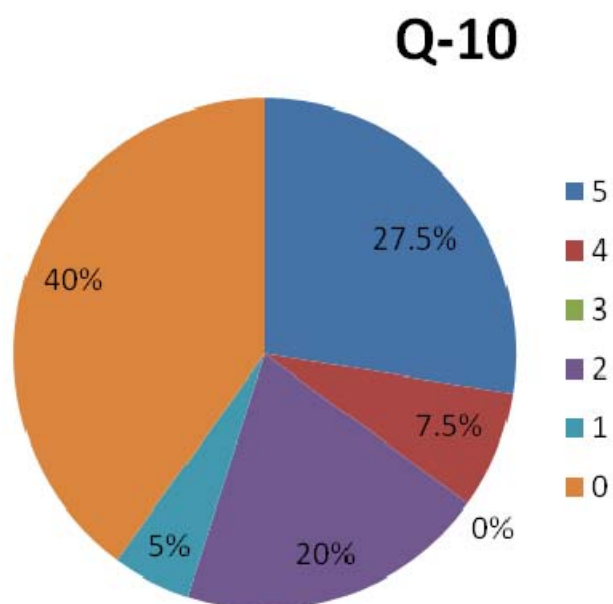|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	21	52,5
3	Spanish-English mixture	0	0
2	Single words	15	37,5
1	Incorrect answer	1	2,5
0	No answer	3	7,5
		40	**100%**

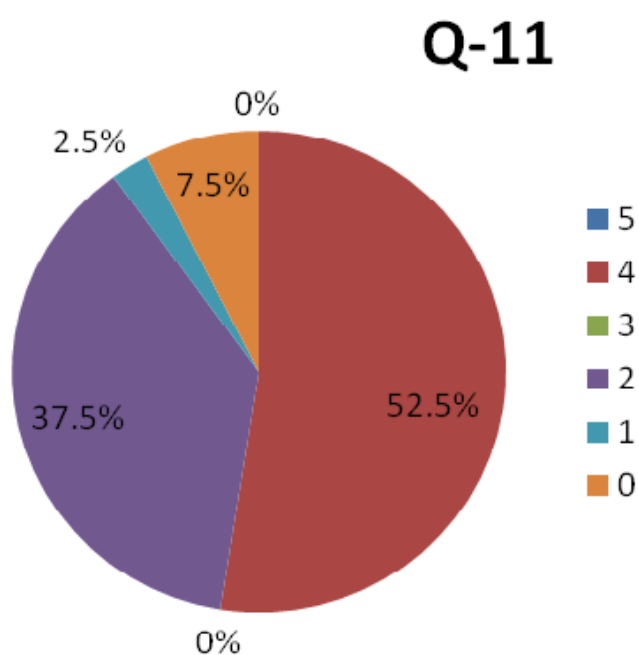
The 52.5% of students obtained 4 in question N°11. The 37.5% of students got 2, the 2.5% of students got 1 and the 7.5% of students obtained 0. There are no students with grades 5 and 3.

4.1.2 Control Group

4.1.2.1 Pre-Interview

Question 1

What is your name?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	36	90
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	1	2,5
2	Single words	1	2,5
1	Incorrect answer	0	0
0	No answer	0	0
		40	100%

Q-1

The 90% of students got 5 in question N°1. 5% of students got 4. There are equal percentages of students in the grades 3 and 2 with a 2.5% in each of them. There are no students with grades 1 and 0.

Question 2

How old are you?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	8	20
4	Unstructured but understandable answers	8	20
3	Spanish-English mixture	0	0
2	Single words	2	5
1	Incorrect answer	5	12,5
0	No answer	17	42,5
		40	100%
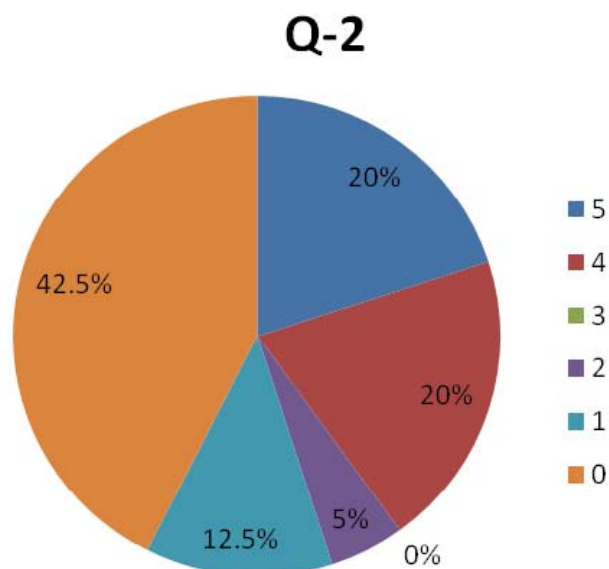
There are equal percentage of students in grades 5 and 4 with a 20% in each of them. The 5% of students got 2. The 12.5% got 1, and a 42.5% got 0. There are no students with grade 3.

Question 3

What do you do in your free time?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	0	0
2	Single words	5	12,5
1	Incorrect answer	1	2,5
0	No answer	32	80
		40	**100%**

The 5% of students obtained 4 in question N°3.The 12.5% of students got 2. The 2.5% of students got 1, and the 80% got 0. There are no students with grades 5 and 3.

Question 4

What do you want to be in the future?

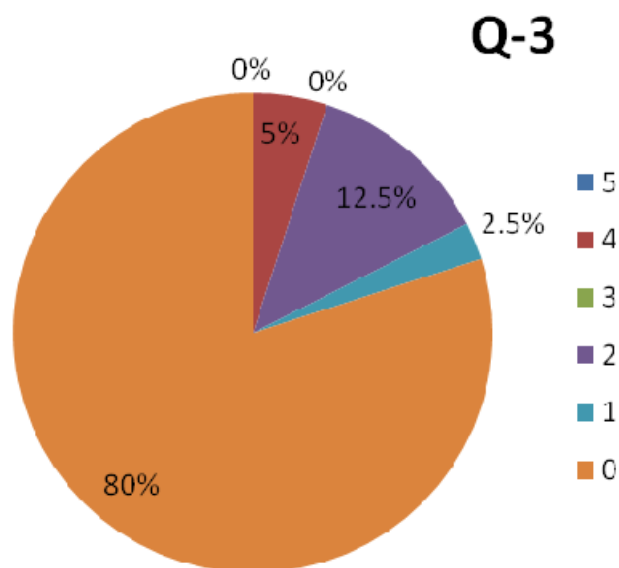|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	1	2,5
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	0	0
2	Single words	6	15
1	Incorrect answer	2	5
0	No answer	30	75
		40	**100%**

There are equal percentages of students in grades 5 and 4 with a 2.5% in each of them. The 15% of students got 2.The 5% of students got 1, and the 75% got 0. There are no students with grade 3.

Question 5

Where do you live?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	13	32,5
4	Unstructured but understandable answers	10	25
3	Spanish-English mixture	1	2,5
2	Single words	5	12,5
1	Incorrect answer	1	2,5
0	No answer	10	25
		40	**100%**

Q-5
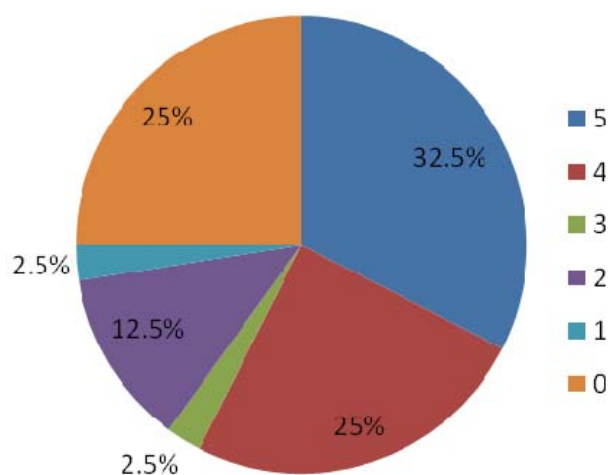
The 32.5% of students got 5 in question N°5. There are equal percentages of students in grades 4 and 0 with a 25% in each of them. There is also equal percentage in questions 3 and 1 with the 2.5% in each of them, and the 12.5% of students obtained 2.

Question 6

Is it quiet or noisy?

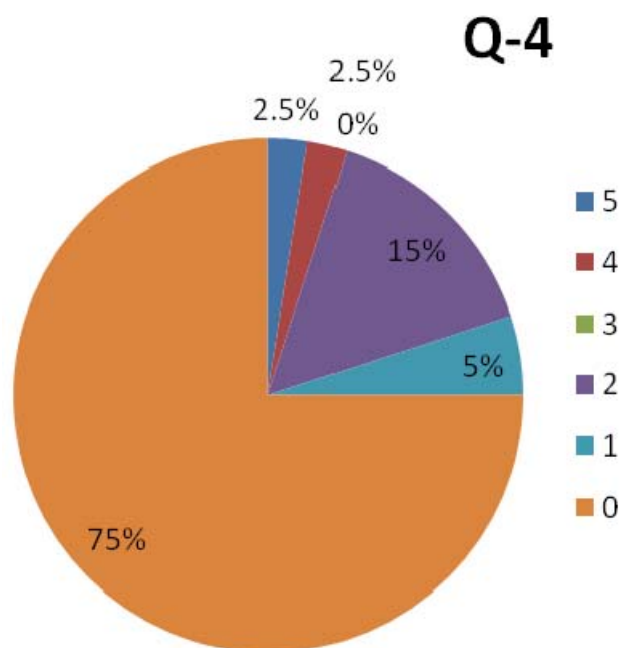|	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	5	12,5
0	No answer	30	75
		40	**100%**

5% of students obtained 4 in question N°6. The 7.5% of students got 2. The 12.5% of students got 1, and the 75% of students got 0. There are no students with grades 5 and 3.

Question 7

Are there any parks or green areas?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	8	20
1	Incorrect answer	1	2,5
0	No answer	31	77,5
		40	**100%**
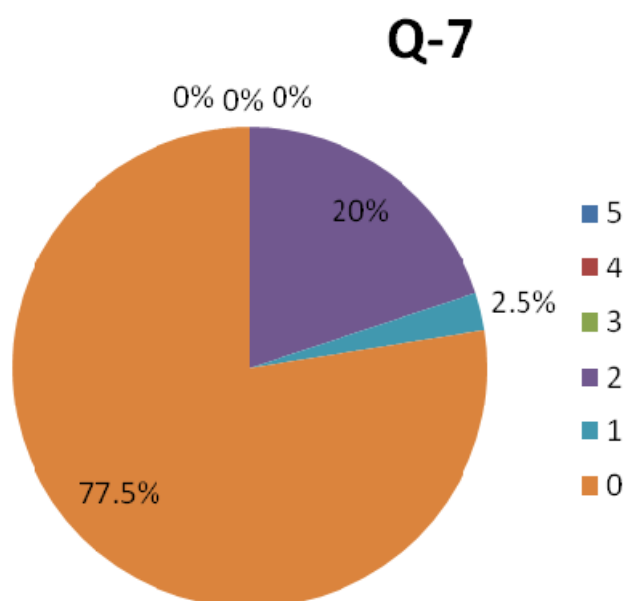
The 20% of students obtained 2 in question N°7. The 2.5% of students got 1, and the 77.5% got 0. There are no students with grades 5, 4 and 3.

Question 8

Tell me about your family.

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	5	12,5
2	Single words	19	47,5
1	Incorrect answer	0	0
0	No answer	14	35
		40	**100%**
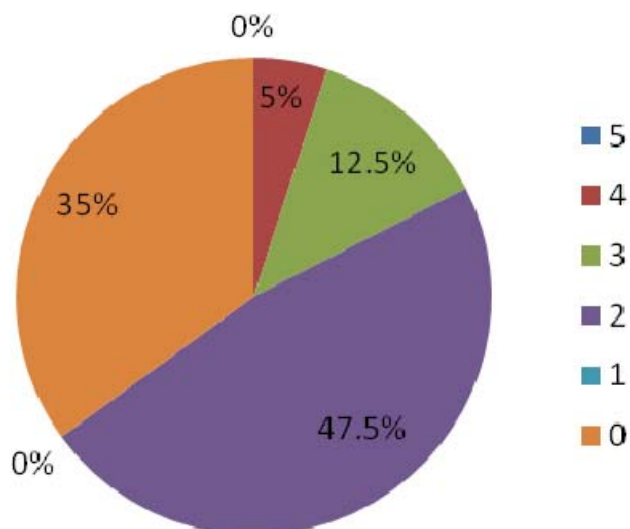
5% of students got 4 in question N°8. The 12.5% of students obtained 3. Another 47.5% of students got 2, and a 35% of students got 0. There are no students with grades 5 and 1.

Question 9

Do you like to study English?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	1	2,5
2	Single words	25	62,5
1	Incorrect answer	0	0
0	No answer	14	35
		40	**100%**

The 2.5% of students got 3 in question N°9. The 62.5% of students got 2, and the 35% of students got 0. There are no students with grades 5, 4 and 1.

Question 10

What subject do you like?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	1	2,5
2	Single words	3	7,5
1	Incorrect answer	0	0
0	No answer	36	90
		40	100%
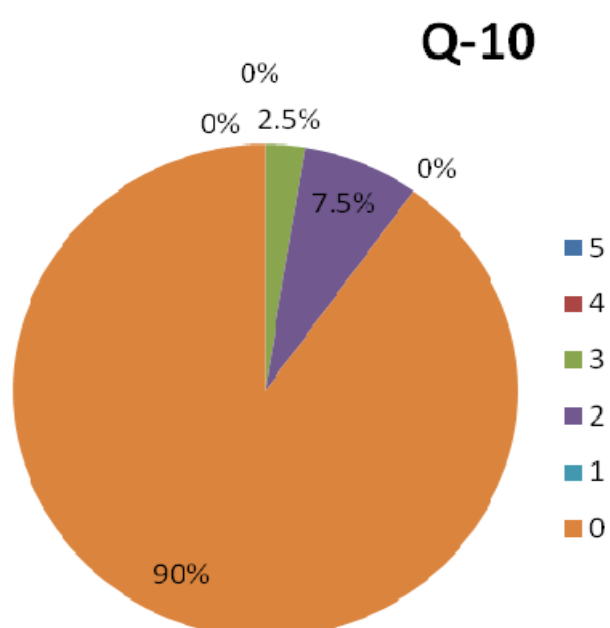
2.5% got 3 in question N°10. The 7.5% of students obtained 2, and the 90% of students got 0. There are no students with grades 5, 4 and 1.

Question 11

Could you describe the picture, please?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	7	17,5
3	Spanish-English mixture	3	7,5
2	Single words	15	37,5
1	Incorrect answer	0	0
0	No answer	15	37,5
		40	**100%**
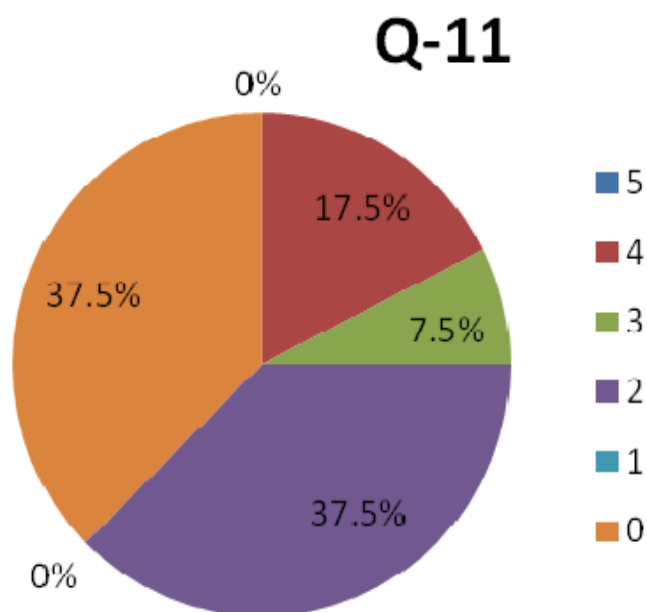
The 17.5% of students obtained 4 in question N°11. Another 7.5% of students got 3. There are equal percentages of students in grades 2 and 0 with a 37.5% of students in each of them. There are no students with grades 5 and 1.

4.1.2.2 Post-Interview

Question 1

What is your name?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	36	90
4	Unstructured but understandable answers	2	5
3	Spanish-English mixture	1	2,5
2	Single words	1	2,5
1	Incorrect answer	0	0
0	No answer	0	0
		40	**100%**

A 90% of students got 5 in question N°1. The 5% of students obtained 4 and there are equal percentages of students with grades 3 and 2 with a 2.5% in each of them. There are no students with grades 1 and 0.

Question 2

How old are you?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	14	35
4	Unstructured but understandable answers	9	22,5
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	8	20
0	No answer	6	15
		40	**100%**
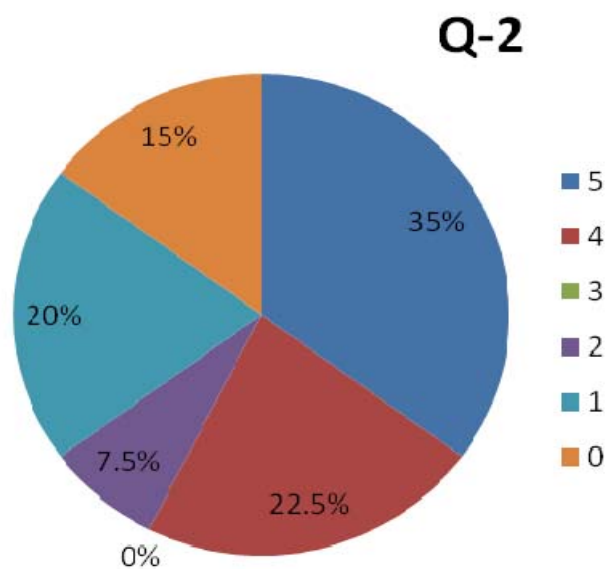
The 35% of students got 5 in question N°2. The 22.5% of students got 4. Another 7.5% of students obtained 2 while a 20% of students got 1, and finally another 15% of students got 0. There are no students with grade 3.

Question 3

What do you do in your free time?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	1	2,5
4	Unstructured but understandable answers	6	15
3	Spanish-English mixture	0	0
2	Single words	9	22,5
1	Incorrect answer	0	0
0	No answer	24	60
		40	**100%**
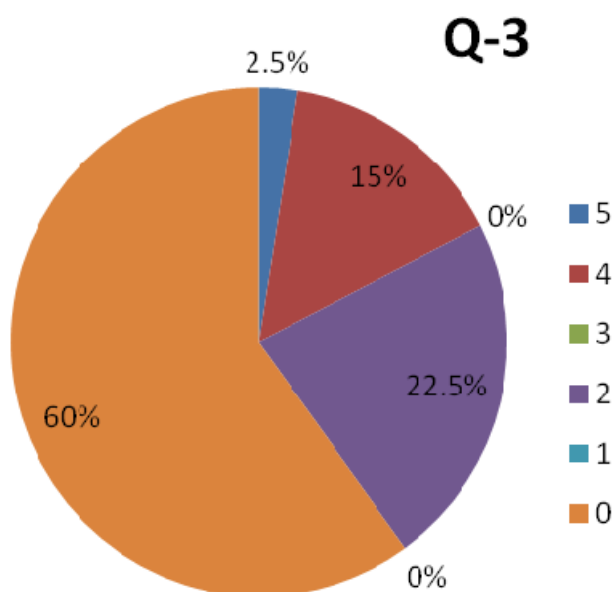
The 2.5% of students got 5 in question N°3. The 15% of students obtained 4. 22.5% of students got 2, while the rest 60% of students got 0. There are no students with grades 3 and 1.

Question 4

What do you want to be in the future?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	1	2,5
3	Spanish-English mixture	0	0
2	Single words	16	40
1	Incorrect answer	5	12,5
0	No answer	18	45
		40	**100%**
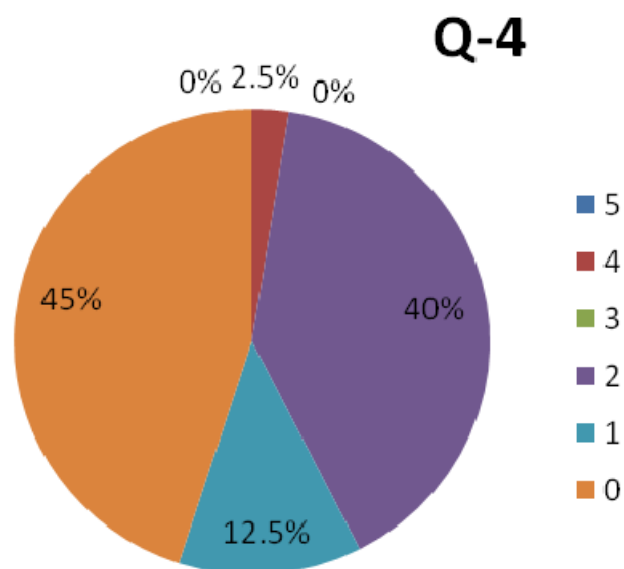
2.5% of students got 4 in question N° 4. The 40% of students got 2 while the 12.5% of students got 1. Another 45% of students got 0. There are no students with grades 5 and 3.

Question 5

Where do you live?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	16	40
4	Unstructured but understandable answers	13	32,5
3	Spanish-English mixture	0	0
2	Single words	3	7,5
1	Incorrect answer	0	0
0	No answer	8	20
		40	**100%**
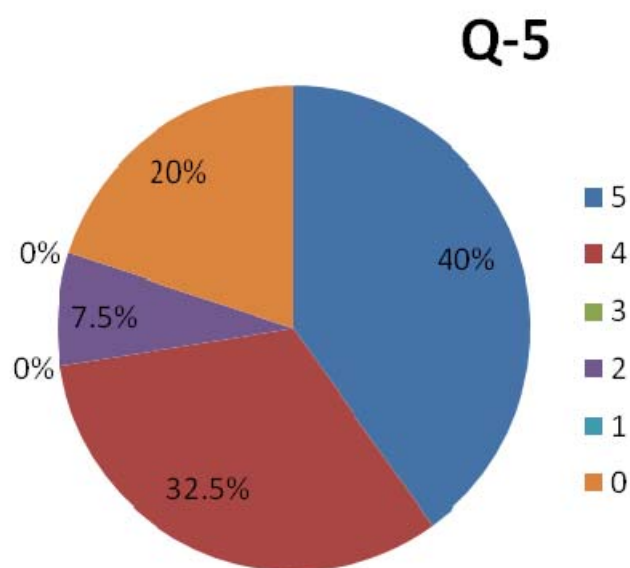
The 40% of students obtained 5 in question N° 5. The 32.5% of students got 4 Another 7.5 of students got 2, and a 20% of students got 0. There are no students with grades 3 and 1.

Question 6

Is it quiet or noisy?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	3	7,5
3	Spanish-English mixture	0	0
2	Single words	15	37,5
1	Incorrect answer	5	12,5
0	No answer	17	42,5
		40	**100%**

7.5% of students got 4 in question N°6. The 37.5% of students got 2. Another 12.5% of students got 1, and finally the other 42.5% of students got 0. There are no students with grades 5 and 3.

Question 7

Are there any parks or green areas?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	22	55
1	Incorrect answer	0	0
0	No answer	18	45
		40	**100%**
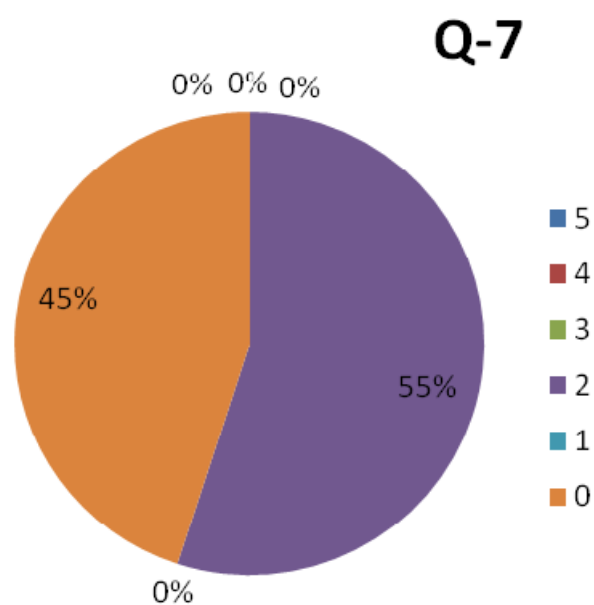
The 55% of students got 2 in question N°7 while the other 45% of students got 0. There are no students with grades 5, 4, 3 and 1.

Question 8

Tell me about your family.

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	5	12,5
3	Spanish-English mixture	8	20
2	Single words	22	55
1	Incorrect answer	2	5
0	No answer	3	7,5
		40	**100%**
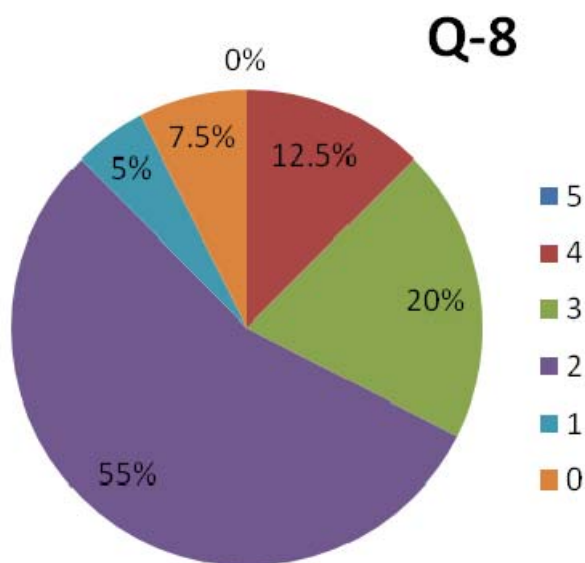
A 12.5% of students got 4 in question 8. Another 20% of students got 3 while the other 55% of students obtained 2 A 5% of students got 1, and a 7.5% of students got 0. There are no students with grade 5.

Question 9

Do you like to study English?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	0	0
2	Single words	36	90
1	Incorrect answer	0	0
0	No answer	4	10
		40	**100%**
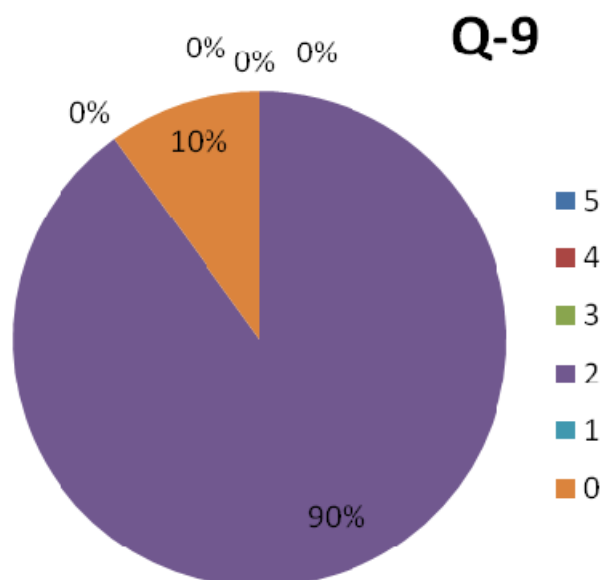
The 90% of students got 2 in question N°9 while the other 10% of students got 0. There are no students with grades 5, 4, 3 and 1.

Question 10

What subject do you like?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	2	5
4	Unstructured but understandable answers	0	0
3	Spanish-English mixture	3	7,5
2	Single words	10	25
1	Incorrect answer	0	0
0	No answer	25	62,5
		40	**100%**
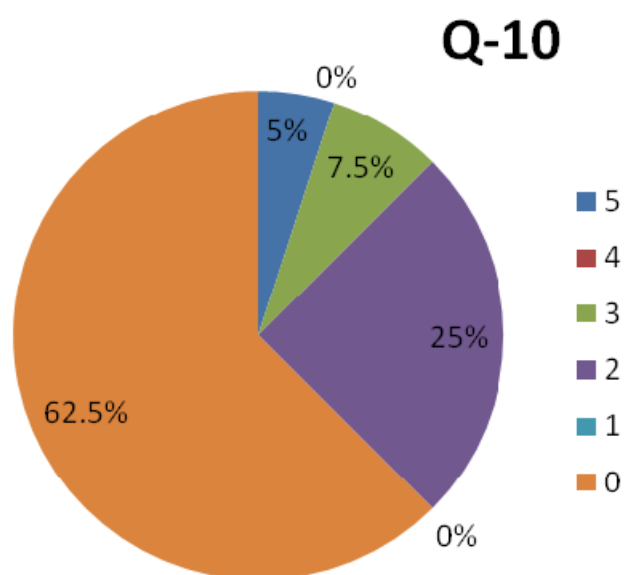
The 5% of students got 5 in question N°10. Another 7.5% of students obtained 3. A 25% of students got 2, and the 62.5% of students got 0.

Question 11

Could you describe the picture, please?

	RUBRIC	TOTAL	%
5	Structured and understandable answers (grammar-pronunciation)	0	0
4	Unstructured but understandable answers	17	42,5
3	Spanish-English mixture	2	5
2	Single words	17	42,5
1	Incorrect answer	2	5
0	No answer	2	5
		40	**100%**
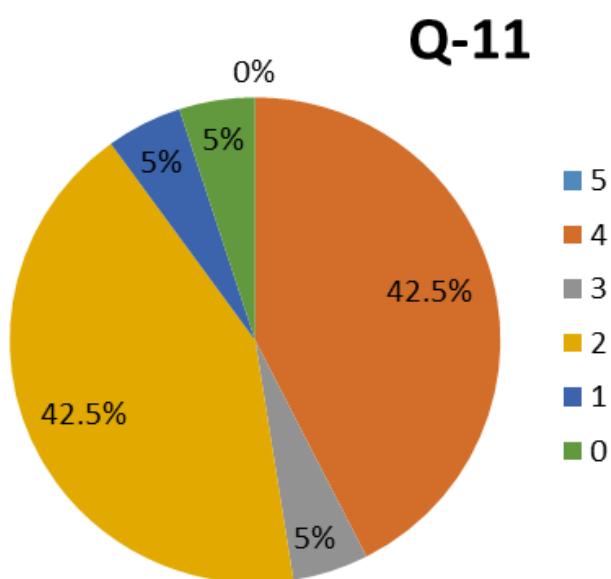
There are equal percentages of students in grades 4 and 2 with a 42.5% in each of them. There are also equal percentages in grades 3, 1 and 0 with a 5% of students in each of them. There are no students with grade 5.

4.2   Analysis of results

According to data of pre-interview, the two questions dealing with name and address have high percentage. The two questions dealing with family and the interest in the English subject have an average percentage; while the other seven questions about age, future objectives, free time, neighborhood characteristics, favorite subject and the description of the picture have a low percentage.

The results of the Post-interview shows the following: high percentage in the three questions about name, age and address. Five questions related to future objectives, family, favorite subject and description of the picture, got a half percentage. While in the three questions about free time and characteristics of neighborhood the percentage was low.

The methodology of "Self-regulated learning" was applied to the Course "A", experimental group (EG). The students decided on the way to learn the different themes since it was based on writing, memorization, pictures, and notes among others. In other words, some oral examples were shown to the students to guide them in the way they will develop their individual tasks in the class. The students presented the tasks by using material chosen by themselves, for example, a group of students decided to bring pictures to talk about the family, another group wrote notes to memorize and others design mind maps as an aid in the exposition.

The traditional methodology was applied to the Course "D", control group (CG). I mean, the class was explained, examples were done with the participation of the students and then, instructions to do the class work or homework were given.

As a general conclusion, we had to deal with two different issues. The first one, we had to take some time to work on the adaptation of a big amount of students who came from different elementary schools, with different English levels and educational backgrounds. The second one has to see with the methodology, since these students were not accustomed to use the new methodology different from the one they were used to.

4.3 Graphic representation of the Pre- and Post- interview in the experimental and control groups.

4.3.1 PRE-INTERVIEW

Mean of both groups

Experimental group pre-interview   **Control group pre-interview**

Nº	STUDENTS	SCORE	Nº	STUDENTS	SCORE
1	ANTAMBA BELEN	1,09	1	AGUILA RICARDO	1,55
2	BALSECA JAZMIN	1,55	2	ANDRADE CARLOS	1,45
3	BENITEZ HECTOR	1	3	ANDRANGO JOSSELYN	1,36
4	CALLE SOFIA	0,82	4	ARELLANO ISMAEL	1,82
5	CANGO LEITON	1,27	5	ARMIJOS JESSICA	1,36
6	CEVALLOS HEITON	1,45	6	CELORIO ANAHI	0,64
7	CEVALLOS LUIS	0,36	7	CHACON JAQUELINE	1,45
8	CHAVEZ ERIKA	1,09	8	CHALAN EDISON	0,45
9	CHIPANTASI SANDRA	2,27	9	CRUZ JULIANA	0,82
10	COBO CHRISTOPHER	1,55	10	DAVILA OSCAR	1,64
11	FREIRE MOISES	1,64	11	ESPINOZA WILSON	1,55
12	GAIBOR ALISSON	1,09	12	GARCIA GARCIA JONATHAN	1
13	GUACHAMIN EDISON	1,73	13	GARCIA CASTRO RODDY	1,27
14	GUALPA MARCO	1,64	14	GOMEZ JUAN	1,27
15	GUAYCHA NICOLE	1,18	15	GUALAVISI JOSSELYN	2,36
16	JADAN EVELYN	1,09	16	HUERTAS MICHELL	0,82
17	JATIVA ALEX	1,64	17	IBARRA PATRICIO	0,91
18	LUCERO CARLA	1,55	18	IZA GLORIA	1,18
19	MACIAS CAMILA	1,64	19	LEINES KATHYA	2,27
20	MALDONADO GISSELA	1,18	20	LLUMIQUINGA MAURICIO	0,45
21	MARTINEZ JOSSELYNN	0,82	21	MAZA SOLANGE	1,55
22	MEDRANO MELANIE	1,45	22	MENDEZ JONATHAN	1,73
23	MORAN DAVID	1,18	23	MISQUERO JIMMY	1,27
24	NICOLALDE LIZMANIA	1,18	24	MORA LELIS	1
25	ORDOÑEZ ESTEBAN	1,91	25	MOSQUERA OMAR	0,64
26	PALLO ERICK	1,09	26	MURILLO MAYERLI	1,82
27	PIAUN NATHALY	1,73	27	ONTANEDA KEVIN	0,45
28	PRADO DILLAN	1,73	28	ORTIZ JAVIER	0,82
29	QUEVEDO NATHALY	0,73	29	PERALTA ALEXANDER	0,82
30	RAMOS SAUL	0,64	30	PILLAJO CRISTOPHER	2,36
31	RECALDE KEVIN	1	31	PONCE KATIUSKA	1,45
32	REINOSO RICARDO	1,91	32	POZO JOSELIN	1,73
33	RODRIGUEZ CHARLIE	1,64	33	QUIROGA HECTOR	2,64
34	SALCEDO SAHOMI	2,36	34	QUIROZ MARIA	1,55
35	SEMANATE MARLON	1	35	RAMIREZ JENNIFER	3,09
36	SISALEMA HENRY	1,36	36	RAMOS LUZ	2,09
37	TANICUCHI SANTIAGO	2,09	37	SANCHEZ BRANDON	2,82
38	TIGSI JESSICA	1,64	38	VACA CRISTIAN	2,82
39	TITUAÑA CARLOS	1,18	39	VALDIVIESO EDWIN	2,09
40	VIMOS WILLIAM	2,45	40	VILLAMAR ANDREA	1,45
Mean		**1,40**	**Mean**		**1,50**

TOTAL BY SCORES

	EXPERIMENTAL GROUP		CONTROL GROUP	
SCORE	**QUANTITY**	**%**	**QUANTITY**	**%**
FROM 4 TO 5	0	0	0	0
FROM 3 TO 4	0	0	1	2,5
FROM 2 TO 3	4	10	8	20
FROM 1 TO 2	31	77,5	21	52,5
FORM 0 TO 1	5	12,5	10	25
	40	**100**	**40**	**100**

Total EG

0,00%
0,00% 10,00%
12,50%
77,50%

- FROM 4 TO 5
- FROM 3 TO 4
- FROM 2 TO 3
- FROM 1 TO 2
- FORM 0 TO 1

Total CG

2,5%
0%
25% 20%
52,5%

- FROM 4 TO 5
- FROM 3 TO 4
- FROM 2 TO 3
- FROM 1 TO 2
- FORM 0 TO 1
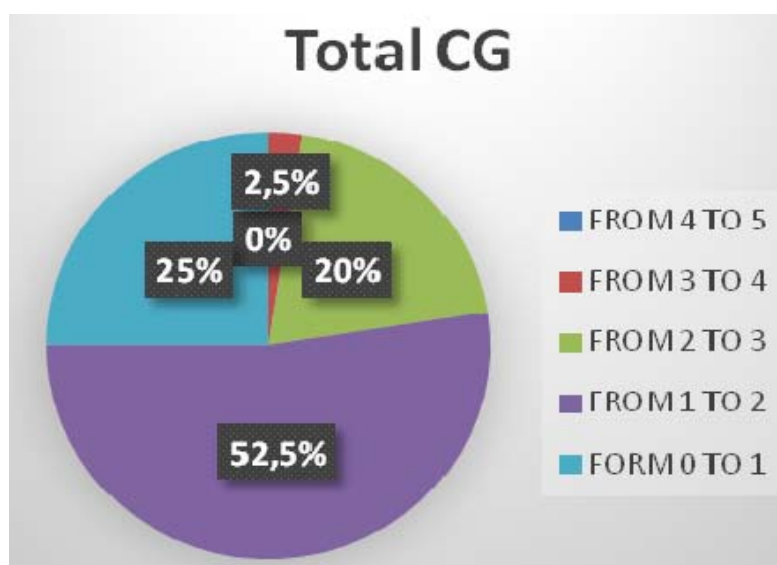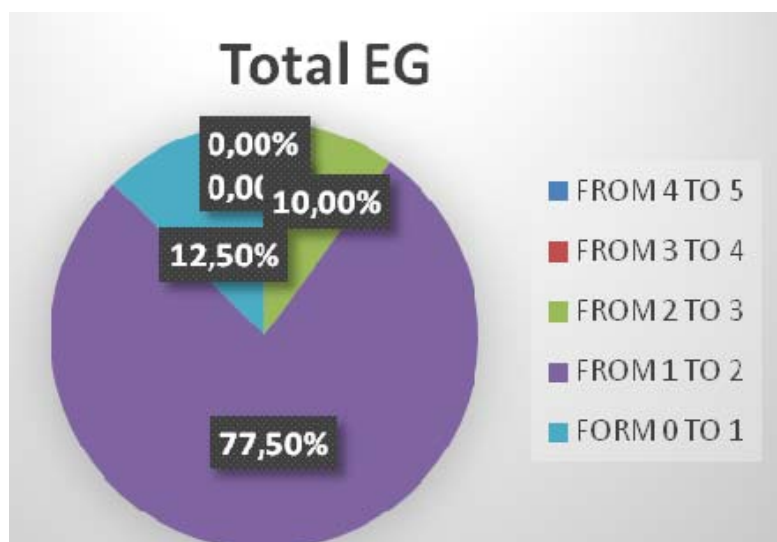
The following graphic shows that both experimental and control group have a low mean in the pre-interview.

Means
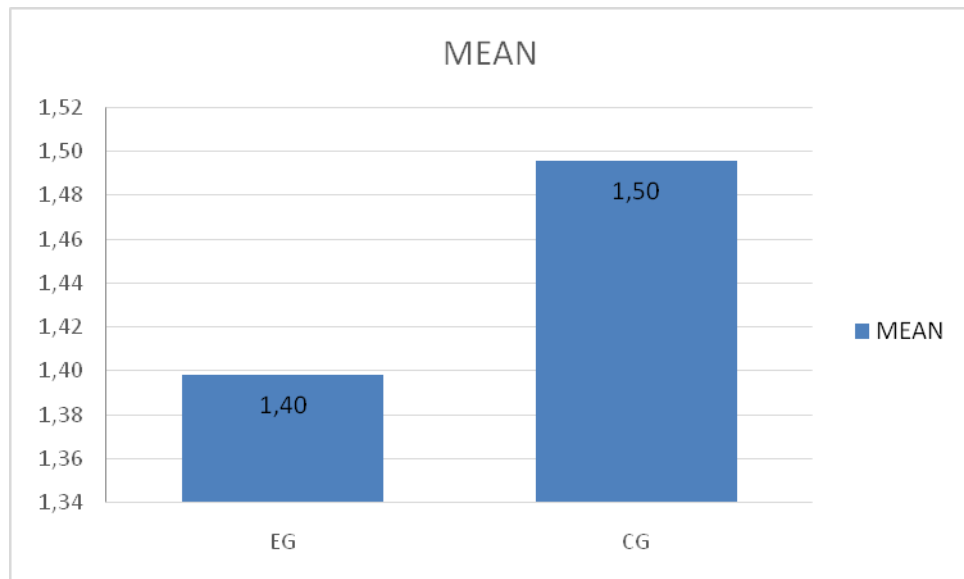
Variance and Standard Deviation of Both Groups

	Experimental group				Control group		
	Pre-interview				Pre-interview		
Nº	SCORE	MEAN	(s-m)2	Nº	SCORE	MEAN	(s-m)2
1	1,09	1,40	0,10	1	1,55	1,50	0,00
2	1,55	1,40	0,02	2	1,45	1,50	0,00
3	1,00	1,40	0,16	3	1,36	1,50	0,02
4	0,82	1,40	0,34	4	1,82	1,50	0,10
5	1,27	1,40	0,02	5	1,36	1,50	0,02
6	1,45	1,40	0,00	6	0,64	1,50	0,74
7	0,36	1,40	1,08	7	1,45	1,50	0,00
8	1,09	1,40	0,10	8	0,45	1,50	1,10
9	2,27	1,40	0,76	9	0,82	1,50	0,46
10	1,55	1,40	0,02	10	1,64	1,50	0,02
11	1,64	1,40	0,06	11	1,55	1,50	0,00
12	1,09	1,40	0,10	12	1,00	1,50	0,25
13	1,73	1,40	0,11	13	1,27	1,50	0,05
14	1,64	1,40	0,06	14	1,27	1,50	0,05
15	1,18	1,40	0,05	15	2,36	1,50	0,74
16	1,09	1,40	0,10	16	0,82	1,50	0,46
17	1,64	1,40	0,06	17	0,91	1,50	0,35
18	1,55	1,40	0,02	18	1,18	1,50	0,10
19	1,64	1,40	0,06	19	2,27	1,50	0,59
20	1,18	1,40	0,05	20	0,45	1,50	1,10
21	0,82	1,40	0,34	21	1,55	1,50	0,00
22	1,45	1,40	0,00	22	1,73	1,50	0,05
23	1,18	1,40	0,05	23	1,27	1,50	0,05
24	1,18	1,40	0,05	24	1,00	1,50	0,25
25	1,91	1,40	0,26	25	0,64	1,50	0,74
26	1,09	1,40	0,10	26	1,82	1,50	0,10
27	1,73	1,40	0,11	27	0,45	1,50	1,10
28	1,73	1,40	0,11	28	0,82	1,50	0,46
29	0,73	1,40	0,45	29	0,82	1,50	0,46
30	0,64	1,40	0,58	30	2,36	1,50	0,74
31	1,00	1,40	0,16	31	1,45	1,50	0,00
32	1,91	1,40	0,26	32	1,73	1,50	0,05
33	1,64	1,40	0,06	33	2,64	1,50	1,30
34	2,36	1,40	0,92	34	1,55	1,50	0,00
35	1,00	1,40	0,16	35	3,09	1,50	2,53
36	1,36	1,40	0,00	36	2,09	1,50	0,35
37	2,09	1,40	0,48	37	2,82	1,50	1,74
38	1,64	1,40	0,06	38	2,82	1,50	1,74
39	1,18	1,40	0,05	39	2,09	1,50	0,35
40	2,45	1,40	1,10	40	1,45	1,50	0,00
TOTAL			8,52	TOTAL			18,22

VARIANCE FORMULA:

$$\sigma^2 = \frac{\Sigma(s-m)^2}{n}$$

EXPERIMENTAL GROUP

$$\sigma^2 = \frac{(1,09-1,40)^2 + (1,55-1,40)^2 + (1,00-1,40)^2 \ldots}{40}$$

$$\sigma^2 = \frac{8,52}{40} = 0,21$$

$$\sigma^2 = 0,21$$

Variance= 0,21

CONTROL GROUP

$$\sigma^2 = \frac{(1,55-1,50)^2 + (1,45-1,50)^2 + (1,36-1,50)^2 \ldots}{40}$$

$$\sigma^2 = \frac{18,22}{40} = 0,46$$

$$\sigma^2 = 0,46$$

Variance= 0,46

ExperimentalGroup   Control Group

Variance pre-interview=   **0.21**   Variance pre-interview=   **0.46**

Variance	EG	CG
	0,21	0,46
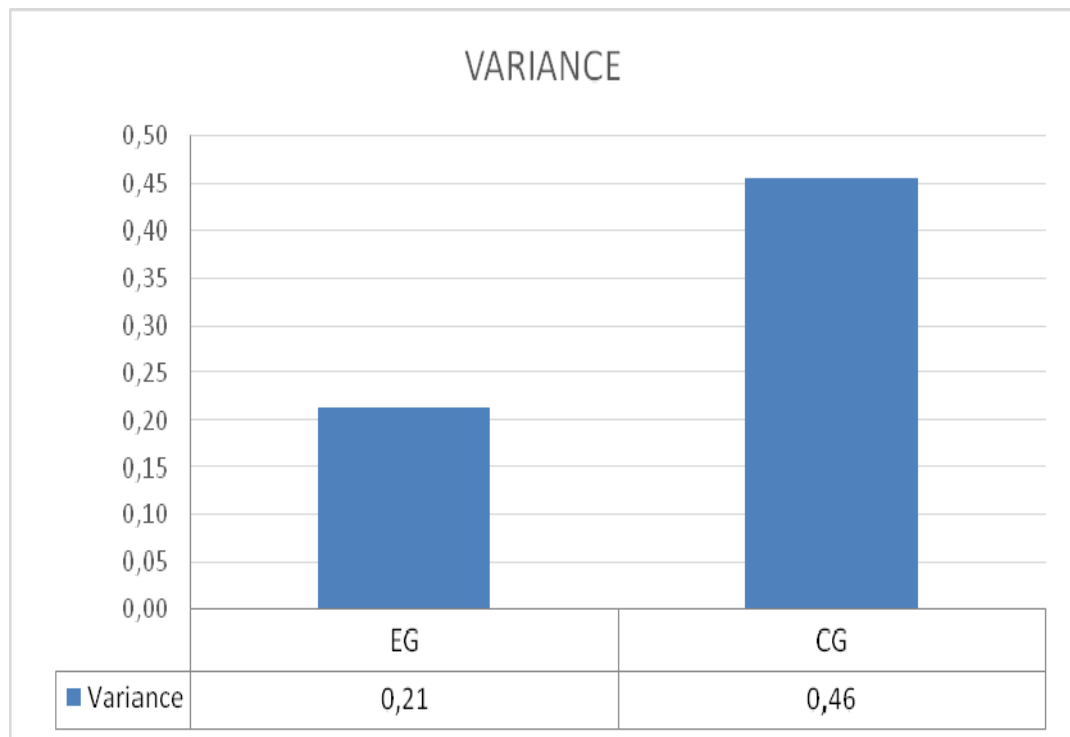
STANDARD DEVIATION FORMULA:

$$\sigma = \sqrt{\sigma^2}$$

EG   **CG**

$$\sigma = \sqrt{0,21}$$ $$\sigma = \sqrt{0,46}$$

$$\sigma = 0,05$$ $$\sigma = 0,21$$

Standard deviation= 0,05   **Standard deviation= 0,21**

Experimental Group   Control Group

SD pre-interview= **0.05**   SD pre-interview= **0.21**

Standard deviation	EG	CG
	0,05	0,21

STANDARD DEVIATION

	EG	CG
Standard Deviation	0,05	0,21
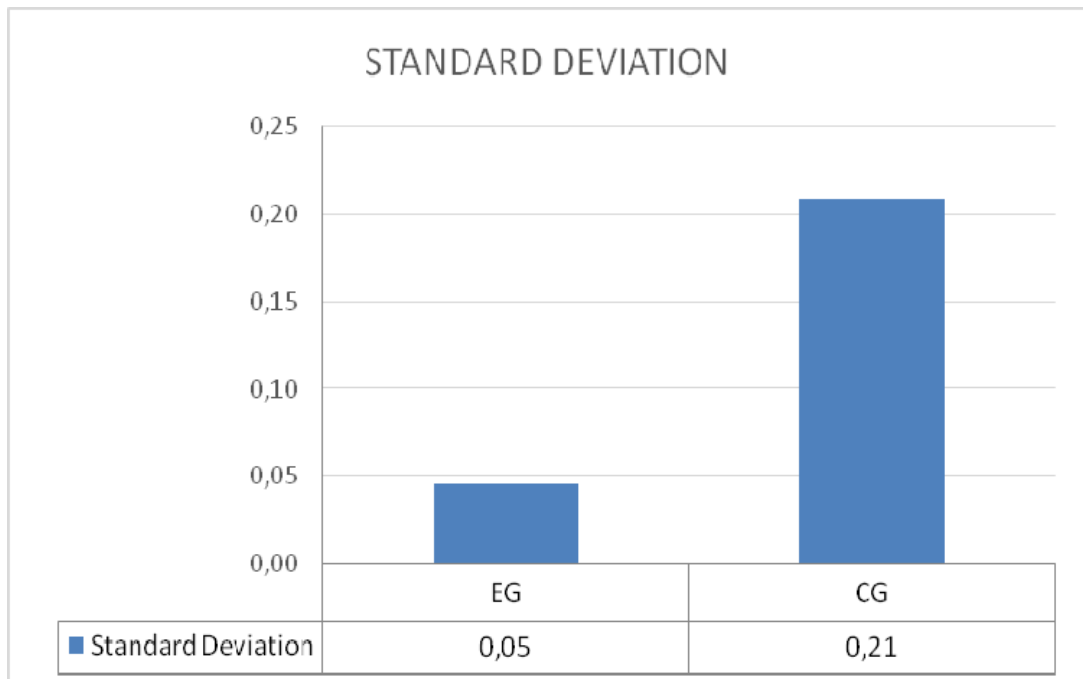
4.3.2 POST-INTERVIEW

Mean of both groups

Experimental group post-interview   Control group post-interview

N°	Students	Score	N°	Students	Score
1	ANTAMBA BELEN	1,91	1	AGUILA RICARDO	2,27
2	BALSECA JAZMIN	3,45	2	ANDRADE CARLOS	3
3	BENITEZ HECTOR	2,18	3	ANDRANGO JOSSELYN	2
4	CALLE SOFIA	2,55	4	ARELLANO ISMAEL	3,36
5	CANGO LEITON	3	5	ARMIJOS JESSICA	2
6	CEVALLOS HEITON	4,09	6	CELORIO ANAHI	1,45
7	CEVALLOS LUIS	2	7	CHACON JAQUELINE	2,18
8	CHAVEZ ERIKA	3,45	8	CHALAN EDISON	0,64
9	CHIPANTASI SANDRA	4,27	9	CRUZ JULIANA	2
10	COBO MATEO	4,45	10	DAVILA OSCAR	2,91
11	FREIRE MOISES	3,36	11	ESPINOZA WILSON	2,55
12	GAIBOR ALISSON	3	12	GARCIA GARCIA JONATHAN	1
13	GUACHAMIN DANIEL	3,18	13	GARCIA CASTRO RODDY	0,64
14	GUALPA ANTHONY	2,18	14	GOMEZ JUAN	2,64
15	GUAYCHA NICOLE	3,55	15	GUALAVISI JOSSELYN	3,18
16	JADAN EVELYN	2,18	16	HUERTAS MICHELL	1,82
17	JATIVA ALEX	3	17	IBARRA PATRICIO	2,82
18	LUCERO CARLA	2,55	18	IZA GLORIA	1,27
19	MACIAS CAMILA	3,73	19	LEINES KATHYA	3
20	MALDONADO GISSELA	4,09	20	LLUMIQUINGA MAURICIO	1,27
21	MARTINEZ JOSSELYN	3,09	21	MAZA SOLANGE	2,82
22	MEDRANO MELANIE	1,73	22	MENDEZ JONATHAN	2,64
23	MORAN DAVID	1,91	23	MISQUERO JIMMY	1,91
24	NICOLALDE LIZMANIA	1,82	24	MORA LELIS	2,18
25	ORDOÑEZ ESTEBAN	3,91	25	MOSQUERA GABRIEL	1,91
26	PALLO ERICK	2,18	26	MURILLO MAYERLI	2,45
27	PIAUN NATHALY	3,36	27	ONTANEDA KEVIN	1,36
28	PRADO DILLAN	2,82	28	ORTIZ MESIAS	0,82
29	QUEVEDO NATHALY	2,73	29	PERALTA RICARDO	2,09
30	RAMOS SAUL	2,18	30	PILLAJO CRISTOPHER	2,09
31	RECALDE KEVIN	2,27	31	PONCE KATIUSKA	1,91
32	REINOSO RICARDO	3,18	32	POZO JOSELIN	1,73
33	RODRIGUEZ CHARLIE	2,55	33	QUIROGA HECTOR	2,91
34	SALCEDO SAHOMI	3,82	34	QUIROZ MARIA	2,45
35	SEMANATE MARLON	1,82	35	RAMIREZ JENNIFER	3,09
36	SISALEMA HENRY	1,73	36	RAMOS LUZ	2,36
37	TANICUCHI SANTIAGO	3,36	37	SANCHEZ BRANDON	2,27
38	TIGSI JESSICA	2,55	38	VACA CRISTIAN	2,82
39	TITUAÑA JAVIER	1,18	39	VALDIVIESO EDWIN	2,27
40	VIMOS WILLIAM	2,91	40	VILLAMAR ANDREA	1,45
Mean		**2,83**	**Mean**		**2,14**

TOTAL BY SCORES

SCORE	EXPERIMENTAL GROUP		CONTROL GROUP	
	QUANTITY	%	QUANTITY	%
FROM 4 TO 5	4	10,0	0	0
FROM 3 TO 4	15	37,5	5	12,5
FROM 2 TO 3	14	35,0	21	52,5
FROM 1 TO 2	7	17,5	11	27,5
FORM 0 TO 1	0	0,0	3	7,5
	40	100	40	100
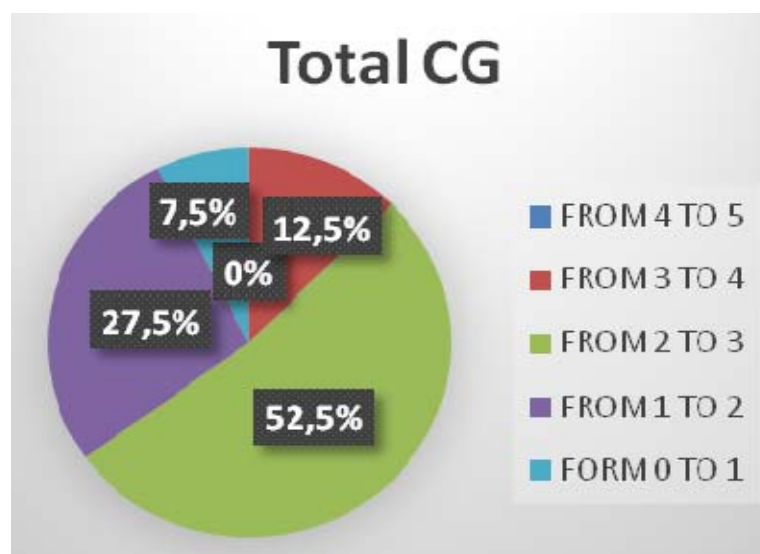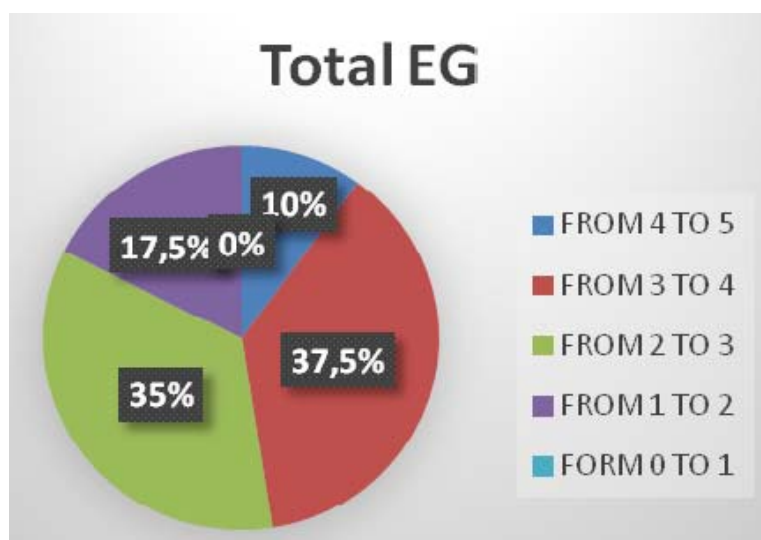
The following graphic shows that the experimental group has a higher mean than the control group in the post-interview.

Means
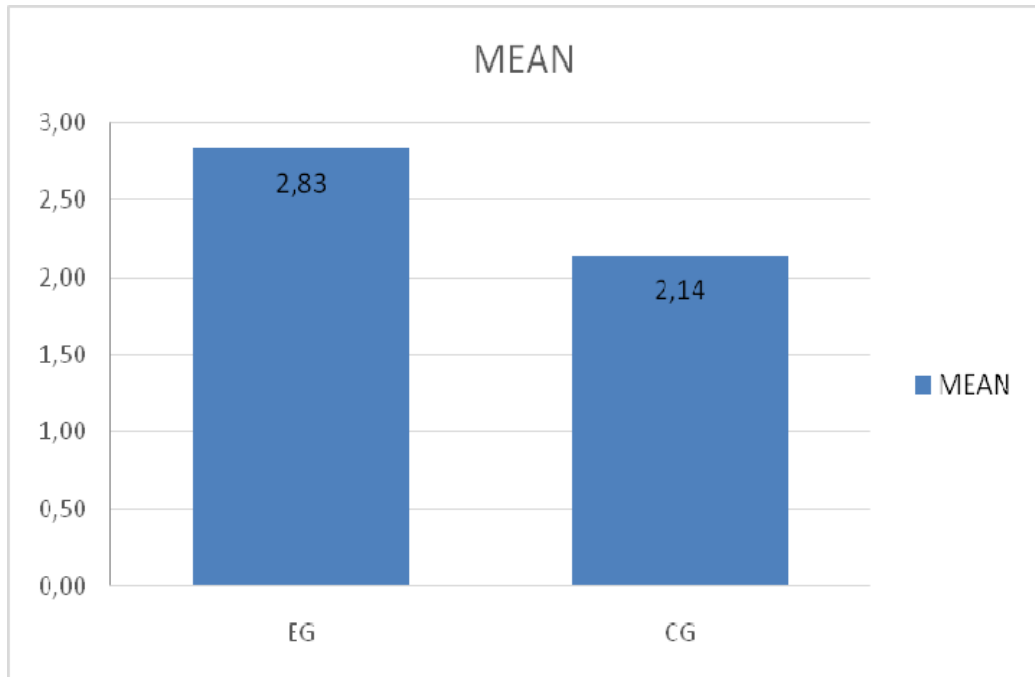
Variance and Standard Deviation of Both Groups

	Experimental group				Control group		
	Post-interview				Post-interview		
Nº	SCORE	MEAN	(s-m)2	Nº	SCORE	MEAN	(s-m)2
1	1,91	2,83	0,85	1	2,27	2,14	0,02
2	3,45	2,83	0,38	2	3	2,14	0,74
3	2,18	2,83	0,42	3	2	2,14	0,02
4	2,55	2,83	0,08	4	3,36	2,14	1,49
5	3	2,83	0,03	5	2	2,14	0,02
6	4,09	2,83	1,59	6	1,45	2,14	0,48
7	2	2,83	0,69	7	2,18	2,14	0,00
8	3,45	2,83	0,38	8	0,64	2,14	2,25
9	4,27	2,83	2,07	9	2	2,14	0,02
10	4,45	2,83	2,62	10	2,91	2,14	0,59
11	3,36	2,83	0,28	11	2,55	2,14	0,17
12	3	2,83	0,03	12	1	2,14	1,30
13	3,18	2,83	0,12	13	0,64	2,14	2,25
14	2,18	2,83	0,42	14	2,64	2,14	0,25
15	3,55	2,83	0,52	15	3,18	2,14	1,08
16	2,18	2,83	0,42	16	1,82	2,14	0,10
17	3	2,83	0,03	17	2,82	2,14	0,46
18	2,55	2,83	0,08	18	1,27	2,14	0,76
19	3,73	2,83	0,81	19	3	2,14	0,74
20	4,09	2,83	1,59	20	1,27	2,14	0,76
21	3,09	2,83	0,07	21	2,82	2,14	0,46
22	1,73	2,83	1,21	22	2,64	2,14	0,25
23	1,91	2,83	0,85	23	1,91	2,14	0,05
24	1,82	2,83	1,02	24	2,18	2,14	0,00
25	3,91	2,83	1,17	25	1,91	2,14	0,05
26	2,18	2,83	0,42	26	2,45	2,14	0,10
27	3,36	2,83	0,28	27	1,36	2,14	0,61
28	2,82	2,83	0,00	28	0,82	2,14	1,74
29	2,73	2,83	0,01	29	2,09	2,14	0,00
30	2,18	2,83	0,42	30	2,09	2,14	0,00
31	2,27	2,83	0,31	31	1,91	2,14	0,05
32	3,18	2,83	0,12	32	1,73	2,14	0,17
33	2,55	2,83	0,08	33	2,91	2,14	0,59
34	3,82	2,83	0,98	34	2,45	2,14	0,10
35	1,82	2,83	1,02	35	3,09	2,14	0,90
36	1,73	2,83	1,21	36	2,36	2,14	0,05
37	3,36	2,83	0,28	37	2,27	2,14	0,02
38	2,55	2,83	0,08	38	2,82	2,14	0,46
39	1,18	2,83	2,72	39	2,27	2,14	0,02
40	2,91	2,83	0,01	40	1,45	2,14	0,48
TOTAL			25,68	TOTAL			19,60

VARIANCE FORMULA:

$$\sigma^2 = \frac{\sum(s-m)^2}{n}$$

EXPERIMENTAL GROUP

$$\sigma^2 = \frac{(1{,}91 - 2{,}83)^2 + (3{,}45 - 2{,}83)^2 + (2{,}18 - 2{,}83)^2 \ldots}{40}$$

$$\sigma^2 = \frac{25{,}68}{40} = 0{,}64$$

$$\sigma^2 = 0{,}64$$

Variance= 0,64

CONTROL GROUP

$$\sigma^2 = \frac{(2{,}27 - 2{,}18)^2 + (3{,}00 - 2{,}18)^2 + (2{,}00 - 2{,}18)^2 \ldots}{40}$$

$$\sigma^2 = \frac{19{,}60}{40} = 0{,}49$$

$$\sigma^2 = 0{,}49$$

Variance= 0,49

Experimental Group   Control Group

Variance post-interview= **0.64**   Variance post-interview= **0.49**

Variance	EG	CG
	0,64	0,49

Variance

	EG	CG
■ Variance	0,64	0,49
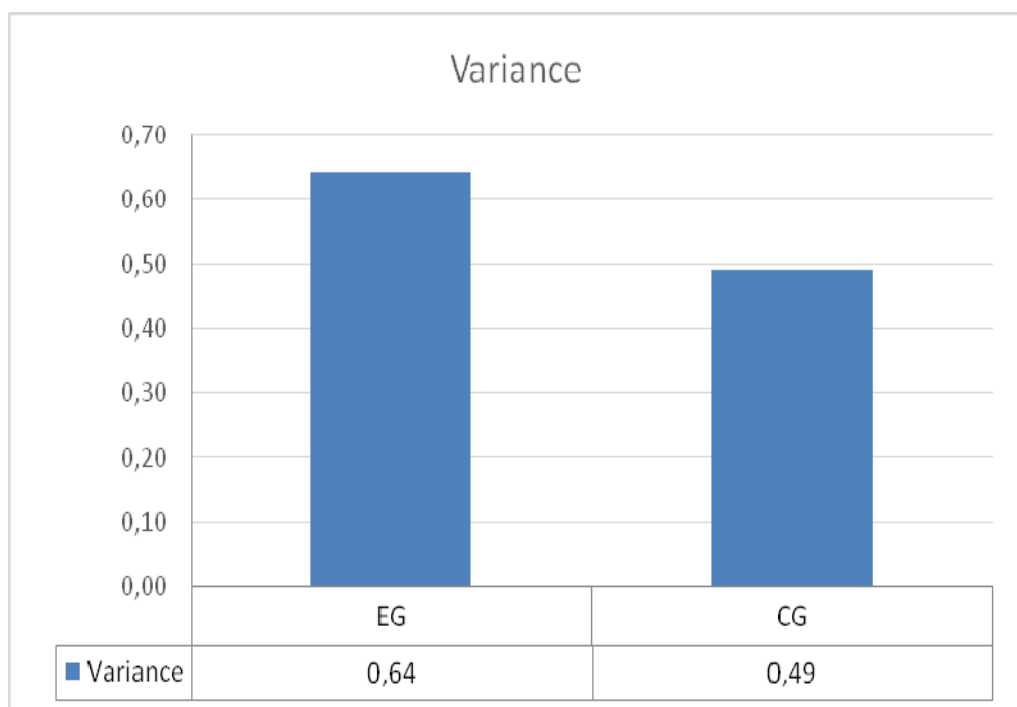
STANDARD DEVIATION FORMULA:

$$\sigma = \sqrt{\sigma^2}$$

EG   **CG**

$$\sigma = \sqrt{0,64}$$ $$\sigma = \sqrt{0,49}$$

$$\sigma = 0,41$$ $$\sigma = 0,24$$

Standard deviation= 0,41   **Standard deviation= 0,24**

Experimental Group   Control Group

SD post-interview= **0.41**   SD post-interview= **0.24**

Standard	EG	CG
Deviation	0,41	0,24

Standard Derivation

	EG	CG
Standard Derivation	0,41	0,24
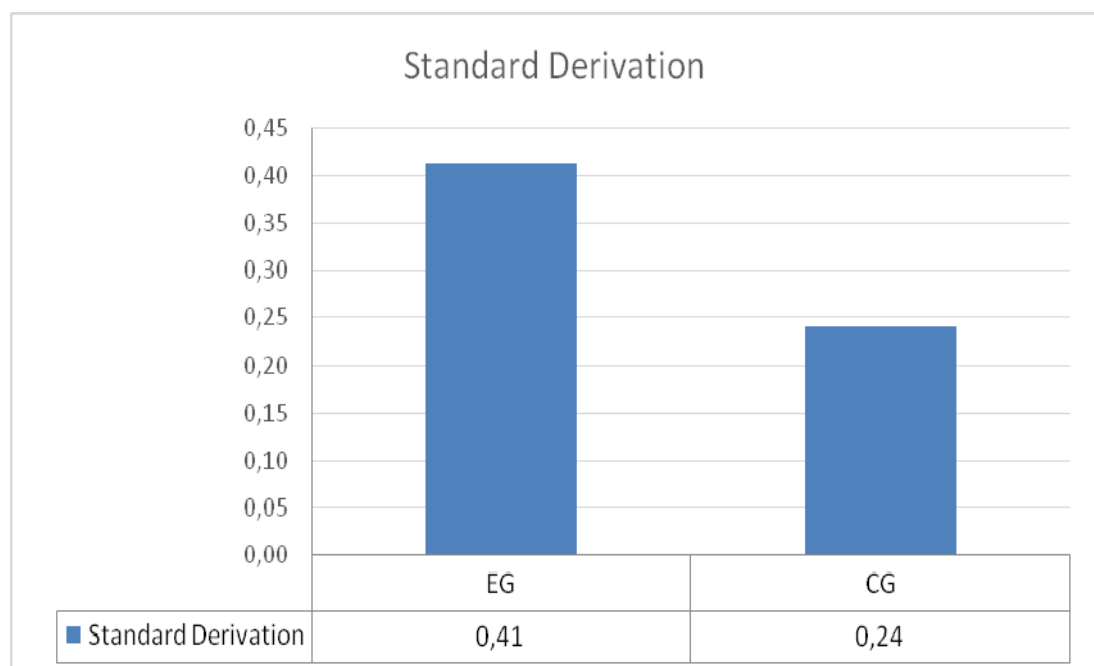
### 4.3.3 Final results – Comparison of Both Groups

The final graphics show the positive incidence that the SRL method has in the improvement of the speaking skill.
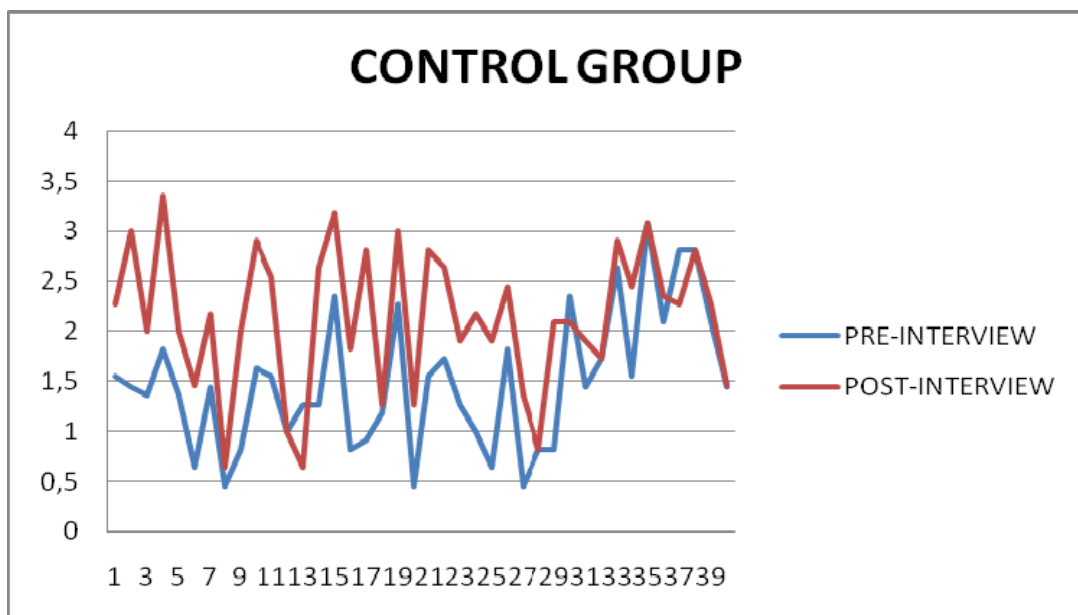
Experimental Group   **Control Group**

Nº	Students	PRE	POST	Nº	Students	PRE	POST
1	ANTAMBA BELEN	1,09	1,91	1	AGUILA RICARDO	1,55	2,27
2	BALSECA JAZMIN	1,55	3,45	2	ANDRADE CARLOS	1,45	3
3	BENITEZ HECTOR	1	2,18	3	ANDRANGO JOSSELYN	1,36	2
4	CALLE SOFIA	0,82	2,55	4	ARELLANO ISMAEL	1,82	3,36
5	CANGO LEITON	1,27	3	5	ARMIJOS JESSICA	1,36	2
6	CEVALLOS HEITON	1,45	4,09	6	CELORIO ANAHI	0,64	1,45
7	CEVALLOS LUIS	0,36	2	7	CHACON JAQUELINE	1,45	2,18
8	CHAVEZ ERIKA	1,09	3,45	8	CHALAN EDISON	0,45	0,64
9	CHIPANTASI SANDRA	2,27	4,27	9	CRUZ JULIANA	0,82	2
10	COBO MATEO	1,55	4,45	10	DAVILA OSCAR	1,64	2,91
11	FREIRE MOISES	1,64	3,36	11	ESPINOZA WILSON	1,55	2,55
12	GAIBOR ALISSON	1,09	3	12	GARCIA G. JONATHAN	1	1
13	GUACHAMIN DANIEL	1,73	3,18	13	GARCIA CASTRO RODDY	1,27	0,64
14	GUALPA ANTHONY	1,64	2,18	14	GOMEZ JUAN	1,27	2,64
15	GUAYCHA NICOLE	1,18	3,55	15	GUALAVISI JOSSELYN	2,36	3,18
16	JADAN EVELYN	1,09	2,18	16	HUERTAS MICHELL	0,82	1,82
17	JATIVA ALEX	1,64	3	17	IBARRA PATRICIO	0,91	2,82
18	LUCERO CARLA	1,55	2,55	18	IZA GLORIA	1,18	1,27
19	MACIAS CAMILA	1,64	3,73	19	LEINES KATHYA	2,27	3
20	MALDONADO GISSELA	1,18	4,09	20	LLUMIQUINGA MAURICIO	0,45	1,27
21	MARTINEZ JOSSELYNN	0,82	3,09	21	MAZA SOLANGE	1,55	2,82
22	MEDRANO MELANIE	1,45	1,73	22	MENDEZ JONATHAN	1,73	2,64
23	MORAN DAVID	1,18	1,91	23	MISQUERO JIMMY	1,27	1,91
24	NICOLALDE LIZMANIA	1,18	1,82	24	MORA LELIS	1	2,18
25	ORDOÑEZ ESTEBAN	1,91	3,91	25	MOSQUERA OMAR	0,64	1,91
26	PALLO ERICK	1,09	2,18	26	MURILLO MAYERLI	1,82	2,45
27	PIAUN NATHALY	1,73	3,36	27	ONTANEDA KEVIN	0,45	1,36
28	PRADO DILLAN	1,73	2,82	28	ORTIZ JAVIER	0,82	0,82
29	QUEVEDO NATHALY	0,73	2,73	29	PERALTA ALEXANDER	0,82	2,09
30	RAMOS SAUL	0,64	2,18	30	PILLAJO CRISTOPHER	2,36	2,09
31	RECALDE KEVIN	1	2,27	31	PONCE KATIUSKA	1,45	1,91
32	REINOSO RICARDO	1,91	3,18	32	POZO JOSELIN	1,73	1,73
33	RODRIGUEZ CHARLIE	1,64	2,55	33	QUIROGA HECTOR	2,64	2,91
34	SALCEDO SAHOMI	2,36	3,82	34	QUIROZ MARIA	1,55	2,45
35	SEMANATE MARLON	1	1,82	35	RAMIREZ JENNIFER	3,09	3,09
36	SISALEMA HENRY	1,36	1,73	36	RAMOS LUZ	2,09	2,36
37	TANICUCHI SANTIAGO	2,09	3,36	37	SANCHEZ BRANDON	2,82	2,27
38	TIGSI JESSICA	1,64	2,55	38	VACA CRISTIAN	2,82	2,82
39	TITUAÑA JAVIER	1,18	1,18	39	VALDIVIESO EDWIN	2,09	2,27
40	VIMOS WILLIAM	2,45	2,91	40	VILLAMAR ANDREA	1,45	1,45
TOTAL		**1,4**	**2,83**	**TOTAL**		**1,5**	**2,14**

Experimental Group
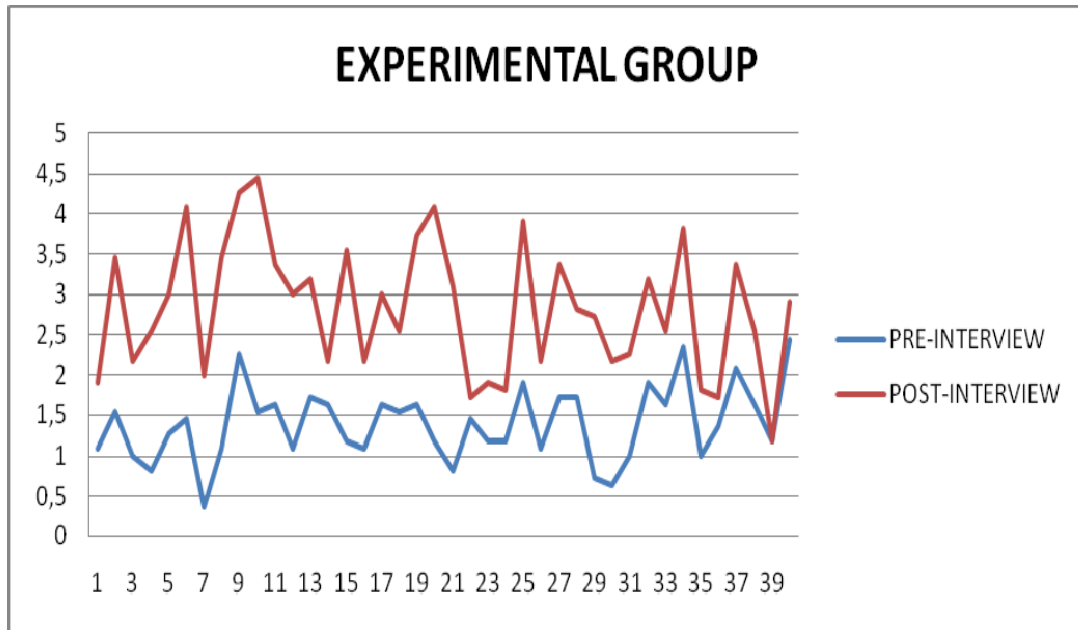
Control Group

MEAN			
EXPERIMENTAL GROUP		CONTROL GROUP	
PRE	POST	PRE	POST
1,40	2,83	1,50	2,14
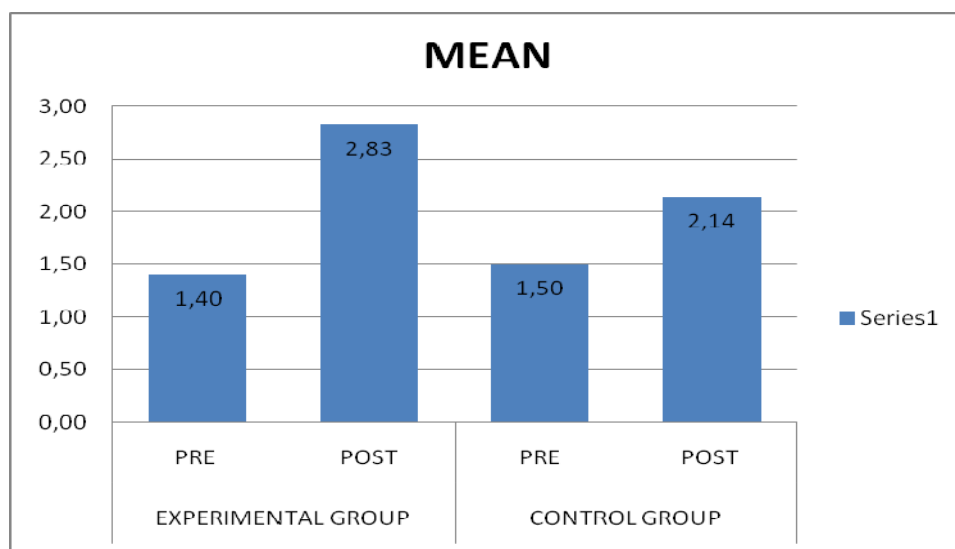
VARIANCE			
EXPERIMENTAL GROUP		CONTROL GROUP	
PRE	POST	PRE	POST
0,21	0,64	0,46	0,49
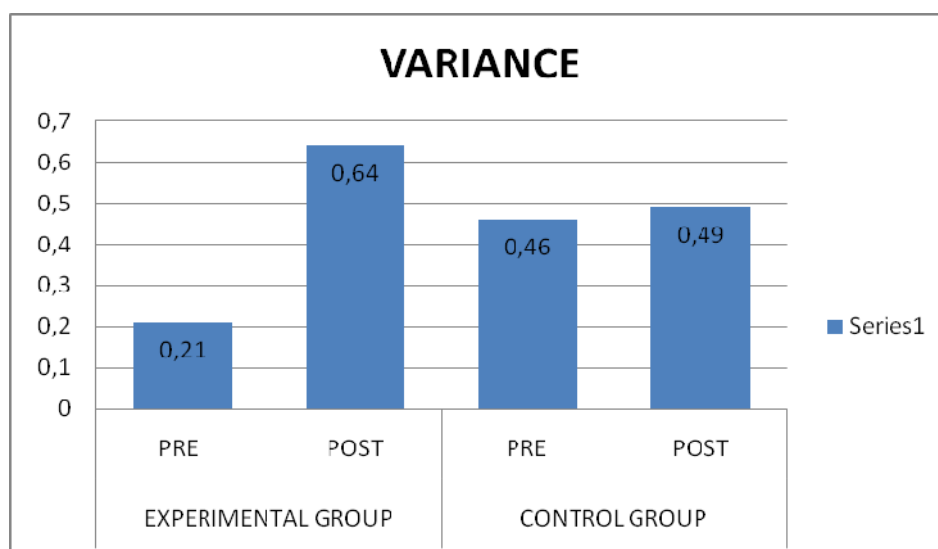
STANDARD DEVIATION			
EXPERIMENTAL GROUP		CONTROL GROUP	
PRE	POST	PRE	POST
0,05	0,41	0,21	0,24
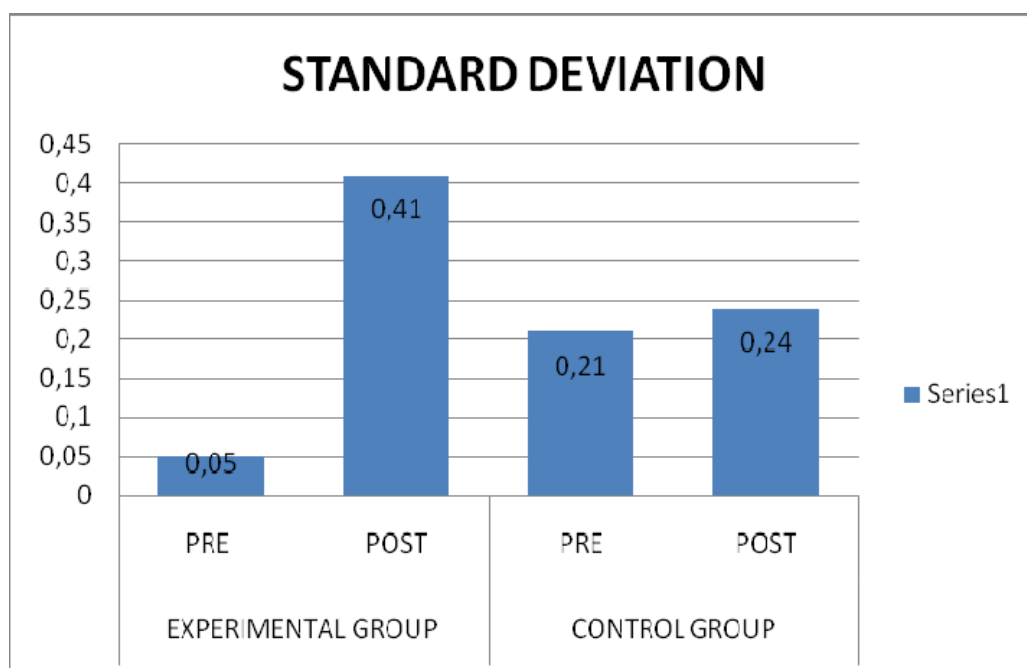
4.3.3.1 T-test Analysis

The t-test was used to determine if the both groups, experimental and control differ in a significant way from each other. This test is based on the theoretical model of distribution Student (Hernandez, Fernandez & Baptista, 2003).

The "t" test has an inferential character that allows a hypothesis test for the mean difference, as judged whether two groups differ significantly with respect to their mean, in an experimental context (Hernández et al., 2003). In this way it may accept or reject the null hypothesis, which proposes that there

is no significant difference between both groups. If the null hypothesis is accepted implies that there are no significant differences between the two groups mentioned above, this means that the treatment applied to the experimental group in order to develop the speaking skill in classroom does not affect or leads to more effective learning. On the contrary, if the null hypothesis is rejected, it implies that the independent variable, in this case, the self-regulated learning method turns into an important element to develop the speaking skill in classroom.

To analyze the data four confrontations of results will be made using this test (Microsoft Excel). First, results of the pre interview experimental and control groups will be compared. Then, the results of the pre-interview with the results of the post-interview control group will be compared, likewise comparing results of pre-interview with the results of the post-experimental interview. Finally, the results of the post interview experimental and control groups will be compared.

All calculations were done for a level of confidence 0.05, it means, there is a 95% chance that the groups actually differ significantly from each other and 5% chance of error.

1. Data of pre-interview control and experimental groups

Data	Pre-interview Control Group	Pre-interview Experimental Group
Mean	1,50	1,40
Standard deviation	0,21	0,05
t	0,742817749	
p-value	0,459823381	

Assuming that the variances are equal, the value of the t-test is 0,742817749, p-value = 0,459823381. As the p-value for the test is not lesser than 0.05 we can say that there is no statistically significant difference between the means of the experimental and control groups in a confidence level of 95%.

We conclude, then, that there are no statistically significant differences between the results of the pre-interview applied to experimental and control groups. So that, both groups are sufficiently homogeneous in their prior knowledge.

2. Data of pre-interview and post-interview of control group

Data	Pre-interview	Post-interview
Mean	1,50	2,14
Standard deviation	0,21	0,24
Sample	40	40
t	4,130114	
p-value	0,000090	

Assuming that the variances are not equal, the value of the t-test is 4,130114, p-value = 0,000090. As the p-value for the test is lesser than 0.05 we can say that there is statistically significant difference between the means of the pre-interview and post-interview control group, in a confidence level of 95%.

We conclude, then, that there are statistically significant differences between the results of the pre-interview and post-interview control group. It is clear that the students were learning too through the traditional methodology.

3. Data of pre-interview and post-interview of experimental group

Data	Pre-interview	Post-interview
Mean	1,40	2,83
Standard deviation	0,05	0,41
t	9,6828287	
p-value	0,0000000000000051	

Assuming that the variances are equal, the value of the t-test is 9,682829, p-value = 0,0000000000000051. As the p-value for the test is lesser than 0.05 we can say that there is statistically significant difference between the means of the pre-interview and post-interview control group, in a confidence level of 95%.

We conclude, then, that there are statistically significant differences between the results of the pre-interview and post-interview experimental group. Therefore, it means that the treatment was effective in students who participated in the experimental group.

4. Data of post-interview of control and experimental groups

Data	Post-interview Control Group	Post-interview Experimental Group
Mean	2,14	2,83
Standard deviation	0,24	0, 41
Sample	40	40
t	4,070754904	
p-value	0,000111477	

Assuming that the variances are equal, the value of the t-test is 4, 070754904, p-value = 0,000111477. As the p-value for the test is lesser than 0.05 we can say that there is statistically significant difference between the means of the experimental and control groups, in a confidence level of 95%. We conclude, then, that there are statistically significant differences between the results of the post-interview applied to experimental and control groups. Therefore, it means that there is a better learning result in students who applied the SRL method in classroom compared with students who formed the control group and had a neutral treatment.

4.4   CONCLUSIONS

- The significant differences showed by the T-test confrontations shows that the self-regulated learning method was accepted by students and they developed a positive interest in learning English.

- The SRL guided the students to follow a staged process which involved the students to plan, to control, and to direct their cognitive work towards the achievement of their personal goals.

- By using the SRL, the interchange of ideas among the students created a better peer relationship in class.

- The motivation students got through the application of SRL helped them to develop positive emotions towards classroom lessons they had to develop.

- They also increased their capacity to control and modify their ways of learning according to the required situation, by choosing their own strategies to present the different themes to the class.

- The use of the English language in class let the students become familiar with the new vocabulary and common phrases used in their interactive class activities.

- The students got new ideas to improve their learning to speak in English and at the same time to speak in front of their classmates.

- Because of the application of this methodology, the students were able to understand and answer questions orally according to their level correctly.

4.5 RECOMMENDATIONS

➤ The school should apply the SRL in order to develop the speaking skill, due to the fact that this methodology was accepted by the students and it brought about better results than the traditional method used.

➤ Students should get involved in the phases of the self-regulated learning in order to reach their educational goals.

➤ Teachers should promote the use of SRL by organizing work groups in class. They should start by setting clear rules to work on the Self-regulated learning method

➤ Teachers should work on motivating students since the first time, through dynamic activities like games, competitions, questioning, etc.

➤ Teachers should work on deepen in the students' individual traits to customize the students' learning process.

➤ Teachers should make students become conscious of the good results that the use of English language in classroom can bring up.

➤ Teachers must explain the students that making mistakes is a normal fact in the process of learning. By doing so, they will be able to respect their peers' performances as well as their own performances.

➤ We recommend training the English staff on the Self-Regulated Learning method through a workshop in order they can be then good leader in this process with their students.

PART
FIVE

5 PROPOSAL

5.1 Theme

Workshop at Andrés Bello High School for English teachers about the Self- Regulated Method in the classroom.

5.2 Justification

Nowadays society requires from the language educator, the good management of the teaching-learning process of the English language within classrooms. There is the necessity to take into account the students as individuals with different characteristics and ways of learning.

Language learning has always been a challenge because of its requirement of memorization of vocabulary, correct use of grammar structures, reading comprehension, writing with accuracy, listening exercises and speaking practices which must be well-developed for not causing misunderstandings in the community of learning. Because of this, and to reach a good apprenticeship of the English language, it is important to let the teachers know new teaching methods in which a student can be taken as an active participant of his/her own language learning. Teachers need to learn first and then guide students in the SRL method. The SRL method deals with individuals' knowledge about themselves that is why, the cognitive aspect as the same as others like self-esteem, self-motivation and self-evaluation play an important role within it. The fact that personal interests are taken into

account make us feel better and be decided to work on it and make the best effort to reach goals.

The management of different methodologies to teach is crucial now due to the fact that education is the base of society and individuals always search to be ok and have better life conditions, not only economical but also emotional. SRL is a current method that gives opportunities of change. Future means that "change" and teachers need to be prepared to handle those upcoming situations. This method allow the teachers to know themselves personally and professionally, they will also gain a good level of autonomy in order to learn at any time, in any place new teaching methodologies.

Teachers in the institution are happy to know about this because they say, no one before ask them about – their wants, interests or what do they really hope from their students. Teachers agree in the necessity of change to improve the students' apprenticeship of the English language. They want to love their profession and bring up the institution. They have the predisposition, a good infrastructure, resources and materials to learn. All the people who work there are interested in having a better life style because they assure that the high school is like their second home, that is totally true. There, they have clear that the benefits are for all them.

The team work and well-applying of the SRL method will make this institution different from the others. There, there will be good teaching-methodology; excellent professionals and wishful students who want learn something new every day.

5.3 Objectives

5.3.1 General Objective

To train the English teaching staff of Andres Bello High School on the Self-Regulated Method in the classroom.

5.3.2 Specific Objectives

✓ To share basic knowledge of the SRL Method for its future application in the classroom.

✓ To teach strategies based on the SRL Method.

✓ To improve the English area coordination in the high school by means of team work based in the SRL method.

5.4 Location and Spatial Coverage

The proposal will take place at Andres Bello High School in Quito city, in the second period of the school year 2013– 2014.

5.5 Target Population

The target population of the proposal is:

- The English staff in the Institution composed of five teachers.

- The Director

5.6 Budget

ITEMS			SUBTOTAL
Trainer	$ 15.00 hour	10 hours	$ 150.00
Trainer's lunch	$ 3.00	1 person, 5 days	$ 15.00
Copies and prints	$ 5.00 c/u	5 participants	$ 25.00
Unforeseen	$ 20.00		$ 20.00
TOTAL			**$ 111.00**

5.7   Planning

5.7.1   MACRO-PLAN

A. GENERAL INFORMATION

THEME: SELF REGULATED LEARNING

DIRECTED TO: ENGLISH TEACHERS

WEEK PERIODS: ONE

TEACHER: SONIA ARMIJOS

B. EDUCATIONAL OBJECTIVE

To educate teachers about the "Self-Regulated Learning Method", in order to contribute to today's educational society, and to get teachers ready to handle situations in the actual educational field that shows that the English language is becoming crucial to develop students' capacities, abilities, skills and critical thinking.

C. OBJECTIVES

The teacher will be able to:

- Interchange information of the SRL method.

- Use strategies based on the SRL Method in order to prepare a class.

- Express ideas, thoughts and feelings about the SRL Method.

- Work within a team and for the team to make strong the English area.

CONTINUE.....

D. UNITS AND TIME

SCHOOL YEAR: 2013 – 2014

TERM	WEEKS	HOURS	LESSONS
FIRST	1	10	1 to 5

E. DENOMINATION OF EACH UNIT

THEME	HOURS	CONTENT	HOURS
UNIT ONE **DESCRIPTION OF THE SRL METHOD**	6 HOURS	THE SRL METHOD What is it? Who are the participants? Which is the procedure? Which are its components?	6
UNIT TWO **WORKING WITH THE SRL METHOD**	4 HOURS	THEORY APPLICATION Learning strategies Workshop	4

A. METHODOLOGY

The proposed training in the Self-Regulated Learning Method has a unique design that joins the teacher and institution's necessities of an education of quality and the good living. That is why, it is going to be a meeting that looks for the promotion of analysis, criticism and awareness..

CONTINUE…

of the need for change and thought about innovation, from the small things like greeting and linking lessons, until the complex ones based on the knowledge and application of concepts previously learned. Communication will be opened for teachers who can feel free from asking and arguing when necessary.

B. RESOURCES

HUMAN: Trainer and five English teachers.

MATERIALS: Radio, videos, books, magazines, dictionaries, audiovisual room and computers.

C. EVALUATION

- ***Diagnostic***: It will be taken at the beginning of the course in order to establish the bases we have to start working.

- ***Procedural***: It will be realized in a permanent form based on daily work of teachers, individually or in-group.

- ***Achievement***: It will be taken at the end of each unit in order to make the necessary improvements or to clear doubts in order to have better results.

5.7.2 UNIT PLAN

1 Informative data:

Area: English	School year: 2014-2015	Teacher: Sonia Armijos
Unit: ONE	Topic: Self-regulated method (Theory)	
Time:6 hours	Initial date:	End date:

2 Educational objective of the unit

To share knowledge about the SRL Method with the English teachers to apply it in their future classes, it is going to be a participative meeting open to doubts and giving the teachers the time to take important notes.

3 Relation among the curricular components

			EVALUATION	
SKILL	METHODOLOGY	RESOURCES	RUBRIC	TECHNIQUE AND INSTRUMENT
To identify the principal characteristics of the SRL method.	**EXPERIENCE** Have you ever Heard about the Self- Regulated Learning? What do you think about this method? To watch videos about the SRL. **REFLECTION** What do you understand about the method through the video? Do the teachers have benefits when using this method?	Computer P.P Slides Paper Pencils Markers Board	• Define the principal characteristics of the Self- Regulated Learning by using their own words. - Listen and watch a video about the SRL. - Work in pairs. - Write the principal features of the SRL.	**Technique**: Alternative **Instrument**: Exposition **CONTINUE…**

Do the students have benefits when using this method?

What is the principal objective of this method?

CONCEPTUALIZATION

- Rain of ideas to review the characteristics of the SRL method.
- Explanation of the method through power point slides.
- Open-time to doubts and questions.

APLICATION

- In pairs, draw with your own words a mind map of the SRL.

4   Contents:

Concept	What is it?
Participants	**Teachers – Students**
Procedure	**Planning – Monitoring – Control – Reaction and Reflection**
Components	**Cognitive, affective, behavioral and environmental domains**

5   Observations:

_____

Teacher's signature

1. Informative data:

Area: English	School year: 2014-2015	Teacher: Sonia Armijos
Unit: TWO	**Topic:** Self-regulated method (Practice)	
Time: 4 hours	Initial date:	End date:

2. Educational objective of the unit

To apply knowledge about the SRL Method with the English teachers in order they become familiar with the method and so the application of it could be easy in the future classes. It is going to be a participative workshop open to doubts and giving the teachers the time to prepare good teaching proposals.

3. Relation among the curricular components

SKILL	METHODOLOGY	RESOURCES	EVALUATION	
			RUBRIC	**TECHNIQUE AND INSTRUMENT**
To work of teaching proposals based on the SRL method, using materials and technological instruments in the room.	**EXPERIENCE** What is the Self Regulating Learning? What are the participants in the SRL? Which is the procedure of the SRL? What are its components? Have you think about giving a class based on this method? **REFLECTION** What are the advantages by using this method in class? Are there any disadvantages when using the	Computers P.P Slides Paper Pencils Markers Board Magazines Videos Music	• Prepare a unit and class plan focusing on the Self-Regulated Learning by the learning strategies listened or their own. - Listen to some SRL strategies in practice. - Acting of the class plan	**Technique**: Alternative **Instrument**: Exposition **CONTINUE…**

SRL?   to the group.

CONCEPTUALIZATION

- Review of features of the SRL method.

- Explanation of some Self-Regulated Learning

  strategies in practice.

APLICATION

- In groups, prepare a unit and a class plan

  based on the SRL method, including the four

  phases.

4. **Contents:**

Learning strategies	**Self-assessment, questioning, reciprocal teaching, etc.**
Workshop	**Unit plan, class plan**

5. **Observations**

_____

Teacher's signature

5.7.3 LESSON PLAN

1. **Informative data:**

Area: English	School year: 2013-2014	Teacher: Sonia Armijos
Unit: ONE – Lessons 1,2,3	Topic: Self-regulated method (Theory)	
Time: 6 hours	Initial date:	End date:

2. **Educational objective of the unit**

To share knowledge about the SRL Method with the English teachers to apply it in their future classes, it is going to be a participative meeting open to doubts and giving the teachers the time to take important notes.

3. **Relation among the curricular components**

SKILL	METHODOLOGY	RESOURCES	EVALUATION	
			RUBRIC	TECHNIQUE AND INSTRUMENT
To identify the principal characteristics of the SRL method.	**EXPERIENCE** Have you ever Heard about the Self-Regulated Learning? What do you think about this method? To watch videos about the SRL. **REFLECTION** What do you understand about the method through the video? Do the teachers have benefits when using this method? Do the students have benefits when using this method?	Computer P.P Slides Paper Pencils Markers Board	• Define the principal characteristics of the Self- Regulated Learning by using their own words. - Listen and watch a video about the SRL. - Work in pairs. - Write the principal features of the SRL.	**Technique**: Alternative **Instrument**: Exposition **CONTINUE…**

What is the principal objective of this method?

Monday

Lesson one – two hours

CONCEPTUALIZATION

- Rain of ideas to review the characteristics of the SRL method.

- Explanation of the method through power point slides.

Tuesday

Lesson two – two hours

- Open-time to doubts and questions.

APLICATION

- In pairs, draw with your own words a mind map of the SRL.

Wednesday

Lesson three – two hours

4. **Contents:**

Concept	What is it?
Participants	Teachers – Students
Procedure	Planning – Monitoring – Control – Reaction and Reflection
Components	Cognitive, affective, behavioral and environmental domains

_____

Teacher's signature

1. Informative data:

Area: English	School year: 2013-2014	Teacher: Sonia Armijos
Unit: TWO – Lessons 4,5	**Topic:** Self-regulated method (Practice)	
Time: 4 hours	Initial date:	End date:

2. Educational objective of the unit

To apply knowledge about the SRL Method with the English teachers in order they become familiar with the method and so the application of it could be easy in the future classes. It is going to be a participative workshop open to doubts and giving the teachers the time to prepare good teaching proposals.

3. Relation among the curricular components

SKILL	METHODOLOGY	RESOURCES	EVALUATION	
			RUBRIC	TECHNIQUE AND INSTRUMENT
To work of teaching proposals based on the SRL method, using materials and technological instruments in the room.	**EXPERIENCE** What is the Self Regulating Learning? What are the participants in the SRL? Which is the procedure of the SRL? What are its components? Have you think about giving a class based on this method? **REFLECTION** What are the advantages by using this method in class? Are there any disadvantages when using the SRL? **CONCEPTUALIZATION**	Computers P.P Slides Paper Pencils Markers Board Magazines Videos Music	• Prepare a unit and class plan focusing on the Self-Regulated Learning by the learning strategies listened or their own. - Listen to some SRL strategies in practice. - Acting of the class plan to the group.	**Technique**: Alternative **Instrument**: Exposition **CONTINUE…**

- Review of features of the SRL method.

- Explanation of some Self-Regulated Learning strategies in practice.

- Find out individual and group objectives in the English area.

- Creation of a second language masterpiece (techniques) for the institution taking into account the individual and group objectives.

Thursday

Lesson four – Two hours

APLICATION

- In groups, prepare a unit and a class plan based on the SRL method, including the four phases.

Friday

Lesson five – Two hours

4. Contents

Learning strategies	Self-assessment, questioning, reciprocal teaching, etc.
Workshop	Unit plan, class plan

_____

Teacher's signature

5.8 Curricula

5.8.1 Theory background

Within this module, we will identify and analyze the principal features of the Self- Regulated Learning Method, which includes the concept, participants, procedure and components. The English staff will have the opportunity to know an interesting method based on what the actual society is asking the teachers work on, the development of personal characteristics on individuals, students able to manage their learning, a critical thinking and use their attitudes for the well-being of the country.

Teachers will know that the components like cognitive, affective, behavioral and environmental domains are very important in the teaching-learning process, that their existence is crucial there. They will identify the benefits for the teachers and students when applying the SRL method in the classroom.

The English staff will feel free and with the necessity of change. They will watch videos about the SRL method and they will also have the respective explanation of the trainer, for then, they will be able to create their own concepts, notes and ideas of the method to make easy the labor on the workshop.

5.8.2 Hands-on workshop

Before dealing with the workshop, there will be a brief review of the features and benefits of the Self-Regulated Learning method, then a brief explanation of some SRL strategies in practice like - self-assessment, questioning, reciprocal teaching, among others.

In the workshop, we will find individual and group objectives within the professional field, also, the elaboration of some strategies to reach them in the lesser time. All the participants will be hold to work for the benefit of the institution, this time focusing on the English area by creating a second language masterpiece, choosing the best techniques to work with the different groups of students. They will also develop a unit and lesson plan based on the SRL method, including the four phases, which are planning, monitoring, control, and, reaction and reflection. Finally, they will explain their work to the group. The collaboration and effort of each of the members will be required to develop the tasks established by the trainer.

5.9 Schedule

January 2014	Week 1	Week 2	Week 3
Organizing the information	X		
Elaboration of work material		X	
Set the date for meeting		X	
February 2014			
Training Theory Background		X	
Workshop		X	
Exposition of the group work		X	
Second period of school year			
Project follow			
June 2014			
Project evaluation			

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ANNEX 1

PRE – POST INTERVIEW

Estimated time: 2 minutes

PERSONAL DATA

1. What is your name?

2. How old are you?

3. What do you do in your free time?

4. What do you want to be in the future? Why?

ABOUT YOUR HOME TOWN

5. Where do you live?

6. Is it quiet or noisy?

7. Are there any parks or green areas?

ABOUT YOUR FAMILY

8. Talk me about your family.

   Do you have any brothers or sisters? / What are their names? /

   What are their occupations? Do you have pets?

ABOUT YOUR STUDIES

9. Do you like to study English? Why?

10. What subject do you like?

TASK

11. Could you describe the picture please?

(Annex 2)

ANNEX 2