

TEACHERS' BELIEFS ABOUT SELF-REGULATED LEARNING TO THE  
DEVELOPMENT OF SPEAKING IN STUDENTS AT A HIGHER EDUCATIONAL  
INSTITUTION

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2020

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By

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A thesis submitted as a requirement to opt for a B.A degree in English and Spanish Program

Submitted to the School of Human Sciences  
in partial fulfillment of the requirements  
for the degree of B.A. in English and Spanish  
Linguistic and Languages Department  
English and Spanish Program  
University of Nariño  
2020

### **Nota de Responsabilidad**

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**Nota de Aceptación.**

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San Juan de Pasto, 30 de junio de 2020

### **Acknowledgement**

*Be thankful for what you are now,  
and keep fighting for what you want to be tomorrow.*

Foremost, I am genuinely thankful to my advisor, Professor Mario Guerrero, Mg, for helping me with his wise and professional advice; his invaluable contribution was a fundamental pillar during the entire process of my thesis. I could not have imagined having a better advisor and mentor for my research project than him.

I also want to thank my evaluators Christian Tovar and Alexander Castillo, for their assistance and suggestions throughout my project.

I would like to express my deep and sincere gratitude to professor Pilar Londoño for her patience, motivation, enthusiasm, and immense knowledge; her teachings and advice made a significant impact on me.

To my mother, for all her prayers and support on my behalf. To my sister for being good example to follow. To my father, even though he is no longer with me; his positive example of struggle and wise advice still make an echo in my life that will last forever.

Finally, my thanks go to all the people who have supported me to complete the research work directly or indirectly.

### Resumen

El objetivo de este estudio es comprender las creencias de aprendizaje autorregulado de los profesores sobre el desarrollo de cómo los estudiantes mejoran su habilidad de hablar en la Universidad de Nariño. Para ello, en primer lugar, se prestará especial atención a los términos habilidad de hablar, autorregulación y creencias de los profesores. Además, este trabajo discutirá algunos problemas que los estudiantes enfrentan al hablar un idioma extranjero. La metodología de la investigación se llevará a cabo como estudio cualitativo porque el propósito de ésta será comprender en detalle las creencias que tienen los profesores de EFL sobre las prácticas de aprendizaje autorregulado en la enseñanza del inglés como lengua extranjera, especialmente en el habla. Además, el método de investigación incluirá una entrevista semiestructurada. Por último, este estudio proporcionará a los profesores una unidad pedagógica que incluye algunas actividades de enseñanza centradas en cuatro estrategias principales de aprendizaje autorregulado y en la mejora de la capacidad de hablar.

**Palabras clave:** Hablar, aprendizaje autorregulado, creencias de los profesores, estrategias de aprendizaje autorregulado.

### **Abstract**

The aim of this study is to understand teachers' self-regulated learning beliefs on the development on how students improve their speaking skill at the University of Nariño. So, to do so, firstly, special attention will be paid to the terms speaking skill, self-regulation and teachers' beliefs. Besides, this paper will discuss some problems that students face when speaking a foreign language. The research methodology will be carried out as qualitative study because the purpose of this will be to understand in detail the beliefs that EFL faculty members have about self-regulated learning practices in the teaching of English as a foreign language, especially in speaking. Additionally, the research method will include a semi-structured interview. Finally, this study will provide professors with a pedagogical unit which includes some teaching activities focused on four main self-regulated learning strategies and regarding the improvement of the speaking skill.

***Key words:*** Speaking, Self-regulated learning, Teachers' beliefs, Self-regulated learning strategies.

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## Chapter I

### Introduction

Language, in general, is the medium by which a person communicates his thoughts, ideas, and feelings to other people. Now, English has become an important means to transfer information and conduct their business not only in a specific society but all over the world. Reddy (2016) points out “English is a link language and is used in trade and business both at national and international level.” (p.1) In short, it is a vehicle, by which different kind of information is transmitted. So, it is important to take into consideration that English has been recognized as one of the most important languages to convey every single idea among the people of different countries and for worldwide uses. “English has been widely accepted as the most widespread language in the world.” (Ahmad: 2016: 1). Many people come in contact with it daily when listening to pop music, watching TV, or using social media. The English language plays a crucial role to weave the world into a single thread; it has high status and now is considered as a sharing language, or in other words, as a lingua franca. Firth (1996) conceives the term essentially as a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 240), and Gnutzmann (2000) complements the statement arguing that it also includes native speakers when they engage in intercultural communication (p. 357). Children also begin to study English at early ages and they continue to do so until they graduate from high school. That is why English is an acknowledged passport to better education and employment opportunities. Talking about the field of education, it is fitting for teachers of English to teach students to recognize the importance that this language has not only in their academic context but also in their future professional careers.

Now, teachers might know that learning English is probably an arduous and demanding process for some learners, that is why they should look for the best alternatives for students to learn the target language as best as possible, this is where their real work begins. Teachers also might know that students do not learn a language at the same pace because the levels of competence for the learners are also diverse. However, it is here where the teachers have the responsibility to motivate their students and make sure that they become involved in the learning process because learning is an active process of translating new knowledge, insight, and skills into behavior.

Being aware of the previous statement and since self-regulated learning is a multi-dimensional activity that involves an individual's cognition, emotion, action, and surroundings, teachers need to advise students on this process because it helps them to self-assesses, goal set and some learn strategies, motivate and monitor themselves. Also, with this knowledge and awareness, students' language learning might be improved through learner training by their instructors. On the other hand, most of the teachers might have noticed that a common learning problem among ESL/EFL learners is probably that they do not know "how" to learn to improve their English language skills. It might seem that the 'how' question of learning English still stands an issue to these students, so self-regulation. In this case, it is suitable that teachers use self-regulation since this process significantly influences individuals' learning achievements, and the best way to approach learners to this practice is firstly sharing the perceptions that teachers have about self-regulated learning and how it can affect positively in their English improvement. Zimmerman (1989) was the first academic to propose the construct of self-regulated learning in educational psychology. He believes that self-regulated learning is a process in which learners actively participate to some extent in their learning in terms of metacognition, motivation, and

action. He also proposes a model of self-regulated learning to illustrate how learners actively employ specific strategies in their study to achieve the course objectives, based on their willingness, motivation, and metacognition. Zimmerman and Pons (1986) also believe that self-regulation ability is the best predictor of students' learning performances. In short, the implementation of self-regulation may become the most meaningful resource to support the learning process of English speaking skills. To verify how Self-Regulated Learning influence the learning process of the speaking skills in the English students of the University of Nariño, this study will employ a qualitative design involving a phenomenological approach to explore the topic of teachers' beliefs about self-regulated learning and how these perceptions could help students to improve their speaking. The thesis aims to understand teachers' self-regulated learning beliefs on the development on how students develop speaking skills at a higher educational institution. The primary data sources of this study will be interviews with four language instructors who belong to the Linguistic and Languages Department; notes on observations will be additional data sources. The purpose of the teachers' survey will be to investigate the teachers' self-regulatory perceptions about how students learn English especially, the speaking skill, and how they develop some autonomy strategies to strengthen and master the target language. This work is divided into four main chapters. The first chapter deals with why learning English is important nowadays, also how important is English in the field of education, in terms of opportunities, its influence and the most commons problems in students to learn a foreign language; it also will try to explain how SRL motivate students in their learning process. Based on the teachers' beliefs about self-regulated learning and the identified issues and factors about learning speaking skills in students, it is considered important to know what the teachers' self-regulated learning beliefs on how their students develop the speaking skill are. Next, the last

part of this chapter explains how essential this proposal is because it pretends to show what the teachers' perspectives are regarding students' self-regulated learning and why it is important they learn through this process. Besides, this study will offer the opportunity to enrich the students' English level and also will present some SRL alternatives which are worthwhile that teachers put into practice to strengthen the speaking skill and its subskills that enhance learners' academic performance. The second chapter will explain terms related to the literature review, specifically speaking and some speaking subskills, the concept of self-regulated learning, its importance in education and some models that can be used as a guide for teachers who believe that SRL perspectives can support their students to improve the ability to speak accurately, the definition of beliefs in general terms, and also teachers' perceptions, and finally it will discuss some existing research project based on the implementation of SRL as a way of learning English. The third chapter is based on the methodological approach and the type of study that will be carried out, which is the phenomenological one; furthermore, this part will give information about the setting where the proposal will take place and the kind of population and sample that will be used to conduct the findings. Moreover, this part will take into consideration the semi-structured interview as a way of collecting the data about the beliefs that teachers have about SRL in the speaking skill in their English language students; the last part of this unit will conclude with some ethical aspects. Finally, in the last chapter will be presented a pedagogical design that contains some speaking activities that include some important self-regulated learning strategies which are cognitive, metacognitive, management, and motivational. This proposal not only has as objective to reinforce students' speaking skill and its sub-skills but also help teachers to introduce their students on SRL strategies in an implicit way. Besides, with all those speaking

activities the student will learn to control, monitor, their learning progress, and overcome the main speaking weaknesses.

### **Statement of the Problem**

English has spread widely all over the world and is now used by millions of speakers in different contexts, international businesses, science, education, and fields connecting people who have different languages; English is also the most used language to share knowledge and information. Graddol (1997) states that “English seems to have been adopted as the language of globalization and also the language of global culture and international economy” (p.4). In other words, learning a new language allows people to communicate because it helps to see things from a new, broad and better perspective, and get a deeper knowledge of the culture people want to know. Furthermore, English has been chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

Now, becoming a skilled foreign language person is a big challenge because the student needs to be an expert in each one of the four English language skills, but the capacity to speak proficiently provides the speaker with several distinct advantages to master the other ones. In fact, the clarity in speech reflects clear understanding of the language.

Learning English encompasses four important skills: listening, speaking, reading, and writing. Language skills are: “the mode or manner in which a language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called active/productive skills and reading and listening the passive/ receptive skills. Often the skills are divided into sub-skills (Richards, Jack C., Richards & Schmidt, 2002: 293).

According to Ur (1996, p.120), "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important". Also, Zaremba (2006) argues that among the four language skills, speaking seems to play a more important role in communication. In general, speaking is a productive and active process defined as one of the most difficult skills to learn in whatever language, but although this one is a challenging ability since it requires a lot of effort, it allows people to interact each other in the society and contributes to the success in every phase of life. Chaney (1998) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). So, no matter how difficult it is to learn to speak in a foreign language, students need to make their best effort to do it. It is here where self-regulated learning comes in.

Self-Regulated Learning is a term that not many people know or are not conscious of, but it is meaningful to know that self-regulation is an important factor in the field of education. Self-regulated learning or SRL views learning as an activity that students do for themselves in a proactive way, rather than as a concealed event that happens to them as a result of teaching experiences. Zimmerman (2001) says SRL is the base on how learners transform their mental abilities into academic skills, so it is essential that students introspect themselves and realize that learning is an inside job. Additionally, Zimmerman (2001, 2002), Zimmerman & Chunk (2001) define self-regulation as a total-engagement activity involving multiple parts of the brain. This activity encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one's learning.

Because most students are not self-taught learners, they tend to face difficulties when they have to learn a new language, especially when speaking, that is why it is vitally important to



reinforce self-regulatory perspectives or beliefs that facilitate empowerment and improvement of these skills on students' side. It is also true that most of the students in their learning process stay in the cognitive stage leaving aside the metacognitive stage; in other words, they think that learning is only necessary or required in the instruction and planning of activities made by teachers. Metacognitive knowledge refers to oneself (the person), to the task, and to the strategies that can be used to successfully fulfill a task. The development of the metacognitive stage helps students to improve self-awareness and self-monitoring becoming independent learners who control their learning and learn how to learn for life.

A recent study asked some students to identify the factors that they considered important in their learning. Planning and practices were the most cited by students of instruction they were receiving by their instructors (Ruohoniemi & Lindblom-Ylänne, 2009). But why don't students mention their effort, learning strategies, or methods to foster their abilities? Unfortunately, the reason is that they don't know how to self-regulate their learning and much less to use self-regulation as a way to improve their English skills. Besides, students overlook this process and don't realize that they must identify, analyze, and search the strategies and methods that they can apply by themselves to build significant learning.

But that is not all, more situations prevent students from learning; for instance, some students might not be interested in studying because they don't like to make the effort to learn, but this is a common problem in students. Willingham (2009) states that "*If schoolwork is always just a bit too difficult for a student it should be no surprise that she or he doesn't like school much.*" (p.2) Another reason is that students do not regulate themselves because in many classrooms they are given little or no opportunity to evaluate their learning processes which prevents them to receive feedback on how they are managing their learning and contributing to

their development of metacognitive knowledge. Laborda (2015) states that self-regulation is innate to the human being, but in a society so programmed... self-regulation is disrupting. In general, it can be said that students do not know how to learn or teachers do not know how to self-regulate their students.

Keeping in mind the aforementioned situations regarding speaking and students' self-regulation, the following research question is posed: What are the teachers' self-regulated learning beliefs on how students develop speaking at a higher educational institution?

### **Objectives**

#### ***General objective:***

- To understand teachers' self-regulated learning beliefs on the development on how students develop speaking at a higher educational institution.

#### ***Specific objectives:***

- To identify what knowledge of self-regulated learning is applied in the instructional process of the speaking skill in students at a higher educational institution.
- To describe how knowledge of self-regulated learning is constructed around the instructional process of the speaking skill in students at a higher educational institution.
- To design some activities on how self-regulated learning is applied around the instructional process of the speaking skill in students at a higher educational institution.

### **Purpose Statement in a Qualitative Phenomenological Study**

The purpose of this phenomenological study is to understand the beliefs, and attitudes that English language teachers have regarding Self-Regulated Learning on the development of the speaking skill in their students at the school of Human Sciences in the Department of Linguistics and languages at the University of Nariño. Using those teacher's perspectives might

help this study to comprehend how the process of self-regulated learning can influence on the improvement of students' speaking skill.

### **Justification**

Carrying out this project is significant because it contributes to the pedagogical field when learning a new language, especially in speaking abilities throughout self-regulated learning. Moreover, this proposal is meaningful because it presents the importance to improve the English speaking skill in learners who are learning a second or foreign language; besides, this project wishes to show what the teacher's perspectives or beliefs are regarding students' self-regulated learning and why it is important that all English language students are aware of how to learn throughout self-regulation. For this reason, this research work will allow readers to know what teachers do to involve self-regulation as one of the prime strategies to enhance the speaking skill in learners.

Self-regulated learning is the base that helps students learn by using their mental abilities. Schunk (2001) points out that self-regulated learning refers to learning that occurs largely from the influence of student's self-generated thoughts, feelings, strategies, and behaviors, which are oriented toward the attainment of goals (p. viii). That is why self-regulation may become the most meaningful source to support the learning process of English, specifically the speaking skill.

Also, this study offers not only the opportunity to enrich the English level of students but also presents some teachers' perspectives based on self-regulation which is useful to put into practice to strengthen the English speaking skill and its sub-skills that enhance learners' academic performance. In other words, this paper outlines the importance of teachers' conceptions regarding self-regulated learning and shows how they can teach in ways that

promote students' development of SRL. According to Zimmerman & Risemberg (1997), it is possible to teach self-regulated learning strategies and that these strategies can significantly enhance students' achievement. It is important to identify if English learners know how to improve their speaking skill through self-regulation or if there are some ways of knowing about self-regulation in the instructional process of the speaking skill in learners of the English language programs. It is also significant to know how teachers help their students to achieve their academic goals when they are not in a scholar environment and obviously to describe what teachers do to self-regulate their learners from their particular learning. Recent literature has also made a connection between teachers' self-regulated learning and their ability to develop self-regulation in students (Gordon, Dembo, & Hocevar, 2007; Randi, 2004). In such a way, this is a project that generates not only the progress on improving students' speaking skill but also become learners who can look for and master all elements that involve self-regulated learning. Chunk and Zimmerman (1994, 1998) described a self-regulated learner as a person who actively engages their learning environment, uses resources effectively, organizes and rehearses key information, and holds positive motivational beliefs about their capabilities and the overall value of learning.

Apart from that, this study shows the importance of self-regulation in the learning process of a foreign language and how this affects students to develop their speaking ability in a better way. Furthermore, this paper proposes to talk more deeply about self-regulated learning process and beliefs to create some ideas that promote students use a range of their specific strategies in academic situations to improve not only their speaking skill but also the other abilities and principally applying those strategies to learning of challenges they face. This research is also useful because it helps to leave solid foundations of the self-regulated learning term applied to

speaking skills. It also motivates students to give meaning to their learning process and to communicate what they have learned, developing their speaking skill and its subskills.

Finally, it is necessary to mention that there have been several studies focused on the beliefs that some teachers have about self-regulation to improve the learning of English as a foreign language. However, most of them are more concentrated in the reading and writing comprehension, but it is worth noting that only recently the interest towards speaking skill, within both research and language pedagogy has shown significant strides. As previously said there is few research made regarding the speaking ability in the learning process of a second language and that reason makes this work innovative and at the same time a new source to amplify the information in this field.

## Chapter II

### Conceptual Framework

This chapter deals with important aspects related to what teachers do to help their students when speaking in English. Besides, it is important to understand more deeply the concepts and perspectives teachers hold about self-regulated learning.

#### Speaking

Florez (1999) labels the concept of speaking as “an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking” (p. 1). As social human beings, we always have the need to communicate to each other because everything is impossible without speech.

Nevertheless, in English language teaching and learning, speaking is considered as a skill that has to be “practised” and “mastered.” (Finnocchiaro & Brumfit, 1983, p. 1440). The previous statement means that learning to speak in a foreign language does not have the same process than learning as a native one; that is the motive whereby English students frequently fail to communicate effectively because they do not express themselves clearly or forcefully enough.

Now to mention, speaking is considered as one of the most challenging skill for all learners.

Bailey and Savage (1994) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (p.7). Additionally, Shumin (1997) agrees with the previous authors, claiming that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (p.8). In this passage the author explains that speaking in another language can be difficult for most of people because it is a process that need to be mastered really carefully, but the point is that when a learner is capable to speak fluently, he or

she can express his or her opinion in the best way. Rivers (1966) claims that “Speaking does not of itself constitute communication unless what is said is comprehended by another person.

(p.196).” Based on the statement above, speaking is not only a mechanic ability, but a socially constructed way to communicate, which makes it more complicated than the sum of its parts; speaking involves thinking of what is to be said while saying what has been thought.

In speaking, it is not enough to say something correctly, it must fit the situation as well. As previously said, communication becomes effective when a speaker is effective enough to transfer competently, simply, clearly, sincerely and dynamically his or her ideas; this is essential for close sympathetic relationships in a society and for transformation of human beings. Furthermore, speaking English is an acknowledged passport to better education and employment opportunities, that is why each student should understand the meaning and role of English as a means for international communication and it has to be developed as a user in local, national, and global communities. Although learners know how important is to learn and comprehend a new language, it is common that most of them have issues trying to learn this language. Mackey (1978) points out that teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached (p. 263). The use and incorporation of English in many fields have made students feel motivated to learn how to speak English since this language provides to them with new opportunities and possibilities to grow personally and professionally. This is why, more and more people use the English language as a common way to communicate to each other. In addition, due to the development of the technology and the transition from the local to the global economy, many companies and large businesses employ people who speak English. According to Baker & Westrup (2003), “a student who can speak

English well may have greater chance for further education, of finding employment and gaining promotion, (p. 5)”

In summary, the main goal of teaching speaking is to enhance learners' communicative skills, by helping them to be fluent, accurate and more competent in real life situations. Alternatively, speaking is crucial in a second language learning and teaching because most people think that the aptitude to speak a language is equal to know that language. The importance of speaking is demanding because without speaking people might be forced to read and there will not be communication. Segura (2012) claims that speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but they still cannot speak it. (p,19).

### **Speaking subskills**

Another important aspect related with speaking is not only the ability to master this skill or the difficulties that most of students face in their learning process, but also knowing each aspect involved in the speaking process. In other words, speaking implicates other important subskills that need to be understood and kept in mind before initiating a real spoken communication in a foreign language. For instance, Harris (1969) claims that there are five speaking subskills that need to be assessed. Those elemental speaking subskills are divided into fluency, vocabulary, grammar, pronunciation and comprehension; each one contributes to make speakers better and more competent when speaking (p. 84). As mentioned before, speaking is considered a very complex skill because it covers other important aspects to produce words orally; probably, that is the reason because some students tend to fail when wanting to put the foreign spoken language in practice. In this case, this means that teachers should also focus on these aspects to teach the students how to master speaking. It is important to make clear that



those students who are not totally experts in speaking are not bad learners but they need more practice and concentrate on those subskills that they feel need to be strengthened.

### **Fluency**

It is natural for common people to speak their native language fluently, for it comes from their natural lives; it is said that fluency is the ability to communicate meaning without too much stopping or hesitating. Polyakov & Tormyshova (2014) describe oral fluency as follows:

Oral fluency is seen as a specific feature characterizing the level of speaking skills which manifests itself in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristic of the speech of a native speaker. (p. 168)

In addition, Schmidt (1992) prefers to call fluency an “automatic procedural skill.” This means the language processing skill is obtained only by using it, not by learning it. Fluency is primarily related to learners’ control over their linguistic L2 knowledge, as reflected in the speed and ease with which they access relevant L2 information to communicate meanings in real time, with ‘control improving as the learner automatizes the process of gaining access’. A fluent speaker expresses himself or herself spontaneously, in an unrehearsed situation.

It is well understood that fluency is one of the most relevant speaking subskills. Fluency gives the speaker confidence and makes his communication clearer and more impressive (Segalowitz, 2000). Additionally, fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speakers’ ability to use facilitation skills (fillers, lexical phrases, ellipsis...etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication (Widdowson, 1998, Segalowitz, 2000). Segalowitz (2000) also mentions that fluency is a basic component in speaking that can never be

compensated for by other skills. Fluency concerns the learner's capacity to use speaking competencies (linguistic, discourse and pragmatic) and their sub-skills in real time without undue pauses.

### **Pronunciation**

Pronunciation is the ability to produce words and sounds clearly, this is a phonological process that requires the use of the voice tract that is in charge to transmit sounds that a person emits. Good pronunciation is important to produce clear language when people speak (Kline: 2001). Not to mention that a clear speech will be more understandable and helps listeners to receive a comprehensible message. Now, in second language acquisition studies, it has been claimed that language learners have difficulty mastering second language phonology, but the main objective of pronunciation instruction is not to ask learners to pronounce like native speakers, but intelligible pronunciation must be the real goal of spoken communication. Ur (1996) agrees with the statement above saying that the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. Based on the findings from various studies on L2 pronunciation, it can say that pronunciation refers to the production of sounds that we use to make meaning. Pronunciation, which physically shapes the speech and carries the spoken and unspoken message, is, thus, an important component to be mastered in L2 learning. An improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction because learners with good pronunciation in English are more

likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Therefore, pronunciation is really important to be learned so as not to experience the wrong meaning in a foreign language conversation. Whatever being the foreign language learner communicative purpose, without good pronunciation and accent skills, it will be hard to comprehend his or her speech or perhaps it could take a different meaning. So, the question is what does the speech of language constitute? Such components are the features that need to be mastered when students learn a language.

### ***Suprasegmental features***

Suprasegmentals or also called prosodic features are frequently used in the context of speech to make it more meaningful and efficient. Without suprasegmentals, a continuous speech often loses the effectiveness of the message being conveyed; that means that an uttered content without the consideration of 'suprasegmental features' has inclined force to misunderstanding. That is why the importance of recognizing the role of suprasegmental features in a conversation. Segments traditionally refers to the vowels and consonants known as phonemes; meanwhile supra-segments are often regarded as the "musical" aspects of speech. As Ladefoged (2006) says, "Suprasegmentals are also called "music of a language" and they are not limited to single sounds but often extend over syllables, words, or phrases." Another relevant aspect is that suprasegmental is a term used in phonetics and phonology to refer to a vocal effect which extends over more than one sound segment in an utterance, such as intonation, stress or juncture pattern. Therefore, the specific features that are superimposed on the utterance of the speech are known as suprasegmental features (Richards, Platt & Platt, 1992; Ladefoged 2006; Crystal 2008). Stress and intonation in English are part of suprasegmental features. According to

Richard, Platt, and Weber (1985) suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone (p.281). Besides, Yin (2009) stated that pronouncing stress and intonation correctly can improve directly to English communication ability. That explanation means, learning stress and intonation pronunciation is vital for English communication in that it does not only aid to communicate ideas easily but also comprehend other speakers successfully.

### *Intonation.*

It is clear that intonation is as important factor in the spoken language as punctuation is in the written one. Intonation is the means whereby we organize our language into patterns that fit the present communicative need (Brazil, 1994, Student's Book, p. 3). Every language has its own intonation system; certain correlations exist between intonation patterns with special meanings. For Instance, intonation has a definite effect on meaning and also gives the information about the speaker's attitude such as friendliness, enthusiasm, or hostility, so for the listener is easy to make inferences about a speaker's state, including excitement, depression, and tiredness. The relevance of using a wide range of intonation patterns surely make a conversation more attractive because if a speaker speaks English with a flat intonation, this may sounds boring and uninteresting or if he or she uses a wrong intonation can therefore give offence. For these reasons, it is essential to practice intonation. Another purpose of intonation in a spoken discourse is to notice when speakers have finished the points they wish to tell to people, carry on with a turn and indicate an agreement or a disagreement (Harmer, 2007). In other words, Brazil (1995) states that the communicative value of intonation is related to the purpose that a particular piece of language is serving in some ongoing, interactive event (p. 240).

On the other hand, intonation is a complex system of meaning communicated through the rise and fall of a speaker's voice. Intonation makes others better to identify and even differ sentence in statement, question, command or instruction. The emphasis on one word in the English conversation sentence certainly has a strong meaning to be conveyed. Intonation will determine whether the sentence has the meaning of the question, command or statement. The two most common intonation patterns are: (1) rising intonation which is regularly used in the sentence in question with the yes/no question and the expression "indecision" or "amazement", (2) falling intonation is used in the customary statement and wh-question. Inappropriate use of intonational structure in an utterance not only makes the communication hard to be understood, but also lead to misinterpretation.

### *Stress*

As foreign language is developed, students must master not only the phonemes that make up individual words, but also their associated stress patterns. Stress is one of the most important communication instruments used by English speakers to convey meaning. All speakers use stress to highlight information they think is relevant. According to Trask (1996: 336) stress is a certain type of prominence, which in some languages, is present upon certain syllables. Additionally, every single English word with more than one syllable or word part has a characterized stress pattern. In fact, stress refers to an increase in the respiratory activity on the part of the speaker which causes a rise in pitch, loudness and word length. The perception of stress is dependent on four features: pitch prominence, loudness, duration, and vowel quality, so stressed syllables generally have more pitch movement than unstressed ones, tend to be louder and longer, and usually contain a full vowel (Roach, 2009).

Stress is the emphasis on a particular syllable in one word. Every word that has two or more syllables always has stress when reading it in one of its syllables. Not only in words is stress but also in sentences. It would sound strange if in one sentence there is no stress in one or several words in it. Because the stress on certain words in a sentence can make others more easily understand what is being said. Every word said in isolation has a stress; however when words are put together in a sentence only some words are stressed. Sentence stress emphasizes the portion of the utterance that is more important for the speaker or that the speaker wants the listener to concentrate on.

In English, words that have more than one syllable will always have one particular syllable that will receive primary stress. For example, the disyllabic word “sister” has a primary stress on the first syllable. The multisyllabic word “courageous” has primary stress on the second syllable. Syllables in disyllabic and multisyllabic words that do not receive primary stress may receive secondary stress, depending on the level emphasis given to the individual syllable (Small, 2005, p. 216)

People find sometimes a little bit difficult put the correct stress in their own native language in spite of knowing quite well all the features of their mother tongue; now, it is understandable how challenging can be put the right stress in a word in the target language. One major reason why foreign speakers of English have difficulties with pronunciation is due to the lack of the stress knowledge of the new language being learned. Field (2005) points out that if stress is wrongly distributed, it might have serious consequences for the listener to locate words within a piece of connected speech. Most of foreign language learners encounter stress problems so, it should be improved teaching and learning English pronunciation in general by focusing on the importance of teaching word stress in particular.

## **Vocabulary**

Vocabulary is much more than just single words. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed (pp. 111–112)." Learning vocabulary means learning the meanings, spellings, pronunciation and use of words. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words." This is true for native speakers as well as for learners. In your own language, there are many words that you use regularly when speaking or writing. These words are part of your active vocabulary.

## **Grammar**

Grammar lays the groundwork for effective communication. Linguists define grammar as the study of structural rules that directs the composition of clauses, phrases and words in any given natural language. Nelson (2001) has stated that grammar is a set of rules for organizing words into larger units (p. 1). The term also refers to the study of such rules and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics and pragmatics. (Katamba, 1996) points out that, "Grammar is very important because it helps enhance accuracy." This means grammar rules can help learners develop a habit of thinking logically and clearly and will become more accurate when using language. So, when teacher teaches speaking, he cannot avoid explaining English grammar since it is crucial to talk suitability in the target language. English speaking teaching not only develops the students'

English speaking skill, but also enriches their vocabularies and improves their grammar understanding (Rasul, 2014:209)

### **Comprehension**

Oral language comprehension provides the evidence of a student's oral language development. Oral language comprehension requires the integration of all oral language areas in order to speak and to listen with intention and purpose. The comprehension of a speaker to the subject that they are speaking about is very important to avoid providing misinformation to their listeners. Comprehension can be inferred from speakers' non-verbal and verbal responses (Cohen et al., 2005). In fact, oral language comprehension is the ability to speak and listen with understanding.

### **Self-regulated learning**

Self-regulated learning – SLR - is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. Pintrich and Karabenick (2003) define self-regulated learning as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment." But it is necessary to keep in mind that different elements stand out in this definition. According to Zimmerman (1998, 2000, 2008), self-regulation consists of three top-down and bottom-up phases. The first phase is forethought. This is where the learner, utilizing top-down processing by setting learning goals, activates prior knowledge and plans on how to achieve those learning goals. The second phase is performance. During this phase the learner utilizes bottom-up processing by monitoring one's progress by being aware of one's cognitions, motivations, and behaviors (Schunk, 2005). The



third and final phase is self-reflection. Here, the learner assesses one's performance and determines what worked and what could be improved for better learning to occur next time (Zimmerman, 2000).

It is important to help students self-regulate in the learning process since early age (9 years old and on), because this process not only works in their school stage but for all their lives. Some experts in Linguistics agree that self-regulated learning is a key component for life longer learning. For example, Nilson (2013) says "A major goal of higher education is to create life longer learners, (p.15) and Zimmerman (2011) claims that self-regulation is important because a major function of education is the development of lifelong learning skills. (p.66)

Now, particularly learning a new language (listening, speaking, reading and writing) involves many factors such as motivation, self-regulation and self-learning; furthermore, we as native Spanish speakers must keep in mind that each of the skills requires different strategies that facilitate the learning, that is why students need to look for better tactics that lead to mastering these skills. On the one hand, it is true that speaking is the skill that may require more attention because it needs an immediate response. Idrissovaa, Smagulovaa & Tussupbekovaa (2015) claim that speaking tend to be more important in human communication and daily life. As a fact, any language develops from speaking; in other words, speaking skill is narrowly integrated in the learning process of any foreign language. That is why, it is essential to give the speaking skills the place that they deserve since it is an influential skill, which must be taught thoroughly in order for students to confront it as they do with other skills such as they do with grammar.

In this part, it is pertinent to emphasize the self-regulated models that can be used as guide for teachers' who think that SRL perspectives can help their students to improve the English speaking skills since it is a path that teachers can use to become their students good

speakers. The first one is known as the **Dual Processing Self-Regulation Model**; this was designed by Boekaerts (2011) who was one of the earliest authors in the SRL research. In Boekaerts' model, emotions are an essential part in the learning process. She explains positive or negative emotions will affect goals selection and they will activate bottom-up strategies (Boekaerts, 2011). As the second one is the **Borkowski's Process-Oriented Model Of Metacognition** (2000), in this model the author describes how people regulate cognitive process and make emphasis on the value of strategy selection. This self-system encourages selection of strategies and the entire metacognitive process (Borkowski, Chan & Muthukrishna, (2000). The third model, **Pintrich's General Framework For Self-Regulated Learning** (2000) involves four regulation areas that students aim to control through self-regulated activities: *a) motivation; b) affect; c) behavior; and d) context*. The four-stage model of self-regulated learning was proposed by Winnie and Hadwin (1998). Following this model, self-regulated learning is an essential part of learning which metacognitively direct behavior through regulated actions. This model is also divided into some prime phases that are important to develop self-regulated learning process. Finally, the last and the most important model called **Cyclical Phase Model** was created by Zimmerman (2009). This model made some adaptations and has become more complete over time, coming after a social cognitive perspective in which main loops are performance or outcomes whose feedback can be social like teacher's guidance or it can be environmental such us task context or it can be personal like mental outcomes (Moylan and Zimmerman, 2009). This model embraces three components to use in self-regulation: *a) Forethought, b) Performance and, c) Self-Reflection*.

## Beliefs

The difficulty in studying beliefs has been caused by definitional problems, poor conceptualizations, and differing understandings of beliefs and beliefs structure, but what is totally clear is the relevance of them in people's lives. On the one hand, beliefs are an important part in people's behavior and attitudes towards any situation and those beliefs influence the way a person makes decisions. On the other hand, the way in that people interact as members of organizations and groups is an important factor that build the importance of members' attitudes immersed in the process of learning a language. That is why it is important to understand and define what beliefs are. According to the extensive literature it is quite challenging to define beliefs because the word involves and is linked to other terms such as knowledge and thinking. However, the closest definition of belief according to the Webster's New World Dictionary of American English (2003) is "*the state of believing; conviction or acceptance that certain things are true or real.*" (p. 127). Most definitions of this term propose that beliefs dispose or guide people's thinking and action; that is why it is considered people's beliefs are significant to determining their real behavior towards other people. From a different point of view, beliefs are also considered as any simple pieces implied from what a person says or does, capable of being preceded by the expression, 'I believe that'.

Stephens et al. (2000:535) affirms that "there are four ways that individuals fixate beliefs: believing what one wants to believe (tenacity), believing what someone else has said is true (authority), believing what one always has and which seems reasonable (a priori) and believing what one has tested out through investigation (scientific method)."

Beliefs represent memories and modify our understanding of experiences. In addition, beliefs are powerful in the sense of seeking an accurate view of the world, and we can refer to

them as a functional explanation because they explain the person's beliefs by the social and psychological functions that they serve. Arnold (1999) agrees with previous statement saying that beliefs have also been said to "act as very strong filters of reality" (p. 256). But the more precise definition between the two aforementioned ones is said by Zheng (2009) who argues that beliefs are "mental states that are thought to drive a person's actions" and are "the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning" (p.74). It is difficult to say what of those definition is right, but what is accurate to mention is that, in fact, beliefs have, since then, been referred to as metacognitive knowledge (Wenden, 1986). That means, the ability that people have not only to believe in something strongly, but only reflect on what they want to believe and how to act in the face of what they have decided to adopt as their own beliefs.

### **Teachers' beliefs**

Beliefs are a central construct in every discipline that deals with human behavior and learning (Fishbein & Ajzen, 1975; Ajzen, 1988). Teachers' beliefs also strongly influence teaching behavior and, finally, learners' development. A belief is what one person holds or thinks is true. As Cohen (1988b) puts it, teachers traditionally are seen as "tellers of truth who inculcate knowledge in students" (p. 15). That is why, teachers are viewed as important agents of change in the educational field. Attitudes, beliefs and practices that teachers have are important for understanding and improving educational processes. Now, in education, teachers' beliefs affect what they accomplish in their classroom, their attitudes, and their learner' beliefs. For example, if teachers can recognize the level of students' skills, they will try to choose and change their behavior and instructional choice accordingly. Zheng (2009) remarked that teachers' beliefs are significant ideas in comprehending teachers' thought processes, teaching methods, and

learning to teach. But now in general educational terms regarding teachers, a belief according to Hargreaves and Fullan (1992) "is what teachers think, what teachers believe, and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get." (pp. 1-19). In complementation of this, Calderhead (1996) categorizes teacher beliefs into five main taxonomies including teachers' beliefs about 1) learners and learning 2) teaching, 3) subject matter, pedagogical knowledge, 4) self and finally 5) professional development. The first classification takes into consideration conceptual representations about how foreign/second languages are learned. The second category includes beliefs about teaching comprise, for example, whether the teacher should proceed as an absolute authority and controller in the classroom as is the case of the traditional teaching English method, or a mediator or guiding teacher as applies to more modern communicatively-oriented approaches to foreign language teaching. Now, beliefs about subject matter and pedagogical knowledge consist of preconceptions about whether a subject matter knowledge about language or knowledge of teaching as being more important. The four category, 'Beliefs about self' refers to the image that teachers think they have in their learners' mentalities and the perceptions teachers have of themselves as influential aspects in the discipline of teaching. Finally, teachers' beliefs about professional enhancement include, for example, whether the teaching is viewed as a matter of personality and a limited activity or whether it is viewed as a life-long learning process wherein professors are willing to develop professionally their knowledge, skills and practices. Besides, teachers' perspectives have a main function in language learning. They help students make sense of the world, impacting how brand new information is comprehended, and whether it is accepted or refused. In addition, Calderhead (1996) states that teacher beliefs, as well as teacher knowledge and teacher thinking incorporate the broader concept of teacher cognition. If teachers

can determine their learners' abilities, they will be able to choose and modify their behavior and educational choice appropriately. Li (2012) Pajares, (1992) Richards and Rodgers (2001) asserted that teachers have beliefs about language learning and these helped them get a special approach to language teaching. Teachers as reflective practitioners have to be effective in whatever approach they decide to take, are expected to act consistently in accordance with their expressed beliefs because teachers' convictions strongly predict their decisions and classroom practices. Nation and Macalister (2010) and Amiryousefi (2015) asserted that what teachers do is identified by their beliefs.

## Academic Backgrounds

### Literature Review

The purpose of this chapter is to understand in a conceptual way some aspects that are linked to self-regulation regarding English language learning, and some existing characteristics that are directly linked to the development of speaking skill. There are several research studies related to self-regulated learning.

On the research paper “Self-regulated learning activities to improve reading comprehension in the first semester of English and French program at University of Nariño” by Caicedo (2017), the author suggests some essential self-regulated models to improve reading comprehension in English learners. (Pang, 2003) cited by Caicedo mentions that each model takes into account strategies that may be an excellent aim for reading comprehension, since SRL fosters students to be more active in learning process and take more advantage of teaching, especially in reading comprehension that is seen as a great source of knowledge. This research work could show how the self-regulated process worked in the learning process of a foreign language and besides it showed what the processes to be followed, in order to students achieve a good level of reading comprehension through self-regulated activities, are. In this research project, she also says that to promote student self-regulated activities it is necessary that teachers assist students to engage and recognize its importance, especially with metacognitive strategies like self-monitoring, task analysis, strategy selection, etc. On the other hand, she discusses the importance of focusing on how students adapt strategies to be more self-regulative, teachers may motivate SRL strategies making aware of experiences of greater success in academic achievement that may benefit students and teachers.

The proposal presented by Muñoz (2018), “Self - regulated learning in the English vocabulary learning with 11th graders” is oriented with the purpose of raising awareness among 11th grade students and teachers regarding the importance of new self-regulated learning strategies and also understanding the ideas that this kind of students have regarding self-regulation of learning in the learning of English vocabulary.

In the study written by Bernal & Burgos (2015) called “Self-regulation processes in the pre-intermediate level of English language with students of a degree program”, SRL is promoted to try to provide solutions to possible gaps, doubts and/or problems of students of the pre-intermediate level of the Bachelors’ degree program of a private university in Bogota. The data analysis yielded that there is a lack of self-regulatory and autonomous processes in some students, since they do not have a habit of self-introspection, self-reflection and decision-making in the process of learning English as a foreign language. Regarding self-regulation strategies, the results showed that not all students learn in the same way and at the same pace, not all of them learn homogeneously within a classroom, so there are various difficulties, and at the same time, learning strategies that are used to overcome the difficulties and achieve the objective.

On the other hand, Zorro (2015) in her study titled “Dialogical tutoring for self-regulation and autonomy in learning a foreign language”, was made with the participation of 18 students and 6 teachers, also with the support of two native English-speaking teaching assistants at a private university in Bogotá, Colombia. This study was carried out in order to explore through dialogic tutoring how self-regulatory and autonomous processes in the learning of foreign languages can be created between language students in training and their teachers. It concludes that a tutorial dialog for the learning of a foreign language allows the tutor to construct aspects of the language, discover needs and interests, interpret while reflecting on the structures of the



language, learn to learn, contribute with previous knowledge to recreate with the voices of others the acquired learning. That is, the self-regulatory processes for learning a foreign language are revealed in the interaction between the tutor and the learner.

In another research work, “Self-regulation to promote the learning of oral production in English in students of the fifth semester of the degree in Spanish, English and French” written by Acosta, Burbano & Jiménez (2016), the authors propose to promote the learning of oral production in English by means of a self-regulated learning strategy in a group of students in the fifth semester of the Bachelor’s Degree in Spanish, English and French at the University of La Salle. This project purpose was to detect some problems related with the English learning process; then they developed and implemented the self-regulation strategy and finally evaluated and provided feedback. This was done so that the students could overcome their weaknesses by analyzing their own learning in oral production. The results showed that the self-regulation strategy promoted the learning of student’s oral production. Likewise, the strategy encouraged students’ autonomy and critical thinking skills when learning and evaluating.

The research carried out by Johnson (2015) “The impact of self-regulation strategies on the learning process of young English learners”, was to explicitly teach self-regulation strategies to English Learners in a third-grade setting and to examine any changes when learning. This study also showed that if students were explicitly taught by using an array of self-regulation strategies and given numerous opportunities to practice the strategies, they would demonstrate their thinking, in a variety of methods. The research also was used to see to what extent third grade English Learners would be able to demonstrate their thinking about their own learning process. As a result, the implementation of self-regulating strategies were positive, their beliefs about their abilities to handle certain tasks shifted in a positive direction, and their motivation

and engagement levels. This means that implementing self-regulation strategies in language learning not only helps to improve English language skills but also strengthens learner's confidence.

In the thesis "Self-regulated learning strategies and self-efficacy beliefs of children learning English as a second language" written by Chuang Wang (2004), he proposes a qualitative case study to investigate elementary school children's self-efficacy beliefs and their use of self-regulated learning (SRL) strategies in the process of learning English as a second language. The research project was made with up of 4 students. This study suggests that self-efficacy is a task-specific construct. Each child's self-efficacy varies across specific tasks and across home-based and school-based language-learning contexts. All participants in this study reported higher self-efficacy to complete listening and speaking language activities than reading and writing activities. The conclusions of this study determined that students' behaviors such as hand-raising in the classroom, willingness to engage in language activities, and the persistence in performing the task were identified as possible evidence of their self-efficacy beliefs significant implications in the fields of self-efficacy study and self-regulation as well as the WTC model and ESL classroom teaching.

In the study written by Çelik, Arkın & Sabriler (2012) "EFL Learners' Use of ICT for Self-Regulated Learning", this study attempted to enrich the understanding of language learners' self-initiated use of information and communication technologies (ICT) from the language learning perspective. In this project, there were 399 language learners who were attending the intensive English language preparatory program at the Eastern Mediterranean University, North Cyprus. An obvious finding to emerge from this study is that there are no statistically significant differences regarding the male and female participants' use of ICT for self-regulated learning,

and between language levels of the learners. The overall outcome of the study points to the need for learner training, teacher support and guidance for an effective use of ICT for self-regulation of language learning.

## **Chapter III**

### **Methodology**

This research project will be carried out as qualitative study because the purpose of this will be to understand in detail the beliefs that EFL faculty members have about self-regulated learning practices in the teaching of English as a foreign language, especially in speaking. More precisely, the methodology of this study is situated in the interpretative domain within the post positivistic paradigm.

#### **Type of Study**

This study will follow a post positivist paradigm. A paradigm is a structure or a set of suppositions and ideas that provides a pathway to see what the world looks like when its scientific aspect is related to its assumptions. When a researcher is interested in knowing how people make sense of their lives, experiences, and their structures of the world, a qualitative paradigm is the best option to do it. That means that a qualitative research will help to discover what type of instructional experience faculty members have in the English learning and teaching process within their daily academic activities regarding the speaking skill in relation to the development of the topic of self- regulated learning. Cresswell (2007) states that qualitative inquiry attempts to comprehend human nature. Indeed, this study has a social interpretive constructivist- methodology as its philosophical foundation.

In this study, it will be used a phenomenological research approach. Phenomenology helps us to understand the meaning of people's lived experience. Phenomenology “requires carefully and thoroughly capturing and describing how people experience some phenomenon— how they perceive it, describe, feel about it, judge it, remember it, make sense of it, and talk about it with others— [...]” (Patton, 1990, p. 104). In fact, phenomenology can be described as

a qualitative research technique that attempts to make explicit the implicit structure and meaning of human experience (Sanders, 1982). Now, the phenomenon that will be studied has to do with self-regulated learning, specifically with understanding EFL faculty members' beliefs about the use of self-regulated learning and how students develop the speaking skill by their own account and within the learning and teaching process. Phenomenology aims to gain a deeper understanding of the nature or meaning of our everyday experiences. Therefore, there is a need to undertake in depth interviews with people who have "lived experience" of the phenomenon to richly describe it. The purpose of this phenomenological study is to discover and understand the beliefs of EFL faculty members about the use EFL students make of self-regulated learning to strengthen and develop speaking in an undergraduate program in a higher educational institution in Pasto Nariño, Colombia. In this chapter, the following topics are going to be covered: Design of the study, setting, population and sample, data sources/data collection, and method of data analysis.

### **Setting**

This study is going to take place at a public university located in the southern part of Colombia, South America, at the college of Human Sciences, in the Linguistics and Language Department with the main function of offering degree programs in modern languages, such as English, Spanish and French. In addition, this institution serves as a research center for the execution of pedagogical innovation projects in the area of languages by the teachers of the Department of Linguistics and Languages and the undergraduate and graduate students of the Language programs.

### **Population and Sample**

In this study, it will be used a purposeful sampling because it will help to guide the study to better results. According to Merriam (2009), “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 77). For this study all 14 full-time faculty members from the Linguistic and Languages Department will be taken into account to participate. From this population, it will be selected four teachers and they will be chosen on the following basis:

1. Faculty members dedicated full time to the Linguistic and Languages Department.
2. Faculty members with graduate studies in language teaching as SL/FL.
3. Faculty members with minimum a master degree.

### **Data Collection/ Data Sources**

There are many kinds of instruments to collect information. So it is very important to choose the instruments that suit the research work. Denzin and Lincoln (1998) point out that “no single method can grasp the subtle variations in ingoing human experience (p. 24).” It is known that there are different kinds of interviews. Patton (1990) writes about three types of qualitative interviewing: 1) informal, conversational interviews; 2) semi-structured interviews; and 3) standardized, open-ended interviews. For the collection of data, it will be used qualitative interviews. “Qualitative interviews are those that “sacrifice uniformity of questioning to achieve fuller development of information” (Weiss, 1994, p. 3).

For this study, the faculty members teaching English at the Linguistics and Language Department are formally going to be interviewed. In this case a semi-structured interview will be used to explore and analyze the data. According to Burns (1999), A semi-structure interview is

open-ended and thus provides much greater flexibility. The researcher uses prepared guide questions or alternatively has some overall directions in mind. (p. 120) All semi-structured face-to-face interviews will be done in English. The interviews are going to be audiotaped with the participants' permission, transcribed verbatim onto Microsoft Word document, and returned to the participants, using the member-check technique for verification. The interviews will between 35 to 45 minutes each. In general, the interview questions are going to be divided into two parts: the first part contains issues related to their teaching background and the second part had questions related to the EFL faculty members' beliefs about the role of self-regulated learning to develop speaking regarding the EFL instructional practice. The interview questions will be reviewed by my chair and by a university professor who has ample trajectory and great experience in qualitative research studies.

### **Method of Analysis of Data**

The purpose of the data analysis will be to discover and understand how the practice of self-regulated learning occurs within the EFL instructional process. In this study it will be used Bandura (1997), Bandura & Schunk (1981), Zimmerman (2002), and Nilson (2013) theories of self-regulated learning as a theoretical lens to understand the beliefs of the participants about the SLR practices in the teaching of English as a foreign language.

The qualitative data analysis of this study will be conducted using a three-part approach proposed by Miles, Huberman and Saldana (2014), which is a concurrent flow of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing/ verification (p. 12). This type of analytic process includes a thematic analysis, which consists of both deductive coding coming from the existing theory and inductive coding arising from the data. According to Miles et al. (2014), data condensation refers to the process of "selecting, focusing, simplifying, abstracting,

and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical material” (p. 12). To Miles et al. (2014), data display is “an organized, compressed assembly of information that allows conclusion drawing and action” (pp. 12-13). Miles et al. (2014) argue that conclusion drawing and verification is a process that starts from the beginning with the qualitative analyst’s interpretation of things, the noticing of patterns, explanations, causal flow, and propositions.

### **Ethics of research.**

This research is committed to respect authors and all sources used for the recollection of information. In this way all the ideas taken will be cited with their respective rules. Besides, this research is committed to respect the rules of the institution where the research process will be done. It is important to point out that the development of this study will be conducted with confidentiality in order not to cause any prejudice or damage to the participants of this research. The four faculty members who will be involved in this process are going to participate voluntarily. Once the process of data collection is completed, the researcher will send a thank-you letter to the institution in which the research took place and to every person who helped in the procedure. Before starting the process of interviewing the participants, due permission will be requested from the teachers who will participate in this research process by means of a document expressing their informed consent. This format is attached at the end of the text along with the other formats necessary for the development of this research process. The original documents will be under the custody of the researcher for terms of privacy in the information provided.



## Chapter IV

Since the idea of Self-Regulated Learning – SRL – might be a new concept in our teaching and learning environment and that might be probably why not many teachers and students are aware of its existence and use. This is the reason why the designing, adaptation and application of a pedagogical unit (instructional design or pedagogical unit or intervention) is needed. This unit might be useful, necessary and helpful because it might guide the participants through methodological and programmed activities and dedicated and convenient material that fits and covers the use of strategies and ideas in using the self-regulated learning concepts when learning and practicing speaking.

### **Instructional design**

An instructional design is seen as the organization, the planning and the setting of the main and specific objectives embodied in a thematic block, as well as, the use of a flexible approach that reflects a close relationship between teacher and students when teaching and learning speaking. It is also an example of authentic material that it is personalized according to the needs of the subjects in the research study. In other words, as stated by Purdue University Online (2020), an instructional design is the making of instructional materials by simply creating, designing or adapting teaching materials or guiding activities for both teachers and students.

Reiser & Dempsey (2007) define the concept of instructional design as a "systematic process that is employed to develop education and training programs in a consistent and reliable fashion. "Besides, they hold that an instructional design is creative and active because it is a system of interrelated elements that depend on one another to be effective.

They also claim that an instructional design is centered on the learner, oriented on a central

goal, including meaningful performance, a measurable outcome, is self-correcting and empirical, and is a collaborative effort (p.11).

All the aforementioned statements mean that this instructional design carefully will consider how students learn and what materials and strategies will most effectively help individuals achieve their academic goals, in this case, to develop the speaking skill. Besides, it will ensure that teachers and students are guided to learn efficiently by using high quality learning materials and activities keeping in mind the self-regulated learning process because this takes into consideration the strengths and weaknesses of teachers and students in the academic development. Now, it is important to point out that this pedagogical unit will involve four activities that help to strengthen the students' self-regulation when speaking, but it also keeps in mind reading, writing, and listening skills because as they were mentioned earlier that self-regulated learning is a powerful resource that enhances all the individuals' mental abilities. In this pedagogical intervention, the participants will be encouraged to be an active part of the development of the activities. At the same time, SRL speaking strategies would be incorporated to help both teachers and students. Besides, the purpose of this pedagogical design is to achieve that students take control of their own learning when speaking.

The main aspect in this pedagogical intervention will be to put into practice what Zimmerman (2001) refers to as self-regulated learning. This means that the student will learn to self-regulate himself by putting into practice the different aspects of the activities in the instructional design through cognitive, metacognitive, management and motivational strategies. Then, the teacher could determine his/her own ideas about how the self-regulated learning was applied in the instructional process of the speaking skill.

## **Goals and Objectives**

This pedagogical intervention will have some goals and objectives.

### **Goals**

- To familiarize the teacher with different pedagogical uses of SRL.
- To reflect upon possible application of SRL use in his/her own teaching context.
- To incorporate the use of SRL in his/her pedagogical practices.

### **Objectives**

- To design and implement lessons that include the use of SRL in his/her pedagogical practices.
- To put into practice some types of SRL strategies in the classroom.
- To be an active part of the different activities proposed in the instructional design.

### **Description of the instructional unit**

Self-regulated learning strategies have recently received a remarkable attention by researchers. Therefore, the regulation of learning is considered one of the fundamental pillars of pedagogy, and one whose importance has increasingly been appreciated during the current century (Priego, Munoz, & Ciesielkiewicz, 2015). Also, Costa Ferreira, Veiga Simão and Da Silva (2015) assure that regulation of learning is a fundamental requirement for the successful attainment of skills in academic contexts and moreover, in life-long learning; that is why this pedagogical intervention will be designed in order to have a clear idea of the methodological activities to be developed with the participants and as practical and functional actions in the classroom with the purpose of implementing an innovative activity/strategy to create a relationship between self-regulated learning strategies and students' language proficiency in their speaking skill. Considering speaking skill, teaching self-regulation strategies and practicing them

in class can create opportunities that help students manage and monitor their speaking (Priego et al., 2015). Moreover, Mahjoob (2015) argues that students should be trained to use specific strategies to be able to self-regulate their speaking.

In order to facilitate the speaking learning process, this pedagogical unit will be based on four main self-regulated learning strategies designed by some researchers and theoreticians (e.g., Dignath, Büttner, & Langfeldt 2008; Mayer, 2008; Pressley, 2002; Boekaerts, 1997; Weinstein & Mayer, 1986):

- a) **Cognitive strategies**: They are categorized into repetition strategies, elaboration strategies, organizational strategies, and problem-solving strategies. Firstly, rehearsal or repetition strategies help the learners to store information in the memory by repeating the material. Elaboration strategies help create connection between new material and what is already known. As for organizational strategies, they help the learner to consolidate information in order to be processed and stored more efficiently. Finally, problem solving strategies help the learner to break a problem into smaller bits for easier solution to visualize the material to facilitate learning.
- b) **Metacognitive strategies**: They help learners control, monitor, and regulate cognitive activities (Papaleontiou-Louca, 2003). Metacognitive strategies include: Planning a learning task, monitoring comprehension, and evaluating the progress towards the completion of a learning task.
- c) **Management strategies**: Focus on the environment surrounding the learning process and how to create the optimal learning conditions. Those strategies may focus on the

learner him/herself (e.g., effort management strategies that help learners persist in case of difficulties), on others (e.g., help-seeking strategies), or on the physical environment.

d) *Motivational strategies*: That kind of strategies aims to enhance specific types of impetus. Examples of such strategies are the formulation of a learning objective, valuing the task, and the development of a positive feeling. As for the formulation of a learning objective, it enhances the goal orientation: the reason why one undertakes a task, which is either performance or mastery-orientation (Harackiewicz, Barron, Pintrich, Elliot & Thrash, 2002). Valuing the task enhances the task value beliefs: the degree to which the task is considered as relevant, important and worthwhile (Wigfield & Eccles, 2002). The development of a positive attitude towards task enhances the student's self-efficacy: That is the student's belief in his or her ability to successfully complete the task (Pintrich, 2003).

### **Stages for the application of the self-regulated learning strategies with the English-speaking activities**

To attain the objectives of this unit some steps must be taken into consideration:

The first step will be to examine and describe the students' knowledge about their autonomous English learning practices to improve their speaking skill. Based upon the previous information the teacher will explain learners what self-regulated learning means, how to apply the SRL activities proposed in this unit to strengthen the speaking skill, and what strategies use to assess their own learning process.

In the second step teachers will provide the range of activities that students will develop to struggle with their weaknesses regarding the speaking ability.

The third step is to allot time for learners to apply the SRL activities presented in this instructional design.

Finally, teachers will do an assessment about the all SRL strategies applied in the activities with the students.

# DIDACTIC STRATEGIES FOR TEACHING SPEAKING AS A FOREIGN OR SECOND LANGUAGE IN A HIGHER EDUCATIONAL INSTITUTION IN PASTO NARIÑO

## *LESSON 1: (JAM) Just for A Minute activity*

- Objectives of the lesson
- Explanation of the activity
- Self-Regulated Learning Strategies applied in the activity

## *LESSON 2: Controversial Speeches*

- Objectives of the lesson
- Explanation of the activity
- Self-Regulated Learning Strategies applied in the activity

## *LESSON 3: Blinded Speaking*

- Objectives of the lesson
- Explanation of the activity
- Self-Regulated Learning Strategies applied in the activity

## *LESSON 4: My English Speaking Strategies' Journal*

- Objectives of the lesson
- Explanation of the activity
- Self-Regulated Learning Strategies applied in the activity



# LESSON 1: JUST A MINUTE\* - JAM\* -

- Just a Minute or JAM is an activity taken from learnenglishlab.com and from YouTube channel <https://youtu.be/O0qT4cK-wtk>

*This activity is designed to help student to become a fluent English speaker.*

## **OBJECTIVES:**

1. *To improve student's speaking fluency through the use of cognitive self-regulated learning strategies. To do so, the teacher will use a learning technique called "JAM." The reason for the name is because this is a short activity for "Just A Minute."*
2. *To make the students enhance the speaking ability by improving their fluency.*

**This English activity comprises three main stages:**

## • *First stage:*



The student will talk about a topic for one minute. He or she will give a speech without any preparation.

The teacher will provide topics about sports, hobbies, friends, books, news, interesting questions, etc.





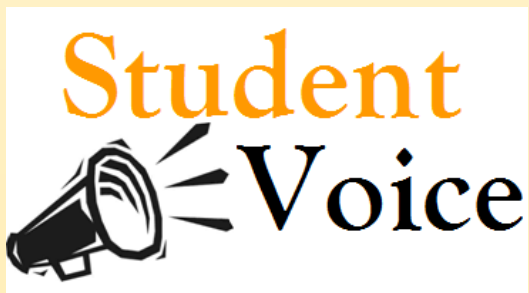


Before starting the speech, the student will have to follow some rules in this stage:

- *The student has to talk for one minute (no pauses for more than 3 seconds).*



The purpose of this first step is not to assess the student accuracy but his/her fluency, so in this part, the student is allowed to say general or unrelated ideas to the topic.



- *The student doesn't have to repeat the same ideas.*

Although in this section of the activity the student can say general ideas, they cannot repeat them under any circumstance since the objective of this activity is based on fluency development not in pronunciation practice.

- *The student doesn't have to take or make notes.*



The student cannot make any notes about the assigned topic, he or she must only concentrate on speaking.

## • *Second stage:*



In this phase the student will start to build his/her fluency.

In this part the teacher will give the student one extra minute to write ideas on the assigned topic.



Once the student has written the ideas down, he/she will be prepared to talk.

## • *Third stage:*

In this stage a student will have the opportunity to include the details previously made in the extra time.





The teacher will set the timer for another one minute and the student will talk again on the same topic, but this time the student will use his/her notes to guide his/her speech.

## *Bonus stage:*

The original proposal of this activity suggests to make a daily workout, but in the real academic context is a little bit difficult due to the days and time provided for each English class, and because this is a time-consuming activity, most students will/might have to work on their own and practice this activity at home. They will video record their talks.



One of the most important part of this practical activity is that the students will need to listen to the recordings after a few days and check how much they have improved ever since.

## **SELF-REGULATED LEARNING STRATEGIES USED IN THIS ACTIVITY**

*Cognitive strategies:* In this lesson the student will learn to use repetition strategies, elaboration strategies, and organizational strategies.



# LESSON 2: CONTROVERSIAL SPEECHES



*This assignment is designed to engage students in understanding a controversial topic through an oral English presentation.*

## **OBJECTIVES:**

1. *To focus on directing students to develop their own way of learning.*
2. *To help the student to control the learning process given by teacher and gradually develop the ability to acquire his/her own learning process.*
3. *To become the student aware of the steps that are followed and the means that are used to acquire knowledge, solve problems, and perform tasks.*
4. *To direct the student to manage their own performance when developing a task.*
5. *To help learners feel that they can successfully accomplish concrete tasks in English and are progressing toward their central goal of being a proficient speaker of the language.*
6. *To focus on measuring students' language proficiency by delivering a great oral presentation.*
7. *To enhance student to be actively engaged when he or she looks for to solve a social problem.*
8. *To help the student to seek the most proper vocabulary when using the target language to explain the topic and give meaning to the task.*

## **This activity is based on some stages:**

- *Preparation stage: (Explanation of the activity)*

The teacher will form some groups of four students each one.





During this stage the instructor explicitly explain that each group will have to work with a specific controversial topic give it randomly.

In this activity the following topics will be developed, but this is just a recommendation, it is not mandatory since if the teacher considers taking into consideration other suitable topics, it will depend on him or her.



**TOPICS:**

- Viruses
- Fracking
- Hunting wildlife
- Artificial Intelligence
- Genetically engineered food
- Femicide
- Animal Testing
- Climate Changes
- Superstitions
- Cyber Bullying

In this stage the student will need to follow some rules to develop the task.



a) *Each topic will have to include the most relevant aspects such as origin, causes, effects, and resulting problems in the society.*



b) *Each group will use audio-visual resources or whatever tool they need to perform a good presentation and do it more understandable to the audience.*

c) *Each group will have to present a planning about the progress of the search of the information required for the oral presentation. For this step, the teacher will fill a weekly report with all the aspects included on it. The teacher will have a specific schedule for this step. (Appendix 1)*



**Puzzle English**

Alors on est une [ ] famille de cinq personnes. J'ai deux frères, un grand frère et un frère [ ]. Donc, c'est un peu dur pour ma [ ] qui est entourée de [ ] de quatre [ ]. Donc son, mon [ ] et puis moi et mes deux frères. Mon grand frère, il a 27 ans. Donc il est beaucoup plus [ ] que moi, moi et mon frère jumeau, j'ai un frère jumeau. Et il ne vit plus à la [ ], il vit chez lui avec sa [ ] et sa [ ]. Donc, voilà j'ai aussi une petite [ ]

d) *The group will have to design a didactic proposal to give the appropriate feedback their classmates about the topic previously explained. For instance, a puzzle, gap filling exercise, riddles, drawings, etc.*

(This proposal will depend on the creativity of each group).

- **Production stage:**  
**(Development of the task)**

In this stage the group will explain all the research done about the topic assigned.



They will use all the materials needed to develop a good explanation of all the aspects that the topic must have.

Additionally, each group will have to propose a possible solution to that controversial theme.





- *Application stage: (Post-speaking production)*



After finishing the oral presentation, all students will create groups and develop the didactic activity proposed by the presenters in order to reinforce their knowledge.

The performers will give the corresponding instructions about the activity.

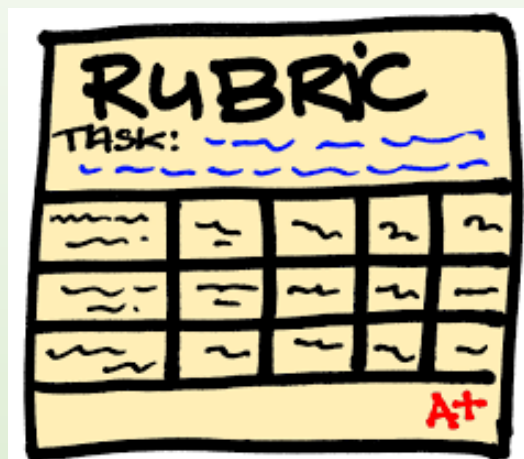


- *Reflection stage (Evaluation of comprehension)*



In this final stage, both the teacher and the audience will have the chance to assess the presenters in order to know if the main objective of the task was succeeded.

The teacher will deliver in small groups a rubric that contains some relevant aspects about the speakers' presentation. The students will start to reflect on each other speaking presentation using the evaluation checklist made by the instructor.

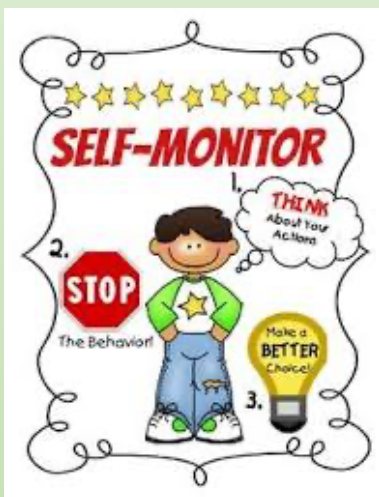
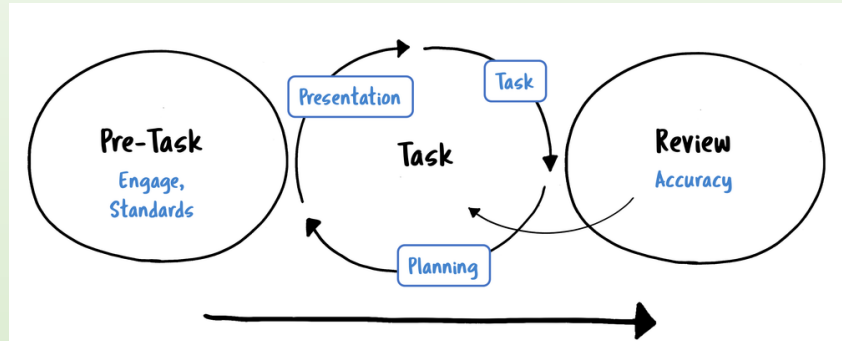


The teacher will also assess the speaking aspects that all the presenters will have while talking to their classmates. (Appendix 2,3)

## SELF-REGULATED LEARNING STRATEGIES USED IN THIS ACTIVITY

Metacognitive strategies: They help the Learners control, monitor, and regulate cognitive activities. Metacognitive strategies include: Planning a learning task, monitoring comprehension, and evaluating the progress towards the completion of a learning task

In the **preparation stage** the student will learn to “plan a learning task” because the student will choose and organize the most relevant information and materials needed for fulfilling the speaking task. Besides, the student will oversee the progress of the task by following all the instructions and items proposed by the teacher for the development of this activity.

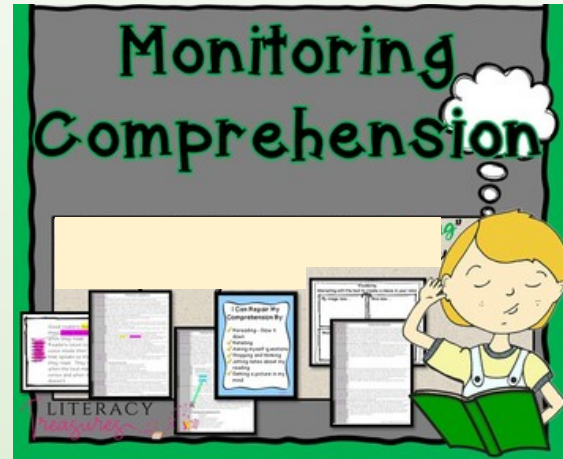


In the **production stage** the student will learn to “monitor his/her comprehension” regarding the topic explained to the audience because he or she will have to suggest a solution about all the problems caused by the given topic.

During this stage, the speakers will explicitly explain what contributions can provide for the mitigation of that problem.



In the application stage, the student will also apply the strategy of monitoring comprehension, but this will be focused on the audience since the spectators will have to develop a recreational exercise in order to monitor what knowledge about the topic was acquired by their classmates.



In the reflection stage, the student will learn to “evaluate the progress of knowledge through the completion of the learning task.” In this case, the student will judge the presentation of the group in terms of delivery of the information, use of materials and appropriate feedback. Besides, with this strategy the student will be aware of exploring if the two aforementioned strategies were applied to the fulfilment of the whole task.



During this stage the teacher will model to students to help them self-evaluate and reflect on the other speaking experiences and his/her own speech.

# LESSON 3: BLINDED SPEAKING



*This activity is focused on the anxiety overcoming and the improvement of speaking skill through comedy-drama performances.*

Objectives:

- 1. To focus on improving the environment surrounding the learning process and create the optimal learning conditions. To do so, the teacher will use role plays as an alternative to help his students to overcome the stage fright they experience when speaking in English.*
- 2. These weird role plays not only break up the routine, they also help distract your students from timidity when practicing.*
- 3. To foster creative student thinking because it will help him/her expresses ideas in the format of beginning, development, and ending, including an important factor "jokes." In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.*

**This activity is divided into three stages:**

- First stage: (Presenting the activity)*



During this stage, the instructor explicitly explain that students will form groups of four students and develop a comedy role play based on some famous tv series.

Students can use a comedy story that they have heard from some TV series or movies beforehand, or they may create their own stories to perform in class.



Each act must last between 2 and 3 minutes.

- *Second stage: (Criteria for the performance)*

The teacher will also explain some rules that students will have to follow in order to organize and monitor their performances while speaking.



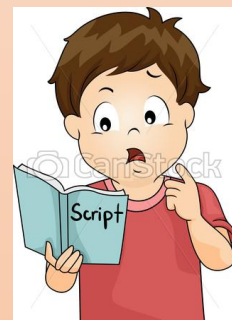


## Performers' rules:

- The performers will have to video record their presentation.



- The performers cannot read any kind of script while they are acting.



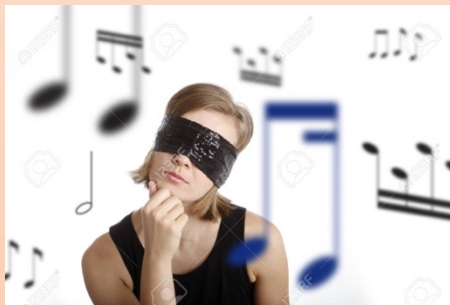
- They must act all the time, as a real scene.



## Audience rules:



- The students who are going to be the spectators will have to be covered by a scarf or something that does not allow them to visualize the performances.



- The audience just will listen to the presentations of their classmates.

- The students will have to extract some important vocabulary (1 or 2 words) of each performance.



- The audience will have the responsibility to assess the performers taking into consideration both the audio scene and the video recording.



## • *Third stage (Assessment)*



The teacher will explain that students will watch the video after listening each performance, so that they could make a better and appropriate comparison of their classmates' performances thus a good assessment.

## **SELF-REGULATED LEARNING STRATEGIES USED IN THIS ACTIVITY**

*Management strategies:* In this activity the student will learn to use some strategies that focus on him/herself; those ones are effort management strategies, help-seeking strategies, and physical environmental strategies.

- *In the first stage (Presenting the activity)* the student will be able to use “physical environmental strategies” by performing a funny presentation and creating a suitable environment with the purpose to reduce anxiety when speaking in front of his classmates.



In the second stage (Criteria for the performance) the student will



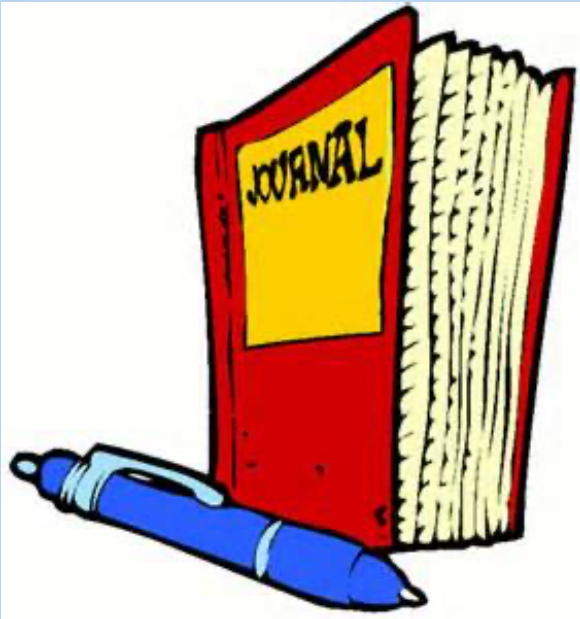
learn to use “help-seeking strategies” by using the blinded factor as a resource to overcome some fears when making presentations in public since this factor provides more confidence in students due to the others cannot see them acting in the physical presentation.

In the second stage (Criteria for the performance) the student will also learn to use “effort management

strategies” since they can perform their role plays without feeling judged by their classmates because the audience won’t see them acting; besides, they will take advantage of this activity because they can express themselves by using fun when speaking.



Moreover, the student will put all his effort in performing the act since he will develop a positive attitude towards speaking because actually no one could see him, so that aspect will help him to overcome problems affecting him during speaking.



# LESSON 4: MY ENGLISH SPEAKING STRATEGIES' JOURNAL

*This activity is focused on engaging students actively in a speaking task.*

## **OBJECTIVES:**

- 1. To focus on stimulating students' intrinsic motivation and overcoming a specific speaking weakness; that motivation will help students to achieve the goal of learning speaking in the target language.*
- 2. To encourage students to self-evaluate retrospectively since time they recognize their weaknesses until the moment, they are applying their improvement activities, all with the purpose to achieve some systematic and enduring positive effect in the whole learning process of their speaking skill.*
- 3. To guide and help the student to have high motivation and help them to reach the learning process goal, overcome his/her weakness when speaking. To do so, the teacher will use the journal as an alternative to identify the most common issues in students when speaking in English and also encourage them to take a positive attitude to improve their speaking skill by using strategies that make them feel comfortable and at the same time confident with themselves when doing the practice.*

**This task is divided into three steps:**

- *First step: (Analysis of speaking weaknesses)*

The teacher will make a short survey in order to identify students' speaking weaknesses.



The following questions will be posed:

- How do you feel when speaking in public?
- What is your most weakness when speaking in the target language?
- What activities do you do to improve your speaking skill?

The teacher will have the opportunity to ask his/her own questions if needed.

- *Second step: (Explanation of the topic)*

After discussing all of the previous question, the teacher will explain that each student will have to create a journal in which should include the next items.

- Write down the most relevant weakness when speaking. (Fluency, pronunciation, vocabulary, etc.)



- Describe the main reason why she/he experiences that weakness.



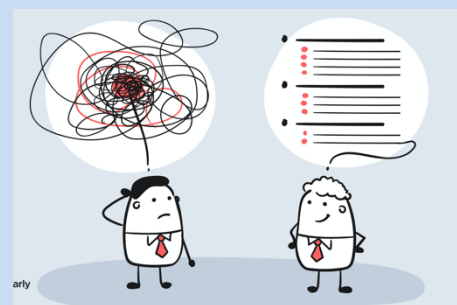
- Propose one or some learning strategies to strengthen his/her speaking skill.

- Date the whole process or ideas included in the journal and keep a steady schedule.



- Do the activities twice a week

- Detail and explain all the activities that will be developed by the student himself during the period of time that will last the journal process.



- Describe his/her feelings about the improvement, stagnation or failure of the speaking process.

## • *Third step: (Oral presentation)*

At the end of the journal process the student will have to make an oral presentation explaining all the details and the activities that helped him/her to overcome his/her speaking weakness. Besides he/she will say what attitude took when undertaking the task.



After finishing the oral presentations, the teacher will appraise if the activities proposed in the journal were effective in the improvement of each student speaking skill.

Finally, the teacher will give the appropriate feedback to all the students about their performances in order to let know which speaking activities were more effective to overcome each student's speaking weakness.



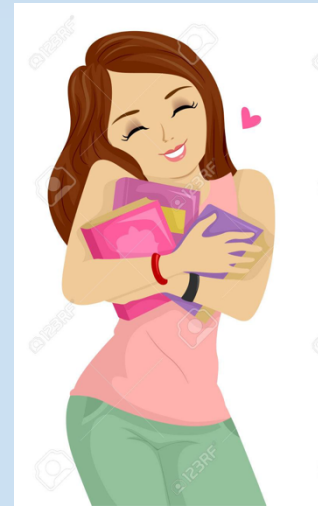
### **SELF-REGULATED LEARNING STRATEGIES USED IN THIS ACTIVITY**

*Motivational strategies:* With this activity and kind of strategies the student will enhance some specific types of impetus. Examples of motivational strategies are “the formulation of a learning objective”, “valuing the task”, and “the development of a positive feeling”.



- In the first step (*Analysis of speaking weaknesses*) the student will learn to enhance his goal orientation by “formulating a learning objective”; in this case the aim is to overcome a speaking weakness.

- In the second step (*Explanation of the topic*) the student will learn “to value the task proposed as a relevant, important or worthwhile part of his/her improvement process in his/her speaking skill; besides, he/she will learn to value his/her beliefs regarding the activities develop during the journal project.



- In Third step: (*Oral presentation*) the student will develop “a positive attitude towards the task at hand”; moreover, this activity will



enhance the student’s self-efficacy because he/she will learn to believe in his or her ability to successfully complete the task. In addition, the student could express his/her ideas about how he/she felt when practicing

his/her own speaking activities to overcome the speaking weakness or weaknesses.

After having been proposing the above mentioned activities, it can be said that this pedagogical design is focused on creating an effective relationship between the two variables of the unit that is, the use of SRL strategies and students' speaking skill improvement. Besides, all those activities previously described are considered as the most comprehensive ones because they include all cognitive, metacognitive, motivational and management aspects of learning the speaking skill as well as other social, contextual features of the learning environment. Consequently, with the application of those self-regulated learning strategies, learners are assumed to actively will construct their own speaking meanings, goals, and strategies from teachers guidance (the "external" environment) as well as from their own minds (the "internal" environment). So, instead of being mere passive recipients of knowledge from teachers, learners will be what (Pintrich, 2000) calls active, constructive meaning-makers.

On the other hand, it is known that SRL theory concerns "How and Why learners involve themselves in the learning process"; so, in order for learners to be independent, this pedagogical unit will provide vast resources in SRL strategies with the purpose of students to achieve their speaking proficiency. In other words, based on self-regulation, students will learn how to direct their own learning process, and how to use appropriate cognitive, metacognitive, motivational, and management strategies which cause sufficient effort to achieve their already set goals to master their speaking ability. In fact, different authors state that becoming a self-regulated learner involves using all the activities established in this instructional design. For example, Winne, (1995) and Zimmerman (2001) claim that self-regulated learners are familiar and know how to apply a series of *cognitive strategies* (rehearsal, elaboration, organization) which help them to attend to, transform, organize, elaborate, and recover information. In the same way, Corno, (2001) mentions that students know how to plan, control, and direct their mental process



toward achievement of personal goals; those activities connect closely *metacognitive strategies*. Now, Weinstein, Husman & Deirking, (2000) and Zimmerman, (2002) assert that self-regulated students show motivational beliefs and adaptive emotions such as a sense of academic self-efficacy, the adoption learning goals and the development of positive emotion towards tasks (e.g. joy, satisfaction, enthusiasm, confidence). All the aforementioned processes engage *motivational strategies*. Finally, Corno, (2001) Winne, (1995) & Zimmerman, (2001) declare that students are who plan and control the time and effort to be spent on tasks, tend to know how to create and structure favorable environments, such as finding a suitable place to study and seeking help from teachers and classmates when they encounter problems. Those actions mainly encompass *management strategies*. Therefore, it can be said that if a learner is a self-regulated one, he or she may use those specific strategies or also a certain number of them to enhance his/her speaking proficiency, and then transfer those same strategies to another English skill they need to master.

Another strong claim made by Aregu (2013) says that self-regulated learning has had a significant effect on students' speaking performance and such improvement is due to the result of the self-regulated learning intervention. Consequently, it seems that the knowledge and use of self-regulated learning strategies help students succeed in spoken communication and development of their speaking. However, it is necessary the adequate training in these dimensions in order for all students to improve their degree of control over learning and performance so that many learning limitations found particularly in them can be alleviated. Thus, the challenge for current teachers is to work on making students aware and responsible for their own learning. Now, regarding speaking skill, teaching self-regulation strategies and practicing

them in class can create opportunities that help students manage and monitor their speaking (Priego et al., 2015).

In general, there are several authors that support the implementation of SRL because they strongly think that this process has a positive influence on the learning outcomes (Pintrich, 2000) as it helps students to apply better learning habits and improve their study skills (Wolters, 2011), use learning strategies to enhance academic outcomes (Harris, Friedlander, Sadler, Frizzelle, & Graham, 2005), monitor their performance (Harris et al., 2005), and evaluate their academic progress (De Bruin, Thiede & Camp, 2011). Consequently, self-regulation turns learners into independent ones.

To conclude, there is no doubt that this pedagogical design will help students to deal with their weaknesses, and also acquire the necessary knowledge and skill to choose and apply cognitive, metacognitive, motivational and management strategies to the development and enlargement of their speaking skill. Besides, teachers will guide students to master this essential skill through useful activities based on self-regulated learning strategies, but most importantly, teachers will help to create a sturdy relation to the effective domains in language learning process.

### Conclusions

Speaking is undoubtedly one of the most important skills among the four language learning skills in second or foreign language settings. The students should have the required mastery over it to be able to communicate effectively in the second or foreign language community. Since speaking is a vital component of each language and provides the base for growth in the other skills, the classroom should be a place where the use of spoken language is highly supported and valued by authentic strategies that help students in the educational process and that make them take responsibility for their learning so that they can regulate their own learning. In words of Rheinberg (2000) "It is necessary for individuals to manage their own learning process purposively and willingly so they can acquire complex information and skills during the educational process or in different domains of life" (p. 289). Now, it is important to acknowledge that self-regulation is a factor which is independent of subject-domains, that is, once a learner masters this aspect, he/she can apply it across domains and even in domains where he/she has little prior background knowledge, in this case, the use of self-regulated learning strategies might not only help the student to strengthen his or her speaking proficiency, but it might also help to improve the other language skills. So, this element is important for improving a learner's English competence. Unfortunately, for some students is difficult to apply their knowledge to authentic tasks, and to monitor and regulate their own thinking process. So, it is necessary to help the learner to develop his/her self-regulated learning strategies to allow him/her to become a skilled learner. As the self-regulated strategy is not currently used widely in EFL classes, it is recommended that teachers become familiar with the term and its positive outcomes. So based upon in the previous assumption is when self-regulation begins to take a prominent role within this research. Self-regulated learning (SRL) is a complex process by which learners

personally activate and sustain cognition, affect and behavior that are systematically oriented toward the attainment of learning goals (Efklides, 2009; Schunk, 2008). Indeed, this research project in self-regulation learning will enhance students' understanding and will help teachers to increase students' perception of their own capabilities and how to make learning to speak another language more enjoyable and fruitful to them. Although all the studies mentioned in the whole paper have shed some light on speaking as the less explored area of self-regulation, the need for further investigation in this field and more specifically the language teachers and learners' awareness of employing such strategies in their speaking learning seems pretty evident. Consequently, in an attempt to partially fill the existing gap, the present study will try to explore the role of self-regulated capacity in speaking learning of English students of the University of Nariño to provide some insights into speaking instruction in language education. Besides, to answer the question posed in this project, it will be employed a phenomenological approach as the methodology to guide the study. The data collection will involve a face-to-face semi-structured interview with some faculty members of the Linguistics and Language Department and finally, the presentation of an instructional design containing four speaking activities aimed to help students to learn to acquire an autonomous learning through self-regulated learning strategies, so this study will intend to integrate self-regulated learning strategies into regular speaking instruction to identify effective speaking strategies that promote self-regulated learning among English learners. The pedagogical unit will incorporate metacognitive, cognitive, management and motivational strategies into speaking activities, which will train the learners to better control their learning process and become self regulated learners. After applying the instructional design, this project will also incorporate the teachers' perceptions about the implementation of those speaking activities that were based on a varied sample of self-regulated

learning strategies. So, teachers could say what beliefs they have about the speaking learning process of their students through self-regulated learning strategies.

This research project also might demonstrate that teachers of the Linguistics and Language Department of the University of Nariño could use carefully designed speaking activities to help learners plan and prepare well for speaking tasks, check and monitor comprehension, and evaluate strategic efforts in speaking process in independent settings. Since it is believed that self-regulated learning strategies can help learners articulate their plans and chart their progress, it was decided to incorporate those activities because more able learners may be more motivated to adopt such strategies, and the weaker ones who want to master their English spoken communication would also be likely to invest more time and effort into it. Moreover, professors in this study will be responsible for taking charge of students overall speaking development and initiating extensive speaking tasks in independent settings. In addition, this study may have implications for teachers and learners. A clear understanding of the nature of the relationship between the speaking skill, teachers' perceptions and self-regulation may change teachers' and students' views toward the importance of teaching and learning speaking through self-regulation. Teachers may try to provide learners with domain, instrumental support and strategy knowledge they need to operate independently. That is why, teachers will play an integral role in developing self-regulation in their students by how they instruct, structure the classroom, think about their students' learning and the relationship they form with them. Only that way, students might benefit to become independent and responsible for their own learning. Finally it is hoped that this project serves as a guide for the teachers and EFL learners to gear their goals towards a more effective approach in teaching and learning a second language.

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## Appendixes

### Appendix A. Schedule for the planning progress of the task

*Appendix 1 Schedule for the planning progress of the task.*

Time Activity	Weeks			
	First week	Second week	Third week	Four week
Data gathering				
Use of additional aids or tools (illustrations, slides, videos, etc.)				
Elaboration of reinforcing didactic proposal/material.				
Oral presentation				

### Appendix B. Teacher evaluation format

*Appendix 2 Teacher evaluation format*

Name of the topic Members				
	Name 1:	Name 2:	Name 3:	Name 4:
The student was well prepared and well organized about the presentation.				
The topic was explained in an understandable way.				
The explanation was clear, sequenced and logical.				
Directions about the didactic activity were clear and concise and the students were able to carry them out proficiently.				
Didactic material was presented at the students' level of comprehension.				
The use of vocabulary was the most appropriate				

to deliver the information.				
The audience showed interest for the information given.				
The topic was well reinforced.				
The audience comprehension about the topic was effective.				
<b>Score:</b>				



### Appendix C. Peer Assessment

#### *Appendix 3 Peer Assessment*

<b>Peer Assessment</b>
<b>Date:</b>
<b>Name of the oral presentation:</b>
<b>Evaluators:</b>
The purpose of this evaluation is to identify to what extent you did understand the topic provided by your classmates, but if you did not, this is the chance to give some advice to your partners to be better.
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do you think that the topic was interesting? If so, Why?</li> <li>2. Resource material was used effectively? Why? Why not?</li> <li>3. How clear was the information provided by your classmates?</li> <li>4. What called your attention the most about the presentation?</li> <li>5. What do you suggest your classmates to improve for future presentations?</li> </ol>
<b>Answers:</b>

### Appendix D. Presenter self-evaluation

<i>Appendix 4 Presenter Self-evaluation</i>
<b>Presenter self-evaluation</b>
<b>Date:</b>
<b>Name of the oral presentation:</b>
<b>Student's name:</b>
The purpose of this assignment is to self-evaluate your proficiency in terms of delivering of information, use of materials, use of appropriate vocabulary and other relevant aspects that interest to know about your own presentation.
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do you think that your presentation was interesting? If so, Why?</li> <li>2. Do you think your audio-visual resources helped your classmates to understand in a better way?</li> <li>3. Do you think you increased audience understanding and knowledge of topic?</li> <li>4. Did you feel confident when speaking about the topic? Why? Why not?</li> <li>5. Do you think you were well prepared for this activity?</li> <li>6. Did you have a wide range of formal vocabulary to perform the speaking task effectively and easily?</li> <li>7. Did you demonstrate enthusiasm and a positive attitude about the topic during the presentation?</li> <li>8. What did you learn about your own presentation?</li> <li>9. Do you think that your didactic material helped to reinforce the topic?</li> <li>10. Did you work as a group in all the aspects of the oral presentation?</li> <li>11. Do you feel you need something for improving when giving an oral presentation?</li> </ol>
<b>Answers:</b>

### Appendix E. Semi-structured Interview

#### *Appendix 5 Semi-structured interview*

<b>Semi-structured Interview</b>
<p><b>Objectives:</b> To identify what knowledge on self-regulated learning is applied in the instructional process of the speaking skill in students a higher educational institution.</p>
<p><b>Participants:</b> Linguistics and Language Department Faculty Members</p>
<p><b>Estimated Time:</b> 45 minutes</p>
<p><b>Place:</b> Linguistics and Language Department at the University of Nariño</p>
<p><b>Resources:</b> Audio recorder, Copy of inform consent form, interview format</p>
<p><b>Interview Protocol:</b></p> <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Interview contextualization</li> <li>- Guiding questions</li> <li>- Closing</li> <li>- Gratitude</li> <li>- Farewell</li> </ul>
<p><b>General Information of the teacher:</b> Date: Na me: Age:</p>
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Have you ever heard about self-regulated learning or self-regulation? If so, how much do you know about it?</li> <li>2. Have you ever thought about what SRL is when teaching speaking?</li> <li>3. How do you describe the practice of SRL in your classes?</li> <li>4. How do you interpret the implications of the guiding principles about SRL in your classes?</li> <li>5. What kind of training on self-regulated learning for teaching English have you received?</li> <li>6. How many independent homework hours do you think your students do regarding English language learning, especially the speaking skill?</li> </ol>

7. What strategies do you prefer to use in your classes to help your students in the learning process of speaking?
8. Could you please tell why you use those kind of activities to develop the students' speaking skill?
9. If you notice that when you are developing your English class, some of your students do not understand the topic. what do you do to solve the problem?
10. Have you ever noticed that your students use some activities by themselves to strengthen their speaking skill? If so, could you please describe them?
11. When your students fail in a speaking activity, what attitudes do they assume?
12. When your students feel bored in class, what do you do to motivate them?
13. Do you think that self-regulated learning allows your students to learn speaking better? Why or why not?
14. Do you think your students to feel motivated in learning to speak in English? Why or why not?
15. How do you think teaching self-regulatory strategies can help your students speak English efficiently?
16. What do you think are the most important theoretical foundations that an English teacher should have for teaching speaking?
17. How do you think the teaching of the speaking skill can be connected with self-regulated learning?

## Appendix F. Letter of Teacher's Personal Information

### *Appendix 6 Letter of Techer's Personal Information*

**Teachers' Beliefs about Self-Regulated Learning to the Development of Speaking in  
Students at a Higher Educational Institution  
Research Project. Student of English and Spanish Program  
University of Nariño  
Author: Milena Sujey Palacios López  
Bilingual teacher personal and academic information**

Dear teacher:

First of all, I want to thank you for accepting and being part of this group whose only purpose is to try to improve and better our teaching practices when incorporating varied and different activities by using self-regulated learning in English classes.

The first step in this project is to know about you and your teaching activities. So I am asking very respectfully to fill out the following personal and academic information.

This information will provide an idea of the kind of teachers and persons that will be part of the interview. It is important for you to know that this information is strictly confidential and it will not be used for different purposes but for my research project.

Thanks so much for your cooperation and collaboration.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ email: \_\_\_\_\_

Education: Primary ( ) Secondary ( ) University ( ) Other ( )

Which One? \_\_\_\_\_

Teaching Experience: Years ( ) Months ( )

Institution Working Place: \_\_\_\_\_

Level of English you teach: \_\_\_\_\_

Subjects you teach: \_\_\_\_\_

Additional comments: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix G. Letter of Teacher's Informed Consent***Appendix 7 Letter of Teacher's Informed Consent***University of Nariño.****Pasto July \_\_, 2019****Teachers' Beliefs about Self-Regulated Learning to the Development of Speaking in Students at a Higher Educational Institution**

Dear teacher:

You are being invited to participate in a research study about the creation and implementation of some teaching strategies to try to understand how self-regulated learning is applied around the instructional process of the speaking skill in students at a higher educational institution. This study called "Teachers' Beliefs about Self-Regulated Learning to the Development of Speaking in Students at a Higher Educational Institution", will be conducted by Milena Palacios López as part of my graduate student project, from the English and Spanish bachelors' degree at the University of Nariño.

There will be no known risks if you decide to participate in this research study. There will be no costs to you for participating in the study. The information you provide will be used to obtain insights, ideas, suggestions, comments from the participants to improve and better our teaching practices when analyzing your self-regulated learning perceptions about students' speaking skill in English classes. The study will take about a year to be completed. The information collected may or may not benefit you directly, but the information learned in this study should provide more general benefits for the teaching community. Your participation in this study is voluntary. As a participant in this study, you will have to commit yourself to participate in the different activities the researcher schedule (One hour weekly meetings, questionnaires, interviews, audio and videotaping).

If you have any questions about the study, please contact Milena Palacios or send a notification to my email address [milenita9228@gmail.com](mailto:milenita9228@gmail.com), or my cell phone number 3138211003.

**Risks and Discomforts:** There are no risks or discomforts that are anticipated from your participation in the study. Potential risks or discomforts include possible emotional feelings of sadness when asked questions during the interview.

**Benefits:** The anticipated benefit of participation is the opportunity to discuss feelings, perceptions, and concerns related to the experience of teaching students' speaking skill.

**Confidentiality:** The information gathered during this study will remain confidential in a locked draw during this project. Only the researcher and University of Nariño will have access to the study data and information. There will not be any identifying names on the tapes, and participant's names will not be available to anyone. The audio and videotapes will be destroyed at the completion of the study. The results of the research will be published in the form of a graduate paper and may be published in the virtual library of the University or presented at juries.

**Withdrawal without Prejudice:** Participation in this study is voluntary; refusal to participate will involve no penalty. Each participant is free to withdraw consent and discontinue participation in this project at any time without prejudice from your institution.

**Agreement:** This agreement states that you have received a copy of this informed consent. Your signature below indicates that you agree to participate in this study.

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Milena Palacios López  
Researcher

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Teacher's Signature